

# Analysis of English Department Students' Inactivity Factors in Speaking English (a Study at English Department of Universitas Muslim Nusantara Al-Washliyah)

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## Abstrak

Sebagai mahasiswa Jurusan Pendidikan Bahasa Inggris, mereka mempunyai tanggung jawab untuk menggunakan bahasa Inggris sebagai bahasa pembelajaran mereka untuk berkomunikasi di luar atau di dalam kelas. Penelitian ini bertujuan untuk mengetahui faktor-faktor ketidakaktifan siswa dalam berbicara bahasa Inggris di Universitas Muslim Nusantara Al-Washliyah. Penelitian ini menggunakan metode kualitatif. Instrumen yang digunakan dalam penelitian ini adalah wawancara, lembar observasi, dan tes. Dalam wawancara, peneliti menggunakan 7 pertanyaan terbuka dan 15 pertanyaan tertutup. Partisipan penelitian ini adalah mahasiswa Jurusan Pendidikan Bahasa Inggris Universitas Muslim Nusantara Al-Washliyah dan sampel penelitian ini terdiri dari 30 mahasiswa. Hasil analisis data menunjukkan bahwa ketidakaktifan siswa disebabkan oleh dua faktor yang terdiri dari faktor eksternal (Lingkungan) meliputi kebiasaan tidak menggunakan bahasa Inggris untuk berkomunikasi, dan faktor Internal (Pribadi) meliputi kurangnya kosa kata, pengucapan, tenses, gugup, dan rasa malu. . Persentase tertinggi dari hasil pengumpulan data menunjukkan bahwa faktor terbesar siswa tidak aktif dalam berbicara bahasa Inggris adalah karena sebagian besar siswa kekurangan kosakata dalam berbicara.

**Kata Kunci:** : *Tidak Aktif, Faktor Internal Eksternal, Berbicara*

## Abstract

As an students of English Education Department students, they have a responsibility to use English as their language of learning to communicate in outside or inside of class. This research aims to find out students' factors inactivity in speaking English at Universitas Muslim Nusantara Al-Washliyah. This research uses a qualitative method. The instrument used in this research were interviews, observation sheets, and tests. In the interview, the researcher used 7 open-ended questions and 15 close-ended questions. The participant of this research is students of English Education Department at Universitas Muslim Nusantara Al-Washliyah and the sample of this research consisted 30 students. The results of data analysis show that student inactivity is caused by two factors consisting of eksternal factors (Environment) including the habit of not using English for communication, and Internal factors (Personal) including lack of vocabulary, pronunciation, tenses, nervous, and shyness. The highest percentage of the result of data collection shows that the biggest factor students inactive in speaking English is because majority os students lack of vocabulary in speaking.

**Keywords :** *Inactive, Internal External Factors, Speaking*

## INTRODUCTION

As an international language, English has an important role in obtaining and providing information in the fields of education, business, trade, technology, to art and culture. In English there are four skills, namely speaking, listening, writing and reading. This research will discuss one of the four skills, namely speaking. Speaking is a way to communicate verbal to convey

ideas or opinions to others. According to Fujishin (2009:37) Verbal communication is all communication that is spoken or written. It includes the content of your conversation with a friend, an announcement over the public address system at a skating rink, a whisper in a darkened theater, the clever words on a billboard, and the words you are reading on this page. Verbal communication is powerful, and even one word can hurt or heal others. Baroona (2019) said that verbal communication includes all of spoken or written that used in everyday activities to communicate with other people and also includes the politeness communication.

