AN ANALYSIS OF THE DIFFICULTIES FACTORS OF STUDENTS' SPEAKING PERFORMANCE OF THE FIFTH SEMESTER STUDENTS AT UNIVERSITAS ISLAM RIAU

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ABSTRACT

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Keywords: The Difficulties and Students' Speaking Performance.

The purposes of this research was to find out the students' responses about the difficulties factors and the errors of students' speaking peformance of the fifth semester students at Universitas Islam Riau.

In this research the researcher used qualitative research with descriptive methods. This research was conducted at the Universitas Islam Riau in Pekanbaru. The research sample was 37 students of fifth B semester at Universitas Islam Riau. Sampling was done by used purposive sampling. The data collection technique used by the researcher was questionnaire and interview.

Based on the results of the study taken from questionnaire and interview, it could be conclude that the level of Performance Conditions for V B Semester was 69.86% in a high level. The level of Affective Factors for V B Semester was 69.90% which is classified as High level. The level of Listening Ability for V B Semester was 60.54% which is classified as High level. The level of Topical Knowledge for V B Semester was 66.12% which is classified as High level. The level of Feedback during Speaking Activities for V B Semester was 63.24% which is classified as High level. The overall result was 65.11% with a high level measurement. The finding of this study was the researcher found that the more dominant difficulty is in the Affective Factors aspect, students feel afraid to be criticized in speaking performance. The researcher also found the errors that students faced, namely that they were more dominant errors in their grammar, tenses, grammar, and vocabulary.

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CHAPTER I

INTRODUCTION

1.1.   Background of the Problem

English is an international language in communication. The purpose of people learning and uses English is to interact with other people when they travel and meet with other people who has different languange in the world. In era globalization, English is a key for people to get some benefit such as news of information, sports, education, economic, politics, and culture. In education, English has a role for student and one subject for them to know also learn something. Then, it will help them to communicate with other people. Basically, English consist of four skills, there are listening, speaking, reading, and writing.

Speaking is a good way for people to get some idea and to know the character of someone. According to Burkart cited by Argawati (2014:76) speaking is an activity that include with knowledge someone and related with pronounciation, grammar, and vocabulary. It means, the people get idea from someone based on speaking, from discussion and share anything about the benefit of something. Based on four skills, speaking is really important tool for many people and make us easy to reach the aim. In English language, talking is one way for a person to interact with other people or the listener so that interaction grows between one another.

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According to Munawar (2015) Speaking is a human ability to produce sounds orally in interaction to express feelings and thoughts to others as a means of communication in life. By interacting we can retrieve and understand important information conveyed by the other person. A person's personality can be seen in the conversation. When someone speaks at that moment also expressing themselves from the others. From the language used by the speaker, his mental state can be known. Anger, sadness, happiness, and even dishonesty cannot be hidden while speaking. Therefore, by communicating we will know the intent conveyed by the other person.

Communication is a very essential thing in human life because without communication a human being is impossible to be able to live his life as a social creature. Unfortunately, in Indonesia it is not easy for some students to master a good language skill in front of the class. This is because some students are still fluent in English. This is because students do not know English vocabulary so that it makes students feel uncomfortable and causes anxiety in the hearts of these students, so they lack confidence and are reluctant to speak in English in class while making presentations.

Human communication does not only occur between personal and interpersonal but also occurs in a group. This means that someone who talks in front of a crowd requires certain expertise, because a person's understanding will surely vary. People who are not used to standing and talking in front of many people indirectly they will experience stage fright or self-confidence so that the

message to be conveyed will be difficult to receive by the listener or audience. This competency is obtained based on a strong will to learn and try. According to Pane,I, (2011) stated that Speaking Performace is a person's activity to express a piece of material and important information that can be accepted by others in public.

Although English students are required to be able to speak English with their interlocutors, in reality now many students are still not fully able to speak well in public, meaning that the method used in speaking activities has not yet been maximized. Therefore, the writer wants to focus on researching how students 'abilities in Speaking Performance that they have done in the English Department with English Activities courses to help students' ability to speak in English.

Based on the background above shows that the differences between my research and other researcher was my research shows how students overcome difficulties in speaking performance, while other research leads to the formation of students' speaking performance. I choose this research because the researcher find a students' difficulties in speaking performance based on the observation. Thus, the writer is interested carrying out a research the analysis of students' difficulties in speaking. Therefore "An Analysis the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Universitas Islam Riau."

1.2. Identification of the Problem

Identification of The Problem is needed in a study Speaking is a important part skills in english to be learned by students as a foreign languange in Indonesia. In fact,the student at the fifth semester in UIR Pekanbaru have difficulties for speaking performance. Based on explanation above the problem can be identified as below : First, the student have limited for interest about english speaking performance. The ability of students to improve their ability to speak in in front of class and convey messages to the audience in certain ways. Students still do not dare to speak in front of the class or in public even though they have studied Speaking Performance as a tool for speaking. Lack of confidence in expressing each other's opinions.

Next, student have less of motivation, because students feel that a foreign language is a language that is difficult to learn so they are afraid and embarrassed to speak English on campus. Therefore, they cannot practice their speaking performance skills. In addition, environmental factors do not support students interacting in English in their daily activities. Well that some of less interested and less eager to learn about English Speaking Activities subject at English Education in UIR. Based on explanation above make the students do not have self-confident to speak English.

1.3. Focus of the Problem

This research Focused on The Difficulties Factors of Students Speaking Performance of Fifth Semester Students at Universitas Islam Riau. Considering

the wide scope of the problem in the study, the researcher focused to The students are fear of making mistake and feel shy (inhibition) in Speaking Performance, The students have nothing to say in Speaking Performance, The students are not participating in the class (lack of participation) in speaking performance, The students are use their first language more frequently while communicating make it student interesting in Public Performance, for This research will limit the study only focusing on the difficulties factors students' speaking performance of the fifth semester students at Universitas Islam Riau. The focus of researchers in this study is regarding the ability of students in English speaking performance so that it becomes a basis for them or supporters to train themselves in speaking. In addition, students become concerned about interactions using English. Students also become confident in expressing a feeling or important information with others in English. Therefore, the researchers focused on students' responses in public speaking skills using English.

1.4. Research Question

Based on the focus of the problem above, the writer formulates the researches problem as follows :

1. What are the Difficulties Factors of Students' Speaking Peformance of The Fifth Semester Students at Universitas Islam Riau?

2. What are the Errors that Occur in Students' Speaking Peformance of The Fifth Semester Students at Universitas Islam Riau?

1.5. Objective of the Research

The researcher arranges the objective of the research as follow:

1. To find out the Difficulties Factors of Speaking Students' Performance of The Fifth Semester Students at Universitas Islam Riau.

2. To know the Errors that Occur in Students' Spekaing Performance of The Fifth Semester Students at Universitas Islam Riau.

1.6. Significance of the Research

This study is expected way refer to having some significances not only for the researcher, but also for English teacher and students. The researcher carries out this research acivity in order to meet the needs as in the following :

1. Lecturer, this research are expected to be the source of information the students' perception on public speaking through teaching activities encouraging students to speak English. Practically, this research is expected to help the lecturer to know the students' perception on public speaking.

2. Student, this research are expected the students' perception on public speaking and learning speaking can give the students a lot of opportunities to be creative and brave in their speaking performance. Hopefuly,the students has to think english more easily and the student feel confidence when they learning english speaking with their lecturer.

1.7. Definition of the Key Terms

To avoid misunderstanding and misinterpretation of using terms in this research, the researcher defines the key terms available in the tittle can be defined as follows:

1.7.1. Speaking Skill

According to Griffin, (2006) said speaking related with responsibility of word or sentence for framing a conversation about the topic or issue that will discuss.

1.7.2. Speaking Performance

According to Brown, speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information (Brown, 1994).

1.7.3. Universitas Islam Riau

It is one of University in Riau, Pekanbaru located at Jl. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28284

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1.   Relevance Theories

In this chapter, the researcher explained about some theories which are relevant with topic. Then, the researcher found the theories to be support it. The literatures are divided into the theoretical description of speaking performance, theoretical description of speaking abilities and review of related study.

According to Afebri, H, Aderlaepe, and Muhsin, M,K, (2019) stated that Students' speaking performance can be influenced by factors such as motivation, self-confidence, and anxiety, listening ability, topical knowledge, and feedback during speaking activities. The results of this study indicate that of these factors that influence students' speaking difficulties, the highest percentage is linguistic factors including grammar, vocabulary, and pronunciation. It was concluded that the students had difficulty doing speaking tasks.

According to Fitriani, D, A, Apriliaswati, R, and Wardah This study focuses on This study focuses on students' speaking problems and speaking appearance. Psychological problems are the most dominant problems faced by students because if the psychological problems are lacking, students will not be motivated to build or improve speaking performance. With good psychological motivation from the environment, students will be easier to be confident in their speaking performance.

According to Rahayu, N, (2015) This study aims to study the problems of students speaking in everyday English. This lesson tries to find out the student's

problems, factors, and strategies that will solve everyday English speaking problems. This research is based on the fact that students still have some problems speaking English, even though they are encouraged to use English every day. Apart from that they also have psychological problems such as lack of motivation. The main factors of student problems due to environmental factors that do not support them to implement English in everyday language communication. This factor also has a big influence on students who are rarely and less motivated to practice English. This shows that students still have many problems speaking English. Therefore, teachers can provide effective strategies to overcome student difficulties. The language is used to overcome obstacles that hinder because human resources do not apply for everyday language programs effectively. Finally, this case requires management's attention to evaluate its strategy to address English problems in everyday language programs.

According to Manurung, Y, H, and Izar, S, L, (2019) This study shows that This study was conducted due to the lack of students achieving English fluency and proficiency in the English Department. This study aims to investigate the problems and students' search for speaking the factors that underlie these things. The results showed that internal factors surprisingly dominate the difficulties in their speaking performance, namely the lack of vocabulary of students and they are hesitant or reluctant to make mistakes and are afraid of being. However, it will be very meaningful to them if the lecturers take an appropriate teaching approach by helping peers and class organization.

According to Heriansyah, H, (2012) stated that this study discusses the difficulties and causes felt by English students. This study reveals that all students experience various difficulties in speaking English. A common problem students face is 'lack of vocabulary', while 'fear of making mistakes' is a major cause of problems preventing them from speaking. The students have tried hard to solve their problems in learning to speak, but their efforts have not been much and successful.

Based on the theories listed show that the use of speaking performance as a teacher's tool to know students' difficulties to speak has a high influence. The final conclusion of this research is that the implementation of the speaking performance can work well, by applying this method students are more courageous and confident in speaking in front of their friends and can improve speaking skills.

2.2. The Nature of Speaking

Speaking is the productive skill. This is an activity of producing words or sentences orally. By the speaking skill, student usually communicate their opinions, ideas, feelings, and beliefs by talking it with other people and it usually involves the speakers. Munawar (2015:489) stated speaking is a human communication tool that produces verbal sounds to share and express feelings and thoughts. In addition, Khotimah (2014:51) stated speaking has an important role in daily life that is to convey someone's mind directly. So, speaking has several functions that can related to communicate and share idea in daily life.

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Based on experts above, speaking is a way for student and teacher to get information by orally that produce in our sound of mouth. Afterwards, speaking also important skill and make it us easy to get interaction in social environment. Therefore, teacher and students should be mastered with speaking skill and make them successfull communication.

