## [THE EFFECT OF INFERIORITY ON SPEAKING ABILITY;](http://www.pustakaskripsi.com/the-use-of-circle-games-as-a-strategy-to-improve-the-students%E2%80%99-mastery-in-english-vocabulary-an-action-research-in-the-case-of-elementary-school-students-of-sdn-01-banyumanik-semarang-in-the-5642.html%22%20%5Co%20%22THE%20USE%20OF%20CIRCLE%20GAMES%20AS%20A%20STRATEGY%20TO%20IMPROVE%20THE%20STUDENTS%E2%80%99%20MASTERY%20IN%20ENGLISH%20VOCABULARY%20%28An%20Action%20Research%20In%20the%20Case%20of%20Elementary%20School%20Students%20of%20SDN%2001%20Banyumanik%20Semarang%20in%20the%20Academic%20Year%202007/%202008%29) A CASE STUDY CONDUCTED TO THE FOURTH SEMESTER STUDENTS AT ENGLISH DEPARTMENT OF TEACHER TRAINING AND EDUCATIONAL

## SCIENCES FACULTY OF MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN THE ACADEMIC YEAR 2012/2013

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**Abstract**

## This study aimed to know about student’s inferiority at English Department of Department of Teacher Training and Educational Sciences Faculty of Muhammadiyah University of Purworejo in The Academic Year 2012/2013. It did analysis of the level of students’ inferiority, the causes of feeling inferior in the speaking class, and the effect of inferiority on the student’s speaking ability. In this research, the researcher as the research instrument collected the data by questionnaire and documentation. From analyzing the data, the result presented that there is effect of inferiority on speaking ability. The inferiority made the students feel uneasy, aloof, worried, and low. It influenced their speaking score to be low. However, not all students felt like that. There some exceptional students who do different in order to their inferiority. The effect itself depends on the respondents themselves. There were some students who choose for striving to be superior (got high speaking score), although they had high inferiority. However, there were other students who give up with their inferiority and got low speaking score.

## Keywords: Effect, Inferiority, Speaking.

1. **Background**

English as an international language is a very important need to master for all people in the world because it makes the communications each others to be easier. One kind of communication form that people can do is speaking. The action of speaking is spontaneous and the planning time is severely limited. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. There many factors that may make speaking difficult. One of them is the affective factors, “The affective side of the learner is probably one of the most important influences on language learning success or failure” (Oxford, 1990: 140). The affective factors related to foreign language learning are empathy, anxiety, attitude, motivation, and inferiority. Feeling inferiority in speaking English can be shown when students become speechless or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. They think with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion to be shy. This phenomenon does not only happen to students who major in subjects other than English, but also to students who major in English as the main subject. In this research, the researcher focuses on the student’s inferiority to speak English mainly in speaking class.

1. **Research Method**

This research is qualitative research that is supported by statistical data. It was conducted in English Department of Teacher Training and Educational Sciences Faculty of Muhammadiyah University of Purworejo in The Academic Year 2012/2013 on June 18th, 2013 up to July 23st, 2013. The respondents were the Fourth Semester Students of English Department. It took class A. The total of respondents was 30 students by applying purposive sampling. To find the data, the researcher did it herself. The data about students’ inferiority were obtained by using questionnaire, and the data about the score of student’s speaking were obtained by using documentation. Besides, in this research, the researcher used descriptive analysis and discussion to analyze the data.

1. **Finding and Discussion**

Based on research findings, the researcher found that the average score of student inferiority in IV A is 58.23. The highest score of student’s inferiority is 70. Then, lowest score of student’s inferiority is 38. While the average speaking’ score from documentation is 77.77. Based on the measurement, the highest score of speaking is 88 and the lowest score is 72. It indicates that the speaking ability in each student is more than average or can be classified good. The range of value between the highest and lowest scores is not far. Moreover, it is generally known that there are 40% students who have a high inferiority with frequency are 12 students, an adequate inferiority are 40% with frequency are 12 students. While there are 10% students who have poor inferiority with frequency are 3 students, and students have low inferiority are 10% with frequency are 3 students. Besides, it also shows the ability of students’ speaking in the class. There are 8 students with the percentage is 26.67 % who get fairly excellent score, 22 students who get good score with the percentage was 73.33% and there are no students who get sufficient, fairly sufficient and poor score.

Based on research findings, the researcher presented that the highest rank item of inferiority in the fourth semester students of class A at English Department is the questionnaire number 16 with the total respondent’s answer is 90. It is about the vocabulary. It becomes the main cause of student’s inferiority because they feel that their vocabulary is limited. Surely, it makes them lack of self- confidence and lack of self- esteem. They cannot produce many words to state their opinion or their argumentation. They even feel confused what words they must say in making communication. They feel lack of self-ability. Therefore, they tend to keep silent to hide their weakness. While the lowest rank item of inferiority is the questionnaire number 1 with the total respondent’s answer is 46. It is about physique. They don’t feel so worried about their physique because many students believe that God created them in best physique.

After the researcher did correlation testing between score of student inferiority and score of student speaking using SPSS statistics version 17.0, the result is 0.125 or 12.5%. It shows a very low positive correlation. From this result, it indicates that there is effect of inferiority on speaking ability. The factor that causes low is because some respondents who have a high inferiority do not always get poor scores or low scores in their speaking class. Most of them actually compensate their desire. Besides, respondents who have a low inferiority do not always get high scores in their class. The effect itself depends on the respondent’s decision. Some of them choose and decide to be more motivated and face their inferiority problem. They were striving to be superior. The other respondents instead chose to sink with their inferiority. They even seem to give up with their circumstances and are less likely to intend to improve themselves and their abilities.

1. **Conclusion and Recommendation**

Based on the result of research findings to analyze the problem, the researcher can draw some conclusions as follows:

1. Based on the mean score, the students’ inferiority is an adequate level with percentage 36.67% at the range 54 - 61 from the average inferiority’s score is 58.23 with the highest score is 70 and the lowest score is 38, while the students’ speaking ability is in a good level with percentage 73.33% at the range 66 – 79 as the mean score is 77.77 with the highest score is 88 and the lowest score is 72.
2. According to the questionnaire result, the most dominating cause of feeling inferior is feeling lack of self ability.
3. The effect of inferiority in the students’ speaking ability is a very low positive. It can be seen from the correlation analysis between score of student inferiority and score of student speaking using SPSS statistics version 17.0. The result of correlation is 0.125 or 12.5%, which shows that student’s inferiority and speaking ability have a very low positive correlation. It means that the effect of inferiority toward students depends on the student’s response. Most of them chose and decide to strive to be superior, although they feel inferior. However, there are some students who chose to follow their sense. They tend to give up of their inferiority.

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