

Factors Affecting Students' Difficulties In Speaking English In Indonesia's Remote Area

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Abstract – This study aims at investigating factors affect students' difficulties in speaking English at the eight-grade of UPT SMPN Ujung Jampea No 9 Kepulauan Selayar, South Sulawesi. The research design was survey which is classifies as quantitative. The population of this study were two classes consisting of 40 students and the researcher used total sampling technique. The instrument was a close-ended questionnaire which consists of 24 items. The data were analyzed using a percentage formula. The findings revel that there are two factors influenced students' speaking problems at UPT SMPN Ujung Jampea No 9 Selayar Islands, they are internal factors and external factors. Internal factors include shyness, lack of confidence, anxiety, and fear of making mistakes; while external factors comprise mother tongue use, learning media use, lack of parents' attention, and teacher support. The most influential factor is mother tongue use as the students feel more comfortable and can easily understand the material. The implication of this research is to provide insight for schools and teachers to overcome the difficulties faced by students in speaking English in remote area.

Keywords: Factors, speaking, students' difficulties, remote area

1. INTRODUCTION

Speaking is one of the ways of communication that is mostly used by people to interact with others in their daily basis. It refers to human ability to pronounce sounds or words to express, state, and convey thoughts, ideas, and feelings. More broadly, it can be said that in speaking activities there is a process of converting thoughts or feelings into speech or meaningful language sounds. Speaking is not just saying things without meaning, but conveying thoughts or feelings to others using speech or spoken language. Speaking is believed one of the essential skills that commonly used to interact and communicate orally with each other. Those who can speak will be better at sending and receiving information or message to others. speaking is the process of building and sharing information through verbal and non-verbal symbols in various situation.

Unfortunately, many students face difficulties in speaking English. In some situation, they perhaps know about some vocabularies that they need to express to convey information; yet, they do not want to make mistake in pronouncing or forming sentence structures and they also feel shy to be laughed by their friends when making a mistake. Finally, they feel unmotivated to speak and teacher dominates teaching activities in the classroom which lead the students cannot improve their speaking skills in English.

Some factors are believed to provoke the problems. First, most of the students cannot speak English because they do not know how to say their idea which is indicated as lack of vocabulary as ones cannot be able to produce grammatical sentences if they do not have vocabulary needed to convey what they wish to say (Alqahtani, 2015). Second, the students make mistakes in pronouncing English words when they speak. Most of the students want to speak English, but they have low competence in some aspects of language, such as pronunciation, vocabulary, etc. Gilakjani & Sabouri (2016) state that acceptable pronunciation is one of important part of communicative competence. People who have comprehensible pronunciation can easily improve their language skills better than those who have low competence in pronunciation. Third, the students also have lack of confidence. Some students think that their English skills are bad and perceive that they cannot speak English proficiently. Their lack of confidence usually occurs when they notice that the interlocutor does not comprehend them or when they do not grasp other speakers (Nakhalah, 2016).

There are factors affecting students' problems in English learning, they are internal factors and external factors. Internal factor is a factor that comes from the students' self. Internal factors which include Fear of Making Mistake, anxiety, shyness and Lack of Confidence; while external factor is a factor that comes from the outside, such as teacher support, mother tongue use, lack of parents' attention and learning media used.

UPT SMPN Ujung Jampea No 9 Kepulauan Selayar, South Sulawesi is one of the school that is located in Inonesia's remote areas. The education in remote areas is believed has unequal quality with the one in urban areas. Turwelis et al., (2022) state that geographical differences in the same country affect unequal benefit that received by the residents. Sutomo & Siregar (2022) further contend that the quality

of education in Indonesia's remote areas is still bad and need the require attention from the government. Thus, it is important to investigate students' difficulties in speaking English in the context of remote areas to improve the quality of education and also human resources. The objective of this research is to investigate factors affect students' difficulties in speaking English at the eight-grade of UPT SMPN Ujung Jampea No 9 Kepulauan Selayar, South Sulawesi

2. METHOD

The research design was survey which is classified as quantitative. The population of this research is the eighth grade students of UPT SMPN Ujung Jampea No 9 Kepulauan Selayar in the academic year 2022-2023. There are 40 students which consist of 2 classes, they are VIII-A and VIII-B with 20 students in each class. The total sampling technique is applied to determine the sample. The instrument was a close-ended questionnaire which consists of 24 items. The data were analysed using a percentage formula.

