



Analysis of Internal and External Factors Affecting to Students' Weaknesses in Learning English Speaking Skills

Jihan Althof¹, M Hanafi², Mohammad Luqman³

¹²Program Pendidikan Bahasa Inggris, Universitas Islam Negeri Sunan Ampel Surabaya, Jawa Timur, Indonesia

³MTs Negeri 4 Sidoarjo, Jawa Timur, Indonesia

*E-mail: jihanalthof23@gmail.com

ABSTRACT

This study aims to investigate the role of Indonesian in reducing English speaking anxiety in junior high school students. The study was conducted at MTs Negeri 4 Sidoarjo in the 2024/2025 academic year, with a population of all eighth-grade students. The sample was determined purposively by nine students from class 8D representing three participation categories: active, shy, and passive. The instruments used were classroom observation and semi-structured interviews to explore students' experiences regarding the use of Indonesian during English learning. Data were analyzed thematically through the stages of transcription, coding, categorization, and interpretation. The results showed that Indonesian has different functions for each group of students. Active students use it as a supporting tool to maintain fluency in speaking and increase confidence when having difficulty remembering English vocabulary. Shy students use it as a bridge when forgetting words or being unsure about constructing sentences, so they can remain engaged without withdrawing. Passive students rely heavily on Indonesian as a shield to reduce their fear of mistakes or ridicule, allowing them to participate, albeit with limited proficiency. These findings confirm that Indonesian is not a barrier, but rather a strategic resource that can help reduce anxiety, maintain engagement, and support the gradual improvement of speaking skills. Therefore, teachers are advised to implement a flexible and strategic bilingual approach to create a supportive classroom atmosphere, emphasize participation over perfection, and build students' confidence in communicating in English.

Keywords: internal and external, students' weaknesses, learning English, speaking skills

Analisis Faktor Internal dan Eksternal yang Mempengaruhi Kelemahan Siswa dalam Pembelajaran Keterampilan Berbicara Bahasa Inggris

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pendapat siswa mengenai faktor-faktor yang berkontribusi terhadap rendahnya motivasi dalam pembelajaran keterampilan berbicara Bahasa Inggris pada siswa kelas 8F MTs Negeri 4 Sidoarjo. Penelitian ini dilaksanakan pada bulan Mei 2025 dengan menggunakan metode deskriptif kualitatif. Subjek penelitian terdiri dari siswa kelas 8F yang dipilih secara purposive karena menunjukkan partisipasi rendah dalam kegiatan berbicara. Data dikumpulkan melalui wawancara semi-terstruktur yang dilakukan secara langsung kepada siswa sebagai responden utama. Instrumen penelitian berupa panduan wawancara yang dirancang untuk menggali sikap, pengalaman, dan hambatan siswa dalam belajar speaking. Analisis data dilakukan secara tematik dengan menelaah transkrip wawancara untuk mengidentifikasi pola-pola temuan. Hasil penelitian menunjukkan bahwa meskipun sebagian besar siswa menyukai pelajaran Bahasa Inggris dan merasa senang ketika diminta berbicara di depan kelas, mereka tetap mengalami hambatan berupa kurang percaya diri, rasa takut salah, dan keterbatasan kosakata. Selain itu, suasana kelas yang kurang kondusif, penggunaan Bahasa Indonesia yang dominan dalam pengajaran, serta minimnya latihan speaking menjadi faktor yang memperlemah motivasi belajar. Rendahnya dukungan dari keluarga, seperti tidak adanya les tambahan atau dorongan belajar di rumah, turut memperkuat rendahnya paparan terhadap Bahasa Inggris di luar kelas. Siswa menyarankan pembelajaran speaking dilakukan secara lebih menyenangkan dan interaktif, seperti melalui permainan berbahasa Inggris, untuk membantu meningkatkan keberanian dan penguasaan kosakata.

