STUDENTS' PERFORMANCE IN SPEAKING ENGLISH
(A Case Study on Students' Poor Performance in Speaking English)

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ABSTRACT

Learners of Foreign language are generally encounter difficulties to express their thoughts using English language. Even after several years of studying English, students tend to have poor performance in speaking English. In line with this case, the present study intends to examine the factors that affect the students' poor performance in speaking English as well as the solution to overcome the factors. The research method adopted in this study is qualitative. The data are gathered through interview and observation toward 8 students in eleventh grade of SMA Negeri 1 Limboto in academic year of 2019/2020. The findings reveal that the factors arise from two aspects which called internal and external factors. First, the internal factors consist of language competence and psychological aspect. In language competence aspect, the major factors are lack of vocabulary, grammar, and pronunciation aspect. In psychological aspect, the students are influenced by lacking confidence to speak English, fear of making mistake, and lack of motivation. Second, the external factors include the deficiency of using various teaching method, shortage of having English spoken in class environment and large scale of students' amount in the class. Besides, this study reveals one new finding as the affecting factor of the students' speaking performance, which is lack of exposure to English language. Another last, the study uncovers several solutions to overcome the students' poor speaking performance. They are building the students' motivation, creating classroom rules, using various teaching method, and reforming attitude of students, teacher, and school.

Keywords: *Speaking English, Poor Speaking Performance, Factors, Solution*

INTRODUCTION

As a tool of exchanging meaning, language is considered important. In particular to English as a worldwide language, it is regarded to be a vital tool of communication that connects the native-speakers and non-native-speakers around the world. The expansion of English in studies, journeys, social and many kinds has influenced the demand for mastering English language. The discussion and examination about English in teaching and learning are also conducted all over the world due to remember the preparation on facing the global community.

In Indonesia, English curriculum has long been introduced as it is stated on the decree Number 060/U/1993 dated 25th February 1993 of Minister of Education and Culture and the 1989 Constitution on the System of National Education. It states that teaching English subject at schools is the ultimate purpose for making the students to be competent with English in this globalization era (Rachmajanti, 2008). Nurkamto (2003) also completes that the goal of teaching

English in school is for developing the students' competence in communicative aspect, so that they will be advantaged for their university education and future career.

However, the aim of teaching English for fulfilling the standards as also confirmed in Indonesian curriculum still does not give satisfied result. Many researches and teaching experiences have shown that even after many years of experience in studying English, students tend to have poor performance particularly in speaking the language. Regardless some students pass the English test, yet they are far from achieving the communicative purpose. Problems such as cannot speak or give their opinion in simple English correctly and difficult to understand the teachers in English are seen among the learners.

Accordingly, the appearance of the students' problem in learning English as seen from their poor performance in speaking English has led the focus of this study to explore the factors that contribute to this issue. It is necessary to have depth analysis for investigating the reason behind the issue and to realize the way out or resolution to confirm such concerns. In brief explanation, this study conducts an analysis relates to the issues on students' poor performance particularly in speaking English. The case study is conducted among the students of secondary school which is specifically at SMA Negeri 1 Limboto.

THEORETICAL FRAMEWORK
Concept of Language Performance

Some experts on the language have argued that language concerns with the study of performance and does not limit itself to competence. According to Chomsky on his theory of language (1965) that performance is defined as the actual use of language in concrete situations, meanwhile language competence is the speaker-hearer's knowledge of his language (in Newbie, 2011). Besides, Fromkin and Rodman (1993) describes that "what you know, which is your linguistic competence and how you use this knowledge in actual speech production and comprehension, which is your linguistic performance" (in Wahyuni, Ihsan and Hayati, 2014). Therefore, the linguistic competence is knowledge of a language owned by the speakers, while what makes them to produce and understand the infinite number in their language is the performance itself. Therefore, discussing the performance itself has a close relationship to speaking skill which allows students to use or produce the language.

