

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING SKILL OF
THE EIGHT GRADE AT SMP YABRI TERPADU PEKANBARU**

A THESIS

*Intended to fulfill one of the requirements for the award of Sarjana degree in
English Language Teaching Education*



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
THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING SKILL OF
THE EIGHT GRADE AT SMP YABRI TERPADU PEKANBARU

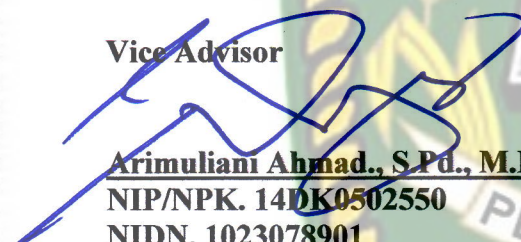
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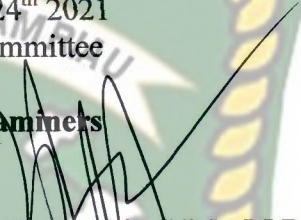
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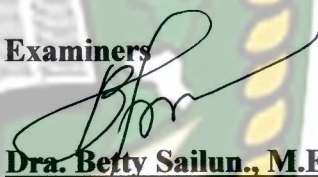
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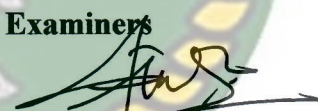
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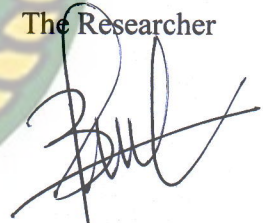
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I truly admit that this paper is from my own ideas, except some quotations (directly or indirectly) which were adopted or asserted from the various sources involved in "references". Scientifically, I took responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, December 21st 2021

The Researcher


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Finally, the researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis can be useful for development of education.

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ABSTRACT

Nidya Dwi Puteri Y. 2021. *An Analysis Of Students' Difficulties In Speaking Skill Of The Eight Grade At Smp Yabri Terpadu Pekanbaru.*

Keywords: *Analysis, Difficulties.*

Speaking is the most important one from the four skills. Speaking is an action to convey information and express the idea and feelings. This research was conducted to describe the students' difficulties in English speaking lesson, the factors that make the students difficult in English speaking lesson, and students' strategies to overcome their difficulties in English speaking lesson at the eight grade of SMP Yabri Terpadu Pekanbaru of 2021/2022.

This research used case study design. SMP Yabri Terpadu Pekanbaru the eight grade was chosen by the researcher as sample which consists of 20 students. In collecting data, the researcher used observation, interview, and questionnaire. The data collect were analyzed by reducing the data, presenting the data, taking the conclusion and verification. The researcher used data triangulation, to show trustworthiness of the data.

From the data analysis, the researcher found that every student had different difficult in speaking, there were lack of vocabulary, lack of pronunciation, nothing to say, lack of motivation, fear to make a mistake, shy, mother tongue use. Students had factors that caused difficulties in English speaking in English lesson, there were fourth factors, internal factor, students have no interest in learning speaking, classroom condition, students environment.

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CHAPTER I

INTRODUCTION

1.1. Background of The Problem

Speaking is the most important skill of four language skills for master. As human being, human learn to listen and speak first before learn to writing. People speak to tell other about their ideas, wishes, intentions, or needs. It necessities for use this skill if they want to express everything in their mind. Good personal capability in speaking will give good impact on the success of any exchange. The misunderstanding in speaking or convey idea will give bad response in society because as social creature human need to do interact each other. In other words, the correct way of speaking will certainly create the success of interaction among people.

As second language learner, speaking mastery is a measurement of successful in learning language. It will help learners to dig more English knowledge and easier for them to get English certificate that automatically give better prospect in finding job. In speaking, students learn some components of speaking such as vocabulary, pronunciation, grammar, fluency, and comprehension.

At the school, speaking English is the problem for the students. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learner, and they are still incompetent in communicating orally in English. Students usually feel difficult when they ask to speak English. There are many factors

that can caused the students get the difficulty when they speaking English language. They do not have a confidence to speak English. They feel afraid to make a mistake when they speak English. Besides that, the students less in vocabulary mastery, so they feel there is not to say and they still using mother tongue in class. No matter they learn English subject, sometimes they still used mother tongue in class, and their teacher let them to speak with. Less in motivation to learn speaking English and there is not speaking habit from the teacher also make the students getting the difficulty to speak English fluently.

According to Al Hosni (2014), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are inhibition, nothing to say, low or uneven participation and mother tongue-use from Ur.

The first problem is inhibition. It means that, when the students doing speaking in English language, they fell worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

Second is nothing to say. It means that the students often feel nothing to say when they get the topic that is not familiar for them and they do not have a motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. According to Baker & Westrup (2003), it is difficult for many students to respond when the teacher ask them to say something in a foreign

language because they might have a little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

The third problem is the participation is low or uneven. It means that, in a large group, each student will have very little talking time because only one student can talk at a time so that the others can hear. There is a tendency of some learners to dominate while others speak very little or not at all.

The last problem is mother tongue-use. The students feel that mother tongue is easier than the target language (English language). According to Harmer (1991), there are some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers.

The factors above can be caused students get difficultly when they ask to speak English. May be the teacher in the school does not know what the factors that can cause students get difficulties in speaking English language. All of the students' speaking problems should to solve by the English language teacher. The students' problem in the speaking skill must to be identified so we as the teacher can solve the problem, because speaking English ability is very useful for students to prepare their future.

Based on the explanation above, the researcher excited in doing research entitled:
**“AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN SPEAKING SKILL OF
THE EIGHT GRADE AT SMP YABRI TERPADU PEKANBARU.”**

1.2. Identification of The Problem

Based on identification of problem above, it can be setting as follow:

First, many students are afraid of their mistakes when they are speaking because they have limited vocabulary. Vocabulary is an individual word or a set of words which have specific meaning. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Student needs to have a lot of vocabulary to convey appropriate word depending on context and situation. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

Second, it is difficult to pronounce correct words because in speaking they need to combine the words spontaneously. In pronunciation, they need to imitate the native speaker in order to produce sound as natural as native speaker. Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabularies. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. Once of person can pronounce correctly the endings of the words.

Third, students have misunderstanding in receiving that influence to their comprehension in listening and gathering information. In speaking, students have to understand about speaker's utterances then give some appropriate responds depend on the topic of conversation.

Fourth, the students are often forget about the grammatical and just speak randomly, as English learner students, they should aware to this point to ensure the information can be receive well by educated listeners. The second cause is problem with grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not able to produce sentences that grammatically right. Realizing that grammar students have is very weak, so they feel embarrassed when they want to produce English sentence orally.

The fifth problem is the participation is low or uneven. It means that, in a large group, each student will have very little talking time because only one student can talk at a time so that the others can hear. There is a tendency of some learners to dominate while others speak very little or not at all.

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are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers.

1.3. Focus of The Problem

Based on the explanation above, the problems can be identify inhibition, nothing to say, participant is low or uneven and mother-tongue use.

1.4. Research Question

Based on the background of the limitation of research above, this research formulate as:

1. What are the students' difficulties on speaking skill of eight grade at SMP Yabri Terpadu pekanbaru?

1.5. Objective of The Research

To find out the students' difficulties on speaking skill of eight grade at SMP Yabri Terpadu Pekanbaru.