2.2.1. The Components of Speaking Ability

Speaking is one of competence for someone to reach the aim. According Hormaililis cited Harahap, Antoni and Rasyidah (2015:2) speaking have components that support someone to be a good public speaking.

1. **Vocabulary**

    Vocabulary is a stock of words in a languange, written or spoken, with meaning that considered as cultu\ral meaning used by group or individual community. Then, vocabulary plays an important role in speaking skill.

2. **Grammar**

    Grammar help people to deliver something based on rule speaking skill. Next, grammar make people to be understand with the functions of word or sentence.

3. **Fluency**

    Speaking is an acivity of reproducing words orally. It means that, there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the capability of other components of speaking.

4. Pronounciation

Intonation related with pronounciation. All of the word have different meaning. Based on the pronounciation, we can know about the meaning also the aim someone's talk.

In addition, Erfiani (2017:139-140) stated there are three components that include with speaking skills. They are :

1. Accurancy of Grammar

Accuracy of grammar is a tool to improve one's grammar related to vocabulary that aims to judge someone based on conversation.

2. Pronounciation

Pronunciation is a very important part of mastering any foreign language, including english. By pronounciation, we can know about the meaning of word by the sound of speaker.

3. Vocabulary

A collection of several words that have a meaning in a sentence aimed at interaction in communication.

According to Mazouzi cited Leong and Ahmadi (2017:36) learners'
activities should be designed based an equivalence between fluency
andaccuracy achievement. Because fluency is the aim in learning process
to get interaction for teacher also student. Then, accurancy means that
speaking performance someone.

Based on explanation above, all of theories are mentioned the same
opinions about the component of speaking. Later on, speaking is easy for
us, but teacher feel difficult to implement and transfer knowledge for
student. The other reason, teacher must know also understand about
components. This components help teacher to asses student speaking
ability in learning process.

2.2.2. The Advantages of Speaking

Speaking is unique competence and large functions in the world.
Sadiku (2015:31) said speaking is special. Speaking support someone to
express about their feeling, they use speaking to consult or share anything.
After that, by speaking we can discuss about some topic.Speaking has more
advantages for people in daily life. Based on speaking, make it someone
increase confidence to give information and make it good relationship in
social environment.

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In daily life, to make it a good social environment is very difficult because some factor such as technology development. Gadget is one of factor technology development, and have big effect for student. The example, all of the human use handphone.Gadget is a good for us.Because easy to bring and access some information. But, gadget make it us never docommunication, because social environment changed with social media.

Based on explanation above, speaking has more advantages for our daily life. Then, speaking is very expensive in global 4.0 to do a good interaction also respect based on technology development.

2.3. Definition of Speaking Performance

Speaking Performance about techniques to persuade someone through the character of the speaker who can influence someone through the conversation, but after the advancement of science and technology, it changes to speaking performance, because as the need for communication increases someone increases. Speaking performance is one of the communication skills needed by people to support a person's ability or as a provision in every area of human life.

Based on some understanding of public speaking that has been stated by experts it can be understood that public speaking is the art of speaking performance where an effective oral communication is mutually sustainable between the speaker and listener with the aim that the listener thinks, and feels the message conveyed has a positive meaning for followed.

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Next to the definition of the ability of speaking performance is the ability in the form of the potential for mastery of speaking or more commonly referred to as (public speaking) which can be had from birth or is the result of practice or practice and is used to communicate with other people, groups and communities. Someone can be said to have the ability to speak publicly if he has the skills and potential that can be in the form of confidence and communication skills.

2.3.1. Elements of Speaking Performance

1. Speaker

The speaker is the center of the transaction. The speaker acts as a communicator who appears as a central activity that describes the focus of the audience by "looking" at the speaker. The speaker is required to be able to use his communication techniques and tactics so that the purpose of his speech is achieved. By recognizing the "tastes" of the audience so they can package messages that can captivate the hearts of listeners, so that listeners are able to understand the meaning of the speaker and understand the benefits of the contents of his speech for their lives.

2. Message

All messages in public speaking activities flow from the speaker to the listener. The messages sent and received simultaneously and vocally indicate the existence of a combination of effective distribution of messages, because one and the other complement each other.

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3. Audience

The listeners or audience (audience) involved in the process of Speaking activities are essentially insane persons, each of which is distinct and has its own uniqueness. Each listener is meant to enter a speaking performance situation with various purposes, different motives, different expectations, different knowledge, and different attitudes, beliefs and values. Consequently, each listener will look at the appearance and speech a little different from each other. The principle purpose of the other is to change the "climate" meeting towards a better direction, in accordance with the "climate" desired by the speaker.

In essence the functions of speaking performance and communication are similar, because speaking is a communication tool. An individual who wants to convey a message to other individuals must use symbols that mean communication with all the processes. There are elements that convey, there are contents of messages and there are supporting tools or media used to convey it. Human life generally includes the process of communication. Speaking performance as a tool and method of communication has begun to be known and functions in everyday life.

2.5.1. Speaking Performance Factors

There are three factors that can shape a person into a good speaking performance:

1. **The process of learning and practicing**

   Students can have good speaking skills by studying and practicing. The process of learning and practicing can begin by finding reference books on how to improve speaking performance, visiting seminars and attending training. Students can also practice speaking performance during lecture hours such as expressing opinions, presenting, asking questions or answering questions.

2. **Enabling Environment**

   The environment is a factor in one's consistency to become a good speaking performace. This consistency will be disturbed when the environment does not provide positive support.

3. **Talent**

   Talent is realized also provides a potential investment for one's success to become a great in speaking performance. For some people already have a natural talent without practicing and learning first.

2.4. The Definition of Students' Difficulties

Learning difficulties are conditions of the learning process marked by certain obstacles to achieving learning outcomes. Difficulty in learning is a condition where the competence or achievement achieved is not in accordance with the predetermined standard criteria. Learning difficulty is a disorder in one or more of the basic psychological processes that include the understanding and use of teaching or written language.

3.4.2. The Factors of Students' Difficulties

According to Slameto (2003: 54), there are two factors that affect learning difficulties, namely:

1.) Internal factors

Internal factors are factors that exist in individuals who are learning. Internal factors are divided into several factors, namely:

1) Physical, which consists of factors:

   a) defects in the body or the nervous system is not fully developed.

   b) Have a chronic disease that can hinder learning efforts optimally.

   c) Weaknesses in the sensory elements (eg imperfect / defective eyes / ears) which can interfere with interactions in the learning process.

2) Psychological and mental, which consists of factors:

a) intelligence, attention, interests, talents, motives, maturity and readiness.

b) Low level of intelligence.

c) Activities that are not directed, lack enthusiasm, lack of mastery of skills.

3) Emotional and wrong attitude habits, consisting of factors:

a) There is a sense of insecurity (insecurity).

b) The wrong adjustment of people.

c) Not interested in school work.

d) Lazy and don't want to learn.

e) Often does not follow lessons (skipping).

Many do conflicting activities and don't support school activities.

2. External factors

External factors are factors that exist outside the individual. Fakextern

are grouped into three factors, namely:

a. Family factors, which include:

1) how parents educate

2) relations between family members

3) home atmosphere

4) the economic condition of the family,

5) understanding the parent background

6) the size of the family members

7) Traditions and family culture

8) Security and socio-psychological security.

b. School factors, which include:

1) Weaknesses of the teaching and learning system at levels

education.

2) Uniform curriculum, source books that do not match the level of

maturity and individual differences.

3) The relationship between teacher and student, student-student

relationship.

4) Too often changing schools or missing classes.

5) Too heavy the burden of learning (students) and / or teaching (teachers).

6) Incompatibility of the teaching system

7) Too large the student population in the class, too demanding

outside activities.

8) school discipline, learning tools, school time, standard lessons above the size, building conditions, learning methods, and homework.

2.4.2. The Characteristics of Students' Difficulties

As already explained, students who have learning difficulties have obstacles, so that they display symptoms that can be observed by others (teachers, supervisors). Some symptoms can be a sign of learning difficulties. For example:

a. Shows low achievement achieved by class groups,

b. The results achieved are not balanced with the effort put into it. They try hard but their grades are always low,

c. Slow in doing study tasks. They are always left behind with their friends in all matters, for example in working on problems in completing assignments,

d. Shows unreasonable attitudes, such as: indifference, pretense, lies, etc.

e. Shows different behavior,

f. Students who are classified as having a high IQ, potentially they should achieve high learning achievement, but in fact they get low learning achievement,

g. Students who always show high learning achievement for most subjects, but at other times their learning achievement drops dramatically.

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2.5. Students' Difficulties of Speaking Performance

In developing speaking performance students have difficulties in mastering speaking performance, including:

2.5.1. Performance Conditions

Dayat, (2017) said that students' speaking performance could be affected by factors derived from performance conditions (time pressure, planning, performance standards and quantities support). Some students say that they are not the right choice if chosen to deliver presentations or information in front of their peers or perhaps the general public. Only one participant can talk at a time if they want to be heard. Some also said that they were afraid of being wrong, so they chose to watch instead of standing in front of class. In addition, they assume that they are not able to express their opinions so that they too have a negative view of themselves or the audience. And finally, the fear of being judged and judged by those who see it.

2.5.2. Affective Factors

Many Indonesian students have not been able to accept criticism or input. For the most part, the term haters that exists today makes people even more afraid to come forward and appear in society. Meanwhile, the explosion of information has made the millennial generation even more pleased with the public. on the one hand, the desire to appear and be known is a positive thing. However, not a few

of them with their keksisannya made negative and many were copied. Judging from the Millennial era, it is a shame that Indonesian children do not take the positive side, many of them feel nervous when appearing in public so they forget what to say. In addition, they forget the idea that comes to mind when they want to express their opinion. Therefore, students find it difficult to think of something they want to say.

Not only a few students in Indonesia are ashamed to speak in front. Even when asked to ask questions, some students sometimes hesitate or do not even want to raise their hands and do not dare to come to the front of the class to express their opinions. According to Latha, (2012) stated that the most common problem faced by the students is the learner inhibition it means who have a strong fear when speaking in public fear being judged, humiliated, or rejected. They may have unpleasant experiences before, such as giving a report in class that is not going well, or being asked to appear on the spot without preparation. They will constantly worry about feeling insulted and valued by those around them. They will do anything to avoid being the center of attention. According to Humaera, I, (2015) stated that Speaking activities require learners to pay attention to the performer, often the audience can make students get stage fright. The performer may also worry about making mistakes or being criticized in front of

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other students. This results in a performance where they make a lot of mistakes despite having very good knowledge of the area.

2.5.3. Listening Ability

A performer must be able to understand listening ability fundamentally so that they know how to respond to the questions provided by the audience. Some students in Indonesia mostly do not understand or have little of the ability in listening so they have difficulty answering or responding to questions from the audience. This will make it difficult for the performer to convey information that matches the question being asked. In addition, the performer will ask the audience to repeat the question many times. Therefore, the performer must have listening skills when he will appear speaking in class so that the question-and-answer activity can run well and effectively.

2.5.4.   Topical Knowledge

The nature of fear of making mistakes is Topical Knowledge. If they continue to fear and avoid, they will forever be unable to speak in public. Students often do not train themselves in public speaking in English. Students always use mother tongue when they can not continue speaking in English. Then, the use of mother tongue is increasingly being used when speaking in public. The environment also influences the use of mother tongue in the classroom. If the performer environment supports the use of English in speaking performance in class, students will be

more caring and confident. Therefore, they must be able to erase negative thoughts and avoidance that the brand cannot speak in public.

