

**THE EXTERNAL FACTORS OF STUDENTS' INVOLVEMENT  
IN SPEAKING ACTIVITY AT SMP PROGRESIF  
BUMI SHALAWAT**

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**Abstract:** This research is conducted to know what factors that influence the students' involvement in speaking activity in order to practice their speaking skill and what strategies that the teacher used to encourage those external factors. This research uses descriptive qualitative method. There are two instruments used for this research, namely, class observation and interview. Based on the results of class observation and interview, the researcher concludes that teacher factor gives the greatest impact on students' involvement and the appropriate strategies can support those external factors.

**Keywords – Involvement, External Factors, and Speaking Activity**

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**INTRODUCTION**

Gumperz (1982) states that involvement refers to the willingness and ability of conversational partners to initiate and sustain interaction. Involvement is seen as a prerequisite to the success of any conversational encounters, and is rendered possible by the presence of a shared body of linguistic and socio-cultural knowledge among conversationalists. Based on the statement before, it becomes one of the prerequisite to the success of any conversational encounters. Therefore, the researcher believes that the students' willingness to involve in speaking activity has to be facilitated. The scare to make a mistake in students' speaking has to be avoided to make them success in speaking activity.

Many people have same perception to feel stress when talking in front of other people. There are many reasons why people feel stress to speak out in public. Samuelsson (2011, as quoted in Lejla Hadziosmanovic:7) explains these symptoms show variation from trembling, blushing, and sweating to feeling out of breath, dizziness as well as frightening to faint at the moment of speaking. Even though we have exercised to prepare it before, sometimes these symptoms are difficult to be prevented.

Several researchers have studied related to the importance of studying the factors of involvement. Some of them are Alexander W. Astin, Jamilah, Fazlur Rohman, Sanjiv Jaggia and Alison Kelly-Hawke, and Dwiyani Pratiwi. Astin (1999: 528) claims that the greater the student's involvement in college, the greater will be the amount of student learning and personal development. From the standpoint of the educator, the most important hypothesis in the theory is that the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

Jamilah (2009) mentions that there are factors contribute to the inability in speaking of junior high school. They are lacking of motivation in speaking English, lacking of vocabulary, lacking of confidence, lacking of knowledge of grammar, environment, lacking of teachers' role, and the teachers' technique. And the most affected factor to the inability in speaking of junior high school is the teacher technique. Teacher role has significant impact to make the students do not want to speak English in the class. The way how the teachers deliver the materials and treat the students in the class is important to be considered.

Regarding to the location of the study, the researcher has basic reasons in considering SMP Progresif Bumi Shalawat. SMP Progresif Bumi Shalawat is located on Lebo village, Sidoarjo. This school has fresh and natural condition to make the students comfortable in learning process. Also, the location of this school is close to the transportation access. SMP Progresif Bumi Shalawat is an integrated Islamic education. Therefore the students will have high achievement in understanding of learning material and also religious value such as honesty, sincerity, and responsibility. This system encourages the students to think critically and creatively in solving problem.

The main reason of the researcher in determining SMP Progresif Bumi Shalawat is based on the characteristic of that school. A preliminary research has been done by the researcher on 20<sup>th</sup> Mei 2014. The result showed that SMP Progresif Bumi Shalawat has special characteristics that different from other school. This school is new school that has been built by the founding father. Also, this school is a new boarding school program that

applies integrated Islamic education. A researcher has interviewed one of the English teachers in SMP Progresif Bumi Shalawat. The teacher said that the students of SMP Progresif Bumi Shalawat have high enthusiasm to involve in speaking activity. Moreover, the teacher tells the researcher some students that have good performance especially in English. Also the teacher said that they have more spirit to practice English than Arabic. The fact surprises the researcher because they stay at boarding school. As probably we know, mostly the students of boarding school is attracted more to learn Arabic than English. Therefore, the researcher believes that SMP Progresif Bumi Shalawat has special things to be the location of this research. The teacher also said that they have specific day to practice English and Arabic. In addition, SMP Progresif Bumi Shalawat has got many achievements especially in English competition. By choosing the school that has high achievement especially in English, the researcher will find much data easily because of the high performance of the students in English lesson. In 2013, the students of SMP Bumi Shalawat obtain some achievements in English competition. For example, they went to semifinal East Java English Speech Contest in IAIN Sunan Ampel Surabaya. Then, they got the third place in Surabaya-Sidoarjo-Mojokerto-Jombang English speech contest that was held in MBI (International Standardized Madrasah) of Amanatul Ummah Pacet Mojokerto. Based on those achievements, the researcher believes that the class has good atmosphere in term of the involvement of the students in English learning process. It means that the researcher will find the data about what are the external factors that influence students' involvement in speaking activity.

