

**AN ANALYSYS ON STUDENTS' PROBLEMS IN SPEAKING SKILL
FACED BY THE ELEVENTH GRADE OF SOCIAL SCIENCE OF SMA
NEGERI 3 PEKANBARU IN ACADEMIC YEAR 2019/2020**

A THESIS

*Intended to Fulfill One Requirements for the Award of Sarjana Degree in
English Languange Teaching and Education*



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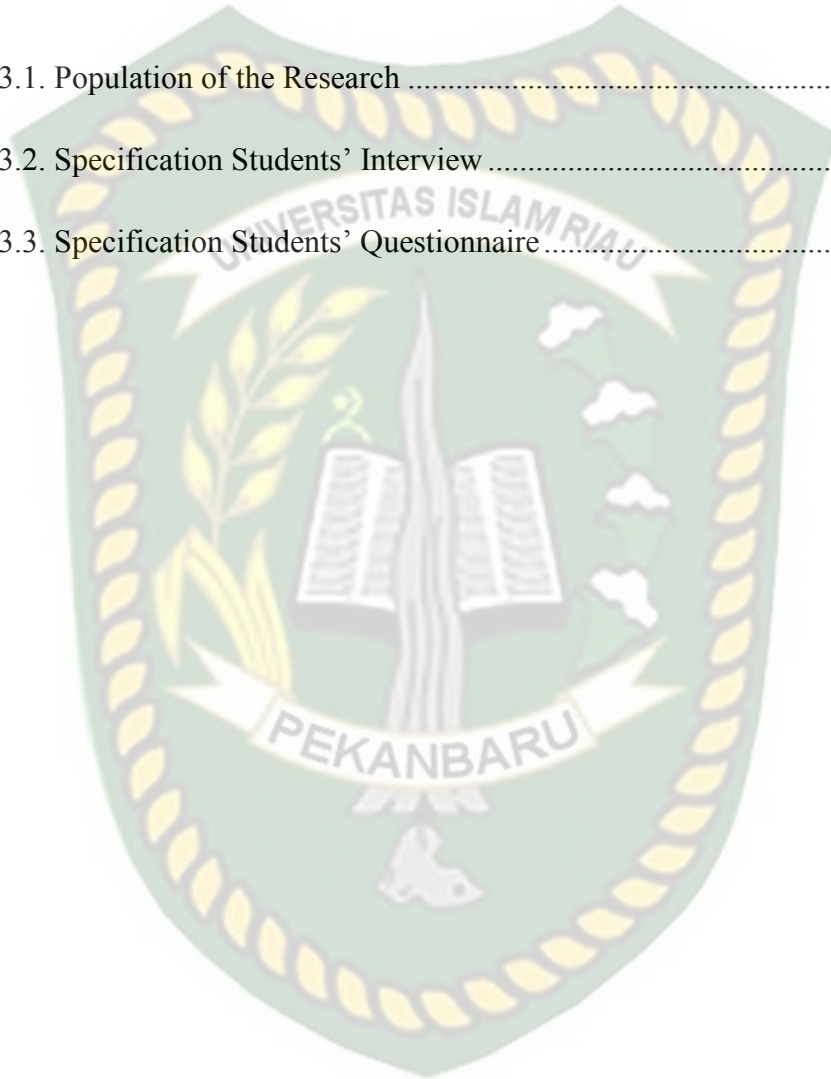
TABLES OF CONTENTS

CHAPTER I INTRODUCTION.....	1
1.1. Background of the Problem	1
1.2. Identification of the Problem	6
1.3. Focus of the Problem	7
1.4. Research Questions	7
1.5. Objective of the Research	7
1.6. Significance of the Research	8
1.7. Definition of Key Terms	8
CHAPTER II REVIEW OF RELATED LITERATURE	10
2.1. Nature of Speaking.....	10
2.1.1. Components of Speaking	11
2.1.2. Type of Speaking	15
2.1.3. The Important of Speaking	17
2.1.4. The Purpose of Speaking	17
2.2. Problems in Speaking.....	19
2.3. Teaching and Learning in Speaking.....	20
2.3.1 Teaching Speaking Activities	20
2.3.2. The Factor in Learning Second Language	24
2.4. Cause of Speaking Problem	29
2.5. Past Study.....	32
2.6. Assumption	33

CHAPTER III RESEARCH METHODOLOGY	34
3.1. Research Design.....	34
3.2. Location and Time of the Research	35
3.3. Population and Sample.....	35
3.4. Instrument of the Research.....	36
3.5. Data Collection Technique.....	42
3.6. Data Analysis Technique	42
CHAPTER IV RESEARCH FINDING AND DISCUSSION	46
4.1. Finding	46
4.1.1. What are the problem in speaking skills faced by the second semester of the XI IPS students in SMA Negeri 3 Pekanbaru?	45
4.1.2. What are the causes in speaking skills faced by the second semester of the XI IPS students in SMA Negeri 3 Pekanbaru	55
4.2. Discussion	59
CHAPTER V CONCLUSION AND SUGGESTIONS.....	61
5.1. Conclusions.....	61
5.2. Suggestions	61
REFERENCES.....	63
APPENDICES	66

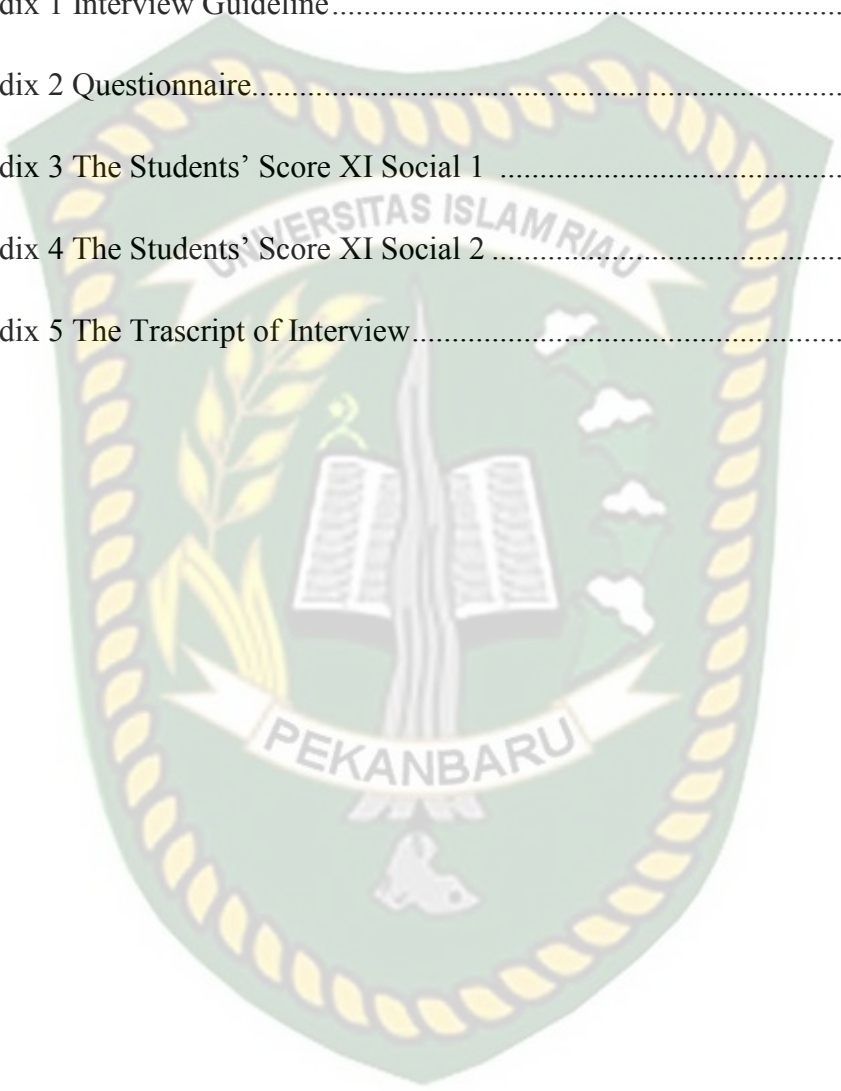
LIST OF TABLES

Table 3.1. Population of the Research	35
Table 3.2. Specification Students' Interview	37
Table 3.3. Specification Students' Questionnaire	40



LIST OF APPENDICES

Appendix 1 Interview Guideline.....	66
Appendix 2 Questionnaire.....	68
Appendix 3 The Students' Score XI Social 1	70
Appendix 4 The Students' Score XI Social 2	71
Appendix 5 The Trascript of Interview.....	72



