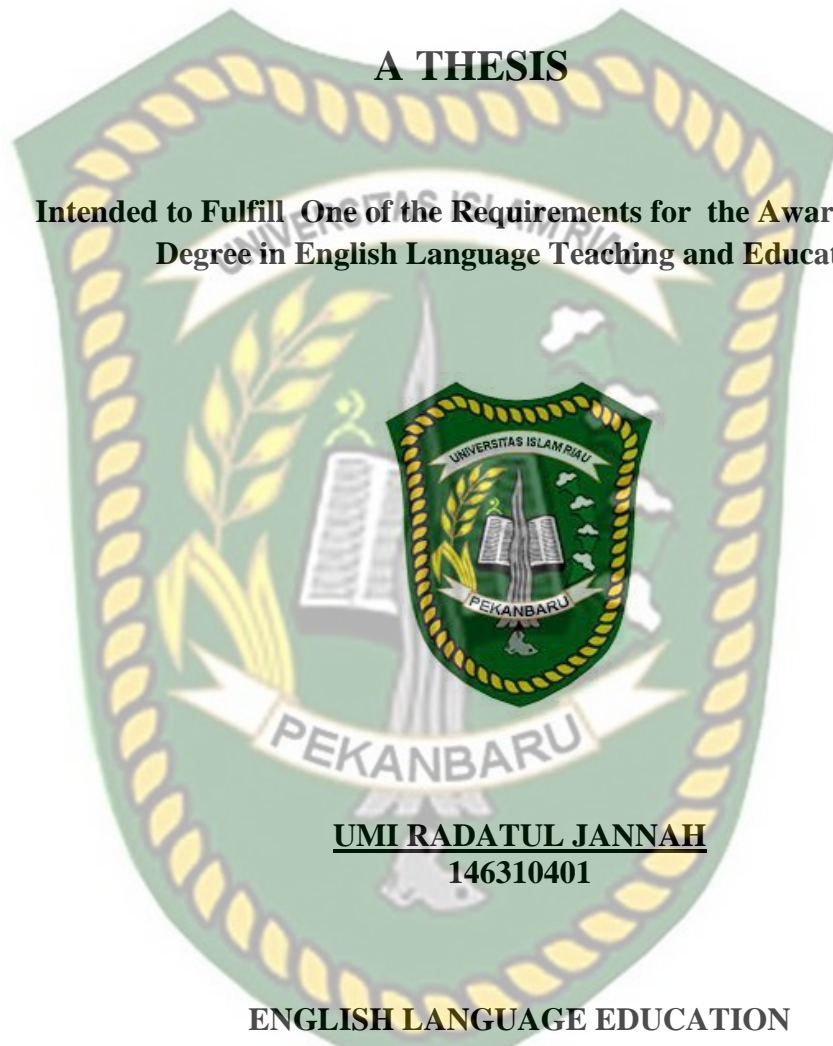


**AN ANALYSIS OF SPEAKING PROBLEM ON SPEECH OF THE THIRD
SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY
PROGRAM OF FKIP UIR**

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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PEKANBARU
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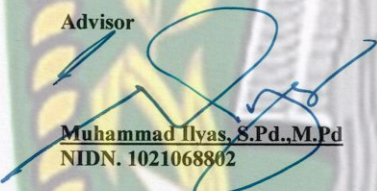
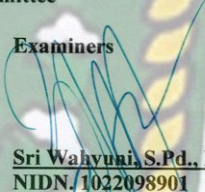

THESIS

AN ANALYSIS OF SPEAKING PROBLEM ON SPEECH OF THE THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF FKIP UIR

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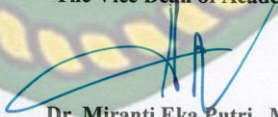
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PEKANBARU

This thesis has been approved to be one of requirement for award as Sarjana Degree in English Study Program Faculty of Teacher and Education Universitas Islam Riau.

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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	November, 9 th 2021	ACC for the title	Menyetujui judul penelitian	
2	November, 11 th 2021	Revise chapter I	Memperbaiki latar belakang dan tujuan penelitian	
3	November, 15 th 2021	Revise chapter II	Menambahkan teori yang berhubungan dengan penelitian dan cara mengutip teori	
4	November, 16 th 2021	Revise chapter III	Mengembangkan research design	
5	November, 19 th 2021	ACC join to seminar	Ujian seminar	
6	December, 08th 2021	Take a data	Pengambilan data	
7	December, 13th 2021	Revised chapter IV and V	Memperbaiki pengumpulan data dan kesimpulan	
8	December, 15th 2021	ACC join to examination	Ujian skripsi	

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The Head Advisor here by notice that:

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AN ANALYSIS OF SPEAKING PROBLEM ON SPEECH OF THE THIRD SEMESTER STUDENTS AT ENGLISH LANGUAGE STUDY PROGRAM OF FKIP UIR

It is ready to be examined. This letter of notice is made to be used properly.

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DECLARATION

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Study Program : English Language Education
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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 15th 2021

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, from the deepest of my heart, I would like so much to express sincere gratitude to the almighty one, Allah SWT who has given me an easiness, healthy, mercy, both strength and ability to accomplish this thesis entitled “An Analysis of Speaking Problem on Speech of the Third Semester Students at English Language Education Study Program of FKIP UIR” as one of the requirements for the Award of Sarjana Degree in English Study Program. In completing this thesis, the researcher has received valuable contribution, advice, support, motivation, help guidance from many people. Therefore, in this case the researcher wants to express the deepest sincere thanks and gratitude for the following great people:

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Finally, the researcher realized that this thesis is still far from being perfect. Therefore, constructive critics and suggestions from the readers will be more appreciated. The researcher hopes that this thesis can be useful for development of education.

Pekanbaru, December 15th 2021

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ABSTRACT

Umi Radatul Jannah, 2021, An Analysis of Speaking Problem on Speech of the Third Semester Students at English Language Education Study Program of FKIP UIR.

Keywords : Analysis, Speaking, Speech

Speech is much like a conversation which requires you to organize your thoughts into words to be presented to an audience. Many people assumed that speech was difficult than others spoken language, because it used formal language and the speakers have to pay attention to the form and functions that we want to transmit. This research focuses on student's speaking problem on speech and the aim of the study was to find out the problem faced by students in speech of the third semester students at English language education of FKIP UIR.

The research design of this study was a case study. The research method in this research is the descriptive quantitative with descriptive survey approach. There is one class that was being the sample and it was consisted of 31 students B Class of third semester students at English Language Education of FKIP UIR. The instrument of this research was closed questionnaire. There were 15 statement for questionnaire. The indicators of this research were linguistic aspect and non linguistic aspect. The linguistic aspect consist of fluency, comprehension, grammar and vocabulary. Non linguistic aspect include eye contact, facial expression and gesture.