3. RESULTS AND DISCUSSION

There are two factors that contribute to the difficulties of students in speaking skills, namely internal and external factors. There are 3 statements in the questionnaire for each factor. Internal factors are fear of making mistakes, anxiety, shyness and lack of confidence; while the external factors are teacher support, mother tongue use, lack of parental attention and learning media use.

3.1. Internal Factor

a. Fear of making mistake

Fear of making mistakes deals with one of the students' feeling when they are required to speak English. There are 3 statements about the fear of making mistakes in number 1, 2, and 3 in the questionnaire. The findings are presented in the following table.

Table 1. Fear of Making Mistakes

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
1	I don't want to make mistakes while speaking English in front of my friends.	-	5%	10%	52.5%	32.5%
2	I'm afraid people will laugh at me if I make mistakes while speaking English.	10%	27.5%	27.5%	22.5%	12.5%
3	I always avoid when I have to speak English in front of the class.	12.5%	60%	7.5%	12.5%	7.5%

The table above illustrates that the intensity of students who agree to face this problem is higher than the intensity of students who do not agree to face this problem and some students are hesitant in facing this difficulty. The first aspect of fear of making mistakes is that students do not want to make mistakes in front of

their friends. Questionnaires distributed to students showed that there were 32.5% of students strongly agreed to face this difficulty, 52.5% of students agreed, 10% doubted facing this difficulty, 5% of students did not agree to face this difficulty, and no students answered strongly agree in the face of this predicament. This means that there are 85% of students agree to face this difficulty. When viewed from the total number of students, there were 34 students out of 40 students agreed to face this problem, 2 students were hesitant to face these difficulties, and there were 4 students who had never faced these problems.

Being afraid to be laughed at by friends when they make mistakes indicates that 10% of students strongly disagree with this problem, 27.5% of students disagree, 27.5% of students are hesitant to face this problem, 22.5% of students agree, and 12.5% of students very agrees with this predicament. This means that 35% of students agree with this problem, 27.5% of students are unsure, and 37.5% of students do not agree with this difficulty. if seen from the number of students, there are 40 students. 14 students agreed to face this difficulty, 10 students doubted, and there were 16 students did not agree to face this difficulty.

The third aspect is avoiding when ordered to speak English. It shows that there are 7.5% of students strongly agree with this problem, 12.5% of students agree, 7.5% of students are doubtful, 60% of students disagree, and there are 12.5% of students strongly disagree with this difficulty. This means that there are 8 students who agree to face this problem, 3 students are unsure, and there are 29 students who do not agree to face this difficulty, out of 40 students.

Thus, it can be concluded that the highest aspect is fear of being laughed at by friends when making mistakes. This finding is in line with (Abubakar et al., 2022) that students are often feel inhibited to say something in a foreign language during learning in classroom as they worry about making mistakes and they fear criticism or losing face which lead them unable to communicate in English. Thus, it is important for the teacher to encourage students to speak and also make the comfortable atmosphere in the classroom, including remind other students not no laugh at their friends' mistakes, to make the students motivated to speak in English.

b. Anxiety

Anxiety is the feeling nervous, frustrate or discomfort when learning a foreign language. There are three statements in numbers 4, 5, and 6 in the questionnaire concerning anxiety that students must respond to. From the questionnaires distributed, the following data were obtained.

