CONTRIBUTING FACTORS TO THE STUDENTS' SPEAKING ABILITY

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ABSTRACT

The use of English in Indonesia has developed quickly in all of the fields. It is affected by many things in many ways. The need of English has also increased quickly in many parts of Indonesian life. To face it, teaching English at young ages or studentseems like the solution. Speaking is one of the skills that should be tough to the student. To get effective learning, it's useful to know what are factors contributing to the student speaking development. This research showed that there are some contributing factors to the students' speaking development. Those factors are Teacher, Daily Practice, Listening to English Music, Family Support, Watching English Video and Movie, Motivation to Learn, Classroom Environment, Learning Material. Such as a good teacher would provide good learning. Support of the family would also give an effective outcome for the student's development. So, the factors should be known to get a better outcome for the students.

Keywords: Contributing Factors, Speaking Ability, Development.

INTRODUCTION

Speaking is an important language skill to be learned by students at all level of students. It is a verbal communication as it is produced by systematic verbal utterances to convey meanings, such as short conversation, dialogues and speech. It also can be used to express student's ideas, opinions and feelings.

Brown states that speaking is the product of creative contraction of linguistic strings; the speaker makes choices of the lexicon, the structure, and discourse. In other words, speaking is the process of choosing and using the elements of language such as words, the structure of sentences, and discourse (Brown, 2004: 140).

In addition, there are several advantages when a student especially a senior high school student is good at speaking skill. The students can communicate effectively each other in daily conversation. They can speak well with their teachers, participate in the classroom activities, like in group discussion, present their task well in front of the class, participate in a local competition even international competition, and also able to participate in the broader world or international world.

Speaking has been taught in Indonesia for many years in many classes and levels of students. As Permendikbud No. 59 the year 2014 states that the purpose of learning speaking skill as a productive skill expects the students to be able to communicate effectively in verbal/oral, inside and outside of the school. The students are expected to be more communicative in using their verbal/oral in all situations.

Some of the students feel that speaking is a simple and natural skill to be learned. There are also some of the students have a good speaking ability that they look more natural in delivering their speaking. As Nunan says that teaching speaking is sometimes considered a simple process. Commercial language schools

around the world hire people with no training to teach conversation. Although speaking is entirely natural, speaking in a language other than our own is anything but simple (Linse & Nunan, 2006: 48).

Especially in Tanah Datar regency, most of the senior high school students are deficient in speaking ability. There are only a little number of the students have a good speaking ability. Even though speaking skill has been taught in many senior high schools in Tanah Datar regency that is expected by Permendikbud No. 59 years 2014, the students have to have good ability to speak in English, there are still only a little number of the students are good in speaking. It becomes a case since there are a little number of the students have good speaking skill. And the most of the senior high school students of Tanah Datar whose have the good speaking ability are in SMAN 3 Batusangkar.

Comparing with another senior high school, SMAN 3 Batusangkar as an excellence school in Batusangkar has many programs in improving the students' English mastery, especially speaking skill as productive and complex skill. The teachers provide many programs that have some good effects on the development of students' language skill, especially in speaking skill. One of the programs is morning news program. Some of the students are asked to give some news and speak in front of the class in English. The school also have some good achievements that are proved by some trophies in any field of English Competition. One of the trophies is the 1st trophy as a winner in a debate competition that is followed by many students from many schools in 3 provinces, Sumbar, Riau, and Jambi.

In that case, in comparing the students of SMAN 3 Batusangkar and other senior high school, the researcher pointed out there are some factors that contribute and influence the students speaking ability. The factors are called as contributing factors. The contributing factors of the students' speaking ability play an important point in their success in speaking.

Contributing factors defines as factors that influence and take an important point in the development of students' speaking ability. Dincer and Savas Yesilyurt says that learners have different opinions about the significance of speaking skill in English language and this difference is related with the learners' motivational orientations and their competent/incompetent feelings in speaking skill. The results demonstrated that learners' self-assessment about their verbal skill was negative and they expressed themselves as incapable speakers of English. Just some of them expressed that they had a good position in taking part in speaking tasks (Dincer & Yesilyurt, 2013).