The researcher analyzed the data questionnaire and found out the highest percentage from linguistic aspect is grammar with mean percentage 3.2% strongly agree, 56.5% agree, 25,8% neutral, 12.9% disagree and 1.6% of students strongly disagree faced this problem. The most dominant problem from non linguistic aspect is gesture. There are 3.23 % strongly agree, 46,7% agree, 35,4% neutral, 15,1% disagree, and 0% strongly disagree faced this problem.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English has an important role in education, especially in Indonesia. It can be seen that the English language has been studied in several levels of education. It started from Elementary school until university. Mastering of english language skill is one of requirement that must have in this global era. In learning English there are four skills should be mastered by the students as the basic competence. They are listening, speaking, writing and reading. Speaking is important to measure one of students abilities in learning English.

Speaking is considered to be the primary language skill that students must posses because it is the key to communicating with other that students must understand and master it. There are two functions of speaking depend on people communicate such as transmitting messages to other people, and the second is they want something to build relationship with others. According to Perez, Carreiras and Dudabeitia in Handini (2021) speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is delivering a language through the mouth which is speaking is the action or expression of someone in spoken language. As one of skill in learning English, speaking enables people to send and receive information or messages to other.

Speaking also is a type of spoken that is aimed at transmitting information in front of audience and it also refers to process of communication by involving two or more people it is called performance speaking Richards in Harpain (2017). Performance speaking is one of spoken discourse that important to know especially students of english education. Speaking as performance refers to public speaking that focus on transmitting information in front of audience, and usually delivered monolog. One of the performance speaking is Speech. Speech is aimed to make an effective speaking when the students do public speaking, and to make an effort that audience easy to understand what the speaker said.

Many people assumed that speech was difficult than others spoken language, because it used formal language and using oral presentation and the speakers have to pay attention to the form and functions that we want to transmit. There are many people like to speak a lots, but when they have an opportunity to speak in front of a large audience they felt anxiety or nervous at that time. At English Language Education of FKIP UIR, delivery speech is one of the most important skill for the students to be successful in their business, carrier, academic, and their social life that support them to easier face this global era. At some point in their life will need to stand up and speak in front of a group of people to be successfully. So, speech is very important that should be learned by students.

Unfortunately, many students were getting problems to speech in front of large audience. Most of them can not deliver speech very well due to several factors. The first problem is lack of confidence. They felt shy to speech in front of audience

because they can not speech fluently as native speaker. Students were often repeated some word and usually said “eee” when they delivered a speech. The second problem is students are afraid of making mistake in their speech. They can not form sentence well because they lack of vocabulary knowledge and grammar structure. They are confused to make appropriate sentence in their speech. The next problem is students do not know how to make their speech look interesting. For example the students do not know the topic they have to express in their speech, and students rarely use gesture , facial expressions and making eye contact to the audience.

There are two aspect that affecting speech performance. These aspect divided into linguistic and Non linguistic aspects. Linguistic aspects include fluency, comprehension, grammar, and vocabulary. Non linguistic aspects include eye contact, facial expression, and gestures.

Based on relevant studies by Salmawati (2020). With the title “ Analyzing the Students’ Problem in Speaking as Performance at the English Education Department Of Universitas Islam Negeri (UIN) Alauddin Makassar.” The result shown the students' problems were linguistic and nonlinguistic problems. In conclusion, linguistic problems was the most problems that students' often faced in speaking as performance, included lack of vocabulary with, poor in grammar, poor in pronunciation, while in non linguistic included fear of making mistake, lack of confident, and apprehention of other evaluation.

Based on the phenomenom and some relevant studies, the researcher would like to conduct a research entitled “ **An Analysis of Speaking Problem on Speech of**

the Third Semester Students at English Language Education Study Program of FKIP UIR”.

1.2 Identification of the Problem

From the background above, the researcher find out students' problem. The first problem is lack of confidence. They felt shy to speech in front of audience because they can not speak fluently.

The second problem is they afraid of making mistake in their speech. Students are confused to make appropriate sentence in their speech because they lack of vocabulary and grammar knowledge, and it will make misunderstanding. The third problem is the students have no a motivation to express themselves and afraid of making mistake in their presentation and choosing the topic in the speech.

And the last problem is students sometimes do not know about the structural and the goal of speech, such as eye contact, gesture, content of oral presentation and effectiveness.

1.3 Focus of the Problem

This research focus on analyzing of speaking problem on speech of third semester student of FKIP UIR. This research focus on linguistic and non linguistic aspects that influence speech performance. Linguistic aspects include fluency, comprehension, grammar, vocabulary. Non linguistic aspects include eye contact, facial expression and gesture.

1.4 Research Questions

The following formulation “ what are the speaking problem on speech of the third semester students at English Language Education Study Program of FKIP UIR?”.

1.5 Objective of the Research

The objective of the research is to find out the speaking problems on speech of third students at English Language Education Study Program of FKIP UIR.

1.6 Significance of the Research

This research is aimed to give both theoretical and practical contribution as follows :

Theoretically, the results of this study are expected to provide knowledge, especially in speaking skills, and can be used as reference material for further research.

Practically, the researcher hopes that the result of this research is useful for teacher and students. For the students, it is hoped that this research can provide awareness about the important of speech in English students. The students have a motivation to understand the material related to speech. And for the teachers, to give a motivation in increasing speech learning.

1.7 Defenition of the Key Term

To avoid misunderstanding and misinterpreting in writing to this research, the writer must explain the terms used in the study. They are defined as follows:

1.7.1 Analysis

An analysis is purpose of summarizing the collected data and organizing or studying the data to determine inherent facts. (Muhammad, 2015).

1.7.2 Speaking

Speaking is the productive skill that very important in our daily life as connector for each other. (Yendra, 2018).

1.7.3 Speech

Beebe in Wahyuni (2013), speech is much like a conversation which requires you to organize your thoughts into words to be presented to an audience.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Speaking

Speaking is one the productive skill that we use for many purposes in social life. Richards in Saputra (2020) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Speaking is the production skill that is included in two main categories: accuracy and fluency Derakhshan in Wiyana (2021) . Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take up the ability to keep going when speaking spontaneously. Fluency is the learners ability to speak in understandable way in order not to break down communication. Speaking is an interactive process of constructing meaning that involve producing, receiving, and processing information Hadijah (2014).

Arrmasita (2017) speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message. Al Hosni (2014) Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner's

classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication.

Lesakova in Aulia 2016, stated that speaking ability is the process of developing and sharing meaning by verbal and non-verbal symbols. It is an essential part of foreign language learning and teaching. Speaking belongs to productive skills that use to socialize individuals through spoken language. It is produced and processed in real time, means the speaker directly say his or her message to the listener. In other word, speaking has limited time used to coverse between two speakers or more.

Based on the explanation above, it can be conclude that speaking is productive skill that involve producing, receiving, and processing information. Speaking is the activity that use language as the communication, therefore learning speaking skill is important for the English learners.

2.1.2 Function of Speaking

According to Rrichard, Brown and Yule in Ayu (2018) made a useful distinction between the intractional functions of speaking, in which it serves to mantain and establish social relations, and the transactional functions, which focus on the exchange of the informations. There are three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance.

1). Talk as interaction

This usually refers to what we normally mean by a conversation and describe interaction which serve a primarily social function. When people meet, they would exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is on the speakers and the way how they wish to present themselves to each others than on the message.

