

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING
ENGLISH AT THE THIRD SEMESTER OF ENGLISH LANGUAGE
EDUCATION OF FKIP UIR**

A THESIS

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



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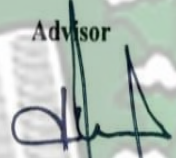
2021

THESIS APPROVAL

“AN ANALYSIS OF STUDENTS’ DIFFICULTIES IN SPEAKING ENGLISH AT THE THIRD SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR”

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LETTER OF NOTICE

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**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING
ENGLISH AT THE THIRD SEMESTER OF ENGLISH LANGUAGE
EDUCATION OF FKIP UIR**

It is ready to be axamined and this letter is made to be used as it is needed

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DECLARATION

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I admit that this thesis writing is purely derived from my own idea, except some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, December, 23rd 2021

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ACKNOWLEDGEMENT

Alhamdulillah rabbil ‘alamin, all praises to Allah SWT who has given mercy, health and always makes things easier for me so that I can complete this thesis entitled “An Analysis of Students’ Difficulties in Speaking English at the Third Semester of English Language Education of FKIP-UIR”. Shalawat and greetings are also delivered to our prophet Muhammad SAW who has brought us from the darkness into brightness.

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education study program faculty of teacher training and education of Islamic University of Riau. Therefore, this thesis would not have been completed by itself without the great advice, guidance, support, help, and the motivation of the closest people who always had my back. Also, I would like to express my deep gratitude’s towards all those who have encouraged and always care of me during writing this thesis. I would like to express deep gratitude to the following individuals namely:

1. Dr. Hj. Sri Amnah., S.Pd., M.Si as the dean of Faculty of Teacher Training and Education of Universitas Islam Riau and Dr. Miranti Eka Putri., S.Pd.,M.Ed as the vice dean of academic of English Language Education Study Program of Universitas Islam Riau who have given the assistance for completing this thesis.
2. Muhammad Ilyas, S.Pd., M.Pd as the head of English Language Education and Sri Wahyuni., S.Pd., M.Pd as Secretary of English

Language Education who gave me support permission to write this thesis.

3. Special deep gratitude to my advisor Johari Afrizal., S.Pd. M.Ed.

Thank you very much for the precious time and place during the guidance who has always patient in giving me advice, guidance, support, and thank you for always gave me the motivation until this thesis is complete on time Sir.

4. My deep gratitude to my examiners Dra. Hj. Syofianis Ismail., M.Ed

and Yulianto., S.Pd., M.Pd. Thank you very much for showing deep premises concern for me to correction and revision this thesis till this thesis is complete.

5. All administrative staff of FKIP-UIR and also all the Lecturers of

English Language Education Study Program who have given me the infinite valuable knowledge.

6. A very special word of thanks goes to my parents Ramlan, and Siti

Hajar. Thank you for loving, caring, and your unceasing support for me. Without you, I will never become what I am today. I love you and I will make you proud in the future. To my brother Syafruddin.,ST, Nurdianto and Meliana for his amazing sense of respect for always helping me and support me in writing this thesis.

7. Fellow students majoring in English education class 2017, especially

class C and friends who always encourage the author, thank you, Bagus Adhityo, Mia Tri Utami, Yunika and all parties who cannot be

mentioned one by one who also gave encouragement, input and understanding to the author in completing this final project.

8. For the "Charm of High School Friends" Yuni Rinawati, Elsa Pertiwi, Adhi Yaksa, Khairul Rijal, Muhammad Jefri and Nanda Resky Kurniawan who always give encouragement to the author.
9. I thank my self for always being enthusiastic and strong in the work this thesis until it is finished.

Finally, to all parties, the author can only pray that the help, kindness, and sacrifice given will receive a commensurate reply from Allah SWT, Amin.

The author realizes that this final project still has shortcomings and imperfections, for that the author expects constructive criticism and suggestions from all parties for the perfection of this final project to be better in the future.

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ABSTRACT

Pera Gustina, (2021): An Analysis of Students' Difficulties in Speaking English at the Third Semester of English Language Education of FKIP UIR.

Keyword: Analysis, Speaking, Students Difficulty.

This study aims to describe student's difficulties in Speaking English in the third semester. In this study, researcher used quantitative research methods. The population of this study was 32 students third semester of University Islamic of Riau students. Data is collected from questionnaire was that are distributed online via gogle forms. The questionnaire was adopted from Nurhadiah Fitri (2019), which consists of six indicators, namely linguistic obstacles, speech processing difficulties, academic and conversational English skills, negative effect, access to speaking opportunities and fluency.

The results showed that most of the respondents gave a neutral response to the statement in difficulty speaking english. Which is (65%) Fluency, which means students feel when speaking English the emergence of a fear of making mistakes and when students speak English is not fluent such as many pauses and often repeating words. (63%) linguistic obstacles, this mean that students experience grammatical and vocabulary errors when speaking English. (63%) Speech processing difficulties, this mean that students in their daily activities are still accustomed to using their mother tongue. then followed by Access to speaking opportunity it was (57%), Academic and Conversational English Skills was (53%), and the last is negative effect it was (52%).

So, it can be concluded that the researcher analyzed the questionnaire data present the aspects of students' difficulties in speaking English which showed that students' difficulties in speaking English were linguistic obstacles, speech processing difficulties, academic and conversational English skills, negative effects, and access to speaking opportunities. while the most dominant factor of students having difficulty speaking English in the third semester of English Education at FKIP UIR is fluency.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is a communication tool that plays an important role in everyday life. Therefore, with language we can exchange information and ideas with others and express the feelings, desires, opinions and needs of each individual. Human life cannot be separated from language activities. Language is also a means of communication between humans. Because humans are required to have good language skills. Someone who has good language skills will find it easier to convey information both orally and in writing.

In Indonesia, the first language or mother tongue that is mastered is mostly regional languages. Meanwhile, the second language spoken is Indonesian. However, along with the development of the globalization era, the second language that is acquired is not only Indonesian but also English. Therefore, as the times develop, we must be required to get to know foreign languages or English more so that students can have the ability to speak English as a source of access to knowledge, for example, English is used as the language of instruction, namely in electronic media such as computers, laptops, notebooks, Ipad or link on the Internet in order to have the ability to communicate using English to have the opportunity to communicate and establish cooperation with other countries. It can even be said that mastery of foreign languages is very influential in the requirements proposed by companies to recruit employees.