Table 2. Anxiety

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
4	I feel nervous when speaking in front of other people	5%	37.5%	30%	22.5%	5%
5	I feel nervous when asked to speak English	15%	22.5%	32.5%	17.5%	12.5%
6	I am afraid to be criticized when wrong	5%	37.5%	12.5%	32.5%	12.5%

The table 2 shows that there are 3 statements about anxiety. The first is feeling nervous when speaking English in front of other people. It was found that there were 5% of students strongly agreed and felt nervous when speaking in front of other people, 22.5% of students agreed, 30% of students doubted, 37.5% of students disagreed, and 5% of students strongly disagreed and felt nervous when speaking with other people. This shows that out of 40 students, there are 27.5% or 11 students agree that they feel nervous when speaking English in front of other people, 12 students are doubtful and 17 students do not agree that they feel nervous when speaking English with other people.

Secondly, there are 12.5% of students who strongly agree that they feel anxious when required to speak English, 17.5% of them agree, 32.5% of students are undecided, 22.5% of them disagree and 15% of students strongly disagree feel anxious when asked to speak English in front of the class. This means that there are 30% or 12 students agree that they feel anxious when asked to speak English, 32.5% or 13 students are unsure and there are 37.5% or 15 students do not agree to feel anxious when asked to speak English in front of the class.

The last statement is about feeling afraid of being criticized when the students speak English incorrectly. The finding shows that 12.5% of students strongly agree, 32.5% of students agree, 12.5% of students are doubtful, 37.5% of students disagree, and 5% of students strongly disagree that they are afraid of being criticized if they are wrong in speaking English. This means that there are 45% or 18 out of 40 students agree that they are afraid of being criticized when they speak English wrong, 5 students are doubtful, and there are 42.5% or 17 students who disagree feel afraid criticized if wrong in English.

Various studies have proved that anxiety can bring negative effect to students' performance, including their speaking skills. However, Abubakar (2020) contends that anxiety does not always hinder the learning process, but it can also encourage the students to perform better. The effect of anxiety towards the students' performance can be managed so it can facilitate and also debilitate the learning performance. The students may compare their personal performance with their friends, and then having realized that the other friends have better performance, they will feel the sense of competitiveness. They will not lead themselves to have the lowest score so they make efforts to be the best. They also realize the consequences of failure; they would feel shy with teacher and classmate judgement if they are fail or got low score. This condition leads them to do the best.

c. Shyness

Shyness is one of the common problems in students' speaking skills. In this study, there were 3 statements about the shyness that existed from several statements about the problem of students' speaking skills. This statement can be seen in numbers 7, 8, and 9 in the questionnaire. For ease of understanding, see the following table.

Table 3. Shyness

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
7	I am shy to speak English in front of the class	15%	37.5%	5%	35%	7.5%

8	I'm shy if I'm wrong in speaking English.	10%	20%	15%	50%	5%
9	I am shy when I have to speak English with my friends who are better at speaking English.	22.5%	15%	27.5%	30%	7.5%

The table illustrates that there are 15% of respondents strongly disagree with statement about feeling shyness to speak English, 37.5% of them disagree, 5% students are doubtful, 35% of students agree that they are shy to speak English and 7.5% of students strongly agree with the statement. Based on the calculation, it can be concluded that of the 40 students, there were 52.5% or 21 students did not agree that they were shyness to speak English, 2 students were doubtful, and there were 42.5% or 17 students agreed that they felt shyness to speak English.

The data shows that of students who feel shyness when speaking English incorrectly 10% of students strongly disagree, 20% of students disagree, 15% doubt, 50% agree and 5% strongly disagree. These data imply that 30% of students disagree that they are shy when they speak wrong English, 15% of students undecided, and 55% respondents agree that they feel shy when they make mistakes in speaking English. It means that out of 40 students, there were 12 students disagreed that they were shy when wrong in speaking English, 6 students undecided, and 22 students agreed.

