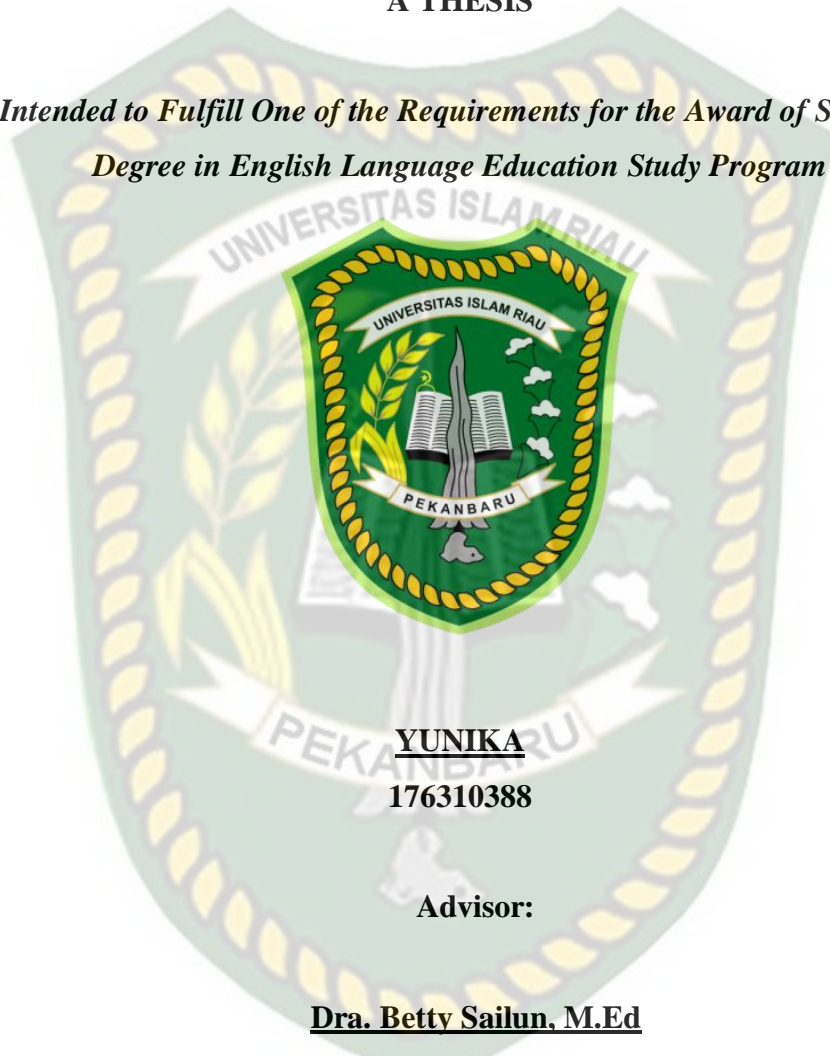


**AN ANALYSIS OF THE STUDENTS' PROBLEMS IN SPEAKING AT
THE TEN GRADE STUDENT OF SMAN 2 SIAK KECIL, BENGKALIS**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana
Degree in English Language Education Study Program*

Dokumen ini adalah Arsip Mlik :
Perpustakaan Universitas Islam Riau



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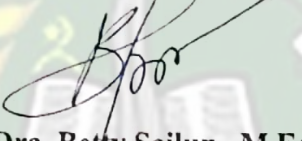
THESIS APPROVAL

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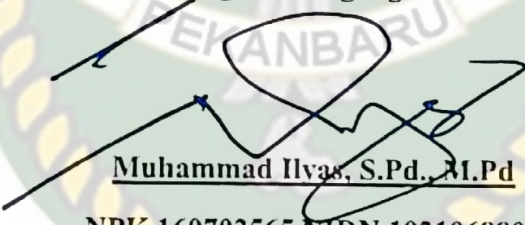
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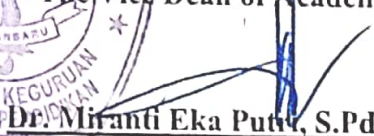
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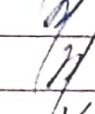

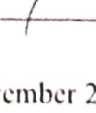
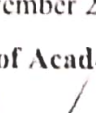

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THESIS GUIDANCE AGENDA


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No	DATE	AGENDA	SIGNATURE
1	22 September, 2020	Revised title and find out the journal related to the title	
2	27 September, 2020	Acc Title	
3	2 December, 2020	Revised Chapter I & II	
4	21 February, 2021	Acc Proposal	
5	12 March, 2021	Approved to Join Proposal Seminar	
6	23 August, 2021	Revised Chapter I & II	
7	7 September, 2021	Revised Chapter III	
8	26 September, 2021	Revised Chapter III & IV	
9	28 October, 2021	Approved to Join Thesis Examination	

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DECLARATION

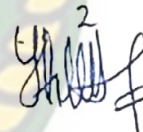
The undersigned researcher,

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I admit this thesis derived from my own work and my own words, except some theories which were quoted or taken from various sources included in references. I am responsible for the rightness of the data and its content.