English as an international language plays an important role in communicating with the outside world, especially in absorbing science and technology. One aspect that students need to master is good English proficiency, both oral and written. Good English language skills must master all four language skills and vocabulary and grammar. Therefore, English is directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level.

English has become the main language of communication in the world. In Indonesia, English is taught from elementary school to university. By speaking English, people can communicate with other nations in the world besides that we can also add insight and knowledge for our nation and country. Therefore Al-Roud (2016) suggests that most people who learn English have the thought that they want to develop proficiency in speaking skills, even though it is a difficult task.

Speaking is the most important part of English because speaking is a process of sharing ideas and opinions in spoken language communication in society Bailey (2003). Therefore students must have good English skills in order to communicate with the outside community because speaking is very important in English and by mastering English skills students can express their opinions or share their ideas with the community and friends around them. However, the problem is that many students have difficulty speaking English. The problem that often arises when students have difficulty in English is due to lack of habit in speaking English.

Ur (1996) states that many causes cause difficulty in speaking such as barriers, not speaking, low contribution, and use of mother tongue. Therefore not everyone can speak English, for example, when speaking they often have problems in speaking such as having insecurity about what to say because they think that they are afraid of being wrong, imperfect grammar and are afraid of mispronunciation in speaking. They didn't even speak because they lacked vocabulary and didn't know what to say. In addition, because the mother tongue has been used since birth, it also affects speaking in English.

Based on this background, researchers are interested in conducting research on student difficulties in speaking skills. Researchers want to know the factors of student difficulties in speaking skills, causes and solutions to solve problems from difficulties. From the above background, the researcher decided to conduct a study entitled "Student Difficulties in Speaking Skills in the third semester". Researchers hope this research is useful for readers.

1.2 Identification of the Problem

Based on explanation in the background of the problem faced by the students in speaking difficulties, the researcher presents their problems, there are some problem that students in spaking difficulties.

Firstly, some of the students in the third semester are deficient in vocabulary, grammar, and pronunciation. Because of these shortcomings they have difficulty speaking English fluently, they cannot get the grammar correctly,

they lack vocabulary and are unable to use pronunciation in speaking English fluently.

Secondly, third semester students are afraid if they make mistakes while delivering their sentences. When students speak English they think that when speaking English they are afraid of making mistakes in their imperfect grammar pronunciation. That way they are also afraid of making mistakes in front of their friends with the fear of speaking English making them even less confident because of their lack of grammar knowledge.

Thirdly, Students still lack confidence when speaking English. Because they think that they are afraid of mistakes, imperfect grammar and fear of pronunciation in speaking. They don't even speak because they are caused by words and don't understand what they are trying to say. In addition, because the mother tongue has been used since birth, it affects speaking in English.

1.3 Focus of the Problem

Based on the research background and problem identification above, the focus of the problem in this study is the cause of students' difficulties in speaking English in the third semester of Islamic University of Riau.

1.4 Research Questions

Based on the background described above, the problem in this research can be formulated as follows:

1. What are students' difficulties in Speaking English in the third semester?
2. What are the dominant factors that cause students' difficulties in Speaking English in the third semester?

1.5 Objective of the Study

Based on what has been stated in the formulation of the problem, the objectives of this study are:

1. Describe students' difficulties in Speaking English in the third semester.
2. Describe the dominant factors that cause students' difficulties in Speaking English in the third semester.

1.6 Significances of the Study

1. For lecture

This research is expected to be a reference for English teachers to solve students' problems in learning to speak.

2. For students

This research is expected to be important for students learning to speak and hopefully this research can help students to practice speaking better

3. For future researchers

This research can provide important information for students having difficulty learning to speak. Hopefully this research can help future researchers as a reference who wants to do similar research.

1.7 Definition of the Key Terms

1. Speaking

Samira Al Hosni (2014) notes that speaking is the active use of language to express meaning, and for young learners, spoken language is a medium in which new language is discovered, understood, practiced and learned.

2 Student Difficulty

Student difficulty is something that is difficult to do or understand that students face. There are students with behavioral or emotional disorders, or special difficulties with learning. Educational needs are considered to arise primarily from problems in the interaction between students and the educational context Paris (2004). In this study, speaking difficulties refer to the problems or difficulties faced by the third semester students of FKIP UIR English education during their daily speaking activity in speaking English.

CHAPTER II

REVIEW OF THE LITERATURE

2.1 Review of Related Theory

2.1.1 Speaking

In learning a foreign language or English, speaking is the most important aspect in order to achieve good communication. Success in speaking can also be done by speaking and interacting verbally in that language. Nunan (2000) also claims talking is very important in our life because without speaking we cannot know what someone or the other person is saying and also the way we interact with other people.

According to Cameron (2001) Speaking is the active use of language to express a meaning, so that other people can understand what they are saying in speaking a foreign language to share understanding with others who require attention to the right language in detail. In the same line Samira Al Hosni (2014) states that speaking is the active use of language to express a meaning for young learners in order to create good communication, spoken language is a medium in which new language is discovered, understood, practiced and learned. In speaking, students must know a lot of vocabulary, by understanding vocabulary, when speaking students can understand what they are conveying to other people so that they are not afraid to be wrong in expressing something they want to talk about. Talking is also something that must be understood by someone in order to create good communication.

According to Chastain (2004), Speaking is a productive skill because it generates ideas, messages and suggestions that we need to practice. To improve communication skills in English, it is not enough in the classroom but to practice outside the classroom. It will affect our speaking ability. Harmer (2013) argues that speaking is the ability to speak fluently not only knowledge of linguistic features, but also the ability to process information and language.

Based on this theory, it can be concluded that speaking is a productive skill as a second language or a foreign language that is used to express and express the speaker's ideas, information, feelings to others directly. In speaking, people must have the ability to use words with correct pronunciation, design correct grammar, and choose words so that communication can run well.

2.1.2 Function of Speaking

Speaking is one of the most important skills of all language skills because individuals who learn language are referred to as language speakers. In general, the purpose of speaking serves to communicate, notify or report information to recipients of information, Gorys Keraf (in St. Y. Slamet and Amir 1996), suggest that the purpose of speaking is to convince the listener, want the listener's physical action or reaction, inform, and please the listener.

