INHIBITING FACTORS IN ENGLISH SPEAKING; A CASE STUDY AT SMKN 7 KABUPATEN TANGERANG

Maya Putri Amelia, **Syafrizal**, **Pupun Sampurna**, **Welliam Hamer**

English Department, The University of Sultan Ageng Tirtayasa, Serang, Indonesia
E-mail: sampurna@untirta.ac.id

Abstract

The objectives of this study were to find out (1) the factors that inhibit in students' speaking made by the tenth grade of SMKN 7 Kabupaten Tangerang and (2) the teachers' strategies to reduce the factors that inhibit in students' speaking. This research used qualitative method with case study design. To collect the data, the researchers used observation, documentation, closed-ended questionnaire, and interview for the students and teacher. The data analysis shows that there were a number of problems to speak English by students caused by some inhibiting factors such as cognitive factors and affective factors. From the data result, it showed that mostly problems caused by pronunciation, self-confidence, incorrect grammar, and lack of vocabulary. In addition, 90% students mentioned that pronunciation become the main problem that inhibited students in speaking English. This study suggested some strategies to overcome these difficulties such as practice to speak English intensively inside and outside to the classroom, creating a relaxing learning environment to communicate in English bravely and teach them the way to read phonetic symbols.

Keywords: *inhibiting factors, English speaking, case study*

INTRODUCTION

Language is a system of arbitrary vocal symbols, which permit all people in a given culture, or other people who have learned the system of that culture to communicate or to interact. Speaking becomes one of the most important things that people should have, because by speaking other people will understand an idea and feeling to each other. According to Nunan (2004), speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning. It is considered a skill to practice and master. Moreover, students should learn speaking in order to able in a communicate language. The ability to speak English should be mastered well by student. It is important to be able to speak English either in saying things or expressing thought aloud. According to Luoma (2004), speaking skill is important part of the curriculum in language teaching, and it makes them an important object of assessment as well. Hence, it is very obvious that every student should possess English language skill to speak well.

However, based on the experience of the researcher during studying in secondary high school, most of students inhibited to speak English. Kurtus (2001) stated that inhibit to speak come together with fear of mistakes that will become the primary reason that students are afraid of looking unwise in front of other people that they are disturbed about how other will see them. Moreover, students with inhibition will protect their ego in language acquisition or produce something (Brown, 2001). So, the researchers assume that, it is necessary for the English teacher to find out the problems that occurs when students are learning speaking in classroom. All of the things mentioned above and many other factors contribute to inhibit English speaking skill.

Considering the reasons and some theories above, this research would be conducted. The researchers were interested in doing the research about inhibiting factors in English speaking at SMKN 7 Kabupaten Tangerang. This research would be conducted to find out, to describe, and to compile in depth information about the factors that inhibit students' speaking skill. The researchers hope that these problems can be identified and solved properly. The study seeks to answer the following two research questions: 1) what are the factors that inhibit students' speaking at

SMKN 7 Kabupaten Tangerang? 2) what strategies does the teacher employ to reduce students' speaking inhibition at SMKN 7 Kabupaten Tangerang?

CONCEPT OF SPEAKING

Speaking is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts. It is one of the most important skills that must be practiced to communicate orally. By speaking, people are able to express an idea and feeling to each other. In language teaching and learning, speaking is considered a skill to practice and master. According to Celce-Murcia (2001), speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group.

However, in learning English speaking, sometimes students make slips or errors when they try to utter words, phrases or sentences. There are some of the problems in getting students to talk in the classroom. One of the factors of students' speaking problem is inhibition. Inhibition is the most crucial in language learning either other physical problems. Speaking activities require a learner to have all eyes on him; exposure to an audience can often give learners stage fright. Students are often inhibited about trying to say things in foreign language in a classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

The students with inhibition will be exercising self-control in speaking English. According to Kurtus (2011), inhibit to speak come together with fear of mistakes that will become the primary reason that students are afraid of looking unwise in front of other people. There are two main elements that cause inhibition, cognitive factors and affective factors. Then, they are disturbed about how other will see them. Inhibition makes students cannot do something.