Kata kunci: internal dan eksternal, kelemahan siswa, keterampilan berbicara, bahasa Inggris

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INTRODUCTION

English learning is one of the subjects in the independent education curriculum in Indonesia. The many types of learning models have certainly been applied to learning activities. However, it is possible that when learning activities take place, not all students have a high level of enthusiasm or high motivation in understanding the lesson. At MTsN 4 Sidoarjo school, especially in class 8F, the lack of student learning motivation is very visible in several indicators such as low student participation in learning activities, minimal assignments worked on, and learning evaluations that are often not optimal.

Students' opinions on factors that influence low and high motivation to learn to speak English may also help create learning activities with needs and characteristics that are more appropriate for students (Pozas, et al. 2021). By knowing the factors that cause low student motivation, learning activities can be adjusted to a supportive learning style, as well as providing support to students that are more targeted. The factors of low student motivation are divided into several factors as explained by Berestovia, et al. (2022), that low and high motivation factors are caused by 3 main factors, the first is internal factors such as self-confidence and interest, the second is external factors such as the available learning environment, and the last is personal factors such as the learning habits they do.

Students who have high learning motivation will have a sense of enthusiasm and encourage the desire for active involvement in learning, so that when the learning process takes place, students will feel that the learning activities carried out are fun and very interesting (Alfina & Wirahayu, 2024). Motivation can also affect students' self-confidence as explained by Wulandari (2022), low and high students' self-confidence in learning can be caused by motivation, and ultimately motivation becomes a container that will influence students' attitudes in achieving success in their learning.

As a student participant in the MBKM activity

from Sunan Ampel Islamic University Surabaya, this study was conducted to examine students' opinions on factors that influence low motivation in learning English speaking skills, especially in class 8F students of MTs Negeri 4 Sidoarjo. This study focuses on students' perceptions of internal, external, and personal factors that influence learning motivation. *English speaking*. The research limitations are focused on speaking skills as part of the elements of language skills, as well as motivational aspects analyzed from the students' perspective.

Based on the circumstances that occur, there needs to be research that explains the situation. Therefore, the research that is carried out will have answers to the current situation. The research itself will be entitled Students' Opinions on the Factors Contributing to Weaknesses in Learning English Speaking. The research being conducted has 2 main problem formulations that must be resolved and will be displayed below:

- 1) What factors contribute to the low motivation of students in learning English?
- 2) How do students feel the impact of lack of motivation in their learning process?

The learning motivation factor really influences students in learning activities, especially in speaking points, the design of learning strategies must be right on target. Therefore, this study will have a goal that will make it easier to find out the factors that influence students' learning motivation.

1. Short Term
 - a. Identifying factors that cause low student motivation in learning activities, especially in English speaking skills.
 - b. Exploring students' opinions regarding the experiences, obstacles, and challenges they face in learning to speak English.
2. Long Term. Providing recommendations for learning strategies that can increase students' motivation in learning to speak English based on findings from the students' perspective.

This study is expected to provide a more comprehensive picture of the relationship between



learning motivation and students' speaking skills. By understanding the factors that cause low learning motivation, both internally and externally, teachers and schools can design learning strategies that are more targeted and tailored to students' needs. These findings will also serve as a basis for providing long-term recommendations for the development of innovative, interactive learning methods that can increase students' interest and confidence in speaking English.

This article provides several important benefits. From the perspective of educational psychology, the results of this study can be used to deepen understanding of the various factors that cause low student motivation in learning English speaking skills. Furthermore, in the context of English teaching, this article can be used as a reference for educators in designing speaking learning strategies and methods that are more adaptive to students' needs. On the other hand, for the development of the school environment, the findings in this article contribute to efforts to create a learning atmosphere that is more supportive of students' courage to speak and increase their self-confidence. From an academic aspect, this article also has important value as a reference source for students, researchers, and educational observers who are interested in studying learning motivation and the development of speaking skills in foreign language learning.

The review of related theories will be divided into several parts, namely first, regarding learning motivation, which will explain the basic concept of motivation and how motivation plays an important role in learning. Furthermore, this study will discuss the factors that influence motivation in learning to speak English, which include various internal and external factors that can affect the level of student motivation in developing their speaking skills.