Speaking is not an instant skill to be acquired. It needs a long process. According to Rubi and Thomson (1994) that language is a complex system and each system is different and requires the reorganization of students thinking with lots of exposure. So it needs for students to practice and to be a successful

language learner. As of speaking functions, Richards (2008) states that the functions of speaking are classified into first talk as interaction, talk as transaction and talk as performance.

According to Brown and Yule (1994) cited in Erasma, Sutapa and Salam (2012) there are three function of speech:

1. Speaking as interaction. When people meet, they exchange greetings, tell stories about something, etc.
2. Speak as performance. This tends to be in the form of a monologue rather than dialogue, following a format that can be recognized and made as a work.
3. Speaking as a talking transaction, is like discussing something with two or more people.

Based on the two theories above, it can be concluded that English is very important and the key for someone to know about anything. After that the function of speaking helps people to convey something, for communication, interaction and others. Then, the community can easily understand and apply in our interactions.

2.1.3 Purpose of Speaking

The main purpose of speaking is to communicate. In order to conveying thought effectively the speaker must understand the meaning of anything will be said and also can evaluate the effect of communication to the listener.

Whether it is as a social tool or it is a business and professional tool basically speaking has three common meaning Tarigan in Laksana (2016) there are:

a. To inform

The way of speaking is to inform it means that speaking. We are as a speaker informs the listener what we want. And by speaking we can inform our idea when we want to express our idea.

b. To entertain

By speaking we know people's feeling whether they are or happy. In this condition, people can entertain other people by speaking in a funny story. By a joke or humor.

c. To persuade

People speak in order to persuade something. By speaking we can ask other people to do or not do certain actions.

2.1.4 Component of Speaking

Speaking is very important in mastering English. The students who learn English required to mastered the skill to speak and communicative with each other. There are four components of speaking skills according to Hormaililis (2003), they are:

a. Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words Ur in Hormailis (2003).

b. Grammar

Warriner in Ramli (2003) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

c. Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

d. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000) says that to use the stress and the intonation inaccurately can cause problem.

When the students learn English speaking by helping the teacher, the students can improve their speaking, it means they have to learn about components of the speaking namely, vocabulary, fluency, grammar, and pronunciation. Teacher as a medicator have to be able to teach the students about the component of speaking

2.1.5 Factors causing student difficulty in speaking

According to Megawati (2016) some of the factors that cause students' difficulties in communicating English are a lack of vocabulary in English, difficulty memorizing vocabulary that varies in pronunciation, fear of making mistakes in front of their friends and lack of grammar knowledge. Therefore, these difficulties make students not confident in speaking English because of the lack of students' vocabulary which results in their problems in speaking and coupled with the fear of speaking English makes them even less confident because of their lack of grammar knowledge.

Dewi (2016) states that the causes of students' low speaking ability are as follows: (1) Insufficient time to practice speaking, (2) Lack of vocabulary, (3) Not having an interest in speaking due to unattractive teaching methods, and (4) Inability connect the topic of conversation with their real life. Furthermore, Lopez (2011) states that providing a speaking strategy gives foreign language learners a great opportunity to communicate in the language being studied is important.

Bygate (2008, p. 236) states that there are five factors of difficulty in speaking in English, (as cited Nurhadiyah Fitri 2019) as follows:

a. Linguistic Obstacles

Linguistic Obstacles are grammatical errors when speaking English. Structure is not good when using English. Problems with vocabulary and grammar when talking to lecturers. And mispronounced.

b. Speech Processing Difficulties

This is because students are still accustomed to using their mother tongue on a daily basis. Students also find it difficult to use words and structures in English. When talking with lecturers they do not communicate well and effectively. Students still have difficulty paying attention to fluency and accuracy when speaking English, because there are still many that they have not mastered.

c. Academic and Conversational English Skill

This is a problem in academic conversation in English. Many students have difficulty leading English discussions. Most students are afraid of English speech in class and do not want to participate in English discussions in class because they are afraid to talk or joke during class presentations

d. Negative Effect

The negative effect is that when they talk they feel nervous, have high anxiety if they think negatively about grammar, so that students are silent in class, especially less confident in speaking English in class and when the lecturer speaks they choose to be silent.

e. Access to Speaking Opportunities

Access to speaking opportunities, which means speaking English not for individuals but for associations. Most students speak less English outside the classroom. And many don't participate in class.

Then the researcher combines or adds one component of the difficulty factor in speaking English

f. Fluency

Stockdale (2009) states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (ooo and emm), self-corrections, false starts, and hesitations.

Based on the theory above, it can be concluded that the factors causing students' difficulty in speaking are lack of vocabulary in English, fear of making mistakes in speaking English, the emergence of fear in speaking English makes them not confident in speaking English. Then the researcher combines or adds one component of the difficulty factor in speaking English, namely fluency. This factor makes it difficult for students to speak English.

2.1.6 Student Difficulties in Speaking English

Speaking English is not easy for students, because they have to learn fluency and good comprehension in order to speak in order to be understood by everyone. Therefore they have to learn more about Vocabulary, Pronunciation, Grammar and they must have a will. Difficulty is mistakes, misjudges, miscalculations, and mistakes from important aspects of learning in obtaining information (2007). Meanwhile, Djamarah (2011) states that difficulty in learning is a condition in which students cannot learn well which can cause threats, obstacles, or disruptions in learning. In addition, Ahamadi and Widodo (2013)

state that difficulty in learning is a condition in which students cannot learn properly.

According to Chens (2009), the general difficulty of students in speaking English is not having confidence, limited fluency and limited vocabulary. English is indeed known as the language that has the most vocabulary, besides that the number is increasing every day due to the many influences of other languages such as Latin and the emergence of new terms. Therefore, with limited vocabulary and the emergence of insecurity give a bad impact to people who are eager to learn English.