Another argument comes from Hoang Tuan and Ngoc Mai in their journal inform that students' speaking skill can be affected by the factors, such as; motivation, confidence, anxiety, listening ability and feedback during speaking activities. All of the factors take the important role for the students' speaking ability (Tuan & Mai, 2015).

There are some definitions of speaking given by experts. First, Thornbury states that speaking is so much a part of daily life that we take it for granted (Thornbury, 2006). It means that speaking is commonly activities that continuing in daily life. Then, Byrne in Laura states that speaking is the process betweenspeaker and the listener. In other words, speaking is useful to perform idea through messages from

speaker to hearer or listener. It means that in the process involve two persons or more than give information and message each other it usually used in orally.

Furthermore, Widdowson argues that speaking is the active, productive skill that uses oral production. The communication through speaking is commonly performed face to face and occurs parts a dialogue as other forms of verbal exchange.In addition, Brown informs that speaking is the product of creative contraction of linguistic strings; the speaker makes choices of the lexicon, the structure, and discourse (Brown, 2004). In other words, speaking is the process of choosing and using the element of language such words, structure of sentences, and discourse.

Based on those theories above, it can be concluded that speaking is the active, productive skill that is used to express ideas in the form of speech sounds of the language. It can be said that speaking is a skill that commonly used in daily life between speaker and listener in performing the idea.

Contributing factor is something partly responsible for development or phenomenon and something that influence speaking area, there some factors that contribute to the development and improvement of speaking ability. These factors take a great position in influencing of students' speaking development and improvement. There are many arguments about the factors that contribute and influence students' speaking ability.

First, Mahmoudi and Mahmoudi conclude the factors that contribute and influence students' speaking ability into two general groups. Those are internal and external factors. Internal factors are factors which come from inside the individual. Internal factors imply cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking and ability (Mahmoudi & Mahmoudi, 2015). Many studies have confirmed that motivation correlates strongly with proficiency, indicating both that successful learners are motivated and that success improves motivation. Motivation has been recognized as an important variable determining students' achievement and attainment for a long time. Siegel in Mahmoudi and Mahmoudi state motivation is affected by learners' attitudes toward the second language, its speakers, and the speakers' culture (Mahmoudi & Mahmoudi, 2015). Alsayed in his research says that motivation seems to be the most significant predictor of overall performance in English as a foreign language.

In the field of intelligence, Mirhadizadeh states that language may not be merely a vital link in the social side of intellectual development. Language may be the way foundation of intelligence itself. In relating intelligence to second language learning, it is concluded that intelligence is fixed at birth. Intelligence is the role of cognitive skills within specific strategies and appropriate context which frees us from the old fixed view about intelligence, thus, the learner can improve himself (Mirhadizadeh, 2016).

External factors refer to such factors such as social class, first language, teachers, early start, and curriculum. Richards in Mahmoudi and Mahmoudi emphasizes the roles of institutions, teachers, and learners in providing for effective learning. Teacher behaviour influences all kinds of learning especially learning a foreign language (Mahmoudi & Mahmoudi, 2015). Stipek in Mahmoudi and Mahmoudi also points to the importance of the teachers' projection of enthusiasm.

With the development of technology, the Internet is playing a more and more important role in learning English. English students are downloading English songs, and films that let them get exposure to real English at a globalized communicational level (Mahmoudi & Mahmoudi, 2015). Alsayed adds the first language acquisition correlates highly with aural skills, but has a relatively low correlation with reading and writing. The social background has a moderate correlation with overall achievement in English as a foreign language.

These two factors have many contributions to the students' speaking ability. The two general factors influence the development of student's ability in the case of improving their speaking abilities. For example, a student whose have a good internal factors; high motivation to learn, good intelligence, risk-taker, and have high confidence and also good external factors; good social class, professional and creative teachers, start the learning earlier, and good-structured curriculum will have a good skill to speak English rather than a student whose do not have.

According to the argument, to help students overcome problems in learning to speak, it is necessary for the teachers to figure out factors that affect their speaking skills. Students' speaking can be affected by the factors that come from performance conditions (time pressure, planning, the standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

1) Performance conditions

   Students perform a speaking task under a variety of conditions. Nation & Newton in Hoang Tuan and Ngoc Mai believe that performance conditions can affect speaking performance. The four types of performance conditions that suggest includes time pressure, planning, the standard of performance and the amount of support (Tuan & Mai, 2015).

