

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

**Sinh viên : Lê Thanh Huyền
Giảng viên hướng dẫn: Bùi Thị Tuyết Mai**

HẢI PHÒNG - 2019

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG

**FACTOR AFFECTING SPEAKING SKILL OF FIRST YEAR
ENGLISH MAJOR AT HPU**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH

Sinh viên : Lê Thanh Huyền

Giảng viên hướng dẫn: Bùi Thị Tuyết Mai

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: Factor affecting speaking skill of first year English major at
HPU

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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Hải Phòng, ngày tháng.....năm 2018

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

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(Ký và ghi rõ họ tên)

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**CHAPTER 2 : THE STUDY ON THE FACTOR AFFECTING SPEAKING
SKILL OF FIRST YEAR ENGLISH MAJOR AT HPU**

INTRODUCTION

1. Rationale of the study

English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or for finding work abroad. It's also the language of international communication, the media and the internet, so learning English is important for social and entertainment as well as work. Being able to speak English is not just about being able to communicate with native English speakers, it is the most common second language in the world. If you want to speak to someone from another country then the chances are that you will both be speaking English to do this. We can understand that study English is really important. English is being taught at every educational level and it has become a compulsory subject in most schools. It is expected that learners must master four language skills: writing, reading, speaking, and listening skill. Speaking is probably the language skill and the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

At Hai Phong Private University (HPU), there are still some problems today about speaking English, especially the first year English majors at HPU have a poor English speaking skill. They spend a lot of time on learning grammar, writing, reading and seem to ignore speaking or they are not able to speak. The majority of the first year English majors are really passive in their speaking. Furthermore, they feel reluctant to get involved in the speaking activities in the lessons. Therefore, their English speaking skill is often low and very few of them can communicate in English fluently.

2. Aims of the study and the scope of the study

The study aims to explore the factor affecting English speaking of the first year English majors at HPU and suggest some main techniques which include the methods of strengthening the teaching of English speaking to help students enhance their English speaking skill. Only in this way, students who are learning English speaking can learn it well so that they can communicate in English fluently

3. Scope of the study

Due to the limitation of time, resources and knowledge of the author, this study only focuses on giving out the definition of speaking skill , type of speaking and factors affecting speaking skill of first year English major at HPU . I hope that this study helps them to improve speaking skill at first year English major as well as in others.

4. Methods of study

To finish this study, I myself carry out some following methods. The websites and reference books related to speaking, methodology are reviewed to get background knowledge of what speaking is, successful and interesting techniques in teaching speaking.

A survey questionnaire was conducted to the first year English majors at HPU

After getting the results, the researcher will use the comments, remarks, recommendations and conclusion provided in the study for presenting the collection data.

5. Designs of the study

This study consists of three parts:

Part I. Introduction, includes the rationale to the study. It also includes the aims of the study, the research questions, the scope of the study. Next the design of the study is also presented.

Part II. Development . It consists of three chapters:

Chapter 1. Literature review, presents a review of related literature that provides the definition of speaking , type of speaking and the main factors affecting students English speaking.

Chapter 2. The factors affecting speaking skill of first year English major at HPU
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PART II: DEVELOPMENT

Chapter 1. Literature review

1.1 Speaking

Speaking effectively is defined as speaking in such a way that your message is clearly heard and, if possible, acted upon. There are two main elements to speaking effectively: what you say, and how you say it.

What you say means your choice of words. The words you might use when chatting to a friend are likely to be quite different from those used in a formal presentation or interview.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on when it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation,

acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Department Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of

communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that “Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari”. It means that speaking as the way of communication influences our individual life strongly.

From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. When someone speak to other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation”. It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the

effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.

Based on the statements above the researcher infers that if someone speaks, he/she should understand what is he/she about. In this section, the writer should develop ideas or build some topics to be talked and to make other responds to what speakers says.

Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development. Bailey and Savage's *New Ways in Teaching Speaking*(1994), and Lewis's *New Ways in Teaching Adults* (1997) offer suggestions for activities that can address different skills.

Speaking lessons can follow the usual pattern of preparation, presentation, practice, evaluation, and extension. The teacher can use the preparation step to establish a context for the speaking task (where, when, why, and with whom it will occur) and to initiate awareness of the speaking skill to be targeted (asking for clarification, stressing key words, using reduced forms of words). In presentation, the teacher can provide learners with a preproduction model that furthers learner comprehension and helps them become more attentive observers of language use. Practice involves learners in reproducing the targeted structure, usually in a controlled or highly supported manner. Evaluation involves directing attention to

the skill being examined and asking learners to monitor and assess their own progress. Finally, extension consists of activities that ask learners to use the strategy or skill in a different context or authentic communicative situation, or to integrate use of the new skill or strategy with previously acquired ones (Brown, 1994; Burns & Joyce, 1997; Carter & McCarthy, 1995).

Speaking is key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners improve their speaking and overall oral competency.