1.6. Significance of The Research

Through this study, the researcher expects that the result of this analysis can be useful not only for the researcher but also for readers who need information about the students' speaking problems based on the method is used by the researcher. The researcher also expects that this research give more information about speaking problem.

1.7. Definition of The Key term

1. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. (Brown, 2004). In this study, the researcher is focus to speaking skill to be research.
2. Difficulties is uncountable if you have difficulty with something, you are not able to do it easily. In this research difficulties means the problems of students in speaking.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Concept of Speaking

The aim of learning a language is to be able to communicate with other fluently and communicatively in listening, reading and writing as well. Student should be trained to speak English and learn to communicate with the other. Each people need to make contact or communication for sharing information with the others people around the world.

The purpose why people learn the language and speaking, because it is one of media for people to express their idea, ability, knowledge, or anything in their mind to other. Widdowsom (1996:30) says that speaking is an active productive skill. In speaking, the ability to create the sentence in highly needed because oral communication takes place when someone make sentence to perform a validity of different act of an essential social nature. Morris (1980:24) states that language is basic oral communication between members of community in which language is used.

Through speaking ability, the students can communicate each other. They can understand what the other is talking about. They will know they aim of speaking. In brief, speaking is skill and also the medium of communication to express human being through as well as a form of social behavior. It is an active productive skill improving a complex mental and physical action of speakers when produce it.

Additionally, speaking is a vehicle to link individuals to society. Exchanges students have with their peers and teachers can help them come to know the world in more personal and socially responsible ways. When students talk about their ideas, they clarify their thinking. They can figure out what they believe and where they stand on issues.

According to Hybel (2001:45), speaking is any process in which people share information, ideas and feeling. It involves all of body language mannerism and style-anything that adds meaning to message.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learn by using some teaching learning methodologies.

According to Ur (2000), speaking seems the most important skill among four skills and people who have knowledge about language are called speakers of the language. As human being, it is clearly human learn to speak first, then after it they will learn to write in school.

Speaking is the ability to express our ideas, feelings, thought, and need orally, Hornby (1987). Many people believe that speaking skill is an important aspect to master in learning foreign language. The measurement of successful in learning foreign language is when the learners show good performance in speaking. Besides, most of people learn language to be able in speaking in order to be more attractive and communicative.

Nunan (2003), speaking is a productive skill which consists of systematic verbal utterances that carry out a meaning. This means speaking has crucial part of communication.

According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. In other words, through speaking someone get easier to convey their idea in written and spoken depend on situation.

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. It is form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking, Burns & Joyce (1997).

Finocchiaro (1974) also convince that all normal human beings are able to speak and no tribe is found without an oral language. In other word, it is prove that oral language or speaking is one of language skill that surely used by every normal human beings. Speaking ability cannot be separated from human because as social creatures people could not live alone and always need to do interaction each other.

According to Chastian (2004), speaking is a productive skill since a produces ideas, messages, and suggestion and we need to practice it. It means in learning language people need to practice it in all condition at formal or non-formal setting.

Collie and Slater (2005) express speaking will encourage the development of fluency in spoken language. Speaking fluently, of course involves speaking easily and appropriately with others but it carries a further assumption in simple term.

Based on the explanation from some experts above, the researcher conclude that speaking is the capability of human to producing and receiving information in oral way in order to do interaction each other depend on the situation and who is the target of information.

2.1.1 The Importance of Speaking Skill

Speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally. Gatenby (1972:76) argues that what is essential in learning a language is that the language being studied should be, a far as possible, the sole medium of communication in any given environment. This implies that whenever communication takes place, it must belong to a certain language. To make clear about the nature of speaking, the researcher refer to definition of speaking itself. Speaking refers to the act of expressing think ideas and feelings by using audible symbol or visible bodily action so that the researcher can expect listeners to understand the meaning of the message that the researcher convey.

Richard in Nunan (1999:56) provides characteristics of communicative competence including knowledge of grammar and vocabulary of the languages, knowledge of rules of speaking, for example knowing how to begin and end conversations knowing what topics that can the researcher talk about in different types of speech events, knowing which address forms should be used with different persons once speak to and in different situations, knowledge of how to use and response to different types of speech acts such as request, apologies, thank and invitations, knowledge of how to use language appropriately. By communicative

learning the students should first make an account or, make a conscious effort considering what the purpose of their speaking is, what to be discussed, and who would be their listeners, because in communicative learning. The researcher will be working group of course.

The basic assumption any oral interaction is that the speakers want to communicate ideas, feelings, attitudes, and information to the listeners. Rivers (1981), states that through speaking one express emotion, communicates intention, reacts to other persons and situations, and influences other human being. Speaking is, then, to be a tool in everyday life to deliver intention. Lado (1964) argues that with recent emphasis on the spoken word, the ability to speak the language has become a dominant requirement. People always convey the sense of exposing the students to express their thoughts, ideas, and feelings. It is considered important in terms of the teaching of language, since it can bring the students to think creatively and through speaking the researcher can express what the researcher are thinking about.

Language function as communication media and speaking is the primary media of language. Speaking is existed long time before writing system come into history of human being. Moreover, in daily life children learn speaking first at home before they learn reading and writing in school. So, speaking take important part in human's life.

There are four language skills, learning, speaking, reading and writing. Listening takes the first step because before human start to speak, they will hear other talk to them first. Communication need to be a two-way activity. It is means the people in conversation can get a point about other people talking about. Sometimes

they can understand what someone talking about, but they are not able to speak or convey idea that stuck in their mind, and then the communication cannot be continue or better to stop in order to avoid misunderstanding. Mead and Rubin (1985) in Yanti (2017) states that speaking is an interactive process which an individual alternatively takes the role of speaker and listener, and which includes both verbal and nonverbal components.

In learning language, listening and reading are the process of reserving and understanding information, meanwhile speaking and writing are the process of expressing or conveying the idea. Language will become meaningless without the right way of understanding and expressing. The way of people speaking and writing reflect to their capability of thinking in receiving knowledge. The major goal of language teaching is to develop students' ability in to communication in form of spoken and written. In this case, speaking is often using than writing.

2.1.2 The Elements of Speaking

Difficulties speaking is a difficulty that is usually experienced by students who just know a language other than their mother tongue. Consequently, the students need to be good in learning of language. According to Harmer (2001:269) speakers should be competent in the speaking skill, which contains four points:

- a. Connected speech is the sounds that modifying when people producing the utterances in speaking which includes modifying, omitting, adding, weakening (through contraction and stress patterning).

- b. Expressive devices are the stress, volume, and speed in utterances to convey the truth feeling of speaker. When using these devices the speaker is able to expressing more about what speaker feeling.
- c. Grammar and lexis. In this life there are many different ways and situation, foreign learner need to understand grammar function in order to have good performance in speaking to choose appropriate sentence or phrased depend on the context of time and situation.
- d. Negotiation language is the speech clarification to clarify and to show of what speaker means if the listener is not understand or hear clearly about what speaker talking about. It is necessary to have an appropriate language of how to clarify to avoid misunderstanding between the speaker and the listener.

