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**ANALYSIS OF EXTERNAL FACTORS AFFECTING  
STUDENTS' ENGLISH SPEAKING ABILITY**

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**Abstract:** This study aims to analyze the external factors that influence students' English speaking ability at SMP Muhammadiyah Dua Bandar Lampung. The external factors studied include the influence of classroom environment, media, and parental support in learning English. The research method used was a qualitative approach with observation technique and documentation study. Data were collected through direct observation in the classroom and analysis of learning materials and parental support in students' learning activities. The results show that a supportive classroom environment, such as interaction with peers who are fluent in English, as well as the use of relevant media, such as movies and English learning apps, have an important role in improving students' speaking skills. In addition, parental support, such as providing opportunities to attend language courses or practice outside of school, also positively influences students' speaking ability. Based on these findings, it is recommended that schools and parents work together to create an environment that supports the development of students' English speaking ability.

**Keywords:** External Factors, English Language Ability, Students, Language Learning Motivation

**INTRODUCTION**

English plays an important role in many aspects of daily life,

from education and technology, to social status and modernization. In Indonesia, English has been

established as a foreign language that students are required to learn, so they know how important it is to master the language. The educational curriculum is designed to help students develop English language skills, with the main goal of measuring the success of language learning, teachers have an important role in guiding students to learn to master the four language skills, one of which is speaking ability which has an important role in everyday life. Speaking skills are the key to conveying thoughts and ideas clearly and precisely. According to McDonough in (Fitri, 2019), speaking is the development of written language become the basis for the development of spoken language, requiring mastery of certain sub-skills and which are interrelated. By speaking, we can convey messages clearly, minimize misunderstandings when conveying information, and also interact with others. According to Brown in (Khusnul, 2018), speaking is a productive skill that is directly observed.

Speaking is not just about making sounds, but conveying messages or information to others with structured spoken language. What is meant directly is accuracy in pronunciation, grammatical structure, vocabulary, fluency, and understanding. The key to being a good speaker is being able to master these five aspects. According to (Manurung, 2015), mastery of English speaking ability is evidence of success in language learning. Therefore, speaking is a priority in learning a foreign language. However, although students have been learning English from elementary school to high school, many students often have difficulties in understanding and communicating orally using English, especially when they are speaking in front of others. This is a major obstacle in language learning and emphasizes that it is essential to have good and effective communication skills. According to (Husnawati, 2017; Arta, 2018; Hasanah & Utami, 2020) one of the obstacles in language teaching is the low speaking ability of students even though they have studied

English for years. This low ability can be caused by several factors, such as lack of self-confidence, lack of motivation and they experience anxiety. these factors often affect students' speaking ability (Tuan & Mai, 2015).

This difficulty is not only caused by internal factors of students, but also influenced by external factors originating from the environment around them. External factors play an important role in shaping students' English speaking ability, such as an unfavorable learning environment, lack of facilities and infrastructure, and less innovative teaching methods can hinder the development of students' speaking ability. In addition, family factors, such as lack of support and attention to children's education, can also affect students' motivation and interest in learning English (Aulya et al, 2023). The social environment at school can also affect students' English speaking ability, such as negative responses from peers or lack of opportunities to interact in English, can also cause

anxiety and inhibit students' speaking ability (Suri et al, 2024). Curriculum and learning materials that are not relevant to students' needs are also inhibiting factors. Materials that are too theoretical and less practical make it difficult for students to apply English knowledge in daily conversations (Putri & Sya, 2023). In addition, the lack of emphasis on communication aspects in the curriculum also causes students to be less trained in speaking English.

As a result, students feel insecure and reluctant to speak English, both inside and outside the classroom (Zulfitri & Nurlaili, 2020). In addition to the above factors, the dominant use of mother tongue (local language or Indonesian language) in the environment around students can also affect their English speaking ability (Sopia & Ain, 2024). Students tend to be more comfortable and accustomed to using their mother tongue in communication, so the opportunity to practice English is limited. This is

exacerbated by the lack of awareness of the importance of English in everyday life, so students are not motivated to learn and use it actively. Based on the above, it is clear that external factors significantly influence students' English-speaking ability. Therefore, a comprehensive effort is needed from various parties, including schools, families, and communities, to create a conducive and supportive environment for the development of students' English-speaking abilities. This study aims to analyze the external factors that have the most influence on students' English speaking ability at SMP Muhammadiyah Dua Bandar Lampung. The results of this study are expected to provide useful information and input for schools, teachers, students, and related parties in an effort to improve the quality of English language learning and students' speaking ability.