<https://www.google.com.vn/search?tbm=isch&q=speaking#imgsrc=aBs8bJSh-xM6xM>

1.2. Type of speaking

There are 4 types of speaking : Ceremonial, demonstrative, informative and persuasive

1.2.1 Ceremonial Speaking

Most people will give some sort of ceremonial speech during their lifetime. These speeches mark special occasions. They are common at weddings, graduations and funerals -- as well as large birthday celebrations and office holiday parties. Ceremonial speaking typically involves a toast and is personal with an intimate emotional connection to people hearing it.

1.2.2 Demonstrative Speaking

Science demonstrations and role playing are types of demonstrative speaking. This type of public speaking requires being able to speak clearly and concisely to describe actions and to perform those actions while speaking. Demonstrative speaking attempts to demonstrate how to do something. It is easier to remember how to do something when we actually see it being done. So this kind of speaking may have or be a part of a demonstration. The idea behind demonstrative speaking is that the audience members leave with the knowledge about how to do something. If you have ever seen a knife salesman in the mall and watched him slice a tomato paper thin, then you have seen demonstrative public speaking.

1.2.3 Informative Speaking

With the way information is spoken, speakers are trying to explain a simple concept to audience members. The goal is to inform the audience about the information being presented. It requires a context that will allow the audience to receive information and make it usable . College lecture courses involve speaking information as well as industry conferences and public officials sharing important information. In this style, information is important. The speaker does not try to make others agree with him or show them how to do something for themselves. Instead he is disseminating important information.

1.2.4 Persuasive Speaking

Persuasive speaking tends to be the most glitzy. Politicians, lawyers and clergy members use persuasive speaking. This type of speaking requires practicing voice inflections and nuances of language that will convince the audience members of a certain viewpoint. The persuasive speaker has a stake in the outcome of the speech. Politicians, for instance, may want votes or a groundswell of support for a pet project, while lawyers are trying to convince a jury of their position -- and clergy members are trying to win others over to their faith. The persuasive speaker uses emotional appeals and strong language in speeches.

The art of persuasion has developed into a unique field of public speaking. Traditional persuasion uses a set of techniques that when employed skillfully, will allow the speaker to move the audience to adopt a new thought, idea, concept, or

way of doing things. Within this modality of speaking are those who have elevated the art by returning to the roots of rhetorical speaking. This happens by using questions to develop a social dialog with the audience, applying the skillful use of rhetorical questions.

1.3 The speaking process

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

Just as pre-writing precedes drafting, pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of

the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below.

To choose a speaking topic:

Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:

- constructing thought webs and graphic organizers
- reading and researching
- listening to music
- viewing a video
- listening to a speaker
- jotting down ideas
- reflecting upon personal experience.

To determine purpose:

Speakers talk to express ideas, emotions, and opinions, and to share information.

Students must ask themselves "What is my purpose for speaking?"

To determine audience:

Speakers must ask themselves "Who is my intended audience?" Some possible audiences are:

- familiar, known audiences (self, friends, peers, family, teachers)
- extended, known audiences (community, student body)

- extended, unknown audiences (local media).

To determine format:

Speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following:

- conversation
- discussion
- formal speech
- dramatic presentation
- monologue
- Readers Theatre.

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following:

- to express personal feelings, ideas, or viewpoints
- to tell a story
- to entertain or amuse
- to describe
- to inform or explain
- to request
- to inquire or question
- to clarify thinking

- to explore and experiment with a variety of ideas and formats
- to converse and discuss.

Some scaffolds to support speaking include the following:

- Discussing or developing with students criteria for a variety of formal and informal speaking formats (e.g., conversation, group discussion, role play), and posting these on a bulletin board or having students record them in their notebooks for reference.
- Modelling a variety of formal and informal speaking formats for students.
- If possible, making available to students audio and video equipment so that they can practise prior to formal speaking situations.

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought. Some purposes for post-speaking activities are listed below.

To reflect upon performance:

Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

To set goals for improvement:

When students reflect upon their performance, they begin to recognize what they

have done well and where they require improvement.

Some post-speaking scaffolds include:

- Discussing or developing criteria for assessing a variety of speaking experiences.
- Providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

1.4 Factor

There are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Little wood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they

do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak. The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class. Hyland (1997) investigated learners from eight disciplines at five Hong Kong institutions. The findings of his research indicated that proficiency in

English was a significant factor in the academic success of an English environment. The findings also showed that the learners' language difficulties were related to the productive skills of writing and speaking. Evans and Green (2007) examined the language difficulties experienced by the students at a Hong Kong university. The results of this study represented that the students' difficulties centered on the academic speaking such as Fear of mistake, Shyness, Lack of confidence, motivation, environment, Vocab and pronunciation.