Pekanbaru, November 2021

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Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. Then, in the completion of this thesis the researcher received a lot of guidance and direction from various parties. Therefore, so, i would like to express deep gratitude to the following individuals namely:

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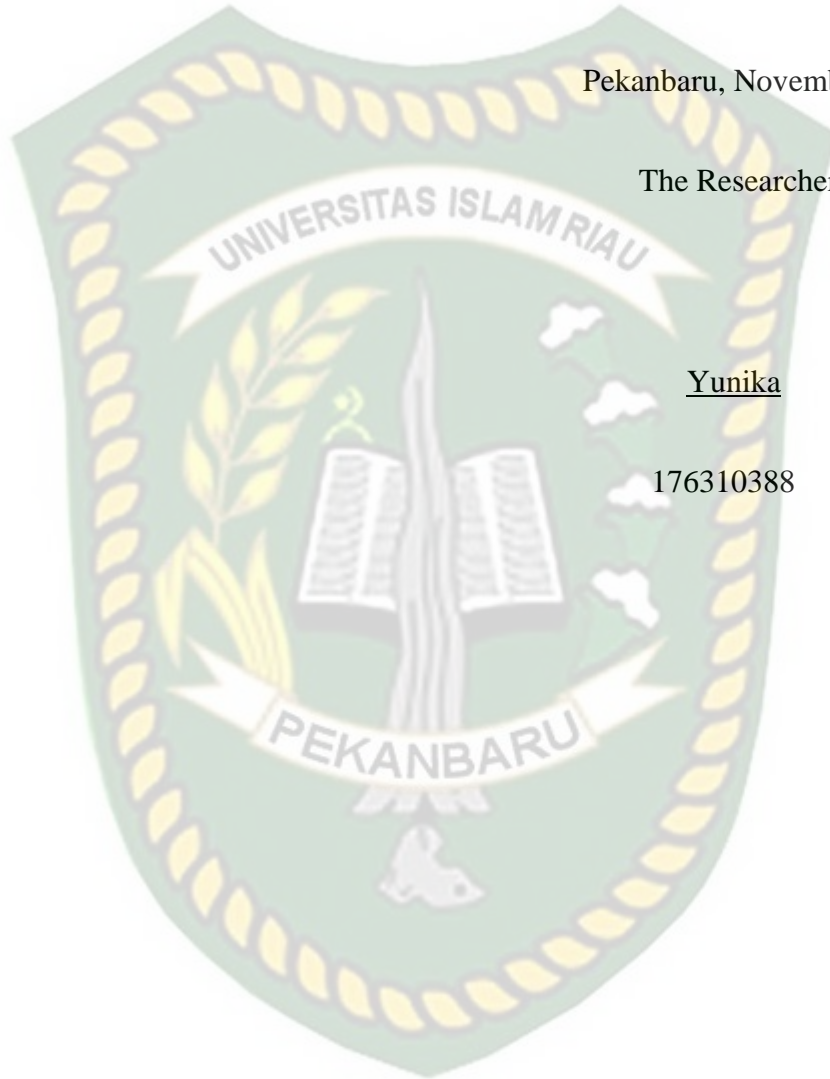
Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, constructive criticism and suggestions are expected from the reader for the perfection of this thesis.

Pekanbaru, November 2021

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ABSTRACT

Yunika, (2021): *An Analysis of Students' Problems in Speaking at the Ten Grade Student of SMAN 2 Siak Kecil, Bengkalis.*

Keyword: Analysis, Speaking Problems

This study aims to analyze the speaking problems of ten grade at SMAN 2 Siak Kecil, Bengkalis. The problems such as linguistic problems namely lack of vocabulary needed to talk, poor in grammar, poor in pronunciation (Richards, 2008) and psychological problems namely Lack of Self-Confidence and anxiety (Dea Aries Fitriani, R. W, 2015) .

Data is collected from questionnaires. The questionnaire was adapted from Isnania Nurani (2015), which consists of five indicators, namely vocabulary, grammar, pronunciation, anxiety and lack of self-confidence. The research design of this research is qualitative research. Researcher analyzed the data in the form of percentage analysis. Then, the analysis of this study was based on the data obtained from the questionnaire.

The results showed that most dominant speaking problem faced by ten grade students of SMAN 2 Siak Kecil, Bengkalis is grammar and pronunciation. On grammar problems, there are 69% of students are still confused in using future tenses. There are 4 parts of future tenses that have not been mastered by students, namely simple future tenses, future continuous tenses, future perfect and future perfect continuous tenses. Then, on pronunciation problems, there are 68% of students still find it difficult in giving correct word stress towards English words.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

English is one of the important international languages so that it is used as one of the subjects that studied in the world in general and Indonesia in particular, which students must have competence in understanding English. Recently, English has become important because English is though widely at formal schools starting from elementary school up to universities. In English learning, four important skills that must be mastered by student. They are listening, speaking, reading, and writing. In English learning, speaking is one of the skills that students must have. By mastering speaking skill the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language.