Concept of Speaking

Generally, there are many theories define the term of speaking. As cited in Ashour (2004), Burns and Joyce (1997) elaborates that speaking is a process of interaction in a situation to construct meaning which involve processing, producing, and receiving information. Ashour (2004) also adds that speaking is a productive skill which involves students to voice utterances purposively in order to convey certain messages with appropriate grammar and vocabulary in

comfortable and confident atmosphere. Relying on the definitions, this means that speaking allows the speakers to produce words and sounds for expressing the information, ideas, or any feelings they have. Ever since it is believed that speaking is crucial for maintaining communication in which is a need of society.

Specifically on students of foreign language, mastering English is a must, since some believes that speaking proficiency is the best standard for assessing someone's language ability. Similar to aim of teaching English in Indonesia as a compulsory subject which is to develop students' communicative competence that would help them in university education (Nurkamto, 2003), speaking is important due to communication matter.

Moreover, another goal for having English in language teaching is to provide students the ability to use the language in communication effectively and correctly (Davies & Pearse, 2000). So, speaking English skill needs more attention and should not be ignored in language teaching as foreign language.

Assessment Types of Speaking Performance

Thornbury and Brown (2003) present some types of commonly used tests for speaking performance. These tests include interviews, live monologues, recorded monologues, role plays, collaborative task, and discussions.

Aspect of Speaking

There are some aspects or criteria of speaking presented by Brown (2004) in Table 1 to assess students' speaking performance.

Table 1. Aspect of speaking

Aspect of Speaking	SCORE				
	1	**2**	**3**	**4**	**5**
Pronunciation	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Accent is intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	Errors in pronunciation are quite rare	Equivalent to and fully accepted by educated native speaker
Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with	Can usually handle elementary constructions quite accurately but does not have thorough or	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar	Equivalent to that of an educated native speaker

	foreigners attempting to speak his language.	confident control of the grammar.	effectively in most formal and informal conversation on practical, social, and professional topics.	are quite rare.	
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references
Fluency	(No specific fluency description. Refer to other four language areas for implied level of fluency.)	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Comprehension	Within the scope of his very limited language experience, can understand simple	Can get the gist of most conversation of non-technical subjects (i.e., topics that require no	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

	questions and statements if delivered with slowed speech, repetition, or paraphrase.	specialized knowledge)			

Indicator of Poor Performance of Speaking

Various experts in the field have proposed the indicators of poor performance in speaking English. They majority indicate the low score in the aspect of speaking test as the poor category. For instance, from 0 to 100 of the speaking scales presented by Haris (1974), the poor indicator scores 0 to 49. In Course Book Look Ahead I, score 4 to 5 indicates poor aspect out of score 10. Further, Hughes (2003 in Nurkasih, 2010) also put 1 to 5 out of 10 as the low score in speaking aspect as well as Brown (2004) who score 1 to 2 out of score 5. Therefore, it is considered that the low score in speaking rubric test refers to the poor indicator in speaking performance.

First, in the poor indicator of vocabulary aspect on speaking performance, the speaker is considered to have inadequate or few vocabularies to express and only limited to elementary needs (Hughes, 2003; Brown, 2004; Course Book Look Ahead I in Nurkasih, 2010). Second, the poor indicator in fluency aspect the speaker' speech is too halting and very slow except for short or routine sentence (Hughes, 2003; Course Book Look Ahead I, in Nurkasih, 2010). Third, the poor aspect in pronunciation, the speaker has frequent gross of errors, very heavy accent makes and frequently unintelligible (Hughes, 2003;

Brown, 2004; Course Book Look Ahead I, in Nurkasih, 2010). Fourth, the speaker is categorized poor in grammar aspect when showing constant errors frequently and almost entirely inaccurate but quite understandable (Hughes, 2003; Brown, 2004; Course Book Look Ahead I, in Nurkasih, 2010). While in poor comprehension aspect, the speakers can understand their statements within the scope of their limited language experience in slowly way of speech, repetition, or paraphrase (Brown, 2004). And another last in content aspect particularly in presentation test, Brown also clarified that the speaker is indicated as poor when the purpose or objective of the presentation is almost unaccomplished with inadequate supporting fact or argument expressed.

