Speaking fluency and EFL learners' reluctance to speak English among primary school students: Factors and evidence

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Abstract. Speaking is productive skill that use of utterance as the way to do communication and express the meaning with other people. Moreover, speaking English can be a bridge to communicate with foreigner. The writer wants to investigate what difficulties faced by students in speaking and what factors that influence students speaking ability. This research was descriptive qualitative research. It involved 25 students of a state junior high school in Indonesia and the participants were the eighth grade students. Observation and questionnaire were used to collect the data. The results showed that several issues of difficulties faced by students: fluency, hesitation, vocabulary, grammar, expression and pronunciation. It caused by varieties of factors, one of theme is students are seldom to discuss with their friends using English. The most factor that influences the speaking ability was cognitive factor where it involves the conceptualization, formulation and articulation when do to speak and student still not yet to do it well.

Keywords : *evidences, difficulties, factors, speaking*

INTRODUCTION

In the contexts of English language teaching, i.e. EFL learners, the ability to use English effectively, accurately in communication (Davies & Pearse, 1998 cited in Tuan & Mai, 2015). The students are expected to speak English fluency and accurately. They can express themselves naturally with using English. However, most of students speak ineffectively and inaccurately because it is not a simple thing to learn to speak. It has many challenges for learning English. It supported by Riyaz and Mullick (2016) studied about Problems in learning English Speaking Skill: A study of Higher Secondary Students in Srinagar, India. The result of their study showed that performance of speaking students is very low. The students did not have chances to speak English inside or outside classroom. The teacher also did not much pay attention in classroom interaction with using English in order to students can be helped in vocabulary and grammar. It is the same situation in Indonesia.

Tuan and Mai (2015) conducted the study about Factors Affecting Students' Speaking Performance At Le Thanh Hien High School. Their study used qualitative method and for collecting the data, they used questionnaire and class observation. The result of their study showed that students spoke very little or nothing in speaking classes and they were not motivated in using English. Malik (2012) conducted the research focuses on speaking ability. This study used a qualitative interview approach and for data collection, he used simple random sampling. The result of his study was most of students' fluency affected by grammar and vocabulary. Consequently, they will not be able to speak fluently and also have hesitation or repeating when they speak. Other studies also confirm psychological issues are also raising problems during task performances (Misdi, Mahaputri, and Rozak,

2019). Misdi, et al. (2019) reported how speaking tasks in a madrasah (senior high school) enable to empower students to speak.

Albeit a number of previous research, the teacher should know what the difficulties that may be faced by the learners, and factors that influence in speaking performance. Therefore, this study seeks to fulfill the gap as expressed by Misdi (2017) that English teaches have to listen to what their students' needs. This implies learners' power is accommodated meaning that learners will have their voice involved. The research questions are formulated as follows:
1. How are the senior high school students' English speaking performance?
2. What are the factors that influence the students' speaking ability?

RESEARCH METHOD
In this study, the writer used qualitative descriptive. The writer took qualitative descriptive because the writer want to describe the difficulties which faced students of Junior High School Students. The participants of this study were the eighth grade students of an SMP in Cirebon, West Java, Indonesia. It was 25 students of class 8A participated in the study. The data were collected from observation and questionnaire. All coded data were tabulated and interpreted qualitatively.

RESULT AND DISCUSSION
1. Students speaking performance and self-assessment
Based on the observation class that has been done, the students had enough time to prepare for a speaking task with their pair before they performed in front of the class. All of the students contributed to do the task although they still discussed by using mother tongue but they still had motivation and spirit to perform it in front of the class. Some students felt confident to perform it but some others feel doubt and nervous because they were afraid to make mistake in pronunciation or their friends will be laughing. After seeing all performances from the students, the writer found difficulties that faced by the students. It can be seen from the chart below:

