AN ANALYSIS OF FACTOR INFLUENCING STUDENTS’ ENGLISH SPEAKING SKILL
(A Descriptive study of the five semester at English Study Program In IAIN Curup in Academic 2017-2018)

THESIS

This thesis is submitted to fulfill the requirement for “Sarjana Degree” In English Language Education

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Assalamualaikum Wr.Wb

Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudari DIAN PEBRIANTI yang berjudul "An Analysis of Factors Influencing Students’ English Speaking Skill (A Deccriptive study of English Tadris Study Program at IAIN Curup in Academic 2018)." Sudah dapat diajukan dalam sidang Munaqosah.

Demikianlah permohonan ini kami ajukan, Terima kasih.

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PREFACE

This thesis is submitted as a part of the completion for the sarjana degree in Institute College for Islamic Studies (IAIN) Curup. The writer realizes that the thesis is far being perfect. Thus, she really appreciates any suggestion and criticism for the better value of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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Assalamu’alaikum Wr. Wb.

Alhamdulillahibril’ alamin all of praises just Allah SWT the Almighty and merciful god who blessing and guidance have made me possible to finish this thesis completely. Praying and greeting to our Muhammad SAW and all of his family and followers who has brought us from the darkness to the lightness as we felt together.

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Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

And the last as bad as possible this thesis, but the writer still hope the result of this thesis will give the benefit to the reader and may Allah Bless us and give us the easiest way for facing our future. Aamiin Ya Robbal’alamin

Wassalamu’alaikum WR.WB

Curup, November 2018
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Motto and Dedication

"word hard in silence, let your success be your noise"

This thesis is honorably dedicated to:

1. To my beloved parents, Ahwar Pandi (My Father) and Ani Rusdianti (My Mother), for their prayer, love, support, advice great financial support during this time until this thesis can be arranged and until whenever I will never back.

2. To my beloved young sister Dini Puspita Sari and My twin Brothers Muhammad Hasan and Muhammad Husein and all of my family who always give their motivation, support and also love.

3. My great advisor Mrs. Jumatul Hidayah, M.Pd, and my co-advisor Mr. Sarwo Edy, M.Pd, who gave the writer guidance, support and suggestion in finishing this thesis. And also to Mrs. Masita Arianie, M.Pd as my Validator.

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ABSTRACT

Dian Pebrianti . 2018  “An analysis of factors influencing students’ English speaking skills(A Descriptive study of English Tadris Study Program at IAIN Curup in Academic 2018)”

Advisor : Mrs. Jumatul Hidayah, M.Pd
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This research was conducted based on phenomena that occur in fifth semester at IAIN Curup the students’ was learned speaking 1-3 and they have an English zone to keep their speak but some students got score c in speaking. Where speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. So, the researcher want to know what are the factors influencing students’ English speaking skill and how are the factors influence students’ English speaking skill. This study uses a qualitative method approach using descriptive and subject of this research 47 students in fifth semester at English Study Program. The technique used is questionnaire and interview. Questionanier uses open-ended questionnaire and interview. The results show that there are nine common factor that influencing students English speaking skills of English Study Program of IAIN Curup. There are pertinent factor, affective factor, listening factor, topical knowledge factor, linguistic factor, motivation factor, feedback factor,identity factor and culture factor. In this research, the most influencing factor is amount of support by pertinent factor because 46 students say that pertinent to performance condition is very important when they want to speak English well and easy to speak English. While, the culture and identity did not influence students because only some students that influencing their speaking English. So, 46 students can lead the factors into positive way. It means that the students with higher score their can lead with the factor meanwhile the lower students score can not lead the factors into positive way because their speaking score in certain speaking class was C.

Keywords: speaking skill, factors.
# TABLE OF CONTENT

| TITLE | ................................................................. | i |
| PROPOSING OF THESIS TITLE | ................................................................. | ii |
| STATEMENT OF OWNERSHIP | ................................................................. | iii |
| SUPERVISORS’ APPROVAL | ................................................................. | iv |
| PREFACE | ................................................................. | v |
| ACKNOWLEDGEMENT | ................................................................. | vi |
| MOTTO AND DEDICATIONS | ................................................................. | viii |
| ABSTRACT | ................................................................. | x |
| TABLE OF CONTENT | ................................................................. | xi |

## CHAPTER I INTRODUCTION

A. Background of The Research ........................................... 1  
B. Research Questions......................................................... 6  
C. Objective of The Research............................................... 6  
D. Delimitation of The Research........................................... 6  
E. Significance of The Research ........................................... 6  
F. The Definition of Key Terms............................................ 7  
G. The Organization of The Research.................................... 8  

## CHAPTER II REVIEW OF RELATED LITERATURE

A. Speaking  
1. Definition of Speaking..................................................... 9  
2. The Important of Speaking................................................. 10  
3. Definition of Speaking Skill............................................. 12  
4. The Characteristics of Speaking Skill................................ 17  
5. The Factors Influencing Students’ English Speaking Skill...... 18
B. Review of Related Finding ................................................................. 25

CHAPTER III RESEARCH METHODOLOGY

A. Kind of The Research ................................................................. 28
B. Subject of The Research ............................................................. 29
C. Technique of Collecting Data ....................................................... 30
   1. Questionnaire ........................................................................... 31
   2. Interview ................................................................................. 31
D. Research Instruments ................................................................. 32
E. Technique of Analysis Data ......................................................... 39

CHAPTER IV FINDING AND DISCUSSION

A. Finding ....................................................................................... 42
   1. The Factors Influencing Students’ English Speaking Skill ....... 42
   2. How the Factors Influencing Students’ English Speaking Skill 47
B. Discussion ................................................................................... 63

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion .................................................................................. 72
B. Suggestion .................................................................................. 73

BIBLIOGRAPHY

APPENDIX
CHAPTER I

INTRODUCTION

A. Background of The Research

The learning of English speaking skill is a preference for a lot of English as Foreign/Second Language (EFL/ESL) learners. Language learners sometimes evaluate their success in language learning based on how well they have improved in their spoken language ability. Teachers and textbooks use either direct approaches that concentrate on particular aspects of oral interaction such as turn-taking and topic management or indirect approaches which make situations for oral interaction by group work, task work, and other strategies. According to Harmer human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication. Speaking is very important in foreign language learning. Despite

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its importance, speaking has been overlooked in schools and universities due to
different reasons like emphasis on grammar and unfavorable teacher-student
proportions. Speaking has been absent from testing because of the problem in
assessing it objectively and the time it takes to carry out speaking tests.

Speaking is a skill which is worthy of attention in both first and second
language. Nunan stated that Learning the speaking skill is the most important
aspect of learning a second or foreign language and success is measured based on
the ability to perform a conversation in the language\textsuperscript{3}. Speaking is one of the
most important skills of all the four language skills because individuals who
learn a language are referred to as the speakers of that language. Humans are
programmed to speak before they learn to read and write. In any given, human
beings spend much more time interacting orally with language rather than using
it in its written form. Speaking is the most important skill because it is one of the
abilities that is needed to perform a conversation. English speaking is not an easy
task because speakers should know many significant components like
pronunciation, grammar, vocabulary, fluency, and comprehension. Learners
should have enough English speaking ability in order to communicate easily and
effectively with other people. Rivers (1981)\textsuperscript{4} studied the use of language outside

\textsuperscript{3} Nunan, D, \textit{Language Teaching Methodology}, (A Textbook for Teachers. NY: Phoenix Ltd.,
1995) p 593

\textsuperscript{4} Rivers, W, M, \textit{Teaching Foreign Language Skills} (2nd edition), ( Chicago: University of
the classroom situation and understood that speaking is used twice as much as reading and writing combined.

Davies and Pearse in their book shows that The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication. However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field. When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some teachers’ classes. Learners do not have enough opportunity either in their classes or outside to speak English.

Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners’ shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students’ speaking skill. The most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately

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6 Bashir, M., Azeem, M., & Dogar, A. H, *Factor Effecting Students’ English Speaking Skills*, (British Journal of Arts and Social Sciences, 2(1), 201) p 34-50
and understandably. According to Mazouzi who believes that learners’ activities should be designed based on equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately⁷.