The researcher considers that there are many external factors that affect students' involvement in speaking activity. Based on the researches that have done by other researchers above, the researcher believes that it is important to be studied. The researcher wants to take attention more on the external factors whether those factors occur frequently or just happened exceptionally. The researcher defines the external factors as the factors that come from the outside of the student itself like environment, teacher, and friends. Therefore, the researcher focuses on this matter for this research.

There are several factors that affect students' performance especially in speaking activity. Several factors below affect second language learning.

#### 1. Motivation

Chaer (as quoted in Jamilah, 2009) says that motivation has great effect for the language learners. A learner who has high motivation in learning process is assumed that he has bigger chance to be successful. On the other hand, a learner who has no motivation in his learning process will get less adding power to get his success.

## 2. Age

According to Dulay, et. al (1982: 78) the children are better at language acquisition than adults in some cases. Many researchers have focused on the second language learning. These are the following evidence:

- a. Children are more successful than adults in acquiring the phonological system of second language, even many of them speak like native speaker.
- b. Children are more successful than adults but they are always not faster.
- c. Adults are more successful in the areas of syntax and morphology, at least in the beginning of learning.

## 3. Formal Presentation

In this case, Chaer (as quoted in Jamilah, 2009) assumes that formal learning has specific features which the learning process occurs consciously, therefore, there are some influences to the success of second language learning, and these are explanations. The explanation is important because this is the main step how the learning material is transferred by the teacher to the learners.

## 4. First Language

Dulay, et. al (1982: 78) claims that the effect of first language or mother tongue (language that is required by the learner at the first time) is undeniable. It will influence the acquisition process of language learners. The first language is able to destroy in the process of second language learning. When the learner uses a second language, he also uses the elements of his mother tongue into a target language consciously or not. As the result intervention, code switching or error occur in the process of second language using. The language learners cannot avoid it because of its natural. Even some language learners attempt to practice their second language continually to minimize it.

## 5. Environment

Environment has great effect in influencing the development of second language. The place, time, and situation are included in environment. According to Marzano (as quoted in Jamilah, 2009), the home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counselling and guidance to parents for creating positive home environment for improvement in students' quality of work. Also Bamard (as quoted in Jamilah, 2009) states that academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success.

It can be concluded that students whose parents are educated score higher on standardized tests than those whose parents were not educated. Hidayat and Atti (as quoted in Rohman, 2009) mention that there are several factors influence students' achievement in speaking.

1. Enjoyment in Speaking English.

The process of becoming fluent speaker needs long time. All students expressed the enjoyable feeling in speaking English. There are not pressures to speak. Therefore, they enjoy the learning process.

2. Time allotment.

All students have no specific management of time in learning except in the class. They learn wherever and whenever the chance is, such as by watching movie, listening to song, and guiding tourist.

3. Support.

Support from family, lecturers and friends contributed to the development of students' speaking fluency.

4. Class Management

Creating good atmosphere of learning makes the learning process joyful.

5. Keeping on practice

One of the ways to keep on fluent is by keep practicing. Some students keep on practice to stay fluent in speaking.

Tannen (1989) defines involvement is a connection individuals' feel to other people as well as to places, things, activities, ideas, memories, and words. It is related to how the students engage during learning process in term of giving answer to teacher question, response to the teacher explanation, being active in class activity.

In learning English, it is impossible to eliminate speaking activity during learning process. The language learners have to speak out in the target language to make them mastering the language or the language learners should practice the target language in order to improve their ability in target language. Even in English there are four skills, but speaking seems to be the most important one to in terms of judging a learners' effective ability to use the language. Bailey and Savage (as quoted in Rohman, 2009) explain that the Communicative Approach teaching requires developing language learners in four skills: speaking, listening, reading and writing. However, speaking is seen as the main skill and the most demanding of the four skills. Therefore, planning the activity during learning process is important to be considered.

## **METHOD**

The design of this research is descriptive-qualitative. Therefore, the result of the observation, interviewing the teacher and the students are analysed descriptively. Bailey and Savage (as quoted in Rohman, 2009) define that observation means monitoring and recording the data or information which emerges in the object of research systematically. On the other hand, interview is a method to collect the data or information by giving question to the respondents based on the subject of the research. The function of interview in this research as completer method since interview is used to complete the data or information collecting method. The researcher concludes three steps to analyse the data.