Speaking is one of the activities that often carried out in communicating with one another to convey and get information. Speaking is one four skill that must being a habit in the school, as foreign learner is not easy to speak English fluently if there not the speaking habit. As the language teaches, we should make speaking habit for the foreign language learners, especially in English language there are many aspects can make speaking English fluently with watch English movie, listen English music and conversation with close friend. There are still many things that can be done to improve English language skills.

Speaking also a multisensory activity because it involves paralinguistic features such as eye contact, facial expressions, body language, tempo, pauses, changes in voice quality, and tone variations that affect the flow of speech". Burns and Joyce (1999) explain that "speaking is an active process of negotiating meaning and using social knowledge of situations". This means that the speaker and the interlocutor must understand each other about the topics they are talking about or discussing so that the conversation can go well. Likewise, language is not only a means of communication to convey something to humans, but language is also one of the most important aspects of human life.

From the above definition, it can be concluded that speaking is the process of expressing ideas to construct meaning. Talking is also one of the most important things in our life, because speaking or oral communication needs to be used in daily activities. And that is generally done in face-to-face interaction, and communication. By talking, people can express their thoughts and communicate with others. Richard (2008: 19) emphasizes that mastery of speaking skills in English is a priority for many language learners. It can be concluded that the speaking function is to enable students to communicate in real-time communication and situations.

At SMAN 2 Siak Kecil, the topic of learning English is applied in the syllabus, where there are several materials, namely the use of linguistic elements of pronunciation, compiling spoken and written transactional interaction text by paying attention to grammar, making folklore the judged

based on pronunciation, intonation, and punctuation, then interpreting vocabulary and grammar in song lyrics. Therefore, this study discusses the problems faced by students in English.

Previously, there have been several research that discussed students' speaking problems, such as the researcher conducted by Isnania Nurani (2019) discussing English speaking problems such as grammar, pronunciation and vocabulary. Then, Alimun Pane (2020) discusses inhibition, nothing to say and mother tongue use. From the several research above, there are several differences with this research. This research analyzes students' speaking problems such as vocabulary, grammar, pronunciation, lack of self-confidence, and anxiety.

This research focus on analyzing of the student problem on speaking based on theory from Richards (2008) claims there are some typical learners' problems in speaking. Linguistics problem such as, lack of vocabulary needed to talk, poor in grammar and poor in pronunciation and theory from DeaAriesFitriani, R. W (2015) psychological problems such as, Lack of Self-Confidence and anxiety .The problems above that affect students have difficulty speaking English, all the problems that occur must be solved by the English teacher. These problems must be identified by the teacher and the teacher must also be able to find ways that these problems can be overcome because this is very important for the future of students.

From the description above, the researcher is interested in carrying out the study on "AN ANALYSIS OF THE STUDENTS' PROBLEM IN

SPEAKING AT THE TEN GRADE STUDENT OF SMAN 2 SIAK KECIL, BENGKALIS”.

1.2 Identification of the Problem

Based on the background of the problem mentioned above, the researcher identifies the problems as follows:

The first is Vocabulary. Vocabulary is usually very difficult to use and remember by students during the learning process at school because they are unfamiliar with the words used during the class, often find it difficult to choose the appropriate vocabulary to be used, do not know synonyms or antonyms of the words that usually used in the class, and find difficulties in translating words given spontaneously in class.

The second is grammar. Grammar is a sentence structure in which there are several important parts to make it easy to use in making a sentence. There are still many students who have difficulty in composing a sentence well, this is because they are confused in distinguishing part of speech, confused to use present tense, past tense, and future tense.

The third is pronunciation. There are still many students who make mistakes in pronouncing English, this is because they do not have the motivation to speak English, often speak with the wrong intonation toward the English words, find difficulty in giving correct words stress towards English words, and students' English pronunciation is influenced by their mother tongue or local language.

The fourth is anxiety. Anxiety affects students in speaking English because they are afraid to speak English in front of the class. Not only that, anxiety also affect the fluency of students in speaking in front of the class or interacting with the people around them. Anxiety usually arises when students suddenly interact using English.

The last is Lack of Self-Confidence. Lack of Self-Confidence affects students in speaking English because they feel nervous when speaking English so that their friends in class will laugh at them if they make mistakes and they often feel nervous talking in front of the class with friends or teachers.

1.3 Focus of the Problem

The focus of this study is to analyze students' speaking problems, especially in grammar that affect grade ten students at SMAN 2 Siak Kecil, Bengkalis.