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students’ attention towards themselves. Littlewood expressed that a language classroom can also create inhibitions and apprehension for the students⁸. The second problem is that learners complain. Next problem is in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a

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time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

Based on research pre observation, the same problem also occurred in English Department of IAIN Curup, the researcher found that around 60% students cannot deliver their idea through speaking. It also can be seen from their speaking achievement in regular class and their performance in group presentation in Mini Conference hold by Translation lecturer. In addition, some students sometimes still present their Thesis in Bahasa Indonesia rather than English. English department also force students to speak English by offered them English zone in campus area but it seems that students still have problem in applying their English speaking skill. From the reason above, The researcher interested to investigate what factor that affecting their English speaking skill. Because from pre-observation many students find difficulties to express their skills in English speaking while they have learned four speaking classes. But there are still students whose English speaking skills are very low and many students find difficult to express their opinion through speaking. They also stop to communicate in English because they can not to find good words to communicate with other people or friend. Based the phenomena above, it can conclude that many factors can affect students speaking skills. The researcher really interesting to investigate what factors that influence their English speaking skills that make the ability students in English still low so the researcher aim to
conduct research on “AN ANALYSIS OF FACTORS INFLUENCING STUDENTS’ ENGLISH SPEAKING SKILL.

B. Research Questions

The problem is focused on the factors influencing students’ English speaking skill. In other words, the questions to be raised were formulated as follows:

1. What are the factors influencing Students’ English Speaking Skill?
2. How are the factors influence Students’ English Speaking Skill?

C. Object of the Research

1. To investigate the factors influencing students’ English Speaking Skill
2. To investigate how the factors influence students’ English Speaking Skill

D. Delimitation of the Research

The researcher focused in analyzing and describing about factors influencing learner’s English speaking skill. In this study, the researcher used speaking class product by four semester students of English Tadris Study Program In IAIN Curup. So, the researcher limits his research to know about factors influencing learner’s English speaking skill.
E. **Significance of the Research**

1. **Students**

The result of this research can expand the knowledge about the factors influencing students’ English Speaking Skill. Students will understand the factor which influence them in English speaking skill so they will learn based the factors occurred in order to increase their desire to learn English speaking skill.

2. **Teachers**

This research is expected will give contribution not only for English teacher but also another teacher the influence factors in increasing students English speaking skill. By knowing the factors in increasing students’ English speaking skill, the teachers can develop their students speaking skill.

3. **Researcher**

The result of this research can give new knowledge for researcher as guidance in future because researcher will be an English teacher.

4. **Definition of Key Term**

Before discussing the idea of this study further, in this chapter, the writer tries to define several key terms, which are used in the discussion. These definitions of the key terms are expected to be useful to help the understanding of the discussion with the title the factors influencing students’ English speaking skill.
Speaking skill is skill that gives the ability to speak effectively\(^9\). The skill allows the speaker to convey his message in a passionate, through full and convincing manner. Speaking skills also help to assure that one will not be misunderstood by those who are listening. In this research speaking skill is the ability of English study program students to speak effectively.

Factors are one that actively contributes to an accomplishment, result or process.\(^{10}\) Factor is the process to help students in developing their English speaking skill. In addition; influencing factors are one that actively contributes to an accomplishment of learners’ in speaking skill.

5. Organization Of The Research

To make the organization of this thesis more systematic, the research organizes it into the five chapters, there are: chapter I is introduction that consist of background of the research, questions of the research, object of the research, delimitation of the research, significance of the research, definition of the key terms, organization of the research. Chapter II is literature review that consist of the concepts of literature which has relation to this research. Literature review includes about speaking skill and some factors influencing learner’s English speaking skill. Chapter III is research methodology that consist of kinds of the research, object of the research, technique for collecting data, instrument and

\(^{9}\) https://www.slideshare.net/zeal_eagle/speaking-skills-24884424

\(^{10}\) Farlex, *The Free Dictionary* (2009)
research procedure. Chapter IV present finding and discussion and the last in chapter V present the conclusion and suggestion.
A. Review of the Related Theories

1. The Definition of Speaking

There are a lot of definitions of the word “speaking” that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech\textsuperscript{11}. According to Chaney, speaking is the process of making and sharing meaning by using verbal and non verbal symbols in different contexts\textsuperscript{12}. In line with Brown who defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information\textsuperscript{13}. In addition, Bygate defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences\textsuperscript{14}. In other words, speaking can be defined as a two way process including a true communication of

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{11}Nunan, D. *Language Teaching Methodology: A Textbook for Teachers.*, (NY: Phoenix Ltd., 1995) p 593
\item \textsuperscript{12}Chaney, A. *Teaching Oral Communication in Grades K-8. USA*, (A Viacom Company, 1998)
\item \textsuperscript{13}Brown, H. D. *Teaching by Principles-An Interactive Approach to Language Pedagogy*, (Prentice Hall Regents. 1994)
\item \textsuperscript{14}Bygate, M. Speaking. Oxford: Oxford University Press, 1987
\end{itemize}
\end{footnotesize}
opinions, information, or emotions. This top down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

Based on the definition above it is clear that speaking is ways to communicate by talking orally in order to share information, make a request among communicators. Regarding to this research, speaking is ways communication used by the English Study Program to Share the meaning of information through class activity.

2. The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined\(^\text{15}\). According to Brown, listening

and speaking are learners’ language tools. So it can be concluded that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process. Richards and Rodgers stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur, of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas; say stories; request; talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations.

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16Ibid p 25
and companies. These statements have been supported by Baker and Westrup who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion\(^\text{19}\). Previous researches approve that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language. Asher supports the idea that very soon after teachers model the language, learners like to imitate what have been said\(^\text{20}\). Krashen examined the relation between listening and speaking skills. He stated that when students speak, their speaking provides evidence that they have acquired the language\(^\text{21}\). This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

### 3. Speaking Skill

Speaking is a skill which is worthy of attention in both first and second language. Nunan stated that Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on

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the ability to perform a conversation in the language\textsuperscript{22}. Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language.

Speaking competence is not only the theoretical study but also daily activities. In addition, Chomsky in Garnham said linguistic performance is the actual use of language in contexts\textsuperscript{23} and also William O’Grady et.al stated that linguistic competence was the ability in producing and understanding an uncountable number of utterances.\textsuperscript{24} From the two definitions above, speaking skill consisted of linguistic performance and linguistic competence. In brief, it is said that speaking skill is a mental motor skill consisting of the coordination of sound, mechanism, which produced by our muscles and mental aspect. That is how to arrange the meaningful words and sounds.

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant

\textsuperscript{22}Nunan, D. \textit{Language Teaching Methodology: A Textbook for Teachers}, (NY: Phoenix Ltd., 1995) p 593

\textsuperscript{23}Garnham, Alan. \textit{Psycholinguistics}, (Cambridge: Cambridge University Press, 1985)

\textsuperscript{24}William, O’Grady et al. \textit{Contemporary Linguistic Analysis: An Introduction (7th ed)}, (Pearson Education Canada, 2011)
components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people.

Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking.

According to Mazouzi (2013), learners’ activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately. The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough
attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation.\textsuperscript{25}

According to Thornbury, learners’ correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly. Thornbury declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students’ attention towards

\textsuperscript{25}Mazouzi, S. (2013). Analysis of Some Factors Affecting Learners’ Oral Performance. A Case Study: 3rd Year Pupils of Menaa’s Middle Schools. M. A. Dissertation, Department of Foreign Languages, English Division, Faculty of Letters and Languages, Mohamed Khider University of Biskra, People’s Democratic Republic of Algeria.
themselves. Littlewood expressed that a language classroom can also create inhibitions and apprehension for the students. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them. According to Harmer, there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners

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will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners’ mother language, their learners will feel comfortable to do so in their speaking class.\textsuperscript{28}

In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak. And then, They are worried about making mistakes and fearful of criticism. They are ashamed of the other students’ attention towards themselves.

4. The Characteristic of Speaking Skills

According to Mazouzi, learners’ activities should be designed based on equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach\textsuperscript{29}. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately. The first


\textsuperscript{29}Mazouzi, S. (2013). Analysis of Some Factors Affecting Learners’ Oral Performance. A Case Study: 3rd Year Pupils of Menaa’s Middle Schools. M. A. Dissertation, Department of Foreign Languages, English Division, Faculty of Letters and Languages, Mohamed Khider University of Biskra, People’s Democratic Republic of Algeria.
characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill.

According to Hughes who stated that fluency is the learners’ ability to speak in understandable way in order not to break down communication because listeners may lose their interest. It shows fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation. According to Thornbury, learners’ correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly. Moreover he declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should

be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

5. Factors Influencing Students’ English Speaking Skill

There are some factors that influence Students’ English performance. If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners’ speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks.  

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support. The second factor is related to affective ones. Oxford said that one of the important factors in learning a language is the affective side of students. Listening ability is the third factor. Doff says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order

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32 Lai-Mei-Leong & Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners English Speaking Skill*, (international jurnal of research in english education, 2018)


34 Doff, A. *Teach English: A Training Course for Teacher*, (Cambridge University Press, 1988)
to have a successful dialogue. Topical knowledge is the fourth factor. Bachman and Palmer defined it as the knowledge structures in longterm memory. That is, topical knowledge is the speakers’ knowledge of related topical information. It enables students to apply language with respect to the world in which they live.