Factors of English-Speaking Performance

The main theories used in analyzing the contributing factors are based on several researchers on the field such as Husnawati (2017), Songbatumis (2017), Astuti (2015), Minghe and Yuan (2013). The factors are identical; hence, this study categorizes them into two the following aspects:

1. **Internal factors**
    a. **Language Competence**
        1) Lack of Vocabulary. It is widespread notion that vocabulary

is the key concept in speaking. Various researchers have agreed that owning limited vocabulary become one of the students' factors in speaking English. Learners of English as foreign language find difficulty to speak English because lack of vocabulary (Muchemwa, 2015; Hasan, 2016; Songbatumis, 2017; Haryanto, et al, 2017).

2) Grammar. Besides, grammar also takes an important part in speaking English. It becomes the factor that causes learners cannot speak English. Study done by Haryanto, et al (2017) presents that students' problem in speaking skills relates to grammar. They are difficult to arrange the words into sentence when talking with teacher and even with their classmates.

3) Topical knowledge. Topical knowledge refers to information which enables students to use language with reference to the world they live (Bachman & Palmer, 1996, in Jahbel, 2017).

b. Psychological Aspect

1) Confidence. Confidence is believed to be influential aspect in terms of learners' psychological factor, since those with self-confidence tend to be more successful in learning (Astuti, 2015; Mazouzi,

2013; Tuan & Mai, 2015; Jahbel, 2017; Husnawati, 2017).

2) Motivation. Additionally, Brown defines motivation as "a star player in the cast of characters assigned to language learning scenarios around the world" (2002, in Husnawati 2017). It is an important element for explaining the failure or success of each individual in performing task.

2. External factors

a. Performance Condition

It is believed that performance condition affects speaking performance due to students perform speaking task in various condition. As cited in Tuan & Mai (2015), Nation and Newton (2009) suggest that the types of performance condition are time pressure, planning, standard of performance and amount of support.

b. Strategy of Teaching and Learning

1) Method of Teaching. One act that need to be done in teaching and learning is applying various teaching methods or techniques for achieving the learning targets (Khan, 2011; Fatiloro, 2015). In this issue, teachers' role as facilitator in teaching English plays a vital role to succeed the learning activities (Haryanto, et al, 2017).

2) Learning Environment. Another external factor that affects the students' speaking performance is

deficiency of learning environment (Minghe & Yuan, 2013). They divide the learning environment into two aspects which are language learning environment and class-scale.

Solution to Face the Students' Poor Performance in Speaking English

The main concepts of these solutions are taken from Rozimela (2016), and Fatiloro (2015), and Songbatumis (2017), as follows:

1.　Building Students' Motivation

While majority of the students' difficulties are caused by lacking motivation, the first suggestion that need to be solved by the teachers is regaining the learners' motivation to learn English (Garton, et al, 2011; Meksophawannagul, 2015; Souriyavongsa, et al, 2013; Hussein & Elttayef, 2017; Leong & Ahmadi, 2017; Songbatumis, 2017). This is needed to be the first answer since motivation has significant relationship to the student's academic achievement (Yazdani & Godbole, 2014).

2.　Creating Classroom Agreed-Rule

It has been stated previously that the English learning problem and its causes emerge from the students as well. To overcome those matters, the need to involve the teachers' policy is required in order to obtain strict control but operative. Emmer and Evertson (2009) suggest that usually teachers have rules to govern their students' specific behavior and to prevent them from the acts that they don't want to happen (in Rozimela, 2003).

3.　Using Various Teaching Methods

Teachers' learning style plays a vital role to succeed the learning activities (Haryanto, et al, 2017). To obtain persistent solutions, one act to deal with teaching and learning is through applying various teaching methods or techniques for achieving the learning targets (Khan, 2011; Fatiloro, 2015).

4.　Approaching Students by Establishing Favorable Learning Environment

It is undeniably that students might have mixed feeling such as feel afraid and loss confidence when speaking or learning English during the class. Learners feel discourage when seeing their classmates are ahead of them or less self-confident and uncomfortable to speak English (Kajlo, 2013; Leong & Ahmadi, 2017).

5.　Reformed Attitude

Most learners indeed would like to speak English but dislike to learn it (Fatiloro, 2015). They know learning English is a duty at school, yet often don't care about the learning process, or don't see its meaning. However, Fatiloro implies that the demand to reform attitude is required to tackle down the problems which involve all the educational parties such as students, teachers, and school.