1.4 Research Questions

This research is aimed to find the answer to the following questions:

- 1) What are the students' problems in speaking at the grade ten students at SMAN 2 Siak Kecil, Bengkalis?

1.5 The Objectives of the Research

In accordance with the problems of this research, the purpose of this study is to find out the students problems in speaking that affect grade ten students at SMAN 2 Siak Kecil, Bengkalis.

1.6 Significance of the Research

The research is expected to be a contribution for several aspect.

1. For students: as a source of information to find out what problems cause students to not be fluent in speaking English.
2. For teachers: as a reference to find out the problems faced by students in speaking English in order to further improve English learning so that these problems can be overcome.
3. For researcher: can have insights and experiences as well as input for future research.

1.7 Definition of the Key Terms

1.7.1 Analysis

Analysis means study of something by examining its parts (Oxford Learner's Pocket Dictionary, 2008). In this research, analysis refers to know students' problems in speaking by giving the questionnaire test.

1.7.2 Speaking

Speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001:40). In this research, speaking is as draw as students problems in SMAN 2 Siak Kecil, Bengkalis.

1.7.3 Speaking problems

Speaking problems is some problems that make someone lack of speaking ability (Jannah and Fitriati, 2016). In this research, speaking

problems is problems that are often faced by ten grade of SMAN 2 Siak Kecil, Bengkalis in speaking.



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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Speaking

According to Corry Ester and Shabrina Harumi (2020) Speaking is one of ways of people in telling stories, expressing emotions, conveying messages, sharing feelings, delivering a speech or remarks which mediate them to relate and communicate each other.

Nunan (1991:14) states that speaking is one of fundamental languages skill. It is considered as the most important aspect of learning a foreign language. Meanwhile, according to Hornby (1985) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language, expressing oneself in words, making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication.

Dalu, Setyawati, Arianto, and Azizaturrohman (2017) also say that Speaking is needed in learning language because it functions as the vehicle of communication. When we speak we express our ideas, feelings, and thought. To achieve this purpose, there are some aspects in speaking that should be mastered by students. Harris (1974:4-11) states that the aspects of speaking that should be learned are grammar, vocabulary, content, pronunciation, and fluency.

Furthermore, Murcia (2001:103) who defines speaking as an activity requiring the integration of many subsystems. That is, the subsystems are the

simultaneous demands on speaking. There are monitoring and understanding the other speaker, thinking about one's own contribution, producing that contribution, monitoring its effect and soon. Additionally Chaney in Kayi (2006:1) states speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. From two definition above, it can be seen that speaking is the process of integrating several subsystems as a process to build and share meaning to other people in a variety of purposes.

2.2 The Elements of Speaking

According to Harmer (1998:269- 270) there are two elements of speaking. They are:

1 .Language Features

- a) Connected speech; the speaker needs to produce individual phonemes and use connected speech.
- b) Expressive devices; students can deploy some supra-segmental features and devices in order to be an effective communicator.
- c) Lexis and grammar; the speaker can use a number of common lexical phrases in the performance of certain language functions.
- d) Negotiation language: the negotiator language people use to seek clarification and to show the structure of what people are saying.

2. Mental or Social Processing

- a. Language Processing

Language process means the speakers process language in their heads and put it into coherent order so that it comes out in forms that are intended.

b. Interaction with others

The speakers have a good deal of listening, understanding others' feeling and the knowledge of how linguistically to take turns or allow others to do so

c. Information processing

It is the ability to process and to response the information given or taken.

2.3 Component of Speaking

Harmer (2007, p. 343) stated that speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Here are important components in speaking skill:

a) Grammar

Grammar is a set of rules that explain how we use a language. The aim of grammar is also to learn the correct way to acquire language skills in both written and spoken form. Therefore, grammar is a thing that takes students to compose the correct sentence in a conversation.

b) Vocabulary

Vocabulary means the appropriate diction that is used in communication. Lack of vocabulary, it is difficult build a sentence to communicate effectively or express idea in oral and written form.

c) Pronunciation

Pronunciation is a way for speaker to produce sound or language when the speaker are talking. It is concerned with the phonological process which refers to the grammatical component consisting of the elements and principles that determine the variation of sounds and patterns in a language. A speaker who is constantly mispronouncing various phonemes can be very difficult for speakers of other languages to understand the point.

d) Fluency

Fluency can be term as the ability to speak fluently and accurately. Fluency in speech is the goals of many people learn the language. Signs of fluency include a fairly fast speaking rate and only a small number of pauses like "emm" or "errrr". These signs indicate that the speaker does not need to spend a lot of time looking for language items necessary to express the message.

e) Comprehension

Comprehension is also an important component in speaking. Comprehension is the power training to understand the actions of the mind that aim to increase understanding in conveying something.