ABSTRACT

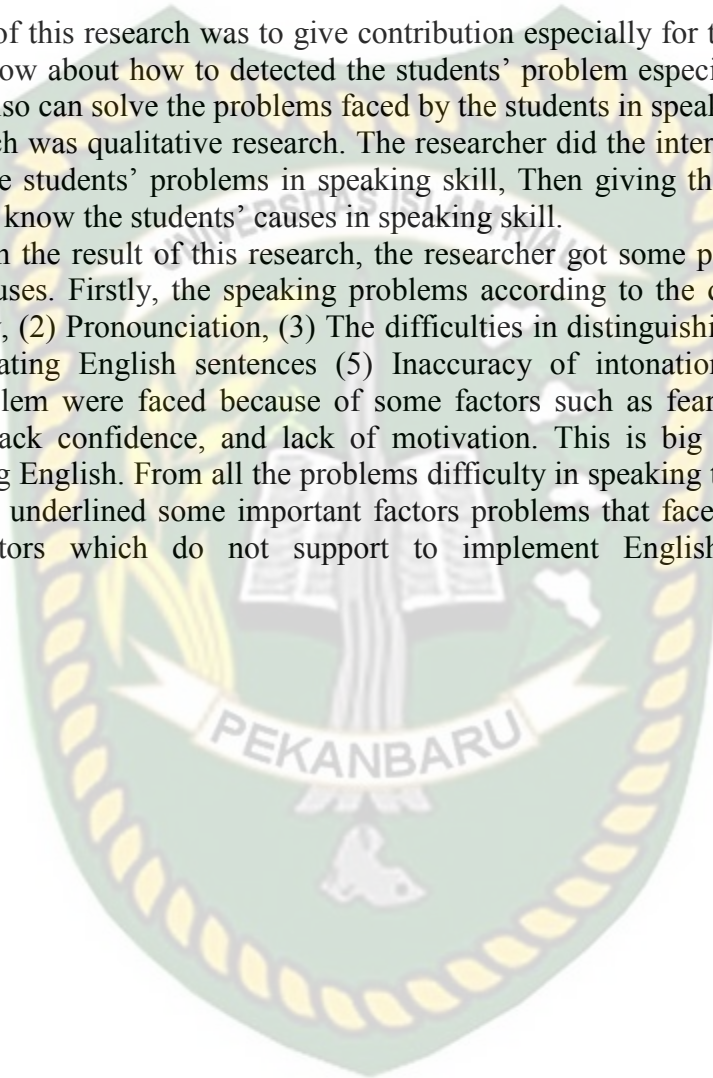
Shilvia Ditania, 2021. An Analysis on Students' Problems in Speaking Skill Faced By The Elevents Grade of Social Science of SMAN 3 Pekanbaru in Academic Year 2019/2020

Keyword: *Speaking Skill, Problems, Causes*

The aimed of this research was to give contribution especially for to the English teacher. The teacher can know about how to detected the students' problem especially in speaking skill. Then, the teacher also can solve the problems faced by the students in speaking skill.

This research was qualitative research. The researcher did the interview with the English teacher to know the students' problems in speaking skill, Then giving the questionnaire to the students in order to know the students' causes in speaking skill.

Therefore, based on the result of this research, the researcher got some points related speaking problems ind it causes. Firstly, the speaking problems according to the data finding were; (1) Lack of vocabulary, (2) Pronunciation, (3) The difficulties in distinguishing English words, (4) Difficulties in creating English sentences (5) Inaccuracy of intonation, rythm, and stress. Secondly, the problem were faced because of some factors such as fear of making mistakes, shyness, anxiety, lack confidence, and lack of motivation. This is big effect that occurs by students in speaking English. From all the problems difficulty in speaking that faced by students, the researchers has underlined some important factors problems that faced by students such as environmental factors which do not support to implement English in daily language communication



CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Speaking is one of the productive skill. It is the way to share the thought to others, it is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as ‘speakers’ of that language. Furthermore, Rao (2019: 8) stated that speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Beside that, speaking also the way to communicate with others. There are so many kinds of language that can be used to communicate in Indonesia. One of them is an English language. English language called as “Foreign Language” in Indonesia.

Furthermore, Speaking is considered as a necessary skill, because it is essential role in facilitating learners to master English. It enables students to express themselves creatively, imaginatively and to communicate with other effectively. The condition in our country, shows that only few students can speak in the target language with confidence even after learning the language for six years or more. Most of the students are able to understand English text, but they have no ability to speak and communicate in English. They were not really confidence to speak because of lack understanding about grammar. They also

were not really confidence to speak in front of many people. They were afraid if some other people will laugh at them when they are making mistakes

Moreover, from four skills that students have to learn, the most difficult skill is speaking subject. Speaking is a process difficult in many ways to dissociate from listening. The difficulties may be caused by shyness or personality factors. And another factors that makes speaking does not run well is the difficulties in pronunciation, stress, intonation or overall rhythm. According to sayuri (2016 : 47) in her research stated that the problem faced by the students in speaking skill. They were not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say. Next, there were some factors resulting problems of speaking to the students, firstly less of reading habit, uneven participation and English practice both inside and outside the classroom, and confusion on applying grammarrules.

As in fact, it is commonly found that students at SMA N 3 Pekanbaru do not speak English fluently, or worse they don't even practice how to speak. It means that, students should have motivation to learn English because now English can give you access to the world. In English education development in Indonesia the purpose of teaching English language in school is to develop the students' language skill.

However, the objective of teaching learning is to develop four language skills. Therefore, the students should have abilities in learning four basic skills of learning English. One of the fourth skills, students often encountered difficulties in the ability to speak or speaking skill. Because people are speaking almost

constantly, speaking also is the basic language activities by which people related themselves to others.

Speaking is active use of language, but differ in the mental activity involved and demands that they make on learner of language in term of finding and sharing meaning (Cameron:2001). Speaking with good pronunciation is not easy to Indonesian students, They do not speak in English can be cause by social condition of students which accustomed to using their local languages. So that foreign language is difficult to be accepted and communicated. Speaking skill is though to the students in order to be able to use English in the real communication.

Poerwati in Yendra (2016), The Indonesian curriculum of 2013 state that the students should understand, apply, analyze factual knowledge, conceptual, procedural based on curiosity know about science knowledge, technology, arts, culture, and humanities with human insight, nationality, state, and related civilizations the cause of the phenomenon and events, as well apply knowledge procedural fields specific studies according to talent and his passion for solve the problem. Therefore, it means that the students should have critical thinking to understand those aspects. In English subject, those aspects are associated with kinds of texts related to the topic that provided by curriculum.

To speak in the foreign language in order to share understanding with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will

understand (Cameron:2001). For many students speaking is difficult to be mastered. There are some problems faced by students in speaking. There are pronunciation, grammar, vocabulary, fluency, and comprehension (Brown: 2003). From that all make difficulty to expression that foreign language as an International language in the world. Based on the result of the preliminary research from Hedriansyah (2012) the prevalent problem faced by the students was 'lack of vocabulary', while 'being afraid of making mistakes' was the prime cause of problem which hindered them to speak. The students had striven to cope with their problems in learning speaking, but their attempts had not been yet ample and successful.

In line with, Rababa' in Almira (2014) pointed out that there are many factors that cause students having difficulties in speaking English as a foreign language. Some of these factors are related to the students themselves, the teaching strategies, the curriculum, and the environment. Factor that is related to the students is for example, the students have lack vocabularies, difficult to get meaning or understand the conversations, and keep the interaction going. Motivation is also a factor that cause students having difficulties in speaking English as a foreign language. Some students usually have low motivation to speak English.

For most foreign language learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Apart from these, Burnkart (1998) explains that language learners need to have three areas of knowledge

involved within speaking namely (1) mechanics of language elements (pronunciation, grammar, vocabulary) which emphasize on use of right words in the right order with the correct pronunciation, (2) the functions of language that deals with speaking performance in the form of transaction and interaction (e.g. knowing how to change information and giving the clarity of essential message), (3) the sociocultural norms (such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants, understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason).

Furthermore, language learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange owing to the fact that effective oral communication is called for the speakers to use the language appropriately in various social interactions. This involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, non-linguistic elements such as gestures and body language/posture, facial expression, and so on, may accompany speech to convey messages directly. In other words, speaking is the most complex and difficult skill to master (Hinkel, 2005, cited in Nazara, 2011).