1. Motivation to learn

Learning motivation can be influenced by various factors, such as personal goals, perceptions of success, and social and emotional influences. Motivation is an essential internal component in

the learning process, because it can influence someone to act (Ryan, et al. 2000). Intrinsic motivation refers to the drive to learn because of personal interest and satisfaction, while extrinsic motivation relates to external drives such as rewards or recognition.

2. Factor Analysis

The low motivation of students in learning to speak English can be analyzed through several main factors. According to Chen et al. (2023), there are three main groups that influence the learning process. First, internal factors, including physical condition, intelligence level, attitude, talent, interest, and motivation of students. Second, external factors originating from the environment, such as parenting patterns, family management, physical condition of the school and its location, and the availability of learning facilities. Third, learning approach factors, namely strategies or methods used by students during the learning process.

Relevant articles can be found in various online journals, including:

- 1) Respati, Y. A., Kumoro, J., Kusuma, R. C. S. D., Rusdiyanto, W., & Purwanto, P. (2022). Does Internal and External Factors Matter for Student's English Skill? The Moderating Role of Teaching Style. *Journal of Management Scholarship*, 1(2), 217-222. <https://doi.org/10.38198/JMS/1.2.2022.28>
- 2) Nuraeni, D., Wati, A., & Larasaty, G. (2024). Investigating EFL Students' Speaking Anxiety in Speaking Performance. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 4(3), 134-148. <https://doi.org/10.52760/jadila.v4i3.778>
- 3) Mahdi, S., Ratnasari, D., Purwani, S., Herawati, T., Budiono, R., Subartini, B., & Sukono, S. (2024). Analysis of factors affecting barriers to learning english for students using SEM-PLS. *International Journal of Instruction*, 17(2), 419-438. <https://doi.org/10.29333/iji.2024.17224a>

METHOD

This study uses a descriptive qualitative approach that aims to describe in depth students' opinions regarding the factors that influence low learning motivation in English speaking skills. The research procedure was carried out through several stages, starting from initial observations in class 8F MTs Negeri 4 Sidoarjo to identify indications of low student learning motivation, then continued with the preparation of observation and interview guidelines that were adjusted to the theories of learning motivation factors. After that, data collection was carried out through direct observation during the learning process and semi-structured interviews with several selected students, and ended with data analysis and preparation of conclusions and recommendations based on field findings.

This research was conducted at MTs Negeri 4 Sidoarjo, specifically on students of class 8F, with the implementation time from May to June 2025. Data collection was carried out using two main tools, namely observation and interviews. Observations were carried out to observe student behavior during English learning activities, especially in the speaking aspect, while interviews were conducted individually with students to dig deeper into their perceptions regarding factors that influence learning motivation. Interview questions were arranged based on three main categories, namely internal factors, external factors, and personal factors.

The data obtained from the results of observations and interviews were then analyzed using the Miles and Huberman analysis technique, which consists of three stages, namely data reduction, data presentation, and drawing conclusions. Data reduction is carried out to sort data that is relevant to the focus of the research, data presentation is done in narrative form to facilitate understanding, and conclusions are drawn to formulate the factors causing low student learning motivation and their impact on the speaking learning process. The results of this analysis are expected to provide a complete picture

of student learning motivation and become the basis for designing more effective and appropriate learning strategies.

The researchers used thematic analysis to analyze data from interviews and observations related to internal and external factors that influence students' weaknesses in English speaking skills. Thematic Analysis was chosen because it provides a systematic framework for identifying, analyzing, and reporting patterns or themes that emerge from qualitative data. The analysis process began with the complete transcription of interview data, followed by repeated readings to gain a deep understanding of the context. Next, coding was carried out with reference to the theories of Ryan et al. (2000) and Chen et al. (2023) to categorize the data into internal factors, such as motivation, self-confidence, and vocabulary mastery, and external factors, such as teaching methods, environmental support, and availability of learning resources. After that, main themes were developed to provide a comprehensive picture of the causes of students' weaknesses in speaking skills. The results of the analysis were then interpreted to find the relationship between these factors and provide strategic recommendations for teachers and schools in improving students' speaking skills.