1.4.1 Fear of mistake

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). With respect to the fear of making mistake issue, Aftat, (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. **1.4.2 Shyness**

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the

class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.. As a result, they dare to speak in their speaking class. Solving the shyness problem, Chinmoy (2007) suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. In this case, they need guidance from Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3, No 12, 2012 102 their teacher

1.4.3 Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence. Causes of Lack of Confidence He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they can not speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown, 2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning demotivating rather than motivating. This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning

1.4.4 Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students motivation to learn is urgent for every teacher. Causes of Lack of Motivation With respect to the causes of lack of motivation, Gardner in Nunan (1999) elaborates the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students'

hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance. Possible Solutions to Overcome Lack of Motivation Aftat (2008) suggests that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huang (2010). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

1.4.5 Lack of environment

Environment becomes an important factor to be able to speak English and to keep speaking English as the wise words, "Environment becomes you or you become an

environment” or in other words, if you do not change your environment to be better so you will be changed to be bad or good by the environment. Because environment cannot change itself if no-one change it. So changing the environment to become a place where English is spoken only is compulsory to keep speaking English as a foreign language. In order that, the students and lecturers can apply full English speaking area one another. According to Wyse and Jones (2001: 178), “Pre-school experience of social interaction is a desperately important factor in the child’s ongoing language development. The significance of the adults around the child at this time should not be underestimated. It has been acknowledged that they provide a number of important conditions for the child as they: a. Provide access to an environment where talk has high status b. Provide access to competent users of language c. Provide opportunities to engage in talk d. Provide responses which acknowledge the child as a competent language user. (Wray et al, 1989:39) It states that pre-school experience of social interaction is an important factor to develop a child’s language where adults are around him speaking each other in order to be acquired speaking skill naturally. It cannot be ignored because first language that is used by most people acquired by listening then imitating and speaking the language when they were babies. Therefore, a child who is still very young at beginning learning a language, it needs to be provided a place to practice his language, to be created a condition where the language is only practiced to stimulate him speaking the language with adults as competent users, and to be provided responses to a

child in order to encourage him speaking with other people. It means that language is used in speaking and writing to preserve environment in order to build better relationship among people. So when some people always speak a language which is not used in the area while other people speak another language. It has some reasons depending on people used the language whether people speak a language for keeping a secret, practicing a learned language, keeping identity, or preserving an environment (the conditions that you live or work in and the way that they influence how you feel or how effective you can work, or in other words, a particular place where you learn a language), etcetera. Therefore that a language is used should be noticed based on the reasons. In that case, speaking English at English study program has some essential reasons consisting of practicing English language learned, keeping English identity, and also preserving English environment. In addition, English as a foreign language should be applied by English students with their lecturers inside and outside the classroom in order to become true English students, to keep their identity distinguishing them from non English students, and preserving their English language at English study program. Furthermore, Environment identifies some other factors hampering students to apply their spoken English.

1.4.6 Vocab and pronunciation

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. Vocabulary is the main tool for the students in their attempt to use English effectively. When confronted with a native English speaker, when watching a movie without subtitle or when listening to a favorite English song, when reading a text or when writing a letter to a friend, students will always need to operate with words. In what follows, the focus of this introductory chapter will be on why vocabulary is important, on what makes words difficult, on the main reasons for which students often forget the words they learn and on some techniques which help them remember the vocabulary. Talking about the importance of vocabulary, the linguist David Wilkins argued that: “without grammar little can be conveyed, without vocabulary nothing can be conveyed.” Indeed, people need to use words in order to express themselves in any language. Most learners, too, acknowledge the importance of vocabulary acquisition. In my experience as a teacher, I noticed the fact that students usually find it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same expressions and words and very soon their conversation is abruptly interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. Other students are confronted with the problem of forgetting the words immediately after the

teacher has elicited their meaning or after they have looked them in the dictionary, and this also a cause of the lack of vocabulary. The more words students learn, the easier they memorize them.

In English, like in any other foreign language, some words are easier to learn than others. Easiest of all are the words more or less identical to the students' native language, like, for instance, the word "vocabulary." However, students might be trapped in their confidence with which they memorize such identical words, since English has a list of some problematic words, called "false friends". These false friends are words identical in form to certain Romanian words, but completely different in meaning. An example of this would be "sensible." While many students might confidently translate this word simply "sensibil," they will be astonished to find out that, the Romanian equivalent for "sensible" is in fact "rational," while the English equivalent for "sensibil" is "sensitive." This demonstrates the crucial importance of allotting a special lesson for these false friends and of encouraging students to practise them as often as possible.

Another aspect that makes English vocabulary difficult is the pronunciation of certain words. Research shows that words that are difficult to pronounce are more difficult to learn. Many learners find that words with clusters of consonants such as "health" or "crisps" are problematic. Length or complexity of the words is another characteristic of the difficulty of English vocabulary. A long word will be more

difficult to memorize than a short one. Also, variable stress of words such as “necessary” and “necessity” can add to their difficulty. The meaning of the words is another controversial feature of the English vocabulary. When two words overlap in meaning, students are likely to confuse them. An example in this case would be the difference between “make” and “do.” These words have the same meaning, but are used in different expressions. You “make a decision”, but you “do homework.” Students might find the use of these two words confusing.