2) Affective factors

   One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen in Hoang Tuan and Ngoc Mai states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade, but most of those studies examined the three categories: motivation, self-confidence and anxiety (Tuan & Mai, 2015).

3) Listening ability

   Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin in Hoang Tuan and Ngoc Mai states that when one person speaks, the other responds through attending using the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is probably unable to respond if cannot understand what is said (Tuan & Mai, 2015). It means speaking is closely related to listening.

4) Feedback during activities.

   Most students want and expect the teachers to give feedback on their performance. However, all speaking production should not be dealt with in the

same way. Harmer asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of the mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow, as well as the purpose of the speaking activity, will be destroyed (Harmer, 2007). Baker & Westrup in Hoang Tuan and Ngoc Mai states that if the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Tuan & Mai, 2015).

METHOD

1. Research Design

The design of this research is a qualitative case study research. This research describes the contributing factors of students' speaking ability in developing and improving their speaking abilities. Gay et al. state that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest. Qualitative research methods are based on different beliefs and designed for different purposes than quantitative research methods (Gay, Mills, & Airasian, 2011). Adds, Schreiber and Asner state that the case study is a systematic collection of information about a person, group, or community; social setting; or event in order to gain insight into its functioning. A case is bounded by time and place (Schrieber & Asner-Self, 2011).

Dealing with the theory, this research concerns oncontributing factors to the senior high school students' speaking ability in SMAN 3 Batusangkar 2017/2018 academic year.

2. Research Informant

Moleong in Suswati states that there are five criteria in selecting the research informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involved at certain group, and (5) subject have views about the certain case that happening. Furthermore, according to Miles and Huberman in Suswati (2003:33), the criteria of the informant are: (1) they are proven as reliable sources, (2) they know the situation at that moment, and (3) they have the different role and have the different perspective (Moleong & Lexi, 2010).

The informant of this research was 8 (eight) students of the twelfth-grade students of SMAN 3 Batusangkar 2017/2018 academic year as the key informant. The informants in this research were taken bypurposive sampling technique.

According to Gay purposive sampling, also referred to as judgment sampling, the researcher selects a sample based on his or her experience or knowledge of the students to be sampled (Gay et al., 2011). The researcher got the recommendation from the teacher who teaches English in SMAN 3 Batusangkar, based on students characteristics of good speaking that given by researcher.

3.   Sources of Data

According to Lofland and Lofland in Lexy, the core of the data sources in qualitative research is utterances and acts, more data like documents are additional data (Moleong & Lexi, 2010). In this research, the data was gotten from utterances or information from the interview which is given by the informants. In short, the source of data comes from the utterances by key informants based on the information of the interview of the twelfth students of SMAN 3 Batusangkar 2017/2018 academic year.

4.   Technique of Data Collection

The key instrument of this research is the researcher. The data is collected by interview activity. Gay et al. state that an interview is a purposeful interaction in which one person obtains information from another. Interviews permit researchers to obtain important data that the researcher cannot acquire from observation alone. Interviewers can explore and probe participants' responses to gather in-depth data about the informant's experiences and feelings (Gay et al., 2011). The researcher can examine attitudes, interests, feelings, concerns, and values more easily than the researcher can through observation. Interviews may range in length from a few minutes to a few hours.

In order to get prime information from the informants, the researcher recorded the interview to collect some important information during the interview. The researcher used unstructured interview with aid interview guidelines on the point related to the question about the contributing factors to the students' speaking ability in SMAN 3 Batusangkar. Unstructured interview, as stated by Sugiyono, is a free interview in which the researcher is not using the interview guidelines that have been arranged in a systematic and complete collection of interview data. It is used only in the form of an outline of the issues to be asked (Sugiyono, 2005).

5.   Checking the Data Trustworthiness

Checking the data trustworthiness is the purpose that has to be reached by the researcher uses the qualitative research. To find these criteria, the researcher uses triangulation technique as states by Lexy, where the analysis of field data conducts by means data triangulation. Miles and Huberman argues that triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it. In this theory, triangulation is used to support the research findings with a deeper question and do not contradict the information (Miles & Huberman, 1994).

