

**AN ANALYSIS OF FACTORS CONTRIBUTING TO SPEAKING SKILL  
AMONG SECOND SEMESTER ENGLISH STUDENTS AT IKIP PGRI  
BOJONEGORO**

**SKRIPSI**



Presented to:

IKIP PGRI Bojonegoro  
in partial fulfilment of the requirement  
For the degree of Sarjana in English Education

By:  
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**ENGLISH EDUCATIONAL DEPARTMENT  
FACULTY OF LANGUAGE AND ARTS EDUCATION  
IKIP PGRI BOJONEGORO**

**2025**

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**THESIS**

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2025

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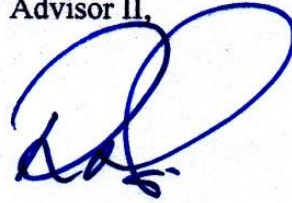
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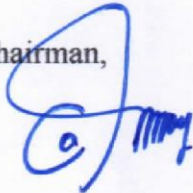
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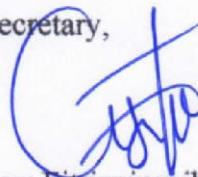
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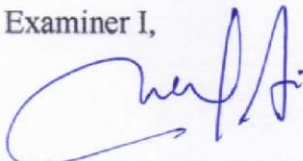
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## **MOTTO**

“Not everyone will understand the struggles and hard times we have gone through. They only see the end result of that hard work. So fight, not for the applause, but for yourself. Because one day, the future version of you will be very proud of your determination today.”

## **ACKNOWLEDGEMENT**

With deep gratitude to Allah SWT for His endless mercy, guidance, and help, the writer has been able to complete this thesis successfully. This humble work is sincerely dedicated to:

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ups and downs. Thank you for the invaluable encouragement, togetherness, and support.

7. All those who cannot be mentioned one by one, who have offered their prayers, support, and assistance—both directly and indirectly—in the completion of this thesis. May Allah SWT reward your kindness abundantly.

I understand that this thesis is still far from perfect. Therefore, I truly welcome any helpful feedback or suggestions to make it better in the future. I also hope that this thesis can be useful for readers and, in its own small way, contribute to the development of knowledge.

Bojonegoro July 6, 2025

The researcher

A handwritten signature in black ink, consisting of a stylized 'R' followed by a horizontal line and a vertical line crossing it.

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In order to uphold academic integrity, and without coercion from any parties, hereby declare that the thesis entitled:

**An Analysis of Factors Contributing to Speaking Skill Among Second  
Semester English Students at IKIP PGRI Bojonegoro.**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violation of scholarly ethics regarding to the authenticity of this work are found. I personally accept the consequences in accordance with the applicable regulation and am prepared to bear legal sanctions.

Bojonegoro, July 11, 2025



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## ABSTRACT

Fitria, Rizqi. 2025. An Analysis of Factors Contributing to Speaking Skill Among Second Semester English Students at IKIP PGRI Bojonegoro. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M.pd., (II) Dr. Refi Ranto Rozak, M.pd.

This study explores the factors influencing the speaking skills of second-semester students in the English Education Department at IKIP PGRI Bojonegoro. The main focus is on psychological, linguistic, and external factors, such as anxiety, limited vocabulary, ineffective teaching methods, and a lack of speaking practice opportunities. The aim of the research is to identify these barriers and provide solutions to support the development of speaking skills and improve the effectiveness of the English language curriculum. A qualitative approach was employed using a case study design. Data were collected through semi-structured interviews with 15 students, classroom observations of speaking activities, and documentation of learning processes. Thematic analysis was used, including data reduction, categorization, and interpretation. Data validity was ensured through methodological triangulation, member checking, and audit trails. The findings reveal that psychological factors such as anxiety and self-confidence, linguistic factors such as vocabulary and grammar mastery, and external factors such as limited speaking practice and lack of English-speaking environments are interrelated and significantly impact students' speaking abilities. Students with high motivation and strong learning support demonstrated more noticeable progress. The study concludes that a balanced approach is essential for improving speaking skills, including active student engagement, interactive teaching methods, and institutional support.

**Keywords:** speaking skill, influencing factors, second-semester students

## ABSTRAK

Fitria, Rizqi. 2025. *An Analysis of Factors Contributing to Speaking Skill Among Second Semester English Students at IKIP PGRI Bojonegoro*. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Fitri Nurdianingsih, M.pd., (II) Dr. Refi Ranto Rozak, M.pd.