In conclusion, vocabulary is the most required skill when learning a foreign language. It is on vocabulary that all the other skills, reading, writing, speaking, and listening are based and developed. This chapter has shown why it is important to learn new words and why English vocabulary is difficult to memorize. Moreover, it dealt with two main reasons for which most of the students permanently forget the words acquired. And finally, it has suggested methods and techniques that help to understand the new vocabulary by using the working memory and to transfer it in the long-term memory.

Good pronunciation should be one of the first things that you learn in English. You can live without advanced vocabulary — you can use simple words to say what you want to say. You can live without advanced grammar — you can use simple grammar structures instead. But there is no such thing as “simplepronunciation”. If you don’t have good pronunciation, you have bad pronunciation.

And the consequences of bad pronunciation are tragic. Even if you use correct grammar, people may simply not understand what you want to say.

For example, if you pronounce SLEEP like this, and not like that, or if you pronounce GHOST like this instead of this, native speakers will have serious problems understanding you! In my opinion, you should know how to say English sounds like the EE in SLEEP or the O in GHOST, before you even learn words like SLEEP and GHOST.

Rhythm & Stress: The musicality that guides the way natives speak

Sound Morphing: How native speakers cut and combine their words

Music, Imitation & Mimicry: How you improve your accent by imitating native speakers

For the majority of intermediate and advanced learners (including most teachers), effective accent reduction training could very well be the single most powerful, direct, and fastest way to improve your fluency. In fact, more and more academic studies are showing miraculous results from its application.

One such example of accent reduction research is a recent Northern Arizona University Study showing that in just 6 weeks of pronunciation training (at a mere 2 hours per week) learners experienced a 48% increase in comprehensibility (the

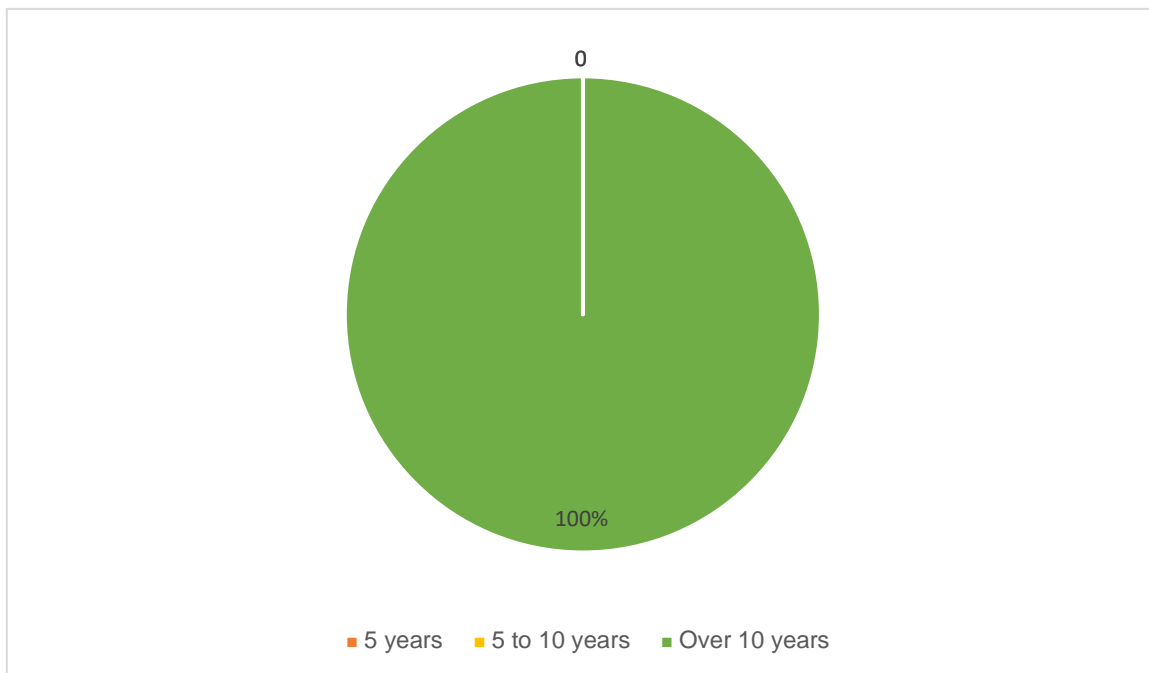
ability for others to understand) compared to a 3% decrease for the control group (the group that did not receive the training) as evaluated by native speakers.

This is just one study, of course, but there are plenty more pointing in this direction. In addition, if you start paying attention to good language learners and if you experiment with your own pronunciation, you'll start to connect the dots .