Based on the preliminary research data obtained by interviewing the English teacher the most of students of SMA Negeri 3 Pekanbaru had little exposures to use their English in real life situations. She said that students had some problems in speaking. There are: lack of vocabulary, confused organizing structure of the words, low in pronunciation and afraid of making mistakes. And why the

researcher choose SMA Negeri 3 Pekanbaru, because it was the researcher's school.

The criteria of minimum is 78 and based on the data obtained by orally testing the students of the eleventh grade at SMA Negeri 3 Pekanbaru had little exposures to practice speaking English in real life situation. As from 67 students of the eleventh grade in English specialization subjects, only 34 students got good scores over the criteria of minimum mastery 78 (KKM) and others got only the pass from the criteria of minimum mastery. The score of students' speaking of the eleventh grade in specialization subjects of SMA Negeri 3 Pekanbaru in the academic year 2019/2020 can be seen after appendix 3.

According to the explanation above, it can be concluded that speaking is very important because by speaking students are able to express their opinions and by learning speaking skill it makes students understand how to speak well. So by looking as such references, the researcher is interested in carrying out the research activities this entitled, **“AN ANALYSYS ON STUDENTS’ PROBLEMS IN SPEAKING SKILL FACED BY THE ELEVENTH GRADE OF SOCIAL SCIENCE OF SMA NEGERI 3 PEKANBARU IN ACADEMIC YEAR 2019/2020**

1.2. Identification of the Problems

Reffering to the background of the problem which is explained above, there were many problems in speaking, the problems can be identified as follows:

Firstly, shyness become one of the problem on students in speaking skills. The students were shy and afraid of making mistakes in speaking English. The

students feels like they are afraid to speak up what they are meaning and feeling to the audience, or to the other in the classroom.

Secondly, The students were difficult and confused in organizing the structure of words to express their ideas in speaking English that's make the students have low score in speaking skills and makes the students were still low in speaking and of course they are also have problems and causes of the problem in speaking skills. Those problems can make them become low in speaking skills.

1.3. Focus of the Problem

As stated in identification of the problem above, the researcher focused on problems and causes of problems in learning speaking faced by the XI IPS especially in English specialization subject at SMA Negeri 3 Pekanbaru.

1.4. Research Question

Based on the limitation above, the researcher is trying to address the following questions:

1. What are the problems in speaking skill faced by the second semester of the XI IPS students in SMA Negeri 3 Pekanbaru?
2. What are the causes that influence speaking skill faced by the second semester of the XI IPS students in SMA Negeri 3 Pekanbaru?

1.5. Objective of the Research

Based on the problems of the study, the objectives of the study are:

1. To know and explore the problems in learning speaking skills faced by the second semester of the XI IPS students at SMA Negeri 3 Pekanbaru

2. To know and explore the causes of the problems in speaking faced by the second semester of the XI IPS students at SMA Negeri 3 Pekanbaru

1.6. Significance of the Research

This study is expected to give contribution especially for to the English teacher. The teacher can know about how to detected the students' problem especially in speaking skill. Then, the teacher also can solve the problems faced by the students in speaking skill.

1.7. Definition of Key Terms

To avoid misunderstanding in reading this study, the researcher should give the definition of some key terms:

1. Analysis : Analysis is Analysis is the time to gather evidence, to find the source of a problem, namely its roots, (Dantes, 2004). It can be describe that analysis is Analysis is an elaboration on the subject of the part and the study itself, as well as the relationship between the parts to get a proper understanding and understanding of the overall meaning.
2. Students' Problem : Students' problem is the difficulties faced by the students in learning skill. (Gunawan 2018). It can be summarize that speaking problem is the problems faceb by students when implementation the English skill especially in speaking skill.
3. Speaking : Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. (Gert and Hans) It means

that, speaking is the process of people to channel all of the ideas to the listeners.



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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Nature of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Through speaking, people are able to communicate and interact with society. To create a successful communication or interaction, the listener should pay attention and listen carefully in order to understand what the speaker intends to say and the speaker should use an effective way to do speaking, so the listener can understand what they mean. According to Fulcher (2014) stated that speaking is the verbal use of language to communicate with others.

Another explanation from Al Nakhalah (2014 : 97) speaking is the action of conveying information or expressing one's thoughts and feelings. Other explanation, speaking is one way verbal communication from a speaker to a number of other people, in a situation that demands a degree of formality. From the explanation by the expert above, it can be concluded that speaking is the way to communicate with others in a verbal way.

Furthermore, Burns (2012:15) said that speaking is an important communication skill for their students, but not all are aware of how speaking can directly contribute to other important areas of their students' personal success. The importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the acquisition of the

target language. It means that speaking is the important thing by the students have to know for their success and speaking is accepted by everyone as an essential language communication skill, but its importance to language learners goes beyond just day-to-day communication. Speaking can facilitate language acquisition and contribute towards the academic development of many second language learners.

On the other hand, (Lanigan: 1991) stated that speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. Another opinion stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information on language 'on the spot' Harmer (2007:284).

Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas. The people can define speaking as the way to carry out our feeling through words, conversation with others. Speaking is also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be dumb and never know everybody's means.

2.1.1. Components of Speaking

Based on the explanation of some expert about speaking skills, speaking has components to make the people speak well. According to Harris cited by Chaudhary (2008) there are five components generally recognized in analysis

of speech progress. They are , pronunciation, grammar, vocabulary, fluency and comprehension.

a. Pronunciation

Pronunciation is a feature of speech.” That includes many components of speech which are combined together to form the pronunciation of language, such as sound, syllables, words and intonation. This particular component range for individual sound that make up speech, to the way in which pitch, the rise and fall of the voice.

b. Grammar

Grammar is a system of rules governing the conventional arrangement and relationship of a words in a sentence.” In order to speak well, especially in formal situation, the learners have to master grammar.

c. Vocabulary

Vocabulary is defined as the “words” in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However a new item of vocabullary may be more than a single word. For example, police man and father-in-laws which are made up of two or three words bu express a single idea. There are also a multi-word idioms such as “ call it a day”. Where the meaning of phase cannot be deduced from an analysis of the word components.

d. Fluency

This refers the ability to talk with normal levels or continuity, rate and effort and to link ideas and language together to form coherent,

connected, speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear making of stages in a discussion, narration or argument, and the use of cohesive devices, for example: connectors, pronouns and conjunctions within and between sentences.

e. Comprehension

The last speaking elements is comprehension. Comprehension can make people get the information they want. It is defined as ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like.

According to (Haris:1974) there are five components of speaking. The elaboration of each component is described below:

1. Pronunciation

Pronunciation is practiced to know how to pronounce words same as native speakers. In the pronunciation, the people will know about accent, there are two common accents in English, those are British and America which related to use segmental features, vowel, consonants, stress, and intonation.

2. Grammar

Grammar is structure and system of a language, grammar is very important in speech process because when people will say something they have to arrange some of words to be sentences that related in the situation. Actually they do not need to memorize all of the pattern from

grammar because it will be difficult for them to speak English. They have to know about subject, predicate and form of word that related with the time and situation.

3. Vocabulary

Vocabulary is collection of words or a set of words which have meaning. Vocabulary has function for building sentences. The people can not to communicate well if they do not have sufficient vocabulary. Therefore, if the people have improved their speaking ability. It will be seen from vocabulary and the kind of words is used by them.

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot.

5. Comprehension

Comprehension is the understanding idea. It means that the people can answer or express the sentence well correctly, it shows that he/she comprehends or understands well.

Based on the explanation of some theory above, the researcher can conclud that the component of speaking is the important one to be reference for a good speaker. The component of speaking are grammar, vocabulary, pronunciation, fluency and comprehension. It means that in speaking, the speaker should attention of the component to be a good speaker.