The sixth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer, the decisions that instructors adopt towards their learners’ performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer also continued that if instructors directly correct their students’ problems, the flow of the dialogue and the aim of the speaking task will be spoiled. It is supported that the statement if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners’ mistakes positively and give them more support and persuasion while speaking.

According to Mahripah, EFL learners’ speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality.

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37 *Ibid*
Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words. EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency. Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn’t create serious problems for the listeners to comprehend them. But the mistakes non-native

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speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding.

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm, an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners. The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners. According to Woodrow, anxiety has negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may

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originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity. Inhibition is a feeling of worry that stops people from telling or performing what they want (Cambridge A.L.Dictionary, 2008). All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one’s ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people. Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill.

Besides, there are some factors to influence learners English speaking skill communication need, cultural factors and identity factors. first,
communication need, for most people the purpose of learning any second language is communication. When sufficient skill has been developed to meet the learners communication needed, they may be little motivation for the learner to master increasingly idiosyncratic detail, especially when they play relatively small role in communication.

Second, culture factors, these factors are the need to maintain a balance between linguistic and cultural roles. Third, identity, which operates against second language learners endeavoring to develop native speaker ability is identity. Native speaker English is the Language of individuals in specific countries. Some learners acquire English with the wish of identifying with the people and culture of an English speaking country. It means that the factor is very importance to improve our skills. From the review of the theories above, the researcher conclude that there are several factor influencing speaking learner.

Table below will show the theories which is used in this research;

<table>
<thead>
<tr>
<th>No</th>
<th>Factors influencing learners’ speaking skills theories</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pertinent Factor</td>
<td>Pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support.</td>
</tr>
<tr>
<td>2</td>
<td>Affective Factor</td>
<td>The second factor is related to affective ones. Oxford said that one of the important factors in learning a language is the affective side of students.</td>
</tr>
</tbody>
</table>

44 English as an International Language, (British Council: Teaching English, 2009) p 12
<table>
<thead>
<tr>
<th></th>
<th>Factor</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Listening Factor</td>
<td>Doff says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue.</td>
</tr>
<tr>
<td>4</td>
<td>Topical knowledge Factor</td>
<td>Topical Knowledge defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers’ knowledge of related topical information. It enables students to apply language with respect to the world in which they live.</td>
</tr>
</tbody>
</table>
| 5 | Linguistic Factor | 1. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciations of English words are not similar to their spellings.  
2. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency  
3. Semntic is sometimes give an important factor in speaking miss understanding among speakers because of the meaning |
| 6 | Motivation Factor | If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language |
| 7 | Feedback Factor | Students need teacher feedback during speaking class activity |
| 8 | Culture factors | This factors is the need to maintain a balance between linguistic and cultural roles. |
| 9 | Identity factor | Native speaker English is the Language of individuals in specific countries. Some learners acquire English with the wish of identifying with the people and culture of an English speaking country. |

The theories used to answer what factor influencing speaking students’ in English Department of IAIN Curup.
B. Review of Related Findings

Related on this research, especially about the factors influencing students’ motivation in learning English. In the pre-research, also the researcher knew that there were 46 students failed in National Final Examination in year 2007/2008. Most of them have failed in English subject. As statement explained before, it is shown that teaching learning activity could not reach optimal result based on its goal. This failure might be caused by the lack ness of students motivation in learning English. It is one of reason why this research important to be done. With doing this research hoped will describe the factors influencing students motivation in learning English.

The researched by YesiYarti, in her entitled “The factor influencing the students motivation in learning English”. Based on the result of this research that there are two factors influencing students motivation. They are intrinsic factor and extrinsic factor. The intrinsic factor influencing students motivation in learning English are interest, intention, experience and fear. And than, the extrinsic factor influencing students motivation in learning English are teacher, parents and friends.

In other research, there are a lot of factors influencing English language learning that show by Adelia Wulan Meilinda on 2014. First factor is intelligence, the second is interest and the last one is attention. Based on the result of this study it can be concluded that the result of the study the researcher did the eight grade students at SMPN 01 Curup Utara. The researcher found that
the intelligence of the students achieving average intelligence high average. With intelligence and possessed great talent that affect students interest in the subject of English at the school, it is supported also by the attention of the form of remedial teachers and assignment to students who have not reached the value of its holding KKM and additional learning programs in the form of English club so that students are more interested in learning English, than the attention of parents are giving support to students in learning English more interest. And also in learning writing some students get problems to understand especially to write thesis.

As a statement from Retno Try Windiastuty in 2013 with her entitled “the factors influencing students in selecting research approach in writing thesis”. Her want to investigate what is the students approach in writing thesis and what factors influence the selecting research approach in writing thesis. The finding showed must of the eight semester students prefer using qualitative research approach compare quantitative research. Because of 68 students, 42 students of students using qualitative research approach and only 26 students using quantitative approach. Based on the result of naire scoring system, students factor influence in selecting research approachis first experience the research, to be indicator which have high score compare another indicator the data showed (39,5%), factor of thechnique in collecting the data to be first factor which high score that data showed (17,8%). Second comformity between the problem and the research approach (35,2%), in this indicator factor ability in application
research approach to be high score the data showed (20,3%). And the last factor is audience. Audience here meant the support from friends, IAIN as your college, adviser, and object of the research. In using research approaches the support of the advisor to use the research approach to be high score, with percentage (29,5%).

Based on the related above, it shows that this research is different. The first research focused on the factors influencing students motivation in learning English, the second research focused on the factor influencing students in learning English, and the third research focused on the factor influencing students in selecting research approach in writing thesis, this research focused on the influence factors influencing students English speaking skill in generally, there have the important and the others factor to influence students English speaking skill.
CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter describes the method use to conduct the research. It consist of kind of the research, subject of the research, technique of data collecting, research instrument and data analysis technique.

A. Kind of the Research

This research is qualitative research that is designed by using descriptive method. According to Bogdan and Taylor qualitative research is a research procedure that produces descriptive data in the form of written or oral words of the people and observed behavior.\(^4\) According to LR Gay descriptive research involves collecting data in order to answer questions about the opinions of people about issues. It means that descriptive research is one of way of research by describing and interpreting a subject with reality.\(^5\) This research is presented in qualitative way as Hancock explained that qualitative research is concerned with developing explanations of social phenomena. It described social phenomena as they occur naturally.\(^6\) As can be seen, that qualitative research focused on

\(^4\) Info dan Pengertian.blogspot.co.id > Home > penelitian
\(^5\) LR Gay and Peter Airasian, Research Competencies for Analysis Application, (New Jersey : MERRILL an imprint of Prentice Hall , 2000) p 315
\(^6\) Beverley Hancock, An Introduction to Qualitative Research, (Britain : Trent Focus, 1998) p 2
describing the phenomenon that occur naturally and presented it based on the
data on the field.

Based on the definition above, the researcher can conclude that
qualitative research is a research that the data in the form of words. While
descriptive research is to describe a result from collecting data of qualitative
research. So the research will be described about the factors influencing students’
English Speaking skills.

This research used descriptive method and presented in qualitative way.
The researcher described the phenomenon as naturally as possible based on the
data that was found on the field, and presented it in words or description form
instead of numbers or measures. In order to keep the originality of the data, the
researcher must not add or modify or make any interventions that possibly
damage the naturalization of the data.

B. Subject of the Research

The subject of this research was all students in the fourth semester of PBI
STAIN Curup in academic years 2017-2018, which consist of two classes. In this
research, the researcher used total sampling to select the sample. Total sampling
is the entire populations that have particular set of characteristics. In this
sampling techique units are the things that make up the population. Units can be
people, cases (e.g., organizations, institutions, countries, etc), pieces of data, and
so forth.\textsuperscript{48} As a result, the subject of this research was a group of individuals from the students in class who participated in the research. It means that the researcher took all of the fourth semester students. the number of the students are 75 students. The researcher takes four semesters because the students have been passed speaking I until III.

Suharsimi Arikunto said that if the populations are less than 100 persons, it is better for us to take all of the population as a sample, but if the populations are more than 100 persons we take from population 10% - 15% or 20% - 25% or more used as sample.\textsuperscript{49} Because the sample of this research is less than 100 students, the researcher take all of the students. The researcher takes all the numbers of students as the sample. They supported the researcher to look for the data of the factors influencing learners’ in Mastering English speaking skills.

\textbf{C. Technique of Collecting Data}

In collecting data, the researcher used questionnaires and interview as the technique in collecting data. Questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response.\textsuperscript{50} The students are considered as respondents and treated as the research subject. They are given a questionnaire containing several items of questions to answer.