FACTORS THAT INHIBIT STUDENTS' SPEAKING PERFORMANCE

There are two main elements that cause inhibition, cognitive factors and affective factors. According to Mohseni & Ameri (2010) cited in Humaera (2015), categorized source of attitude problems included of inhibition are the following:

a. Cognitive Factors
1. Incorrect Grammar

Grammar is an element of language that presents the pattern of language. Thornbury (2006) explained that grammatical structure is crucial in language learning but it do not took up that grammar should be the starting point of learning. So, students need to understand the implication of language to develop their language awareness and to create meaningful communication.

2. Lack of Vocabulary

Vocabulary is the basic language aspect that must be mastered before mastering English skills. It is determining that vocabularies are supporting factors for language users both in receiving and producing language. However, it becomes one of the problems faced by the students. Rabab'ah (2005) stated that the difficulty in speaking is related to the learners themselves which is lack the necessary vocabulary to get their meaning across and consequently, they cannot keep the interaction going. Hence, lack of vocabulary makes them cannot arrange a sentence, share their idea and build communication.

3. Mispronunciation

Pronunciation is a set of habits of producing sounds. Pronunciation refers to the production of sounds that use to make meaning. According to Kelly (2000), pronunciation is the important part in oral communication to produce accurate information and meaningful communication. Students with mispronounce a range of phonemes can be

extremely difficult for the listener to interpret the speaker means.

b. Affective Factors

1. Lack of Motivation

Motivation is one of the main affective factors that affect foreign language learners' abilities in speaking English. It has been widely accepted by both teachers and researchers as the one of the key factors that influences the success of foreign language learning. Thang & Lei (2011) emphasizes that motivation is recognized as one of the most significant factors affecting' student performance of second language (L2) learning. Motivating means creating the need of the students to learn and become actively involved in the lesson.

2. Shyness

Shyness is an emotional thing that many students feel from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in speaking class. Gebhard (2000) pointed out that paying attention on students' shyness is also quite important in order to help the students do their best in their speaking performance in the classroom.

3. Less of Confidence

It is commonly understood that students' less of confidence usually occurs when students realize that their conversation partners have not understood them, or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Safaa (2012) stated that self-confidence is one of the most influential variables which affect learning.

4. Low of Self-Esteem

High or low self-esteem that produced by students will influence their feelings and beliefs. According to Chamorro (2013), students with lower self-esteem will not know what they have made, meanwhile the higher one will know about their weaknesses and mistakes that they have made In second language acquisition and performing language, self-esteem has important role.

5. Language Ego

The other personal factors that affect students in second language acquisition and performing their second language are language ego. Brown (2000) states that language ego is the way of someone in developing their personal mode of thinking, feeling and acting in second identity.

c. Classroom Interaction

Interaction includes how the teachers provide good opportunity to students performing their language and personality. According to Reeve (2006), when teacher-students interaction go well, teachers function both as guide to structure students' learning opportunities as well as support system to encourage students' interest and enable students to internalize new values, develop important skills, and develop social responsibility.

d. Fear of Language Evaluation

Inhibition can appear form language testing. In language testing, the greater the degree of students' evaluation and the more unfamiliar the test tasks and formats, the more the learner inhibited produced.

RESEARCH METHODOLOGY

In this research, the researcher used qualitative method to find out the research question. As Cresswell (2009) states that qualitative research is a means for exploring and understanding the meaning individuals or groups to social or human problem. This research aimed at finding out the inhibit factors to students' English speaking skill and the strategies by the teacher to minimize factors that inhibit in students' speaking skill. Moreover, the design of this study was case study because the researchers were interested in gaining in-depth

the problem of this research. It described an intervention and the real-life context in which the phenomenon occurred. The participants of this research were tenth grade students of X APH 3 which consisted of 30 students in academic year 2018/2019 and the teacher of English subject of the tenth grade. This research used purposive sampling to take the participants. Meanwhile, the instruments were classroom observation, questionnaire and interview, administered to the teacher to find out the teachers' strategies to reduce the students' speaking inhibition, as well as questionnaire and interview administered to the students to recognize their responses towards the students' speaking inhibition.

