

**ANALYSIS OF FACTORS AFFECTING STUDENTS' ENGLISH-  
SPEAKING ABILITY AT *COMPLEXE POLYTECHNIQUE ET*  
*UNIVERSITAIRE DE BANGUI* (CPUB), CENTRAL AFRICAN REPUBLIC**

**TERM PAPER**



By

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2019130110

**ENGLISH LANGUAGE AND CULTURE DEPARTMENT**

**FACULTY OF LANGUAGE AND CULTURE**

**DARMA PERSADA UNIVERSITY**

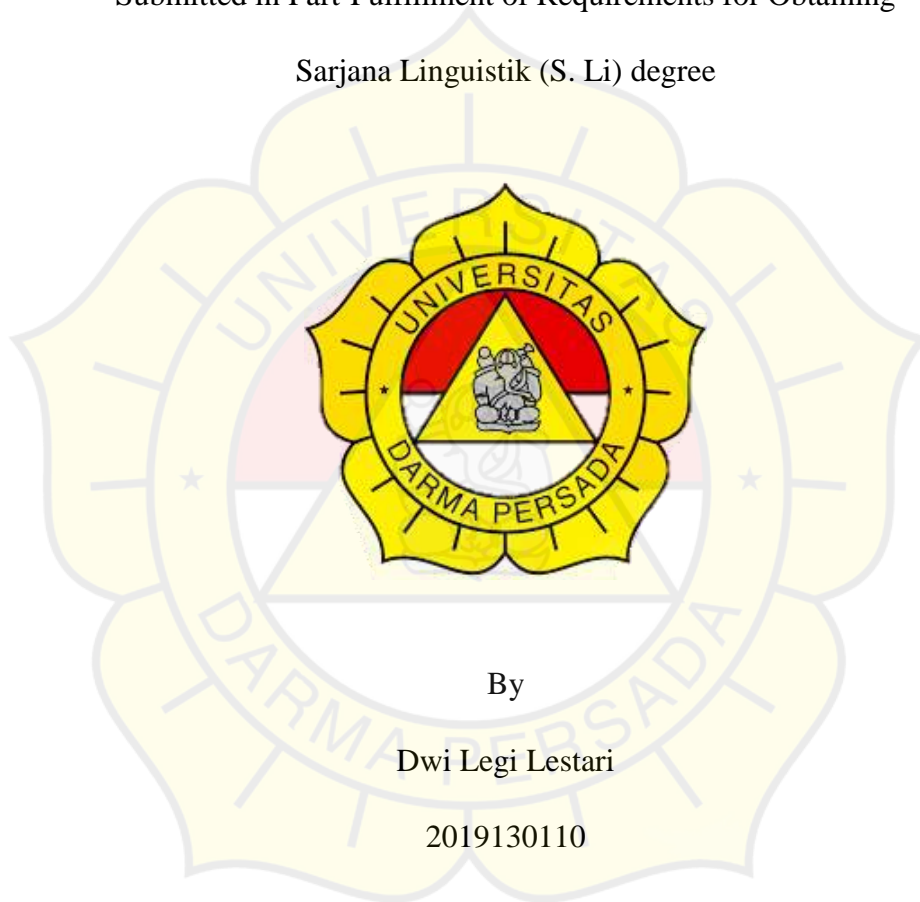
**JAKARTA**

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Submitted in Part-Fulfillment of Requirements for Obtaining  
Sarjana Linguistik (S. Li) degree



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## INTELLECTUAL PROPERTY STATEMENT

I hereby declare that the term-paper is the result of my own work and not plagiarism of another work, the contents has become my responsibility. All the sources of my research and quoted or referenced have been stated correctly.

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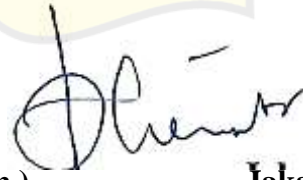


**Dwi Legi Lestari**



## LETTER OF APPROVAL

On recommendation of respective Supervisor, Academic Advisor, and Head of the Department, the term-paper submitted by Dwi Legi Lestari entitled “Analysis of Factors Affecting Students’ English-Speaking Ability at *Complexe Polytechnique et Universitaire de Bangui* (CPUB), Central African Republic ” has been approved and forwarded to the English Language and Culture Department, Darma Persada University, for final evaluation before the thesis defense for obtaining Sarjana Linguistik (S.Li) degree to the respective candidate.

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On July 22, 2025, the term paper has been academically tested and defended in front of

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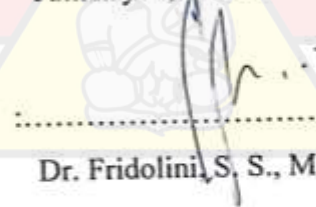
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Jakarta, July 9, 2025

**Dwi Legi Lestari**

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**ABSTRACT**

This study investigates the factors influencing students' English-speaking ability at *Complexe Polytechnique et Universitaire de Bangui* (CPUB), Central African Republic. As English becomes increasingly important in global communication, many CPUB students face challenges in developing oral proficiency. The research focuses on key factors such as self-confidence, learning environment, teaching methods, and exposure to English. A mixed-methods approach was used, combining oral tests, student questionnaires, student interviews, teacher interview and principal interview. Findings reveal that limited speaking practice, fear of making mistakes, and low exposure to English outside the classroom are major obstacles. Conversely, teacher support and access to English-language resources positively contribute to students' speaking ability.

Keywords: English-speaking ability, Central African Republic, language learning, English in french-speaking country.

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**ABSTRAK**

*Penelitian ini bertujuan untuk menganalisis faktor-faktor yang memengaruhi kemampuan berbicara Bahasa Inggris pada siswa di *Complexe Polytechnique et Universitaire de Bangui (CPUB), Republik Afrika Tengah*. Seiring dengan meningkatnya peran Bahasa Inggris sebagai bahasa komunikasi global, banyak siswa CPUB yang mengalami tantangan dalam mengembangkan kemampuan berbicara secara efektif. Penelitian ini memfokuskan pada faktor-faktor seperti kepercayaan diri, lingkungan belajar, metode pengajaran, dan tingkat keterpaparan terhadap Bahasa Inggris. Penelitian ini menggunakan pendekatan campuran (*mixed-methods*) dengan pengumpulan data melalui tes oral, kuesioner dan wawancara untuk siswa, wawancara dengan guru, serta wawancara dengan kepala sekolah. Hasil penelitian menunjukkan bahwa hambatan utama yang mempengaruhi kemampuan berbicara bahasa Inggris adalah keterbatasan dalam praktik berbicara, rasa takut melakukan kesalahan, dan rendahnya paparan terhadap Bahasa Inggris di luar kelas. Sebaliknya, dukungan dari guru dan akses terhadap sumber belajar berbahasa Inggris memberikan kontribusi positif terhadap kemampuan berbicara siswa.*

*Kata kunci: Kemampuan berbicara Bahasa Inggris, Republik Afrika Tengah, pembelajaran bahasa, bahasa Inggris di negara berbahasa Prancis.*

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