\textsuperscript{49} Suharsimi Arikunto, \textit{Prosedur Penelitian Suatu Pendekatan Praktek}, (Jakarta: Rhineka Cipta, 2002) p 112
\textsuperscript{50} Cristina Hughes, Qualitative Approach, (C.L.Hughes@warwick.ac.uk))
The researcher will collect the data by using Open-Questionnaire because the researcher want to get opinion of students and give free answer for students like definition of Open-Questions “Open-Questions are questions that allow someone to give a free form answer”. 51

1. Questionnaire

The first technique of collecting the data in this research was questionnaire. It is defined as data collection tool in which written questions are presented that are to be answered by the respondents in written form. 52 The open-ended questionnaire was used in this research, since the characteristics were 1) Respondent is free to express his views and the ideas, 2) Used in making intensive studies of the limited number of the cases, 3) Merely an issue is raised by such a questionnaire, 4) Do not provide any structure for the respondent’s reply, and 5) The questions and their orders are pre-determined in the nature. 53

By the explanations above, the researcher decided to use questionnaire for collecting the data needed concerning the number of subjects that would make the researcher spend too much time just for collecting the data. Because, if the answers constructed in oral form gotten by the use of interview, it means the researcher must face the subjects one by one to get the information needed.

51 www.nngroup.com/articles/open-ended
Meanwhile, by using questionnaires, the researcher could distribute them in short
times and just needed to wait the subjects finish it without facing them directly.
The first question was answered by questionnaire.

2. Interview

The data could not be valid if the researcher use one technique for collecting
data only. In order that, need of using other is accepted. So the researcher used an
interview to respondent. According to sugiono an interview is used as technique
for collecting the data as the early study to find the problem that should be
studied, and the interview can be used if the researcher wants to know small
respondent information deeply.\(^{54}\) The interview pointing to the lecturers of
teacher speaking class. Then the researcher used in depth interview because the
researcher want to know about factor influence students English speaking skill
deply. A depth interview is a closely to structured interview.

In this research the researcher used interview in order to know about what
What are the factors influencing Students’ English Speaking skill and How are
the factors influence students English speaking skill.

\(^{54}\) Prof.DR.Sugiyono, metodepenelitiankombinasi(bandung:alfabeta, 2011) p. 196
D. Research Instrument

Instrument is tool to be used for data collection or dupe, tool, implement especially one designed for precision work.\(^{55}\) In this research, the researcher used questioner. As explained by Creswell, the qualitative researchers collect data through examining documents, observing behavior, and interviewing participants. They may use protocol-instruments for collecting data but the researchers are the ones who actually gather the information.\(^{56}\) It can be concluded that researcher is the main actor in this case, and the other tools functioned as the supporting parties only.

The researcher used questionnaire and checklist in collecting the data to complete information about the factors influencing learners’ in mastering speaking skills. Both checklist and questionnaire were firstly validated by the expert before the researcher used them to collect the complete data.

1. Questionnaire

The questionnaire used in this research was qualitative questionnaire, or it is known as open questionnaire. It means, its function is gathering facts about people’s beliefs, feelings, experiences in certain jobs, service offered, activities,
In this research, the researcher collected the data related to the factors that influence students’ in mastering English Speaking Skills. It was collected the data to answer the first research question, “what is the factors influencing students’ in mastering English Speaking Skills” In order to keep the practicality, also considering the different opportunities and business that the participants have during the data collection doing by the researcher. Besides, remembering the great total numbers of subjects of this research, the researcher distributed the questionnaires printed form. The resercher distributed the printed questionnaire by social medias, such as BlackBerry Messenger, WhatsApp, and Facebook either in order to reach all the subjects.

The questions were open ended to allow the respondents to write either positive or negative responses based on the type of questions. The data gathered in this way is helpful if the researchers seek to understand how people response toward certain issues. The good thing about qualitative questionnaires is that they are flexible and could be worded in different ways to allow participants to give responses in their own words compared to a “yes or no.” As a result, by using this type of questionnaire, the researcher could get the complete data. They are positive and negative responses, and also the reasons behind it or even the further explanations from the respondents. The questionnaire in this research was made

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58 Ibid.
by combination of some theories about the factors influencing students’ speaking skills. There are nine factors consisted, pertinent factors, affective factors, listening factors, topical knowledge factor, linguistic factors, motivation factors, positive attitude factors, communication need factor, culture and identify factor. They could be seen in the table below:

Table 2
Indicators and Items of Check List

<table>
<thead>
<tr>
<th>Variables</th>
<th>Theories</th>
<th>Indicators</th>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>the factors influencing students’ in mastering English Speaking Skills</td>
<td>Pertinent Factor</td>
<td>Students performance condition: -Time pressure -Planning the quality of performance -Amount of support</td>
<td>1. Does time pressure, plan the quality and support impact your speaking performance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Affective Factor</td>
<td>Students emotion or feeling; - Motivation - Anxiety - Self-esteem</td>
<td>2. Do you feel motivated, anxiety and self-esteem when you are speaking English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening Factor</td>
<td>Students ability to understand the utterences toeward them ; - How students receive verbal portion of person speaking - How students recognise the words from opponent</td>
<td>3. Do you understand and know well every word when people say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topical knowledge</td>
<td>Students background</td>
<td>4. Does particular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor</td>
<td>Knowledge/Impact</td>
<td>Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistic</td>
<td>Students familiar with the topic based on their discipline</td>
<td>5. Do you think good pronunciation, understanding grammatical competence and semantic can make you speak fluently and well?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>Students linguistic: - Phonology mastery influence students pronunciation - Grammatical competence lead students to their fluency in speaking skills - Semantic influences students understanding of the meaning in speaking</td>
<td>6. Do you love speaking class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>Students need teacher feedback during speaking class activity</td>
<td>7. Does your lecturer give feedback during speaking class activity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>Students need to maintain a balance between linguistic and culture role</td>
<td>8. Do you involve the culture role in speaking English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity</td>
<td>Students sometimes learn</td>
<td>9. Do you learn English from</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. **Interview Guide**

In the interview techniques that used by the lecturer as respondent, the interview questions is semi structured interview. The students give free answers that have relation with in interview guidance. A semi structured interview is a method of research used in the social sciences. A semi structured interview as a result of what the interviewr says. The interviewer in a semi structured interview generally has a frame work of themes to be explored. Catherine Dawson says that “in semi structured interview the participant is free to talk about what he or she deems important, with little directional from the researcher, the researcher also want to remain flexible so that other important information can still arise”.  

By considering the steps above and according to the factors influencing students English speaking skill theory, the researcher designed the interview question or guidance in finding the data.

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59 Catherine Dawson, what is qualitative interview, (Bloomsbury academic : 2013), p.3
<table>
<thead>
<tr>
<th>Theories</th>
<th>Indicators</th>
<th>Sub Indicators</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pertinent Factor</td>
<td>Students performance condition</td>
<td>- Time pressure</td>
<td>1. How are you so that time pressure, planning and support of performance can effect your speaking skill? Why?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Planning the quality of performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Amount of support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affective Factor</td>
<td>Students emotion or feeling</td>
<td>- Motivation</td>
<td>2. How do you increase your motivation, anxiety and self-esteem when speaking English? Why?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Anxiety</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Self-esteem</td>
<td></td>
</tr>
<tr>
<td>Listening Factor</td>
<td>Students ability to understand the utterences</td>
<td>- How students receive verbal portion of person speaking</td>
<td>3. How do you understand and get understand what is said? Why?</td>
</tr>
<tr>
<td></td>
<td>to them</td>
<td>- How students recognize the words from opponent</td>
<td></td>
</tr>
<tr>
<td>Topical knowledge factor</td>
<td>Students background knowledge about a certain topic</td>
<td>Students familiar with the topic based on their discipline</td>
<td>4. How do you so that you are able to understand the topic of conversation during the learning process? Why?</td>
</tr>
<tr>
<td>Linguistic Factor</td>
<td>Students linguistic mastery</td>
<td>- Phonology mastery influence students pronunciation</td>
<td>5. How do you increase yours’ pronunciation well, grammatical competence and implement semantic so you can speak English fluently? Why?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Grammatical competence lead students to their fluency in speaking skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Semantic influences students understanding of the meaning in speaking</td>
<td></td>
</tr>
<tr>
<td>Motivation Factor</td>
<td>Unfriendly attitude toward students</td>
<td>Attitude towards students speaking class</td>
<td>6. How do you increase you love for speaking learning? Why?</td>
</tr>
<tr>
<td>Feedback Factor</td>
<td>Students need teacher feedback during speaking class activity</td>
<td>7. How do you give feedback on your speaking skills? Why ?</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- teacher gives feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- the way of teacher feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture factor</td>
<td>Students need to maintain a balance between linguistic and culture role</td>
<td>8. How do you associate culture in speaking? Why ?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Maintaining the balance between linguistics and culture role</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity Factor</td>
<td>Students sometimes learn from specific country they like; the country used English language</td>
<td>9. According to you, whether learning English from other countries helps improve your speaking skills? Why ?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Studying from country they love most</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the data collected by using this first instrument, the researcher used the data to analyze how the factors influence the students speaking skill. In this case were fourth semester students of English Tadris Study Program of IAIN Curup.