Denzin's in Miles and Huberman states that there are four kinds of triangulation. They are; triangulation by the data source (which include persons, times, places), triangulation by method (observation or interview document), triangulation by the researcher (investigator A, B, C) and triangulation by theory. Furthermore, in term of checking the data trustworthiness, the researcher uses triangulation by the method. The researcher supports the research findings by showing all of the interview documentation (Miles & Huberman, 1994).

6.   Technique of Data Analysis

The data was analyzed based on the result of the interview. The result of the interviewwas analyzed in three steps. They are; reduction of the data, data display, and conclusion or verification of the data. According to Miles and Huberman in Sugiyono, in analyzing the qualitative data needs three activities, they are (Sugiyono, 2005):

a. *Reduction of the Data*

The reduction of the data is interpreted as the process of choice; interest focused, simplification, abstraction, and data transformation that exist from written notes in the field. The reduction of the data is occurring during the interview happen. It means that when the data is collected, the phase of continuing reduction is occurring. Such as make conclusion, codification, investigate of theme, grouping, and write a memorandum.

b. *Data Display*

Data display is the set of information that is arranged to give a possibility to take a conclusion and a treatment. In this step, the researcher analyzed contributing factors to the students' speaking ability in SMAN 3 Batusangkar.

The researcher displayed the data in the form of table. In order to find out and showed contributing factors to the students' speaking ability. The data was shown in the table which consisted of informant code and the factor that found after reduction of the data.

c. *Conclusion and verification of the data*

After reducing and display the data, the researcher made conclusion and verification of the data. This activity is aimed to conclude the contributing factors to the students' speaking ability in SMAN 3 Batusangkar. The researcher concluded the contributing factors to the students' speaking ability as a case study of twelfth-grade students of SMAN 3 Batusangkar.

FINDINGS

In this chapter, the researcher reports the result of the study about contributing factors to the students' speaking ability of senior high school students of SMAN 3 Batusangkar. The data were collected through interview with 0ten informants. Then, after the data were collected, the researcher analyzed the data based on the result of the interview.The researcher interviewed on Friday, August11th, 2017. The interview was done in several parts of the school. Then, the interview between the researcher and informants was done individually and pair. When doing an interview, the researcher used certain an interview guideline, but in unstructured question.

For the research findings, the researcher found nine contributing factors to the students' speaking ability. Those factors are; Motivation, Vocabulary, Daily Practice, Teacher, Learning Material, Social Class, Parent and Amount of Support, English Music, and English Video and Movie.

To be obvious and to make sure, the researcher shows the description of contributing factors to the students' speaking ability of senior high school students of SMAN 3 Batusangkar. Those are as follows:

a. *Teacher*

The first factor comes from the teacher as the determining factor of learning success. The teacher here is an English teacher. The way of the teacher in teaching speaking skill, strategy and also technique of the teaching will influence the students' learning. This factor truly influences the students' speaking ability. The teacher whose has a good strategy to teach speaking skill in the class, will make his/her students to be attracted and motivated to improve their skill. And also, the personality of the teacher can influence the learning of the students.

Five of nine informants said that teacher give the contribution and influence the students' speaking ability. They are the informant; i1, i2, i6, i7, and i8. Each of the informants stated information as follow:(only two informants presented in this article).

First,

itu pertama guru yang mengarahkan
(the first the teacher himself have been directing)

Second,

trus gurunya juga menyenangkan
(then, the teacher is enjoyable)

b. *Daily Practice*

Daily practice means the language practice of the student in daily and frequently in order to get a better improvement in their speaking skills. Daily practice states as one of the contributing factors to the students' speaking ability. It can be seen in some activities, such us; the student tries to speak English with their friends, with their teachers and also their parents. The student who has practised or tried to speak frequently will have a good speaking ability more than the student who does not have much practice.

Three of nine informants said that daily practice gives contribution and influence the students' speaking ability. They are the informant; i1, i7, and i9. Each of the informants stated as follows: (only two informants presented in this article).