2). Talk as transaction

This type of talk refers to the situations where the focus is on what is said or done. The message is the main focus here and making someone understood accurately and clearly, rather than the participants and the way how they interact socially with each other.

3). Talk as performance

The third type of talk which can usefully be distinguished has been called talk as performance. This usually refers to public talk. That is talk which transmits information before an audience such as public announcement, morning talk and speech.

2.1.3 Component of Speaking

According to Haris in Aulia (2016) there are five components which are generally recognized in analyzing speaking ability such as Fluency, Pronunciation, Grammar, Vocabulary, and Comprehension .

a. Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility.

b. Pronunciation.

Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. Pronunciation is the ways of certain sounds are produced. In communication process, one needs to pronounce and to produce the words uttered clearly and correctly in order to miscommunication.

c. Grammar

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 choose the words which ought to be placed. For simply recognizing, students often referred grammar as language rules. We must be acquainted with certain principles and rules constitute what is collect grammar.

d. Vocabulary

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 we will be unable to use the structures and the function that we have learned for comprehensible communication.

e. Comprehension

In brief speaking requires that not only know how to produce specific points of language includes grammar, pronunciation, vocabulary, and fluency, but also to understand when, why, and in what ways to produce the language.

Based on the explanation above, it can be conclude that as the English learners it is important to know the component of speaking such as fluency, pronunciation, grammar, vocabulary, comprehension and others and learn how to master all of those component so they can achieve the criteria of good speaking.

2.1.4 The Concept Of Speech

Speech is a process of transferring message to audience. According to Beebe (2009) speech is much like a conversation which requires you to organize your thoughts into words to be presented to an audience. He also says that language used in speech tends to be much more formal than normal conversation and contain less slang.

Speech is one of ways where students can practice their speaking orally in front of the audience. Whether the speech is short or long, to reach a good performance in speech there must be good preparation in advance. "Good preparation and planning are essential for successful presentation" Chivers & Shoolbred as cited (2007).

2.1.5 The Basic Structure of Speech

According to Sandmann as cited in (Husnah, 2015) a speech should consist of an introduction, body, and conclusion. Each of this parts is explained as follows :

1. Introduction

Speech introductions are essential element of an effective public speaking speech. Introductions have four specific functions that need to be met in a very short period of time. Introductions must gain the audience's attention and their goodwill, they must state the purpose of the speech, and they must also preview the main points. The first two functions of introduction, gaining the attention of the audience and the goodwill of the audience, have to do with getting the audience to want to listen to the speaker. The other two functions of the introduction, stating the purpose of the speech and previewing the structure of the speech, have to do with helping the audience understand the speaker (Sandmann, 2013).

2. Body

Body may consist of two to three main points. It includes identifiable transition words or phrases in between paragraphs (Sandmann, 2013). When the speaker is speaking, this break should be shown verbally by using identifiable word like next, finally, moving on, and the like.

3. Conclusion

This is the last part of speech. It has a transitional statement signaling the speaker is going to close the speech. For public speaking, the speaker needs to

provide this by using a clear ending statement like to conclude, to summarize, or now we have seen, so that audience know that the speaker is going to end because of the verbal cues he or she has given them. This part also aims to reinforce the thesis statement that was brought at the beginning of paragraph just as the speaker introduced his main points in the introduction by saying them specifically in the past form. Finally, conclusion should end with a bang. The last sentence should be strong and need to resonate with the audience and leave them feeling that the speaker was fully prepared (Sandmann, 2013).

2.1.6 Components of Speech Process

According to Nursyam (2018), there are seven components of Speech process that is speaker, listener, message, channel, context, interference, and feedback.

a. Speaker

The speaker is simply the person who is delivering, or presenting the speech.

b. Listener

The listener is the person or persons who have assembled to hear the oral message.

c. Message

The message is what the speaker is discussing or the ideas that she/he as she/he covers a particular topic.

d. Channel

The channel is simply the means by which the message is sent or transmitted.

e. Context

The background of speech communication it depends on the physical location or the occasion of the presentation.

f. Interference

The obstacle that gets in the way of the message and interferes with the listeners' ability to hear what is being said. It could be mental, physical, or physiological.

g. Feedback

The state where in the audience are sending a message of their own. It could be verbal or non-verbal.

2.1.7 Students Problems in Speech

According to Brown in Revola (2012) there are some problems or factors that faced by the students in English speech:

a. Anxiety

Speech anxiety is not new, it's been around for as long as people have been talking to one another. Most speakers who have experienced speech anxiety know the importance of being calm and confident when speaking. According to Hornby in

Lestari (2010)), anxiety is the state of feeling nervous or worried that something bad is going to happen. Another opinion, anxiety is concern and fear, especially about what might happen (Manser in Lestari, 2010). Some feel nervous while other stays calm and relaxed when speaking. Factor in speech anxiety differ from person to person. Ayres and Miller in Yevora (2012) also stated that there are three aspects of a situation contribute to the degree of speech anxiety a person feels, they are:

a. Novelty

Novelty concern doing things that are new and unfamiliar. For many people, giving a speech is a rare event. But even experienced speakers can encounter novel circumstances. For instance, teacher who were comfortable talking to the students encounter a novel situation when asked to address their peers or to deliver a course to a television camera for the first time. Fear of doing new thing is probably tied to failure in such situations in the past.

b. Conspicuousness

Conspicuousness means that you stand out from the audience. For instance, you probably feel conspicuous when, after quietly sitting in a large audience, you stand to make a remark. You are suddenly the center of attention. Standing apart from the audience, as is the case in delivering a speech, provides a degree of conspicuousness that can intensify feelings of speech anxiety.

c. Audience Characteristics

Audience characteristic can greatly affect speech anxiety. These include size, status, familiarity, and behavior. Most people feel more fear with larger audiences. We usually experience more fear facing higher status audiences, because individuals with higher status were in position to reward or punish us. In essence, the risk potential was higher with such an audience than with one of lower status. Unfamiliar audiences produce higher anxiety because we are less able to predict their response. Lastly, the audience's behavior can influence our feelings of speech anxiety. If the audience was visibly angry, bored or inattentive, such behavior may heighten our anxiety.

b. Self-esteem

Self-esteems are probably the most pervasive aspect of students' behavior. It could be easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of students, and belief on students own capabilities for that activity. Malinowski in Brown (2000) noted that all human being have a need for communication, defining oneself and finding acceptance in expressing that self in relations valued others. Personality development universally involves the growth of a student's concept of self, acceptance of self, and reflection of self as seen in the interaction between self and others. By self-esteem, we refer to the evaluation which students make and customarily maintain with regard to themselves, it expresses an attitude of approval

or disapproval, and indicates the extent to which students believe them self to be capable, significant, successful, and worthy. In short, self-esteem was students' judgment of worthiness that it expresses in the attitudes that students hold toward themselves. It was a subjective experience which the student conveys to others by verbal reports and other overt expressive behavior. Students derive their sense of self-esteem from the accumulation of experiences with themselves and with others and from assessment of the external world around them.

c. Motivation

According to Harmer in Yevora (2012) Motivation is some kind of internal drive which pushes someone to do think in order to achieve something. In addition, there are two types of motivation, they were intrinsic and extrinsic motivation. In learning process, motivation was an important an important aspect where it decides students to get success in second language learning. The student that has low motivation will get difficult in learning English for speaking or English speech. The low motivation in speaking or English speech appears in teaching and learning process, like the student do not want to speak English, keeping silent when discussion take place, feeling un-happy in learning English, especially when the students are practicing English, and without having lecturer's support. Motivation was the reason want to do something, oxford (2000). In addition, students' problem in motivation to English speech was influenced by:

1. Practicing

According to Manser (2005) practice is an action rather than ideas in doing an activity regularly or training regularly to improve your skill. Practice, practice, and more practice will help to overcoming your fear in English speech Jane (2010). In classroom or outside, some students are reluctant to take their friends and people in speaking English or English speech in English. They choose to speak using mother language or their native language than in English. This condition often happens in the classroom and outside of classroom. They do not have motivation to speak English. They do not realize it has big impact to their English progress especially for English speaking competence.