Based on the explanation above it means that verbal communication means someone conveying information directly with words, signals, sounds, and body language. Verbal communication contains spoken and written, spoken for example using words, making speeches and interacting with the surrounding environment, and written for example interacting written on social media to writing letters

According to Richards (2009) explain that there are three types of speaking fuction categories, namely talk as interaction, talk as transaction, and talk as performance. First, talk as interaction. This refers to interaction activities using language that are carried out in everyday life. Which involves several people to have conversations with each other so as to create good communication. Second talk as transaction, here the focus is on conveying information. For example delivering information material to students, explaining to them clearly and precisely so that students understand what is conveyed. Third talk as performance, this refers to someone who conveys information in public and the information conveyed can affect the audience. Like doing a speech or presentation in public

Zyoud (2016) "Speaking can be realized as the most common way to convey the message to others and the ability to communicate effectively is a basic requirement which needs to be taken seriously in English education". In the context of speaking English being able to talk to friends and even talk to foreigners is certainly the goal of many English learners. However, the biggest problem faced by English students is the students' inactivity in speaking English. Students want to be proficient in speaking English, but as English learners students should apply it by actively speaking English in any situation in the university environment. Mastering English is not only understanding the language but also can producing that. As the students of English education study program, students should prove their ability in speaking English not only by understanding English but also can use it communicatively. Students' speaking proficiency can be seen by how active the students using English for communication

Faculty of Teacher Training and Education of Muslim Nusantara Al Washliyah University is one of the faculties that has an English department, many students come to this faculty to major in English. As students of English education study programs, they have a responsibility to use English as their language of learning to communicate in class. As future English ambassador candidates, students must apply this active speaking both inside, outside, and in the university environment by talking with classmates. Students are expected to always actively use English whenever and wherever, because this will have a huge impact on them and become a provision for the future. In today's era, English is very important in almost all fields.

But in reality, the students do not show the English zone. Students are not active in speaking English. Some students majoring in English do not use English as their communication tool in learning or other activities in class. we can see in the case of English Language Education students who do not actively speak English in everyday life at a University. This can be one of the factors causing the low ability of students to speak. They tend not to want to try or often prefer to be silent to entice lecturers to speak English. And they often use Indonesian in daily conversation with friends and often use Indonesian in class with lecturers as well as during learning. Wahyudi (2014) said that the low ability of students to speak English was mainly due to their own desire to speak English and was mainly caused by a lack of mastery of speaking components such as pronunciation, structure, and vocabulary

In general, speaking is one of the four language skills besides listening, reading and writing. Speaking is conveying language through the mouth and that involves body parts to create sound. According to Leong & Ahmadi (2017) Speaking is one of the most important

skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learn. Rika and Arriyani (2019) defines that, "Speaking is one of the main goals of reservation learning, because it is the ability to transfer some ideas to others clearly and correctly."

Based on the explanation above the writer concludes that speaking is one of the most important skills of the four language skills and is considered the most difficult aspect to learn because of it is ability to involve information processing to transfer ideas or opinions clearly and correctly

Speaking is the activity of using language to communicate with other people. Speaking can be realized as the most common way to convey messages to others. Speaking is considered the most important skill to be accepted as competent in a foreign language because speaking is the basis for communicating. In English language education, the ability to speak is a basic requirement that needs serious attention for learners. For most language learners, speaking is a language skill that they want to perfect immediately. Because speaking is a means for someone to be able to communicate with other people to express their ideas, opinions, and hopes.

Speaking is a process that does not only include the pronunciation of individual sounds, and activities in the field of knowledge, but also includes the use of the right words with the right pronunciation. Because speaking also requires high self-confidence to be sure in saying something, and not shy in social situations.

As Rivers (1981) states that "speaking is used twice as much as reading and writing in our communication". This shows that speaking is the most basic and important ability to do in everyday interactions. But in the context of speaking English, many people find it difficult to do so because English is not their mother tongue. Learning English is often only done in the school environment between teachers and students, and outside of learning they use the local language or their regional language. So, it can be concluded that it is not surprising that English learners find it difficult to learn English, especially in speaking skills. Many people think that English is a challenging lesson for both teachers and students. Because they only use this language during formal learning, as a result students are less skilled in speaking and can result in students lacking confidence in speaking. Because the use of the language is considered foreign so they do not apply it in everyday life.

