AN ANALYSIS OF STUDENTS' INHIBITION IN SPEAKING ENGLISH PERFORMANCE

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Abstract: Speaking is one important skill to be increased and enhanced as tool an effective communication. Speaking English is very challenging for senior high school students. Speaking skill is regarded the most difficult aspect in English language learning. This paper aims to find the inhibition faced by senior high students. This study was conducted by qualitative research to identify the students' speaking performance challenges. The researcher can utilize a variety of methods to gather data for a qualitative study, including field notes, interviews, and record reviews. The findings of the study revealed that the factors that caused inhibition in speaking performance among students were not only related to the students themselves, but also to the teachers as well. To lessen inhibition, the participants also reported that both teachers and students should do different tasks or find ways to lessen inhibition both inside and outside the class during the process of learning English speaking skills.

Keywords: *Students' inhibition, factors, speaking*

INTRODUCTION

Now days, Language is a very accurate and effective communication tool to start an activity between people. According to Bukart (1998, p. 36), language serves both transactional and interactional functions; it is used not only to communicate but also to relate to and develop relationships with others. Language is necessary for successful communication and expression of ideas and feelings in both spoken and written form. Language expansion could be utilized to share information about education, technology, and even tourism. Furthermore, Language, according to Chomsky (as cited in Nawaz et al., 2015, p 1), is a set (finite or infinite) of sentences, each finite in length and produced from a finite set of constituents of speech. Humans utilize language as a communication tool to communicate and engage with one another. People might convey their thoughts and feelings through language.

People all throughout the world speak a variety of languages. One of them is English. In today's society and globalization era, mastering English as a foreign language is critical. English is the twenty-first century's lingua franca, used by people all over the world to interact with one another. (Sindik & Bozinovic, 2013, p. 8) It makes no difference from which country someone comes; they almost always utilize English to speak with foreigners. Because of the aforementioned reasons, English is taught to Indonesian students from elementary school through university in order to improve the quality of the country's people resources. (Wulandari, 2010, p. 4).

The international position of English is one of the primary factors contributing to the rise of English's relevance in Indonesia. Furthermore, in today's age of globalization, the interconnection of nations and countries necessitates the use of a global language, and no language qualifies better for this than English. According to Nawamin (2012, p. 117), English plays a critical role in the global community as the primary means of communication. Some people who do not speak English as their first language use it in their daily life. The majority of these people live in nations where English is necessary for external purposes, such as communicating and doing business with people from other countries and keeping up with business advancements. In this case, speaking skill is absolutely needed to be mastery by people.

In addition, the school ensured the students' mastery of spoken English abilities by offering three hours or more of general English classes every week. Basically, they have really enough time to master speaking skill. But, in real life there are many students faced difficulties in speaking. While learning English is vital, the efforts made to help students grasp spoken English are even less so. According to Al Hosni (2014, p. 26) and Tuan and Mai (2015, p. 9), speaking difficulties can be caused by four factors: (1) inhibition, which stems from students' fear of making mistakes, (2) students having nothing to say, (3) low or uneven participation due to speaking class's limited discussion time, and (4) excessive use of the mother tongue.

To discuss inhibition, First and foremost, a definition of self-esteem is required. Coopersmith (1967) defines self-esteem as "the evaluation that individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful, and worthy," as cited in Brown (2000, p.145). In a nutshell, self-

esteem is a personal assessment of one's worthiness as shown in one's views toward oneself. It's a personal experience that the person shares with others through verbal reports and other overt expressive actions. Abedini and Chalak (2017) states that is why, in recent years, the term "inhibition" in English speaking performance has become a hotly discussed topic among language teachers, linguists, and scholars.

Despite the fact that research is beginning to shed light on the elements that cause inhibition in students' speaking performance, few studies on inhibition have been undertaken at the tertiary level in Indonesia. So, the researcher tries to find the inhibitive factors in the speaking of students' performance.