2. Care, interest, patience, and preference

Students need special care, interest, patience, and preference to learn English. In learning English speech, student needs motivation that orientate to get goals, like the students will be easier to get job if they were able to speak or speech in the public in English, they will know more English culture, have many abroad friends, and successful in their career, business, academic, and social life. Motivation is the reason wants to do something. Brown (2000) stated that motivation is the most frequently used catch all terms for explaining the success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is motivated. Motivation was very necessary in doing anything. In

speaking activity which took place both inside or outside classroom, the teacher and the court of language should recognize that like any other learning process, student needs reward which will motivate them to speak English well. A reward, whether it is in the form of reinforcement, a physical reward or even long term reward like a good mark will invite students to speak. Brown (2000) stated that reward was very important in eliciting extrinsic motivation. Typical extrinsic rewards can be in the form of money, prizes, grades, and even certain type of positive feedback.

According to Ur (1996) there are some problem that faced by the students inEnglish speech, such as inhibition, nothing to say, low or uneven motivation, and mother-tongue use.

1. Inhabitation

According to Oxford Dictionary (1995) inhabitation is a feeling of being unable to behave naturally. It means that the students have a trouble to behave or act naturally with their speaking activities. The students are often inhibited about trying to say something in foreign language in the classroom or they do not know what to say, worried about making mistake, difficult in arranging. the words and sentences to speak out, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to Say

Sometimes we found that the students are difficult to express and share their ideas or thought. Even if they not inhibited, we often hear that the students complain in the classroom that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking. Besides that, the students also have nothing to say because they do not know the context of what is talking about.

3. Low or Uneven Participation

Participation is taking part of or become involved in an activity, Oxford Dictionary (1995). Participation is also one of aspects of successful speech or speaking. It means that in learning speech or speaking we need active or a lot of participation from the students. In fact, we are often found that the students have low or uneven participation in speech or speaking activity in the classroom. This is also a significant problem that affects the process of learning speech itself. It is often that in classroom only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-Tongue Use

In learning English speech or speaking ability, we also found that the students sometimes speak by the using of their mother tongue. This

problem occurred because they do not know how to arrange the words or sentences to say. Besides that, mother tongue used is also a problem in speech activities that influences the accuracy of speech or speaking activity and it can also make others students confuse to comprehend what is talking about by the speaker.

2.1.8 The Aspect Influencing Speech Performance

According to Wahyuni & Rismaya , there are two aspect that influence speech performance. They are:

1. Linguistic aspect

a. Fluency

We already know that one of good criteria in English speaking is being able to spoken English well and fluently. Speaking fluently here means the speed of speaking. However, speaking fast does not always means speaking correctly. Some can be said fluent in speaking if the students can say the words fluently with a good grammar with higher speed. English fluency of course make the students communicate their ideas, thought, and feeling easily in any situations.

2. Comprehension

It meant that the minds or power of understanding. In speaking, the speaker and the listener must have good understanding, so that the

comprehension for oral communication certainly requires a subject to respond the speech as well as to initiate it.

3. Grammar

Grammar has role in spoken and written language. To get a result in a good speech ability, a student should obey the roles of grammar.

4. Vocabulary

Vocabulary is one of the linguistic factors in which it is the total number of words that make up the language. Vocabulary is very essential because the students can not speak more if they have a limited vocabulary.

b. Non linguistic aspect

1. Eye contact

In face-to-face human communication eye contact is essential. Eye contact shows confidence. It suggests that you have nothing to hide, and increases the sincerity and credibility of your speech. It also engages your listeners because you will be speech to them individually. Also keep in mind that you are giving speech to all the individual in the audience.

2. Facial expression

The speaker face can always give away what are thinking and feeling. Be sure that giving off confidence, and that look like comfortable with talking about the subject.

3. Gesture

A Gesture is a specific bodily movement that reinforces a verbal message or conveys a particular thought or emotion. Although gestures may be made with the head, shoulders, or even the legs and feet, most are made with the hands and arms. When delivering a speech, the speaker gesture should be directly in proportion to the size of the audience. If it is large audience, the gesture should be enhanced and delivered in a slower motion. For smaller audiences more restricted gestures will suffice, but their speed of delivery can be slightly quicker.

2.2 Relevance Studies

Yashori Revola (2016). This research is entitled “ The Analysis of Tertiary EFL Students’ Problem on English Speech”. This research was conducted in the English department of State Institute of Islamic Study Bengkulu. Where the subject chosen by the researcher were 6th semester of English education. The sample of this research was 69 students.

The research was aimed to find the factors and dominant factors that faced by the sixth semester students in English speech. The researcher used questionnaires as the instrument to gather the data.

From this study the researcher got the results for the overall factors analysis showed that (64.6%) the students gave negative responses on the questionnaires give. The finding showed that the factors that faced by the sixth semester students was

anxiety (35.7%), self-esteem (33.5), and motivation (30.8). the dominant factor that faced by the students in English speech was anxiety (35.7%).

Nunung Alfiah Qoiril (2018) the title of the research is “ A study on Factors Affecting Students’ Speaking Performance at SMK Muhammadiyah 2 Klaten Utara”. This study is interested in knowing and investigating speaking problems and factors affecting students’ speaking performance. The data in this study are taken through questionnaire that completed by 102 students and two female English teachers and class observation in class X and XI.

The results of the classroom observation showed that students faced some speaking problems such as: 1) students were not active during classroom discussion. 2) students’ used languages other than English. 3) students just read the text during speaking performance. 4) the students ignored others students’ speaking performance. 5) teacher ignored the students’ mistakes; (6) students looked nervous during speaking performance. 7) students talked less. 8) students did not pay attention to teacher’s explanation.

Based on the result from students’ questionnaire, the most common speaking problem was that students were worried about making mistakes and they were fearful of criticism or losing face when they spoke English. According to the teacher, the most common speaking problem was that students were shy when they spoke English.