Ur (1996) suggests that there are several causes of speaking difficulties such as inhibition, lack of vocabulary, low contribution, and use of mother tongue. In addition, Raba'ah (2005) states that there are many reasons for difficulty speaking English. Some of these factors are related to the students themselves, teaching methods, syllabus, and the environment.

a. Internal factors

Internal factors come from the individual himself or students' feelings when they speak English. Internal factors can be defined as factors brought by a language learner in their learning situation. Then addition from Rababa'h (2005) states that many factors cause difficulty speaking in English, namely English students, some of these factors are related to the students themselves, teaching strategies, curriculum, and environment. Internal factors that cause difficulty in

speaking English are: Fear of Mistakes, Shame, Anxiety, Lack of Confidence, Lack of Motivation and Lack of Knowledge.

b. External factors

External factors come from the student's own environment. Internal factors that cause student difficulties in speaking English are: Teaching and Learning Process, Teacher Feedback and Classroom Environment.

Based on this theory, it can be concluded that the difficulty of students in speaking English is due to lack of vocabulary and paying too much attention to grammar so that students do not have the confidence to speak English in front of other people because they are afraid of being wrong. Factor Difficulty speaking is also related to the teaching methods at school or the environment they live in.

2.2 Relevant Studies

First, Ismi Azizah (2015) conducted a study titled "An analysis of students' difficulties in speaking English: a case study at elevent grade students of ma almuslimun NW Tegal academic year 2015/ 2016." This study was aimed to find the students' difficulties in speaking English and to find the factors contributing to students' difficulties in speaking English. This study used qualitative, the researcher took the data dealing with students' conversation, record of conversation, interview and documentation. The results of the study showed factors contributing to students' difficulties in speaking were that students prefer to speak in mother tongue rather than English, they are lazy to read and learn new words, they did not have motivation and the teachers' teaching style

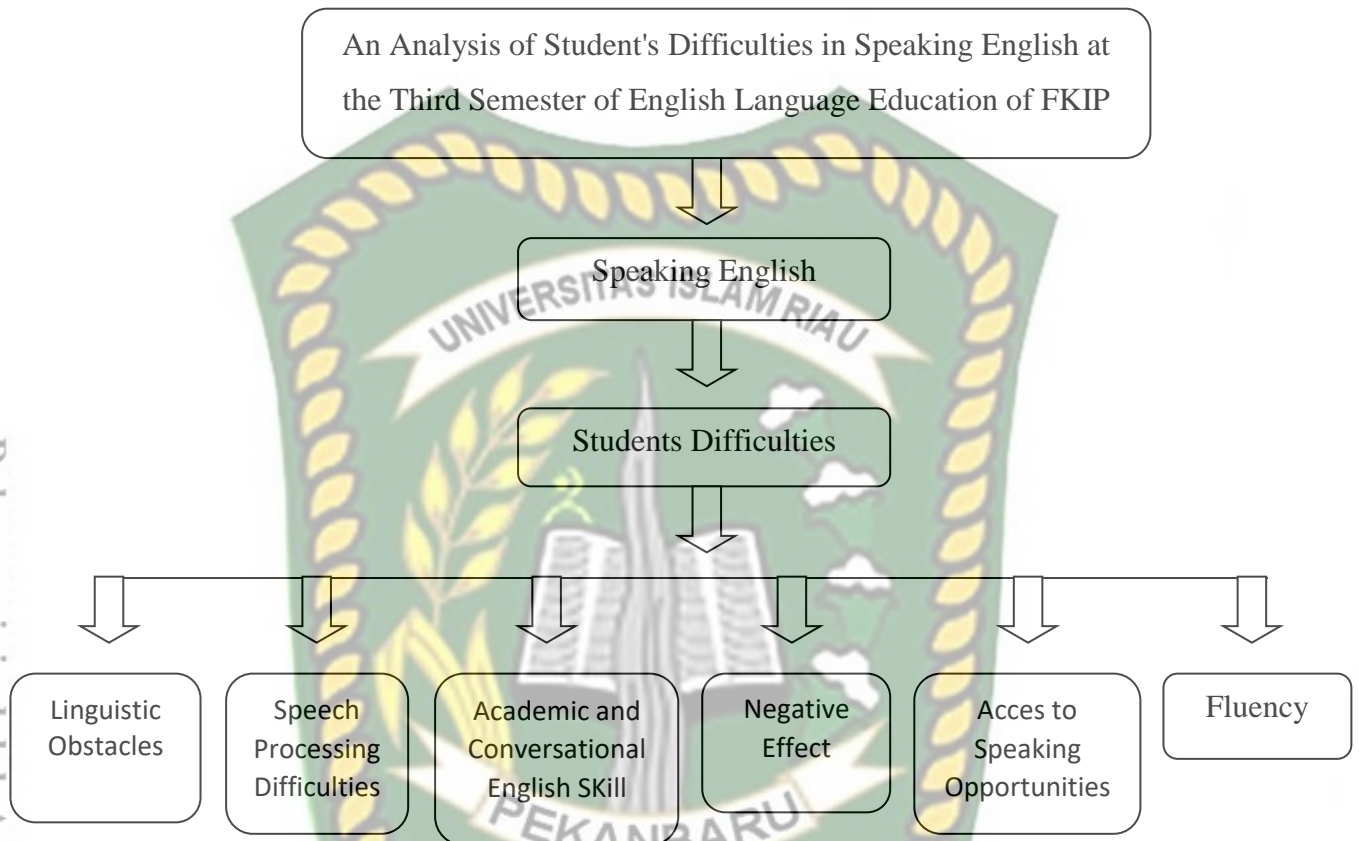
was also one of the factors contributing to students' difficulties in speaking English.

Second, Samira Al Hosni (2014), conducted a study titled "Speaking difficulties encountered by young learners." The aim of study is speaking difficulties encountered by grade five students. The technique of analyzing data is qualitative used observation and interview. The result of the research there are three major speaking difficulties encountered by the students" at this level, and they are linguistic difficulties mother tongue use, and inhibition.

Previous researchers, more focus on University Islamic of Riau the third semester of English language education. This reserach will focus on the students" difficulties in speaking and the dominant factor for speaking difficulties. The researcher will use a quantitative design to describe An Analysis on students difficulties in Speaking English.

The researcher will conduct at the third semester of English language education.