**E. Technique of Analysis Data**
To analyze the data, the researcher used some steps provided by Bashir in Ripah, they were data managing, reading/memoing, description, classifying, and interpreting.\(^6\)

1. Data Managing

There were two kinds of data provided in this research. The first was in form of questionnaire gotten from students of English Study Program of IAIN Curup to answer in first questions. the next data was gotten from Document analysis. The second data will determine the second questions. The first and the second data are connected. Meaning that the first data influenced the second data because the first data from questionnaire used to determine how it influences students speaking skill.

2. Reading/Memoring

After all the data were gotten and managed, the researcher read them many times to reach better understanding of those data given by students by answering the questionnaire consisted by several questions in different topics. there the students were explaining about language interference factors in their translation products. Meanwhile in second data the researcher read the result of the first data carefully to answer the second questions because the first data determine how the factors influence students’ speaking skills.

3. Description

In this phase, the researcher described all the data that would be classified in the next step. They were 27 answer to be described by the researcher to figure out the factors influencing students speaking skills. Besides that, the second data was described by the researcher by analyzing students speaking achievement scored by speaking lecturer during speaking I to III to ensure how the factors influence students speaking skills influence their speaking skills.

4. Classifying

After a long describing processes finished, the researcher classified them based on the theory provided on the second chapter. For the kind of factor influencing students’ speaking skills. About the document analysis the researcher was divided or categorized the data based on two classifications; low achiever and high achiever to see how the factors influence both of classifications on their speaking skills.

5. Interpreting

This was the last step in this data analyzing. Here, the researcher interpreted all the data based on all theories related and the research questions emerged early.
CHAPTER IV
FINDING AND DISCUSSION

This chapter explained about finding and discussing the result of questionnaire and interview. It consisted of the answer of research questions.

A. Finding

To get more information about the factors influence of students’ English speaking skill at IAIN Curup, the researcher presented the finding the questionnaire by 47 students from 55 students who were being the subjects. Because only 47 students answered the questionnaire and submitted the questionnaire to the researcher. So the researcher analyzed only 47 questionnaires. This research had been done on September-Okteber 2018. The objectives in this researcher were to investigate what are the factors influencing Students’ English Speaking skill and how the factors influence Students’ English Speaking skill by students of English Study Program at fifth semester.

1. The Factors influence students’ English Speaking Skill

To find out the factors influence students’ English Speaking Skill. The researcher distributed the questionnaire to the students of English Study to gain the data. The researcher classified the data based on the factor that influence students’ English Speaking Skill. From the result the researcher found some data which will be explained below:
a. Pertinent Factor

There are three part of pertinent factor, the first is time pressure, the second is planning of quality performance and the third is amount of support. The pertinent factor is the factor that most influence students in speaking because 46 students “YES” say that pertinent to performance condition especially the amount of support is very important when they want to speak English well and easy to speak English. 31 students feel that time pressure by pertinent factor is the seven factor that influence students in speaking skill and 42 students say that Planning also give big influence to speaking skill cause by good planning the students will have quality speaking performance.

b. Affective Factor

The affective factor also take an important part of speaking skills because students need big motivation, decrease their anxiety feeling, and pushed their self confidence. But in this result 44 students need big motivation and decrease their anxiety feeling in order to make their speaking qualified and as the second factor that influence students English speaking skills. Than , 21 students feel that self-esteem by affective factor influence their in speaking skill.

c. Listening Factor

listening factor is the fourth factor that influence students speaking skill.. Where 39 students in how students receive verbal portion of person speaking and 15 students in how students recognize the words from opponent. It influence student
in recognizing word from the opponent speaker and it will influence him to give his response.

d. **Topical Knowledge Factor**

The fifth factor that influence students speaking skill is topical knowledge. This area influence 44 students in recognizing the topic being discussed.

e. **Linguistic Factor**

The *linguistic factor* is the third factor influence students speaking skills. Linguistic factor have three part such as, phonology, grammar and semantic. Meanwhile, Phonology influence 30 students with there are a lot of technology how to speak good pronunciation. Grammatical competence lead 35 students to their fluency in speaking skill to make more smoothly and the other person understand when their conversation. Semantic influences 22 students to understanding the meaning in speaking cause some sentences have different meaning.

f. **Motivation Factor**

The *motivation factor* is the fifth factor influence students speaking skill beside topical knowledge. It big influence 44 students in speaking skill to make their want learning speaking and make their speaking skill qualified.

g. **Feedback Factor**

The *feedback factor* have two parts. They are teacher gives feedback and the way of teacher feedback. In this result 36 students need constructive feedback in their speaking performance to increase their speaking skill and the teacher have some
feedback to give support their like good, your speaking very nice or their have plus point.

**h. Culture Factor**

The *culture factor* is the eight factor influence students speaking skills. Where 19 students was influenced gives a lot of example to imitate to enhance their speaking skill. Such as, in Indonesia have name call for the most old or the younger like sister (ayuk perempuan), brother (kakak laki-laki).

**i. Identity Factor**

The last factor, the students was influenced by *identity factor*. Identity factor give students a lot of example to imitate in order to enhance their speaking skills. For example, conversation with native speaker. It is influencing 18 students in speaking skill.

From the result of questionnaire indicated that there are many factor influence students English speaking skill. The factors are pertinent factor, affective factor, topical knowledge factor, and motivation factor. The *pertinent factor* is the factor that most influence students in speaking because 46 students say YES that pertinent to performance condition especially the amount of support is very important when they want to speak English well and easy to speak English. The affective factor is the second factor that influence students in speaking skill. They are some part of *affective factors* such as motivation, anxiety and self-esteem but in this result 44 students need big motivation and decrease their anxiety feeling in order to make their speaking qualified. Meanwhile, the
thirth, topical knowledge, it influence 44 students in recognizing the topic being discussed and motivation factor. The fourth, listening factor, it influence 39 students in how students receive verbal portion of person speaking and 15 students in how students recognize the words from opponent. The fifth, feedback factor, it influenced 36 students in teacher gives feedback. The sixth, linguistic factor, such as grammatical competence lead students to their fluency in speaking skill. It influence 35 students, 30 students say that phonology mastery influence their pronouncation and 22 students in semantic. Next, 31 students feel that time pressure by pertinent factor is the seven factor that influence students in speaking skill. Than, 21 students feel that self-esteem by affective factor influence their in speaking skill. The last, 19 students say that culture is influence factor their speaking skill and 18 students in studying from country they love most by identity factor.

2. How the factors influencing Learners’ English Speaking Skill

To investigate how the factors influencing students’ English Speaking Skill, The researcher assessed the data from documents analysis. The documents in this research were teacher’s score sheet. The researcher analyzed the teacher’s scoring sheet and how the factors influencing learners speaking skill. influence students English Speaking Skill. These documents analysis answered how the factors influencing learners’ English Speaking skill the researcher got some data which will be explained on the below:
Student 1

Most of the factors influenced students 1. It also gave impact to students’ speaking skill. It can be seen from the average score of students 2 speaking I,II,III. the average score was high. It means the factors influence much in students 1 speaking skills. However, students 1 try to lead the factors into the positif way. Students 1 can overcome the factor in their speaking performance.

Student 2

Most of the factors influenced students 2. It also gave impact to students’ speaking skill. It can be seen from the average score of students 2 speaking I,II,III. the average score was high. It means the factors influence much in students 2 speaking skills. However, students 2 try to lead the factors into the positif way. Students 1 can overcome the factor in their speaking performance.

Student 3

Most of the factors influenced students 3. It also gave impact to students’ speaking skill. It can be seen from the average score of students 3 speaking I,II,III. the average score was high. It means the factors influence much in students 3 speaking skills. However, students 3 try to lead the factors into the positif way. Students 1 can overcome the factor in their speaking performance.

Student 4

Most of the factors influenced students 4. It also gave impact to students’ speaking skill. It can be seen from the average score of students 4 speaking
I,II,III. the average score was high. It means the factors influence much in students 4 speaking skills. However, students 4 try to lead the factors into the positif way. Students 1 can overcome the factor in their speaking performance.

