

**Affective Factors in English Speaking
of The Students of English Education Study Program**

Sriwijaya University

A Thesis

By

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Student Number: 06011281722017

English Education Study Program

Department Language and Arts Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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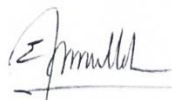
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**AFFECTIVE FACTORS IN ENGLISH SPEAKING
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Certify that thesis entitled “Affective Factors in English Speaking of The Students of English Education Study Program Sriwijaya University” is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Indralaya, December 23rd 2021

The undersigned,



Regina Olivia Simanjuntak

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THESIS DEDICATION

This thesis dedicated to: My beloved parents, Madong Simanjuntak and Tiorma Matondang

MOTTO

“Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love”. (1 Corinthians 16:13-14)

ACKNOWLEDGEMENTS

By the Bless of Jesus Christ, this thesis entitled “Affective Factors in English Speaking of The Students of English Education Study Program Sriwijaya University” was written to complete one of the requirements for the bachelor degree at English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Sriwijaya University.

The writer would like to express the sincere gratitude to her advisor, Amrullah, M.Ed., Ph.D. for his advice, suggestions, guidance, patience and dedication in guiding the writer to finish this thesis.

The writer very grateful to the Dean of the Faculty of Teacher Training and Education of Sriwijaya University (Dr. Hartono, M.A.), Head of Language and Arts Education Department, Dr. Didi Suhendi, M.Hum., and Head of English Education Study Program, Hariswan Putra Jaya, S.Pd., M.Pd. for their assistance in administrative matters. Also, the writer would express the gratefulness to all lecturers and staff of English Education Study Program University of Sriwijaya who kindly taught, advices, knowledge and experience to the writer during her study. Hopefully, this thesis could be useful for teacher,students, in teaching and learning process.

Without exception, The writer also would like to express her gratitude to her parents and sisters (Kak Ruth and Riris) and friends (College friends: Mika, Riva, Manda, Marsya, Ummi, Fira, Khamel, Nisa, All PBI Indralaya 2017, Junior and Senior High School Friends: Yuni, Tasya, Dinda, Noni, Ian, Kevin, Intan, Lita, Indri, and Tata) for all the love,support, prayers, and encouragement.

Indralaya, December 23rd 2021

The Writer,



Regina Olivia Simanjuntak

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AFFECTIVE FACTORS IN ENGLISH SPEAKING OF THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM SRIWIJAYA UNIVERSITY

ABSTRACT

This study was aimed to find out the most dominant affective factor and description of the affective factor of the students in speaking in English. This study used quantitative method and focused on student of English Education Study Program University. The participants of this study were 73 students of 5th Semester English Education Study Program University Indralaya and Palembang class. The data were collected by using Questionnaire about Psychological Affective Factor in Speaking English. For the data analysis, the writer used descriptive analysis by using SPSS to analyzed the result from the questionnaire. Finally, it was found that the most dominant affective factor in English speaking of the students was Lack of Confidence with the highest mean value (3.40) and the item of the questionnaire with the highest mean value (3.62) which belonged to the aspect Lack of Confidence was *I feel that the other students speak English better than I do.*

Keywords: *Affective factor, Speaking*

CHAPTER I

THE INTRODUCTION

This Chapter is the introduction which present (1)Background of the study, (2) The Problems of the study,(3)The Objective of the study,and (4) Significance of the study.

1.1 Background of The Study

English is an international language that is spoken by many people around the world. It is used as the access in reaching relations to the wider world (Maxom, 2009). There are four English language skills; Speaking, Listening, Writing, and Reading. Sadiku (2015) explains that Speaking and Listening are two abilities which exceptionally interrelated and work together in real life and foster oral communication, whereas Reading and Writing are instruments for accomplishing a viable written communication. According to Ur (1999), the most important skill is Speaking, but on the other hand, Oradee (2012) argues that 3 other skills also need to be taught, as a matter to master the English language properly.

Speaking is exceptionally fundamental in delivering messages or information to other people. Campbell and Kryszewska (as cited in Helmanda, Safura, & Suriadi, 2017) state that speaking is an action concerning to one individual to make oneself clear by another and to comprehend what is in each other mind on a first-place, which means it is a tool by which the speakers and listeners are giving and receiving information. Speaking skill is viewed as the most significant expertise by language students and how language learners tend to see whether or not they are successful in language learning by extending the way they speak the language fluently or not. Indeed, The capability in speaking is an essential segment that needs to focus by students and educators (Harahap, Antoni,& Rasyida, 2015, p.2)

For the students of the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University, it is important to be able to speak in

English. The main reason is that English is the main language of instruction in conducting the class activities such as presentations, discussions, and debates. According to RAO (2019), these activities presently lead to building up the speaking abilities of the students to seek after their purposes in learning effectively and to apply it in their fields once they finish their college and to accomplish the ideal objectives of their study.