2.5.5. Feedback during Speaking Activities

Feedback during Speaking Activities is very important, this makes a person able to carry out speaking activities in class. Feedback during Speaking activities is beneficial for both parties. The advantages are the courage to appear in class, being able to respond to audience questions, increased listening skills, supportive class conditions, and increased knowledge. However, students in Indonesia do not make good use of feedback during speaking activities. They more often show their inability to speak English so that the feedback activity is not effective. They do not dare to encourage or exercise their disabilities.

2.6. Conceptual Framework

Figure 2.1. Conceptual Framework Of This Research

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                    ┌─────────────────────────┐
                    │   Students' Difficulties │
                    └─────────────────────────┘

┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Lack of Speaking │   │ Problem Solving  │   │    Expected      │
│   Performance    │   │                  │   │    Outcome       │
└──────────────────┘   └──────────────────┘   └──────────────────┘

                       ┌──────────────────┐   ┌──────────────────┐
                       │Speaking Performance│ │  Students are able│
                       └──────────────────┘   │ to speak in public│
                                              └──────────────────┘

┌─────────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│Self-Confidence│ │Motivation│ │Enironment│ │ Fluency  │
└─────────────┘ └──────────┘ └──────────┘ └──────────┘
```
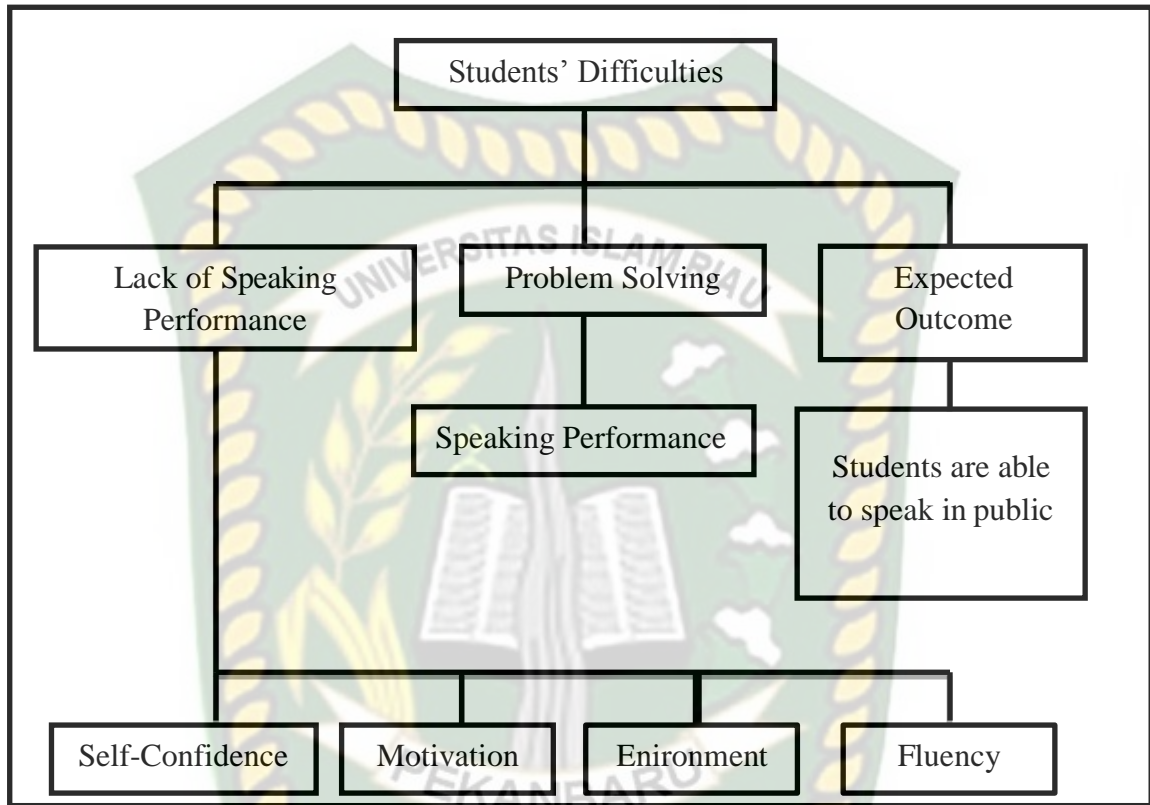
The theoritical framework above is in the ability to speak students have some difficulties in speaking performance including: lack of confidence in students to convey information in English. So they are not comfortable when speaking in front of the crowd. After that students do not have high motivation due to the environment that does not support to use English in conveying a message or information important in public. In addition, students are not fluent in English and assume that English is a difficult material so they do not dare to express opinions using English.

The way to solve students' difficulties in speaking performance is to use the method of speaking performance in the Speaking Activities course in order to obtain the expected outcome in the form of students' difficulties to speak English publicly to provide important information for listeners with confidence.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, covers all matters relating to research methods, namely Research Design, Location and Time of the Research, Population and Sample of the Research, Data Collection Technique, and Data Analysis Technique,

3.1. Research Design

Research is an activity to observe an object carried out by researchers. When researchers conduct research the most important thing in observing research objects is to use research design procedures. Creswell, (2012) states the research design is a specific procedure involved in the research process: data collection, data analysis, and report writing.

The approach that had been used in this research was the Qualitative Descriptive method. According to Creswell (2009), Qualitative Descriptive Method of research is to gather information about the present existing condition. Specifically, In this study, researcher specifically chose survey design.

This type of research is used by researchers to conduct research under the title "An Analysis Difficulties Factors of Students' Speaking performance of the fifth Semester students at Universitas Islam Riau" included in qualitative research.

3.2. Location and Time of the Research

Due to distance limitations, the researchers decided to use the help of the google form application where this application is useful for distributing

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questionnaires quickly and broadly through links that are distributed to research subjects. This research will be conducted on the fifth semester students of Universitas Islam Riau Pekanbaru which is located at Jl. Kaharuddin Nasution No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28284.

Table 3.1. The Process of Research

No	Date	Statement of Reseach
1.	Wednesday, 23 September 2020	Make a Questionnaire on Google Form
2.	Monday, 05 October 2020	Spread the Questionnaire to The Fifth Semester Students at Universitas Riau Islam
3.	Sunday, 07 October 2020	Finished Research

3.3. Population and Sample of the Research

3.3.1. Population

The population is a generalization area that consists of: Objects / Subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions are drawn. According to Sugiyono, (2019) population is a region that consists of an object, subject or other natural objects which include all the characteristics possessed by that object and subject. The population is not only people but also objects and other natural objects. The population in this study were students of the

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fifth semester at english education Universitas Islam Riau Pekanbaru,

which consists of 4 classes.

Table 3.2. The Distribution of Population of the fifth semester at English

Education Universitas Islam Riau

	Classes	Semester	Total of Student
1.	A		32
2.	B	V	36
3.	C		39
4.	D		40
TOTAL			147

3.3.2. Sample

Sugiyono, (2019) states that sample is a portion of the amount

owned by the population and must be truly representative so that the

conclusions can be applied to the population. To determine the sample that

the sampling technique type used was purposive sampling which is a type

of nonprobability sampling. In addition, Creswell (2009, p. 206) stated that

purposive sampling allows the researcher to easily reach the group that

ready for this study procedure. Purposive sampling refers to researchers

intentionally select participants who fulfil the required criteria. This study

was taken 33 students as the sample of the research in the fifth semester at

English Education Universitas Islam Riau. The description of sample can

be seen in the following table:

Table 3.3. **Sample of the Research**

NO	NAME	CLASS
1.	LENI SUSANTI	B
2.	RIDHO FAHRIAN	B
3.	HAURA NADYA	B
4.	PUJA AULIA QURBAH	B
5.	ADHANIA HANAMI SAKURA	B
6.	MAYSARAH	B
7.	OKTAVIA ERZA	B
8.	HAYUNI ALFI SAKINAH	B
9.	TASYA KAMILA FUTRI	B
10.	NURHALIZHA PUSPA S	B
11.	RIDHA MULYATI	B
12.	AGNES FEBRIANTI PUTRI	B
13.	FITRI YATI POHAN	B
14.	AFNI WENTI HURA	B
15.	NESTRI NURSIFA	B
16.	ELFITRIA JUNITA	B
17.	ENDANG MARIANTI BR SIAGIAN	B
18.	NOFRIYANI ZEBUA	B

19.	SANIA RAHMAH BURMAYANA	B
20.	SHEILLA ORINTIN SEPTIRIA	B
21.	OKTI MARTA SAMOSIR	B
22.	SARAH FEBRIANTI	B
23.	BELLA ANGELINA	B
24.	RADA FEBRIANI	B
25.	CICI NURMAYANTI	B
26.	PUAN MAHARANI	B
27.	YUNITA ARDIKA	B
28.	FITRI HELDA YETI	B
29.	TIARA ALTARESTA GULTOM	B
30.	FITRI SUNDARI	B
31.	ENDA ADIYA NINGSIH	B
32.	MUTMAINAH	B
33.	VIVIAN INDRIANI	B
34.	RINANDA PUTRI	B
35.	NURHASANAH	B
36.	MEIVIRA AFRIANTI	B
37.	MIFTAHULFITRIA	B

3.4. Data Collection Technique

The data collection techniques that the author uses in this study

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3.4.1. Questionnaire

The questionnaire is a data collection technique that is done by giving a set of questions or written statements to the respondent to answer. According to Creswell, (2012) the questionnaire is a data collection technique where the participant or respondent fills in a question or statement which after being filled in completely will be returned to the researcher. The distribution of questionnaires in this study was used to collect data about an analysis the difficulties factors of students' speaking performance of the fifth semester sudents at Universitas Islam Riau Pekanbaru.

The type of scale used in this research is a *Likert Scale*. According to Sugiyono, (2016) Likert Scale is used to measure a research object that will be measured based on indicators and then used as a starting point to arrange instrument items in the form of questions or statements. Data collection instruments used in this study were questionnaires in thesis writing. Question items compiled by researchers based on aspects of distress. The statement contained in this inventory consists of *Favorable* statements and *unfavorable* statements, favorable statements are appropriate behavioral concepts or support the measured attributes or variables. While unfavorable statements are behavioral concepts that are not appropriate or do not support the measured variable. The researcher used Favorable statement.

This questionnaire provides 5 alternative answers, namely Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) to increase response variability According to Sugiyono, (2016). The scoring for each alternative answer for each statement item in this instrument is in table 3.3

Table 3.4. Scoring Norm

Statement	Favourable Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The score is given to each statement, for positive statements:

1. Score 5 if the respondent answers Strongly agree

2. Score 4 if the respondent answers Agree

3. Score 3 if the respondent answers disagree

4. Score 2 if the respondent answers disagree

5. Score 1 respondent answered Strongly disagree

Respondents were asked to answer the statements contained in the questionnaire by selecting one of the alternative answers provided. Scoring is done by adding up the respondent's answers on each item.

The total of questionnaires are twenty statements based on the indicators written by Tuan, N, H, & Mai, T, N, (2015) they are, (1) Performance Conditions, (2) Affective Factors, (3) Listening Ability, (4) Topical Knowledge, and (5) Feedback during Speaking Performance. Further data are suggestions or comments submitted in writing. The items are design in five points as scale, Sugiyono (2016), such as score 5 if the respondent answers Strongly Agree (SA), score 4 if the respondent answers Agree (A), score 3 if the respondent answers Neutral (N), score 2 if the respondent answers disagree (D), score 1 respondent answered Strongly Disagree (SD).

Table 3.5. **The Blueprint Indicators of the Difficulties Factors in Students Speaking Performance of the Fifth Semester Students at Universitas Islam Riau.**

	Indicators	Items	Total Number of Questionnaire
An Analysis The Difficulties Factors of Students' Speaking Performance of The Fifth Semester Students at Universitas Islam Riau.	1. Performance Conditions.	1, 2, 3, 4.	4
	2. Affective Factors.	5, 6, 7, 8, 9, 10.	6
	3. Listening Ability.	11.	1
	4. Topical Knowledge.	12, 13, 14.	3
	5. Feedback during Speaking Activities.	15, 16.	2

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Total	16

3.4.2. Interview

The researcher will hold an interview with the student and let them talk about certain subject in speaking performance in class. Respondents were asked to answer the questions contained in the interview by WhatsApp. The total of interviews are 4 questions based on the indicator written by Dr. Ahmed, (2016) is the difficulties and problems that face the students.

Table 3.6. **The Blueprint Indicator of the interview of Difficulties Factors in Students Speaking Performance of the Fifth Semester Students at Universitas Islam Riau.**