In addition Harmer (2001:271) states that concerning with other elements of speaking that is necessary to be mastered by a successful speaker. Those are mental/social processing and the rapid processing skill involves language processing, interaction, and information processing;

- a. Language processing – speaker needs to be able to process language in their mind and convey it into right way and situation.
- b. Interaction – speaker is able to involve interaction with one or more participants. It is include how the speaker listen depend on the participant feeling or condition.

- c. Information processing – how speaker has capability in response to others' feelings and the speaker need to take a time in processing the all information.

Based on the explanation above, the researcher concludes that the understanding all of speaking elements are important. The good speaker should be able to use the four elements of speaking such as intonation, expression, grammar structure and speech clarification to avoid misunderstanding. Also. The speaker should mastering how to processing language and information in order to use it appropriately depending on condition and situation in order to have good performance in speaking.

2.1.3 The Components of Speaking

According to Brown (2004:140) there are five components of speaking skill, which are:

2.1.3.1 Pronunciation

Pronunciation is the way for student to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds very and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand, Gerard (2007:5).

From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

Thornbury (2005:128-129) argues that pronunciation refers to the students' ability to produce comprehensible utterances to fulfil the task requirements. Harmer (2001:28-33) provides more issues related to pronunciation. The expert suggests pitch, intonation, individual sounds, sounds and spelling and stress.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

Leo (2013:37) defines that pronunciation is a way in which a particular word is pronounced. In other word, pronunciation is how the words are pronouncing correctly.

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking, Kline (2001:69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow, Gilbert (2008:1).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing and more peripherally even gesture, body language and eye contact, Fraser (2001:6).

2.1.3.2 Vocabulary

Vocabulary is the one of the important aspect that supports speaking activity. It deals the right and appropriate words, Penny Ur (1997:60). It seems that vocabulary plays on important role in speaking skill. According to Nunan (1991:296), vocabulary is one of word include in language, have many words that must mastery by who person to speak or writing something. Vocabulary is the acquisition of an adequate, vocabulary as essential for successful second language use, because without an extensive vocabulary the researcher will be unable to use the structure and the function that the researcher has learned for comprehensible communication. It means that vocabulary mastery is one of the important components in communication.

One cannot communicative effectively or express their ideas both oral and written from if the researcher does not have sufficient vocabulary. Without grammar is very little can be conveyed, without vocabulary nothing can be conveyed, Wilid in Mora (2007:5).

So, based on this explanation, the researcher conclude that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

Thornbury (2005:22) suggest three usual things used by speakers in what they are being said:

- a. When people speaking, they are involving high proportion of words and expression that express their attitude (stance) to what is being said.
- b. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- c. A speech also usually employs deictic language, for example words and expressions that points to the place, time, and participants in the intermediate or a more distant context.

According to Hornby (2002) vocabulary is the list of word that people use when they are talking about particular subject. It means that vocabulary is used as a word in conversation, it has meaning and people used it in speaking depend on context.

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In

spoken language, the vocabulary tends to be familiar and everyday Turk (2003:87). It means that in spoken language or speaking, the vocabulary used must speak discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, written vocabulary comes to play an increasingly larger role in literacy that does the oral vocabulary, Hiebert and Kamil (2005:3).

2.1.3.3 Grammar

Warner (1958:4) believes that communication in speaking runs smoothly if it grammar can be understand. Therefore, speakers must be aware of the grammar that they use in speaking. Bowen (1958:161) states that grammar is the rule by which we put together meaningful and part of words of language to communicate message that are comprehensible. According to Nunan (1991:296), grammar remains us how to make the use of words that is to say, it teaches us how to make the use of them in

proper manner, to be to choose the words which ought to be place. We must be acquainted with certain principle and rules constitute what is collected grammar.

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility is also to learn the correct way to gain expertise in a language in oral and written form.

Brown (2001:362) states that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:

- a. Who the speaker is
- b. Who the audience is
- c. Where the communication take place
- d. What communication takes place before and after a sentence in question
- e. Implied versus literal Meaning
- f. Styles and registers
- g. The alternative forms among which a produce can choose

Written Grammar	Spoken Grammar
Sentence is the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded	Clauses are usually added (coordinantion)

(subordination)	
Subject + verb + Object construction	Head + Body + tail construction
Reported speech favoured	Direct speech favoured
Precision favoured	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tags	Many question tags
No performance effects	Performance effects, including: Hesitation Repeats False states Incompletion Syntactic blends

Harmer (2001:12) in defines grammar as the description of the way in which words can change their forms and can be combined into sentence in the language. In speaking, speaker needs pay attention to the forms of grammar and speak grammatically based on grammatical rules.

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other

definition of grammar stated by Greenbaum and Nelson (2001:1) argue that grammar refers to the set of rules allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2011:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context. In addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001:1) states that grammar is the study of how words combine to form sentences. Thus from statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words, Batko, 2004:24).

2.1.3.4 Fluency

Speaking is an activity if reproducing word orally. It seems that there is a process of exchanging ideas between speaker and listener. Fluency is ability to use language spontaneous and confidence and without undue pause and hesitation. Longman (1978:424) states that fluency is the quality or condition of being fluent. It is the ability to use the language spontaneously and confidently and without undue pause and hesitation.

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” and “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little pauses like “ums” and “ers”.

Lado (1961:240) point out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or express a sequence of ideas fluently.

Thornbury (2005:8) states that people can be said as fluent speakers if they fulfil the following features:

- a. Pauses may be long out not frequent
- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points
- d. There are long runs of syllables and words between pauses.

Fluency is when someone or person is able to speak language easily, running smoothly and sounds well. Nunan in Kayi (2006:1) states that fluency is the way of person use language quickly and confidently in speaking.

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check student's fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).

2.2 The Problem of Speaking

The problems in speaking can be seen from two aspects:

2.2.1 Psychological Problems

According to Juhana (2012:101), there are some psychological factors that faced by the students when they speaking in the class:

a. Fear of Mistake

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Aftat (2008) in Juhana (2021:101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the student low of motivation and low in participation in 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.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in students' speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom, Gebhard (2000) in Juhana (2012:101). According to Balwin (2010) in Juhana (2012:101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Horwitz et all (2011) in Juhana (2012:101). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz (1991) in Juhana (2012:101), anxiety about speaking a certain language can affect students' performance. It can be influence the quality of oral language production and make individuals appear less fluent than they really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

d. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In

this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui cites Nunan (1999) in Juhana (2012:101) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building students' confidence when they speaking.

e. Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (2018) in Juhana (2012:103) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learner process it will enhance their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

2.2.2 Language Problems

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. Mukminatien (1999:101) found that students of English department have a great number of errors when speaking. The errors include pronunciation (e.g tenses, preposition, and sentence construction), vocabulary (e.g. incorrect word choice), fluency (e.g frequent, repair) and interactive communication (e.g difficulties in getting meaning).

As the explanation above, the researcher takes the theory from Penny Ur (1996) that be classified into four parts that include psychological problem and language problem. This theory will be simpler to analyze the students' speaking difficulty.

According to Penny Ur (1996), the students' speaking difficulty are inhibition, lack of tropical knowledge, low or uneven participation, and mother tongue.

1. Inhibition

The students feel worried about making mistakes, fearful or criticism or losing face. They are shy of the attention that their speech attracts.