METHODOLOGY

Research Design

This study employs a qualitative research methodology to explore the determinant factors regarding to students' poor performance in speaking English. According to Creswell (2012), qualitative research

requires central phenomenon as the key concept, idea, or process that need to be explored and understood. Thus, the present study views that causes or factors of students poor speaking performance as the central phenomenon which requires both exploration and understanding.

Furthermore, in order to gain in-depth understanding about factors and the solution of the students' poor speaking performance, the present study uses case study approach. As described by Creswell (2012), case study is a thorough exploration of a bounded system such as activity, event, process, or individuals through extensive data collection. Studying more the factors that cause the students' poor speaking performance as the boundary system allows this study to discover and understand the case.

Site

The current study conducts a research in SMA Negeri 1 Limboto. A number of reasons are accounted in selecting this school. First, as the study examines the students' poor performance in speaking English, it seeks data in regard to factors and solutions of the students' poor speaking performance at school particularly. Second, the students at secondary school are required to be the participants remembering their status who already appropriate enough to encounter the university or work stage in which English is seriously needed. Thus, this study requires to investigate the speaking skills owned by the students at level of secondary school. Third, SMA N. 1

Limboto is proper place to be the site as the school is one of the leading schools in Gorontalo that capable in English program. Therefore, this school is appropriate site to be studied for students' skill English speaking performance.

Participants

The participants of this study are purposely or intentionally selected. The participants are the students at this school in academic year 2019/2020. Before choosing the participants, this study has done some steps to select the class subject. First, this study chooses eleventh grade students to be the subject since at this grade the students are categorized in the proper category at studying English which in the middle grade of learning process. Second, this study narrows the class into 1 class since the total classes of eleventh grade are 10 classes which are divided into 5 science classes and 5 social classes. Afterwards, the chosen class ends at eleventh science three class since the class still has many English meetings left which can allow the researcher to conduct some observations during the learning activities.

After doing those steps, this study has arranged some criterions to recruit the participants. As this study investigates the causal factors of students' poor performance in speaking English, the first condition is selecting the students who are poor in speaking English. To ensure validation of the participants who are poor in speaking English, the participants have been confirmed by the

teacher of English subject. Second, this study has also analyzed the selected participants who are poor in speaking English based on pre speaking assessment with accordance of the indicators of poor speaking performance modified by Brown (2004). Accordingly, this study obtains 8 from 36 students at eleventh science three grade of SMA N. 1 Limboto to be the participants of the study based to those steps and requirements. The 8 students are sufficient to be the participants of this study.

Data

There are several data used in the study. First is the data of the result of students' poor speaking performance in English. These data are obtained through having conversation between the observer and the students that talk about the students' daily life using English language. The data of their speaking performances are assessed based on the indicator of speaking modified by Brown (2004).

The second data are the main data of the current study which are the students' words or statements from the recordings of interview that indicate the factors and solution of the students' poor performance in speaking English. Then the data are analyzed using modified theories by by Husnawati (2017), Songbatumis (2017), Astuti (2015), Minghe and Yuan (2013). Furthermore, in investigating the solution to overcome the students' poor performance in speaking English, this study uses the theories by

Rozimela (2016), Fatiloro (2015), and Songbatumis (2017).

Besides, this study also has supporting data from observation. The data are the students' behaviors during studying English and the English learning process. They are recorded in notes during the observation. These data are used for supporting the students' statements about the factors of their poorness in speaking English from the interview and for examining the data analysis.

Source of Data

The data sources of this study consist of several sources. They are the transcription of the students' speaking performance in English, the result of interview transcript that contains the factors and solution of the students' poor performance in speaking English, and the fieldnotes of the students' behavior and learning process during the observation.

Technique of Collecting the Data

In collecting the data of this research, two kinds of instruments are applied which firstly carry out observation and then continue to interview.

Technique of Analyzing the Data

In analyzing the data, the present study uses six interconnected steps that involve in qualitative data analysis and interpretation according to (Creswell, 2012). The processes are described as follows:

1. Preparing and organizing the data. This stage includes the process of storing and transcribing the data.

2. Exploring and coding the data. At this phase, the data about the factors and solution on students' poor performance in English are explored by reading and memo-ing all the data in order obtain general meaning of the data.