**Student 5**

Most of the factors influenced students 5. It also gave impact to students’ speaking skill. It can be seen from the average score of students 5 speaking I,II,III. the average score was high. It means the factors influence much in students 5 speaking skills. However, students 5 try to lead the factors into the positif way. Students 5 can overcome the factor in their speaking performance.

**Student 6**

Most of the factors influenced students 6. It also gave impact to students’ speaking skill. It can be seen from the average score of students 6 speaking I,II,III. the average score was in the middle rank. It means the factors influence much in students 6 speaking skills. However, students 6 try to lead the factors into the positif way. Students 6 can overcome the factor in their speaking performance.

**Student 7**

Most of the factors influenced students 7. It also gave impact to students’ speaking skill. It can be seen from the average score of students 7 speaking I,II,III. the average score was high. It means the factors influence much in students 7 speaking skills. However, students 7 try to lead the factors into the positif way. Students 7 can overcome the factor in their speaking performance.
Student 8

Most of the factors influenced students 1. It also gave impact to students’ speaking skill. It can be seen from the average score of students 8 speaking I,II,III. The average score was high. It means the factors influence much in students 8 speaking skills. However, students 8 try to lead the factors into the positif way. Students 8 can overcome the factor in their speaking performance.

Student 9

Most of the factors influenced students 9. It also gave impact to students’ speaking skill. It can be seen from the average score of students 9 speaking I,II,III. The average score was high. It means the factors influence much in students 9 speaking skills. However, students 9 try to lead the factors into the positif way. Students 9 can overcome the factor in their speaking performance.

Student 10

Most of the factors influenced students 10. It also gave impact to students’ speaking skill. It can be seen from the average score of students 10 speaking I,II,III. The average score was high. It means the factors influence much in students 10 speaking skills. However, students 10 try to lead the factors into the positif way. Students 10 can overcome the factor in their speaking performance.

Student 11

Most of the factors influenced students 11. It also gave impact to students’ speaking skill. It can be seen from the average score of students 11
speaking I,II,III. the average score was high. It means the factors influence much in students 1 speaking skills. However, students 1 try to lead the factors into the positif way. Students 1 can overcome the factor in their speaking performance.

**Student 12**

Most of the factors influenced students 1. It also gave impact to students’ speaking skill. It can be seen from the average score of students 12 speaking I,II,III. the average score was in middle rank. It means the factors influence much in students 12 speaking skills. However, students 12 try to lead the factors into the positif way. Students 12 can overcome the factor in their speaking performance.

**Student 13**

Most of the factors influenced students 13. It also gave impact to students’ speaking skill. It can be seen from the average score of students 13 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 13 speaking skills. However, students 13 try to lead the factors into the positif way. Students 13 can overcome the factor in their speaking performance.

**Student 14**

Most of the factors influenced students 14. It also gave impact to students’ speaking skill. It can be seen from the average score of students 14 speaking I,II,III. the average score was high. It means the factors influence much in students 14 speaking skills. However, students 14 try to lead the factors into
the positif way. Students 14 can overcome the factor in their speaking performance.

**Student 15**

Most of the factors influenced students 15. It also gave impact to students’ speaking skill. it can be seen from the average score of students 15 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 15 speaking skills. However, students 15 try to lead the factors into the positif way. Students 15 can overcome the factor in their speaking performance.

**Student 16**

Most of the factors influenced students 1. It also gave impact to students’ speaking skill. it can be seen from the average score of students 16 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 16 speaking skills. However, students 16 try to lead the factors into the positif way. Students 16 can overcome the factor in their speaking performance.

**Student 17**

Most of the factors influenced students 17. It also gave impact to students’ speaking skill. it can be seen from the average score of students 17 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 17 speaking skills. However, students 17 try to lead
the factors into the positif way. Students 17 can overcome the factor in their speaking performance.

**Student 18**

Most of the factors influenced students 18. It also gave impact to students’ speaking skill. It can be seen from the average score of students 18 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 18 speaking skills. However, students 18 try to lead the factors into the positif way. Students 1 can overcome the factor in their speaking performance.

**Student 19**

Most of the factors influenced students 19. It also gave impact to students’ speaking skill. It can be seen from the average score of students 19 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 19 speaking skills. However, students 19 try to lead the factors into the positif way. Students 19 can overcome the factor in their speaking performance.

**Student 20**

Most of the factors influenced students 20. It also gave impact to students’ speaking skill. It can be seen from the average score of students 20 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 20 speaking skills. However, students 20 try to lead
the factors into the positif way. Students 20 can overcome the factor in their speaking performance.

**Student 21**

Most of the factors influenced students 21. It also gave impact to students’ speaking skill. It can be seen from the average score of students 21 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 21 speaking skills. However, students 21 try to lead the factors into the positif way. Students 21 can overcome the factor in their speaking performance.

**Student 22**

Most of the factors influenced students 22. It also gave impact to students’ speaking skill. It can be seen from the average score of students 22 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 22 speaking skills. However, students 22 try to lead the factors into the positif way. Students 22 can overcome the factor in their speaking performance.

**Student 23**

Most of the factors influenced students 23. It also gave impact to students’ speaking skill. It can be seen from the average score of students 23 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 23 speaking skills. However, students 23 try to lead
the factors into the positif way. Students 23 can overcome the factor in their speaking performance.

**Student 24**

Most of the factors influenced students 24. It also gave impact to students’ speaking skill. It can be seen from the average score of students 24 speaking I,II,III. the average score was in the low to middle. It means the factors influence much in students 24 speaking skills. However, students 18 try to lead the factors into the positif way. But some factors can not be solved by students. the factor give some negatif impact in students’ speaking performance. It cab be seen from the score in Speaking 1. Students 24 got C.

**Student 25**

Most of the factors influenced students 25. It also gave impact to students’ speaking skill. it can be seen from the average score of students 25 speaking I,II,III. the average score was in the low to middle. It means the factors influence much in students 25 speaking skills. However, students 25 try to lead the factors into the positif way. But some factors can not be solved by students. the factor give some negatif impact in students’ speaking performance. It cab be seen from the score in Speaking 1. Students 25 got C.

**Student 26**

Most of the factors influenced students 26. It also gave impact to students’ speaking skill. it can be seen from the average score of students 26 speaking I,II,III. the average score was in the middle. It means the factors
influence much in students 26 speaking skills. However, students 26 try to lead the factors into the positif way. Students 26 can overcome the factor in their speaking performance.

**Student 27**

Most of the factors influenced students 27. It also gave impact to students’ speaking skill. It can be seen from the average score of students 27 speaking I,II,III. the average score was high. It means the factors influence much in students 27 speaking skills. However, students 27 try to lead the factors into the positif way. Students 27 can overcome the factor in their speaking performance.

**Student 28**

Most of the factors influenced students 28. It also gave impact to students’ speaking skill. It can be seen from the average score of students 28 speaking I,II,III. the average score was high. It means the factors influence much in students 28 speaking skills. However, students 28 try to lead the factors into the positif way. Students 28 can overcome the factor in their speaking performance.

**Student 29**

Most of the factors influenced students 29. It also gave impact to students’ speaking skill. It can be seen from the average score of students 29 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 29 speaking skills. However, students 29 try to lead
the factors into the positif way. Students 29 can overcome the factor in their speaking performance.

**Student 30**

Most of the factors influenced students 30. It also gave impact to students’ speaking skill. It can be seen from the average score of students 30 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 30 speaking skills. However, students 30 try to lead the factors into the positif way. Students 30 can overcome the factor in their speaking performance.

**Student 31**

Most of the factors influenced students 31. It also gave impact to students’ speaking skill. It can be seen from the average score of students 31 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 31 speaking skills. However, students 31 try to lead the factors into the positif way. Students 31 can overcome the factor in their speaking performance.

**Student 32**

Most of the factors influenced students 32. It also gave impact to students’ speaking skill. it can be seen from the average score of students 32 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 32 speaking skills. However, students 32 try to lead
the factors into the positif way. Students 32 can overcome the factor in their speaking performance.

**Student 33**

Most of the factors influenced students 33. It also gave impact to students’ speaking skill. It can be seen from the average score of students 33 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 33 speaking skills. However, students 33 try to lead the factors into the positif way. Students 33 can overcome the factor in their speaking performance.

**Student 34**

Most of the factors influenced students 34. It also gave impact to students’ speaking skill. It can be seen from the average score of students 34 speaking I,II,III. the average score was high. It means the factors influence much in students 34 speaking skills. However, students 34 try to lead the factors into the positif way. Students 34 can overcome the factor in their speaking performance.