The last statement about shyness is that students feel shyness to speak English with smarter friends. This shows that 22.5% of students strongly disagree and feel shyness to speak English with smarter friends, 15% of students disagree, 27.5% of students are doubtful, 30% of students agree, and 7.5% of students strongly agree. This shows that 38% of students do not agree that they are shyness to speak English with friends who are more intelligent, 27.5% of students are hesitant to face this problem, and 37.5% of students agree. This means that out of 40 students, there were 15 students who disagreed with this problem, 11 students had doubts, and 14 students agreed with this problem.

d. Lack of confidence

Lack of self-confidence is one of the student problems that affect students' speaking abilities. Based on the questionnaire distributed to students, there are 3 statements about lack of confidence. This statement can be seen in numbers 10, 11, and 12 on the questionnaire. For convenience, consider the data presented below.

Table 4. Lack of Confidence

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
10	If someone laughs at me when I speak English, I don't want to continue speaking English anymore.	12.5%	47.5%	15%	20%	5%
11	I am afraid to talk to others because I think they will not understand what I am saying.	10%	27.5%	12.5%	45%	5%

	I lose confidence when I make					
12	a mistake and someone corrects my English.	10%	25%	22.5%	30%	12.5%

The table presents information that 12.5% of students strongly disagree that they do not want to continue speaking English when their friends laugh at them, 47.5% of students disagree, 15% of students are unsure, 20% of students agree, and 5% of students are very agree with this problem. It shows that there are 60% of students disagree with this problem, 15% of students are doubtful and 25% of students agree with this difficulty. This means that out of 40 students, 24 students who disagreed did not want to continue speaking English when their friends laughed at them, 6 students hesitated to give their responses, and 10 students agreed with the difficulty.

The second statement is from a lack of confidence about students being afraid to speak English because other people do not understand. This shows that 10% of students strongly disagree with this problem, 27.5% of students disagree, 12.5% of students doubt, 45% of students agree, and 5% of students strongly agree with this problem. Based on the intensity of students' problems, it shows that there are 37.5% of students who do not agree with this problem. If the researcher looks at the data, there are 15 students who do not agree with this problem, 5 students who are hesitant to face this problem, and 20 students who agree with this problem. This means that students who agree to face this problem are more than students who disagree and students who are hesitant to face this problem.

The last is that students lack confidence when they make mistakes in speaking English. From the table it can be seen that 10% of students strongly disagree about this problem, 25% of students disagree, 22.5% of students are doubtful, 30% of students agree, and 12.5% of students strongly agree to feel less confident when they make mistakes in speaking English. This means that out of 40 students, there were 35% or 14 students disagreed, 9 students doubted, and 21 students who agreed felt less confident when they made mistakes in speaking English.

3. 2. External Factors

a. Teacher Support

Teacher support is one of the factors that influence students' speaking problems. From the questionnaire distributed to students, there were 3 statements about teacher support. This statement can be seen in numbers 13, 14, and 15 on the questionnaire as follows:

Table 5. Teacher support

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
13	I have no motivation to speak English.	17.5%	37.5%	15%	20%	10%
14	My teacher never gives motivation before the lesson begins.	37.5%	45%	5%	7.5%	5%
15	My teacher never helps me when I have difficulty	42.5%	40%	5%	10%	2.5%

speaking English.

The table above presents information about the motivation that given by the teacher to speak English indicating that 17.5% of students strongly disagree about this item, 37.5% of respondents disagree, 15% of students are hesitant about responding to this problem, 20% of students agree, and 10 % of students strongly agree with this statement. This shows that there are 55% of students disagree with this problem, 15% of students doubt, and 30% of students agree with this problem. This means that out of 40 students, there were 22 students who disagreed with this problem, 6 students doubted, and 11 students agreed with this problem. Based on these percentages, it can be seen that students who disagree with this problem are higher than students who doubt or agree with this problem.

Second, the teacher never gives motivation to students. From the questionnaire that was distributed, the researcher obtained data, 37.5% of students strongly disagreed feeling that the teacher had never provided motivation, 45% disagreed, 5% of students doubted, 7.5% of students agreed and 5% strongly agreed with this problem. This means that 82.5% of students do not agree that they feel this problem or 33 students feel that they do not agree if the teacher never motivates them, 5% or 2 students are hesitant to give responses, and 12.5% or 5 students agree with this problem.