	Indicator	Items	Qusetions
An Analysis The Difficulties Factors of Students' Speaking Performance of The Fifth Semester Students at Universitas Islam Riau.	The difficulties and problems that face the students.	4	1. What is the most difficult type that encounter the students in speaking?
			2. What are the errors that occur students speaking?
			3. What are the causes of speaking difficulty that face the students while they speak ?

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			4. What are the suitable solutions for speaking difficulties?
	Total		**4**

3.5. Data Analysis Technique

Analysis of the data used in this research is to use Qualitative Descriptive methods. Data were analyzed descriptively to determine An Analysis The Difficulties Factors of Students' Speaking Performance of The Fifth Semester Students at Universitas Islam Riau. The stages of analyzing data in this research are: Convert data suspension from the students' difficulties on speaking performance. In order to analyze the data further, each answer from this questionnaire was converted into a numeric form.

Next, calculate the frequency of each category of answers in each variable. To find out students' speaking performance of the fifth semester students at universitas islam riau after collected the data with questionnaire, the score obtained is then calculated and entered into the percentage descriptive formula, Sugiyono (2006):

$$P = \frac{F}{N} \text{ x } 100\%$$

Information :

P = Percentage

F = Frequency of the certain score

N = Total number of sample

Based on the formulation in taking percentage of the data, it is need to identify the mean for each category that absolutely has different value in every items in the questionnaire.

Researchers use Microsoft Excell to ensure that data processing has accurate results. The results of the questionnaire in the form of data will be stored and immediately used as raw data for analysis. Next from the results of the descriptive analysis then a decision is made, whether to determine Difficulties Factors in Students Speaking Performance of the Fifth Semester Students at Universitas Islam Riau is very high, High, Medium, Low or Very Low. Data analysis using descriptive quanitative techniques utilizing percentages is only the first step of the entire analysis process. Based on this, the calculation results in the form of a percentage are converted into a predicate, including (Sunyono, Journal of Chemistry Education and Learning 2015)

Table 3.7. Indicator for Mean Score

Mean Score	Frequency
80.1% - 100.0%	Very High
60.1% - 80.0%	High
40.1% - 60.0%	Medium
20.1% - 40.0%	Low
0.0% - 20.0%	Very Low

CHAPTER IV

RESEARCH FINDINGS

4.1.   Data Presentation

After collecting to analyze the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Riau Islamic University which consists of five indicators on the questionnaire, namely; Performance Conditions, Affective Factors, Listening Ability, Topical Knowledge, and Feedback during Speaking Activities. In the interview, there is 1 indicator, namely the difficulty of the students which consists of 4 questions.

Based on the table of presenting students' perceptions in answering the questionnaire, it can be seen that the difficulty of students with the speaking performance of the Fifth Semester Students at Riau Islamic University has the highest value, namely 64, this shows that students almost agree if students have difficulty in speaking performance. However, the lowest score is 30. This means that students almost disagree if students have difficulties in speaking performance, which means that some students have skills in speaking performance. Finally, the researchers found that the mean score was 54.21. The following averages were obtained:

$$Mx = \frac{\Sigma x}{N}$$

$$Mx = \frac{2006}{37}$$

$$Mx = 54{,}21 \%$$

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4.2. Data Analysis

Table. 4.8. Microsoft Excel Results and Analysis of the Difficulties Factors of Students' Speaking Peformance of The Fifth Semester Students at Universitas Islam Riau.

NO	QUESTIONS	ANSWERS					N	Score	Mean	TCR(%)	CGR
		SA	A	N	D	SD					
PERFORMANCE CONDITIONS		5	4	3	2	1					
1.	Pressure to perform well can affect your speaking performance.	7	20	10	0	0	37	145	3,919	78,3784	HIGH
2.	You can not think of anything to say in speaking English performance.	4	11	14	8	0	37	122	3,297	65,9459	HIGH
3.	You are fearful of criticism or losing face in speaking English performance.	5	14	15	2	1	37	131	3,541	70,8108	HIGH
4.	Only a few listeners' support in class when they watch me talk in class.	3	10	17	6	1	37	119	3,216	64,3243	HIGH
AFFECTIVE FACTORS											
5.	I find it difficult in speaking performance so that it makes me feel anxious about expressing it.	5	19	11	1	1	37	137	3,703	74,0541	HIGH
6.	I am not confident in speaking performance due to the lack of mental courage when I become the focus of attention.	5	17	11	3	1	37	133	3,595	71,8919	HIGH
7.	Have not motivation to express yourselves can encounter in learning speaking performance.	5	6	21	4	1	37	121	3,27	65,4054	HIGH

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| No.	Statement						N				
8.	I feel shy when speaking in front of the class because I never practice to make myself more courageous to appear.	4	8	14	10	1	37	115	3,108	62,1622	HIGH
9.	You are worried about masking mistakes in speaking English performance.	5	17	14	0	1	37	136	3,676	73,5135	HIGH
10.	I worry about doing badly before speaking English performance.	5	15	15	2	0	37	134	3,622	72,4324	HIGH
LISTENING ABILITY											
11.	I don't have the ability in listening, it makes me difficult to respond to questions from the audience.	4	4	20	7	2	37	112	3,027	60,5405	HIGH
TOPICAL KNOWLEDGE											
12.	I rarely practice speaking outside the classroom.	5	6	19	6	1	37	119	3,216	64,3243	HIGH
13.	I always use Indonesian when I can't continue speaking in English.	7	17	7	6	0	37	136	3,676	73,5135	HIGH
14.	I speak very little or not at all.	4	7	14	10	2	37	112	3,027	60,5405	HIGH
FEEDBACK DURING SPEAKING ACTIVITIES											
15.	Feedback during speaking activities is less effective due to the inability to speak in English.	4	4	22	6	1	37	115	3,108	62,1622	HIGH
16.	The time allowed to perform a speaking task is so limited that the performer cannot convey the complete message.	3	9	19	5	1	37	119	3,216	64,3243	HIGH
MEAN							37		54,21	65,11	HIGH

A further analysis of the data according to the five indicators of the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Universitas Islam Riau:

Table 4.9. Indicators of the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Universitas Islam Riau

Indicator	Mean	Level
Performance Conditions	69.86%	HIGH
Affective Factors	69.90%	HIGH
Listening Ability	60.54%	HIGH
Topical Knowledge	66.12%	HIGH
Feedback during Speaking Activities	63.24%	HIGH
The Overall Mean Score	**65.11%**	**HIGH**

Figure 4.6. Indicators of the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Universitas Islam Riau
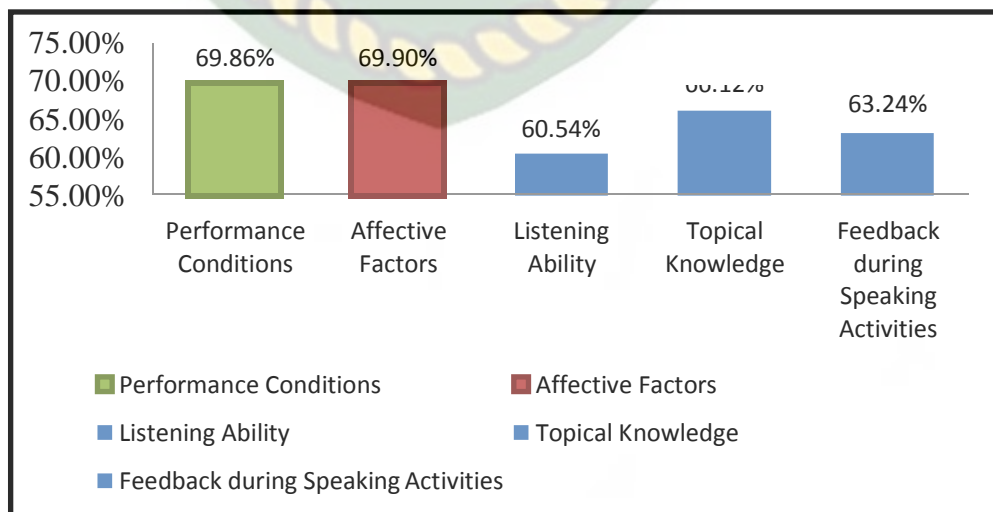
By looking at table 4.5, there are five indicators and to find out of the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Universitas Islam Riau the average score is calculated by the student's average using the following formula:

Mean :

$$Mx = \frac{\Sigma x}{N}$$

$$Mx = \frac{329.66}{5}$$

$$Mx = 65.11\%$$

Furthermore, these results indicate that students generally have difficulties in speaking performance in front of the class. The average of each indicator in the questionnaire shows which statement the students agree with the most if they have difficulty speaking performance in learning English in each of their respective aspects.

Among the five indicators, each has the same level, namely at the High level. In the Performance Conditions, Mean = 69.86%. Thus it can be concluded that students have some difficulties in the environmental conditions that students face when they want to appear speaking in front of the class when they want to convey a message or information.

Followed by Affective Factors where students must have a strong motivation to be able to dare to appear confident in speaking performance in front

of the class so that an average score is obtained (M = 69.90%). It can be concluded that students have difficulties in increasing motivation in speaking performance, students are more anxious in having the courage to be more confident in expressing an idea they have.

Furthermore, Listening Ability (M = 60.54%), meaning that students have difficulties when they want to answer questions from the audience. Students also need listening skills when they appear to be speaking in front of the class, this helps students more easily catch the conversation from the other person. From this ability, there is feedback obtained from performers and audiences, with the feedback they can bring a discussion to be interesting because of the responses and questions that are related, connected, and clear.

Furthermore, the indicator from Topical Knowledge obtained a score (M = 66.12%) which means that performers must be able to have knowledge about talking about performance, with the knowledge they have they will easily convey more complete, clear, and practical information.

Then the last one is the Feedback during Speaking Activities, a score (M = 63.24%) is obtained, which means that students and lecturers have positive feedback when they try to practice speaking performance in front of the class. With the feedback made by lecturers and students, there will be benefits for both parties. Students will easily grasp the information they hear, besides that they will be better trained to express their ideas more easily to the interlocutor in English.

Therefore, lecturers and students must be eager to prepare everything before the teaching and learning process begins, so that the material can run comfortably and effectively. The overall average of the five indicators of the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Riau Islamic University, by looking at these data it is clear that the total student average score is 65.11% at the High level.

4.3. Data Interpretation

After the data is collected and processed. Detailed information about the frequency of student perspectives in the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Riau Islamic University can be seen in the following explanation:

Table 4.1. The Score Positive Statements

No	Items	Score	X	Sample	Total	Score Max
1.	Strongly Agree	5	X	37	185	
2.	Agree	4	X	37	148	
3.	Neutral	3	X	37	111	**185**
4.	Disagree	2	X	37	74	
5.	Strongly Disagree	1	X	37	37	

$$P = \frac{F}{N} \times 100\%$$

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Information :

P = Percentage

F = Frequency of the certain score

N = Total number of sample

Table 4.2. Performance Conditions

No Items	SA	A	N	D	SD	Total	Persentage	Level
1.	7	20	10	0	0	145	78.37%	HIGH
2.	4	11	14	8	0	122	65.94%	HIGH
3.	5	14	15	2	1	131	70.81%	HIGH
4.	3	10	17	6	1	119	64.32%	HIGH
The Overal Percentage							**69.86%**	**HIGH**

Figure 4.1. The Graphic of Performance Conditions

100.00% 78.37% 65.94% 70.81% 64.32%

0.00%

■ Pressure to perform well can affect your speaking performance.

■ You can not think of anything to say in speaking English performance.