3. Coding to build description and themes. This process happens to answer the major research questions and form an in-depth understanding of the phenomenon.

4. Representing and reporting qualitative findings. In this phase, the fixed data are displayed through discussion of such themes about the factors and solution on students' poor performance in English

5. Interpreting the findings. After reporting and representing the data,

then making the interpretations of the meaning of this research is undertaken.

6. And lastly, validating the accuracy of the findings. This step is done through having member checking and triangulation.

FINDINGS AND DISCUSSION

Research Findings

A. Students' Poor Speaking Performance

There are some aspects used in assessing the students' speaking performance according to Brown (2004). They are pronunciation, grammar, vocabulary, fluency and comprehension. Hence, here are the results of the students' speaking performance in such aspects, as follow:

Table 2. Indicator of poor speaking performance

Indicator of speaking	Criterion	Number of Students
Pronunciation	Making frequent errors when pronouncing the words, but still intelligible.	7
Grammar	Making frequent error on grammar, though can be understood by the interlocutor	8
Vocabulary	speaking with inadequate vocabulary and the vocabularies are mostly elementary needs	7
Fluency	Speaking awkwardly and thinks too long	7
Comprehension	Having limited language experience, understanding simple questions and statements if delivered in slowed speech, repetition, or paraphrase	6

B. Factors of the Students' Poor Performance in Speaking English

The factors are varied and classified into two categories using theory modified by Husnawati (2017), Songbatumis (2017), Astuti (2015), Minghe and Yuan (2013) which are internal factors and external factors. The

internal factors are divided into two aspects that consist of language competence and psychological aspect. The language competence includes lack of vocabulary, pronunciation, grammar, and lack of English exposure. Meanwhile the psychological aspect includes fear of making mistake, confidence,

and lack of motivation. Further, the external factors derive from method of teaching and learning environment; language learning

environment and class-scale. The results are simply presented through the table below:

Table 3. Factors of students' speaking performance

Factors			Total of Students (Frequecy)	Percentage
Internal Factors	Language Competence	*Lack of Vocabulary*	7	87.5%
		Pronunciation	6	75%
		Grammar / Cannot Construct Sentence	7	87.5%
	Psychological Aspect	*Fear of Making Mistake*	6	75%
		Confidence	7	87.5%
		Lack of Motivation	6	75%
External factors	Strategy Of Teaching and Learning	*Method of Teaching*	7	87.5%
		Learning Environment — *Language Learning Environment*	8	100%
		Class-scale	8	100%
New Finding		*Lack of English Exposure*	7	87.5%

C. Solution to Face the Students' Poor Performance in Speaking English

The data findings obtain some solutions include building students' motivation, creating classroom rules, using various teaching

method, and reforming attitude that consists of three parts to reform which are from students, teacher, and school. The results are presented in the following table:

Table 4. Solution of the students' poor speaking performance

Solution		Number of Students	Percentage
Building the Students' Motivation		6	75%
Creating Classroom Rules		8	100%
Using Various Teaching Method		7	87.5%
Reforming Attitude	*Teacher*	7	87.5%
	Students	7	87.5%
	School	8	100%

Discussion

A. Students' Speaking Performance

As the results of the students' speaking performance, particularly toward the students of SMA Negeri 1 Limboto at eleventh grade, it reveals that the students are generally indicated poor in speaking English. In pronunciation, the students tend to produce pauses even prolonged it when starting to pronounce the

words. This condition shows that their difficulty to pronounce the words that new for them. They have no references regarding the sound and in the end pronounce the words incorrectly. The words like *create, cause, loot, other, accidents* are pronounced /kret/ for /kriˈeɪt/, /kəs for/kɔːz, /loʊt/ for /lɑːt/, /othər/ for /ˈʌðər/, and /ɑːsaɪdəns/ for /ˈæksɪdənts/.

In grammar aspect, all participants are labeled poor since they make frequent error, although can be understood by the interlocutor (Brown, 2004). Unexpectedly, it is also hard to assess the students' speaking skill in grammar since most of them do not speak English in their own words during discussion. They keep on reading topic presentation rather than trying to elaborate more the topic. The students are troubled in constructing their own sentence when speaking. It can be identified through the sample *Brother three, kalau sister no*. This is the common grammar aspect found on the conversation. The students produce incomplete sentence incorrect grammar and keep on mixing the words with their native language. Moreover, as like the example, the order of placing the correct determiner to explain the noun is mistaken.