Penelitian ini membahas faktor-faktor yang memengaruhi kemampuan berbicara mahasiswa semester dua Program Studi Pendidikan Bahasa Inggris di IKIP PGRI Bojonegoro. Fokus utama dalam penelitian ini mencakup faktor psikologis, linguistik, dan eksternal, seperti rasa cemas, keterbatasan kosakata, metode pengajaran yang kurang efektif, serta minimnya kesempatan untuk praktik berbicara. Tujuan dari penelitian ini adalah untuk mengidentifikasi berbagai hambatan tersebut serta memberikan solusi guna mendukung pengembangan kemampuan berbicara dan meningkatkan efektivitas kurikulum pembelajaran bahasa Inggris. Pendekatan yang digunakan adalah pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara semi-terstruktur terhadap 15 mahasiswa, observasi dalam kelas speaking, dan dokumentasi kegiatan pembelajaran. Teknik analisis data dilakukan melalui analisis tematik, yang mencakup proses reduksi data, kategorisasi, dan interpretasi. Untuk menjaga validitas data, digunakan teknik triangulasi metode, member checking, dan audit trail. Hasil penelitian menunjukkan bahwa faktor psikologis seperti kecemasan dan tingkat kepercayaan diri, faktor linguistik seperti penguasaan kosakata dan tata bahasa, serta faktor eksternal seperti terbatasnya kesempatan praktik dan lingkungan yang kurang mendukung penggunaan bahasa Inggris, saling berkaitan dalam memengaruhi kemampuan berbicara mahasiswa. Mahasiswa yang memiliki motivasi tinggi dan dukungan belajar yang memadai menunjukkan perkembangan kemampuan berbicara yang lebih signifikan. Kesimpulan dari penelitian ini menekankan pentingnya pendekatan yang seimbang dalam meningkatkan kemampuan berbicara, termasuk melalui keterlibatan aktif mahasiswa, penerapan metode pengajaran yang interaktif, serta dukungan dari institusi pendidikan.

**Kata kunci:** keterampilan berbicara, faktor-faktor yang memengaruhi, mahasiswa semester dua

## PREFACE

This undergraduate thesis, titled “*An Analysis of Factors Contributing to Speaking Skill Among Second Semester English Students at IKIP PGRI Bojonegoro*,” is submitted as part of the requirements for obtaining a Bachelor's Degree in English Education at the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. The purpose of this study is to explore the factors that influence students' speaking skills, with a focus on psychological, linguistic, and external aspects. Through this research, the writer hopes to contribute to academic discussions in the field of English language education, particularly regarding the challenges of language learning and classroom dynamics. Writing this thesis has been both a challenging and enriching journey. The process has deepened the writer's understanding of second language acquisition, sharpened research and analytical skills, and provided valuable insight into the real conditions students face in developing their speaking abilities. The writer expresses sincere gratitude to the supervisors, lecturers, fellow students, and family for their guidance, support, and encouragement throughout the writing of this thesis. Their help has been truly meaningful. Although every effort has been made to prepare this thesis to the best of the writer's ability, it is acknowledged that there may still be shortcomings. Therefore, any constructive criticism or suggestions for improvement are warmly welcomed. Hopefully, this thesis can offer useful insights to students, educators, and researchers interested in improving speaking skills through a better understanding of the contributing factors.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English speaking skill is one of the main aspects that must be mastered by foreign language learners, especially students majoring in English education. This skill not only supports smooth communication, but also becomes one of the main indicators of language competence. As revealed by Leong and Ahmadi (2017), speaking skills are the biggest challenge in language learning because it requires the integration of several aspects, including pronunciation, grammar, and fluency in real time.

Dong (2022) notes that success in mastering speaking skills relies heavily on motivation, confidence and the support of the learning environment. However, many university students face barriers such as public speaking anxiety and lack of exposure to English usage outside the classroom. Other studies have also shown that psychological factors such as fear of making mistakes, anxiety, and lack of confidence can significantly hinder the development of students' speaking skills (Dewi, Hardian, and Cahyono ,2024). In addition, lack of motivation and opportunity to practice in a supportive environment are also important factors that limit students' speaking ability (Mashwani & Damio, 2022). Therefore, creating a supportive learning atmosphere and providing more practice opportunities can help reduce these barriers.

Furthermore, internal factors such as vocabulary mastery and sentence structure, as well as external factors such as the teaching methods applied, greatly

affect students' speaking ability. According to Bahruddin & Febriani (2020), students are often trapped in learning that focuses more on grammatical aspects and less space for speaking practice. This tendency can hinder fluency and reduce confidence in using English during real-life interactions. Research shows that vocabulary mastery significantly correlates with speaking ability, as students with a richer vocabulary tend to perform better in oral communication (Suryanto et al., 2021). Additionally, interactive and communicative teaching methods have proven more effective in enhancing speaking skills by providing students with opportunities to practice and build confidence (Amrullah, 2022).

In addition, the use of traditional learning methods that minimally involve communicative approaches is also a challenge. Research shows that communication-based teaching methods, such as role-play and group discussions, significantly improve students' speaking skills by providing them opportunities to practice in realistic scenarios and reducing anxiety (Neupane, 2019). Moreover, role-play enhances students' speaking performance by fostering confidence and enabling them to interact effectively in real-life situations (Khasbani & Seli, 2021). These methods also help overcome barriers like shyness and fear of making mistakes, further improving language fluency (Duong, 2014).