CHAPTER 2 : THE STUDY ON THE FACTOR AFFECTING SPEAKING SKILL OF FIRST YEAR ENGLISH MAJOR AT HPU

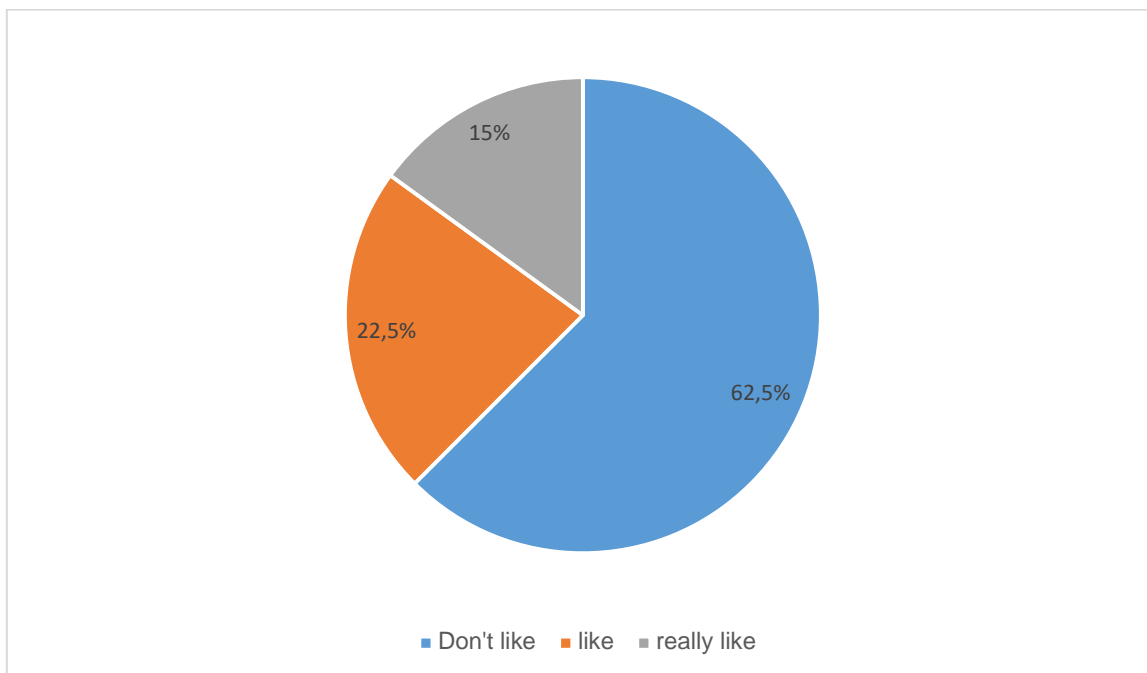
To complete this part of the study, the researcher analyzed the data based on questionnaires and then made conclusions. The figures are given through charts.

2.1 How long you have been study English ?



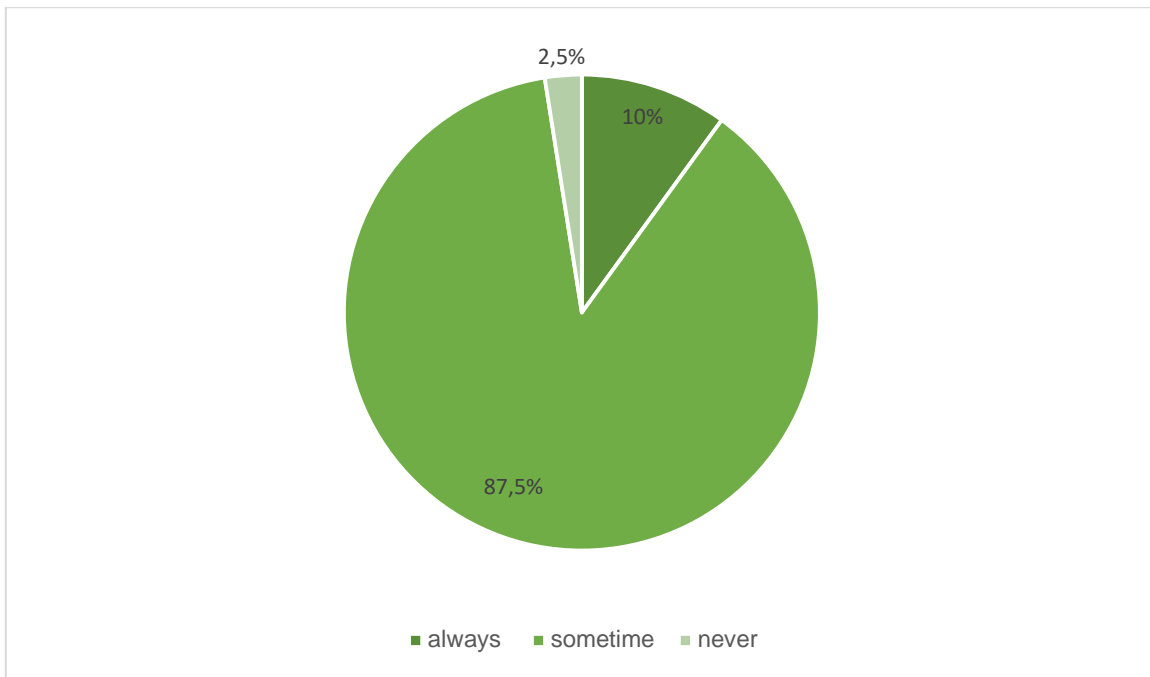
It can be seen obviously in the chart that all of student (100%) have been studied English over 10 years, it is a long time and seem they know English well.