First,

banyak latihan, banyak a.. *practice* **nya di rumah, trus a... coba co a.. coba untuk a.. berbicara dengan teman dengan bahasa inggris**
(have many practices, the try to speak with my friend using English)

Second,

kalau dirumah sering ngomong-ngomong sendiri di dalam kamar
(in my house, I try to speak by my self frequently)

c. *Listening English Music*

English music is an English song that can be collected from the internet or other sources. English music as an English media also has a good contribution to the students' speaking ability. Listening to English music will increase the students'

vocabulary, pronunciation and the etc. By listening to the music, especially English song will help students in improving their speaking ability because by listening to the music or song, students can hear and got input from the native speaker about the way they produce the word and also in sounding the word. By memorizing the lyrics, it will improve their vocabulary with a new word.

There are five of the informants said that English music contributes and influence the students' speaking ability. They are the informant; i1, i3 i4 i5, and i9. Each of the informants stated information as follow: (only two informants presented in this article).

First,

> **kadang kalau coba ikuti nyanyi yang bahasa inggris, kayak karaoke**
> *(sometimes, I try to sing an English song, like karaoke)*

Second,

> **kayak nyanyi-nyanyi di rumah pake bahasa Inggris**
> *(such; sing an English song in my house)*

d. Family Support

The next factor is family support. Parent as their teacher in their house will influence and give many contributions to the students' speaking ability. The intelligence of parents and the way of the parents to give support to their learning will make them be motivated to learn and practice their speaking skills. And also, amount of support from their brothers, sisters, friends and the teacher can make them be also motivated to improve their speaking skills.

There are four of the informants said that family support gives contribution and influence the students' speaking ability. They are the informant; i1, i2, i7, and i9. Each of the informants stated information as follow: (only two informants presented in this article).

First,

> **Dukungan keluarga, keluarga sangat a.. mendukukung kalau a.. dalam speaking nih, kadang di rumah tu sama orang tua diajarin**
> *(Family support, my family give a good support in speaking.)*

Second,

> **Trus kalau dirumah juga, ngomong sama kakak tu pakai bahasa Inggris dikit-dikit bang**
> *(then, in my house, I speak with my sister in English sometimes)*

e. Watching English Video and Movie

English video and movie is video or movie that consist of English on it. The video and the movie can be collected from television, the internet; youtube, social

media, or from the learning that is given by the teacher. By watching the video and movie, the student looks at a native speaker for the amount of time to catch some new words, expression, pronunciation, and so on.

There are four of the informants said that English video and movie give the contribution and influence the students' speaking ability. They are the informant;i2, i4, i6, and i8. Each of the informants stated information as follow:

First,

> **sering menonton film berbahasa Inggris, trus aa... kalau tidak tahu artinya langsung cari dikamus**
> *(watching an English movie frequently, then if I do not know the meaning of a word, look it in the dictionary)*

Second,

> **seperti a.. menonton film bahasa inggris**
> *(such watching English movie)*

f. Motivation to Learn

Motivation can make the students to be interested, enjoy, and challenged in learning, especially learning speaking skill. Motivation consists of the way of students learn the skill, how they feel the learning, and the willingness to learn the skill. Motivation can be influenced by some factors. Those are; Introvert and extrovert student, intelligence, and also hobby or like.

An introvert student will have a low motivation to learn speaking skill. Meanwhile, extrovert student will have a high motivation to learn and practice the speaking skill. A student who has low motivation to learn speaking skill will see speaking skill as a hard skill to be mastered. But, high motivation student will see speaking skill as a simple and easy skill to be mastered.

There are eight informants who said motivation to learn to contribute and influence the students' speaking ability. They are the informant; i2, i3, i4, i6, i7, i8, and i9. Based on the results of the interview on Friday, August11th, 2017, each of the informants stated as follow: (only two informants presented in this article).

First,

> **karna suka bahasa Inggris**
> *(because I like English)*

Second,

> **Mungkin kalau faktor dari dalam karena adanya kemauan**
> *(perhaps, in the internal factor is because of my willness)*

g. Classroom Environment

Classroom Environment is the environment of the students' where he/she learn in the class. Classroom Environment consists of the room of the class, the students as friends, the atmosphere of the class and also the number of the students in the class. Those are also given many contributions to the students' speaking

ability. For example, students who learn in a class which the class is not too crowded and has better friends, will have a good development os speaking ability more than who do not. Because the class which not too crowded will make the student more concentrate to learn. And also, they can practice their speaking each another.