RESULT

1. Internal Factors

The results of this study show that based on a thematic analysis of student interviews, several internal and external factors were found to influence students' weaknesses in English speaking skills. In terms of internal factors, most students stated that they liked English lessons because they considered them fun and exciting. However, despite this enjoyment, many students admitted to feeling afraid and nervous when asked to speak in front of the class. They felt less confident because they were afraid of making mistakes, both in terms of vocabulary choice and pronunciation. In addition, limited vocabulary and difficulty in memorizing and pronouncing words correctly further reinforced this lack of confidence.



1. External Factors

From an external factor, the classroom atmosphere, which is sometimes too noisy, makes some students feel uncomfortable when they have to practice speaking. Although some stated that the teacher's teaching methods were quite exciting, others felt that the opportunities to practice speaking were still not optimally facilitated. As a form of hope, students suggested the use of game-based learning methods to make the process of learning to speak more enjoyable, interactive, and help them memorize vocabulary more quickly.

The results of observations in this study show that during the English learning process in class 8F MTs Negeri 4 Sidoarjo, several indications of low student motivation in speaking skills were quite evident. When the teacher gave students the opportunity to speak in front of the class, most students appeared hesitant, showed nervous expressions, and often refused the opportunity. Some students were seen encouraging each other to come forward, but in the end, only a few students actually dared to try. This reinforced the interview findings that fear of making mistakes and lack of confidence were the dominant internal factors. In addition, during the learning process, it was observed that students with limited vocabulary tended to be passive and rarely asked questions or attempted to speak in English. They more often used Indonesian, even when the teacher gave instructions to use English.

On the other hand, external factors such as the classroom atmosphere also affected student motivation. The classroom was sometimes too noisy, which disrupted the students' concentration, so that some students appeared unfocused during speaking activities. The teacher's teaching methods do involve several activities such as drilling and role-play, but speaking opportunities for all students are not evenly distributed. Only a few students are active, while most others tend to be passive and less participatory. The students' suggestion to implement game-based learning seems relevant to this situation, as more interactive activities are predicted to increase student motivation and participation in speaking.

DISCUSSION

Theme In learning English, especially speaking skills, student motivation plays an important role in the success of the teaching and learning process. However, in reality, many students show less than optimal interest and enthusiasm in learning speaking. This is a special concern because speaking skills are a communication skill that is very much needed in today's global era. This study focuses on class 8F students of MTs Negeri 4 Sidoarjo to explore the factors that influence their low motivation in learning to speak English. Through in-depth interviews, a picture was obtained of students' feelings when they had to speak in front of the class, their level of self-confidence, the obstacles they experienced, and the influence of the learning environment and the support they received.

The interview results showed that most of the 8F grade students of MTs Negeri 4 Sidoarjo liked English lessons and felt happy when asked to speak in front of the class. Some students even stated that the experience of speaking English felt "fun" and "happy," which indicates an initial interest in this learning. This is in accordance with the view of Alfina & Wirahayu. (2024) who stated that students with high learning motivation will feel enthusiastic and enjoy the learning process so that the activity feels fun. However, this enthusiasm is not always followed by strong learning motivation. Most students admit that they still experience feelings of fear, nervousness, and lack of confidence when they have to speak English in front of the class. This fear often arises because of the fear of making mistakes in pronunciation and worry about being ridiculed by peers. This condition is in accordance with the findings of Berestovia et al. (2022) which explains that internal factors such as self-confidence and external factors such as the social environment greatly influence students' learning motivation.