DATA COLLECTING TECHNIQUE

In this research, several instruments were used to gain the data required. Each instrument had its own function in this research:

1. The researchers used class observation to see how the teachers carry out speaking lessons and how the students perform and what problems the students really encountered in speaking lessons. In addition, the researcher becomes non-participant observer. It means that the researchers only observed the students' speaking activities to collect the data.

2. Documentation was employed in this research to record certain situation. In this research, the researchers used video recorder as a tool to capture speaking activity in the classroom.

3. Questionnaire was given to the students that was listed of a survey questions and designed to extract specific information. According to Cohen (2007), questionnaire is a widely used an useful instrument for collecting survey information, providing structured often numerical data, and often being comparatively straight forward to analyze.

4. Interview was done to get the directly information from participant through question. The question is regarding the

opinion concerning the teachers' strategy to reduce the inhibiting factors in English speaking. The researchers used semi-structure interview. It is believed that in semi-structure interview, can generate the rich data in order to explore and get information related to the researcher from the interviewee. The researchers also interviewed the students to get their responses towards their speaking problems.

PROCEDURES

In this research, firstly, the researchers observed the teaching-learning process in the classroom directly. Secondly, observation sheet is used to capture all of the activities happened when the speaking performance take place. Thirdly, the researchers distributed the questionnaire to the students. Lastly, the researchers interviewed the students related to the factors that inhibit the students' speaking performance and also interviewed the teacher to related to the strategy used to reduce the inhibiting factors to students' speaking.

DATA ANALYSIS

In this research, the data were analyzed by using technique from Miles & Saldana (2014). The data were divided in data collection, data condensation, data display, conclusion and drawing/verify.
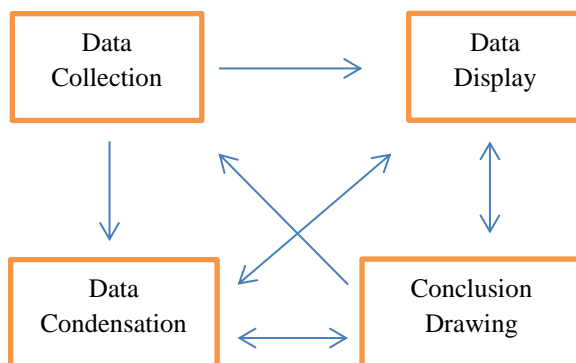
DATA DISPLAY

In designing display, it was presented in a table, narrative form of writing, chart, and table. All are designed to assemble organized

information into an immediately accessible, compact from so that the researcher could see what is happening and either draw justified conclusion. The data from analyzing students' speaking inhibition displayed in table form with short description. Meanwhile, data from questionnaire displayed in chart form.

FINDING AND DISCUSSION

The information about the students' speaking inhibition during teaching-learning process activities in the classroom in the following table below:

Result of Observation in Teaching-Learning Process in the Classroom

The Result	
Item	**Indicator**
Pronunciation	Low: Could not spell the words correctly, poor articulation, not fluently. Medium: Pleasant variation in pitch, used filler words. High: Spell the words correctly, excellent articulation, fluently.
Grammar Knowledge	Low: Difficult to compose the sentence pattern correctly. Medium: Confusing in understanding the pattern. High: Able to compose into sentence pattern correctly.
Vocabulary Mastery	Low: Difficulties in understanding the meaning of words. Medium: Understanding the meaning of words well. High: Able to express their ideas and understand the meaning of words well.
Self-Confidence	Low: Appearing anxious, avoid challenge. Medium: Occasionally calm, hesitant to accept challenge High: Constantly calm, excited to accept a challenge.
Self Esteem	Low: Unable to express them with confidence, does not like leadership role or voluntary tasks. Medium: Felt quite sure when speaking in front of the class. High: Moves and speaks easily and