■ You are fearful of criticism or losing face in speaking English performance.
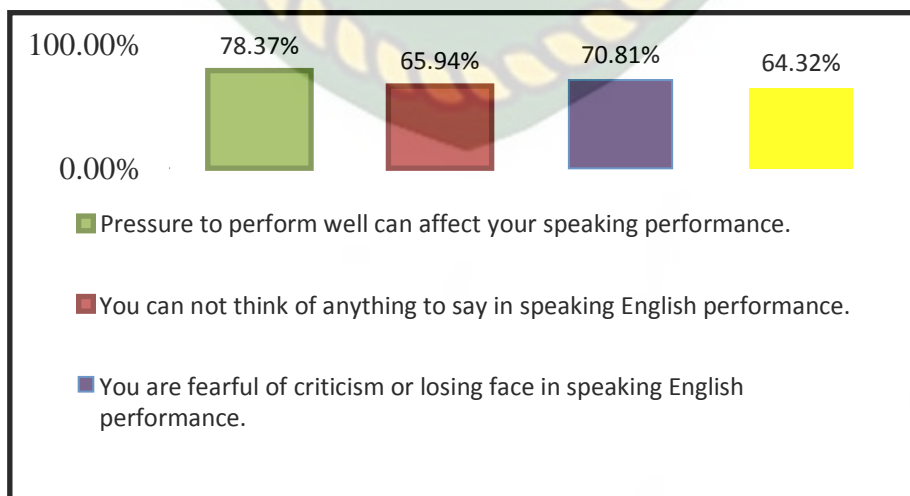
4.1.1. Data Interpretation of the Difficulties Factors of Students' Speaking Peformance of The Fifth Semester Students at Universitas Islam Riau.

In finding the Difficulties Factors of Students' Speaking Performance of the Fifth Semester Students at Riau Islamic University, the researcher looked for difficulties using the questionnaire results. The researcher asked 37 participants to answer 16 questions that the researcher had prepared to select 5 options on the Google Form. Questions are asked about the difficulties experienced by students when speaking performance. Researchers ask questions to participants via Google Form so that participants answer or respond via the link provided by the researcher on Google Form.

4.1.1.1. Performance Conditions

Learning in teaching is a teaching and learning process between teachers and students. So that what is meant by learning is a change in individuals who learn not only related to the addition of knowledge but also skills, skills, attitudes, understanding, self-esteem, interests, character, and self-adjustment.

In order for learning to be conducive and successful, a creative and innovative teacher needs to pay attention to the following: a) Reduce lecture methods, b) Give different assignments to students who have special needs, c) Group students based on their abilities, d) Modify and enrich learning materials, e) Contact specialists if there are students who have disabilities, f)

Use various procedures in making assessments and reports, g) Understand that students do not develop at the same rate, h) Develop learning situations that allow each child work with their respective abilities, i) Seek the involvement of students in various learning activities, and j) Understand students in terms of abilities, potentials, interests, hobbies, attitudes, personalities, habits, health records, family background, and activities in school.

Emotionally and intellectually safe and comfortable classroom atmosphere. Sometimes students have a lot of questions in their minds, but there is a kind of embarrassment and fear, thinking they are stupid if they ask questions. As a teacher, hard work is one of them in creating a classroom that provides emotional security for students. Indeed, in order to become confident students, they need to take risks, but in an environment that does not support emotional comfort, students will think 1000 times to want to ask questions and have an opinion. Therefore, the teacher must be able to maintain the classroom atmosphere so that teaching and learning activities can run smoothly so that teachers and students are both comfortable. A comfortable classroom atmosphere will make students excel because they can learn well and correctly.

A. **Questionnaire Results**

Table 4.2 shows the percentage in the aspect of performance conditions on the speaking performance of students in the

class, the percentage of item number 1 is P = 78,37%. At the High level, because there were 7 students who chose Strongly Agree, 20 students chose to Agree, and 10 students chose Neutral. Some students chose to agree when they were emphasized to perform well in front of the class and could influence the speaking performance of those who responded to the statement by the number obtained as follows:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{145}{185} \text{ x } 100\%$$

$$P = 78,37\%$$

The percentage of item number 2 is P = 65,94%. At the High level, because there were 4 students who chose Strongly Agree, 11 students chose to Agree, 14 students chose Neutral, and 8 students chose Disagree, they had difficulty speaking because they couldn't think of anything to say in their English speaking performance. In short, most of the students chose Neutral to Strongly Agree as seen in the high percentage:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{122}{185} \text{ x } 100\%$$

$$P = 65,94\%$$

The percentage of item number 3 is P = 70,81%. At the High level because there are 5 students who choose Strongly Agree, 14 students choose to Agree, 15 students choose Neutral, 2 students choose to Disagree, and 1 student chooses Strongly Disagree. Some students choose to agree that they are afraid of criticism or lose face in the performance of speaking English in front of the class, while some students choose neutral because they are able to appear speaking in front of the class with criticism from the audience and can overcome them who respond to the statement with the amount obtained as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{131}{185} \times 100\%$$

$$P = 70,81\%$$

The percentage of item number 4 is P = 64,32%. At the High level because there were 3 students who chose Strongly Agree, 10 students chose to Agree, 17 students chose Neutral, 6 students chose to Disagree, and 1 student chose Strongly Disagree for the little support from listeners in the class when they saw someone speaking in front of the class, most of the students choose to Agree and Strongly Agree because they do not have the support of the audience when students perform English in front of the class and some students

choose Neutral because they understand that the audience cannot support the performance of the performer, while some students choose to Disagree to Strongly Disagree that some of them get support from the audience for the information they explain in front of the class so that the performance runs smoothly which response to the statement with the amount obtained as follows:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{119}{185} \text{ x } 100\%$$

$$P = 64{,}32\%$$

Finally, the researcher can conclude from items 1, 2, 3, and 4 that the overall percentage of 69,86% is at a High level. This is because almost all students have difficulty speaking performance in English in front of the class from performance conditions. With the amount obtained as follows:

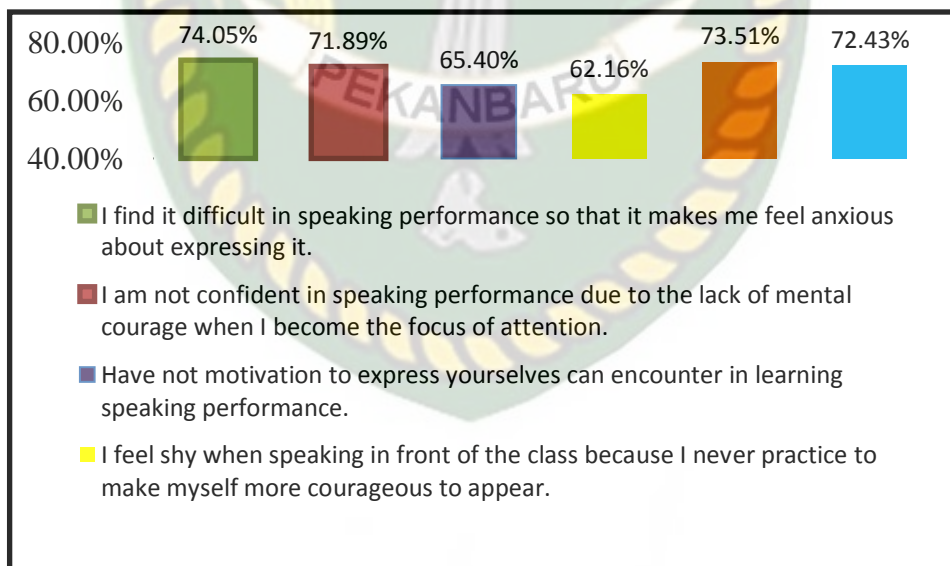$$Mx = \frac{\Sigma X}{N} \text{x } 100\%$$

$$Mx = \frac{279{,}44}{4}$$

$$Mx = 69{,}86 \%$$

And the following table is the students difficulties from the questionnaire about students' Affective Factors:

Table 4.3. Affective Factors

No Items	SA	A	N	D	SD	Total	Persentage	Level
5.	5	19	11	1	1	137	74.05%	HIGH
6.	5	17	11	3	1	133	71.89%	HIGH
7.	5	6	21	4	1	121	65.40%	HIGH
8.	4	8	14	10	1	115	62.16%	HIGH
9.	5	17	14	0	1	136	73.51%	HIGH
10.	5	15	15	2	0	134	72.43%	HIGH
The Overall Percentage							69.86%	HIGH

Figure 4.2. The Graphic of Affective Factors

- I find it difficult in speaking performance so that it makes me feel anxious about expressing it.
- I am not confident in speaking performance due to the lack of mental courage when I become the focus of attention.
- Have not motivation to express yourselves can encounter in learning speaking performance.
- I feel shy when speaking in front of the class because I never practice to make myself more courageous to appear.

4.1.1.2. Affective Factors

The purpose of teaching language in speaking class is really to

enable students to communicate in English, and then speaking skills must

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be taught and practiced in the language class. The success of the teaching and learning process is measured in terms of the ability to carry out conversations in the language (target). Therefore, if students do not learn to speak or do not have the opportunity to speak in language classes they may become unmotivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, increasing general motivation for learning and making English classes fun and dynamic place. Given the position of English as a foreign language in Indonesia, so not many students use it in daily communication. This phenomenon can shape the development of students' speaking skills. Several Indonesian researchers have found that the ability of students to communicate in English in terms of the productivity of their speaking skills is still low.

Because the ability to speak English is a very complex thing considering the nature of what is involved in speaking, not all students in EFL (English Foreign Language) speaking classes have the courage to speak. Many students feel anxious in the speaking class and some tend to be silent. Anxiety is one of the affective variables that have the most negative effect, which prevents students from succeeding in learning a foreign language. This means anxiety makes students nervous and scared, which can lead to poor verbal performance. One personal factor, which is highly correlated with anxiety, is self-confidence. Self-confidence involves assessing and evaluating students' own performance. Self-

confidence can also be affected negatively when students perceive themselves as lacking and limited in the target language.

Anxiety speaking in a foreign language can be caused by various factors. First of all, students may feel anxious when they are expected to communicate with others. These reasons can be psychological factors (emotions, self-esteem, anxiety, attitudes, fear, and motivation), instructional factors (applied classroom procedures and lecturer-student relationships), and situational settings (such as speaking in front of the whole class). Foreign language anxiety is a problem in language learning and has a negative effect on speaking English for some students.

A. Questionnaire Results

Table 4.3 shows the percentage of Affective Factors aspects of the speaking performance of students in the class, the percentage of item number 5 is P = 74,05%. At the High level, because there were 5 students who chose Strongly Agree, 19 students chose to Agree, 11 students chose Neutral, 1 student chose to Disagree, and 1 student chose Strongly Disagree. There were 24 students who chose to agree when they felt difficulties in speaking performance so that it made them feel anxious to express it. Some students choose Neutral in responding to this aspect because they can accept these difficulties so that the performance goes well, while 2 students choose to Disagree because they don't have these difficulties so they can overcome this

one difficulty. Of those who responded to the statement with the following numbers:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{137}{185} \text{ x } 100\%$$

$$P = 74,05\%$$

The percentage of item number 6 is $P = 71,89\%$. At the High level, because there were 5 students who chose Strongly Agree, 17 students chose to Agree, 11 students chose Neutral, 3 students chose to Disagree, and 1 student chose Strongly Disagree. 22 students chose to agree that they were not confident in their speaking appearance due to a lack of mental courage when they became the focus of attention. 11 students chose Neutral because of them were not responsive when asked about this difficulty, while only 4 students chose to Disagree because they thought the performance in front of the class was not difficult and did not need mental preparation to convey information in English in front of the class and they could carry it out smoothly. In short, most of the students chose to Agree as seen in the high percentage:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{133}{185} \text{ x } 100\%$$