The journal from Sitti Hadijah (2014) with the title “ Investigating the problems of English Speaking of Students of Islamic Boarding School Program at STAIN

samarinda”. This journal is intended to investigate the students’ ability, the problems and their reasons why they faced problems on English speaking. This study used quantitative and qualitative data as the research methodology. The research instrument used in this study were speaking test, questionnaire, and interview. The quantitative data gathered from the speaking test by involving 130 students of Islamic Boarding School Program and the qualitative data gathered from the questionnaire and interview from the selected students who meet the criteria. The findings showed that the students’ ability was categorized low (62.93); the students have problems on grammar (42.20%), pronunciation (36.60%), vocabulary (35.20%), fluency (36%) and comprehension (34.40%).

The students’ reason in facing the problems on English speaking English were not only having limited knowledge on the components of speaking skills but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, limited time given for preparation on English speaking test, the difficulties at using and understanding the speaking material found in the English textbook, the environment (dormitory) did not support them to acquire and use English as a medium daily interaction and they preferred to study the Islamic knowledge and Arabic than English. This study indicated that the students’ ability should be increased by giving motivation and taught them with the suitable and interested English speaking materials.

2.3 Conceptual Framework

This research used quantitative research. In this research the researcher wants to find out the speaking problem on speech of the third semester students of English Language Education of FKIP UIR.



From the conceptual framework above shows that speech is one of the speaking skill that students must learn and master it. Where at this time a lot of students have difficulties to speech in front of audience. Which are their difficulties cause by some problem. For example, they are low of language competence, such as lack of vocabulary and grammar knowledge. And students do not know how to use

eye contact, facial expression even gesture to make their speech performance look interest.

2.4 Assumption

From all the explanation above the researcher assume that the third semester students of English Language Education Study Program of FKIP UIR have problem in speech and it is very important for the students to understand it.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this research was quantitative research. It is design to obtain information on the current state of the phenomenon and is directed to determine the nature of the situation at the time of the study. According to Arifin (2011) Quantitative research is the research that used to answer problems through careful measurement technique for certain variable, so as to produce generalizable conclusion, regardless of the context of time and situation as well as the type of data collected, especially quantitative research.

3.2 Source of Data

3.2.1 Location and Time of the Research

This research will be conducted at English Language Education Faculty of Teacher Training and Education Islamic University of Riau which is located at Jl. Kaharudin Nasution, Simpang Tiga, Bukit Raya, Kota Pekanbaru Riau. The time of this research will be conducted on November 2021.

3.2.2 The Participant and Sample of the Research

According to Craswell (2012) population is a group of individuals who have the same characteristic. Surakhmad in Yosi (2018) stated if the population is homogeneous enough, for the population less than 100 person, the sample taken is 50%, but if the population is more than 100 person, the sample taken is at least 15%.

In this research the total number of the population of third semester students of FKIP UIR were 62 students. The researcher also used 50% sample of population, so that the sample were 31 students from 3B. The researcher take a purposive sampling. Gay (2012) said that purposive sampling, also referred to as judgment sampling, is the process of selecting a sample that is believed to be representative of a given population.

3.2.3 Instrument of the Research

3.2.3.1 Questionnaires

In this study, the researcher will take the data by using questionnaires. Sugiyono (2017) said that questionnaire is a technique of data collection conducted by giving questions or written statement to the respondent to answer.

According to wijaya in Rahmawati (2021) there are some steps to calculate the questionnaire by using Five-Likert Scale.

Table 3.2.3.1 Five-Likert Scale

Strongly Agree	Sangat Setuju	SS
Agree	Setuju	S
Neutral	Netral	N
Disagree	Tidak Setuju	TS
Strongly Disagree	Sangat Tidak Setuju	STS

Table. 3.2.3.2 The Indicator of Study

The Aim of Study	Indicators	Number of Item
The researcher will find out the speaking problem on speech faced by students	1. Linguistic Aspect	
	• Fluency	3
	• Comprehensible	2
	• Grammar	2
	• Vocabulary	3
	2. Non linguistic Aspect	
	• Eye contact	1
• Facial Expression	1	
	• Gesture	3

Table 3.2.3.3 The Blue Print of Questionnaire

Indicator	Statement	SA	A	N	D	SD
Fluency	1. I am unable to express the message or speech appropriately.					
	2. I sometimes hesitate and stop in the middle of sentence to think the appropriately word to say next.					
	3. I can raise or lower my voice in order to make my speech					

	powerful.					
Comprehensible	4. I can explain the material of speech clearly so that my friends understand what I say.					
	5. When I make a mistake while giving a speech, I find it hard to concentrate on the part that follow.					
Grammar	6. I do not have enough grammar knowledge which leads to a lack of accuracy in my speech.					
	7. I can not form the sentence well in English.					
Vocabulary	8. I do not have enough vocabulary knowledge.					
	9. I feel confuse when I miss words while speaking English.					
	10. Difficulty in choosing the appropriate vocabulary when speaking English.					
Eye contact	11. I look forward to giving a speech.					
Facial expression	12. I can use facial expression during my speech.					
Gesture	13. I can use gesture during my speech.					
	14. I can maintain my posture while delivering the speech.					
	15. My hands tremble when I am giving a speech.					

Adopted from Paradewari (2017)Theophilia (2018) and wiyana (2021)

3.3 Data Collection Technique

In completing the data, the next step of this research is collecting the data. The function of data collecting is to determine the result of the research.

1. The researcher prepare questionnaires in the form of Google Forms.
2. The researcher will join a whatsApp group with B class of third semester students.
3. The researcher will distribute questionnaire link to students and ask them to fill up the questionnaire.
4. After collecting all the data, the researcher will process the data and analyzing result of the research.

3.4 Data Analysis Technique

a. Questionnaire

After the researcher get all the data, the researcher takes technical steps, the first step is to analyze the questionnaire answer from 38 students. And then the researcher read and classified the students answer. After all the students has classified, the researcher analyzed the data to find out the percentage of third semester students at English Language Education of FKIP UIR. The percentage is 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 speech, 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 item

F = the number of frequency of the respondent answer

N = the number of respondent

(Anas Sudijono. 2010)



CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the findings and the analysis of students' speaking problem on speech at English Language Education of FKIP UIR.

At stated the previous chapter, there are two indicators of this research, as for the indicators from Wahyuni and Rismaya (2013) is linguistic aspect and non linguistic aspect.

4.1 Data Description

This chapter explains the analysis of students' answer on the questionnaire of speaking problem on speech of the third semester students at English Language Education Study Program of FKIP UIR. There are 31 respondents as the sample of the research. As for the indicators from Wahyuni and Rismaya is linguistic aspect consist of fluency, comprehension, grammar, vocabulary, while non linguistic aspect consist of eye contact, facial expression and gesture..

4.1.1 Linguistic Aspect

4.1.1.1 Fluency

We already know that one of good criteria in Speech is being able to spoken well and fluently. Speech fluently here means the speed of speaking. However, speaking fast does not always means speaking correctly. Some can be said fluent in

speech if the students can say the words fluently with a good grammar with higher speed. English fluency of course make the students communicate their ideas, thought, and feeling easily in any situations.

According to the result of the data analysis, some problems faced by student in speech related in fluency were found as follow:

Table 4.1.1.1.1

I am unable to express the message or speech appropriately.