	confidentially, takes part in an activity.
Shyness	Low: Felt awkward and worried in front of the class. \ Medium: Occasionally lose face in front of the class. High: Felt safe and comfort in front of the class.
Motivation	Low: No response or stating an opinion, blank stares. Medium: Occasionally giving slow response, seldom stating short material. High: Active in giving response by teacher, full of energy.
Language Evaluation	Low: Blank stare, lowering the voice. Medium: Good eye contact, speak firmly. High: Use body language, Speak loudly.
Language Ego	Low: Get nervous and confused when speaking in front of the class. Medium: Quite relax when speaking in front of the class. High: Enjoy the performance in front of the class.
Classroom Interaction	The teacher always used English meanwhile the students responded it by using Bahasa, there is no question section to the students.

RESULT OF THE QUESTIONNAIRE

This study reveals that most students have cognitive and affective factors in terms of practicing speaking in English class. In the table below, 90% (27 students) agreed that pronunciation became the obstacle to speak English. It became the highest inhibiting factors in students' response to speak English. The second question, 74% (22 students) disagreed that they have mastering a lot of vocabularies. Then, in the third question, showed that 77% (23 students) have lack knowledge about grammar but 23% (7 students) answered that it was not be an obstacle for them. The forth question, 77% (23 students) were less confidence.

In the number of 5th question found that 44% (13 students) felt shyness became the barrier to speak but 66% (17 students) did not

feel like it. In 6th question, only 36% (8 students) answered that language ego affect in second language acquisition. In 7th question, agreed that 70% (21 students) had low of self-esteem. In 8th question, 100% (30 students) agreed that their teacher motivated the students to speak English. In 9th question, agreed 87% (26 students) agreed that the teacher created good interaction in the classroom. The last question, answered that 44% (13 students) felt fear of language evaluation when the teacher asked to perform orally in front of the class.

RESULT OF THE INTERVIEW

Based on the teachers' responses to the interview questions, the teacher used some strategies to minimize their problems. In teaching speaking to students, the teacher often used some methods such as brainstorming, discussion, and role play. In addition, the teacher also used pair work for some materials. The teacher thought that from those activities, it will make the students give a contribution to each other in practicing speaking that will be performing in front of the class. The teacher allowed students to get to know each other. It will make an interaction to each other by delivering their ideas and it also could help them to overcome the difficulties. Besides, the teacher also creates a supportive classroom environment so the students feel encouraged to take risks and showing enthusiasm for learning.

On the other hand, the students' responses based on the interview result mentioned that there were some reasons why the students faced the problems on speaking skill. The main problem that students faced in speaking English is pronunciation. From the students answered, most of them felt difficult to pronounce the English words because the word is hard to say. Grammar was also their problem when they want to speak. They thought that grammar is complicated to understand. They are still confused to determine the pattern of the tenses. In addition, Lack of vocabulary was also being factor that affect to the students itself.

They realized that they less of reading and memorizing the English words. Consequently, they do not have numbers of vocabulary to speak.

DISCUSSION

The aim of this study is to explore the factors' that inhibit to students' speaking in the classroom. The research reveals that pronunciation becomes the main obstacle to students in speaking and learning English. They were difficult to pronounce the English words correctly and interpreting the words meaning. Being unable to pronounce well can cause the students to be poorly perceived and understood by others. This indicates that paying attention to this linguistic aspect is also important because students' low ability in pronunciation can also become obstacle for the students to speak (Liu, 2007). Besides, less of confidence was affected their performance while speaking English. Students were often reluctant to speak because they were fear of making mistakes and worry to express themselves in front of other people, especially when they are being asked to give personal information or opinions. Moreover, sometimes they did not know what to say and kept silent. In line with this, He & Chen (2010) stated that the main cause of students' confidence is their low ability in speaking English. Thus, have no belief to speak clearly especially in front of the other people.