Inhibition is condition which someone or students are losing face, worry about making mistakes and afraid of the attention that their speech attraction, Ur (1996:121). Others, Kagan et all (19880, pointed out that inhibition refers to a temperamental tendency to display wariness, fearfulness, or restraint in response to unfamiliar people, objects, and situation. These describe that inhibition affect to students' language learning specifically in performing their language comprehension.

Inhibition is the most crucial in language learning either physical problem. Speaking activities require a learner to have all eyes on him; exposure to an audience can often give learners stages fright. They may be also be worried about making mistakes, being criticized or losing face in front of the rest of the class. This results in their performance where either they make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

Those arguments indicate that inhibition is important factor that hinder the students in their language acquisition and should be solved by teachers and students itself. The students with inhibition will be exercising self-control in speaking English. Students with inhibition will protect their ego in language acquisition or produce something, Brown (2000:149). Meanwhile, students' language ego is important in students speaking performance especially in taking risk.

2. Nothing to Say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly, Baker & Westrup (2003).

3. Low or Uneven Participant

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

4. Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. Harmer (1991) suggests some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

2.3 The Relevance Studies

There are some similar researchers which are intended to explain about "Student Problem in Speaking English. The researcher was discuss about ten previous study.

The first is "Contributing Factors to the Inability in Speaking of First and Second Graders of Ma'arif Senior High School 4 Driyo Rejo during the English Lesson", by Jamilah from Institute of Islamic studies Surabaya year 2009. She concludes that the contributing factors to the inability in speaking of first and second graders during English lesson are lack of motivation, lack of vocabulary, lack of confidence, lack knowledge of grammar, environment, lack of teacher's role, and

teacher's technique. This study concludes that the dominant factor which causes the students unable to speak English lesson is lack of teacher's role.

In her study the researcher finds the relationship between her study and the researcher's study. Related to the researcher's study, her study focuses on factors to the inability as the researcher's study (students' problem in speaking). She does not include the strategies to overcome that factor as the researcher's study. She only finds the factors which cause students unable to speak English during English lesson, and what is dominant factor which cause inability in speaking English lesson. The researcher also tries to find what the causes of the factors faced by the students.

In this research, interview is not be used because the questionnaires have answered the research questions. She also does not mention how many percent of each factor that the factors that cause students unable speak English is lack of teacher role. In her questionnaire, she classifies standardizes into three points, they are students' motivation in learning English, students' opinion about the teachers' roles and activities in the teaching speaking, and the students' opinion about the teaching of speaking techniques which are used by the teacher.

The second is "Teacher and Student Problem in Teaching Learning Process of Speaking in MA Darul Ulum Waru Sidoarjo", by Yuyun Eka Andraini year 2011 from State Institute of Islamic Studies Surabaya. The subject are the teacher, and the students of first, second, third class in MA Darul Ulum Waru Sidoarjo faced the problems. Among them students passiveness in speaking class, students often used their language, students feel afraid of expressing their opinion, and the number of the students in the class in too big. Student faced any problem, they are student has

limited vocabulary, student gets difficulties in using the right grammar, students gets difficulties in choosing the appropriate tenses, student get difficulties in pronunciation, they express their opinion, and there is no partner in speaking English.

In her study, the researcher finds the relationship between her study and the researcher's study. Related to the researcher's study, her study also focuses on problem teaching process in speaking, she does not give strategies to overcome the problems as the researcher's study. This study tries to find the causes of the factors, but she does not. Her explanation is systematically, but lack of detail. Because in her abstract, she does not mention how many percent of each factors faced by the teacher and student. In her study, she mentions two things that should be one. That is tense factor and grammar which tenses include there.

The third previous study, the researcher takes from Yun Arita. The title is "A Study of Students Problem in Daily English Speaking Activity at SMA Pomosda Tanjung Anom Nganjuk". The relationship is her study and this study discuss about students' speaking problem and the researcher does not. The weakness of this study is she only explains generally that the causes of the problems are vocabulary and pronunciation without mention the current problem. About the excess, the explanation is clear and understandable.

2.4 Assumption

Based on the previous explanations above, the researcher assumes that the seventh grade students at SMP Yabri Terpadu Pekanbaru faced some difficulties in speaking skill.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is the set of methods and procedures used in collecting and analysis the research. In this research used descriptive quantitative with descriptive survey approach. According to Cohen and Nomion (1982) survey gather data at a particular point in time with the intention of describing the nature of existing condition, identifying standards against which exiting can be compared and determining the relationships that exist between specific events. This method aims to describe the nature of existing conditions. In this research is too describe about problem students on speaking.

3.2 Location and Time of the Research

The location of this research was at SMP Yabri Terpadu that located at Jl. Ilham No. 98, Simpang Tiga, Pekanbaru, Riau, Indonesia. This research conducted from December 2021.

3.3 Population and Sample of the Research

3.3.1 The Population

According to Sugiyono (2013) population is a generalization which consist of subjects/objects that had certain qualities and characteristics are determined by the investigator to be studied and then drown conclusion.

The population of this research were the first semester at SMP Yabri Terpadu Pekanbaru. There are two classes. The total number of population as 101 students in order to know population completely it is described in the table below.

Table 3.1

Population of the Research

No	Class	The number of students
1	A	51
2	B	50
Total		101

3.3.2 The Sample

According to Sugiyono (2013) Sample is a part of number and characteristics of the population. The researcher applied the purposive sampling. According to Sugiyono (2013) Purposive sampling is a sampling technique of data source with certain consideration. Based on population above, there are two classes. The researcher only chooses one class as the sample. The researcher chooses Class B as the sample for this research. The class consist of 20 students for a sample.

Table 3.2

The sample of the research

No	Class	Sample
1	B	20
Total		20

3.4 Instrument of the Research

The instrument of the research are questionnaire and interview.

1. Questionnaire

In this research, the researcher used questionnaire because by using questionnaire, the answer will be well organized. In this study, the questionnaire is used to answer what is students' problem in speaking English at SMP Yabri Terpadu Pekanbaru. The questionnaire consists of 20 statements items about the problem in speaking English. For inhibitions, there are 5 statements, nothing to say there are 5 statements, low or uneven participation there are 5 statements, and 5 statements for mother tongue use. There are choices that must be answer by students, often, seldom, and never. The example of the questionnaire items are as follows:

Table 3.3

The Questionnaire of Speaking Problems

No	Speaking Problem	Intensity		
	Problem In Learning Speaking related with Inhibition	Often (<i>Sering</i>)	Seldom (<i>Jarang</i>)	Never (<i>Tidak Pernah</i>)
1	Students feel worried when they speak in English.			
2	Students feel worry for getting criticism when speaking English.			
3	Students feel shy when speaking English.			
4	Students feel worry making mistake in vocabulary use when speaking English.			
5	Students feel worry making mistakes in grammar when speaking English.			

	Problem in learning speaking related with nothing to say			
6	Students feel lack of knowledge when speaking English			
7	When Students speaking English they don't have motivation to express themselves.			
8	Students speak very little or not at all.			
9	Students use Indonesian language.			
10	Students cannot think of anything to say.			
	Problem in learning speaking related low and uneven			

	participation			
11	Students low or uneven participation when speaking English.			
12	Students are not confident.			
13	Students lack vocabulary.			
14	Students are not fluent in English yet.			
15	The pronunciation is still unclear.			
	Problems in learning Speaking related with mother tongue used			
16	Students use mother tongue to express themselves.			
17	Students feel that mother tongue is easier than English.			