2.2 How much do you like English ?



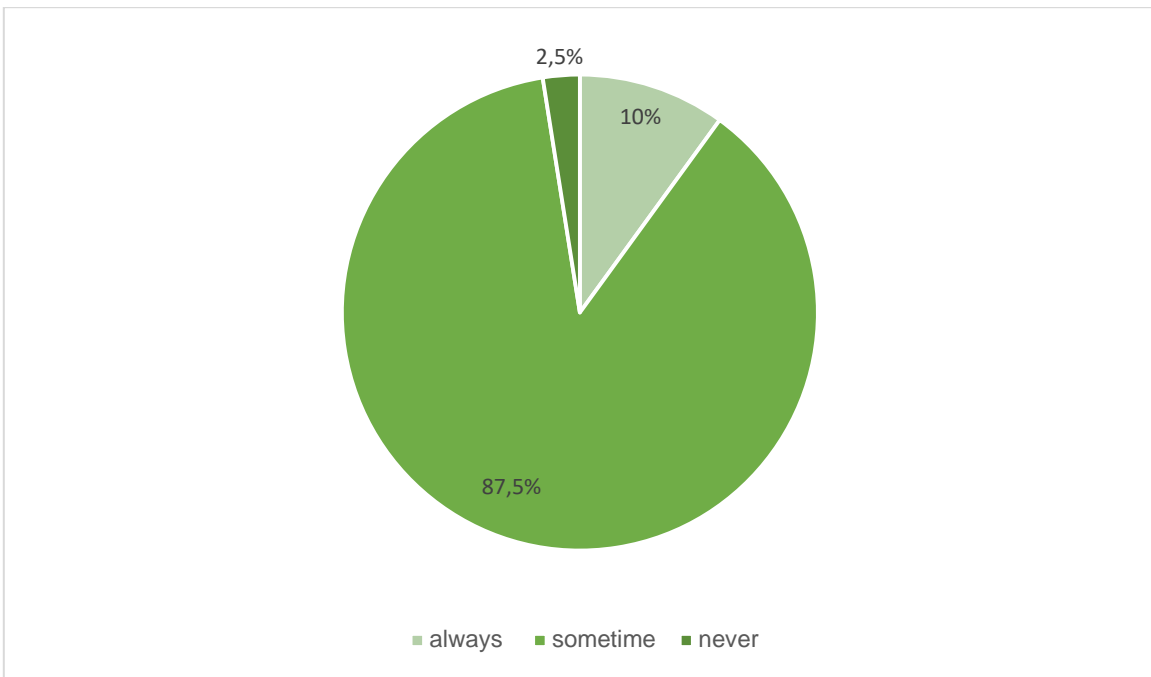
The pie chart shows a surprising result 62.5% (25 students) of them do not like speaking English even though they have been studied over 10 years. Maybe speaking a bit difficulties or because of other reasons. In spite of the students don't like speaking , 22.5% (9 students) like and 15% (6 students) really like. As it can be seen, in the English class, learning speaking is interesting and speaking is not as boring as many people thought or difficulties at all.