The first, after collecting the data from preliminary research and observation at the field research, the researcher orders the collected data. In ordering step, the researcher arranges the mass data in order to help the researcher easy to analyse.

The second, structuring the ordered data. In this step, the researcher transcribes the result of interview, categorizes the result whether it belongs to the external factors of students' involvement or the strategies that the teacher used. It makes the data is easier to be analysed. Then, the researcher does class observations to ensure how the students' involvement in speaking activity in specific English materials. And also the researcher matches what is the type of the strategies that the teacher used based on the theory about the strategies in teaching speaking.

The third, the researcher gives meaning and interpretation to the data. It is important to make the data clearer and easy to understand. It also helps the reader to ensure that the data is valid because of the interpretation of the researcher

## **FINDINGS AND DISCUSSIONS 085733757607**

### **External Factors of Students Involvement in Speaking Activity**

The result of research shows that classmate factor has significant impact to make students involve in speaking activity. The good atmosphere in that class has affected to the passive students. Some students who do not involve in class activity especially in speaking activity, they try to be active by asking to the teacher what they do not understand about friends' questions before. It shows that classmates have great impact in influencing students to involve in speaking activity. In practicing speaking skill, they need a partner that has same purpose in language learning.

The performance of most classmates in speaking English has motivated students to develop and to practice speaking skill. Therefore, the student wants to involve in

speaking activity during English class. And also the student will find partner to speak English easily because most of the students in the class have good skill in speaking.

In term of the learning media factor, the interview results show that some students argue that learning media like laptop and LCD projector have helped them to involve in speaking activity. The twelfth student explicitly says that usually twelfth student uses laptop to read English blog and browse English source. The twelfth student claims that it has enriched vocabulary and has improved the confidence to speak in front of the class because of the enriched vocabulary. Most of students that the researcher has interviewed use laptop to watch film and listen to English music in order to find new vocabulary.

Regarding to the rule factor, the interview results show that rule has significant effect in influencing students to involve in speaking activity. Most of twelve students say that because of the rule, totally English day rule, it makes the students speak English habitually. Sometimes at the other days, the students speak English to the others spontaneously. On Wednesday, the students in low level class are forced to speak English when the students communicate with the teacher or friends. Although the students' speaking is ungrammatically and even pronounce the wrong word, the point is how the students have awareness to attempt to speak English. And indirectly, it affects the performance in English class. When the teacher C gives a speaking game or activity, some of the students are enthusiastic to try to do that activity. We cannot deny that there are many mistakes in students' speaking because the lack of vocabulary and grammar. But this rule has influence the students to try to involve in speaking activity during English class.

For parents' motivation factor, the students in SMP Progresif Bumi Shalawat have to stay at Islamic boarding school. It means that the students are far from the parents. When the researcher interviewed the students about parents' motivation, many of the students say that when the students are at home, the parents always ask how about the lessons and remind to study hard. Even some of the students say that the parents specifically ask the students to practice language skills more, both Arabic and English.

While for teachers' factor, based on the observation result, some of the English teachers in SMP Progresif Bumi Shalawat deliver the material in English. Teacher A who conducts the advance level class says that teacher A explains the material totally in English. And also almost the conversation in English class uses English. Teacher A applies this method to improve students' speaking skill. On the other hand, teacher B and C who conduct low and medium level class deliver the material in English. But sometimes the teacher B and C speak in Bahasa Indonesia to ensure that the students have understood the material.

## **The Strategies to Support those External Factors to Involve the Students in Speaking Activity**

In advance level class, teacher A uses partner communication as the strategy to involve students in speaking activity in term of classmates' factor. By applying that strategy, the students will know classmates' speaking ability. It has purpose to build students' willingness to improve the speaking skill. And finally the students will involve in speaking activity in order to practice speaking skill.

In medium and low level class, teacher B and C use grouping strategy to involve students in speaking activity. In grouping the students, the teachers place a strong student on each group as the leader of that group. The leader of each group will manage the job based on the members of that group. And also the leader will help the low students to do and to deliver the job in group. The strategy that teacher applies is interpersonal strategies that has a purpose to evaluate students' performance in speaking in order to practice more their speaking skill.