18	Students have a habit of using the mother tongue in English class.			
19	Mother tongue use is quickly understood.			
20	Students do their mother tongue use every day.			

(Adopted from Alvin Nadzirotunnuha (2017))

2. Interview

The researcher used interview guide to get information about students' problem in speaking English. The purpose of interviewing people is to find out their mind, what they think or how they feel about something. The interview consist of 3 guidelines based on the problem study about the problem of speaking English as follows:

Table 3.4

Questions of Speaking Problems Interview

Q.1 Do you encounter any difficulties in learning speaking skill? (*Apakah anda mengalami kesulitan dalam kemampuan berbicara?*)

Q.2. If so, Can you mention what difficulties do you face in learning speaking

English? *(jika demikian, bisakah kamu menyebutkan apa kesulitan yang kamu hadapi dalam berbicara bahasa Inggris?)*

Q3. Do you feel shy when speaking English? *(Apakah kamu merasa malu ketika berbicara Bahasa Inggris?).*

Q4 Do you feel worry making mistakes when speaking English? *(apakah kamu merasa cemas membuat kesalahan ketika berbicara Bahasa Inggris?)*

Q5 Do you feel lack of knowledge when speaking English. *(apakah kamu merasa kurangnya pengetahuan ketika berbicara Bahasa Inggris?).*

Q6 Do you low or uneven participation when speaking English. *(apakah anda jarang atau tidak berpartisipasi ketika berbicara Bahaas Inggris?).*

Q7 Do you feel that mother tongue is easier than English? *(Apakah kamu merasa bahasa ibu lebih mudah dibandingkan Bahasa Inggris)*

Q8. Besides those above difficulties, do you encounter another difficulty in learning speaking English? *(Selain kesulitan-kesulitan di atas, apakah anda menemui kesulitan lain dalam berbicara Bahasa Inggris?)*

(Adopted from HandyMaulana et al (2016)

3.5 Data collection technique

The researcher collected the data by distributing the questionnaire about speaking problems to the samples. And the researcher enter the class B and explain to the students how to fulfill the questionnaire. After all questionnaire collected the researcher accounting how many percent students that answered never, seldom and often for each question.

After getting the data from the questionnaire, the researcher conducted the interview to get more information about the speaking problems. The question for interview is based on the percentage data that got from questionnaire.

3.6 Data Analysis Technique

After the researcher got all of the data, the researcher did steps of techniques, the first step is to analyze the twenty students answer questionnaire. And then the researcher read and classified the student's answer. After all the students has classified the researcher analyzed the ordinal data to find out the percentage of the first semester of SMP Yabri Terpadu Pekanbaru. The percentage is a rate of something as expressed as if it is part of the total which is 100, in this research the percentage is using to calculate how many students get the problem in speaking English, to get the percentage of each item questionnaire the researcher used the formula as stated below

$$P = \frac{f}{n} \times 100\%$$

Notes:

P= the percentage of students' problems

F= the number of frequency of the respondent answer

N= the number of respondent.

(Sugiono,2012,p.95)



CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the findings and the analysis of students' speaking problem of the eight grade at SMP Yabri Terpadu Pekanbaru.

As stated in the previous chapter, there are four problem that the researcher wants to analyze, namely inhibition, nothing to say, low or uneven participation, and mother tongue use. The researcher find out the students speaking problem from students' answers in questionnaire and interview that researcher give to the students.

4.1 Data Description

This chapter will explain analysis of students' answer on the questionnaire of speaking problem at the first year students of eight grade of SMP Yabri Terpadu Pekanbaru. There are 20 respondents as the sample of the research. According to Ur (2009) there four problems that make students cannot speak English; inhibition, nothing to say, low or uneven participation, and mother tongue us.

4.1.1 Inhibition

Inhibition is the students usually inhibited when trying to speak some words in speaking activities because they worry about making mistakes, worry for getting criticism, and feeling shy when they speak English. For the point about worry making mistakes, the researcher divided into four aspects, that are worry about making mistakes in vocabulary using, worry about making mistakes in grammar worry about

making mistakes in pronunciation, and worry about making mistakes in body language.

According to the result of the data analysis, some problems faced by students speaking English relation in inhibition are found as follow:

Table 4.1

I worry to make mistakes when speaking English

The Answer Option	Frequency	Percentage
Often	11	55%
Seldom	9	45%
Never	0	0%
Total	20	100%

Based on the questionnaire, inform that 11 (55%) of students answered "often" worry to make mistakes when speaking English it is because they afraid they would get laugh by they classmate. Interestingly, there are 9 (45%) of student choose "seldom" for the statements, it indicate that most of students did not worry to make mistakes in speaking English because they still have confident with themselves when they speak English and they did not afraid if their speaking will disturbed by their fault and (0%) students answered "never" face this problem. So it means the first year of eight grade of SMP Yabri Terpadu Pekanbaru "often" faced worry to make mistakes when they speaking English.

Table 4.2

I worry for getting criticism when speaking English

The Answer Options	Frequency	Percentage
Often	7	35%
Seldom	12	60%
Never	1	5%
Total	20	100%

Based on the table 4.2, inform that 7 (35%) of students answered "often" worry for getting criticism when speaking English it is because they did not feel uncomfortable and pressure when their speaking getting criticism by other people students or by the teacher. In this table 12 (60%) of students answered "seldom" worry for getting criticism when speaking English because they did not matter if they getting criticism and 1 (5%) students answered "never" face this problem. So that majority the first year of eight grade of SMP Yabri Terpadu Pekanbaru "seldom" for worry getting criticism when speaking English.

Table 4.3

I shy when speaking English

The Answer Options	Frequency	Percentage
Often	2	10%
Seldom	13	65%
Never	5	25%
Total	20	100%

Based on the questionnaire about shy when speaking English 2 (10%) of students answered "often" shy when speaking English it is because they felt nervous to speak in front of the class and with their friends and there are 13 (65%) of students answered "seldom" shy when speaking English. So by looking the high percentage it can be seen that the majority the first year of eight grade of SMP Yabri Terpadu Pekanbaru "seldom" shy when speaking English.

There were 5 (25%) students answered "never" shy when speaking English. It is because they want to study English, so they did not afraid or shy when speaking English in the class.

Table 4.4

I worry making mistakes in vocabulary use when speaking English

The Answer Options	Frequency	Percentage
Often	9	45%
Seldom	8	40%
Never	3	15%
Total	20	100%

Based on the 4.4, inform that 9 (45%) of the students answered "often" worry making mistakes in vocabulary use when speaking English it is because they have lack of vocabulary, there are 8 (40%) of students answered "seldom" worry making mistakes in vocabulary use when speaking English because they have own certain amount of vocabulary, and 3 (15%) students answered "never" worry making mistakes in vocabulary use when speaking English. So based on the table it can be seen the that the first year of eight grade of SMP Yabri Terpadu Pekanbaru "often" worry making mistakes in vocabulary use when speaking English.

Table 4.5

I worry making mistake in grammar when speaking English

The Answer Options	Frequency	Percentage
Often	12	60%
Seldom	7	35%
Never	1	5%
Total	20	100%

Based on the 4.5, inform that 12 (60%) of students answered "often" worry making mistakes in grammar when speaking English it is because they lack of understanding of grammatical, there are 7 (35%) of students answered "seldom" worry making mistakes in grammar when speaking English because one of them just speaking English without thinking about grammar, and 1 (5%) students answered "never" worry making mistakes in grammar when speaking English. So it means that majority the first year of eight grade of SMP Yabri Terpadu Pekanbaru "often" worry making mistakes in grammar when speaking English.