Finally, the teacher never helps when students have problems speaking. Based on the table, there were 42.5% of students strongly disagreed with this problem, 40% of students disagreed, 5% of students doubted, 10% of students agreed, and 2.5% of students strongly agreed with the problem. The intensity of students' problems showed that there were 82.5% or 33 students did not agree with the problem, 5%, or 2 students doubted, and 12.5% or 5 felt that the teacher never helped when students had difficulty speaking.

b. Mother Tongue Use

The use of the mother tongue is explained because students often use the mother tongue to express themselves when they get a topic and they feel that the mother tongue is easier than the target language (English). In this study, researchers took the Makassar language as the mother tongue and Indonesian as the second language. From the questionnaires distributed, it shows that this speaking problem is highest in external factors. In this study, there were 3 statements regarding the use of mother tongue. These statements can be seen in numbers 16, 17, and 18 on the questionnaire. See the following data:

Table 6. Mother Tongue Use

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
16	I prefer to speak Indonesian when studying English.	12.5%	30%	12.5%	25%	20%
17	I feel that speaking the local language or Indonesian is easier than learning to speak English.	-	15%	15%	47.5%	22.5%

	I find it difficult to					
18	pronounce some words correctly.	5%	25%	17.5%	50%	2.5%

Based on the table above, students face all aspects of questions about using their mother tongue, indeed the first statement is the most common problem in speaking at UPT SMPN Ujung Jampea No 9 Selayar Islands. The data shows that 12.5% strongly disagree, 30% disagree, 12.5% doubt, 25% agree, and 20% students strongly agree using their mother tongue to express themselves. This means that out of 40 students, 42.5%, or 17 students disagree, 12.5% or 5 students are unsure, and 45% or 18 students agree to use their mother tongue to express themselves. This shows that almost all students in two classes at UPT SMPN Ujung Jampea No. 9 Selayar Islands face this problem and this problem affects the occurrence of other speaking problems.

Second, students feel that their mother tongue is easier. There were 0% of students strongly disagreed, 15% of students disagreed, 15% of students doubted, 47.5% of students agreed, and 22.5% of students strongly agreed that the mother tongue was easier. This means that out of 40 students, 15% or 6 students disagreed with this problem, 15% or 6 students doubted, and 62.5% or 28 students agreed that the mother tongue was easier to use.

The last one is that it is difficult for students to pronounce English words correctly. Based on the data, it shows that 5% of students strongly disagree with this problem, 25% of students disagree, 17.5% of students are doubtful, 50% of students agree, and 2.5% of students strongly agree with this problem. This means that out of 40 students, there were 30% or 12 students did not agree with this problem, 17.5% or 7 students had doubts, and 52.5% or 21 students agreed with this problem.

c. Lack of Parents' Attention

Lack of parental attention is explained because students feel their parents have never provided motivation and attention to their children. In this study, there are 3 statements about the lack of attention of parents. These statements can be seen in numbers 19, 20, and 21 of the questionnaires distributed. researchers get the data as follows.

Table 7. Lack of Parents' Attention

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
1	My parents never motivated me to learn to speak English more actively.	37.5%	37.5%	10%	12.5%	2.5%
2	My parents never asked me what difficulties I had at school.	17.5%	35%	10%	25%	12.5%
3	My parents never asked me to review the subject matter taught at school.	45%	37.5%	2.5%	10%	5%

Based on the table above, it can be seen that the first statement about parents never motivates students. From the table it can be seen that 37.5% of students strongly disagree feeling that their parents have never motivated them, 37.5% of students disagree, 10% of students are doubtful, 12.5% of students agree, and 2.5% of students very agree with the statement. This shows that there are 75% of students who disagree with the statement, 10% of students doubt it and 15% of students agree with the statement. meaning that out of 40 students, 30 did not agree that their parents never motivated them, 4 doubted 6 agreed with the statement. This shows that students who choose to disagree with the statement are higher than the other choices.