The answer option	Frequency	Percentage
Strongly Agree	0	0%
Agree	15	48.4%
Neutral	11	35.5%
Disagree	5	16.1%
Strongly Disagree	0	0%
Total	31	100%

Based on the table, inform that 0 (0%) Of students answered “strongly agree” unable to express the message or speech appropriately. 15 (48.4%) of student “Agree” unable to express the message or speech appropriately. 11 (35.5%) of students “ neutral” unable to express the message or speech appropriately. 5 (16.1%) of students “disagree” they are unable to express message or speech appropriately. And 0 (0%) of students “strongly disagree” unable to express the message or speech

appropriately. So, the majority of the third semester students at English Language Education Study Program of FKIP UIR “agree” they are unable to express the message or speech appropriately.

Table 4.1.1.1.2

I sometimes hesitate and stop in the middle of sentence to think the appropriate word to say next.

The answer option	Frequency	Percentage
Strongly Agree	1	3.2%
Agree	25	80.7%
Neutral	4	12.9%
Disagree	5	3.2%
Strongly Disagree	0	0%
Total	31	100%

Based on the table, inform that 1 (3.3%) of students answered “strongly agree” sometimes hesitate and stop in the middle of sentence to think the appropriate word to say next. There were 25 (80.7%) of students chose “agree” that sometimes they hesitate and stop in the middle of sentence to think the appropriate word to say next. 4 (12.9%) of students chose “neutral” that sometimes they hesitate and stop in the middle of sentence of their speech. 5 (3.2%) of students “disagree” that they hesitate

and stop in the middle of sentence to think the appropriate word to say next because they can speech fluently. 0 (0%) of students answered “strongly disagree” hesitate and stop in the middle of sentence to think the appropriate word to say next. So, its means the majority of the third semester students of English Language Education Study Program Of FKIP UIR “agree” sometimes they hesitate and stop in the middle of sentence to think the appropriate word to say next.

Table 4.1.1.1.3

I can raise and lower my voice in order to make my speech powerful.

The answer option	Frequency	Percentage
Strongly Agree	1	3.2%
Agree	12	38.7%
Neutral	11	35.5%
Disagree	7	22.6%
Strongly Disagree	0	0%
Total	31	100%

Based on table inform that 1 (3.2%) Of students chose “strongly agree” can raise and lower the voice in order to make the speech powerful. 12 (38.7%) of students “agree” that they can raise and lower their voice in order to make their speech powerful. 11 (35.5%) of students chose “neutral” that they can raise and lower

their voice during speech. 7 (22.6%) of students “disagree” they can raise and lower their voice to make their speech powerful. And 0 (0%) of students chose “strongly disagree”. In short, the majority of third semester students at English Language Education of FKIP UIR agree that they can raise and lower their voice to make their speech powerful.

4.1.1.2 Comprehension

It means the minds or power of understanding. In speech, the speaker and the listener must have good understanding. Therefore, the speaker must deliver their speech clearly so that the audience can get the point that speaker said in their speech.

According to the result of the data analysis, some problems faced by student in speech related in comprehension were found as follow:



Table 4.1.1.2.1

I can explain the material of speech clearly, so that my friends understand what I say.

The answer option	Frequency	Percentage
Strongly Agree	1	3.2%
Agree	10	32.3%
Neutral	19	61.3%
Disagree	1	3.2%
Strongly Disagree	0	0%
Total	31	100%

Based on the table, inform that 1 (3.3%) of students “strongly agree” can explain the material of speech clearly. 10 (32.3%) of students “agree” that they can explain the material of speech clearly, so that their friends understand what they said. 19 (61.3%) of students chose “neutral” can explain the material of speech clearly. 1 (3.2%) of students “disagree” that she/he can explain the material of speech clearly. And 0 (0%) of students chose “strongly disagree” to this statement. So majority of the third semester students at English Language Education of FKIP UIR is neutral in explain the material of speech clearly.

Table 4.1.1.2.2

When I make mistake while giving a speech, I find it hard to concentrate on the part that follow.

The answer option	Frequency	Percentage
Strongly Agree	1	3.2%
Agree	22	71%
Neutral	7	22.6%
Disagree	1	3.2%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 1 (3.2%) of students answered “strongly agree” when make mistake while giving a speech, it hard to concentrate on the part that follow. Interestingly, there are 22 (71%) of students choose “agree” that when they make mistake while giving a speech, they find it hard to concentrate on the part that follow. And 7 (22.6%) of students “neutral” when they make mistake while giving a speech, they find it hard to concentrate on the part that follow. 1 (3.2%) of students “disagree” When she/he make mistake while giving a speech, she/he find it hard to concentrate on the part that follow. And 0 (0%) of students answered “strongly disagree” to this statement. So its means the third semester students at English

Language Education of FKIP UIR agree that when they make a mistake while giving a speech, they find it hard to concentrate on the part that follow.

4.1.1.3 Grammar

Grammar has role in spoken and written language. To get a result in a good speech , a student should obey the roles of grammar. According to the result of the data analysis, some problems faced by student in speech related in grammar were found as follow.

Table 4.1.1.3.1

I do not have enough grammar knowledge which leads to a lack of accuracy in my speaking.

The answer option	Frequency	Percentage
Strongly Agree	1	3.2%
Agree	21	67.8%
Neutral	7	22.6%
Disagree	1	3.2%
Strongly Disagree	1	3.2%
Total	31	100%

Based on the table inform that 1 (3.2%) of students “strongly agree” that she/he does not have enough grammar knowledge. 21 (67.8%) of students “agree” that they do not have enough grammar knowledge which leads to a lack of accuracy in their

speaking. 7 (22.6%) of students “neutral” in grammar knowledge. 1 (3.2%) of students “disagree” that she or he does not have enough grammar knowledge. And 1 (3,2%) of students chose “strongly disagree” that she/he does not have enough grammar knowledge which leads to a lack accuracy in her/his speaking. So the majority of the third semester students of English Language Education of FKIP UIR agree that they do not have enough grammar knowledge which leads to a lack of accuracy in their speaking.

Table 4.1.1.3.2

I can not form sentence well in English.

The answer option	Frequency	Percentage
Strongly Agree	1	3.2%
Agree	14	45.2%
Neutral	9	29%
Disagree	7	22.6%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 1 (3.2%) of students “strongly agree” can not form sentence well in English. 14 (45.2%) of students chose “agree” that they can not form sentence well in English. 9 (29%) of students can not form sentence well in English. 7 (22.6%) of students choose “neutral” that they can not form sentence well

in English. And 0 (0%) of students answered “strongly disagree” to this statement. So its means that the majority of the third semester students of English Language Education of FKIP UIR agree that they can not form sentence well in English.

