

**IDENTIFYING ENGLISH EDUCATION STUDENTS' SPEAKING
INHIBITION FACTORS IN SPEAKING ENGLISH AT NURUL JADID
UNIVERSITY**

Skripsi
Presented to
Undergraduate Program
English Education Program
Nurul Jadid University
in partial fulfillment of the requirements for the degree of
Bachelor in English Language Education



**NURUL JADID UNIVERSITY
UNDERGRADUATE PROGRAM
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APPROVAL

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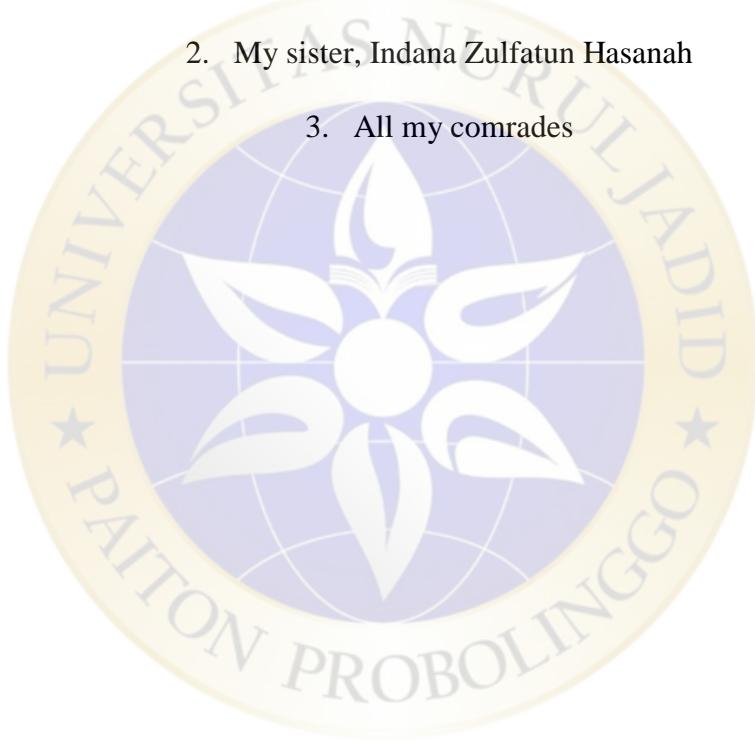
MOTTO AND DEDICATION

“Believe in yourself and all your possibilities even the small ones”

-Kim Namjoon

THIS SKRIPSI IS DEDICATED FOR:

1. My Parents, Moh. Holik Hudi and Kapti Ningsih
2. My sister, Indiana Zulfatun Hasanah
3. All my comrades



DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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ABSTRACT

Yunita, Ratna. 2023. *Identifying English Education Students' Speaking Inhibition Factors in Speaking English at Nurul Jadid University.* Undergraduate Program Nurul Jadid University. Advisor (I) Durratul Hikmah, M.Pd, Advisor (II) Syaiful Islam, M.Pd.

Keyword : Inhibition Factors, Students' Speaking

Speaking is one of the four language skills that must be mastered when learning a language. In learning English sometimes students have inhibition in speaking English. The purpose this research is to know the students' inhibition factors in speaking English at Nurul Jadid University. This type of research is a qualitative descriptive. Respondents in this study consisted of 25 students. Data collection technique in this research is to use observation and interviews. Data analyses in this research are data reduction, data display and drawing / ferifying conclusion.

Based on the results of the interviews, it was found that there were several factors that hindered students from speaking English. The first is the cognitive factor including grammar, vocabulary and pronunciation. The second is the affective factor including, lack of motivation, shyness, self confidence, self esteem and language ego. The third is classroom interaction and the fourth is fear of language evaluation. From cognitive factors there are 24 students who were inhibited because of grammar, 24 because of vocabulary and 18 because of pronunciation. From the affective factor there are 7 students inhibited in lack of motivation, 16 students because of shyness, 15 students because of self confidence, 6 students because of self esteem and 2 students because of language ego. From the classroom interaction factor there are 17 students and from the fear of language evaluation factor there are 8 students. It can be concluded that the factors that hindered students the most in speaking, the first was vocabulary and grammar with 24 students. The second is pronunciation with 18 students and the third is classroom interaction with 17 students. The suggestion in this research is that students can increase their knowledge and lecturers can help students to reduce the inhibition experienced by students.

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Praise to the presence of Allah SWT who has given His mercy and guidance so that until now the researcher is given health and can complete the thesis entitled "Identifying English Education Students' Speaking Inhibition Factors in Speaking English at Nurul Jadid University".

Sholawat and salam always be bestowed to the last prophet Muhammad SAW., who has brought us from the realm of ignorance to a realm full of light of knowledge as we experience it today.

The preparation of this thesis would not have gone well without the support, assistance and guidance from various parties. So the author expresses her sincere respect and gratitude to:

1. My beloved parents, Moh. Holik Hudi and Kapti Ningsih, who always give their prayers, support and love.
2. My beloved sister, Indiana Zulfatun Hasanah who always supports me.
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4. All my friends in arms who have been willing to spend time, thoughts and always accompany and motivate the writer.
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for having no days off. I wanna thank me for never quitting. I wanna thank me for just being me at all times.

In this case the writer is an ordinary human being who cannot be separated from mistakes and forgets. From this the author expects criticism and supportive suggestions from various parties in the preparation of our thesis if there are various errors, both intentional and unintentional. Finally, the writer hopes that this thesis will be useful for fellow students and readers. There are no words that the writer can say except, thank you very much.

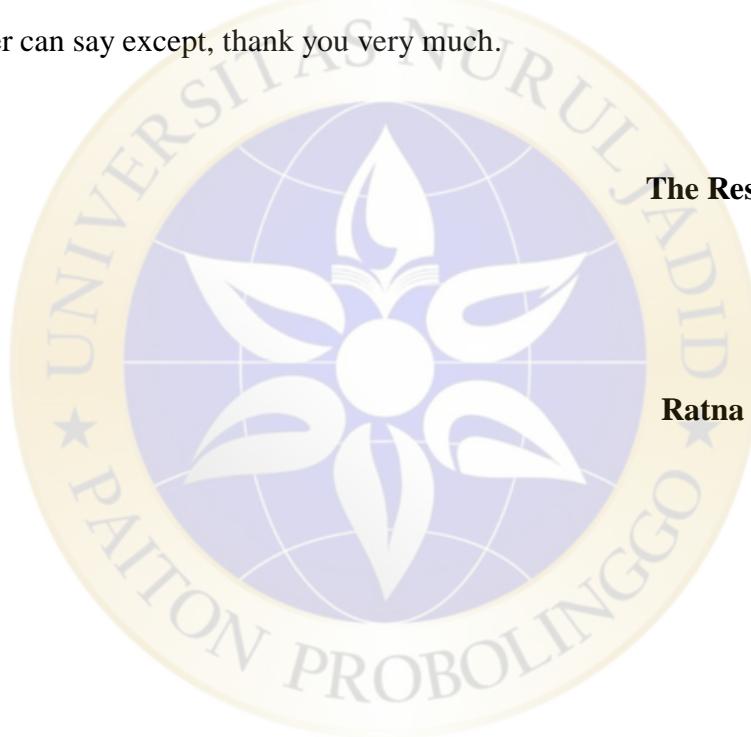


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