2.1.2. Types of Speaking

According to (Brown:2001), There are five types of speaking activities: “Imitative, intensive, responsive, interactive, and extensive (monologue)”. To make us clearer to understand each of type the writer will explain one by one:

a. Imitative

One of continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. Drilling a legitimate part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty, either the phonological or grammatical. Drills are to language teaching what the pitching machine is to baseball. They offer limited practice through repetition, they allow one to focus on one element of a language in a controlled activity.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be selfinitiated or it can even form part of some pair work activity, where learners are going over certain form of language. For example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion,; limited picture-cued tasks including simple sequences, and translation up to simple sentence level.

c. Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student's initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction. Interaction can take the two forms of transactional language or interpersonal exchange.²⁹ Transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange have more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors.

e. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story-telling, during which the opportunity for oral

interaction from listeners is either highly limited(perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2.1.3. The Importance of Speaking

English has four skills that should be mastered by students. They are speaking, listening, reading, and writing. One of English skill is speaking. Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands words a day, although some people-like auctioneers or politicians- may produce even more than that.(Thurnburry:2005)

In foreign language, speaking skills become very important since twoway communication are represented by speaking skill. One can't be considered as an active language user when one can't master speaking skill. Jill and Charles Hadfield mentioned that speaking is productive skill, because speaking requires the learners to produce something (Charles & Hadfield: 2008).

2.1.4. The Purpose of Speaking

As a skill which enables us to produce utterances, when genuinely communicate, speaking is desire and purpose-driven, in other words we

genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something, negotiating and/ or solving a particular problem; or establishing and maintaining social relationship and friendships (Donough & Shaw:1993). To achieve these speaking purposes, we need to activate a range of appropriate expressions used in daily communication.

When two people are engaged in talking to each other we can be fairly sure that they have purpose of speaking. According to (Gopur: 2008) Their purpose are:

1. They want to say something. The first purpose or reasons why people speak because they want to say something. Want here is used in a general way to suggest that speakers make definite decision to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.
2. They have some communicative purpose. Beside the desire to speak, speakers say thing because they want something to happen as a result of what they say. They may want to charm their listeners; they may want to give some information or want to charm pleasure. They may decide to be rude or to flatter, to agree or complain. In each of these cases they are interested in achievingthis communicative purpose-what is important is the message they wish to convey and the effect they want it to have.

3. They select from their language store. Every speaker has desire or purpose to speak even he/she can not speak and speakers have an infinite capacity to create new sentences (especially if they are native speakers). In order to achieve this communicative purpose they will select (from the 'store' of language they possess) the language they thing is appropriate for this purpose.

2.2. Problems in Speaking

(Tang:1997) In learning speaking, students get problems to talk. Ur stated that there are some problems faced by students in learning speaking, they are:

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in the large group this means that each one will have only very little

talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue used

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

2.3. Teaching Learning in Speaking

Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feelings to other people. The goal of teaching speaking skill is to communicate efficiently. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message do to faulty pronunciation, grammar, or vocabulary and to achieve the social and the cultural rules that apply in each communication situation.

2.3.1. Teaching Speaking Activities

(Kayi:2006) stated that some activities can be done in the classroom to promote speaking; they are discussions, role play,

simulations, information gap, brainstorming, story telling, and interview. They are:

a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion starting, the teacher sets the purpose of discussions. So, students cant spend their times chatting with each other.

a. Role Play

In this activity, students are ordered to become what character are them in those conditions, certainly also about speaking in that conditions.

b. Simulations

Simulations are more realistic than role play because students could bring the materials which are needed. For example, the simulations tell about one condition in the hospital, some students bring stethoscopes.

c. Information Gap

Information gap is pair activity which each of them has the information to be told to their partner, and so on.

d. Brainstorming

Students can express an idea from the topic which is given by teacher quickly because it has limited time. Students can share their ideas by brainstorming activity.

e. Story Telling

Students tell (tell or story) a story which they have ever heard or their own story. By story telling, students can improve their speaking ability and attention from the class.

f. Interviews

In the interview, teacher gives rubric to the students as type of questions and students should prepare the questions by their own self. So, students do not only speak English in the class, but also out of class. The result of the interview will be reported in front of the class.

g. Story Completion

This is free – speaking activity for which students sit in a circle. In this activity, teacher starts to tell a story. After few sentences he or she stops narrating. Then, each student starts to narrate from the point where the story is stop. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

h. Reporting

Before coming to class, students asked to read magazine or newspaper, next, they report to their friend what the most interesting news they have read. Students can also talk about their worth experience in their life.

i. Playing Cards

In this game, students should form groups of four. Each group guess a coin and the winner has a chanceto represent a topic. For instance:

- Diamond : earning money
 - Hearts : love and relationship
 - Spades : an unforgettable memory
 - Clubs : best teacher
- Each student in a group will choose a card. Then, each student will write 4 – 5 questions about those topic to ask the other people in group. The teacher should state at the very beginning of the activity that students are not allowed to prepare yes – no questions. Because by using yes – no questions, students get little practice in spoken English.

j. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided

by the teacher as a rubric. Rubric can include the vocabulary or structure needed to use while narrating.

k. Picture Describing

In this section, student is given a picture, and then student is asked to describe what is in the picture. This activity can be done in a group, by using different picture in different groups.

1. Find the Difference

Another way touse picture is finding the differences. Students can work in pairs and each couple is given two different pictures and then they discuss the similarities and/or the differences in the pictures.

2.3.2. The Factors in Learning Second Language

Second language learners come from many backgrounds. The differences in learners' motives, skills and requirements make their methods in learning the language varies. The various methods make different outcomes. Thus, the use of second language is implied in the various learning methods. According to (Ellis:2015) in (S. Khasinah:2014), there are five general factors that contribute the individual learner; they are age, attitude, cognitive style, motivation, and personality. The aim of this session is to present these factors and their contribution to success or failure in second language acquisition. They are:

1. Age

Age is a major factor in about how and what to teach. People of different ages have different needs, competences and cognitive skills. The most common beliefs, young children learn faster and more effectively than other age group, as the first three years is a golden period of brain development.

Children who learn a new language early have a facility with a pronunciation which is sometimes denied older learners. But, older children (children from about the age of 12) seem to be far better learners than younger ones in most aspects of acquisition, pronunciation excluded. Older children can do something to increase their cognitive abilities. Such as joining some courses, they also can acquire second language by using technology. Lightbown and Spada said in Harmer that older learners are ineffective learners because they usually begin learning from to the upper level of proficiency in second language without learning the very basic level. They may have greater difficulty in approximating native speaker pronunciation than children do.

In further explanation Ellis said that adults have a greater memory capacity and are also able to focus more easily on the purely formal features of a language. That becomes one of the reasons in why many older learners found themselves successful in learning language.

2. Aptitude and intelligence

We often have to face a situation when some students are better at learning language than others. It is caused by these two factors in the learning process. People have different aptitude and intelligent for different kind of study. Intelligent is general ability that governs how well we master a whole range of skills, linguistic and non linguistic, whereas aptitude refers to the special ability involved in language learning.

Usually aptitude has been measured in term proficiency scores achieved by classroom learners. Some of researches mentioned that aptitude is major factor determining the level of success of classroom language learning. Harmer stated that learners with a wide variety of intellectual abilities can be successful language learners (Harmer:2001).

Harmer's statement shows that aptitude and intelligence are not necessarily considered as a birth gift especially in learning language. People with variety aptitude and intelligence have equal chance to be successful in learning language, although the variety in the process and outcome is inevitable.

3. Cognitive style

People learn and process new information in different ways. It means ` everyone learns and processes information in their way. Cognitive style is less about decisions that individual actually make and more about the

processes used to make them. Individuals vary in predictable ways along four dimensions of cognitive style. That is, they differ in the way in which they gather and process information.

One's cognitive style generally operates in an unconscious manner. That is, while an individual may be aware of the outcome of the information processing process he or she is often unaware of the mental processes used to acquire, analyze, categorize, store and retrieve information in making decisions and solving problems. It seems that cognitive style is out of one's ability to control. But as mentioned above, one can always evaluate his or her outcome in learning, including in learning second language to analyze in which area one should improve. Therefore, even cognitive style operates in unconscious manner, but the outcome can be improved consciously

Riding and Rayners purpose cognitive style and learning strategies is to describe individual differences based on two models. One model comprises four basic cognitive mode derived from the intersection

4. Motivation

Based on theory of SLA, learner motivation and needs have always had a central place in learning language. Learners who are interested in the social and cultural customs of native speaker of the language they are learning are likely to be successful. Conversely, learner with little interest in the of life of native speakers of the second language or with low instrumental

motivation can be expected to learn slowly and to stop learning some way short of native speaker competence.

Jeremy Harmer in his book “*The Practice of Language Teaching*” mentioned that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. This statement indicates that according to Harmer, motivation comes from one’s internal self in which has effect to drive and push someone to do something according to his or her goals. In further definition has written by Brown that motivation is probably the most frequently used, catch all term for explaining the success or failure of virtually any complex task (Brown:1981).