According to Brown (2004), the students are categorized poor as they speak with insufficient vocabulary and express using elementary needs. The data regarding the students' vocabulary have also elaborated that they have limited vocabulary. It is evidenced by the students speak English just a little, use elementary words and mix the vocabulary with native language. As conveyed by Brown (2004), students who do not talk smoothly and thinks too long are identified poor in fluency. The data have revealed that students are not fluent and tend to have produce pauses even prolonged it during speaking English. Producing some pauses even more pauses have shown that the students are thinking the words

to say ahead in English. At last, in comprehension aspect of speaking, Brown notes that the speakers are categorized poor in comprehending a speech when the question or deliver is simple, slow, repeated and paraphrased (2004). When the researcher and the students are having conversation, the students usually ask to repeat the question and afterwards express that they do not understand the meaning. Thus, the researcher explains the question in slow speech and translates the meaning into native language.

B. Factors of Students' Poor Speaking Performance

The results from various factors have been grouped into two areas which are internal and external factors. The internal factors that arise from the students' side has two aspects that affect the students' speaking performance. They are language competence and psychological aspect. According to Chomsky (1965), the speakers or hearers' knowledge of the language is called language competence (in Newbie, 2011). Thus, the common language competence that becomes the factors of students' speaking performance are lack of vocabulary, pronunciation, and grammar. Among these aspects, majority of the students mention that lack of vocabulary and grammar are the main factors that affect the students' speaking performance.

Students regularly state that they do not know and cannot speak English. This is caused by lack of basic English skills in mastering the vocabulary. The students do not have any idea

how to say their opinion or to participate in class by speaking English. And afterwards, learners cannot communicate effectively because having inadequate vocabulary and it hinders them to express ideas in English (Harris, 1974, cited in Kurniati, et al, 2015). From the result, it supports the common view that vocabulary is the key concept in speaking English. Those who do not master the vocabulary cannot speak the language as well.

Grammar also affects the students' speaking performance. As stated by Haryanto, et al (2017), students' problem in speaking skills relates to grammar. Lacking grammar concept generates them unable to speak or reply to the teacher in English. As cited in Abda (2017), it becomes difficult for students to respond the teacher since they have little idea to speak, such as which vocabulary to apply and how to use the grammar appropriately (Baker and Westrup, 2003). Not to deny, the students are also found silent during the class observation and only speak native language.

Another last aspect of language that affect students' speaking performance is pronunciation. Less study mentions pronunciation as the factors that make students poor in speaking English. Meanwhile, it is regarded as one of the basic English skills that hampers the student from participating in class activity. Most student have inadequate insight of how to pronounce the English words. As stated by Abda (2017), students who do not have sufficient basic language skill will not be able to listen, respond, read, and use the appropriate and correct sound of the language.

The second part from the internal factor that causes the students' oral performance is psychological aspect. As noted by Mazouzi (2013), the main factor that influences the most on students' speaking performance is psychological. He shares similar concept between psychological side and affective factor which both concern with general emotion that come from the innate feeling of the students. This aspect has significant factor that hinders the students from using their English. There are three particular things examined in psychological aspect, which are fear of making mistake, confidence and lack of motivation.

As a part of students' psychological aspect, confidence affects them to have minor contribution in speaking English at class. Majority of the students assert that they feel scared and lose confidence when they talk or respond in English. There might be several reasons that cause them not confident to speak English. One of the reasons can be sourced from the students' lack of English background. In line with Abda (2017) who have studied that the students' poor language background in lower grade affects them to lose self-confidence to speak English.

With a slight difference of votes from confidence, students reveal that motivation has become the factor of students' speaking English. Many studies have proved that motivation has a significant effect to support

students' language learning. As stated by Brown (2002), success or failure of an individual in performing a task due to the fact that someone is motivated. However, when majority of the students answering to be motivated, they do not really comprehend the meaning of being motivated in learning English. Such reason turns out to be the factor of students' unwillingness to participate during the English class. They do not really have clear vision of the goal for learning and mastering English especially speaking skill. Apprehending the goal is one of the factors that influence motivation (Brown, 1978, in Abda, 2017).