One of the main causes of low student self-confidence is limited vocabulary and lack of understanding of the meaning of English words. Students find it difficult to remember and

pronounce words correctly, which makes them reluctant to speak actively. This is in line with the opinion of Wulandari (2022) who stated that learning motivation greatly influences students' self-confidence in learning, so low motivation can be a major obstacle to success in learning English, especially speaking skills. In addition to individual factors, the classroom atmosphere is also an important determinant in shaping students' motivation to learn to speak English. Several students said that classroom conditions that were too noisy made them feel uncomfortable and had difficulty concentrating when they had to speak. Speaking activities that should foster courage are actually hampered by the disturbance of an uncondusive learning environment.

Another obstacle is the minimal use of English in the learning process. Some students admitted that they were rarely given the opportunity to speak English during lessons. They often hear explanations in Indonesian and are not used to direct practice. This condition results in a low frequency of speaking practice, even though consistent practice is very important to improve speaking skills. As stated by Pradestina & Agustin (2020), the active use of English in class is the key to increasing students' confidence in speaking. In terms of learning methods, students considered that the approach used by teachers did not fully support speaking skills. They said that teachers still did not provide enough regular speaking practice and used more Indonesian in the teaching process. This made students not accustomed to using English in real contexts, so that their speaking skills did not develop optimally. According to Purnamu & Priyana (2020), speaking skills can develop significantly if students are given continuous practice in a supportive and communicative atmosphere.

The lack of speaking practice also has an impact on low student confidence. When not used to speaking in class, students become more afraid of making mistakes and are reluctant to try. In fact, getting used to speaking actively is one effective way to improve their fluency and courage. In line

with Lopez et al. (2021), speaking teaching should focus on improving fluency and confidence through authentic activities and direct practice.

As a solution, students suggested that the learning process be made more interactive and fun. They wanted more varied methods, such as the use of English games that could help them memorize vocabulary in a more fun way. Such activities are considered capable of creating a less stressful learning atmosphere and encouraging active participation, thus gradually improving their speaking ability and confidence in using English. Support from the outside school environment is also relatively low. In interviews, students said that they did not take extra lessons outside of school and their parents did not actively encourage their children to learn English. This lack of support reduces students' opportunities to get wider exposure to English outside of formal classes. According to research by Maulusia & Andini (2025), parental involvement and the existence of additional activities outside of school greatly influence students' learning motivation, especially in subjects that require continuous practice such as English.

Overall, the low motivation of students in learning English speaking skills is caused by a combination of internal and external factors. From the internal side, lack of self-confidence and limited vocabulary are the main obstacles. Many students feel insecure because they are afraid of making mistakes and do not understand the meaning of the words used. This is in line with Hartiza & Sujiatmoko (2025) view that anxiety about linguistic errors and feelings of inadequacy often hinder active participation in speaking classes.

Meanwhile, external factors also contribute significantly to low learning motivation. The learning methods used by teachers are considered less varied and do not provide enough space for students to actively speak. In addition, the noisy and non-conducive classroom atmosphere also hinders students' courage in trying to speak English. Speaking activities that should ideally be



carried out in a comfortable and supportive atmosphere are often disrupted by noisy classroom conditions. Not only that, the lack of support from the environment outside the school, such as the absence of additional lessons or encouragement from parents, narrows the opportunities for students to be exposed to English outside of class hours. Without additional practice and external motivation, students have difficulty developing speaking skills independently.

CONCLUSION

The findings show that student motivation plays a crucial role in the success of learning English speaking skills. Although most students of class 8F MTsN 4 Sidoarjo showed initial interest in this subject, their learning motivation was still relatively low. This was caused by a combination of internal factors, such as lack of self-confidence, fear of making mistakes, and limited vocabulary; and external factors, such as less varied learning methods, an unconducive classroom atmosphere, and minimal support from the environment outside the school.

This condition causes students to be reluctant to actively speak and have difficulty in developing speaking skills. To overcome this problem, a more interactive, fun, and communicative learning approach is needed, such as the use of educational games and increasing the frequency of speaking practice in class. In addition, support from parents and opportunities to learn outside the classroom are also important to improve students' motivation and speaking skills as a whole.

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