LITERATURE REVIEW

Speaking is one of the abilities that students must master when learning English. Speaking is characterized as a tool that allows students to participate in class activities while also allowing them to express themselves and their opinions. Furthermore, he claims that speaking encourages learning. The opportunity to talk during listening and reading exercises allows kids to learn new language basics that will be necessary in the future to communicate. Furthermore, he describes speaking as "the exhibition of a speaker's ability; speaking demands language learners to activate their knowledge in order to generate a massage" (p. 272). According to Farooq (2015) and Yu (2009), the primary goal of language instruction is to give students opportunities to speak in a foreign language. However, acquiring English speaking appears to be a difficult task for kids. Speaking requires interpersonal skills in order to explain how we feel, think, and judge one element of life (Mahripah, 2014). As a result, many EFL students are disappointed by the fact that, despite having studied English for many years in school, they still find it difficult to utilize it in conversation. This is exactly what occurred to Indonesian students learning English. They begin learning English at a young age in elementary school for six years, then continue for another six years in junior and senior high school, but their English language acquisition is badly inadequate, notably in the speaking area.

Mohseni and Ameri (2010, p.44) divided speaking inhibition performance into two kinds are cognitive and affective factors. Cognitive factors include grammar, vocabulary, and pronunciation while affective factors are lack of motivation, shyness, self-confidence, self-esteem, language ego, classroom interaction, and fear of language evaluation.

METHOD

Research Design and Setting

The researcher in this study employed qualitative research to identify the students' speaking performance challenges. The researcher can utilize a variety of methods to gather data for a qualitative study, including field notes, interviews, and record reviews (Gay, Mills &Airasian,2006). This study is a qualitative one because the researcher carefully examines participant data to obtain the whole image of a phenomenon that occurred in its natural setting (Creswell: 1998). Patton (1990), in agreement with Creswell, notes that "qualitative methods often generate a plethora of specific information about a far smaller number of people and instances." Additionally, the procedures for conducting qualitative research include gathering, analyzing, and interpreting narrative and visual data, also known as non-numerical data, in order to give the researcher a comprehensive understanding of the natural event that piques their interest (Gay, Mills, & Airasian, 2006).

Participants

Students from the MA Ibrahimy Mlandingan Situbondo East Java Indonesia 10th Grade are the focus of this study. Twenty pupils are enrolled in the class overall, but the researcher is only taking eighteen of them. The two students who were only occasionally present in the speaking class were the reason for only enrolling eighteen students; as a result, they rarely participated in speaking exercises in class. The researcher believes he can achieve the goal of qualitative sampling, which in this case uses purposive selection to select participants who may provide detailed information relating to the researcher's needs, by having only eighteen students who are actively participating in the speaking class (Gay,Mills & Airasian,2006).

Research Instrument

One of the most important components for the researcher to evaluate the participants and obtain the data he requires for his research is the research instrument. In this instance, the researcher acts as the primary tool for examining the phenomena that emerged during the speaking exercises that the students completed in the classroom. According to Bogdan & Biklen (1992), one of the hallmarks of qualitative research is that the researcher likes to look into the natural setting of his investigation. Additionally,

the researcher utilizes a videotape so that he can replay the footage as times as needed in order to gain a clear picture of the participants' oral performances.

Data Collecting Techniques & Procedures

The researcher can utilize a variety of methods to gather data for a qualitative study, including field notes, interviews, questionnaires, and record reviews (Gay, Mills & Airasian, 2006). In this study, the researcher first watches the participants in-person while they speak in front of the class during speaking exercises. Second, in some cases, the researcher uses field notes to supplement her firsthand observation in order to document every incident that occurs during speaking activities.