The second statement about parents never asking about children's difficulties shows that 17.5% of students strongly disagree about feeling these problems, 35% disagree, 10% of students doubt, 25% of students agree, and 12.5% of students strongly agree with the statement. This shows, of the 40 existing students, 52.5%, or 21 students did not agree to feel the problem, 10%, or 4 students doubted, and 37.5%, or 15 students agreed that parents never ask about children's difficulties in speaking the language English.

Finally, students feel that their parents have never asked them to study the material studied at school. The percentages from the table show that 45% of students strongly disagree about this problem, 37.5% of students disagree, 2.5% of students doubt, 10% of students agree and 5% of students strongly agree with the statement. This means that there are 82.5% of students disagree with this problem, 2.5% of students are doubtful, and 15% of students agree with this problem. From this percentage it can be seen that only out of 40 students, 33 students disagreed with the statement, 1 student doubted, and 6 students agreed with the statement. Based on this explanation it was concluded that students who did not agree to face this problem were higher than students who gave other responses related to their parents never asking to study the material being studied at school.

The presented data above is suitable with Kurnianingsi (2018) that parents play a vital role in their child education outcomes since the students spend much time at home compared with at school, so if the parents do not give them much attention, it can be a problem for their achievement in their learning. So, parents must maintain good communication and also relationship with their children to make sure that their learn properly.

d. Learning Media Use

The last external factor is the use of learning media. Based on the questionnaire that the researcher has distributed, there are 3 statements regarding the use of instructional media. This statement can be seen in numbers 22, 23, and 24 on the questionnaire. For convenience, consider the data presented below.

Table 8. Learning Media Use

No	Students Difficulties	Intensity				
		SD	D	U	A	SA
22	My teacher never gives games/something interesting that makes me passionate	25%	55%	2.5%	12.5%	5%

about speaking English.						
23	My teacher never uses learning media when speaking in class.	10%	37.5%	15%	35%	2.5%
24	I am not enthusiastic about learning English if the teacher only uses books as a learning medium.	22.5%	20%	-	45%	12.5%

Based on the table above, the researcher obtained data from a questionnaire distributed to students. The first statement regarding the use of instructional media is that the teacher never gives games or media that make students interested in speaking English. From the questionnaire, it was found that 25% of students strongly disagreed feeling this problem, 55% disagreed, 2.5% students doubted, 12.5% students agreed, and 5% students strongly agreed felt this problem. This shows that there are 80% of students have experienced this problem, 2.5% doubt, and 17.5% of students agree with the statement. Based on the data it was concluded that out of 40 students, 32 students did not agree to feel the problem, 1 student doubted, and 7 students agreed to feel the problem.

The second statement about the teacher never using learning media shows that there were 10% of students strongly disagreed feeling this problem, 37.5% disagreed, 15% of students doubted, 35% of students agreed and 2.5% of students strongly agreed. Based on the data, shows that 47.5% of students disagree that the teacher has never used instructional media, 15% of students are doubtful, and 37.5% of students agree with this statement. meaning that out of 40 students, 19 students did not agree to feel the problem, 6 students doubted and 15 students agreed about the teacher never uses learning media.

The last is that students are not happy when the teacher uses learning media, from the questionnaire it was found that there were 22.5% of students strongly disagreed feeling this problem, 20% of students disagreed, 45% of students agreed and 12.5% of students strongly agreed that they felt the problem. the. From these data, it shows that there were 42.5% of 17 students disagreed that they were unhappy when the teacher used learning media, and 57.5% of 23 students agreed with this statement.

The explanation above supports the finding by Nawir et al. (2022) that the use of learning media, such as visual aids, improves students' speaking skills since it can attract interest and motivate the students. Media can make learning more varied and not boring so the students become enthusiastic to study, in this case to practice speaking English. Thus, school and teacher must be encouraged to provide various learning media for students.