## **METHODOLOGY**

This study uses a descriptive qualitative approach, which aims to describe in detail the external factors that influence students' English speaking ability based on direct observation. This study was conducted at SMP Muhammadiyah Dua Bandar Lampung, with students learning English as a second or foreign language as the subjects. The research time was adjusted to the school's activity schedule and lasted for a sufficient period to observe various aspects of the environment and relevant interactions. Data were collected through direct observation in the school environment with two approaches, namely limited participant observation, which allows researchers to understand the context in more depth, and non-participant observation, which focuses on objectively recording relevant interactions and activities. Observations were conducted in the classroom with a focus on the learning atmosphere, interactions between teachers and students, and the use of learning media. In addition, observations were also conducted in the school

environment in general to assess supporting facilities and student interactions outside the classroom. The instruments used included a structured observation guide (checklist) to ensure systematic recording of key aspects, as well as field notes to document detailed descriptions, interpretations, and reflections of the researcher. The collected data were analyzed qualitatively through the stages of data reduction, data presentation in narrative form, including quotes from field notes, and drawing conclusions based on emerging patterns. To maintain validity and reliability, this study applied clear operational definitions, conducted repeated observations, discussed with fellow researchers, and used source triangulation with data from schools.

## **RESULT AND DISCUSSION**

### **Result**

The findings in this study show that there are several external factors that affect students' English speaking ability at Muhammadiyah

Dua Junior High School in Bandar Lampung. These factors are grouped into three main categories, namely: classroom environment, family support and media access.

There are several external factors that impact students' ability to speak English, namely:

#### **1. Classroom Environment**

The classroom setting plays a vital role in fostering the development of speaking skills. An engaging classroom atmosphere, the integration of English in learning tasks, and encouragement from teachers can help create a supportive learning environment. This can boost students' confidence and provide them with more opportunities to communicate in English. Such support is essential for students to not only passively understand the language but also to actively engage with it.

#### **2. Family Support**

Support from family also affects students' speaking capabilities, particularly regarding motivation. The involvement of parents and the home environment

in cultivating a space conducive to English learning can serve as a motivating factor. However, even though it is important, family support does not have as significant an impact as the classroom environment when it comes to enhancing students' speaking skills. This is primarily because speaking abilities are best developed through direct practice, which is typically more accessible in the school setting.

### 3. Use of Media

The incorporation of media plays a role in advancing students' speaking proficiency. English-language media such as YouTube, digital learning apps, videos, and songs can assist students in becoming familiar with English pronunciation and vocabulary. Nevertheless, while these media can enhance students' language skills, their effectiveness remains limited without accompanying hands-on speaking practice. Thus, combining media usage with speaking activities is necessary to achieve more effective outcomes.

## Discussion

Discussion Based on the findings, it can be seen that classroom environmental factors have the most significant influence on students' English speaking ability. This is in line with the theory (Harmer, 2007) which states that an environment rich in English interaction can encourage students to be more active in using the language. For example, the use of English in daily classroom conversations and direct interaction-based learning has been shown to be more effective in improving students' speaking skills. Parental support and the use of English language media also play an important role, but their influence is not as great as the classroom environment. This is in accordance with the research of Ramadani & Sukri Hamdani (2021) entitled "The Factors Affecting Students' English Speaking Ability at Politeknik LP3i Medan" which shows that family support and access to English language media can improve students' English speaking ability. However, when

compared to that study, this study shows that classroom environmental factors are more influential.

Comparison with previous studies shows that although family support and English language media are important, direct factors such as the classroom environment play a more important role in providing opportunities for students to speak. This leads to the conclusion that to improve students' English speaking ability, schools need to focus on creating a more lively, interactive, and supportive classroom atmosphere. The implications of these findings for English language teaching are the importance of creating a classroom environment that encourages active communication in English. In addition, teachers also need to pay attention to the use of learning methods and media that allow students to speak more, such as group discussions or language-based projects. Family support must also continue to be applied, but with more attention to the

practical aspects of speaking in the context of learning at school.

## CONCLUSION

This study shows that the classroom environment has the most significant impact on students' English speaking ability at SMP Muhammadiyah Dua Bandar Lampung. A classroom environment that encourages active interaction in English provides more opportunities for students to practice speaking and improve their skills. Although parental support and access to English media also contribute positively, their influence is not as strong as the classroom environment in the context of developing speaking skills. This finding is in line with Harmer's theory (2007) which emphasizes the importance of interaction in language learning. Based on these findings, it is suggested that future researchers explore more deeply other external factors that can affect students' English speaking ability, such as student motivation, teaching quality, and the role of

technology in language learning. Further research can also include the influence of the time students spend interacting with English media, such as watching movies or listening to English music, on their speaking skills. For general readers, especially teachers and parents, it is hoped that they can pay more attention to creating a supportive learning environment, both inside and outside the classroom, by encouraging interaction in English.

Teachers should foster an active and communicative classroom environment, while parents can provide opportunities for children to learn English at home, through various media or relevant activities. In addition, it is important for schools to continue to improve English learning facilities and programs that can facilitate students in developing their speaking skills more effectively.

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