4.1.1.4 Vocabulary

Vocabulary is very essential because the students can not speak more if they have a limited vocabulary. According to the result of the data analysis, some problems faced by student in speech related in vocabulary were found as follow:

Table 4.1.1.4.1

I do not have enough vocabulary knowledge

The answer option	Frequency	Percentage
Strongly Agree	2	6.5%
Agree	13	41.9%
Neutral	9	29%
Disagree	6	19.4%
Strongly Disagree	1	3.2%
Total	31	100%

Based on the table inform that 2 (6.5%) of students “strong agree” do not have vocabulary knowledge. 13 (41.9%) of students agree that they do not have enough

vocabulary knowledge. 9 (29%) of students choose “neutral” have enough vocabulary knowledge. 6 (19.4%) of students “disagree” that they do not have enough vocabulary knowledge. And 1 (3.2%) of students “strongly disagree” that she/he does not have enough vocabulary knowledge. So majority of third semester students at English Language Education Of FKIP UIR is agree that they do not have enough vocabulary knowledge.

Table 4.1.1.4.2

I feel confuse when I miss words while speaking English.

The answer option	Frequency	Percentage
Strongly Agree	1	3.2%
Agree	20	64.5%
Neutral	8	25.8%
Disagree	2	6.5%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 1 (3.2%) of students “strongly agree” feel confuse when she/he miss words while speaking English. 20 (64.5%) of students “agree” fell confuse when they miss words while speaking English. 8 (25.8%) of students “neutral” feel confuse when they miss words while speaking English. 2 (6.5%) of students chose “strong disagree” that they feel confuse when they miss

words while speaking English. And 0 (0%) of students chose “strongly disagree” to this statement. So its mean majority of third semester students at English Language Education of FKIP UIR is agree that they feel confuse when they miss words while speaking English.

Table 4.1.1.4.3

Difficulty in choosing the appropriate vocabulary when speaking English.

The answer option	Frequency	Percentage
Strongly Agree	2	6.5%
Agree	16	51.6%
Neutral	10	32.2%
Disagree	3	9.7%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 2 (6.5%) of students “strongly agree” difficulty in choosing the appropriate vocabulary when speaking English. 16 (51.6%) of students “agree” difficulty in choosing the appropriate vocabulary when speaking English. 10 (32.2%) of students chose “neutral” difficulty in choosing the appropriate vocabulary when speaking English. 3 (9.7%) of students “disagree” difficulty in choosing the appropriate vocabulary when speaking English. And 0 (0%) of students answered “strongly disagree” to this statement. In short, majority of third semester at

English Language of FKIP UIR agree that they are difficulty in choosing the appropriate vocabulary when speaking English.

4.1.2 Non Linguistic Aspect

4.1.2.1 Eye contact

People will be more willing to participate in the speech when the speaker scanning the crowd. The speaker will notice them nodding, frowning and even smiling. As a result, the audience are transformed from passive listeners to active participants. According to the result of the data analysis, the problem faced by student in speech related with eye contact was found as follow:

Table 4.1.2.1.1

I look forward to giving a speech

The answer option	Frequency	Percentage
Strongly Agree	2	6.5%
Agree	9	29%
Neutral	17	54.8%
Disagree	3	9.7%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 2 (6.5%) of students “strongly agree” look forward to giving a speech. 9 (29%) of students “agree” look forward to giving a speech. 17 (54.8%) of students “neutral” look forward to giving a speech. 3 (9.7%) of students “disagree” look forward to giving a speech. And 0 (0%) of students chose “strongly disagree” to this statement. So the majority of third semester student at English Language Education of FKIP UIR choose neutral. Its mean sometimes they look forward to giving a speech and sometimes they do not look forward to giving a speech.

4.1.2.2 Facial expression

Facial expression definitely play a huge role when giving a speech. They not only show the speakers’ emotions and attitude towards the speech, but it also engages the audience attention. According to the result of the data analysis, the problem faced by student in speech related with facial expression was found as follow:

Table 4.1.2.2.1

I can use facial expression during my speech.

The answer option	Frequency	Percentage
Strongly Agree	0	0%
Agree	6	19.3%
Neutral	14	45.2%
Disagree	11	35.5%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 0 (0%) of students answered “strongly agree” to this statement. 6 (19.3%) of students “agree” can use facial expression during their speech. 14 (45.2%) of students choose “neutral” in using facial expression during their speech. 11 (35.5%) of students chose “disagree” that they can use facial expression during their speech. And 0 (0%) of students chose “strongly disagree” to this statement. So the conclusion is some of students neutral in using facial expression during their speech but some of them also disagree if they can use facial expression during their speech.

4.1.2.3 Gesture

People pay attention to movements and gestures during speeches. If speakers purposely use the body to stress a certain idea by clapping or pointing, the audience is more likely to remember what the speaker said. Hand gestures often help to emphasize certain points of speech and strengthen speakers' message as well. According to the result of the data analysis, the some problem faced by student in speech related with gestures were found as follow:

Table 4.1.2.3.1

I can use gesture during my speech

The answer option	Frequency	Percentage
Strongly Agree	2	6.5%
Agree	11	35.5%
Neutral	7	22.5%
Disagree	11	35.5%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 2 (6.5%) of students “strongly agree” can use gestures during their speech. 11 (35.5%) of students “agree” can use gestures during their speech. 7 (22.6%) of students chose “ neutral” in using gestures during their

speech. Interestingly, 11 (35.5%) of students “disagree” that they can use gestures during their speech. And 0 (0%) of students answered “strongly disagree” to this statement. In conclusion, the majority of third semester students at English Language Education of FKIP UIR is agree and disagree can use gesture during their speech.

Table 4.1.2.3.2

I can maintain my posture while delivering the speech.

The answer option	Frequency	Percentage
Strongly Agree	0	0%
Agree	10	32.3%
Neutral	20	64.5%
Disagree	1	3.2%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 0 (0%) of students chose “strongly agree” to this statement. 10 (32.3%) of students “agree” can maintain their posture while delivering the speech. 20 (64.5) of students chose “neutral” in maintain their posture while delivering the speech. 1 (3.2%) of students “disagree” can maintain the posture while delivering the speech. And 0 (0%) of students answered “strongly disagree” to this statement. In short, the majority of third semester at English Language of FKIP UIR

is neutral in maintain the posture while delivering the speech. Its means when delivering the speech, sometimes the students can maintain their posture and sometimes they can not maintain their posture.

Table 4.1.2.3.3

My hands tremble when I am giving a speech.

The answer option	Frequency	Percentage
Strongly Agree	1	3.2%
Agree	22	71%
Neutral	6	19.3%
Disagree	2	6.5%
Strongly Disagree	0	0%
Total	31	100%

Based on the table inform that 1(3.2%) of students “strongly agree” her/his hands tremble when she/he is giving a speech. 22 (71%) of students “agree” their hands tremble when they are giving a speech. 6 (19.3%) of students “neutral” their hands tremble when they are giving a speech. 2 (6.5%) of students choose “disagree” that their hands tremble when they are giving a speech. And 0 (0%) of students chose “strongly disagree” to this statement. So, the majority of the third semester students at English Language Education of FKIP UIR is agree that their hands tremble when they are giving a speech.