Based on the data presented above, the summary of the factor that affecting students' difficulties in speaking English can be summarized in the table below:

Table 9. Students' Difficulties

No	Students Difficulties	Intensity
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	SD	D	U	A	SA
Internal Factors					
1 Fear of Making Mistakes	11%	27.5%	17.5%	15%	29%
2 Anxiety	8.3%	32.5%	25%	24.17%	10%
3 Shyness	15.83%	24.17%	15.8%	38.33%	6.67%
4 Lack of Confidence	10.83%	33.33%	16.6%	31.67%	7.5%
Total	11.49%	29.3%	18.5%	27.29%	13.29%
External Factors					
5 Teacher support	32.5%	40.83%	8.3%	12.5%	5.83%
6 Mother tongue use	8.75%	23.33%	15%	40.83%	15%
7 Lack of Parents' Attention	33.33%	36.67%	7.5%	15.83%	6.67%
8 Learning Media Use	19.17%	37.5%	8.75%	30.83%	6.67%
Total	23.44%	34.5%	9.68%	24%	8.3%

Based on the table above, it can be seen that there are 2 factors that influence students' speaking skills, namely; internal and external factors. Based on the results of the study, it was shown that 40.58% of students answered that internal factors were the most influential factors in their English proficiency. Meanwhile, 42.52% of students answered that internal factors did not affect their English proficiency, and 18.5% of students answered that they were unsure whether or not internal factors had an effect on their English ability. This means that there were 17 out of 40 students answered that internal factors influenced their English speaking ability, 19 students answered that internal factors did not affect their English speaking ability, and there were 9 students who were hesitant to answer that internal factors influenced or not their ability to speak English.

The second factor is the external factor. Based on the table above, it can be seen that 32.3% of students answered that external factors affected students' English speaking ability, 57.94% of students answered that external factors did not affect students' speaking English ability, and 9.68% of students answer doubtfully. That is, there were 14 out of 40 students answered that external factors had an effect on students' English speaking ability, there were 23 students answered that external factors had no effect on students English speaking ability, and there were 3 students answered doubt.

Based on the results of the percentage of internal factors, namely fear of making mistake, anxiety, shyness, and lack of confidence, and external factors, namely low motivation, mother tongue use, lack of parents' attention, and learning media use. all factors both internal and external, all factors are felt by students as an influence on difficulties in speaking English. Researchers can conclude that the factor that has the greatest influence from internal factors is the first is shyness 11,25%, the second is fear of making mistake 11%, the third is lack of confidence 9,79%, and the fourth is anxiety 8,54%. While the external factor is the first is

mother tongue use 13,95%, the second is Learning media use 9,37%, the third is lack of parents' attention 5,6%, and the last is low motivation 4,45%. From the results that have been described, the researchers found that the most influential factor on the internal factor was shyness 11,25% while the external factor was mother tongue use 13,95%. From the results that have been described, the researchers found that the total of internal factors was 40.58% while external factors were 33.37%. So the researchers concluded that internal factors had more influence on students' difficulties in speaking English than external factors.

4. CONCLUSION

Based on the explanation above, two factors were found which influence students' speaking problems at UPT SMPN Ujung Jampea No 9 Selayar Islands: internal factors and external factors. Internal factors are shyness, lack of confidence, anxiety, and fear of making mistakes. External factors include mother tongue use, learning media use, lack of parents' attention, and teacher's support. From the results obtained by researchers after distributing questionnaires to students, the most influential factor is mother tongue use because the students feel more comfortable and can easily understand if students use their first language.

The implication of this research is to provide insight for schools and teachers to overcome these difficulties in speaking English. The advice given by researchers to schools and teachers is that teachers can increase students' interest in English by always encouraging and motivating students to use English both inside and outside the classroom. In addition, teachers can also conduct meetings with parents to discuss problems faced by students at school, so that parents can pay more attention to their child's development. Schools and teachers must also try to provide interesting learning media so that students can be more interested and enthusiastic in practicing speaking.

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