Meanwhile, Brown (2004, p. 172) says speaking has five components namely: grammar, vocabulary, comprehension, fluency and pronunciation. Besides of that, there are also several elements involved when the students

attempt to engage in speaking activities, including pronunciation, grammar, vocabulary, fluency, and comprehension (Sayuri, 2016).

2.4 English Speaking Problems

According to Ikrar Genidal Riadil (2020) Speaking problems are problems that affect someone to the poor speaking performance. Below discuss some problems in speaking English.

2.4.1 Linguistics Problems

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Richards (2008) claims there are some typical learner's problems in speaking. Those problems are:

a. lack of vocabulary needed to talk

Vocabulary is an individual word or a set of words which have specific meaning. Kamil and Hiebert (2005) state that generally, vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently. The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.

b. poor in grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. According to Celce-murcia (2001) grammar become difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structures; it is not uncommon to find backsliding occuring with the introduction of new form to the learners' inter language. According to Dykes (2007) defines that "grammar is a rule to talk about language correctly. Some EFL students would think about the particular grammar item being involved before producing utterance".

c. poor in pronunciation.

According to Hinkel (2005: 491) a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself.

Gilakjani (2011) points out that if the speakers have unacceptable pronunciation, their utterances will not be comprehensible to listeners and as a result they will not be successful in their communication. According to Garrigues (1999), the foundation of effective spoken communication is good pronunciation. If speakers pronounce clearly and correctly, their

audience should be able to understand easily what they are trying to express.

2.4.2 Psychological Problems

According to Dea Aries Fitriani R.W (2015), there are two psychological problems in speaking, namely:

a. Anxiety

Anxiety is a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled (Javed et al., 2013). Generally, anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened autonomic nervous system activity (Spielberger, 1972), a state that can have negative and positive effects, and which motivates and facilitates as well as disrupting cognitive action such as learning. Rochelle et al (2011) investigated the causes of anxiety in English language learning of foreign students in the Philippines. It has been found that the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al cited in Nascente, 2001). Furthermore, Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students

in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

b. Lack of Self-Confidence

Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking. According to Elliot (1998:29), concept of self-confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-confidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of selfconfidence.

2.5 Relevance Studies

There are some previous studies that have some similarities with this research, they are:

The first is Farah Sukmawati Wahidah (2016), her thesis is Students' Speaking Problems and Factors Causing It. She said Speaking seems more complex than other language skills. It requires many skills, such as listening, vocabulary, pronunciation, grammar, and structure. Most students found speaking English as a stressful activity even uninteresting activity. Students became a quite passive in speaking English class. This

research was conducted to find out the students' problems in speaking English and the factors causing it. Students have many problems in speaking English, they are: (1) meaning or content of the conversation; 2) lack of vocabularies; (3) pronunciation; and (4) shy. Then, there were a variety factors causing students' problems in speaking English. The result indicated that the majority of students highly agreed on the fact that confidence is the biggest cause of their problems in speaking English. The next two important factor is the students were worried about making grammatical errors. The next factors are the students were fearful of criticism or losing face in front of the audiences or were worried about audiences' attention, respect, or appreciation, and the students were agreed about the difficulties in finding partner in outside class to practice speaking English.

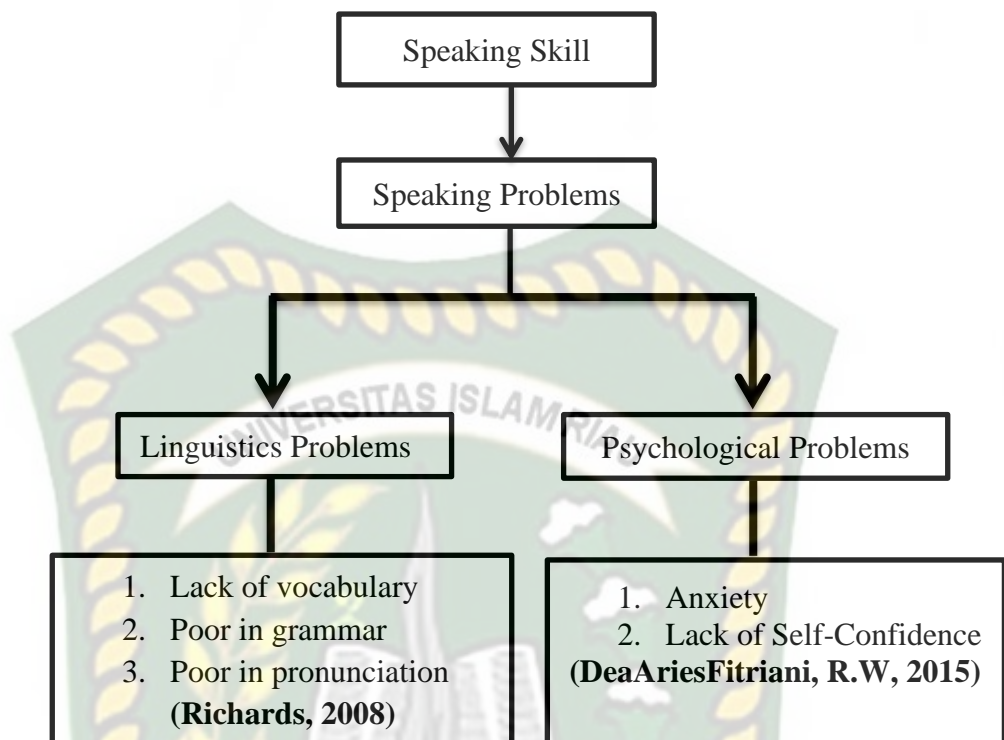
The second is Corry Ester Margaret Siagian and Shabrina Harumi Pinem (2020), They thesis is Problems to Speaking English of English Department Students at University of Darma Agung Medan. They said Studying English for at least seven years does not necessarily make students proficient in practicing English language learned include speaking. When the ability to use English orally has become one of the factors to get a good knowledge, economic independence and job security, it is deemed necessary to find out what problems are the students have to speaking English in order to build strategies to overcome the problems to students' speaking ability in the future. Thirty persons from second