2.3 Do you feel worry about doing badly before speaking ?



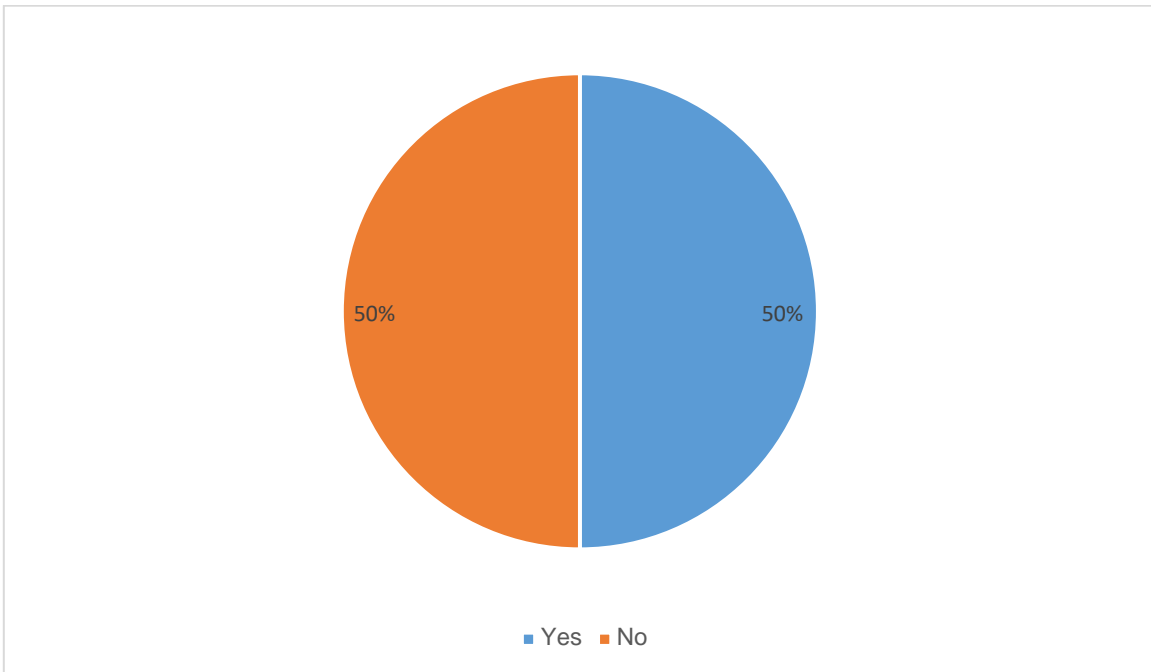
Look at the chart, we can understand why they don't like speaking. Almost of them (87.5%) feel worry about doing badly before speaking sometime, and 10% always , they do not trust themselves and their skill just 2.5 % its mean only one student never feel that, only one is confident. That is problem.

2.4 Are you feel that other are better than you in speaking?



It can be seen clearly from the chart 4, that why they feel worry, just because they think other are better than them. That is other problem.

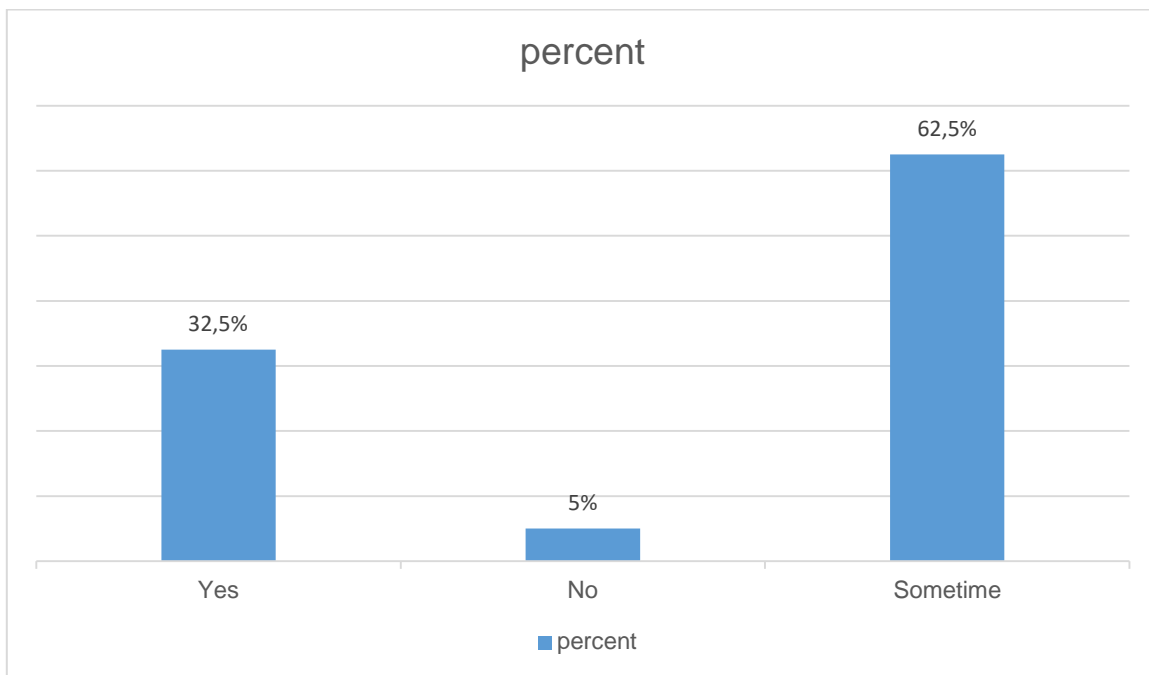
2.5 Do your school have English environment ?



The chart shows a surprising result, it seem ours students are confusing our school have English environment or not. Why we have the result ?

To research more clearly the opinion the next question in the questionnaire is designed to find out .