In addition, Jeremy explained that motivation comes from two sides. They are outside factor or extrinsic motivation and inside or usually called by intrinsic motivation. Extrinsic motivation is the result of any number of outside factors. For example: the need to pass the exam. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself. According to Brown, the intrinsic motivation propels learner toward improvement will be perhaps the strongest influence.

Motivation is essential for someone to be successful. It means that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. So, motivation is

very important factor that influence second language learning. Hanunah wrote in her thesis about the ways to built up learner motivation, they are:

- i. Making instructional goals explicit to learners.
 - ii. Breaking learning down into sequences of achievable steps.
 - iii. Linking learning to the needs and interest of learners.
 - iv. Allowing learners to bring their own knowledge and perspective into the learning process.
 - v. Encouraging creative language use.
 - vi. Helping learners to identify the strategies underlying tasks they are engage in.
 - vii. Developing ways in which learners can record their own progress.
5. Personality

Many students have individual difficulties. Difficulty in speaking may be caused by shyness or personality factor which are independent of the language being used. So, learner usually afraid about making mistake, shy of the attention that their speech attracts, or they may be lack of vocabulary, grammatical and have not good pronunciation. Those factors prevented a learner to feel confidence when they speak. So, teacher should create creative learning to overcome this problem. We have to remember that speaking is productive skill, so how can learner produce while she/he faces this problem.

2.4. Cause of Speaking Problem

Usually students' problems in speaking activity come from the difficulties in speaking activity faced by students, such as the problems of

them fear making mistakes come from skill factor or difficulties faced by students. It is supported by Thornburry stating that most difficulties speakers face can be categorized into two main areas:

a. Knowledge factor

The learner does not yet know aspects of the language that enable production. They are lack of knowledge of the language and lack of practice interactive speaking itself, because English is a complex language, so practice is as important contributing factor to improve speaking proficiency.

b. Skill factors

The learner knowledge is not sufficiently automated to ensure fluency. As a result, there are may also be “effective factors”, such as lack of confidence or self consciousness which might inhibit fluency. (Thornburry : 2005 how to teach grammar)

From the statement above, the researcher can conclude that there two factors that hinder speaking, they are: knowledge factor and skill factor. Knowledge refers to the theoretical information acquired about any subject whereas skills refers to practical application of that knowledge there are may also be effective factors such as lack of confidence which might inhibit fluency.

Another opinion, Noormazidah, Koo &Hazita; Trawisnki also presented the factors that impact the EFL learner to have poor performance in English language learning as follow:

- a. English is regarded as a difficult subject to learn
- b. Learner's learning depends on the English teacher as authorities
- c. Learner is a lack of support to use English in home environment and the community.
- d. Learner have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classroom
- e. Students have a limited of vocabulary proficiency as well as English reading material are not always available.

Meanwhile, Juana also states that some psychological factors such as:

1. Fear of mistake
2. Shyness
3. Anxiety
4. Lack of confidence
5. Lack of motivation

From the statement above, it is obvious that there are many factors that causes of speaking problems, based on the explanation above, the researcher choose the research from (Juhana,2012), because she had the observation to get the data and she said that have been some relevant researchers conducted, and the another study finds that students fail to join in the English speaking because of their fear of

making mistake, shyness, anxiety, lack of confidence, and lack of motivation in English that hinder them from practicing their English speaking. The factors like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends.

Referring to the explanation above, the researcher choose the research from Juhana (2012) to conclude the causes of speaking problems in learningspeaking skill, and conduct the research based on the theory. So, the researcher conclude that causes of students' problems in learningspeaking skill are fear of mistake, shyness, anxiety, lack of confidence, and lack of motivation.

2.5. Past Study

A past study from another researcher is from Wulandari (2010) "English Speaking Learning Problem Faced by The Students at The Second Semester of Eleventh Grade of SMP Negeri 1 Tritomoyo". The result of her study is the problems faced by the students are: the students difficult to make the sentence with the correct structure. Students insufficient to remember all of vocabularies used to communicate with others.

The second previous study, the researcher takes from IAN Raden Intan Lampung by Waki'ah (2014). She concluded that student's problems in speaking skills are vocabulary, pronunciation, and grammar. It could be concluded that the main problems that

usually faced by the students to learning speaking are: vocabulary, pronunciation and grammar.

Based on the explanation above, there were some similarities and differences. The similarities were in kinds of research aspect. The kinds of research was qualitative analysis and it was same with the previous research. While, the differences of the research were in location of the research. Then, the objective of the research was different. The previous research above only discussed about the problem faced by the students in speaking skill. Meanwhile, in this research, the researcher focused on the students' problems and causes in speaking ability.

2.6. Assumption

The researcher assumed that the students at SMAN 3 Pekanbaru especially in Specialization of English study have a problem in English aspects especially in speaking. The problems that caused by some causes. The causes come from the internal factor and external factor from the students. Thus, every students almost have the simillar problems and causes in speaking skill especially in English practice in classroom activity.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research, the researcher employed a qualitative research. According to Crossman in his article (2020) stated that qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places. The qualitative research is descriptive. It means that type of qualitative research in this research focused on description.

This research produced descriptive data in form of written words the subject and its behavior can be observed. The types of qualitative research focused on description. Schriber states that descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual. It means that descriptive studies are methods for explain the phenomenon of group. This research the researcher observed the data in form of written words.

By this qualitative research, the researcher sees the phenomenon of the research of the moment at the certain time. In this case, the researcher focuses on the process of teaching speaking at the first semester of eleventh grade students of IPS students at SMA Negeri 3 Pekanbaru, the problems faced by the students is learningspeaking.

3.2 Location and Time of the Research

The research conducted at the SMA Negeri 3 Pekanbaru. The time of the research was start from October until November 2020

3.3. Population and Sample

3.3.1. Population

Population is “any group of, say, individuals, events or objects that share a common characteristic and represent the whole or sum total of cases involved in a study (Dhivyadeepa:2015). Population is all the individuals or units of interest typically, there is not available data for almost all individuals in a population. The population of this research is the first semester of IPS students especially in English specialization material at SMA Negeri 3 Pekanbaru. They divided into two classes. There are IPS 1 and IPS 2. Each classes have different total students.

Table 3.1

Population of the Research

No	Classes	Number of Students
1.	IPS 1	33
2.	IPS 2	33
	Total	66

3.3.2. Sample

Sample is a subset of the individuals in a population; there is typically data available for individuals in samples. According to (Queen:2002) stated that “the collection of observation is called a sample”. It is means that sample is a part of population that will be observed.

In this research the researcher used purposive sampling technique. According to (Dhivyadeepa:2015), a purposive sampling technique is also known as judgmental, selective or subjective sampling, is a type of non-probability sampling technique. It is focus on sampling technique where the units that are investigated are based on the judgment of the researcher.

The researcher take one class and one English teacher as a sample in this research. The data obtained from the students of XI IPS2 class that consist of 33 students as the sample of this research. The consideration of taking this class was based on the data of students’ average score that has the lowest score for all classes. It shown on the table of students’ average in the appendix 3. Based on the data score of the students, it can be seen that XI IPS2 got the lowest score from the IPS1. It was the reason why the researcher chooses XI IPS2 as the sample of this research.

3.4. Instrument of the Research

Instrument of the research is a tools in the research by using certain method. Furthermore, (Sugiyono:2011) stated in that research instrument is tools of facilities which is used by the researcher in collecting the data in order to make the research easier and get the better result, in the meaning more complete

systematic so it will be easy to analyze. In this research, the researcher uses, interview, and questionnaire as the instrument of the research by following Rahmawati on her thesis. The following is the specification of instrument:

1. Interview

Interview is a verbal communication form, as like conversation to get information from respondent. It include question that need answer orally. The interview is used to collect data about students' problem and cause in learning speaking skill. As well as, the purpose of this interview is to make sure about the result of observation and to get more data related to this research. The topics of interview can be described as follow:

Table 3.2
Specification of Teachers' Interview

No	Aspect	Indicators	No. Item	Total Item
1.	To know the problems in learning speaking skills faced by the students.	Ask the teacher about what are the students' problem in learningspeaking skill, they are: <ul style="list-style-type: none"> a. Vocabulary <ul style="list-style-type: none"> - Students lack of vocabulary b. Pronunciation <ul style="list-style-type: none"> - Students do not know how to pronounced well - Students difficult 	1. 2. 3.	