FINDINGS AND DISCUSSION

Findings

One of the most important aspects of the English language is speaking. The speaking aspect is very important in communicating with each other. In this case, one of the main objectives of learning English is so that students can communicate in English well and correctly and fluently in pronunciation. The assessment procedure in the speaking aspect is divided into several parts; grammar, pronunciation, English vocabulary language. Of the four components that have been mentioned the most important role is vocabulary because if the student does not have a lot of vocabulary then the student will certainly not be able to speak English and this is followed by grammar which has the main role after vocabulary, in this case grammar is used to arrange the types of sentences so that they are arranged clearly and precisely so that the listener or object that is being easily discussed to be understood by the interlocutor. So the structure that really needs to be familiarized and sharpened continuously is to memorize the vocabulary and after that it is practiced.

When collecting targeted data through interviews one by one, many students found it very difficult to adapt to English and felt that it was impossible, as for the frequent factor in this incident is that most of them do not memorize a certain amount of basic vocabulary in advance, but they immediately taught such a difficult vocabulary that students claim English is very difficult. So in this case the teacher must be sensitive to the student and must know the student's abilities privately so that in this way the student will think

positively and more easily understand English. This can be briefly explained when students find it difficult to practice their speaking skills as follows:

a)   Vocabulary

Vocabulary means list of words their meaning. People cannot communicate effectively or express their ideas both oral and both written form if they do not have sufficient vocabulary. Without grammar only little word can be conveyed, but without vocabulary nothing ca be conveyed.

In this observation, the teacher gives the topic and then the students form groups A and B. During this activity students are allowed to repeat vocabulary, the purpose here is to train the student's tongue to be fluent in English vocabulary. Then the teacher explains the structure and generic language simply and little by little.

When I interviewed several students, there were some students who felt lacking vocabulary, as the results of the interview below:

"I'm poor in vocabulary, less vocabulary and fear of being wrong."   (student #1).

"Lack of vocabulary and I do not practice it every time." (student #2)

The first problem is lack of vocabulary, This is a major problem for students, and the majority of students realize that they were not good at English vocabulary, because according to them English is a foreign language that is rarely used in their daily activity, English vocabulary is too large that it is difficult to memorize, thus make them felt difficult and could not arranging words when speaking English., most students lack the willingness to learn and practice speaking English. Therefore, when students want to be fluent in speaking English, they must increase patience and practice or practice both doing practice with friends and with teachers. If students always practice speaking English, they will be familiar with English and easy to speak according to what has been practiced and speaking was really difficult to do for their low vocabulary knowledge, they knew what they were about to say, but they found it was difficult to express in different language. Somehow, some words which have same meaning can have a different context, or even different in appropriateness. However, the learners have to know vocabulary context, and word choice in sentence in order to arrange an appropriate sentence.

b)   Pronunciation

Pronunciation is the ways students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student

does not pronounce a word correctly, it can be very difficult to understand him/her. on the other hand, if students make grammatical mistakes e.g.in a verb tense, the listener still has an idea of what is being said. So, it can be seen that good pronunciation is vital if a student is to be understood. At the results of observations at this stage, the student is required to repeat the voice guided by the teacher.

The teacher guides the pronunciation of the vocabulary and then the student repeats the vocabulary that has been spoken such as basic vocabulary including windows, holidays, day names, human limbs, and so on. Then the teacher connects the vocabulary into a complete sentence.   The teacher is also active in explaining in detail how different the writing and reading. When I interviewed several students, there were some students who felt lacking pronunciation, as the results of the interview below:

"I am afraid of being laughed at by other students when mispronounce. cause written in English differently from the way it is pronounced." (student #3)

"there are different way to pronounce the word. It's difficult to remember." (student #4)

The second problem is lack of pronunciation, students had lack of pronunciation because they really did not master the correct pronunciation, according to them the words in English are different when spoken. And the students agree if they did not know to pronounce English correctly is one of the problems they face in learning speaking, the students felt anxious when they spoke English. Mostly, they were afraid of making mistakes, either in pronunciation or in the sentence they were going to say. Some of them also were afraid of being judged at by their friends. The higher anxiety the learners feel, the more it gives them negative impact in believing themselves on their speaking capability. When they speak English without any preparation, their anxiety even does get worse, their confidence even gets lower as they are afraid of making mistakes. The more they feel the tension in performance, the nervousness does take its place, lead to the difficulty of their speaking ability. In fact, the result of their performance also becomes their psychological inhibition as they are afraid to listen other's people judgment towards their speaking performance in the classroom, and it gets worse as they are well-aware of their poor performance/unprepared performance. It makes them unconfident, afraid to do eye-contact with the audience, and afraid to make mistakes.