Figure1. The Observation Analysis of Students Performance in Speaking
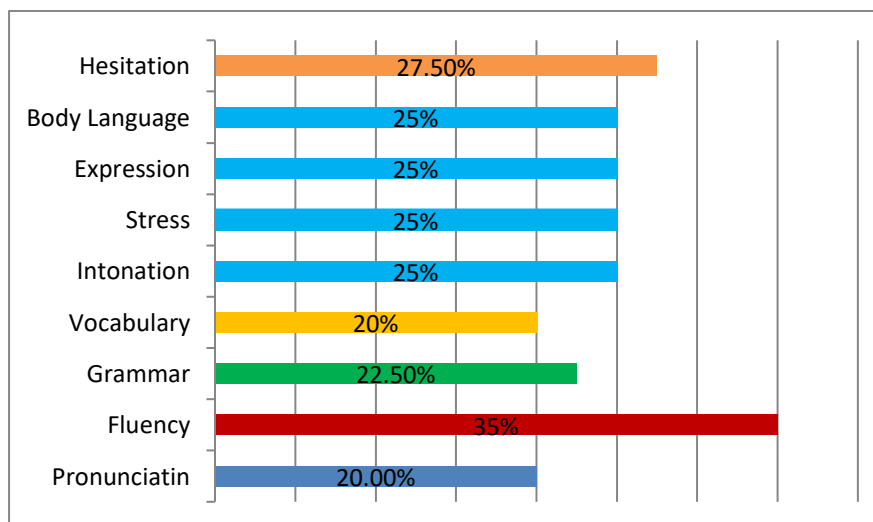
The chart above is a result of observation class which shown the percentage of aspects speaking performance of students. It can be known that fluency has the highest percentage, thirty five percent (35%), it means that students have difficulties to speak fluently. They still speak slowly as remembering the words that remembered, for the consequence, they spoke full of hesitation. It can be known from the chart that hesitation has the second highest percentage with twenty seven point fifty percent (27,50%). It can be categorized into cognitive factors where students still not yet deal with what information can be chosen to express the meaning. It made students speaking not fluently. Besides that, body language, intonation, stress and expression have same percentage, twenty five percent (25%). it means that students were not still yet express the words or sentence of English well.

There were still many students that feel nervous and thinking for a while to remember or read the word or sentences which written before in their paper so, they can not express their speaking naturally and they were just stuck on their memorized. Students still did know how to express or pronounce the word or sentences with intonation and stress well. They pronounce them as they are reading the text. It can be categorized into linguistic factor which is students still have a mistake in how to express well and also using the right intonation, stress and expression.

Grammar was one of aspect which being obstacle for students, it can be seen that grammar has twenty five point fifty percent (22,50%). It means that students were still difficult in structuring the word or sentences correctly, such as on the sentence *"If you can help me?,* students were false or reversed in putting on subject and verb, it should be *"can you help me?"* when asking the question, the verb should be in first. For another it was on the sentence *"Now, at the time?"* it should be *"what time is it now?"* if asking about the time. It can be categorized into cognitive factor because it can be seen that student got difficulties in using grammar.

The other aspect of difficulties was vocabulary which had twenty percent (20%). Students were still not appropriate in using vocabulary, such as on the sentence *"yes, I know address, you are just straight"*, it should be *"I know this address, you just go straight".* for another on the *sentence "Sorry for permitted I is what the tape?"* it should be *"excuse me, what time is it ?"* . It can be categorized into cognitive factor, same with the previous where students got mistake in using vocabulary. The last aspect which has same percentage was pronunciation with twenty percent (20%). Most of students can pronounce the base words, but still many students can not pronounce the words correctly. It happened on word *"direction",* students still pronounced *"di-rek-sion"* not *"de-rek-syen",* another on word *"if"* student pronounced *"aif"* not *"if".* It can be categorized into linguistic factor where students still got mistake in how to pronounce the words well. In conclusion from the observation class, actually students have motivation in English but they have difficult especially in speaking. They were still less to express their speaking naturally and still use inappropriate vocabulary and grammar.