2.3 Conceptual Framework



Based on the diagram above, in learning a foreign language or English, speaking is the most important aspect for achieving good communication. Speaking English is not easy for students, therefore these difficulties make students not confident in speaking English because of the lack of students' vocabulary which results in their problems in speaking and coupled with the fear of speaking English makes them less confident. Due to lack of knowledge, grammar. Because they have to learn vocabulary, grammar, fluency and good pronunciation in order to speak and everyone can understand. So based on these four components, it is students' difficulties, namely linguistic obstacles, speech

processing difficulties, academic and conversational English skills, negative effect, abnormal access to speaking opportunities. Then the researcher combines or adds one component of the difficulty factor in speaking English namely fluency



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, researcher used quantitative research methods. According to Sugiyono (2019) that quantitative research is a research method based on the philosophy of positivism, used to examine a particular population or sample, collecting data using research instruments, with the aim of testing the established hypothesis. The researcher intends to describe the students' difficulties in speaking English, the factors that cause students' difficulties in speaking English in the Third semester University Islamic of Riau.

3.2 Source of the Data

3.2.1 Population

Sugiyono (2019) states that population is a generalization area consisting of objects / subjects that have certain quantities and characteristics that are determined by researchers to study and then draw conclusions. In this case the population of this study are all third semester students. There are two classes in the third semester totaling 62 students consisting of classes A and B

Table 3.1 The Third Semester Population Data

No	Class	Total
1.	A	32
2.	B	30
Total		62

3.2.2 Sample

Sampling is the process of selecting a sufficient number of elements from the population, so that research on samples of understanding of their properties or characteristics will allow us to generalize these traits or characteristics to population elements Noor (2010). In sampling this research is the third semester A class students, amounting to 32 students as a class of research subjects class. This research uses descriptive quantitative. Sugiyono (2019) states that quantitative research methods are research methods used to examine certain populations or samples, data collection using research instruments, quantitative data analysis with the aim of testing predetermined hypotheses.

3.3 Research Instrument

Research instrument that researcher use in data collection in this study are in the form of distributing questionnaires to students. This research instrument uses a Likert scale. The Likert scale is a scale that can be used to measure a person's attitudes, opinions, and perceptions about a particular object or phenomenon Siregar (2015)

Table 3.2 Likert Scale

Alternative Answer	Item Score
Never	1
Seldom	2
Sometimes	3
Often	4
Always	5

Siregar (2015)

3.3.1 Questionnaire

According to Noor (2010) the questionnaire is a data collection technique by providing or distributing a list of questions to respondents with the hope of responding to the list of questions. The purpose of distributing questionnaires is to find complete information about a problem and response without feeling worried if the respondent gives an answer that does not match the reality in filling out the list of questions Ridwan (2015). In this study, researcher distributed questionnaires via googleform and links. Through Google Form and this link, the researcher shares with the student class group and is written in Indonesian to ensure student understanding. Researcher explain how to answer questions and how to use questionnaires. Questionnaire is shared with students. Students answer by choosing Never, Seldom, Sometimes, Often, Always. Then students are asked to fill out and check the checklist (✓) in the column provided according to their respective opinions.

Researchers used a questionnaire on student data. The questionnaire of the researcher's indicators, namely: Linguistic Obstacles, Speech Processing Difficulties, Academic and Conversational English skills, Negative effects, are taken from Nurhadiyah Fitri (2019). Meanwhile, the indicator of fluency was taken from Luoma (2004). Researcher combines or adds one component of the difficulty factor in speaking english.

Table 3. 3

Blue Print of Questionnaire

Indicator Speaking Difficulties	Item Number	Total
1. Linguistic obstacles	1,6,11,16	4
2. Speech processing difficulties	2,7,12,17	4
3. Academic and conversational English skills	3,8,13,18,20	5
4. Negative effect	4,9,14,19	4
5. Access to speaking opportunities	5,10,15	3
6. Fluency	21, 22, 23, 24, 25	5
Total		25

3.4 Data Collection Technique

The researcher collected the data by distributing the questionnaire about speaking difficulties to the samples. And then the researcher distributed the questionnaire link through the WhatsApp group or Google Classroom and explain the question, the researcher explain how to fulfill the questionnaire. After finish answer the question, the researcher collected the questionnaire and analyze it.

3.5 Data Analysis Technique

Sugiyono (2019) states that analyzing data is the process of systematically searching for and compiling transcripts of interviews and questionnaires, field notes, and other material collected to increase understanding of them and to present and present what has been found to others.

3.5.1 Questionnaire

The Data analysis carried out after the data from questionnaires are available. The researcher described all the information from the data by reading and analyzing the data using the theory used in this study. The data analysis steps are as follows:

1. After the researcher collected data from the questionnaire, the researcher sorted the data by selecting the questionnaire responses that are fully answered by the respondent. To classify data, it is easier for researchers to make coding by providing a specific code or number.
2. Researchers analyzed the results of students' difficulties in speak English. After that, the researchers counted in numbers to find out the percentage
3. The next step, the researcher identified data from the results of questionnaires with students which caused the students' difficulties to speak English.
4. The next step is for the researcher to make conclusions from the data.

The data analysis technique used in this study is a quantitative research of the Google form results that have been obtained and then analyzed according to the percentage results shown from the results of the Google form. The meaning of google form is a service from the google application that makes it easier for researchers to make surveys such as questionnaires then distributed via a link and filled in by respondents and google can help make it easier to collect or collect data with clear percentage results. from the questionnaire use the following formula of Likert scale:

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

Description :

P: Percentage

F: Number of frequency

N: Respondent

Sudijono (2018)

The next step is to determine the type of descriptive percentage obtained from each indicator in the variable, calculate the percentage descriptive and then interpret it in the form of a sentence. How to find the level of student difficulty criteria in English is as follows:

1. Lowest score, if all items score 1 = $1 \times 25 = 25$ score
2. Highest score, if all items get 5 = $5 \times 25 = 125$ score
3. Lowest score in percent form = $\frac{25}{125} \times 100\% = 20\%$
4. Range = $100\% - 20\% = 80\%$
5. Interval length = $\frac{80\%}{5} = 16\%$

Then, to find out the level of these criteria, the score obtained in the form of a percent (%) with a descriptive percentage analysis can be seen in the criteria table below:

Table 3.4
Criteria in the interpretation of respondents based on likert scale

Interval	Criteria
93% - 100%	Extremely
76% - 92%	Very Difficult
59% - 75%	Difficult
42% - 58%	Easy
25% - 41%	Very easy

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

This research was conducted by using quantitative research. Instrument for collecting data from this study was from the questionnaire. This chapter presents the finding and discussion about Students' difficulties in speaking English at the third semester of English language education of FKIP UIR. The researcher took 32 students to be a sample for this research.