Additionally, fear of making mistake hinders the students to speak English. In majority, the students confess that they are afraid of making mistake either in speaking during presentation or in responding the teacher. Before knowing whether making mistake or not in speaking English, they have anticipated for being humiliated by the other students. Thus, the main reason behind their concern of making mistake is getting humiliation from the others. Supported by Kurtus (2001), the main factor of students' scariness in speaking English is afraid of looking foolish and silly by their classmates, as well as having thoughts that the other students may laugh at them (cited in Jahbel, 2017).

In the other side, the external factors also take part on students' speaking performance. These factors are apart from the students' side which arise from strategy of teaching and learning. In the aspect of teaching and learning strategy there are two factors mentioned by the students as the factors that cause their speaking performance which include teaching method and learning environment (Khan, 2011; Minghe & Yuan, 2013). The study finds out that learning environment is the major factor that affects the students' speaking performance. It consists of two particular aspects which are language learning environment and class-scale.

Minghe & Yuan explain that class environment establish a large impact on desire and interest of student to learn and practice English (2013). Therefore, it is necessary to use English as the language environment regularly since it determines the effectiveness of teaching and learning English. However, the English language environment is far from ideal and creates ineffectiveness in students' speaking. They usually only speak when doing presentation. Nevertheless, the students do not really practice their English since they just read the presentation. Consequently, they do not get used to speak English by their own sentence because having insufficient opportunities to practice and improve their speaking skill.

In the other hand, Minghe & Yuan (2013) assert that class-scale is considered as the important factor in learning environment. They emphasize that the favorable learning environment determines the teaching and learning efficiency. All the participants share similar responses that class-scale influence on

their learning activity, particularly in speaking performance. One of the sample data from the students uncovers that the number of students in the class is too large (student #6, personal communication, November 30, 2019). It makes the class difficult to manage and causes noisiness. They also cannot listen properly to teacher's explanation and the presentation. Thus, they prefer a small number of students in class in order to provide an easily understandable learning environment.

Additionally, as the second factor mentioned by the student in the strategy of teaching and learning, method of teaching has also become the affecting factor in students' speaking performance. The problem in teaching method arises from the lack of using various and interesting learning method in the class. As stated by Khan (2011), one of the students' problems in learning English spring from a poor teaching method. The students usually mention that the teacher rarely uses variety of teaching method in teaching English. Not to deny, this case becomes the reason that causes the students' weakness in speaking English. As suggested by Meksophawannagul (2015), the use of methods in teaching is placed to be the most important attribute. Hence, the implementation of various teaching methods is necessary since it determines the learning outcomes.

Finally, lack of English exposure is also found as the factor that contributes to students' speaking performance. Exposure refers to amount of practice or time spent in English environment, thus, lack of exposure to English provides students to have less chance to use English (Kurniati, et al, 2015; Jahbel, 2017; Songbatumis, 2017). As new findings, almost all participants explain that they have not enough exposure to English and it greatly affects their English competence. The data are commonly like they do not learn English in elementary school, do not have an intensive English course, and skip English subject during junior high school very often (student #5 and #1, personal communication, November 30, 2019). As a whole, spending 5 years of learning English from junior school to eleventh grade of senior school does not effectively affect them to be capable in English particularly on speaking skill.

C. Solution to Overcome Students' Poor Speaking Performance

To overcome the factors that cause the students' speaking performance, this study has analyzed the solutions based on the main theories from Rozimela (2016), Fatiloro (2015), and Songbatumis (2017). The solutions are categorized into four aspects which are building the students' motivation, creating classroom rules, using various teaching method, and reforming attitude.

In regards of building the students' motivation, this solution is required to handle the students' lack of motivation in learning English. As previously noted, almost all students are lack of motivation in learning and speaking English. They do not comprehend the purpose of learning English very well. This has

made them also ignore English and does not learn it properly. Many years of spending studying English is ineffectual since they do not have in thought of the goal of learning English. Thus, building the students' motivation is a demanded task by making the students understands the goal of learning English. As stated by Brown (1978, in Abda, 2017), understanding goal is one of the factors that influence motivation. Fully aware of understanding the aim of conducting something plants the students' motivation to achieve the goal.