semester students of English department at University of Darma Agung Medan participated in this study. The data regarding students' English speaking were collected through questionnaire and speaking test. This study found that students experienced problems to speaking English. It was also revealed that the major problems of the students to speaking English due to the lack of effective transition of knowledge into practice which is caused by the lack of English basic knowledge and the influence of first language used, the disadvantaged socioeconomic factor, non-English classroom instructions, and English speaking anxiety.

From the relevance studies above, there are differences with the researcher research. Researcher conducted research with the aim of analyzing the speaking problems of ten grade students at SMAN 2 Siak Kecil, Bengkalis. Many factors can affect the students' speaking problems at this time. Therefore, the researcher interest to analyze students' problems in speaking English. This study used an indicator of linguistics problems adopted from (Richards, 2008) which is as follows lack of vocabulary needed to talk, poor in grammar, poor in pronunciation and psychological problems adopted from (DeaAriesFitriani, R. W, 2015) namely Lack of Self-Confidence and anxiety .

2.6 Conceptual Framework

In this research, the researcher presents the conceptual framework into the following diagram:



From the indicators of speaking problem above the researchers can explain as follows. There are 2 indicators speaking problem, namely linguistics problems and psychological problems. Linguistics problems adopted from (Richards, 2008) which is as follows lack of vocabulary needed to talk, poor in grammar, poor in pronunciation and psychological problems adopted from (DeaAriesFitriani, R. W, 2015) namely Lack of Self-Confidence and anxiety .

2.7 Assumption

In this research, the researcher assumed that the students of grade ten at SMAN 2 Siak Kecil, Bengkalis still have some problems in speaking English, they are linguistics problems and psychological problems.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research is descriptive qualitative. According to (Sugiyono, 2013: 9) descriptive qualitative methods are research methods based on the philosophy of positivism, used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, the sampling of data sources is carried out purposely and snowball, the collection technique is by triangulation (combined), data analysis is inductive / qualitative, and the results of qualitative research emphasize meaning rather than generalization. This research is used to analyze the linguistic and psychological problems that affect grade ten students at SMAN 2 Siak Kecil, Bengkalis.

3.2 Location and Time of Research

This research has been conducted in SMAN 2 Siak Kecil, Bengkalis. It is located on Jalan Jendral Sudirman, Sadar Jaya, Kec. Siak Kecil, BENGKALIS-RIAU. The researcher interest to analyze the linguistic and psychological problems that affect grade ten students at SMAN 2 Siak Kecil, Bengkalis. This research conducted from August-September 2021.

3.3 Population and Sample of the Research

3.3.1 Population

According to (Sugiyono, 2013: 80) population is a generalization area consisting of objects/ subjects that have certain qualities and characteristics

that are determined by the researcher to be studied and then draw conclusions. Meanwhile, Arifin (2003:6) states that a population is a number objects with a certain characteristic that are aimed at a field of investigation. The population in this research the students ten grade at SMAN 2 SIAK KECIL Semester academic 2020/2021. There are two classes XA and XB. Total the population is 57 students.

Table 3.3.1 List of Population

No	Class	The Number of Students
1	XA	30
2	XB	27
TOTAL		57 Students

3.3.2 Sample

According to (Sugiyono, 2013: 81) the sample is part of the number and characteristics possessed by that population. If the population is large, and the researcher is not able to study everything in the population, for example, due to limited funds, manpower and time, the researcher can use samples taken from that population, what was learned from the sample, the conclusion will apply to the population. For this reason, samples taken from the population must be truly representative.

The sample of this research used the purposive sampling. According to (Sugiyono, 2013: 85) purposive sampling is a sampling technique with certain considerations. For example, will research quality food, then the

sample data sources are people who are food experts, or research on political conditions in an area, the source sample the data are people who are political experts. The sample consisted of one class especially class XA, which consist of 30 students.