There are 25 items that are asked Students' difficulties in learning English speaking English at the third semester of English language education of FKIP UIR. According to Bygate (2008) there are five factors difficulty in speaking English: linguistic obstacles, speech processing difficulties, academic and conversational English skill, negative effect, acces to speaking opportunities, and Fluency.

4.2 Data Analysis

In this study to answer the research questions, the researcher presents the results obtained by calculating the average of each part. Data analysis takes the form of the descriptive analysis. Then, the study's analysis was based on data collected from the questionnaire.

4.2.1 Linguistic obstacles

Linguistic obstacle is that students experience grammatical and vocabulary errors when speaking English. For this point the researcher divides into four aspects.

According to the results of data analysis, some of the problems faced by students speaking English in linguistic obstacles are found as follows:

Table 4.1 Linguistic Obstacles

No	Questions	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)	%
1	I make grammatical errors when speaking English.	0	5	19	10	1	70%
6	I am not good at using complex structures when speaking English.	4	16	14	5	3	71%
11	I get stuck with grammar or vocabulary when speaking English to my lecture.	3	4	16	8	1	60%
16	I encounter pronunciation problem when speaking English.	3	13	11	5	0	51%

Based on the first question questionnaire, inform that there was no any student of students answered “never” make grammatical errors when speaking English. Those who choose seldom are 5 and students who choose sometimes 19 when making grammar mistakes in speaking English. Meanwhile, students often answered 10 and those who chose always were 1. Based on the explanation, the result is 70% of students make grammatical errors when speaking English.

Based on the results of the sixth question, 4 of students answered never and 6 answered seldom when they were not good at using grammar structures when speaking English, besides that 14 of students who chose sometimes meant that some students were still not good at using grammar structures. Then 5 answered often and 3 of students answered always. Based on the explanation above, there is 71% of students felt that when they were not good at using grammar structures when speaking English.

Furthermore, the eleventh question shows that 3 of students choose never have problems with grammar and vocabulary when speaking English. While 4 of students answered seldom and most of the students answered sometimes when speaking English they still had problems with grammar and vocabulary, as evidenced by 16. On the other hand 8 often and 1 of students choose always. So the result is 60% of students felt that have problems with grammar and vocabulary when speaking English.

The sixteenth question shows that 3 of students choose never and 13 of students choose seldom that they have pronunciation problems when speaking

English. However, 11 of students answered sometimes and 5 answered often, while there was no any student answered always. So, the result is 51% of student felt that they have pronunciation problems when speaking English.

4.2.2 Speech processing difficulties

Speech processing difficulties explained that students in their daily activities are still accustomed to using their mother tongue. When talking to their lecturers, they still have difficulty paying attention to fluency and accuracy in speaking English because there are still many who have not mastered English. From the questionnaire that the researcher distributed got the following data.

Table 4.2. Speech Processing Difficulties

No	Questions	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)	%
2	I think in my mother tongue when speaking English.	5	7	11	9	0	55%
7	I avoid using difficult words and structures when speaking English.	1	5	14	11	1	63%
12	I struggle to communicate effectively in English with my lecture.	0	3	8	15	6	75%

17	I feel difficulty attending to both fluency and accuracy when speaking English.	0	10	18	3	1	57%
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The result of question number two shows that 5 of students who filled out the questionnaire chose never and 7 chose seldom. Meanwhile, sometimes students answered 11, 9 students answered often and there was no any student answered always when they thought in their mother tongue when speaking English. Based on the explanation above, there was 55% of students have when they thought in mother tongue when speaking English

Furthermore, the seventh question showed that 1 of students chose never and 5 of students answered seldom. While those who answered sometimes were 14 and 11 of students answered often. In addition, 1 of students answered always. So, 63% of students avoid using difficult words and structures when speaking English.

Furthermore, in the twelfth question, there was no any student never and 3 seldom, while sometimes students answered 8 and 15 students chose often when students tried to communicate effectively in English in front of the lecturer. Then 6 students answered always. Based on the results of the statement above, 75% of students felt that have struggled communicate effectively in English in front of the lecturer.

The seventeenth question relates to the difficulty of paying attention to fluency and accuracy when speaking English. Based on the results, it shows that there was no any student choose never and 10 choose seldom. Then 18 of students chose sometimes and 3 of students answered often. Students who chose always were 1. Based on the results of the statement above, 57% of students have difficulty of paying attention to fluency and accuracy when speaking English.

4.2.3 Academic and conversational English skills

The Students have academic and conversational English skills. This means that students still find it difficult to lead discussions in class. Most students are afraid to speak English in class and do not want to participate in English discussions in class because they are afraid to speak English. From the questionnaire that the researcher distributed got the following data:

Table 4.3. Academic and Conversational English Skill

No	Questions	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)	%
3	I feel difficulty leading class discussion in English.	2	6	16	7	1	59%

8	I feel difficulty giving speeches in English in front of the whole class.	1	11	13	5	2	57%
13	I feel difficulty participating in Whole-class English	6	7	18	1	0	48%
18	I feel difficulty participating in small-group English discussions during class.	1	15	13	3	0	51%
20	I am not good at joking and chatting in English.	6	10	12	3	1	49%

Based on the results of question number three, it was shown that 2 of students who chose never and 6 answered seldom. Meanwhile, sometimes students answer 16 and 7 students answer often. However, 1 of students chose always. Based on the results of the statement above, 59% of students have still nervous when leading class discussions in English.

Furthermore, question number eight shows that only 1 choose never and 11 choose seldom when they find it difficult to give a speech in English in front of the whole class. On the other hand, 13 of students chose sometimes and 5 of students chose often, while 2 of students answered always. So, there was 57% of students felt that find it difficult to make speeches in front of the class in English.

In question number thirteen the results showed that 6 of students chose never and 7 of students chose seldom with the question above. Then 18 of students choose sometimes and 1 of students choose often and no one chooses always. So, 48% of students find it difficult to participate in English class discussions.