2. Difficulties Faced by Students in Speaking and Factors That Influence The Students' Speaking Ability

The writer also used questionnaire to analyze the data. The data from questionnaire sheet, it identified and presented by percentage. Then, the writer makes conclusions of the data that have been elaborated in description. The data from questionnaire is as supporting data of the first research question and to answer the second research question "*What are the*

factors that influence the students' speaking ability?. The result of students' questionnaire can be seen in table below :

Figure 2. The Questionnaire Analysis of Difficulties Faced by Students in Speaking
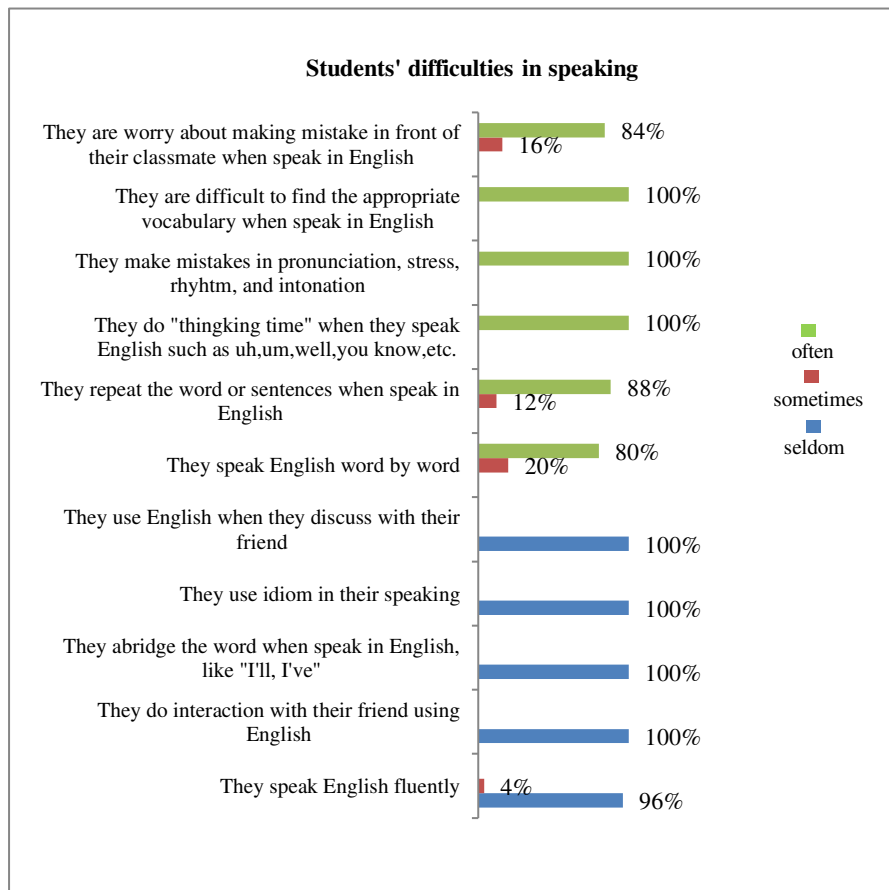
Based on the data analysis above, it can be conclude that the eleven difficulties which adapted from Brown (2001) was happened by students. However, for the first point about worry making mistake in front of their classmate when speak English, eighty four percent (84%) students feel it but some students did not worry making mistake. it was proved from the data that was sixteen percent (16%) students did not have problem about that. It was also supported by observation where the writer asked the students to perform in front of the class some students was enthusiastic but some more was feel nervous. If see the data above, it can be categorized into affective factor where the students feel worry or doubt for making mistake in speaking. The second point, students are difficulty to find appropriate vocabulary when speak in English, have one hundred percent (100%). It means that most of students feel difficulty in finding the right vocabulary. It can be known from students' performance when did observation. It was seen from conversation 1 between student 1 and student 2 on the picture below:

Conversation 1

Student 1   : Farhan, *now at the time*? **[laugh]**

Student 2   : Now(…) now,now, ten o'clock

Student 1   : Thank you Farhan **[laugh]**

Student 2   : Thanks' for Dafa **[laugh]**

It can be seen from the conversation above that students still have difficulty in using the right vocabulary. It was seen in words *"Thanks's for Dafa" it should be "Thank you Dafa or Thanks Dafa".* If see the data above, it can be categorized into cognitive factor that students got wrong in using vocabulary. The third point, making mistake in pronunciation, stress, rhythm and intonation has one hundred percent (100%). It means that most of students have difficulty in how to pronounce, make a stress, rhythm and intonation correctly. It supported by observation that have been done. It can be seen conversation 8 on the picture below:

Conversation 8

Student 15	: Excuse me, can I ask for help?
Student 16	: Yes, of course, what I can, help?
Student 15	: Where "direction"(…) of, road to, hotel Eno number 1?
Student 16	: You from "here" please, go straight, "where","where" is the(…)

Hotel Eno number 1

If see the conversation above, students have difficulty in pronouncing some words. So, it can make them doing mispronouncing. If see the data above, it can be categorized into linguistic factor that students did many mistake in pronouncing the words. If see the data above, it can be categorized into linguistic factor which is students have some problem in pronouncing the words. The fourth point, do thinking time when they speak English such as uh, um, well, you know, etc, has one hundred percent (100%). It proved when did observation, many students that did thinking time when they did conversation with their friend. It can be seen on the picture below:

Conversation 11

Student 21	: time, how many(…)[**laugh**]?
Student 22	: Yes
Student 21	: Time(…) how many…nowadays?
Student 22	: Nowadays(…) time(…) nine
Student 21	: Thank you [**laugh**]
Student 22	: You're welcome

As conversation on the picture above, student21 and students22 got difficulty to find the words so they many did thinking time by silent for a minute as remembering the words. It see the data above, it can be categorized into cognitive factor. It be caused students still no yet appropriate in using the vocabulary, grammar and in their speaking were full of hesitation. If see the data above, it can be categorized into cognitive factor which is students got difficulties in using vocabularies when speaking and they also spoke by filled of hesitation. The fifth point, repeat the word or sentences when speak in English, has eighty eight percent (88%) that students did it, but some students did not repeat the words having percentage twelve percent (12%). It can be seen on the conversation below:

Conversation 2

Student 3	: "if" you can help me?
Student 4	: Yes, I(…) I(…) What I can, (…)? I can you?
Student 3	: I want to ask, now at the time?
Student 4	: Yes now(…) yes now at(…) at "half" ten
Student 3	: Thank you
Student 4	: You are welcome

In conversation above, student4 did many repeating the words because he forgot the words that has been remembered. Consequently their performance was distract. If see the data above, it can be categorized into cognitive factor where students still got difficulties in conceptualization and formulation to express the meaning by the proper word. The sixth point, speak English word by word, has eighty percent (80%). most of students did it. It can be seen the chart above but some students have fluency to speak English although it is not perfect. It can be known from the chart above that shown twenty percent (20%). It can be seen on the conversation below:

Conversation 8

Student 15	: Excuse me, can I ask,for help?
Student 16	: Yes, of course, what I can, help?
Student 15	: Where "direction"(…) of, road to, hotel Eno number 1?
Student 16	: You from "here" please, go straight, "where","where" is the(…)
	Hotel Eno number 1

In conversation 8, student 15 and student 16 was speaking word by word. It can be seen that there are sign of comma (,) which indicate the way students speak English. It indicate that student speak slowly and having little of respite. If see the data above, it can be categorized into cognitive factor that students still not yet well in speaking especially in expressing the meaning. It related in their conceptualization in speaking.

In the seventh point, use English when student discuss with their friend, has one hundred percent (100%). It means that they seldom or never use English to discuss. It seen when did observation, students used Indonesian than English, moreover there some students who used mother tongue to discuss with their friend. If see the data above, it can be categorized into cognitive and affective factor that students did not really use their conceptualization to speak English and they have not motivation to encourage their selves in order to can speak well by discussing with friend.

The eighth point, use idiom in their speaking, has one hundred percent (100%). It means that students indeed seldom to use idiom. They still got difficulty to find the right vocabulary even for idiom. If see the data above, it can be categorized into cognitive factors because it related with how to use the proper words but students still got difficulties to use it.

The ninth point, abridge the word when speak in English like I'll, I've, has one hundred percent (100%) if see from the chart above. It means that students seldom or to abridge the word. Based on observation that has been done, just some students that abridge the word, familiar word, like *"You're welcome"*. It can be seen on the conversation below:

Conversation 11

Student 21	: time,how many(…)[laugh]?
Student 22	: Yes
Student 21	: Time(…) how many…nowadays?
Student 22	: Nowadays(…) time(…) nine
Student 21	: Thank you [laugh]
Student 22	: You're welcome