		<p>to distinguished words that have the similar pronounce</p> <p>c. Grammar</p> <ul style="list-style-type: none"> - Students can not form the sentence well - Students confused to arrange the correct sentence in conversation <p>d. Fluency</p> <ul style="list-style-type: none"> - Students can not speak like the native speaker, because they can not imitate pausing, rhythm, stress and intonation well. <p>e. Comprehension</p> <ul style="list-style-type: none"> - Students do not comprehend/ understood what the speakers say. So, it can be caused misunderstanding. 	<p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>	<p>7.</p>
2.	To know the causes of problem in learning	Ask the teacher about what are the causes of students'		

	speaking skills faced by the students.	problem in learning speaking skill, they are: a. Lack of confidence b. Fear of making mistake c. Anxiety d. Shyness e. Lack of motivation	8. 9. 10. 11. 12.	5.
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Adopted in Yendra (2018)

2. Questionnaire

Questionnaire is a method used to get the data by submitting written questions to respondent. To get the data about students' problem in speaking skill, firstly the researcher did the observation to get the information about the existence and the condition of the school from the teacher of the school. Secondly, the researcher did the interview to the English to get more about the data of student's problems in learning speaking skill. The researcher also used questionnaire to get the detail information of student's problems and causes of students' problem in skill. The researcher used specification of questionnaire as follows:

Table 3.2

Specification of Students' Questionnaire

No	Aspects	Indicators	No. Item	Total Item
1.	Students' problems in learning speaking skill	Ask the teacher about what are the students' problem in learning speaking skill, they are: <ul style="list-style-type: none"> a. Vocabulary <ul style="list-style-type: none"> - Students lack of vocabulary b. Pronunciation <ul style="list-style-type: none"> - Students do not know how to pronounced well - Students difficult to distinguished words that have the similar pronounce c. Grammar <ul style="list-style-type: none"> - Students can not form the sentence well - Students confused to arrange the correct 	1. 2. 3. 4. 5. 6.	

		<p>sentence in conversation</p> <p>d. Fluency</p> <ul style="list-style-type: none"> - Students can not speak like the native speaker, because they can not imitate pausing, rhythm, stress and intonation well. <p>e. Comprehension</p> <ul style="list-style-type: none"> - Students do not comprehend/ understood what the speakers say. So, it can be caused misunderstanding. 	7.	7.
2.	Causes of students' problem in learningspeaking skill.	<p>To know the causes of students' problem in learningspeaking skill, they are:</p> <ul style="list-style-type: none"> a. Lack of confidence b. Fear of making 	8. 9.	

		mistake	10.	
		c. Anxiety	11.	5.
		d. Shyness	12.	
		e. Lack of motivation		

Adopted in Yendra (2018)

3.5. Data Collection Technique

In collecting the data, the researcher used two techniques. The first was did the interview with an English teacher to get the information about the students' problem and causes in learning speaking. The second was the researcher gave the questionnaire from the students and asked the students to write the reasons to know the detail opinion about the questionnaires. The steps of collecting the data can be seen in the following step below;

1. giving the questionnaire to the students and ask to the students to filling the questionnaire.
2. Interviewing the teacher to know her opinion referring to the material and the activity.
3. Analyzing the notes interview, and questionnaires and making the report of the research.

3.6. Data Analysis Technique

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to (Huberman&Miles:1994) there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification. This

following explanation illustrated the component of data analysis by Huberman and Miles (1994)

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully or reconfigured. In this case, the researcher selected the data derived from interview to the teacher and giving the questionnaire to the students.

2. Data Display

Data display is the second components or level in Huberman and Miles model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table, or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. After reducing the data, the next activity is display the data to be meaningful. Data display can be done by narrative form, table, graphic, and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood. Some activities in analyzing the data that will be done by the researcher in the data display are:

a. Interviewing the teacher

In this step, the researcher did the interview the teacher to get information about what are the students' problems in learning speaking skill. By interviewing the teacher the researcher will know that are students' problems and causes of students' problems in learning speaking skill.

b. Giving Questionnaire

In this step, the researcher gave questionnaires to the students. This step was conducted to know what students' problems in learning speaking skill. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

3. Conclusion and drawing/verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion and drawing involves stepping back to consider what the analyze data mean and to asses the implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions.

Verification refers to the process which is able to explain the answer of research questions and research objectives. In this step, the researcher will draw the conclusion and verify the answer of research questions that done in displaying the data by comparing the observation

data, interview data, and questionnaire data. Thus, the researcher got the conclusion about the students' problems and causes of students' problem in learningspeaking skill faced by the first semester of the XI IPS students at SMA Negeri 3 Pekanbaru Rumbai



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher explained the result of data analysis to answer the research questions. The first, what are the problems in speaking skills faced by the second semester of the XI IPS students in SMA Negeri 3 Pekanbaru?. Second, what are the causes in speaking skills faced by the second semester of the XI IPS students in SMA Negeri 3 Pekanbaru? The result of the research questions already done by using interview and open – ended questionnaire. There were twelve questions that should be answer by the students. There were seven questions for the students' problem in speaking English. Then, there were five questions for students' causes in speaking skill. Therefore, the data analysis will be described in the sub chapter below;

4.1. Finding

In analysing data, the researcher described the result of interview and questionnaire that had been given to the English teacher and the students in order to answer the research questions as the research finding in this research. Furthermore. It can be described in the following description;

4.1.1. What are the problems in speaking skills faced by the second semester of the XI IPS students in SMA Negeri 3 Pekanbaru?

Speaking is an active use of language to produce information or meaning. Speaking is a key to communication. Speaking activity involves producing and receiving information which is influenced by participants, experiences, physical

environment and purposes. It requires not only know how to produce language, but also understand sociolinguistic competence, such as when, why, and in what ways to produce language). According to Wahidah (2016 : 3), the problems in speaking English are as follows:

1. Difficulties in getting meaning or understanding the conversation.
2. Vocabularies.
3. Pronunciation.
4. Shy.
5. Affraid in making mistakes in meaning or content of their speaking.

According to the result of questionnaire that had already filled by the students, the researcher found some problems face by the students in speaking English. Those problems are; Lack of vocabulary, the ability in pronounce some words in English, difficult in distiguishing English words, difficult in creating English sentences, confused in creating English sentences, and inaccuracy of intonation, rythm and stress.

1. Lack of Vocabularies

Vocabulary is the part of language that should be mastered by the speaker. It is very important in speaking skill because vocabulary cannot be separated in communication. When the people were lack of vocabulary, the people would like the silence people and never try to speak, and it was be the problem for the students especially in foreign students. However, according to the researcher's interview with the English teacher, the teacher dissagree that vocabulary was a problem in speaking skill. They assumed that the vocabulary was easy to be

added such as by playing the game and watching the movie will add the students' vocabulary automatically. It can be seen in the part of the interview result;

“kalau semua murid saya ngga setuju, karna banyak sih siswa yang sekarang kayanya bahasa inggris ini bukan bahasa yang tabu lagi. Jadi dengan dia liat game, dia liat tv sudah banyak menambahkan kosa kata bahasa inggris”

“If all my students disagree, because there are many students now who like English. Because English is not a taboo language anymore. So with the game and wached the TV had added a lot of English vocabulary.”

(Interview with English Teacher)

Based on the result of interview above, it can be seen that almost the social elevence students in SMA N 3 Pekanbaru have interested in English and many students like English games and movies to add their vocabulary. However, according to the result of open – ended questionnaires, it can be seen only several students that have no problem in vocabulary when did the speaking activity. They stated that when they speak English, the students can use the simple words when speak English. It can be seen in the result of the students respons in questionnaire;

“ Tidak, karna saya dapat menggunakan kata-kata sederhana dalam berbicara dalam bahasa inggris. Yang terpenting adalah saya dapat merespon lawan bicara saya”

“ No, because I can use the simple words when speaking English. The importan thing for me is I can respons the interlocutors”

(students' responses)

“ Tidak, karena saya memiliki cukup banyak kosa kata sehingga saya bisa sedikit berbicara bahasa Inggris”

“No, because I have enough vocabulary for speak English. I follow the English course and it make me have many vocabulary”

(students’ responses)

“Tidak, karena Bahasa Inggris merupakan mata pelajaran favorit saya, sehingga saya suka menyukai lagu dan film bahasa Inggris. dan itu sangat membantu saya untuk memperdalam kosa kata dan menambah kosa kata”

“No, English is my favorite subject. So, I like English songs and movies. And then, it very helpful for learning vocabulary and add the vocabulary a lot.”