Table 3.3.2 The sample of class XA

Class	Male	Female	Total
XA	4	26	30 Students

3.4 Instrument of the research

In this research, the researcher take the data by using questionnaire as an instrument of the research.

3.4.1 Questionnaire

According to (Sugiyono, 2013:142) Questionnaire is a data collection technique which is done by give a set of questions or a written statement to the respondent to answer. The questionnaire used in this research is closed question that has provided the answer, so that respondents only need to choose and answer directly. Consists of 12 linguistic problems statements and 3 psychological problems statements . Moreover, every statement had four alternative responses based on Likert scale, they were SA= Strongly Agree, A= Agree, D= Disagree, and SD= Strongly Disagree.

3.5 Data Collection Technique

In collecting the data, the researcher used questionnaire based on the following steps:

1. Asked permission from the school where the research was conducted, in this case SMAN 2 Siak Kecil to collect research data from a questionnaire.
2. The researcher provides a questionnaire that used for research.
3. Next, the researcher distributed a questionnaire to each students.
4. After that, the researcher gave clear instructions to students and made sure they answered all the questions provide.
5. Furthermore, all questionnaires are collected from the sample.
6. The last, the researcher analysis the students' speaking problem by looking for the percentage obtained from the formula.

3.6 Data Analysis Technique

According to Sugiyono (2013) data analysis in qualitative research is carrying out since before entering, during and after finish in the field. In this research, after collecting the data, this research used qualitative as a data analysis that provides a detailed description based on the data obtained to conclude.

After the researcher got all the data, the researcher analyzed the questionnaire data from 30 students. Then the researcher calculated the percentage of answers from the ten grade students of SMAN 2 Siak Kecil,

Bengkalis. In this study the percentage is used to calculate how many students have problems in speaking English, to get the percentage of each questionnaire item, the researcher uses the following formula:

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

Notes:

P= The percentage of students' problems

F= The number of frequency of the respondent answer

N= The number of respondent

(Hartono, 2004)

After all the data from questionnaire were evaluated, the researcher makes a conclusion related to the theory.

CHAPTER IV

RESEARCH FINDINGS

In chapter IV, the researcher presents the findings and the analysis of the students' problems in speaking at the ten grade students of SMAN 2 Siak Kecil, Bengkalis.

As discussed in the previous chapter, there are two problems that the researcher wants to analysis, namely linguistics problems and psychological problems. The researcher find out the students' speaking problems from students' answer in questionnaire that researcher give to the students.

4.1 Data Description

In chapter IV has been explain analysis of students' answer on the questionnaire of speaking problems at the ten grade students of SMAN 2 Siak Kecil, Bengkalis. There are 30 respondents as the sample of the research. According to Richard (2008) there are three problems in linguistics problems namely lack of vocabulary needed to talk, poor in grammar, poor in pronunciation and based on DeaAriesFitriani, R.W (2015) there are two problems in psychological problems namely Lack of Self-Confidence and anxiety.

4.1.1 Vocabulary

Vocabulary is usually very difficult to use and remember by students during the learning process at school because they are unfamiliar with the words used during the class, often find it difficult to choose the appropriate vocabulary to be used, do not know synonyms or antonyms of the words that

usually used in the class, and find difficulties in translating words given spontaneously in class.

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

Table 4.1

I am unfamiliar with the words used during the class

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	0	0%
Agree (A)	8	26,67%
Disagree (D)	19	63,33%
Strongly Disagree (SD)	3	10%
Total	30	100%

Based on questionnaire, inform that (0%) of students answered “strongly agree” with the statement “I am unfamiliar with the words used during the class”. Interestingly, there are 8 (26,67%) student choose “agree” for the statement because some of them are not familiar with the English words used in class. Then, there were 19 (63,33%) students who choose “disagree”, this shows that most of them were familiar with the English words used in class, and 3 (10%) students choose “strongly disagree” with the statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis disagree with the statement “I am unfamiliar with the words used during the class” this

is because they are very attentive and memorized, so that they are familiar with the English words used in class.

Table 4.2

I find difficulty in choosing appropriate vocabulary to be used

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	2	6,67%
Agree (A)	18	60%
Disagree (D)	9	30%
Strongly Disagree (SD)	1	3,33%
Total	30	100%

Based on the table 4.2 inform that 2 (6,67%) of students answered “strongly agree” When speaking English, they find it difficult to choose the right vocabulary to use in speaking. interestingly, there are 18 (60%) students who choose "agree" for the statement, this shows that most students agree when speaking English still have difficulty in choosing the right vocabulary. Meanwhile, 9 (30%) students chose "disagree" because some students in speaking did not find it difficult to choose the right vocabulary, and 1 (3,33%) students "strongly disagree" with the statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because they still have difficulty in choosing the right vocabulary in speaking.