In advance level class, teacher A uses social media as the strategy to encourage students to practice speaking skill in order to make the students have high confidence to involve in speaking activity in English class in term of learning media factor. Teacher B applies unique strategy to involve students in speaking activity. Teacher B asks the students to promote their product using video as the speaking duty. In low level class, laptop will be permitted to operate if the students involve in speaking activity. Teacher A uses communication-experiential strategy. Based on the goal of promotion, teacher B applies socio-affective strategies that deal with the social interaction.

Teacher A applies totally communication rule in the class. The purpose of this rule is to make the students practice more the speaking skill in the class. It also forces the students to enrich vocabulary in order to prepare communication in the class. In medium and low level class, the teachers cannot force the students to speak English totally. As the research result above that the students have lack of speaking skill. Therefore, the teacher maximize the application of totally English day rule that instructed by the school on Wednesday.

Teacher B and C applies meta-cognitive strategies that have purpose to plan for learning and thinking about the learning process and monitoring that done by the school.

As the researcher stated above, the result of research shows that there is no specific strategy that those three teachers use in term of parents' motivation. For this factor, the teachers remind the students about parents' hope to the students. By applying



that strategy, the teachers believe that it will add students' motivation to practice speaking skills. And finally the students will try to involve in speaking activity during English class.

The strategy that those three teachers use by remaining them about their parents' hope is included in affective strategies. The goal is to touch the students' emotional problems. In advance level class, the teacher A shows the best performance in teaching process as the strategy to build students' interest to speak fluently. This strategy has the purpose to make the students train speaking skill more and finally the students will involve in speaking activity during English class. Teacher A states that maximizing the role of teacher is very effective to make the students involve in speaking activity. It means that the teacher has to formulate the best technique to be applied in the class in order to make the students involve during English class. It means that teacher A uses meta-cognitive strategies that deal with applying a plan for learning and thinking about the learning process, monitoring production and comprehension as well as evaluation after the completion of an activity.

In low and medium class, teacher B and C cannot force the students to speak English totally in the class because of the students' lack of speaking skill. Therefore, teacher B and C use speaking game to built students' interest in speaking activity.

## CONCLUSIONS AND SUGGESTION

Based on the data analysis of the external factors of students' involvement in speaking activity at SMP Progresif Bumi Shalawat during English class, the writer concludes some two points. The first point relate to ecternal factor and the second point relates to the strategy to support external factors.

Based on the discussion above, the reseacher concluded that there are some external factors that can affect students involvement in the classroom. Firstly, most of students say that classmates' factor has significant impact on students' involvement in speaking activity. Secondly, some of the students argue that learning media factor affects students' involvement in speaking activity. Thirdly, The implementation of totally English day rule and English spoken rule in English class affect students' involvement during English learning process. The Next point is that several students say that parents' motivation factor is important part in improving students' willingness to involve in speaking activity during English class. The last is that almost the twelve students agree that teacher has big impact in students' involvement in speaking activity.

In addition, there are some strategies to support external factors. The first is that, teachers, in advance level class, instruct the students to find partner to communicate in

English about the material as the strategy in term of classmates' factor. While in medium and low level class, the strategy is by grouping the students and placing a strong student as the leader of each group.

The teacher uses Skype as the learning media to help the students to practice speaking skill, to ask the material that the students do not understand, and to tell students' private problems in English spoken. On the other hand, laptop is used by the students in medium level class to promote students' product. In low level class, teacher will permit the students to operate laptop if the students involve in speaking activity

Totally English spoken is applied by teacher A in the class to improve students' willingness to involve in speaking activity. While in medium and low level class, the teachers have to prepare a reward to make the students involve in speaking activity.

Those three teachers usually remind the students about the hope of the students' parents. Therefore, the students have to study hard and practice speaking skill to reach achievement in the end of learning process.

Maximizing the role of teachers is the strategy to involve students in speaking activity. In advance level class, teacher A shows the best performance in teaching to make the students interested in speaking fluently. While in medium and low level class, the teachers give the students games that make the students speak. The focus is to train the students to speak in front of the class.

Furthermore, there are some suggestion that the reseacher can give based on this research. the first suggestion can be given to teacher, students, and othe researchers. For the teachers, they should use better method and technique for different level of class. And also the motivation is needed in order to make the students involve in speaking activity during English class. For the students, the researcher hopes that the students practice speaking skill wherever they are. Since, English is important for their future. For the other researchers, they can do research in the same topic by using experimental research to investigate the effect of external factors in speaking class.

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