The learning environment also plays a significant role in the development of speaking skills. Dong (2022) emphasizes the importance of creating a supportive classroom atmosphere, where students feel comfortable practicing speaking without fear of making mistakes. Research supports that a positive and inclusive classroom environment can significantly reduce student anxiety and encourage



active participation, ultimately enhancing speaking skills (Choeda & Chopel, 2021). Furthermore, the role of peer collaboration and constructive feedback has been shown to boost confidence and motivate students to engage in speaking activities (An & Hien, 2024). Such supportive learning dynamics create a conducive atmosphere for students to practice and improve their language skills effectively.

Speaking courses in the English Education Department are designed to help students develop oral communication skills by emphasizing pronunciation, fluency, accuracy and confidence. The course includes a variety of interactive activities such as discussions, debates, presentations, and role plays, so that students have the opportunity to practice speaking in a variety of contexts. By the end of the course, students are expected to be able to express ideas clearly, engage in spontaneous conversations, and use appropriate language in academic and social situations.

The speaking classroom environment at IKIP PGRI Bojonegoro is also likely to have standard facilities such as projectors and tablets. However, challenges arise due to the large number of students in the class, which limits the opportunity for each student to actively participate and receive individualized feedback. One possible problem is that not all students have the opportunity to express their opinions. With a large number of students and limited time, it may be difficult to involve everyone or provide personalized comments. This situation can hinder the development of students' speaking skills and reduce their motivation to learn.

By analyzing these factors, this study aims to provide a deeper understanding of the barriers that university students face in improving their speaking skills. It also

aims to explore solutions that can be applied, such as the use of educational technology, intensive training, and experiential learning programs.

The results of this study are expected to make a significant contribution to the development of the English language learning curriculum at IKIP PGRI Bojonegoro. Thus, this research is not only relevant for lecturers and students, but also for policy makers in the field of English education in genera

### **B. Formulation of the Problem**

The research question is “What are the factors that affect the speaking performance of second-semester students English Education Department of IKIP PGRI Bojonegoro in the academic year 2024/2025?”

### **C. Objective of the Study**

The objective of the research is to find out the factors that affect the speaking performance of second-semester student of English Education Department of IKIP PGRI Bojonegoro in the academic year 2024/2025.

### **D. Significances of the Study**

This research seeks to make both theoretical and practical contributions to English language education, particularly in exploring the factors that impact students' speaking skills. By examining the speaking abilities of second-semester students in the English Education Department, this study offers valuable insights that can help refine teaching methods, enhance students' learning experiences, and serve as a useful resource for future research. The significance of this study can be viewed from two key perspectives:

## **1. Theoretical Significance**

This study helps us better understand how people learn and become proficient in speaking a language, especially for second semester students of the English Education Department. By studying the factors that affect their speaking ability, we can develop better theories and models for second language learning. In addition, the results of this study provide concrete evidence that can add to our insight into effective learning strategies and language teaching methods

## **2. Practical Significance**

This research has practical benefits for several parties:

### **a. For the Teachers**

This study helps teachers recognize the important factors that influence students' speaking ability. With this information, teachers can create more effective teaching strategies, design more engaging classroom activities, and customize teaching materials and evaluation methods according to students' needs.

### **b. For the Students**

This research provides students with an understanding of the factors that affect their speaking ability. Thus, students can identify areas they need to improve, work more effectively to develop these skills, and increase their confidence and motivation to participate in classroom speaking activities.

### **c. For the Other Researchers**

This study is also useful for other researchers in the field of English language education and second language acquisition. The results of this study can be used as a reference for future research, add to the existing literature, and open up opportunities for further studies that can develop better theories and practices of language teaching.

#### **E. Definition of Terminologies**

To ensure clarity and a better understanding of the key concepts used in this study, the following definitions are provided:

##### **1. Speaking skill**

Speaking skill is the ability to convey messages through spoken language, encompassing fluency, accuracy, and appropriateness to the context (Mei & Ahmadi, 2017). According to Nurazila Sari (2022), speaking skill is an essential ability in learning English, significantly influenced by psychological factors such as confidence, motivation, and anxiety. Additionally, Kafryawan and Yassi (2018) state that speaking skill involves the capability to convey information verbally, where intelligence is one of the key factors affecting speaking proficiency. Thus, speaking skill is a crucial ability that enables individuals to communicate effectively, influenced by psychological factors, intelligence, and the learning environment.

##### **2. Factor Contributing**

Motivation, learning environment, learning strategies, and self-confidence are key factors influencing speaking skills among second-

semester English Education students. Krashen (1982) emphasizes the importance of both intrinsic and extrinsic motivation, as students' willingness to engage in English communication for academic or social purposes significantly affects their speaking confidence. A conducive learning environment also plays a crucial role, as Riasati (2012) highlights that lecturer support and a positive classroom atmosphere can enhance students' confidence.