## **METHOD**

The study are conduct with an qualitative method. The choice of this type of qualitative research is based on the curiosity of researchers to find out and analyze phenomena through techniques such as observation, interviews and tests.

According to Aspers and Corte (2019) "Qualitative research is study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them". Qualitative research involves the use of theory to make observations of phenomena that occur in research subjects, such as understanding behavior, actions, or history and can be expressed in language

## **RESULT AND DISCUSSION**

In the interviews, the researcher used open ended questions to find out the reason students were inactive in speaking English and close ended question to find out the factors causing students inactive in speaking English. From the open questions the researcher found several challenges faced by student and might be the reason students were inactive in speaking English.

The challenges faced by these students varied, such as lack of vocabulary, errors in pronunciation, shyness, tenses, grammar, and nervous when speaking in English. The most answers obtained by researcher from students were 66,6% of students saying that the challenges they faced in speaking English were tenses. The majority of students feel confused and even do not know what tenses they use when they speak. Students said that when wanted to speak English, they only spoke using the vocabulary they knew. And, when they are

speaking, sometimes they also stop speaking because lack of vocabulary. This was also proven from the data which showed that 63,3% of students said that in the form of a lack of vocabulary to speak.

Apart from the challenges they face, this does not make students hate English. Many students actually say that English is fun and cool. And there are also students who feel confident when they speak English, but there are also those who feel shy, nervous, and afraid when they speak English especially in public. It can be seen in the pie chart below.

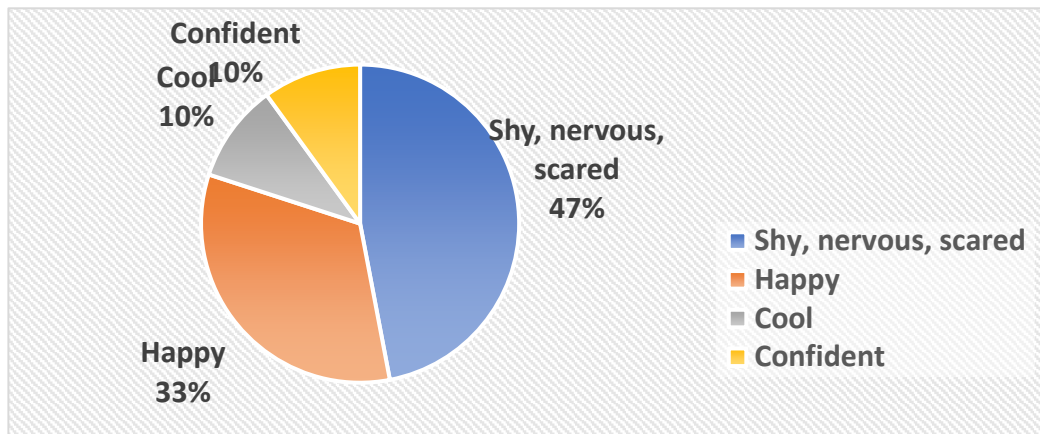


Figure 1. Result of Open Ended-Questions

Table 1. Result of Close ended-question

No	Question	Yes	No	Sometimes
1.	Do you often speak English?	7	5	18
2.	Do you feel that your English speaking ability is good enough?	8	14	7
3.	Are you shy when speaking in public?	18	4	8
4.	Do you often feel nervous when speaking English in public?	14	3	12
5.	Do you need a friend to practice English together?	25	1	4
6.	Are you worried about your pronunciation when speaking English?	20	3	7
7.	Do you often feel confused about which vocabulary to use before speaking English?	13	6	11
8.	When you are speaking English, have you ever suddenly stopped speaking due to lack of vocabulary?	24	1	5
9.	When your friends speak English better than you, are you motivated to study English even more?	27	0	3
10.	Do you often use Indonesian when speaking to your classmates?	19	0	11
11.	Are you worried and embarrassed when your friends correct you when you speak English?	6	21	3
12.	Do you always avoid classmates who are speaking English together?	2	15	13
13.	Do you often practice English by yourself?	13	0	17
14.	Have you ever joined a friend who is speaking English?	22	3	5
15.	Do you know what tenses you use when speaking English?	6	10	14