**Student 35**

Most of the factors influenced students 35. It also gave impact to students’ speaking skill. It can be seen from the average score of students 35 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 35 speaking skills. However, students 35 try to lead
the factors into the positif way. Students 35 can overcome the factor in their speaking performance.

**Student 36**

Most of the factors influenced students 36. It also gave impact to students’ speaking skill. It can be seen from the average score of students 36 speaking I,II,III. the average score was high. It means the factors influence much in students 36 speaking skills. However, students 36 try to lead the factors into the positif way. Students 36 can overcome the factor in their speaking performance.

**Student 37**

Most of the factors influenced students 37. It also gave impact to students’ speaking skill. it can be seen from the average score of students 37 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 37 speaking skills. However, students 37 try to lead the factors into the positif way. Students 37 can overcome the factor in their speaking performance.

**Student 38**

Most of the factors influenced students 38. It also gave impact to students’ speaking skill. it can be seen from the average score of students 38 speaking I,II,III. the average score was high. It means the factors influence much in students 38 speaking skills. However, students 38 try to lead the factors into
the positif way. Students 38 can overcome the factor in their speaking performance.

Student 39

Most of the factors influenced students 39. It also gave impact to students’ speaking skill. It can be seen from the average score of students 39 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 39 speaking skills. However, students 39 try to lead the factors into the positif way. Students 39 can overcome the factor in their speaking performance.

Student 40

Most of the factors influenced students 40. It also gave impact to students’ speaking skill. It can be seen from the average score of students 40 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 40 speaking skills. However, students 40 try to lead the factors into the positif way. Students 40 can overcome the factor in their speaking performance.

Student 41

Most of the factors influenced students 41. It also gave impact to students’ speaking skill. It can be seen from the average score of students 41 speaking I,II,III. the average score was high. It means the factors influence much in students 41 speaking skills. However, students 41 try to lead the factors into
the positif way. Students 41 can overcome the factor in their speaking performance.

Student 42

Most of the factors influenced students 42. It also gave impact to students’ speaking skill. it can be seen from the average score of students 42 speaking I,II,III. the average score was high. It means the factors influence much in students 42 speaking skills. However, students 42 try to lead the factors into the positif way. Students 42 can overcome the factor in their speaking performance.

Student 43

Most of the factors influenced students 43. It also gave impact to students’ speaking skill. it can be seen from the average score of students 43 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 43 speaking skills. However, students 43 try to lead the factors into the positif way. Students 43 can overcome the factor in their speaking performance.

Student 44

Most of the factors influenced students 44. It also gave impact to students’ speaking skill. it can be seen from the average score of students 44 speaking I,II,III. the average score was in the middle. It means the factors influence much in students 44 speaking skills. However, students 44 try to lead
the factors into the positif way. Students 44 can overcome the factor in their speaking performance.

**Student 45**

Most of the factors influenced students 45. It also gave impact to students’ speaking skill. It can be seen from the average score of students 45 speaking I,II,III. The average score was in the middle. It means the factors influence much in students 45 speaking skills. However, students 45 try to lead the factors into the positif way. Students 45 can overcome the factor in their speaking performance.

**Student 46**

Most of the factors influenced students 46. It also gave impact to students’ speaking skill. It can be seen from the average score of students 46 speaking I,II,III. The average score was high. It means the factors influence much in students 46 speaking skills. However, students 46 try to lead the factors into the positif way. Students 46 can overcome the factor in their speaking performance.

**Student 47**

Most of the factors influenced students 47. It also gave impact to students’ speaking skill. It can be seen from the average score of students 47 speaking I,II,III. The average score was in the middle. It means the factors influence much in students 47 speaking skills. However, students 47 try to lead
the factors into the positif way. Students 47 can overcome the factor in their speaking performance.

From the explanation above, it can be seen that the factors also influence students speaking skill. Some students who get high score and also lower score were influenced by the factors but higher score students can lead the factors into positive way meanwhile the lower students score cannot lead the factors into positive way.

B. Discussion

In this part the researcher tried to analysis what are the influence factors students English speaking skills and what are the influence factors influence students’ English achievement. Started by analyzing the questionnaire, the analysis is to find what factors influence students English Speaking skills of English Tadris Study Program and then continued by the use of document analysis in seeking how the factors influence students’ English speaking skills.

1. The Factors influence students’ English Speaking Skill

By analyzing the questionnaire taken from fourth semester students, the researcher completely collected the data needed: factors influence students English Speaking skills. In field, the researcher found there were nine factors that influence students’ English Speaking Skills. The factors are performance conditions, affective factors, listening skill, and feedback during speaking tasks. The pertinent factors were the faktor that influence students English Speaking skill the most. In can be seen from the data that 47 students said that pertinent to
performance condition especially the amount of support is very important when they want to speak English well. Beside that, there are factors influence students in speaking skill such motivation. It is very important for students because it can give a fighting in they study these motivation involve motivation from parents and friends. Next, they are a lot of students anxiety when they want to speak in English class because the students seldom to speak in front of persons, nervous, shy, and afraid. Than, familiar a topic and also like of speaking make students easy to explore/explain they ideas. The other factor that influence students English speaking skill such as grammar 35 students, semantic 22 students, pronunciation 30 students, time pressure 31 students, self esteem 21 students, culture 19 students, learn from the other country 18 students, understand a word 15 students, understand what the people talk 39 students, the teacher give a feedback 36 students.

a. Partinent Factors

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support. Nation & Newton theory said that partinent factor is the factor that sometimes influenced students speaking skills the most. In line with what researcher found in the

field. The data showed that The pertinent factors were the factor that influence students English Speaking skill the most. In can be seen from the data that 46 students said that pertinent to performance condition especially the amount of support is very important when they want to speak English well.

b. **Affective Factor**

Oxford said that one of the important factors in learning alanguage is the affective side of students. Listening ability. In the field researcher found that the affective factor is very important for students because it can give a fighting spirit in their study. Motivation involve the motivation from teachers, parents and friends. Next, there were a lot of students felt anxiety when they want to speak in English class because the students seldom to speak in front of persons, nervous, shy, and afraid. These factors influence students of English Study Program in improving their speaking skill.

c. **Listening Factor**

Doff says that learners cannot improve their speaking ability unless they develop listening ability. 62Learners should comprehend what is uttered to them in order to have a successful dialogue. In line with the theory, the data in the field showed that listening factor influence students speaking skill because some students sometimes could not understand the opponent speaker statement. It lead them to confusion.

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d. **Topical Knowledge Factor**

Bachman and Palmer defined it as the knowledge structures in longterm memory.\(^6^3\) That is, topical knowledge is the speakers’ knowledge of related topical information. This factor also influence students’ speaking skill at English Study Program of IAIN Curup because when they want to talk, they need to know the information related to the topic. This statement is match with the theory.

e. **Linguistic Factor**

The factors that influence students from linguistic side suc as Pronounciation, Grammar, semantic. From the data, it can be seen that there were factors that influence students English speaking skill such as grammar 35 students, semantic 22 students, pronouncation 30 students. From the data, it was clear that these factor gave importance impact to students English Speaking Skills.

f. **Feedback Factor**

A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer, the decisions that instructors adopt towards their learners’ performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer also continued that if instructors directly correct their students’ problems, the flow of the dialogue and the aim of the speaking task will be spoiled.

the data, the researcher saw that there are some students were influenced much by this factor because they need the right feedback to give them motivation in improving their speaking skill. wrong feedback will lead students into frusteted feeling.

g. Culture
Culture actually did not give much impact to students English speaking skills because they did not understand and feel it when they talk. They just focus on their English Speaking.

h. IdentityFactor
Identity did not give much impact to students English speaking skills because they did not understand and feel it when they talk. They just focus on their English Speaking.