The eighteenth problem shows that only 1 of students choose never and 15 of students often that they have difficulty participating in English group discussions during class. Then, 13 of students choose sometimes and only 3 choose often and no one chooses always. So, 51% of students felt that they find it difficult to participate in English group discussions during in class.

The result of question number twenty is about the activities of the third semester students of English language education of FKIP UIR who are not good at joking and chatting in English. Based on the questions, it shows that only 6 of students chose never and 10 of students chose seldom. Furthermore, 12 of students chose doubtful and 3 of students chose often and 1 of students chose always. So, 49% students feel that some of them are not good at joking and chatting in English.

4.2.4 Negative effect

The negative effect is that when students speak English they feel nervous, still think negatively about grammar and students feel less confident when speaking English in class and they prefer to be silent. From the questionnaire that distributed got the following the data:

Table 4.4. Negative Effect

No	Questions	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)	%
4	I am nervous when speaking English.	2	8	16	5	1	57%
9	I worry about grammar when speaking English	2	8	12	7	3	61%
14	I keep silent in class because of lack of confidence in speaking English.	6	12	11	2	1	47%
19	I resist opportunities to speak English in class or outside class.	9	8	14	1	0	44%

The fourth question is related to students' the third semester of English language education of FKIP UIR when speaking English are still nervous. Based on the results showed that 2 of students chose never and 8 of students chose seldom. However, 16 of students chose sometimes and 5 chose often and 1 of students answered always. Based on the results of the statement above, there was 57% of students felt that nervous when speaking English.

Question number nine shows that only 2 of students choose never and 8 choose seldom that when speaking English they feel anxious/fearful about grammar. On the other hand, 12 of students chose sometimes and 7 often and 3 of students' chose always. So, 61% of students feel that worry about grammar when speaking English.

In question number fourteen the results showed that 6 of students chose never and 12 of students chose seldom with the question above. Then 11 of students chose sometimes and 2 chose often and 1 of students chose always. So, 47% of students choose keep silent in class because of lack confidence in speaking english.

The nineteenth question showed that 9 of students chose never and 8 of seldom students that they refused the opportunity to speak English in class or outside of class. However, 14 of students chose sometimes and 1 chose often and none chose always. Based on the explanation, 44% of students felt that they refused the opportunity to speak English in class or outside of class

4.2.5 Access to speaking opportunities

Access to speaking opportunities, which means students feel speaking English is not for individuals but for associations. Most students also speak less English outside of class and most students do not participate in class.

Table 4.5. Access to Speaking Opportunities

No	Questions	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)	%
5	I feel lack of opportunities to speak English outside class.	1	10	10	8	3	61%
10	I feel lack of opportunities to speak English in class.	3	12	11	5	1	53%
15	I feel lack of things to say when speaking English in class or outside class.	3	7	16	5	1	56%

The result of the fifth question about the lack of opportunity to speak English outside the classroom, the students who chose never were 1, those who chose seldom were 10 and the students who chose sometimes were 10 about the question. Meanwhile, 8 of students chose often and 3 always asked questions. So,

61% of students feel the lack of opportunity to speak English outside the classroom.

Furthermore, the tenth question shows that students choose 3 never and most 12 choose seldom that the third semester students' of English language education of FKIP UIR still feel that there is a lack of opportunity to speak English in class. Meanwhile, 11 of students chose sometimes and 5 of students answered often. On the other hand 1 chose always. So, 53% of students feel there is a lack of opportunity to speak English in class.

The fifteenth question shows that 3 of students choose never and 7 of seldom students that they feel they don't have much to say when speaking English in class or outside of class. However, there are 16 of students who choose sometimes and 5 choose often and 1 of students choose always. Based on the result is, 56% of students felt that they do not have much to say when speaking English in front of the class or outside the class.

4.2.6 Fluency

Fluency, which means students feel when speaking English the emergence of a fear of making mistakes and when students speak English is not fluent such as many pauses and often repeating words.

Table 4.6 Fluency

No	Questions	Never (1)	Seldom (2)	Sometimes (3)	Often (4)	Always (5)	%
21	When speaking English I feel like speaking is too short because of limited words and long pauses	0	0	10	16	6	92%
22	I often repeat words and correct myself when speaking English.	0	3	8	16	5	74%
23	I feel fluent and repeat a few words when speaking English.	0	3	17	10	2	67%
24	I was a little hesitant and a bit searching for words but managed to continue and complete my thoughts when speaking English.	1	1	19	10	1	66%

25	When speaking English I feel confident and have no doubts about my grammar or my choice of words.	0	7	17	5	3	62%
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In the twenty-first question the results are related to the questions of the third semester students of English language education of FKIP UIR when speaking English, they feel that speaking is too short because of limited words and long pauses. This shows that there was no any students never and 10 of students choose seldom. Then 16 chose sometimes and only 6 of students chose often and no one chose always. so, 92% students when speaking English they feel that speaking is too short because of limited words and long pauses.

Question number twenty two shows that no one choose never and 3 of students choose seldom because they often repeat words and correct themselves when speaking English. Then, only 8 of students choose sometimes and 16 of students choose often and 5 of students choose always . Based on the result is, 74% of students felt that repeating words and correcting themselves when speaking English.

The result of question number twenty-three is that the third semester students of English language education of FKIP UIR feel fluent and repeat a few words when speaking English. Based on the questions, it shows that only no one choose never and 3 of students choose seldom. Furthermore, 17 of students

choose sometimes and 10 of students who choose often and 2 of students who choose always. So, 67% students when speaking English they feel fluent and repeat a few words when speaking English.

In the results of question number twenty-four it shows that 1 of students choose never and 1 of students choose seldom. Then 19 of students choose sometimes and 10 of students choose often and 15 students choose always. Based on the questions above, it can be concluded that the third semester students of English language Education of FKIP UIR "sometimes" feel a little hesitant and a little looking for words but manage to continue and complete their thoughts when speaking English. So, 66% students feel a little hesitant and a little looking for words but manage to continue and complete their thoughts when speaking English.

Question number twenty-five, from these results it can be seen that no one of students choose never and 7 of students choose seldom. When speaking English, they feel confident and have no doubts about grammar or choice of spoken words. But there are 17 students choose sometimes and 5 students choose often and 3 students choose always. Based on the result is, 62% of students felt that confident and do not doubt the grammar or choice of words spoken when speaking English.