4.1.2 Nothing to say

Nothing to say explain as the students often feel nothing to say when they get the topic that not familiar for them and they don't have a motivation to express themselves. From the questionnaire that researcher distributed got the following data;

Table 4.1

I fell lack of knowledge when speaking English

The Answer Options	Frequency	Percentage
Often	10	50%
Seldom	8	45%
Never	2	10%
Total	20	100%

The table presents that 10 (50%) of students answered "often" feel lack of knowledge when speaking English they said English is difficult and they did not interesting to study English that makes the students lazy to learning English, and 8 (40%) of students answered "seldom" feel lack of knowledge when speaking English, and 2 (10%) of students answered "never". In short, it makes the first year of eight grade of SMP Yabri Terpadu Pekanbaru "often" lack of knowledge when speaking English.

Table 4.2

When I speaking English I don't have motivation to express myself

The Answer Options	Frequency	Percentage
Often	3	15%
Seldom	10	50%
Never	7	35%
Total	20	100%

The table 4.2 presents that 3 (15%) of students answered "often" when I speaking English I don't have motivation to express myself because they don't have high motivation in learning English in this case the teacher has the job as a motivator, and 10 (50%) of students answered "seldom" when I speaking English I don't have motivation to express myself, and 7 (35%) of students answered "never". In short, the majority the first year of eight grade of SMP Yabri Terpadu Pekanbaru sometimes when they speaking English they don't have motivation to express themselves.

Table 4.3

I speak very little or not at all

The Answer Options	Frequency	Percentage
Often	3	15%
Seldom	9	45%
Never	8	40%
Total	20	100%

The table 4.3 presents that 3 (15%) of students answered "often" I speak very little or not at all because they often talk with each, and 9 (45%) of students answered "seldom" I speak very little or not at all, and 8 (40%) of students answered "never". In short, the majority the first year of eight grade of SMP Yabri Terpadu Pekanbaru they seldom talk with each other.

Table 4.4
I use Indonesian language

The Answer Options	Frequency	Percentage
Often	6	30%
Seldom	9	45%
Never	5	25%
Total	20	100%

The table 4.4 presents that 6 (30%) of students answered "often" I use Indonesian language because they talk with other use Indonesian language, and 9 (45%) of students answered "seldom" I use Indonesian language, and 5 (25%) of students answered "never". In short, the majority the first year of eight grade of SMP Yabri Terpadu Pekanbaru they seldom talk with each other use Indonesian language.

Table 4.5

I cannot think of anything to say

The Answer Options	Frequency	Percentage
Often	3	15%
Seldom	4	20%
Never	13	65%
Total	20	100%

The table 4.5 presents that 3 (15%) of students answered "often" i cannot think of anything to say because few of them could say anything, and 4 (20%) of students answered "seldom" i cannot think of anything to say, and 13 (65%) of students answered "never". In short, the majority the first year of eight grade of SMP Yabri Terpadu Pekanbaru they never to think of anything to say.

4.1.3 Low or Uneven Participation

The students have low participant when they speak, this mean that they have only very little talking time. This problems is compounded by the tendency of some learners to dominate. While other speaks very little or not at all. From the questionnaire that researcher distributed, got the following data:

Table 4.1

I low or uneven participation when speaking English

The Answer Options	Frequency	Percentage
Often	9	45%
Seldom	8	40%
Never	3	15%
Total	20	100%

The table 4.1 shows that 9 (45%) of students "often" face this problem, it is because the first year of eight grade of SMP Yabri Terpadu Pekanbaru only involved in class if the topics are interesting and if the topics are not interesting they will keep silent, 8 (40%) of students answered "seldom" low or uneven participation when speaking English, and 3 (15%) "never" face this problem. By looking highest intensive the students they are always not confident in speaking English.

Table 4.2

I'm not confident

The Answer Options	Frequency	Percentage
Often	15	75%
Seldom	4	20%
Never	1	5%
Total	20	100%

The table 4.2 shows that 15 (75%) of students "often" face this problem, it is because the first year of eight grade of SMP Yabri Terpadu Pekanbaru they are some student very little not confident, 4 (20%) of students answered "seldom" I'm not confident when speaking English, and 1 (5%) "never" face this problem. By looking highest intensive the students' problem, there are some student is confident to speak English and average the student is not confident.

Table 4.3

I lack vocabulary

The Answer Options	Frequency	Percentage
Often	14	70%
Seldom	4	20%
Never	2	10%
Total	20	100%

The table 4.3 shows that 14 (70%) of students "often" face this problem, it is because the first year of eight grade of SMP Yabri Terpadu Pekanbaru they are some student very little know vocabulary, 4 (20%) of students answered "seldom" i lack of vocabulary when speaking English, and 2 (10%) "never" face this problem. By looking highest intensive the students problem often face to lack of vocabulary the student have talk something because not many student much know vocabulary.

Table 4.4

I'm not fluent in English yet

The Answer Options	Frequency	Percentage
Often	12	60%
Seldom	5	25%
Never	3	15%
Total	20	100%

The table 4.4 shows that 12 (60%) of students answered "often" face this problem, it is because the first year of eight grade of SMP Yabri Terpadu Pekanbaru some are not very fluent to speak, 5 (25%) of students answered "seldom" I'm not fluent in English yet when speaking English, and 3 (15%) "never" face this problem. By looking highest intensive the students on average, the students not speak fluently and there are some who are fluent when speak English.

Table 4.5

The Pronunciation is still unclear

The Answer Options	Frequency	Percentage
Often	14	70%
Seldom	4	20%
Never	2	10%
Total	20	100%

The table 4.5 shows that 14 (70%) of students "often" face this problem, it is because the first year of eight grade of SMP Yabri Terpadu Pekanbaru the student try to learn pronunciation, 4 (20%) of students answered "seldom" the pronunciation still unclear when speaking English, and 2 (10%) "never" face this problem. By looking highest intensive the students 70% often on average students cannot speak fluently and some are yes.

4.1.4 Mother Tongue Use

The students usually use mother tongue in speaking activities, because it is easier, and also 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 one-to keep to the target language. From the questionnaire that distributed showed that this speaking problems Is highest. See the following data.

Table 4.1

I use mother tongue to express myself

The Answer Options	Frequency	Percentage
Often	14	70%
Seldom	3	15%
Never	3	15%
Total	20	100%

The table depicts that 14 (70%) of students answered "often" using mother tongue to express themselves it is because they did not know much words in English and they feel it more comfortable to do it in speaking, 3 (15%) of students answered "seldom" use mother tongue use to express myself and 3 (15%) of students answered "never" use mother tongue use to express themselves. The table implies that the students "often" express they self by using mother tongue.

Table 4.2

I use mother tongue because is easier than English

The Answer Options	Frequency	Percentage
Often	14	70%
Seldom	4	20%
Never	2	10%
Total	20	100%

The table depicts that 14 (70%) of students answered "often" used mother tongue because is easier than English it is because they think speaking English is difficult and they not used to speak English in class, 4 (20%) of students answered "seldom" and 3 (15%) of students answered "never". The table implies that the majority of first year of eight grade of SMP Yabri Terpadu Pekanbaru "often" feeling used mother tongue is more easier than English.

