

A STUDY ON THE FACTORS THAT HINDER STUDENTS FROM SPEAKING PERFORMANCE AND SOLUTIONS TO OVERCOME THE WEAKNESS IN SPEAKING SKILL.

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Summary: *As a title of the article: “A study on the factors that hinder students from speaking performance and solutions to overcome the weakness in speaking skill”, the purpose of the study is to analyze the causes that make the students difficult to communicate in English and also present some of appropriate solutions to overcome the weakness in speaking skill. The researcher uses the experimental method so as to show such speaking difficulties encountered by English language students as fear of mistake, shyness, anxiety and lack of confidence. After that, the researcher suggests some recommendations to support and encourage the students to speak English frequently.*

Keywords: *Speaking, Speaking skills, Speaking difficulties, Oral language learning.*

I. INTRODUCTION

Speaking is a language ability that humans have since birth. As a language speaking ability humans being that produce through body language, symbols, or directly in order give an information and get a message, which is delivered by the other person until became a communication between one and other. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Burns & Joyce, 1997). Its form and meaning are dependent on the context in which 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. According to Black (2017) the importance of speaking skill is to help someone

in all areas of life. Speaking skill was very important to acquire by someone particularly by students.

The study aims to help students whose have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that make students have difficulties to communicate in English. This article will analyze the causes that make the students difficult to communicate in English and also presented some of appropriate solutions to overcome the weakness in speaking skill.

II. DEVELOPMENT

1. What is Speaking?

“Speaking” is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal

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tract, vocal chords, tongue, teeth and lips. Speaking is the second of the four, which are: 1-Listening 2-Speaking 3-Reading 4-Skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a “dialogue”. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves. In fact, some English learners practice speaking standing alone in front of a mirror. Speaking can be formal or informal: i) Informal speaking is generally used with family and friends, or people you know well. ii) Formal speaking occurs in business or academic situations, or when meeting people for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible.

2. Factors that hinder students from speaking

In reality, many students think that speaking is the most difficult skill. It was because they have some problems when they are speaking. The problem comes from two factors, namely internal factors and external factors. Internal factors were present in each learner, such as students felt too monotonous, lacking of vocabulary, not knowing the tenses, the grammar is poorly understood, pronunciation of the wrong word. Mental problems also became one of the obstacles to the difficulty of the students speak English, because in general students speak in front of the class.

2.1. Fear of mistake, worry

In fact many students are still unable

to practice speaking in English. Because they are afraid to speak when things go wrong. Fear of mistake becomes one of the main factors of students’ reluctance to speak in English in the classroom. When students speak English there were still many wrong pronunciation. The students’ fear of being laughed at by other students or being criticized by the teacher. As a result, these students commonly stop participating in the speaking activity.

Worry is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Worry stands out as one of the main blocking factors for effective language learning. In other words, worry influences students in learning language. It can influence the quality of oral language production and make individuals appear less fluent than they really are.

2.1.2. Shyness and Non-Confidence

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. Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher.

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. The main cause of students' confidence is their low ability in speaking English. Many students think that their English is bad and feel that they cannot speak English well.

2.1.3. Lack of motivation

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 or they do not see a real need to learn or speak English. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom.

2.2.1 Limited amount of vocabulary

Many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. And when students did not have a vocabulary that is good enough so that it was difficult to understand the material being studied, when at the presentation they only explained a little of what they knew about the material.

2.2.2. Students don't practice speaking skill daily

The biggest obstacle that stands in the way of feeling in control of an English conversation is simply lack of practice. Students have not created their own habit of speaking.

2.3. Suggested solutions

3. Practice

The best way to improve your speaking skills is to practise as much as possible. So, practise speaking with a friend – even if your friend is from the same country as you. Also, practise

speaking by talking to yourself – maybe when you're tidying up at home, or walking in the street – be imaginative and create 'conversations' with yourself. This is a great way to always be developing your skills in fluency and pronunciation.

3.1. Record Your Conversation Practice

When it comes to speaking, you will likely make mistakes. It is ok to make mistakes. Don't be shy or scared. But you have to be open to making mistakes so that you can learn from them. If you record yourself speaking with your conversation partner, you can play it back and learn even better. That way, you can track your progress and pick up on pronunciation.

3.2. Improve your pronunciation

There are digital tools that will speak words out loud so that you can pick up on pronunciation. From YouTube channels to online dictionaries, knowing the pronunciation is key in being understood when you speak.

3.3. Be confident

Don't worry too much about grammar! Just do your best to communicate, and you'll often be successful even if you do make a small grammar mistake. Also, remember that the grammar of spoken English is often more "flexible" than the grammar of written English. Keep a positive attitude. Think of yourself as an English speaker (because you are!) and focus on celebrating what you know, not being frustrated about what you don't know.

III. CONCLUSION

In conclusion, to improve students' English language speaking skill it is suggested that English lecturers create situations that can encourage learners to produce English oral interactions because

such interactions can provide learners with opportunities to explain concepts and help them to vocalize concrete meaning. By vocalizing concrete meaning, learners can lean their tendency towards English oral communication activities./.

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NGHIÊN CỨU VỀ CÁC YẾU TỐ CẢN TRỞ SINH VIÊN THỰC HIỆN KỸ NĂNG NÓI VÀ GIẢI PHÁP KHẮC PHỤC ĐIỂM YẾU TRONG KỸ NĂNG NÓI

Mạc Thị Hiền Lương

Tóm tắt : Bài viết với tiêu đề: “Nghiên cứu các yếu tố cản trở sinh viên thực hiện kỹ năng nói và giải pháp khắc phục điểm yếu đối với kỹ năng này.” nhằm mục đích nghiên cứu là phân tích nguyên nhân khiến sinh viên khó trong giao tiếp tiếng Anh đồng thời trình bày một số giải pháp phù hợp để khắc phục nhược điểm về kỹ năng nói. Nhà nghiên cứu sử dụng phương pháp thử nghiệm để chỉ ra những khó khăn khi nói mà sinh viên Anh ngữ gặp phải như sợ sai, nhút nhát, lo lắng và thiếu tự tin. Từ đó, nhà nghiên cứu đưa ra một số lời khuyên để hỗ trợ và khuyến khích học sinh nói tiếng Anh thường xuyên.

Từ khóa: Nói, kỹ năng nói, khó khăn khi nói, ngôn ngữ nói.