P = 71,89%

The percentage of item number 7 is P = 65,40%. At the
High level because there were 5 students who chose Strongly Agree, 6
students chose to Agree, 21 students chose Neutral, 4 students chose to
Disagree, and 1 student chose Strongly Disagree. Only a few students
choose to Agree in response to the motivation to express themselves
which can be found in learning speaking performance, according to
them by learning speaking performance they gain the confidence to be
more courageous to appear in front of the class so that they get more
motivation to practice their speaking performance in language.
English. More students choose Neutral where there is no clear
responsiveness regarding this case. There were only 5 people who
chose to disagree where they did not get any motivation from learning
speaking performance in English who responded to the statement with
the number obtained as follows:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{121}{185} \text{ x } 100\%$$

P = 65,40%

The percentage of item number 8 is P = 62,16%. At the
High level because there were 4 students who chose Strongly Agree, 8
students chose to Agree, 14 students chose Neutral, 10 students chose

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to Disagree, and 1 student chose Strongly Disagree. 12 students stated that they agreed when they felt embarrassed speaking in front of the class because they had never practiced making themselves more courageous to appear so that their speaking performance in English did not go well. 11 people who stated that they did not agree when they appeared in front of the class, they did not feel ashamed in speaking performance because they had studied and practiced their skills well so that they were confident to appear to express their ideas or information in front of the audience. More responsiveness chose Neutral where they did not show clear responsiveness which responded to the statement with the numbers obtained as follows:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{115}{185} \text{ x } 100\%$$

$$P = 62,16\%$$

The percentage of item number 9 is P = 73,51%. At the High level because there were 5 students who chose Strongly Agree, 17 students chose to Agree, 14 students chose Neutral, and 1 student chose Strongly Disagree. 22 students choose to Agree that they are afraid to make mistakes when they appear in front of the class to convey information because when they make mistakes their confidence

will decrease for other opportunities, so those who respond to the statement with the number obtained are as follows:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{136}{185} \text{ x } 100\%$$

$$P = 73.51\%$$

The percentage of item number 10 is P = 72,43%. At the High level because there were 5 students who chose Strongly Agree, 15 students chose to Agree, 15 students chose Neutral, 2 students chose to Disagree, and 1 student chose Strongly Disagree. More students choose to Agree because they feel inadequate before appearing in person so they feel self-doubt to be more daring to express ideas or information to the audience so that those who respond to the statement with the amount obtained:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{134}{185} \text{ x } 100\%$$

$$P = 72,43\%$$

Finally, the researcher can conclude from items 5, 6, 7, 8, 9, and 10 that the overall percentage of 69.86% is at the High level. This is because almost all students have difficulty speaking in English in

front of the class on the Affective Factors aspect. With the amount obtained as follows:

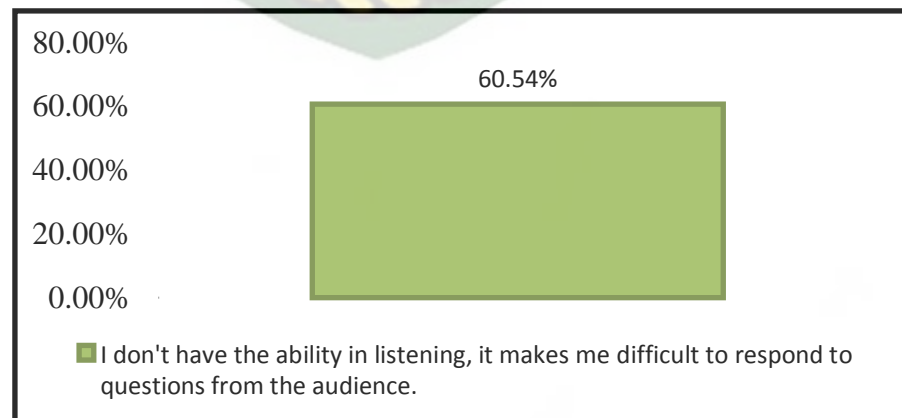$$Mx = \frac{\Sigma X}{N} \times 100\%$$

$$Mx = \frac{419.44}{6}$$

$$Mx = 69.86\%$$

And the following table is the students difficulties from the questionnaire about students' Listening Ability:

Table 4.4. Listening Ability

No Items	SA	A	N	D	SD	Total	Persentage	Level
11.	4	4	20	7	2	112	60.54%	HIGH
The Overal Percentage							**60.54%**	**HIGH**

Figure 4.3. The Graphic of Listening Ability

I don't have the ability in listening, it makes me difficult to respond to questions from the audience.

4.1.1.3. Listening Ability

In everyday life, humans are faced with listening activities. However, sometimes they don't realize it. We can see this from various conversations, be it conversations in the family environment, between children, between parents, children, and parents. Other listening activities include seminars, speeches, dialogues, discussions, discussing a problem. The implementation of this listening activity consists of listening to oral symbols, understanding what the speaker wants to convey through speech, and capturing the content or message someone wants to convey. Therefore, someone is required to be skilled at listening in daily conversations.

Listening skills are very important in everyday life, so everyone must be skilled in listening. Talking, seminars, discussions in attending school lessons or lectures as a form of delivering an explanation to the world of education and teaching requires one to be proficient in listening. One is not only required to be skilled at listening, but also must be able to master it well. Likewise, capturing messages via telephone, radio, and television requires listening proficiency. In teaching practice in schools, of course, it cannot be separated from listening activities, because listening activities have become a part of the world of teaching, especially for language teaching.

A. Questionnaire Results

The percentage of item number 11 is P = 60.54%. At the High level because there were 4 students who chose Strongly Agree, 4 students chose Strongly Agree, 20 students chose Neutral, 7 students chose to Disagree, and 2 students chose Strongly Disagree. More students choose to Disagree than Agree because they have the ability to listen so that it doesn't make it difficult for them to answer questions from the audience, while of the 8 people who choose Agree they have difficulties faced when speaking performance because they do not have more knowledge than their Listening Ability so they find it difficult to answer or respond to audience questions well. If they have good listening skills, they will easily answer or respond to the audience's questions with confidence in speaking performance, so that those who respond to the statement are the following numbers:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{112}{185} \text{ x } 100\%$$

$$P = 60{,}54\%$$

Finally, the researcher can conclude from items 11 that the overall percentage of 69.86% is at the High level. This is because almost all students have difficulty speaking in English in front of

the class on the Speaking Ability aspect. With the amount obtained as follows:
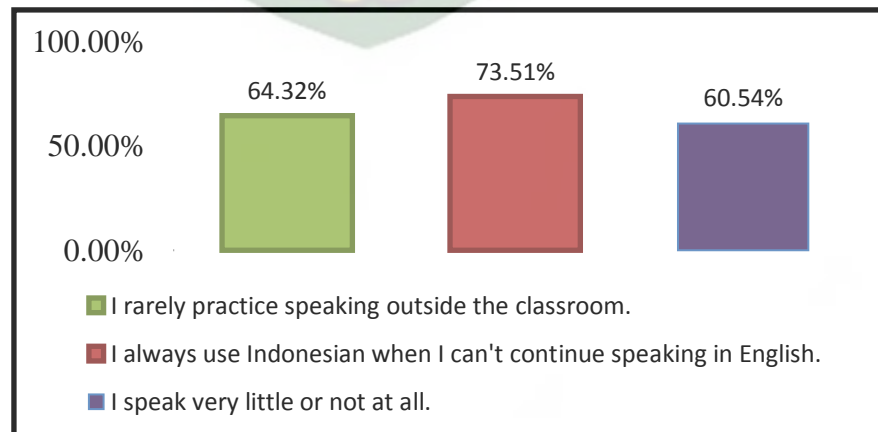
$$Mx = \frac{60,54}{1}$$

$$Mx = 60,54 \%$$

And the following table is the students difficulties from the questionnaire about students' Topical Knowledge:

Table 4.5. Topical Knowledge

No Items	SA	A	N	D	SD	Total	Persentage	Level
12.	5	6	19	6	1	119	64.32%	HIGH
13.	7	17	7	6	0	136	73.51%	HIGH
14.	4	7	14	10	2	112	60.54%	HIGH
The Overal Percentage							66.12%	HIGH

Figure 4.4. The Graphic of Topical Knowledge

4.1.1.4. Topical Knowledge

The main purpose of speaking is to communicate. In order to be able to convey thoughts effectively, the speaker must understand the meaning of everything that is to be conveyed, the speaker must evaluate the effect of the communication on the listeners. To be a good speaker, a speaker must master the problem being discussed and must speak clearly and accurately. Some factors that must be considered by the speaker for the effectiveness of speaking are linguistic and non-linguistic factors.

Linguistic factors that support the effectiveness of speaking, including; the accuracy of speech, placement of stress, appropriate tone and duration, choice of words, and accuracy of language targets. Non-linguistic factors include; a reasonable attitude, calm and not rigid, the view must be directed at the interlocutor, willingness to respect the opinions of others, appropriate gestures and expressions, the loudness of voice, fluency, relevance or reasoning, and mastery of the topic. The factors that support the effectiveness of speaking above, both linguistic and non-linguistic, should not be ignored if someone wants to be a skilled speaker. In achieving this desire, it must be done through a continuous and systematic process of practice.

A. Questionnaire Results

The percentage of item number 12 is P = 66,12%. At the High level because there were 5 students who chose Strongly Agree, 6 students chose Strongly Agree, 19 students chose Neutral, 6 students chose to Disagree, and 1 student chose Strongly Disagree. More students choose Neutral so there is no clear responsiveness than respondents. 11 Students stated that they agreed if they rarely practice speaking English outside of class or in free time so that they are unable to speak English fluently in front of the class due to a lack of courage to perform in public. 7 students chose to Disagree because they were able to speak in front of the class with the knowledge they had, they had practiced speaking English in their spare time or outside the classroom. So that those who respond to the statement are as follows:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{119}{185} \text{ x } 100\%$$

$$P = 66,12\%$$

The percentage of item number 13 is P = 73,51%. At the High level because there were 7 students who chose Strongly Agree, 17 students chose Strongly Agree, 7 students chose Neutral, 6 students chose to Disagree. More students choose Neutral so

there is no clear responsiveness than respondents. 24 Students state that they agree if they always use Indonesian when they cannot continue speaking in English, because Indonesian is an alternative aid when they lose vocabulary or sentences they do not understand in English. With the help of Indonesian, students become more understandable in explaining information clearly. 6 students responded that they were Disagree with using Indonesian when they could not continue to speak English in front of the class, therefore these 6 students were deemed capable of explaining an idea or information clearly in front of the class or in front of the crowd in speaking performance. So that those who respond to the statement are as follows:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{136}{185} \text{ x } 100\%$$

$$P = 73{,}51\%$$

The percentage of item number 14 is P = 60,54%. At the High level because there were 4 students who chose Strongly Agree, 7 students chose Strongly Agree, 14 students chose Neutral, 10 students chose to Disagree, and 2 students chose Strongly Disagree. More students choose Neutral so there is no clear responsiveness than respondents. 11 Students stated that they

agreed if they spoke little or did not speak at all, when they conveyed information they only said a little to avoid nervousness from the audience. 12 students did not agree if they spoke little or did not speak at all because they were able to convey the message completely and clearly. So that those who respond to this statement respond more disagree because they have been able to convey information or messages in front of the class in speaking performance as follows:

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{112}{185} \text{ x } 100\%$$

$$P = 60,54\%$$

Finally, the researcher can conclude from items 12, 13, and 14 that the overall percentage of 63,24% is at a High level. This is because almost all students have difficulty speaking in English in front of the class on the Speaking Ability aspect. With the amount obtained as follows:
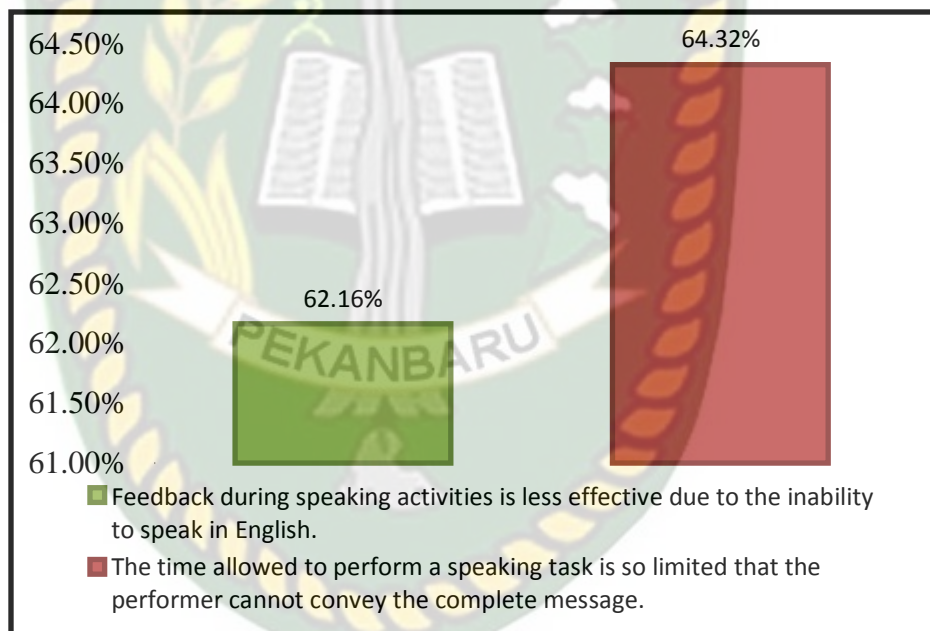
$$Mx = \frac{\Sigma X}{N}$$

$$Mx = \frac{198,37}{3}$$

$$Mx = 66,12 \%$$

Table 4.6. Feedback during Speaking Activities

No Items	SA	A	N	D	SD	Total	Persentage	Level
15.	4	4	22	6	1	115	62.16%	HIGH
16.	3	9	19	5	1	119	64.32%	HIGH
The Overal Percentage							63.24%	HIGH

Figure 4.5. The Graphic of Feedback during Speaking Activities

4.1.1.5.   **Feedback during Speaking Activities**

Feedback is a reinforcement, which means giving reinforcement to events or activities that have been carried out so that they can be maintained or provide a similar response to subsequent activities so that they can increase. This can increase or decrease a similar response

to the following activity. The increase or decrease in children's responses can be influenced by the way the teacher provides feedback that is appropriate or not. Rewards are given together with positive feedback on a good performance. This reward can be given to students as a form of appreciation, even though the form is simple. Motivation is deemed necessary by teachers to their students in order to have high enthusiasm and passion for participating in classroom learning. The existence of feedback can make children more motivated to improve or increase their performance, therefore feedback needs to be packaged in a positive frame so that motivation does not decrease.

The existence of feedback in a lesson certainly provides its own benefits, not only for teachers but also for their students. The following are some of the benefits that can be obtained from feedback: a) Enabling all individuals involved in learning activities, b) It is an arena that provides opportunities to express opinions, suggestions, and constructive criticism, c) Children know the truth and accuracy, d) Children knowing his own shortcomings and mistakes, e) Motivating children's learning, f) As an evaluation tool, g) Reflecting effective teacher behavior.

A. Questionnaire Results

The percentage of item number 15 is P = 62,16%. At the High level because there were 4 students who chose Strongly

Agree, 4 students chose to Agree, 22 students chose Neutral, 6

students chose to Disagree, and 1 student chose Strongly Disagree.

More students choose Neutral so there is no clear responsiveness

compared to respondents. 4 Students agree because the feedback

during speaking activities is less effective due to the inability to

speak in English so that there is no development in the ability to

speak English. 7 students chose to disagree because they thought

that speaking English activities were very effective in developing

English speaking disabilities, there had been feedback between

teachers and students so that students found new words and correct

delivery. So those who respond to this statement in the show speak

as follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{115}{185} \text{ x } 100\%$$

$$P = 62,16\%$$

The percentage of item number 16 is P = 64,32%. At the

High level because there were 3 students who chose Strongly

Agree, 9 students chose to Agree, 19 students chose Neutral, 5

students chose to Disagree, and 1 student chose Strongly Disagree.

More students choose Neutral so there is no clear responsiveness

compared to respondents. 12 Students agreed that the time allowed

to do the speaking task was very limited so that the players could not convey the complete message, while only 6 people disagreed if the time used was the limit. So those who respond to this statement in the show speak as follows:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{119}{185} \times 100\%$$

$$P = 64{,}32\%$$

Finally, the researcher can conclude from items 15 and 16 that the overall percentage of 63,24% is at a High level. This is because almost all students have difficulty speaking in English in front of the class on the Feedback during Speaking Activities aspect. With the amount obtained as follows:

$$Mx = \frac{126.48}{2}$$

$$Mx = 63{,}24\%$$

4.2.1. Data Interpretation of the Errors that Occur in Students' Speaking Peformance of The Fifth Semester Students at Universitas Islam Riau.

In finding the Errors that Occur in Students' Speaking Performance of The Fifth Semester Students at the Islamic University of Riau, the researcher looked for the errors using the instrument from the interview. The researcher asked 5

participants to answer several questions that the researcher had prepared. The questions asked about the Errors that students experience when talking about performance. Researchers ask questions to participants via WhatsApp voice so that participants answer or respond via WhatsApp voice.

4.2.1. The Data of Students' Interview

The purpose of this paper is to determine the problems faced by students during a speaking performance in class. These findings were developed from the results of student interviews. Interviews were conducted using a purposive technique with 5 informants conducted through online interviews (WhatsApp). Resource persons who were successfully interviewed online with names using initials, namely TKF, PAQ, NZ, OE, and SF. Interviews with 5 resource persons with the initials were conducted on Monday, 26 October 2020. All data from this study were described based on the focus of the research questions as follows:

Table 4.7. The Interview Students' Errors in Speaking Peformance of The Fifth Semester Students at Universitas Islam Riau.

Students	Questions	Answers
S1 TKF (Monday,	5. What is the most difficult type that encounter the students in	I think the most difficult types that encounter the students especially in speaking was a fear of saying the word, we know that none of the students are

October 26, 2020)	speaking?	have a good confident to speak up especially using speaking, they are feel shy or afraid maybe because some factors.
	6. What are the errors that occur students speaking?	I think the error was, the sentence patterns or called as a grammar or tenses, when students speaking they will face the difficultness about saying the word and because they don't know how to said that and they will face the error on the vocabulary on the gramar itself, so that's all I think.
	7. What are the causes of speaking difficulty that face the students while they speak ?	I think the causes is the lack of vocabulary and also they lack of motivation, they don't have any motivator so they can not encourage themselves especially in speaking.
	8. What are the suitable solutions for speaking difficulties?	I think the solusions, the students have to learn and tried to improve their skill in speaking by try to mastery the new vocabulary and expand it and also they

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		have to encourage themselves, they have to motivate themselves to be a good one and better one in speaking. That's all.
S2 PAQ (Wednesday, October 28, 2020)	1. What is the most difficult type that encounter the students in speaking?	I think the most difficult in speaking is there most common problem is that students are not fluent in speaking English.
	2. What are the errors that occur students speaking?	In my opinion, the students mistakes in speaking are often they shamed to think in advance about what to talk about and are not in accordance with grammar.
	3. What are the causes of speaking difficulty that face the students while they speak ?	The causes of students speaking difficulties case that they don't have the habit of speaking English and then the lack of vocabulary they have.
	4. What are the suitable solutions	I think the solutions is learn the rules of pronunciation and start speaking English

		little by little with consistent practice and self-confidence it can overcome difficulties in learning English.
for speaking difficulties?		
S3 NZ (Thursday, October 29, 2020)	1. What is the most difficult type that encounter the students in speaking?	In speaking the most difficult type is about when we explain something directly and arrange the words into a good sentence, so before we speaking we have to think the word that we want to say.
	2. What are the errors that occur students speaking?	So, there are many errors that occur in students speaking such as nervous, forget the words, and we can not see tha audience goodly, and difficult to explain.
	3. What are the causes of speaking difficulty that face the students while they speak ?	Such as don't prepare well, don't understand the material, and forget the grammar that they want to chose and don't have many vocabularies.
	4. What are the suitable solutions	The sutable solutions, such as we have to prepare all the materials that we want to

	for speaking difficulties?	show, we have to choose a suitable vocabularies, and we have to prepare it until we are able to speak, we can practice in front of the mirror, and you can find the new vocabularies, and also you have to re-practice repeatedly so until you get the good speaking, you have to practice it.
S4 OE (Thursday, October 29, 2020)	1. What is the most difficult type that encounter the students in speaking?	For me, the most difficult part of learning English is respond foreigners properly and quickly in oral English, difficult topics in particular. Plus, how to use tense perfectly in both oral and writing English is also a problem for me. There are so many rules in English.
	2. What are the errors that occur students speaking?	Many things the errors that occur students in speaking. Here are some examples, they don't use the language, they start translating everything, they study too little or too much, and they don't love the language.
	3. What are the causes of	There are a multiple factors to why the students cannot speak fluently, how our

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	speaking difficulty that face the students while they speak ?	mother tongue works and how we are taught English and not attempting mindfully to speak in English
	4. What are the suitable solutions for speaking difficulties?	But I think some effective methods can make progress, for example, imitate the way how native speakers say and write. Take notes of your mistakes and new vocabs and review them from time to time. It takes time to lead you to the next English level.
S5 SF (Thursday, October 29, 2020)	1. What is the most difficult type that encounter the students in speaking?	My most difficult part in learning English is not the process itself. You hear people speak very fast, with slangs, you have to respond appropriately. You speak in different levels of formality toward different people, you use big words sometimes. You interpret your ideas, your suggestions, you give advices. Those are difficult in other languages.
	2. What are the	However, as far as I've noticed the kind of

		errors that occur students speaking?	mistakes people commit depend majorly on three things, prior experience learning languages, their personal linguistic context, and the language itself.