Table 4.3

I have a habit of using the mother tongue in English

The Answer Options	Frequency	Percentage
Often	10	50%
Seldom	8	40%
Never	2	10%
Total	20	100%

The table depicts that 10 (50%) of students answered "often" I have a habit of using the mother tongue in English class it is because they think speaking English is difficult and they not used to speak English in class, 8 (40%) of students answered "seldom" and 2 (10%) of students answered "never". The table implies that the majority of first year of eight grade of SMP Yabri Terpadu Pekanbaru "often" is use mother tongue in class.

Table 4.4

Mother tongue is quickly understood

The Answer Options	Frequency	Percentage
Often	19	95%
Seldom	1	5%
Never 0	0	0%
Total	20	100%

The table depicts that 19 (95%) of students answered "often" used mother tongue because is quickly understood than English it is because they think speaking English is difficult and they not used to speak English in class, 1 (5%) of students answered "seldom" and 0 (0%) of students answered "never". The table implies that the majority of eight grade of SMP Yabri Terpadu Pekanbaru "often" feeling mother tongue use is quickly understood.

Table 4.5

I do my mother tongue use everyday

The Answer Options	Frequency	Percentage
Often	13	65%
Seldom	4	20%
Never	3	15%
Total	20	100%

The table depicts that 13 (65%) of students answered "often" used mother tongue every day in class because they not used to speak English in class, 4 (20%) of students answered "seldom" and 3 (15%) of students answered "never" The table implies that the majority of eight grade of SMP Yabri Terpadu Pekanbaru "often" use mother tongue every day in class.

Table 4.6

The Result of Students' Speaking Problems

No	Speaking Problems	Intensity		
		Often	Seldom	Never
1	Inhibition	41%	49%	10%
2	Nothing to say	25%	40%	35%
3	Low and uneven participation	64%	25%	11%
4	Mother tongue use	70%	20%	10%

And the result from the questionnaire show that the eight grade of SMP Yabri Terpadu Pekanbaru face the speaking problems those are; for inhibition showed that 41% students often, 49% seldom and 10% never face this problem, for nothing to say showed that 25% students often, 40% students seldom and 35% students never face this problem, for low or uneven participation showed that 64% students often, 25% students seldom, 11% never face this problem, and the last for mother tongue use showed that 70% students often, 20% students seldom, 10% students never face this problem. As a result, highest percentage was mother tongue use were 70% of students answered often faced this problem.

4.2 Result of Interview

In relation to the result of interview, researcher provided eight items questionnaire of interview about speaking problems.

Q.1 Do you encounter any difficulties in learning speaking skill? (*Apakah anda mengalami kesulitan dalam kemampuan berbicara?*)

From Q1, 4 of 5 respondents said they had difficulty in speaking skills. Only one respondent said that they could speak English even if only a little.

Q.2. If so, Can you mention what difficulties do you face in learning speaking English? (*jika demikian, bisakah kamu menyebutkan apa kesulitan yang kamu hadapi dalam berbicara bahasa Inggris?*)

And from Q2, all respondents mentioned the difficulties they faced in speaking English. 3 out of the 5 respondents said that they had difficulty in remembering vocabulary, while the other 2 respondents said that grammar was their difficulties.

Q3. Do you feel shy when speaking English? (*Apakah kamu merasa malu ketika berbicara Bahasa Inggris?*).

From Q3, it is still found that students feel ashamed to speak English, they are afraid of being laughed at when they make mistakes. Judging from the results of the interviews, 3 out of 5 respondents said that they were shy when speaking English, while 2 other people said that speaking English can make them feel cool and because they also take courses outside of school.

Q.4 Do you feel worry making mistakes when speaking English? (*apakah kamu merasa cemas membuat kesalahan ketika berbicara Bahasa Inggris?*)

From Q4, students often feel anxious about making mistakes when speaking English, judging by the results of interviews, 2 students often feel anxious, they are afraid because they have only a small vocabulary. Meanwhile the other 2 also sometimes feel the same way, but they can handle it. While another respondent said that he was not worried about making mistakes when speaking English.

Q5 Do you feel lack of knowledge when speaking English. (*apakah kamu merasa kurangnya pengetahuan ketika berbicara Bahasa Inggris?*).

From Q5, all respondents said they have a lack of knowledge when speaking English. It's just that they have their own reasons. Including; grammar, and vocab. And one of them said it wasn't a big deal.

Q.6 Do you low or uneven participation when speaking English. (*apakah anda jarang atau tidak berpartisipasi ketika berbicara Bahasa Inggris?*).

From Q6, Judging from the students' answers about Q6, many of them participated when speaking English. On the other hand, only two of them rarely participate in English conversation. Because they feel shy when speaking in front of their friends. While others often do question and answer with their teacher.

Q.7 Do you feel that mother tongue is easier than English? (*Apakah kamu merasa bahasa ibu lebih mudah dibandingkan Bahasa Inggris*)

From Q7, Looking at the overall answers from Q7, it can be concluded that 5 out of 5 respondents said that their mother tongue is easier than English. They explain the reasons that since childhood they have used the language. They also always use their mother tongue when interacting at home, at school, and in the community. That's why all respondents said that their mother tongue is easier to use than English.

Q8. Besides those above difficulties, do you encounter another difficulty in learning speaking English? (*Selain kesulitan-kesulitan di atas, apakah anda menemui kesulitan lain dalam berbicara Bahasa Inggris?*)

And the last, from Q8 there are various kinds of difficulties experienced by students when learning English. 2 out of 5 respondents said that grammar is more difficult. 2 other respondents said that they had difficulty in vocabulary, and another respondent said that he had difficulty in listening.

4.3 Data Analysis

This study is set to find out the most dominant speaking problems faced by the eight grade of SMP Yabri Terpadu Pekanbaru. There were 20 students involved in this research data were taken from the questionnaire that distributed by researcher and interview to know what are the students' problems on speaking difficulties of eight grade of SMP Yabri Terpadu Pekanbaru.

The data from questionnaire showed that the most dominant speaking problems faced by eight grade of SMP Yabri Terpadu Pekanbaru is mother tongue use. There were 70% students answered "often", 20% students "seldom", 10%

students "never" faced this problem it means that mother tongue is the students' speaking problems. Moreover, the students faced the problems in speaking it was followed by inhibition with 41% often, 49% seldom and 10% never. Nothing to say with 25% often, 40% seldom and 35% never, low and uneven participation with 64%. Often, 25% seldom and 11% never.

The data from interview students' difficulties in speaking English

Subject 1 and 2

They got difficulty in learning speaking. They often made errors sentences. They often did not pay attention to the grammar when they were speaking, because they did not understand about grammar. It can be concluded interview with the students below

"It seems no difficulty the ambiguous for me is grammar".

"Sure, all of them are hard for me especially grammar".

Based on the interview above, the students feel afraid to speak English in class because they are low in mastering grammar.

Subject 3 and 4

In speaking English, the students need to master a lot of vocabulary. By mastering many vocabularies, they would speak up in English easily. Some students want to speak up in English, but they have limited vocabulary. Realizing that

vocabulary is limited, so they feel afraid when they want to speak English. It could be proved with the interview with the students

"Yes, I can't too fast remember the vocabulary if want to talk".