(students’ responses)

From the result of the students response above, it can be described that only some students that have no problem in learning vocabulary when do the speaking activities. It was caused by the students’ interest and curious about English. So, they always try to add their vocabulary by listening English songs and watching English movies and also follow the English course.

However, the other students have problem in vocabulary when conducting the speaking activities. They assumed that the most important thing in learning English was learning vocabulary. If the people did not master in vocabulary or lack of vocabulary, it can give impact for their English communication. Then, if the people speak English with limited vocabulary, it can make the students choked up in speaking. It was accordance with the students’ respons in the questionnaires.

“ya, karena dalam menguasai bahasa inggris harus memiliki kosakata yang sangat banyak”

“Yes, because, in English language should master many vocabulary”

(Students’ responses)

“ya, karna pokok utama dalam bahasa Inggris adalah penguasaan kosa kata”

“yes, because the main thing in English is learning vocabulary”

(students' responses)

“ya, karna jika tidak menguasai kosakata akan tersendat jika berbicara”

“yes, if did not master English will be choked up when communication”

(students' responses)

2. The Difficulty in Pronouncing English Words

Converting in English is one way to practice speaking skills. Speaking with native or non-native speakers has differences in terms of pronunciation. Pronunciation is another important skill to be mastered beside from mastery of vocabulary, write, speak or listen. Generally, the foreign students felt difficult in pronouncing English words. Based on the result interview with an English teacher at SMAN 3 Pekanbaru. She assumed that all students do not know about how to pronoun English properly. It can be seen in the part from interview below;

Q: *“Apakah anda setuju bahwa murid tidak tau bagaimana cara mengucapkan Bahasa Inggris dengan benar”*

A: *“setuju, karna kan bahasa slangker itu kan banyak sekarang beredar di baik di game, baik dimana-mana itu bahasa slangker, kadang mereka intonasinya itu , mungkin juga pengaruh budaya Indonesia kali ya, kita kan punya ada dari suku-suku mana gitu ya, kaya logat batak, kadang pengucapannya aakn berbeda pastinya.*

Q: Do you agree that all students do not know about how to pronoun English properly?

A: I agree, because there are a lot of slangker language that used in several game. Then, the intonation was influenced by the tribe of Indonesian culture, like a Batak accent, sometimes the pronunciation is different.

(Interview with an English teacher)

From the conversation above, it can be summarized that the students of SMAN 3 Pekanbaru did not know about how to pronounce English words and it was influenced by the mother tongue of the students. Therefore, the students speak English used the usual intonation that they use in daily life. However, according to the students' questionnaire, there were some responses that the researcher found in students' questionnaire responding. The students were difficult to pronounce the "h" letter, difficult to make different the vowel letter, and they assumed that if they are wrong to pronounce the words it can change the meaning. Then, when speak unread letter such as "know" "knowledge" sometime the students read the word like in Indonesian language. It can be seen in the students' responses below;

" Ya, saya susah untuk membedakan huruf vowel didalam bahasa Inggris"

" saya susah untuk mengucapkan beberapa huruf dalam bahasa Inggris, terutama pada huruf h"

"ya, saya sulit untuk menyebutkan beberapa kata seperti "know", "knowledge"

"Yes, I am difficult to different the vowel letter in English"

"I am difficult to pronouuce some letter, especially when pronounce "h" letter"

"I am difficult to speak some words, like "know""knowledge"

(students' responses)

Based on the results of the responses to the questionnaire above, it can be concluded that the students of SMAN 3 Pekanbaru have problems in pronouncing the words in English. This is caused by cultural factors that have different dialects that affect the pronunciation of English. Then, there were several letters and types of words that are considered difficult for students to pronounce in English, such as

pronouncing the letter "h", and pronouncing words whose initial letters do not have to be mentioned in English pronunciation.

3. Difficult in distinguishing English words

In pronouncing words in English, sometimes students and even teachers have difficulties in terms of pronunciation. In general, there are several words in English that have the same pronunciation but different meanings, for example in the pronunciation of the words "*Effect and Affect*", "*Advise and Advice*", "*Compliment and Complement*". Those words have the similar pronunciation and difference meaning. From interview with an English teacher, the teacher said that the students were difficult in distinguishing English words, because English is not first language.

Furthermore, according to the students' response is in line with the opinions given by the teacher and the responses from students based on the questionnaire, the students argued that they difficult to distinguish the English word . It make them were confused to speak and comprehend the meaning.

"ya, pengucapan yang sama membuat ragu"
"ya, sangat sulit , seperti mengucapkan kata "three dan tree" membuat saya bingung"
"Yes, the similar pronunciation make me hesitant"
"Yes, It is so difficult and make me confused when pronounce some words, such as "*three and tree*".
(students' responses)

Based on the responses obtained by students at SMAN 3 Pekanbaru, it can be concluded that in learning English it is very necessary to practice in order to be familiar with words in English even though they have almost the same pronunciation, so there is no doubt in understanding English. Therefore, it was

depend on the students and the teacher that always direct the students to speak English and the students can know the aspect of speaking such as intonation, pronunciation , meaning , etc.

4. Difficult and Confused in creating English sentences

In communication, grammar plays an important role, without mastery of grammar it is impossible to make communication through language. Native English speakers can say what they want without much difficulty due to their familiarity of the language. If they have difficulty expressing a certain concept or thought in a certain way, they can just use other ways of saying those things. They may commit some mistakes in grammar, but the mistakes do not distort or change the meaning of the sentences they want to convey, thus, it does not give the listener much of a problem understanding them. On the other hand, the mistakes many non-native speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding. That is exactly the reason why non-native speakers have to study grammar more than native speakers.

According to the students' respons in responding the questionnaire, almost students stated that grammar is the problems that make the students difficult to speak English.

“Saya memiliki kemampuan rendah dalam tenses”
“Saya memiliki kesulitan dengan kata bantu”

“i have low ability in learningEnglish tenses”
“i have difficulties in learningauxiliary”
(students' respons)

From the students' respons above, it can be described that the students of SMAN 3 Pekanbaru in social program worried about the English Grammar. They assumed that in speaking English, the sentences used must comply with grammar rules. But some students think that the most important thing in speaking English is the understanding that is understood by the speaker and the other person. If the interlocutor understands the meaning we convey, then indirectly communication has occurred.

“Jika mengikuti tenses Saya susah utk mmbuat kalimat, tetapi untuk komunikasi bisa”

“ If i followed the tenses, I felt difficult to create the sentences. But if I did not follow the tenses, I can communicate in English”

(students' respons)

Therefore it can be concluded that if the students did not pay attention on grammar, many students of SMAN 3 Pekanbaru (XI Social Program) will be able to communicate in English.

5. Inaccuracy of intonation, rythm and stress.

In speaking English, there are many rules that must be followed by speakers. one of them is the accuracy of intonation and stress in pronunciation. In fact, each word has a different intonation and stress. As a foreign language, being able to speak English is an extraordinary achievement. But if you check the truth, it can be ascertained that few or even no one is able to master the accuracy of the intonation and stress. It was same with the case with SMAN 3 Pekanbaru students in the social science program. Most of the students have problems in the accuracy of intonation, rhyme and stress. Even so, this encourages students to

continue learning so that they can adjust the accuracy of intonation, rhythm, and stress.

According to interview with an English teacher, the teacher said that the students have no proficiency in English.

“.....intonasi atau ketepatan tekanan itu memang bukan, kaya bahasa Indonesia ajalah susah kita mengetahui tekanan stress nya mana, kalau bahasa inggris apa lagi itu bukan bahasa kita, saya rasa memang susah mereka memiliki kemahiran dalam berbicara.”

“ Intonation or the accuracy of stress was not our mother tongue. I think. it so difficult for them to able in speaking skills”

(Interview with English teacher)

However, based on the students’ responses. it can be described that it was not a big problem for the students. For them, the most important thing is that they understand the vocabulary to be talked about and always want to learn even though they have mistakes in pronunciation, intonation and stress.

4.1.2. What are the causes in speaking skills faced by the second semester of the XI IPS students in SMA Negeri 3 Pekanbaru?