Table 4.1

The Result of Students' Speaking Problem on Speech

No	Speaking Problem on Speech	Intensity				
		SA	A	N	D	SD
1	Fluency	2.13%	55.9%	28%	14%	0%
2	Comprehension	3.2%	51.65%	41.95%	3.2%	0%
3	Grammar	3.2%	56.5%	25.8%	25.8%	1.6%
4	Vocabulary	5.4%	52.7%	29%	11.8%	1.1%
	Non Linguistic Aspect					
5	Eye Contact	6.5%	29%	54.8%	9.7%	0%
6	Facial Expression	0%	19.3%	45.2%	35.5%	0%
7	Gesture	3.23%	46.7%	35.4%	15.1%	0%

The result from the questionnaire show that the third semester students at English Language Education of FKIP UIR face the speaking problem on speech. For fluency showed that 2.13% strongly agree, 55.9% agree. 28% neutral, 14% disagree and 0% strongly disagree students faced this problem. For comprehension show that that 3.2% strongly agree, 51.65% agree. 41.95% neutral, 3.2% disagree and 0% strongly disagree students faced this problem. For grammar showed that 3.2% strongly agree, 56.5% agree. 25.8% neutral, 12.9% disagree and 1.6% strongly disagree students faced this problem. For vocabulary showed that 5.4% strongly

agree, 52,7% agree, 29% neutral, 11.8% disagree and 1.1% strongly disagree students faced this problem. For eye contact showed that 5.5% strongly agree, 29% agree, 54.8% neutral, 9.7% disagree and 0% strongly disagree students faced this problem. For facial expression showed that 0% strongly agree, 19.3% agree, 45.2% neutral, 35.5% disagree and 0% strongly disagree students faced this problem. For gesture showed that 3.2% strongly agree, 46.7% agree, 35.4% neutral, 15.1% disagree and 0% strongly disagree students faced this problem. As result, highest percentage from linguistic aspect is grammar 56.5% of students answered agree faced this problem. And for non linguistic aspect, the highest percentage is gesture 46.7% of students answered agree faced this problem.

4.2 Data Analysis

This study is set to find out the most dominant speaking problems on speech faced by the third semester students at English Language Education of FKIP UIR. There are 31 students involved in this research. Data taken from the questionnaire that distributed by researcher to know what are the students' speaking problem on speech of the third semester students at English Language Education of FKIP UIR.

The data from questionnaire showed that the third semester students at English Language Education of FKIP UIR have speaking problem on speech in linguistic and non linguistic aspect. The most dominant speaking problem on speech from linguistic aspect is grammar. There are 3.2% students answered "strongly agree", 56.5% of students "agree", 25,8% of students "neutral", 12.9% of students "disagree"

and 1.6% of students “strongly disagree” faced this problem. It means that grammar is the students’ speaking problem on speech. The most dominant problem from non linguistic aspect is gesture. There are 3.23 % of students answered “strongly agree”, 46,7% of students “agree”, 35,4% of students “neutral”, 15,1% of students “disagree”, and 0% of students “strongly disagree” faced this problem. It means that the students’ speaking problem on speech from non linguistic aspect is gesture.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Speech is very important to be learned by students, because through speech can help students to be successful in their academic, carrier, and social life. In this research, the researcher take samples from B class of the third semester students at English Language Education of FKIP UIR. There are 31 samples, the researcher focus on speaking problem on speech. The researcher analysis the data and find out the result from questionnaire by using indicators of aspect influencing speech performance. It is found that third semester student at English Language Education of FKIP UIR have problem in speech either from linguistic aspect or non linguistic aspect.

5.2 Suggestion

Based on the result of the data, the researcher will give suggestion dealing with the students, the teacher, and next researcher.

5.2.1 For Students

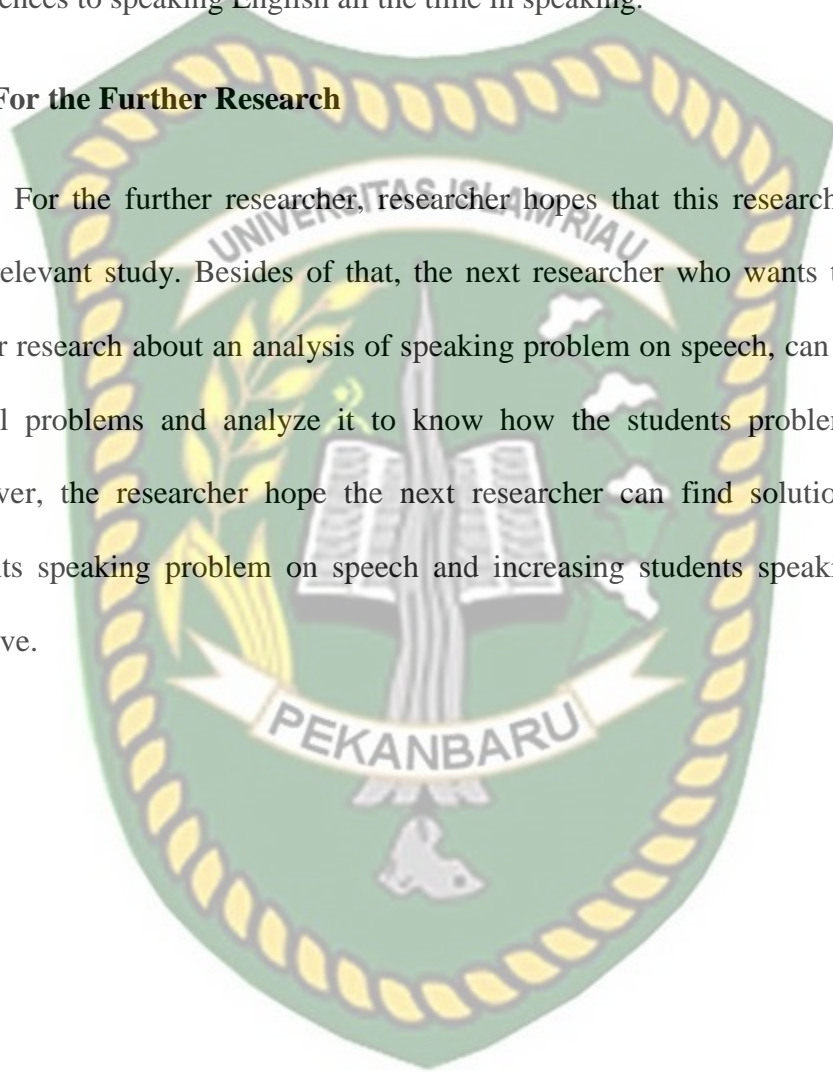
The researcher suggests to practicing speech in front of people a lot. In order the students can speech fluently as native speaker. The students must train themselves to be able and confident and not shy especially when delivering speech and must practice their speaking to improve their speaking skill much better.

5.2.2 For Teacher

The English teacher should give the students more to practice speech and experiences to speaking English all the time in speaking.

5.2.3 For the Further Research

For the further researcher, researcher hopes that this research could use as their relevant study. Besides of that, the next researcher who wants to conduct the similar research about an analysis of speaking problem on speech, can recognize that several problems and analyze it to know how the students problems in speech. However, the researcher hope the next researcher can find solution for helping students speaking problem on speech and increasing students speaking skill more effective.



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