	3.	What are the causes of speaking difficulty that face the students while they speak ?	In my opinion, there could be several answers to that including a fear of embarrassment or being wrong, a tendency to overthink the grammatically accurate statement, a lack of working vocabulary, nervousness, a lack of confidence, or even simply a lack of practice.
	4.	What are the suitable solutions for speaking difficulties?	I think By practicing, speak English, ask any native English speakers you know to correct your grammar on the spot, make all the mistakes you can - everyday you will learn from your mistakes.

1. What is the most difficult type that encounter the students in speaking?

    Researchers conducted interview techniques to obtain data from students. The five students have their respective types of difficulties in the interview, they agree that students have difficulty speaking with different types.

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Interviewee TKF stated that:

> "I think the most difficult types that encounter the students especially in speaking was a fear of saying the word, we know that none of the students are have a good confident to speak up especially using speaking, they are feel shy or afraid maybe because some factors. " (Monday, October 26, 2020)

Interviewee PAQ stated that:

> "I think the most difficult in speaking is there most common problem is that students are not fluent in speaking English." (Wednesday, October 28, 2020)

Interviewee NZ stated that:

> "In speaking the most difficult type is about when we explain something directly and arrange the words into a good sentence, so before we speaking we have to think the word that we want to say. " (Thursday, October 29, 2020)

Interviewee OE stated that:

> "For me, the most difficult part of learning English is respond foreigners properly and quickly in oral English, difficult topics in particular. Plus, how to use tense perfectly in both oral and writing English is also a problem for me. There are so many rules in English. " (Thursday, October 29, 2020)

Interviewee SF stated that:

> "My most difficult part in learning English is not the process itself. You hear people speak very fast, with slangs, you have to respond appropriately. You speak in different levels of formality toward different people, you use big words sometimes. You interpret your ideas, your suggestions, you give advices. Those are difficult in other languages." (Thursday, October 29, 2020)

2. What are the errors that occur students speaking?

Researchers conducted interview techniques to obtain data from students. The five students have multiple responses with the same meaning that the students in the class have errors that occur in speaking.

Interviewee TKF stated that:

"I think the error was, the sentence patterns or called as a grammar or tenses, when students speaking they will face the difficultness about saying the word and because they don't know how to said that and they will face the error on the vocabulary on the gramar itself, so that's all I think." (Monday, October 26, 2020)

Interviewee PAQ stated that:

"In my opinion, the students mistakes in speaking are often they shamed to think in advance about what to talk about and are not in accordance with grammar. " (Wednesday, October 28, 2020)

Interviewee NZ stated that:

"So, there are many errors that occur in students speaking such as nervous, forget the words, and we can not see tha audience goodly, and difficult to explain." (Thursday, October 29, 2020)

Interviewee OE stated that:

"Many things the errors that occur students in speaking. Here are some examples, they don't use the language, they start translating everything, they study too little or too much, and they don't love the language." (Thursday, October 29, 2020)

Interviewee SF stated that:

"However, as far as I've noticed the kind of mistakes people commit depend majorly on three things, prior experience learning

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languages, their personal linguistic context, and the language itself." (Thursday, October 29, 2020)

3. What are the causes of speaking difficulty that face the students while they speak ?

Researchers conducted interview techniques to obtain data from students. The causes that students go through when talking about performance have some difficulties when they express ideas or information.

Interviewee TKF stated that:

> "I think the causes is the lack of vocabulary and also they lack of motivation, they don't have any motivator so they can not encourage themselves especially in speaking." (Monday, October 26, 2020)

Interviewee PAQ stated that:

> "The causes of students speaking difficulties case that they don't have the habit of speaking English and then the lack of vocabulary they have." (Wednesday, October 28, 2020)

Interviewee NZ stated that:

> "Such as don't prepare well, don't understand the material, and forget the grammar that they want to chose and don't have many vocabularies." (Thursday, October 29, 2020)

Interviewee OE stated that:

> "There are a multiple factors to why the students cannot speak fluently, how our mother tongue works and how we are taught English and not attempting mindfully to speak in English." (Thursday, October 29, 2020)

Interviewee SF stated that:

> "In my opinion, there could be several answers to that including a fear of embarrassment or being wrong, a tendency to overthink the

grammatically accurate statement, a lack of working vocabulary, nervousness, a lack of confidence, or even simply a lack of practice." (Thursday, October 29, 2020)

4. What are the suitable solutions for speaking difficulties?

Researchers conducted interview techniques to obtain data from students. The five students have provided solutions that support students to be able to study again and deepen their speaking performance skills.

Interviewee TKF stated that:

> "I think the solusions, the students have to learn and tried to improve their skill in speaking by try to mastery the new vocabulary and expand it and also they have to encourage themselves, they have to motivate themselves to be a good one and better one in speaking. That's all." (Monday, October 26, 2020)

Interviewee PAQ stated that:

> "I think the solutions is learn the rules of pronunciation and start speaking English little by little with consistent practice and self-confidence it can overcome difficulties in learning English." (Wednesday, October 28, 2020)

Interviewee NZ stated that:

> "The sutable solutions, such as we have to prepare all the materials that we want to show, we have to choose a suitable vocabularies, and we have to prepare it until we are able to speak, we can practice in front of the mirror, and you can find the new vocabularies, and also you have to re-practice repeatedly so until you get the good speaking, you have to practice it. " (Thursday, October 29, 2020)

Interviewee OE stated that:

> "But I think some effective methods can make progress, for example, imitate the way how native speakers say and write. Take notes of your mistakes and new vocabs and review them from time to time. It takes time to lead you to the next English level." (Thursday, October 29, 2020)

Perpustakaan Universitas Islam Riau

Dokumen ini adalah Arsip Milik :

Interviewee SF stated that:

> "I think By practicing, speak English, ask any native English speakers you know to correct your grammar on the spot, make all the mistakes you can - everyday you will learn from your mistakes." (Thursday, October 29, 2020)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1.   Conclusions

The results of this study were to determine the difficulties and the errors that affect student performance in the speaking class. The factors experienced by students include performance conditions, effective factors, listening abilities, topical knowledge, and feedback during speaking activities.

Regarding the learning ways or process that have been applied by the lecturer in learning, it can be concluded that speaking performance learning applied by the lecturer has not provided opportunities for students to learn to speak optimally. This results in learning to speak not being able to focus on the purpose or essence of language learning, namely learning to improve students' speaking performance.

The conclusion of this study is that students still have difficulty speaking performance. The difficulties experienced are more referring to the Affective Factor through a questionnaire. When they talk about performance, students find it difficult to accept criticism so that when they type in criticism, students feel afraid or worried about talking about performance. The result of the criticism from the audience made students unable to respond well to the speaking performance process. Therefore, there is no feedback arising from the performance process because of the difficulties experienced by students.

In addition, the researcher also found some errors experienced by 5 students based on the results of interviews that had been conducted. The researcher found the errors, namely, sentence patterns, knowledge about words, grammar or tenses, errors of vocabulary, unconfidence, not fluently in English, etc. Through the errors found by researchers, it had an impact on students, namely students were unable to speak clearly during their performance when conveying information, ideas, or expressions.

5.2. Suggestions

From the research results obtained, several suggestions are put forward as follows; students should try to overcome learning difficulties that arise and students can also help each other in learning activities and motivate each other. And for lecturers, especially in learning speaking performance, they should be able to make a diagnosis through various effective and efficient techniques to find the factors that cause learning to speak experienced by students. And lecturers should always try to package speaking performance learning through learning strategies that are able to create a learning atmosphere in accordance with the principles of learning to communicate. And it is necessary to have mutually supportive cooperation between lecturers and students in learning in overcoming all the factors that affect students and the causes of student learning difficulties in learning student speaking performance.

To improve the quality of students' speaking performance, the findings from this analytical study can be used as a basis for determining learning

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strategies, especially in the speaking class. The five factors affect the student's speaking performance, so that in learning speaking it is suggested that lecturers can help students by giving more time to prepare presentations, motivating students not to be afraid of making mistakes when presenting, determining the best time to give feedback to build their self-confidence when appearing in front of the class, as well as giving the freedom to choose or provide the opportunity to study certain topics as learning material.
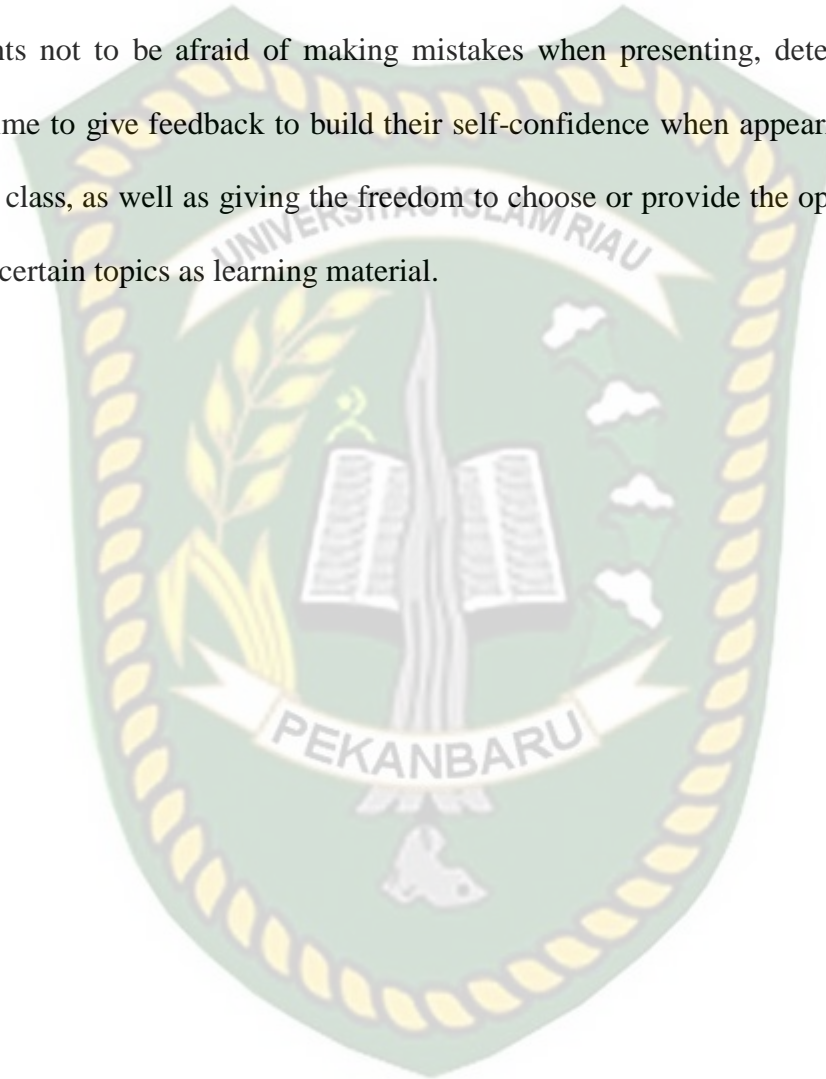
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