As the second solution to overcome the students' speaking ability, creating classroom agreed- rules are counting on. Rozimela (2003) affirms that creating classroom rules between teacher and students can manage and control the students from unwanted behaviors. The misbehaviors are like talking with friends while teacher explains or their friends presenting, making noisy, doing their own things, disturbing others, and going out from the class. These misbehaviors are also found during all the observation in English subject. This obstructs the students' concentration in learning English which affect their achievement in speaking skill. All students agree that the class should have rules in order to make students more discipline and obey the teacher instruction in learning.

The third solution mentioned by the students for overcoming their English speaking is using various teaching method. This solution is appropriate to solve the factor concerning lack of use of various methods in teaching English. As previously analyzed, lack of using various methods cause the students to become unwilling and bored in studying English. Accordingly, they have minor participation in the learning activity and do not even desire to speak English. According to Meksophawannagul (2015), teaching method is used for designing learning activity that encourages students to participate in the lesson. Hence, the need of applying variety of teaching methods is necessary.

Additionally, the students mention several attitudes that need to be reformed as the solution to overcome their performance in speaking ability. Fatiloro (2015) remarks this solution as attitude reformed. He highlights three main parties involved in teaching improvement that can support the performance of teaching and learning English. They are attitude reformed towards the students, teacher, and school. In regard to reform the students' attitude, Fatiloro confirms that this aspect requires the students' awareness to realize their role as learners who have commitment to study English in proper way.

Furthermore, the second party that needs attitude reformation is teacher. Based on the statement by Fatiloro (2015), both students and teacher are the absolute commitment in improving English language teaching. Teacher has important role in managing the class particularly in improving the students' speaking ability. In this case, teacher needs to facilitate the students to have chance to speak

English in order overcome the challenge of the students' poor speaking performance. Since learners have no English-speaking environment except during the English lesson, teachers are demanded to prompt students to practice their oral English by creating an English-speaking environment.

Another last solution proposed by Fatiloro (2015) in reforming attitude is school support. Concerning the school support, he states that to empower English teaching and learning, school needs to facilitate learning equipments such as providing audio and video devices, language laboratories, e-textbooks, flash cards, internet facilities, textbooks, newspapers, etc. Despite of having those facilities, this study uncovers that the learning tools in SMA Negeri 1 Limboto are already sufficient to support the learning especially the English subject. The students say that the school already has LCD projector and PC for watching videos, sound system for listening to English audio, language laboratory, and English textbooks. However, the students confirm that they just lack of making use the facilities. The students underline that they rarely go to the language laboratory and utilize audio for listening or LCD projector for watching English videos. Besides, they regularly consider of having inadequate textbooks in the class, since the teacher only restricts one book for two students to use. Accordingly, such situation needs teachers' strategy to make use the facilities in order to support their learning and improve their

speaking skills. The usage of those facilities is also very helpful to assist the teacher's learning method.

CONCLUSION

The students' poor performance in speaking English has general been attributed to various factors. The study reveals that these factors arise from two particular aspects which are internal factor from the students' side and external factor from the strategy of teaching and learning. The internal factors are categorized into two parts of causes which are language competence and psychological aspect. In language competence aspect, the major factors that affect students' speaking performance are firstly lack of vocabulary and grammar, as well as pronunciation aspect in second place. Furthermore, in psychological aspect, the students are influenced by lacking confidence to speak English, fear of making mistake, and lack of motivation. Moreover, the external factors that take place in teaching and learning strategy include the deficiency of using various teaching method and learning environment. In learning environment aspect, the factors are strictly emphasized on the shortage of having English spoken in learning class environment and large scale of students' amount in the class. Another last, this study also reveals one new finding as the affecting factor of the students' speaking performance, which is lack of exposure to English language.

In addition, the present study also uncovers several solutions to overcome the students' poor speaking performance. The

students expect the solutions are like building the students' motivation, creating classroom rules, using various teaching method, and reforming attitude of students, teacher, and school.

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