In addition, lack of knowledge about grammar and vocabularies were also being factors that inhibit their speaking ability. They were confusing in understanding the grammar pattern. They were difficult in creating the sentences while speaking English. Moreover, they realized that they rare to memorize the vocabulary. As Smith (2011) mentioned that lack of vocabulary knowledge could lead to students'' difficulties in language reception and production and becomes an obstacle for them to express their ideas in English. Thus, most of students were unable to speak English clearly

and they also were difficult to produce words, phrases, and sentences in English.

Related to strategies used to reduce inhibition in speaking, the teacher pointed out various strategies to solve inhibition in speaking English. The strategies used by teacher such as always push the students to speak English either in explaining the material or responding the instruction asked by the teacher. In addition, the teacher always gave opportunities for the learners to express themselves during sessions. She also often used role play method in implementing the speaking activities in the classroom. It was considered as the best method for improving students' speaking ability.

CONCLUSION

The students' speaking ability of X APH 3 at SMKN 7 Kabupaten Tangerang were still low and need to be increased. Pronunciation becomes the main obstacle to students in speaking and learning English. Besides, less of confidence and low of self-esteem were also affected their performance while speaking English. They were afraid of making mistake and felt fear of being criticized when they must to speak in front of their friends. It caused of fear of failure, inferiority complex, and lack of knowledge. In addition, lack of vocabularies and grammar knowledge were also being factors that inhibit their speaking ability.

Based on the result of the study, the researchers concluded that cognitive factors are among most influential factors contributing to inhibition in students speaking at SMKN 7 Kabupaten Tangerang. The most influential factors were found mispronunciation and lack of vocabulary. Moreover, cognitive and affective factors are interrelated to each other and cannot be separated. Some specific affective variables in human behavior play important role in second language acquisition. Students can memorize a lot of vocabularies or understand the language must be supported by every student mental itself.

REFERENCES

Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Second Edition. Addison Wesley Longman, Inc.

Celce-Murcia, M. 2001. *Teaching English as a second language or foreign language* (2nd ed.). New York: Newbury House.

Chamorro. 2013. *Confidence: Overcoming low self-esteem, insecurity, and self doubt.* USA: Hudson Street Press.

Cohen, *et.al.* 2007. *Research Method in Education.* New York: NY: Routledge.

Cresswell. 2009. *Research Design: Qualitative, Quantitative, and Mixed Method Approaches.* Los Angeles: Sage.

Gebhard. 2000. *Teaching English as a Foreign or Second Language* . USA: The University of Michigan Press.

Humaera. 2015. Inhibition in Speaking Performance. *Journal of The Association for Arabic and English, 1.*

Kelly. 2000. *How to Teach Pronunciation.* Copp Clark LTD.

Kurtus. 2001. Retrieved January 31, 2018, from http://www.school-for-champions.com/speaking/fear.htm#.WnAvXaiWbIU.

Liu. 2007. Anxiety In Oral English Classrooms: A Case Study In China. *Indonesia Journal of English Language Teaching, 3*, 119-121.

Luoma. 2004. *Assesing Speaking.* United Kingdom: Cambridge University Press.

Miles, & Saldana. 2014. Qualitative Data Analysis: A Methods Sourcebook. Los Angeles, CA: SAGE Publication.

Nunan, D. 2004. *Language Teaching Methodology (Practical English Language Teaching).* London: Longman Publisher.

Rabab'ah. 2005. Communication problems facing Arab learners of English. *Journal of Language and Learning.*

Reeve. 2006. Teachers as Facilitators: What Autonomy-Supportive Teachers Do and Why Their Students Benefit. *The Elementar Scool Journal, 106.*

Safaa. 2012. The Correlation between Self-Confidence and Acedemy Achievement in the. *Theory and Practice in Language Studies*, 60-65.

Smith. 2011. *Learning Foreign Language.* Retrieved February 9, 2011, from http://www.Teacherweb.com/VA/NottowayMiddleSchool/ForeignLanguage/apt4.asp.

Thang, & Lei. (2011). Attitudes and Motivation of Malaysian Secondary Students Towards Learning English as a Second Language: a case study. *The Southeast Asian Journal of English Language Studies*, 40-54.

Thornbury. 2006. *How to Teach Grammar.* Essex: Pearson Education Limited.