2. How the factors influencing Learners’ English Speaking Skill

a. Pertinent Factor
Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support. Nation & Newton theory said that partinent factor is the factor that sometimes influenced students speaking skills the most. In can be seen from the data that 46 students said that pertinent to performance condition especially the amount of support is very important when they want to speak English well.
b. **Affective Factor**

Oxford said that one of the important factors in learning a language is the affective side of students. In the field researcher found that the affective factor is very important for students because it can give a fighting spirit in their study. There were a lot of students felt anxiety when they want to speak in English class because the students seldom to speak in front of persons, nervous, shy, and afraid. These factors influence some students of English Study Program in improving their speaking skill.

c. **Listening Factor**

Doff says that learners cannot improve their speaking ability unless they develop listening ability. In the field showed that listening factor influence students speaking skill because some students sometimes could not understand the opponent speaker statement.

d. **Topical Knowledge Factor**

Bachman and Palmer defined it as the knowledge structures in longterm memory. That is, topical knowledge is the speakers’ knowledge of related topical information. Based on the research, some students at English Study Program of IAIN Curup say that topical knowledge influencing their speaking skills because when they want to talk, they need to know the information related to the topic.

e. **Linguistic Factor**

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According to Mahripah, EFL learners’ speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics. From the data, it can be seen that there were factors that influence students’ English speaking skill such as grammar 35 students, semantic 22 students, pronunciation 30 students.

f. **Feedback Factor**

According to Harmer, the decisions that instructors adopt towards their learners’ performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer also continued that if instructors directly correct their students’ problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Based on the data, the researcher saw that there are some students were influenced much by this factor because they need the right feedback to give them motivation in improving their speaking skill.

g. **Culture Factor**

This factor is the need to maintain a balance between linguistic and cultural roles. Culture actually did not give much impact to students’ English speaking skills because they did not understand and feel it when they talk. They just focus on their English Speaking.

h. **Identity Factor**

Identity factor gives students a lot of example to imitate in order to enhance their speaking skills. For example, conversation with native speaker. It is
influencing 18 students in speaking skill. Identity did not give much impact to students English speaking skills because they did not understand and feel it when they talk. They just focus on their English Speaking.

From the data, it was clear that all students; higher and low score had the some factors which influence them to get the score in Speaking Class. Most of students were influenced by time pressure planning of quality performance, amount of suppor, motivation, anxiety, self esteem, listening factor, students background knowledge, linguistic factor, the phonology mastery influence students pronounciation, grammar factor, feedback factor. 45 students can lead the factors intopositif way. It means that they can deal with the factor. They can improve their English skill through the factors meanwhile there were two students cannot lead the factors into positive way because their speaking achievement in certain speaking class was c. It means they cannot deal with the factors. They cannot solve the problem which involved in every factors.
CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher concludes the results of this research by answering the research questions and giving some points of suggestion for the parties involved.

A. Conclusion

Based on finding and discussion in the previous chapter, the researcher finally concludes that:

1. There were 12 factors that influence students English Speaking Skills of English Study Program of IAIN Curup. There are time pressure planning of quality performance, amount of support, motivation, anxiety, self esteem, listening factor, students background knowledge, linguistic factor, the phonology mastery influence students pronunciation, grammar factor, feedback factor. These factor involved in 7 common factor; pertinent factors, affective factor, listening factor, topical factor, linguistic factor, identity factor and culture factor. The common factor which influence students’ English Speaking skills was Partinent factor, affective factor, listening factor, linguistic factor, and topical factor. While, the culture, identity, did not influence students.

2. The factors influence the students English speaking skills by influencing their score directly. There are 45 students who get average score speaking skills. They could lead the factor into positive ways. They can deal with the factors. Meanwhile, the lower score, there were 2 students in lower score cannot lead
th factors into positive way. They get C in their speaking score. It indicates that they cannot deal with the factors. They tend to lose their focus cause of the factor.

B. Suggestion

Based on the results of this research entitled by “The Factors influencing Learners’ English Speaking Skills at English Speaking Skill at English Study Program of IAIN”, the researcher suggests:

1. Students

The result of this research can expand the knowledge about the factors influencing students’ English Speaking Skill. Students understand the factor which influence them in English speaking skill so they learn based the factors occurred in order to increase their desire to learn English speaking skill.

2. Teachers

This research is expected give contribution not only for English teacher but also another teacher the influence factors in increasing students English speaking skill. By knowing the factors in increasing students’ English speaking skill, the teachers can develop their students speaking skill.

3. Researcher

The result of this research can give new knowledge for researcher as guidance in future because researcher will be an English teacher.
APPENDIX
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp: 0732 21010 – 21759 Fax 21010 Curup 31919 Email: sekstaincurup@sekolah.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 099 /K/D/ART/PT.06.9/12/2017
Tentang
PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

Menimbang:
   a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditambah dosen Pembimbing I dan II yang bertanggung jawab dalam penyelenggaraan penulisan yang dimaksud;
   b. Bahwa saadah yang seharusnya tercatat dalam Surat Keputusan ini dipindah oslop dan mampu serta memenuhi syarat untuk disebut tugas sebagai pembimbing I dan II;

Mengingat:
   1. Keputusan Menteri Pendidikan Nasional RI Nomor 164/2/2001 tentang Pedoman Pengawasan Pengembalian dan Pembinaan Program Diploma, Sarjana dan Pasca Sarjana di Perguruan Tinggi;
   2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembinaan Jurnalistik / Program Studi Baru pada Perguruan Tinggi di Lingkungan Departemen Agama RI;
   3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;
   4. Keputusan Menteri Agama RI Nomor 31 Tahun 2016 tentang STATUTA STAIN Curup;

MEMUTUSKAN:

Menetapkan:

Pertama
   1. Jumzatul Hidayah, M.Pd.
   2. Sarwo Edi, M.Pd.

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa:
   NAMA
   NIM

JUDUL SKRIPSI: The Influence Factors In Increasing Students English Proficiency

Kedua
   Proses pembimbing dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi;
   Terjadinya pelibatan Pembimbing Nama tersebut di atas, Karena yang bersangkutan tidak lulus, dan telah melakukan pertukar skripsi;
   Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berterbatas dengan substansi dan konten skripsi.
   Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan;

Ketiga
   Kepala masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku;

Kelima
   Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan diketahui sebaiknya sesuai undang-undang;

Keenam
   Keputusan ini berlaku sejak ditetapkan dan bermakna setelah skripsi tersebut dimuatkan sang oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan;

Ketujuh
   Apalagi tersebut kekeliruan dalam surat keputusan ini, akan diperbaiki secara sebaiknya sesuai peraturan yang berlaku;

Ditetapkan di Curup,
Pada tanggal, 27 Desember 2017

a.n Ketua STAIN Curup

Hendra Hartono

Menetapkan
   1. Pembimbing I dan II
   2. Rektor STAIN Curup;
   3. Kepala AC;
   4. Kepala Perpustakaan STAIN;
   5. Mahasiswa yang bersangkutan;
   6. Asisten Rector Tarbiyah
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP

Nomor Lampiran Hal

1.68.04/PP.00.9/09/2018 : Proposal Dan Instrumen
 : Rekomendasi Izin Penelitian

18 September 2018

Kepada Yth.
Ka. Prodi TBI IAIN Curup

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri (IAIN) Curup:

Nama : Dian Pertiwi
NIM : 14551069
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris (PBI)
Judul Skripsi : An Analysis Factor Influencing Students' English Speaking Skill. (A Descriptive Study Of The Five Semester At English Study Program in IAIN Curup)
Waktu Penelitian : 18 September s.d 18 Desember 2018
Tempat Penelitian : Prodi TBI IAIN Curup Kab. Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

Mengetuk

Muhammad Abdu, S.Pd.I., MM

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KARTU KONSULTASI PEMBIMBING SKRIPSI


JUMIYAH

PENDIDIKAN\BUHAI

KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama

JUMIYAH

PENDIDIKAN\BUHAI

Judul Skripsi
An analysis of factors influencing students’ English speaking skill

Kami berpendapat bahwa skripsi ini sudah dapat dijukan untuk ujian skripsi
STAIN Cirebon.

Pembimbing I,

[Signature]

NIP. 19700225 200112 2002

Pembimbing II,

[Signature]

NIP. 19701038 190125 2009

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Pembimbing I dan III

Pembimbing hasil penelitian yang memerlukan skripsi untuk berkoordinasi
dengan pembimbing 1 minimal 2 (dua) kali, dan
Pembimbing II minimal 5 (lima) kali dibuktikan dengan kolom

1. Kesepakatan cukup untuk penilaian skripsi selebaran dijukan
2. Menyusun konsultasi terakhir dengan pembimbing di lakukan
3. Setelah selesai ujian skripsi

JUMIYAH

PENDIDIKAN\BUHAI

Kontak pembimbing

[Phone Number]

Catatan: ini harus dilengkapi pada setiap konsultasi dengan
Pembimbing I dan III

Pembimbing hasil penelitian yang memerlukan skripsi untuk berkoordinasi
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2. Menyusun konsultasi terakhir dengan pembimbing di lakukan
3. Setelah selesai ujian skripsi

JUMIYAH

PENDIDIKAN\BUHAI

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DOKUMENTASI
The researcher's name is Dian Pebrianti. She was born in Curup on 09 February 1996. She is a daughter from best couple Mr. Ahwar Pandi & Mrs. Ani Rusdianti. She has young sister Dini Puspita Sari and young brothers Twin Muhammad Hasan and Muhammad Husein. She finished her elementary school at SDN 01 Pal VIII, continued to junior high school at SMPN 14 Pal VIII, then continued to senior high school at SMKN 1 Tebak Tenong Luar. Alhamdulillah, all of her education was passed very well.