Table 4.7

Recapitulation of students questionnaire

Indicators	Never (1)	seldom (2)	Sometimes (3)	Often (4)	Always (5)	Total	%
Linguistic Obstacles	10	76	180	112	25	403	63%
Speech processing difficulties	6	50	153	152	40	401	63%
Academic and conversational english skills	16	98	216	76	15	421	53%
Neagitive effect	19	72	159	60	25	335	52%
Access to speaking opportunities	7	58	111	72	25	273	57%
Fluency	1	48	231	188	5	523	65%

In the explanation about the table above from indicator of linguistic obstacles the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $5 \times 4 = 20$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $20 \times 32 = 640$. So the calculation of the percentage the difficulties in speaking English at the third semester of English language education of FKIP-UIR, using the following formula:

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

$$P = \frac{403}{640} \times 100\% = 63\% \text{ (Difficult)}$$

So it can be concluded that in the first indicator of linguistic obstacles there are 63% of students who are categorized in the moderate level of difficulty in linguistic obstacles when speaking English.

In the explanation about the table above from indicator of speech processing difficulties the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $5 \times 4 = 20$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $20 \times 32 = 640$. So the calculation of the percentage the difficulties in speaking English at the third semester of English language education of FKIP-UIR, using the following formula:

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

$$P = \frac{401}{640} \times 100\% = 63\% \text{ (Difficult)}$$

So it can be concluded that in the second indicator of speech processing difficulties there are 63% of students who are categorized in the moderate level of difficulty in speech processing difficulties when speaking English.

In the explanation about the table above from indicator of academic and conversational English skill the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $5 \times 5 = 25$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $25 \times 32 = 800$. So the calculation of the percentage the difficulties in speaking English at the third semester of English language education of FKIP-UIR, using the following formula:

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

$$P = \frac{421}{800} \times 100\% = 53\% \text{ (Easy)}$$

So it can be concluded that in the third academic and conversational English skill indicator of speech processing difficulties there are 53% of students who are categorized in the easy level of difficulty in academic and conversational English skill when speaking English.

In the explanation about the table above from indicator of negative effect the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $5 \times 4 = 20$. So the total desired score is the highest score multiplied by the

number of respondents, get the result is $20 \times 32 = 640$. So the calculation of the percentage the difficulties in speaking English at the third semester of English language education of FKIP-UIR, using the following formula:

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

$$P = \frac{335}{640} \times 100\% = 52\% \text{ (Easy)}$$

So it can be concluded that in the four indicator of negative effect there are 52% of students who are categorized in the easy level of difficulty in negative effect when speaking English.

In the explanation about the table above from indicator of access to speaking to opportunities the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $5 \times 3 = 15$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $20 \times 32 = 480$. So the calculation of the percentage the difficulties in speaking English at the third semester of English language education of FKIP-UIR, using the following formula:

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

$$P = \frac{273}{480} \times 100\% = 57\% \text{ (Easy)}$$

So it can be concluded that in the five indicator of access to speaking opportunities there are 63% of students who are categorized in the moderate level of difficulty in access to speaking opportunitie when speaking English.

In the explanation about the table above from indicator of fluency the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $5 \times 5 = 25$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $25 \times 32 = 800$. So the calculation of the percentage the difficulties in speaking English at the third semester of English language education of FKIP-UIR, using the following formula:

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

$$P = \frac{523}{800} \times 100\% = 65\% \text{ (Difficult)}$$

So it can be concluded that in the six indicator of fluency there are 65% of students who are categorized in the moderate level of difficulty in fluency when speaking English.

Based on twenty five items that were asked to students through a questionnaire about linguistic obstacles, most of the students (63%) answered that they had difficulty to linguistic obstacles in when speaking English because students experience grammatical and vocabulary errors when speaking English

Speech processing difficulties explained that students in their daily activities are still accustomed to using their mother tongue. There are (63%) students who answered questions having difficulty to speech processing difficulties because limited vocabulary and their daily activities are still accustomed to using their mother tongue.

Academic and conversational English skill also one of the difficulties for students when speaking english. Based on the answers to the student questionnaire, 53% of students stated that students still find it difficult to lead discussions in class.

Negative effect also of the difficulties for students when speaking English. Because based on the answer question, (52%) answer that when students speak English they feel nervous, still think negatively about grammar and students feel less confident when speaking English in class and they prefer to be silent.

Acces to speaking opportunities of the difficulties for student when speaking English at the third semester of fkip-uir. Because based on the answer student from the questionnaire, (57%) answer that when they speak less English outside of class and most students do not participate in class.

Fluency also of the difficulties for student when speaking English at the third semester of fkip-uir. Because based on the answer student from the questionnaire, most of student (65%) answer that they had difficulty to students feel when speaking English the emergence of a fear of making mistakes and when students speak English is not fluent such as many pauses and often repeating words.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher provides the conclusion related to the study and also suggestion. The conclusion of the study drawn based on the results and the discussion on the gained to answer the research questions. The suggestions are given to the students, English teacher, and also the future researcher.

5.1. Conclusion

Speaking English is very difficult to master, students have to exercise their speaking English to improve their ability in speaking. In this research, the researcher took samples class A from third semester of English Language Education of FKIP UIR 32 samples, the researcher focus on speaking difficulty in English. Based on the explanation of the data obtained in the previous chapter, the conclusions of this study are drawn based on the results of research related to answering research questions in this study. The category of students' difficulties in speaking English is linguistic obstacles, speech processing difficulties, academic and conversational english skill, negative efect, and acces to speaking opportunities, while the most dominant factor of students' difficulties in speaking English in the third semester of English Education in FKIP UIR is Fluency. Present the aspect of students' difficulties in speaking English which show that higher mean score is (65%) Fluency, (63%) linguistic obstacles, (63%) Speech processing difficulties, then followed by Access to speaking opportunity it was

(57%), Academic and Conversational English Skills was (53%), and the last is negative effect it was (52%).

5.2 Suggestion

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

1. For students

For the students, the researcher suggest to memorize vocabulary so that they can utterance what they want to speak about. The studnts should be confidents with themselves. Especially when speaking English and do more practice in speaking English to improve their speaking skill to better. and then the students can practice doing speaking English through english song and etc.

2. For lecture

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

3. For the future researcher

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

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