From the findings of the interview results in the table above, it shows that 80% of the majority of students lack of vocabulary in speaking, which can be seen in the eighth question point. Apart from lack of vocabulary, 66.6% (question point 6) of students are also worried about their pronunciation. They tend to feel that their pronunciation is not quite right. This can be seen from 56.6% (thirteenth point) of students' lack of practice in speaking English. The fifth question shows that 83.3% of students need friends to practice English with. Then on the tenth question point it shows that 63.3% of students use Indonesian in their daily conversations. That is, students do not use English to communicate especially as they are students of English education. And, the majority of students sometimes also don't know what tenses they use when speaking (question point 15)

From the findings above, the researcher stated that the reason students were inactive in speaking English was caused by two factors, namely external factors (environment) and internal factors (personal). Environmental factors such as the habits of students who do not use English in their daily conversations. They tend to use the local language because they think it's easy to do when they want to communicate. And personal factors such as lack of vocabulary, pronunciation, tenses, shyness, and lack of confidence

### Result of Observation Sheets

According to Sugiyono (2018) the Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena.

**Table 2 Percentage Score**

Scale	Levels Of Activity	Percentage
1	Strongly Active	0% - 24,99
2	Active	25% - 49,99%
3	Inactive	50% - 74,99%
4	Strongly Inactive	75% - 100%

In collecting data, researchers used observation sheets to determine student inactivity and activity in the learning process and activities outside the classroom. The results of the observation data can be seen in the following table and discussion. The researcher conducted the research on May 16, 2023 to May 23, 2023. Before observing, the researcher prepared several statements on a piece of paper and made observations on English language education students in semester 2 to semester 8.

**Table 3. Total Scale Result of Observation Sheet**

No	Question	SCALE				Total
		(1) Strongly Active	(2) Active	(3) Inactive	(4) Strongly Inactive	
1.	Manage to say what they wanted?	9	6	11	4	30
2.	Seem to understand the English that the others used?	12	9	8	1	30
3.	Manage to keep the talk going smoothly?	6	5	13	6	30
4.	Pronounce well enough to be understood?	11	3	12	4	30
5.	Use suitable words and phrases?	0	3	10	17	30
6.	Manage the necessary grammar?	1	3	7	19	30

7.	Manage to clear up problems/misunderstandings without mixing languages?	5	1	6	18	30
8.	Have opportunities to share their ideas with all group members?	6	4	17	3	30
9.	Consider a number of ideas before coming to a decision?	6	4	16	4	30
10.	Agree to the decision that were made?	5	7	13	5	30
Amount		61	45	113	81	300

From the total score above, it can be seen that the number of inactive classified scales is greater namely 113 scores. It can be concluded that of the 30 respondents 20% are classified as strongly active students, 15% are classified as active, 38% are classified as inactive, and 27% are classified as strongly inactive. From the result of the researchers' observations, it can be seen in the sixth question that the strongly inactive scale is the largest number of all respondents namely 19 students. This means 63% of students can not manage grammar well. So, the researcher concluded that the reason students were inactive in speaking English was because most of students could not manage grammar properly.

### Result of Test

**Table 4. Samples of Student Inactivity and Activeness Scales**

Score	Initials	Aspects Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task	Classified
(0)- (1) (1+)- (2) (2+)- (3) (3+)- (4) (4+)- (5)	NPS	0+	0	1	0	0+	1	Strongly Inactive Student

Score	Initials	Aspects Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task	Classified
(0)- (1) (1+)- (2) (2+)- (3) (3+)- (4) (4+)- (5)	SRS	2	2+	2+	2	2	2	Inactive Student