If see the data above, it can be categorized into cognitive factors where it was still many students that abridge the words, because they still got difficulties to use the proper words. The tenth point, do interaction with their friend using English, has one hundred percent (100%). It means that students seldom or never to do interaction using English. It seen when did observation, most of student used Indonesian when they speak even there some students still used mother tongue. It can be seen on the conversation below:

Conversation 13

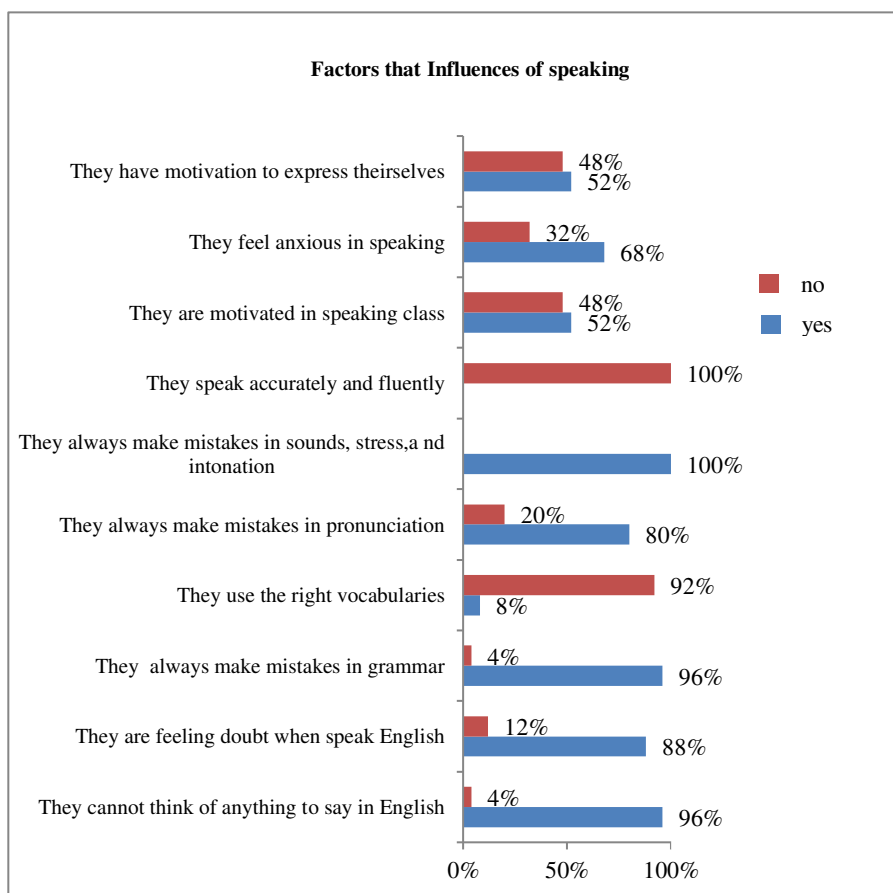| Teacher | : What is your name? |
Student 25	: Jordan jawardi suryanto
Teacher	: Where do you live?
Student 25	: (…) I "live"(…) alamat surgantara
Teacher	: What class are you?
Student 25	: Kelas(…) delap(…) "eigth"(…)I am,class(…) eight,A

Student25 did not have pair to do conversation, so it was done with the writer. It could be seen that student25 still answered using Indonesian even it is a simple question. It can be indicated that student25 seldom interact by using English. If see the data above, it can be categorized into cognitive and linguistic factors. Students got wrong in pronouncing the word, they said the words with unclearly articulation. Students also used inappropriate words. The last point, speak English fluently, has ninety six percent (96%). It means that students still speak slowly in speaking English, but there some students, not much, can speak fluently even it is not like foreigner which has four percent (4%). It can be seen on the conversation below:

Conversation 9

Student 17	: Are the, can me help?
Student 18	: Yes, "whether" I can help me(…) for go to school see(…)
	see(…)[laugh]see,will "fall"
Student 17	: Yes, "come" me help
Student 18	: Thank you
Student 17	: You are welcome

Based on the conversation above, student18 spoke slowly. It was many repeating the words, and also hesitation or silent to remembering the word. In the data above, it can be categorized into cognitive factor where students got problems in conceptualization to express the meaning well with speaking full of hesitation.