2.6 Do you speak English with fellow students ?

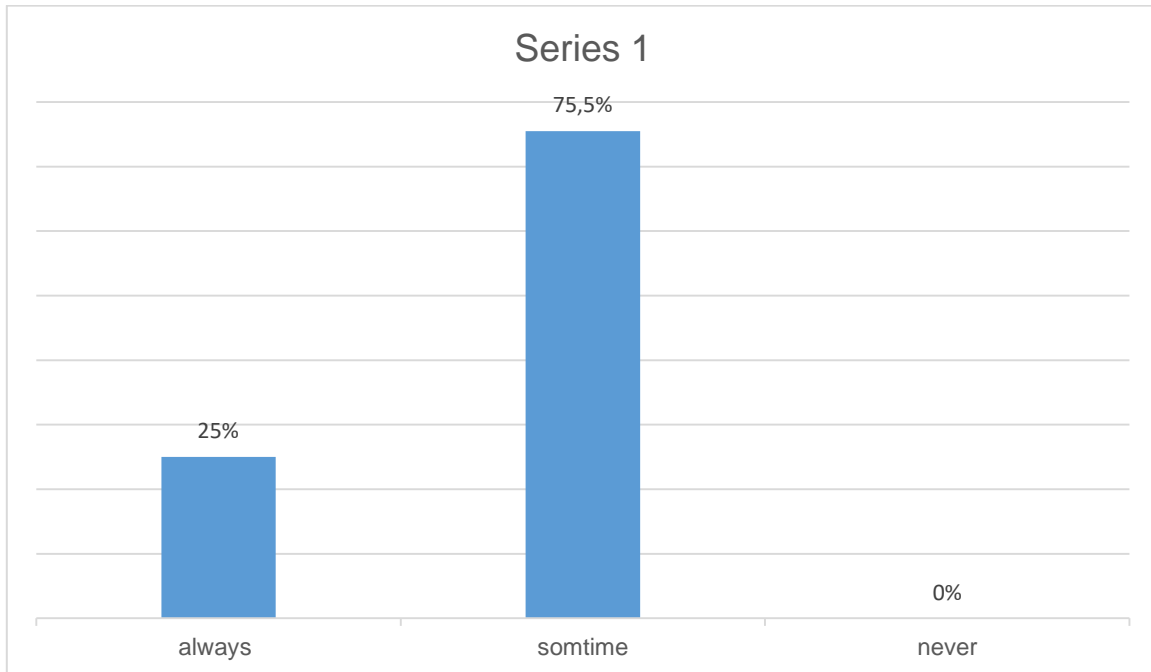


It can be seen clearly from the chart 3 , we make environment for ourselves, sometime we do without purpose. (62,5 %) 25 students sometime speak English with their friends in class, just only 2 students (5%) never and 13 students (3.5%) yes. They don't like speaking to much but they still know how speaking skill important role in learning English. That why they try to speak with their friends.

2.7 How often do you practice speaking at class.

It is more clearly, the chart show the frequency of student practice speaking.

No one never practice , almost them (75%) practice at class sometime, and 25 % always practice speaking. That is a good result for us.



In conclusion, speaking skill is one of the most necessary skills to communicate in the real life. In learning a foreign language, it is more and more important to learn this skill.

PART III. CONCLUSIONS

Based on the finding, the dominant problem faced by first year students are many. Our student lack of environment, it makes them even more struggle to speak English because they are too comfort with their mother tongue, them didn't have the more word to express their idea, and it makes them felt uncomfortable to speak English. The other problems are lack of confident, student always fear of mistake during they are speaking that why the students' habit that tend to speak more in their mother tongue than English

The aim of study is finding the factor affecting speaking skill first year student at HPU to help our student improve their skill. I hope them can overcome, deal with their problem and they can to be better. All I want is to help our student have better speaking skills in order to help them to gain success.

Because of the limitation, this study could not cover all of aspects of the study. For the further studies, to get better results, the researcher should invite more

participants and the data collection method with further study with seniors English majors at HPU. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions. All in all, despite the study cannot avoid the limitations; the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

APPENDIX A: QUESTIONNAIRE FOR STUDENTS

Dear students,

The purpose of this questionnaire is to know about what the factor affecting speaking skill of first year English major. Its ultimate purpose is to improve your speaking skill and overcome your problem. Please do give your own opinions frankly!

Please, tick the answer that best described your ideas and add final comments at the bottom of the sheet if you wish .We need your frank opinions about the nonverbal communications to make them more interesting, as well as to meet your needs .We thank you for your cooperation!

How long have you been learning English?

5 years 5 - 10 years over 10 years

2. How much do you like English?

Do not like Like Like very much

3. Do you feel worry about doing badly before speaking ?

Always sometimes never

4. Are you feel that other are better than you in speaking?

Always sometimes never

Do your school have English environment

Yes No

Do you speak English with fellow students ?

Yes No Sometime

7. How often do you practice speaking at class?

Always sometimes never

Your comments:

Thank you for your co-operation!

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