However, there must be difficulties experienced by students in English Speaking because not all students majoring in English can speak in English fluently even though they have learned pronunciation, grammar, vocabulary, fluency, and comprehension which is the formulas for speaking in English (Leong & Ahmadi 2017). It is also a challenge for the language learners where English is a foreign language such as in Indonesia in which English is not used as an everyday language (Muamaroh, 2013).

In the context of Indonesia, Haidara (2016) discovered four psychological factors influencing students' ability to speak English: anxiety, shyness, hesitation, and lack of confidence. Alsyah (as cited in Phonna, 2011) discovered some factors that were commonly encountered by English Department students at Syiah Kuala University's Teacher Training and Education Faculty in Aceh; the factors were students' lack of confidence, a lack of vocabulary, and their frequent use of the native tongue. Furthermore, they find it difficult to express themselves in a foreign language.

The challenges faced by the English language learners may affect their speaking performance. Affective issues are the issue that can hinder students speaking performance which is begun from within the students identified with their sentiments, feelings, and belief. Khrasen (as cited in Tuan & Mai, 2015), there are three categories of affective factors in speaking performance; motivation, self-confidence, and anxiety.

The success of speaking comes from the students themselves. For example, students' motivation lead to the goal of learning. Motivation is the belief in the ability that the person has to perform something. It is also referred to as the emotion, reaction, and desire to do something (Wahidah, 2016). Students need to have high motivation in speaking to direct them to be active, put effort, and willing in learning speaking in

English because the lack of motivation has zero attempts in the process of learning (Li& Pan 2009).

According to Roysmanto (2018), in addition to motivation, confidence is also a crucial part of students ' speaking English because that can give enthusiasm, bravery, and stimulation to the learners. If the learners have high self-confidence, they will achieve the best performance in speaking skills fluently. However, Juhana (2012) states that not all students have a high level of confidence. Lack of confidence is caused by the fear of getting bad at speaking, for example, mistakes or getting a low score. As a result, students with low self-confidence in speaking class will do few practices, making it difficult for them to express their feelings or ideas in English. In this case, lack of self-confidence is linked to another affective factor is self-esteem or self-worth, as well as inhibition or fear self-defense mechanisms.

The next affective factor is anxiety which is the feeling of worry and tension. According to Isnaini (2019), anxiety is almost related to a lack of confidence because this feeling can be caused by several factors, such as being afraid of making a mistake and getting bullied. Especially in speaking in English, the students are anxious to speak because they are afraid that their friends would laugh at their mistakes. Moreover, She also states that the feeling would lead to the problem of enhancing students' speaking ability if the anxiety to speak overwhelmed them.

There are two reasons why the writer selects affective factor as the topic of investigation. Firstly, students' foreign language achievement in speaking skills can be influenced by affective factors such as Motivation, Anxiety, and Self Confidence. As Juhana (2012) states, students are discouraged from speaking in English class due to fear of making a mistake, shyness, anxiety, lack of confidence, and lack of motivation. Besides, Minghe and Yuan (2013) discovered that paying attention to affective factors could improve language learning and teaching. Furthermore, Ni (2012) reported that students with high motivation, high self-confidence, and low levels of anxiety absorbed more language input and vice versa.

Secondly, college students are affected by the affective factor. According to Astuti (2012), college students experience emotions that interfere with their speaking performance, such as lack of confidence, anxiety, and low motivation in English class. For example, Javed et al. (2013) reported that both Pakistani and Indonesian students at Islamia University of Bahawalpur are anxious about learning English. Furthermore, Ozturk and Gurbuz (2014) reported that Turkish university students experience language anxiety, particularly when speaking English.

From the explanation above, through this study, the writer explored the affective factor of the students of English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University, in speaking English and the cause of the issues.

1.2 Problem of the Study

The problem of this study was formulated in the following research questions:

1. What were the description of the affective factors of the students of English Education Study Program Universty in their English speaking?
2. Which Affective factor that was dominant?

1.3 The objective of the study

1. To find out the description of the affective factors of the students of English Education Study Program Sriwijaya University in English Speaking
2. To find out the dominant affective factor.

1. 4 Significance of the study

This study is significant that it can raise the students awareness about how important to know the affective factor that can influence their English speaking. For the teachers, recognizing the affective factor of the students in English speaking can give them the opportunity to search for the alternative solution to the problem in order to improve the result of the students learning, especially in English speaking.

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