Figure 3. The Questionnaire Analysis of Factors that Influences of Speaking Ability

Based on the data analysis above, it can be conclude that most all of the points owned by students. The points are adapted from Wang (2014). In the first point, students answered that they cannot think of anything to say in English has ninety percent (96%) but some students can do which has four percent (4%). It proved by performance of speaking's students when did observation. It can be seen on the picture below:

Conversation 13

Teacher	: What is your name?
Student 25	: Jordan jawardi suryanto
Teacher	: Where do you live?
Student 25	: (…) I "live"(…) alamat surgantara
Teacher	: What class are you?
Student 25	: Class(…) delap(…) "eigth"(…)I am,class(…) eight,A

Student 25 could not say anything by doing many hesitation or silent for a while and still difficulties to speak English well. The student also still said the word in Indonesia. If see the data above, it can be categorized that it included in affective and cognitive factors that is students are full of hesitation and silent also still using limited vocabulary. The second point, feel doubt when speak English, has eighty eight percent (88%) that students answered yes that they feel doubt or nervous. It also can be known when did observation, students fell nervous to perform in front of the class moreover they knew that they was

going to speak in English but it is not same with others, some students fell enthusiasm. It proved by the result of the second point above has twelve percent (12%). It obviously included into affective factor which is students feel unconfident or anxiety to speak English. The third point, always make mistake in grammar, has ninety six percent (96%). It means that many students indeed got difficulty to use the structured grammar so they did mistake. It can be seen on the conversation below:

Conversation 10

Student 19	: Now at the time? [laugh]
Student 20	: Now twelve o'clock
Student 19	: Thank you [laugh]
Student 20	: Yes a both

If see the conversation, students 19 got mistake in asking the time, it should be *"What time is it now?"*, it is also for students 20, it should be answered *"Now is twelve o'clock"*, there is addition of *"is"*. If see the data above, it can be categorized into cognitive factors where students have still mistake in grammar also vocabulary. The fourth point, use the right vocabulary, has ninety two percent (92%). It means that many still students have difficulty in using vocabulary. It can be known based on the observation. It can be seen on the picture of conversation below:

Conversation 11

Student 21	: time,how many(…)[laugh]?
Student 22	: Yes
Student 21	: Time(…) how many…nowadays?
Student 22	: Nowadays(…) time(…) nine
Student 21	: Thank you [laugh]
Student 22	: You're welcome

If see the conversation, student 21 asked the time by using the words *"how many"* it should be *"what time is it"*, because it used to ask of price. Then students 22 used the word *"nowadays"*. whereas it can be replaced with other word like *"now"*. If see the data above, it same with the previous data that included into cognitive factor where students still used inappropriate vocabulary, unstructured grammatical and also full of hesitation. The fifth point, always mistake in pronunciation, has eight percent (80%). It means that is many students doing mispronunciation but some students still can pronounce the word well. Although it just has twenty percent (20%). It can be seen on the conversation below:

Conversation 9

Student 17	: Are the, can me help?
Student 18	: Yes, "whether" I can help me(…) for go to school see(…) see(…)[laugh]see,will "fall"
Student 17	: Yes, "come" me help
Student 18	: Thank you
Student 17	: You are welcome

If see the conversation, student 17 and student 18 equal did mistake in pronunciation. Student 17 did mistake in word *"whether"* and *"fall"*. Then student 18 also had a mistake in word *"come"*. If see the data above, it can be categorized into linguistic factor where students made mistake in pronunciation. The sixth point, always mistake in sounds, stress and intonation has one hundred percent (100%). It means that all of students agreed if they still did many mistake in sounds, stress and intonation. It can be seen on the conversation below:

Conversation 7

Student 13   : Is there, anything, I can, help?

Student 14   : Yes, I am "looking" for this address [laugh]

Student 13   : Yes I know(…) this address, *there*

Student 14   : Yes, oh, yes [laugh] thank you [laugh]

Student 13   : Yes, you are welcome

If see the conversation, student 13 still can not use the right intonation, stress and sounds. As conversation above, student 13 pronounce word *"there"*. The student pronounces the word by flat note as reading text. At the same time, students spoke English by laughing which is distracted their performance. If see the data above, it can be categorized into linguistic factor, same with the previous. It be caused students made mistake in pronouncing the word, also still did not yet intonation, stress and sound unwell by laughing.