"Never had difficulties, did not master the vocabulary".

Based on interview above, it can be concluded that the students are confused when they speak English. Sometimes, the student can't continue to speak English because they don't know what about want to say. It was because she and he has still limited vocabulary showed that the most dominant speaking problem faced by eight grade of SMP Yabri Terpadu Pekanbaru is lack of vocabulary, feel shy and grammar, they need motivation for practice speaking English.

There were some reason why the students faced the above problems. They were being nervous when they speak, limited vocabulary, as a result their used mother tongue to speaking when learning English.

4.4 Discussion

This section presents the discussion based on the findings of the study. The Finding of his researcher showed that there some students speaking problems they are, inhibition, nothing to say. Low or uneven participation, and mother tongue use.

The result of the questionnaire showed that the first semesters students faced some problem that make them did not actively in speak English. Such as inhibition, they feel shy, afraid and feeling worried in making mistakes. This finding is also

supported by finding from interview as (respondent 1) stated that "because understanding my vocabulary I don't want to be afraid i want to start talking fearfully being criticized and laughed at" This proves that the most frequent difficulty is the lack of student vocabulary. Speaking in front of a crowd is not easy, it also requires mentality if you want to talk. "We are in the position of our friends who really can learn English too" (respondent 2). Students want to be supported when they want to speak English so that mentality grows. Some students claimed they were anxious when they wanted to speak in general or like every day because right "yes as I mentioned I was embarrassed, lacked confidence in speaking English" (respondent 3). The main problem in speaking English was the lack of student confidence. Some respondents claimed that speaking difficulties often occur. "Just yesterday i wanted to meet an English tourist, wanted to get acquainted but was embarrassed because he was afraid his English was wrong" (respondent 4). Thus students must learn more to remove speech impediments such as feeling ashamed, afraid and feeling anxious when making mistakes Support by Varasarin (2007) describe that in this situation this students wish they could speak English fluently hut must of them think that English is too challenging for them to master.

Next, nothing to say Based on questionnaire many students did not speaking English during the lessons it is because they feel lack knowledge when speak English. Finding from questionnaire showed the students seldom faced this problem but there are the students often faced this problem it may caused them did not have motivation to speak English. Where as, motivation is important factor for learning. Students who

have motivation will express their idea briefly. Many students cannot speak English because they feel a lack of knowledge when speaking English. Finding from interview also support this statement. Some students say "grammar, very little" (respondent 1). The lack of knowledge of students in grammar is not knowing how to arrange sentences properly and correctly so that students feel a lack of knowledge about grammar. On the other hand students also have a lack of knowledge about the vocabulary "yes in the vocabulary part only lacking in the regard" (respondent 2). The students faced the difficulties in pronunciation the words because of the differences between spoken and written in English. For example, when the students pronounce the word muscle, listen, write, honor and honest. Some words that contain silent letters are particularly problematic especially for Indonesian students. The incorrect pronunciation is often caused by the lack of sound similarity between English and the students' native language.

Speaking English as not easy, especially for students who are just starting to speak English. "Yes, because English is difficult, and lack of understanding the English in detail, so lack of knowledge" (respondent 3) and "yes indeed lacks aspects in English" (respondent 4). The problem that occurs in students is lack of motivation when only speaking English. Harmer in Leong (2016) explains about intrinsic motivation, that intrinsic motivation comes from within individual. Thus a person might be motivated by enjoyment of the learning process itself. So, teachers have important role to motivate the students, because teacher have important role to

motivate the students because the teacher as the center of learning process who can create an atmosphere in class.

And then, low or uneven participation the research finding in questionnaire showed that the students seldom faced this problem, this is also supported data from interview. "Well, very rarely I choose rarely to mingle with people" (respondent 1). Not many of the students' differed in character between being shy or not wanting to socialize, so these students lacked participation when speaking English. But there are some students' stating "depending on the situation, if the situation allows English to be tried in English" (respondent 2). If a class does not dare to participate can reduce interest in speaking English. When students rarely participate in speaking English, students state "yes rarely, shy too, so to participle rarely" (respondent 3) and "indeed very rarely, because they feel shamed" (respondent 4). The lack of participation in speaking English was admitted by some students because they felt ashamed. But there are some students faced this problems it is because they did not have a chance to speaking in the class. There are tendency between the students. The students that have a good speaking and pronunciation will more active in speaking activity. The percentage data above suitable with the theory from Ur (2009) that the students have not same opportunity to speak English. There is tendency of some learners to dominate while others speak very little or not at all.

The last, mother tongue use. The researcher finding in questionnaire showed that most of the students often used mother tongue in the class. Finding from interview also support this statement. Some respondents stated "yes, because I was

from a small language, it really is like that bro, moreover I learned English is still a few semester" (respondent 1), "it's clear, because the main language from birth is that we have taught our own mother tongue into everyday language" (respondent 2), "yes, of course, because the mother tongue is already born because i often hear often learn and socialize, right use main language" (respondent 3), and "right, because the main language is easy for children to understand from young children to adults and mothers" (respondent 4). They try to used in the speaking class because mother tongue is more easier than English and the students used mother tongue when they did not know words the words in English it is caused the students did not master the vocabulary. So, they used mother tongue to make their speaking clearer. According to harmer in Leong (2016), there are some reasons why learners use mother tongue in their speaking. The first is that when teacher ask the learners to talk about they did not have enough knowledge, they will try to use their language. The second reason is that the application of the mother tongue is very natural for the learners to use. If the teacher do not urge their learners to talk in English, learner will automatically use their first language to explain to their classmate. The final reason refers to the fact that if the teacher regularly use their learners' mother tongue, their learners will feel comfortable to do so in their speaking class.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Speaking English it is very difficult to be mastered, so that students have to exercise their speaking ability to improve their speaking. In this researcher, the researcher took samples Class B from eight grade of SMP Yabri Terpadu Pekanbaru their 20 samples, the researcher focus on speaking problem in English. The researcher analyzed the data and found out that the result from the questionnaire and interview by using 4 indicators of factor students speaking problems in English. It is found that mother tongue use is caused the Eight grade of SMP Yabri Terpadu Pekanbaru have a problem in speaking it makes the students' lack of confident while they have to speak English, and students' lack of vocabulary. It is because students often used their mother tongue. If the students do not speak English during the lesson, an English environment will not be created. Usually students use mother tongue when they do not know the words in English, and the topic/material is difficult, it is caused of the students do not master the vocabulary in the topic. So, they use mother tongue to make their speaking clearer.

5.2 Suggestion

Based on the result of the data, the researcher would like to give suggestion dealing with the students, the teacher and next researchers.

5.2.1 For students

For the students, the researcher suggests to memorize vocabulary so that they can utterance what they want to speak about. The students should be confidents with themselves, especially when speaking English and do more practice in speaking English to improve their speaking skill to be better. And then the students can practice doing speaking English through English son, watching movies, join in English club, join in English Course, and etc.

5.2.2 For Teacher

The lecturer of speaking should give the students more to practice speaking and experiences to speak English all the time in speaking lecture.

5.2.3 For the Further Researchers

For the further researcher, there are several theories disused the same case about speaking problem. The researcher could recognize that several problems can be analyze to know how the students speaking problems. However, the researcher hope the next researcher can find solution for helping and increasing students speaking problems in English to be more effective.

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