Based on the explanation in the sub chapter above, there were some problems faced by the students in speaking skills. According to Juhana (2012:101) here, there are some psychological factor that faced by the students in speaking English, they were; fear of mistake, shyness, lack of confident and lack of motivation. According to the research interview with English teacher and giving questionnaire to the students, the researcher found some causes in speaking skills faced by second semester of the XI IPS students in SMA N 3 Pekanbaru. They were; Fear of

mistakes, anxiety, shyness/embarrassed, lack of confidence, and lack of motivation. Those causes can be explained in the following sub topic below;

1. Fear of Mistakes

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. According to the English teacher at SMAN 3 Pekanbaru, she said that the students fear of mistakes, because English is not the first language.

“iyalah, karna melakukan kesalahan, dia takut karna ini kan bukan bahasanya jadi mereka kalau misalnya bicara, jadi enggan karna takut nanti itu salah”

“yes, the students fear of mistakes, because it was not their language so, they reluctant to speak”

(Interview with English Teacher)

Furthermore, according to research questionnaire, some students respond positively about fear of mistakes causes. They assumed that fear of mistakes was the beginning of the learning process. Then, there were some students that gave negative responses because they were

afraid of being bullied by their friends if they make mistakes in speaking.

“ya, saya takut salah dan takut ejekan”
“yes, fear of being wrong and afraid of bullying”
(Students’ responses)

2. Shyness/Embrace

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students’ learning activities in the classroom especially in the class of speaking. Actually, the students felt of shyness makes their mind go blank or that they will forget what to say. According to the responses of the students, the students said that ;

*“Saya malu jika berbicara didepan kelas,
karna saya kurang percaya diri dalam berbicara
bahasa Inggris”*

“ I was scare if did the speaking performance infront of the class, because I am not confidents in speaking English”

(students’ responses)

3. Anxiety

Anxiety as an affective state, an uncomfortable emotional state, in which one discerns danger, feels powerless, and experiences tension in the face of an expected danger. Anxiety is one of the factors experienced by students in doing activities in front of the class, one of which is to speak English. Students feel anxious due to feelings of fear of mistakes and shame in front of their friends. And they were also

worried in front of their teacher that if he is not able, it will have an impact on his grades. This is in line with the response of the students in filling out the questionnaire. Most of them said that they were worried if they were told to speak because what they had to say would be lost (blank)..

“Ya, Karna jika cemas, Saya tidak Tau lagi yang akan dikatakan. (Blank) “

“Yes, if I felt anxiety, I did not know the thing that what I’ll say (Blank)”

(Students’ responses)

4. Lack of Confidence

It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. According to the students’ response, it was caused by the environment.

“Karena lingkungan sekitar tidak mendukung untuk berbahasa Inggris”

“because the surrounding environment does not support speaking English”

(Students’ responses)

Based on the responses of the students above, it can be concluded that, if the teacher used English language in the classroom, It will improve the students’ ability in speaking English.

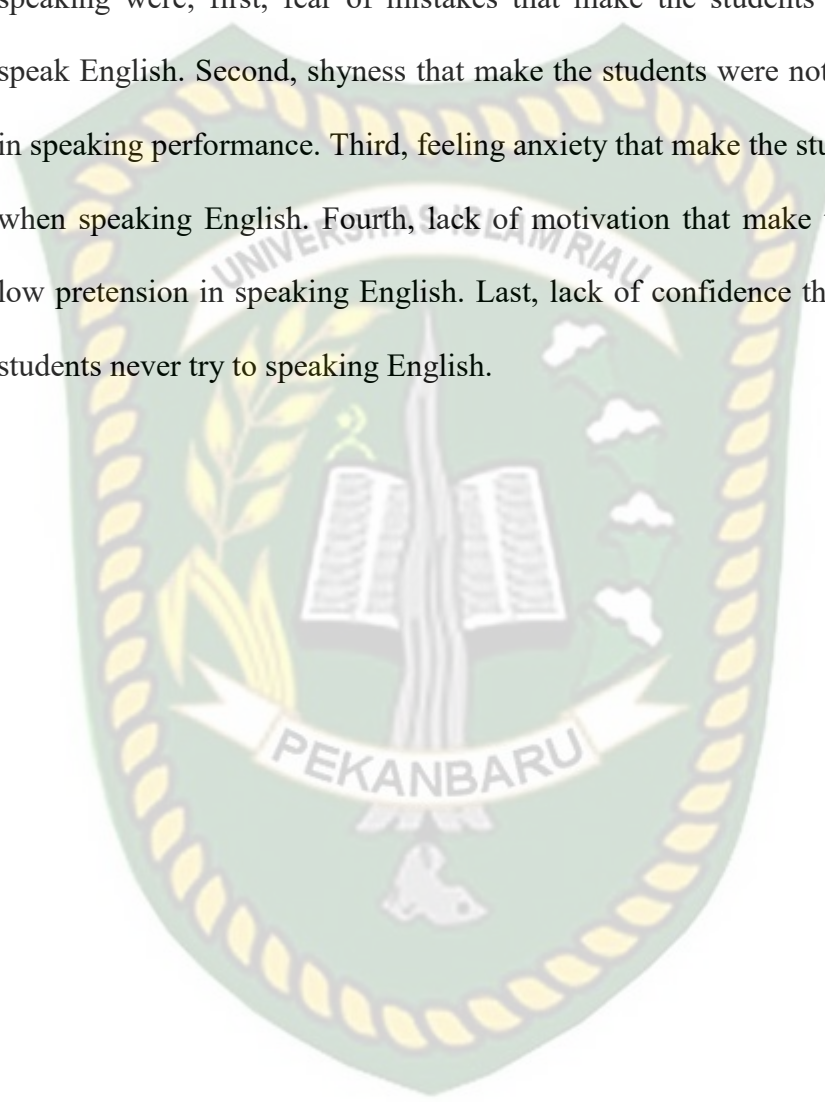
5. Lack of Motivation

Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. According to the teacher, motivation is the main factor in speaking English, students do not have to get motivation from other people, but they must motivate themselves to be able to speak English.

4.2. Discussion

Based on the data finding above, it can be conducted that there were some problems and causes in speaking skills. The problems that the researcher found in this research were; first, the students were lack of vocabulary. The students have limited the vocabulary. So they were difficult in speaking English. Second, the students were difficult in pronouncing English words. They were difficult to pronounce the few letter in English such as vowel letter and "h" letter. Third, they were not easy to distinguish the words with similar pronounce. Fourth, the students did not create the English language yet. They can communicate in English with incorrect grammatical. When the teacher asked to make sentences with correct grammatical the students cannot arrange the sentence well. Last, the students have problem in accuracy intonation, rythm, and test. Actually, they can pronounce the English words but in flat intonation and stress. If do the evaluation, there were many error faced by the students in pronouncing English words.

Furthermore, the problems of the students in speaking skill were influenced by many factors. The factors that causes the students' problem in speaking were; first, fear of mistakes that make the students reluctant to speak English. Second, shyness that make the students were not confidence in speaking performance. Third, feeling anxiety that make the students blank when speaking English. Fourth, lack of motivation that make the students low pretension in speaking English. Last, lack of confidence that make the students never try to speaking English.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter elaborates the conclusion and suggestion the researcher in conducting this research. The researcher takes the result based on the research findings in the previous chapter in relation to the research question proposed.

5.1. Conclusions

After analyzing the research findings, the researcher was able to conclude of the students' speaking problem and causes faced by the students of SMAN 3 Pekanbaru (social program). Firstly, the speaking problems according to the data finding were; (1) Lack of vocabulary, (2) Pronunciation, (3) The difficulties in distinguishing English words, (4) Difficulties in creating English sentences (5) Inaccuracy of intonation, rhythm, and stress.

Secondly, the problem were faced because of some factors such as fear of making mistakes, shyness, anxiety, lack confidence, and lack of motivation. This is big effect that occurs by students in speaking English. From all the problems difficulty in speaking that faced by students, the researchers has underlined some important factors problems that faced by students such as environmental factors which do not support to implement English in daily language communication.

5.2. Suggestion

Based on the result of the research finding, the writer would like to give some suggestion for the following people.

1) For the teacher

Hopefully, the teacher should evaluate all the strategies that have been applied in this School to get the program effectively. If the teacher apply the variation of the strategy, method, or technique in speaking skill, automatically, the students can get good speaking.

2) For Students

The students are hoped to practice English at time, and they should realize that English is very important for them to face the globalization era. The important aspect in speaking skill is practice. When the students always practice, it can help them to speak English well

3) For the future researcher

For the future researchers who want to conduct research with the same subject, the result of the research can be used as an additional reference or further research with different discussion. Then, the researcher can also discussed about the technique of the teacher in teaching speaking. It can help the others teacher to improve students' speaking skill.

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