The seventh point, speak accurately and fluently, has one hundred percent (100%). It means that students agreed if they not yet speak English correctly. It can be known on the conversation below:

Conversation 8

Student 15   : Excuse me, can I, ask, for help?

Student 16   : Yes, of course, what I can, help?

Student 15   : Where "direction"(…) of, road to, hotel Eno number 1?

Student 16   : You from "here" please, go straight, "where","where" is the(…)

                Hotel Eno number 1

As the conversation above, it can be conclude that students still not yet speak accurately even in using vocabulary, grammar, pronunciation also in fluency. If see the data above, it can be categorized into cognitive and linguistic factors where students still got wrong in vocabulary and grammar. Students also did many mistake in pronouncing the words. The eighth point, students are motivated in speaking class, has fifty two percent (52%) for students who agreed that they are feel motivated and have spirit in speaking but some students were not motivated in speaking class which has forty eight percent (48%). It can be known when did observation, students felt spirit when they were asked to perform in front of the class but others still felt lazy to perform even it just discussed with their friend. It can be categorized into affective factor that related with the students' emotional or feeling in something.

The ninth point, feel anxious in speaking, has sixty eight percent (68%) which agreed but some other did not felt anxious with percentage thirty two percent (32%). It was known

during observation, some students were still not confident to speak in front of the class. They were worry in mispronunciation, or forgot the words written before. If see the data above, it can be categorized into affective factor which is students feel apprehension or worry to speak English. The last point, having motivation to express their selves has fifty two percent (52%) that students want to speak English even they did not know what they said are good or not. Although still some of students felt lazy or not enthusiasm to do it which it has forty-eight percent (48%). It can be categorized into affective factor that related with the students' emotional or feeling.

To overall, this research revealed that all speaking difficulties was happened by students. It means that it is appropriate with theory of Brown (2001). The most difficult is that students were fluency which still many students speak English unconfidently what they were saying. They remembered the words or sentences which have had written. Consequently, they often did many pauses and thinking time for a while or stammer by repeating the words which distract their performance. Beside that students seldom do interaction with their friend using English, so when they start to speak English they cannot think of anything to say and feeling doubt or hesitant to speak English. Then, students have difficult to express their selves. They still did not know how to act naturally, furthermore students were still mispronunciation, making mistake in intonation, stress and sounds which included in linguistic factor. Furthermore, students still used inappropriate words so using the idiom or abridging the word is difficult for them.

Regarding, some students feel nervous and doubt to speak in front of the class. They worried that they can speak English well. It proved by seeing students that still feel afraid or hesitant. However, it can affect their performance in speaking English. In reference from the data analysis, students seldom use English when discuss with their friend whereas it can train them how to express naturally in speaking English. In addition, students often difficult to find appropriate vocabulary and always make mistake in grammar. So, when they spoke English, they used many inappropriate words and speaking unstructured because they still do not know to use the right structure. However, students still have motivation. It can been from the data that students have motivation to express their speaking and they are motivated in speaking class, although they still discussed by using Indonesian or mother tongue. It can be seen when did observation class that students still wanted to contribute in speaking and perform it in front of the class despite it is many difficulties for them.

Concerning the factor that influence of speaking ability based on Wang (2014) owned by almost all of students. The most dominant factor if see from the questionnaire result is linguistic factor which include of pronunciation, sounds, stress, intonation also fluently and accurately. As describe before that students indeed still do not know how to speak well because of their ignorance then addition of factor itself. The next is cognitive factor which students cannot say anything to speak in English. It be caused they did not really understand what they were going to say in English so they cannot express well. It also happened in their grammar and vocabulary where students still cannot to use it right. The last factor is affective factor. How they try to do what was asked-- a thing that they cannot avoid that is anxious.

Conclusion and further research recommendation
Despite the students' English speaking, the students were successfully indentified what difficulties they encountered and justified what factors affecting their speaking proficiency.

The findings have revealed either positive and negative behaviors need to fix in their learning. It is recommended that further research is called to find out what personal strategies of the students in order to solve their speaking barriers.

Bio statements
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