Then, based on the interview that was held on Thursday, September 7th 2017, at 5.26 pm. The interview was done with Informant 3 in the front of the classroom. Informant 3 gave information as follow:

> **Kalau faktor dari luar tu karena ada teman-teman ngedukung bang. Tu kayak ya teman-teman tu ngobrol pake bahasa Inggris di kelas**
> (*the internal factor because of support of my friends. Such speak in English in the class*)

h. Learning Material

Learning material is the materials, sources and the book that is used in learning. Learning material is important because they can significantly improve student achievement and skill by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning.

Then, based on the interview that was held on Thursday, September 7th, 2017, at 5.48 pm. The interview was done with Informant 5 in the front of school mosque. Informant 5 gave information as follow:

> **Trus yang kedua kita dapat melatih kemampuan berbicara kita dengan membaca teks**
> (*the second is we can practice the speaking ability by reading a text*)

Next, based on the interview that was held on Friday, September 7th, 2017, at 11.13 am. The interview was done with Informant 6 in the front of the class. Informant 6 gave information as follow:

> **kita juga disuruh membuat teks wacana gitu bang dalam bahasa Inggris**
> (*we also asked to make a teks in English*)

FINDINGS AND DISCUSSION

Based on the results of the data analysis, it can be concluded that there are eight contributing factors to the students' speaking ability of senior high school students in SMAN 3 Batusangkar. Those factors are Teacher, Daily Practice, Listening English Music, Family Support, Watching English Video and Movie, Motivation to Learn, Classroom Environment, Learning Material.

Three of the eight factors are in parallel with the theory. They are Teacher, Motivation to learn, and Learning Material (as same as Curriculum). As Mahmoudi and Mahmoudi state the factors that contribute and influence students' speaking ability into two general groups. Those are internal and external factors. Internal factors are factors which come from inside the individual. Internal factors imply

cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking and ability. Many studies have confirmed that motivation correlates strongly with proficiency, indicating both that successful learners are motivated and that success improves motivation (Mahmoudi & Mahmoudi, 2015). Siegel in Mahmoudi and Mahmoudi state motivation is affected by learners' attitudes toward the second language, its speakers, and the speakers' culture (Mahmoudi & Mahmoudi, 2015).

External factors refer to such factors such as social class, first language, teachers, early start, and curriculum. Richards in Mahmoudi and Mahmoudi emphasizes the roles of institutions, teachers, and learners in providing for effective learning (Mahmoudi & Mahmoudi, 2015).

Then, there are five new contributing factors that are found. They are; Daily Practice, Listening English Music, Family Support, Watching English Video and Movie, and Classroom Environment.

From several contributing factors to the students' speaking ability of senior high school students in SMAN 3 Batusangkar, motivation to learn the language is the most dominant factor which contributes and influence to the students' speaking ability. This factor is seen as an engine to attract the willingness of students to learn and improve their speaking skill. Motivation can make the students to be interested, enjoy, and challenged in learning, especially learning speaking skill. Motivation consists of the way of students learn the skill, how they feel the learning, and the willingness to learn the skill. The student who has a high motivation seems more concern, easier, quick and enjoy to learn speaking skill. They also easy and enjoy to practice his/her speaking skill. In the other side, the student who has a low motivation to learn seems more difficult to learn speaking skill because he/she not to interested in learning. This factor found based on the interview done by the researcher with the key informants.

CONCLUSION

Based on the results of the data analysis and the discussion, it can be concluded that there are eight contributing factors to the students' speaking ability of twelfth-grade students in SMAN 3 Batusangkar in academic year 2017/2018. The first factor is Teacher. The second is Daily Practice. The third is Listening English Music. The fourth is Family Support. The fifth is Watching English Video and Movie. The sixth is Motivation to Learn. The seventh is Classroom Environment. The eighth Learning Material. Those eight contributing factors to the students' speaking ability were collected from the result of the interview between the researcher and the informants with the validity of the data by showing the interview documentation.

In conclusion, to be more fluent in English the students must consider several factors which are able to stimulate their ability. Speaking ability needs a process, and no one of them could be reached automatically.

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