c)   Grammar

The Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is one of important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

In the results of observations at this stage, researchers found many errors in grammar, this happened because seventh graders were still in the stage of introducing grammar and even some students who did not know at all what grammar is, it became because students were lazy and felt bored with the formulas that the teacher had given such as past tense.

When I interviewed several students, there were some students who felt lacking grammar, as the results of the interview below:

"I can't imply the grammar. It's very difficult, because there are many formulas." (student #5)

"Grammar is difficult thing to remember." (student # 9)

"The tenses make me confused." (student # 12)

The third problem is lack of grammar, students still have difficulties and are even very unfamiliar with grammar, this is because students are still not familiar with grammar and are not used to learning grammar in English lessons. Factors that often occur when students learn grammar are that students feel difficulty in memorizing and practicing formulas in grammar and students also feel fear and shame when doing grammar questions because their classmates laugh at them if the answer has errors.

Discussion

1) Factors of students having difficulty in speaking English

In this section, based on interviews that have been conducted by researchers to class tenth students of MA Ibrahimy. most of them have difficulty speaking English because they think English is difficult and strange and there are some students:

a. Lack the motivation to learn English from their environment.

The factor problem is lack of motivation, even though only 44% students had lack of motivation in learning speaking, but it is very affected with their speaking ability, so they cannot arrange a sentence to speak English and make their speaking not fluent, the students' social environment. The students' environment did not support them in speaking, because they live in the village, so their neighbors and friends were native

Javanese and often used Javanese. Therefore students cannot practice speaking and feel difficult when learning speaking in class.

b. Factor that also occurs is the lack of practice.

The factor is practice. The students revealed that the teacher did not give them a sufficient time of practices, and the teacher barely did two-ways communication that the students could only listen to the teacher. The low chance of speaking the target language will cause learners to get difficulties in speaking, and their dialect of mother tongue will affect their language learning. Therefore, a chance of speaking the target language is very important to improve their speaking skill. Therefore, as a language teacher, the teacher has to find a solution for the learners where they can practise their speaking skill as much as possible. Moreover, insufficient chance of speaking the target language will affect their language learning as it makes learners not to be fluent in a short time.

c) They are not confident in their abilities when speaking English.

The factor is shyness and lack of confidence, shyness and lack of confidence is the same thing because when the students feel shy to speak English, it means the students' lack of confidence. And this issue still relates to students' fear to make mistakes, because when students make a mistake when speaking English in front of their friends, they will feel shy to speak English.

CONCLUSION AND SUGGESTION

Based on the results of research above, researchers concluded that there were difficulties faced by students in speaking performance as follows:

a) Lack of vocabulary.

b) Students' difficulty in pronouncing words.

c) Lack of understanding Grammar.

And besides that, there are three factors that make speaking felt difficult for students as follows:

a) Many students think that English is difficult and some even say English is strange

b) Lack of motivation from the environment, both from family and friends.

c) Lack of confidence.

Suggestion

a) For students

1. The students should more practice speaking in their daily life and explore their ability in speaking confidently and enjoy during the speaking class.

2. The students should be more active and have the motivation to learn and practice their English, especially in speaking.

3. The students should improve their vocabulary, grammar, pronunciation and meaning by using a dictionary or google translate that can be easily used in their speaking activity.

b) For Teachers

1. The teacher should not teach the students by using mother tongue when learn   English especially in speaking, so that the students can improve their speaking.

2. The teacher should make the learning process more fun and interesting. So, the students cannot be bored in teaching learning process and tteachers to continue to provide motivation and learning support to students, and continue to train their students to practice speaking English.

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