Score	Initials	Aspects	Classified
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		<b>Gramm ar</b>	<b>Vocabul ary</b>	<b>Comprehen sion</b>	<b>Fluen cy</b>	<b>Pronunciat ion</b>	<b>Tas k</b>	
(0)- (1) (1+)- (2) (2+)- (3)	AH			3		3		Active Student
(3+)- (4) (4+)- (5)		3+	3+		3+		3+	

<b>Sco re</b>	<b>Initia ls</b>	<b>Aspects Gramm ar</b>	<b>Vocabul ary</b>	<b>Comprehen sion</b>	<b>Fluen cy</b>	<b>Pronunciat ion</b>	<b>Tas k</b>	<b>Classifi ed</b>
(0)- (1) (1+)- (2) (2+)- (3)	SA							Strongly Active Student
(3+)- (4) (4+)- (5)		4				4	4+	
			4+	5	4+			

## DISCUSSIONS

This study aims to find out and analyze the factors and reasons why English education students at the Universitas Muslim Nusantara Al-Washliyah are inactive in speaking English. Researchers used several strategies to find out the factors and reasons for the inactivity. Researchers used interviews to find out the factors students were inactive in speaking English, then researchers used observation sheets to observe student activities inside and outside the classroom, and finally researchers used tests to measure students' speaking ability to find out whether students' speaking ability was classified as inactive or active.

In the first strategy, namely interviews, the researcher found that the biggest factor in English education students' inactive in speaking English was caused by a lack of vocabulary. Then followed the pronunciation, shyness, and lack of confidence. In addition, students also lack practice in speaking English, this is because the majority of students need friends to speak English together. Some students stated that they were motivated to learn English because they saw their friends whose speaking skills were better than themselves. However, the majority 66.3% of them prefer to use Indonesian for communication, because it is considered easier to do.

Based on the explanation of the findings above, it shows that the reason English education students inactive in speaking English is caused by two factors, the first is environmental factors and the second is individual factors.

As a result of observations, researchers found that the reason students were inactive in speaking English was because they could not manage grammar properly. As a result, the majority of students cannot convey their ideas when they want to make or make decisions. Students also often mix languages when they speak in class, they even often use Indonesian outside of learning in class. What they should be as English education students must actively speak English, but the majority of students choose not to do so, and it has become a habit. From habit comes inactivity.

According to Brown (2001) the oral proficiency test scoring categories can be used with the subcategories of oral proficiency scores, as following :

<b>Level</b>	<b>Description</b>
0	Unable to function in the spoken language
0+	Able to satisfy-immediate needs using rehearsed utterances
1	Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics
1+	Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands
2	Able to satisfy routine social demands and limited work requirements
2+	Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective
3	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
3+	Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks
4	Able to use the language fluently and accurately on all levels normally pertinent to professional needs
4+	Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker
5	Speaking proficiency is functionally equivalent to that of a highly articulate, well educated native speaker and reflects the cultural standards of the country where the language is spoken

## **CONCLUSION**

Based on the research the effect of youtube movie on students vocabulary mastery, that the researcher concluded are:

1. Students in experimental group was increase the speaking skill because this media makes teaching and learning process become interesting and enjoyable.
2. The t-observed higher than t-table.  $4.95 > 1.67$ . And  $H_a$  (Alternative Hypothesis) was accepted

The students' who were taught by using Cartoon video from Youtube got better score than the students' who were taught by using conventional media

This research was conducted for approximately one week. Researchers managed to find factors of student inactivity in speaking English. The cause of this inactivity is caused by two factors, namely external factors (environment) including the habits of students who do not use English in communicating. This is evidenced by the findings in interviews which show that 63.3% of the majority of English Department students at Universitas Muslim Nusantara Al-Washliyah prefer to use Indonesian to communicate because it is considered easier. And 83.3% of students need friends to learn to speak English together.

The second is Internal (Personal) factors which include lack of vocabulary, pronunciation, embarrassment, tenses and grammar. The findings showed that the biggest individual factor was the reason students were not active in speaking English, namely 80% of students lacked vocabulary, resulting in 63% of students not being able to manage grammar properly

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