Table 4.3

**I don't know the synonyms/antonyms of the words that usually are
used in class**

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	2	6,67%
Agree (A)	9	30%
Disagree (D)	15	50%
Strongly Disagree (SD)	4	13,33%
Total	30	100%

Based on the table 4.3, inform that 2 (6,67%) of students answered "strongly agree" because they don't know the synonym/antonym of the words commonly used in the class. meanwhile there are 9 (30%) students choose "agree" for this statement. interestingly, there are 15 (50%) students "disagree" with this statement because they know the synonyms/antonyms of words commonly used in class and 4 (13,33%) students choose "strongly disagree" for the statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis "disagree" with this statement because they know the synonyms/antonyms of words commonly used in class.

Table 4.4

I find difficulty in translating the words given spontaneously

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	8	26,67%
Agree (A)	15	50%
Disagree (D)	6	20%
Strongly Disagree (SD)	1	3,33%
Total	30	100%

Based on the table 4.4, inform that 8 (26,67%) of students answered “strongly agree” if they have difficulty in translating the English words given spontaneously, and 15 (50%) most of the students choose "agree" for this statement. Meanwhile, 6 (20%) students chose "disagree" because they had no difficulty in translating the words given spontaneously, and 1 (3,33%) students chose "strongly disagree” with the statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because they still have difficulty in translating the words given spontaneously in class.

4.1.2 Grammar

Grammar is a sentence structure in which there are several important parts to make it easy to use in making a sentence. There are still many students who have difficulty in composing a sentence well, this is because they are confused

in distinguishing part of speech, confused to use present tense, past tense, and future tense.

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

Table 4.1

I get confused in distinguishing part of speech

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	6	20%
Agree (A)	18	60%
Disagree (D)	6	20%
Strongly Disagree (SD)	0	0%
Total	30	100%

Based on the table 4.1, inform that 6 (20%) of students answered “strongly agree” because they are still confused to distinguish the parts of speech. interestingly, there are 18 (60%) students choose "agree", this indicates most agree with this statement. then, there were 6 (20%) students chose "disagree" because they could distinguish parts of speech, and (0%) chose "strongly disagree" for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because there are still many of them confused to distinguish the parts of speech.

Table 4.2

I get confused in using present tense

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	3	10%
Agree (A)	16	53,33%
Disagree (D)	8	26,67%
Strongly Disagree (SD)	3	10%
Total	30	100%

Based on the table 4.2, inform that 3 (10%) of students answered “strongly agree” because they are still confused about using the present tense correctly. As for 16 (53,33%) students answered "agree", this shows that most students agree with this statement. Then, there were 8 (26,67%) students chose "disagree" because some of them were not confused in using the present tense, and 3 (10%) students answered "strongly disagree" to this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because most of them are still confused about using the present tense.

Table 4.3

I get confused in using past tense

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	1	3,33%
Agree (A)	16	53,33%
Disagree (D)	11	36,67%
Strongly Disagree (SD)	2	6,67%
Total	30	100%

Based on the table 4.3, inform that 1 (3,33%) of students answered “strongly agree” because they are confused to use the past tense correctly. interestingly, 16 (53,33%) students chose "agree", this shows that most students are still confused in using the past tense. then, 11 (36,67%) students chose "disagree" because there were some of them who were not confused in using the past tense, and 2 (6,67%) students chose "strongly disagree” for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because they are still confused in using the past tense.

Table 4.4

I get confused in using future tense

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	3	10%
Agree (A)	19	63,33%
Disagree (D)	7	23,34%
Strongly Disagree (SD)	1	3,33%
Total	30	100%

Based on the table 4.4, inform that 3 (10%) of students answered “strongly agree” because they are confused about using the future tense. As for 19 (63,33%) students chose "agree", this shows that most students agree if they feel confused in using the future tense. Then, 7 (23,34%) students chose “disagree” because there were some of them who were not confused in using the future tense, and 1 (3,33%) students chose “strongly disagree” for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because with this statement because most of them are still confused about using the future tense.

4.1.3 Pronunciation

There are still many students who make mistakes in pronouncing English, this is because they do not have the motivation to speak English, often speak with the wrong intonation toward the English words, find difficulty in giving

correct words stress towards English words, and students' English pronunciation is influenced by their mother tongue or local language.

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

Table 4.1

I often mispronounce English words and have no motivation to speak like native speaker

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	9	30%
Agree (A)	16	53,33%
Disagree (D)	2	6,67%
Strongly Disagree (SD)	3	10%
Total	30	100%

Based on the table 4.1, inform that 9 (30%) of students answered “strongly agree” because they still often make mistakes in pronouncing English words and have no motivation to speak English. As for 16 (53,33%) students chose "agree" for this statement, this shows that most students agree with this statement. Then, 2 (6,67%) students chose "disagree" because they did not often make mistakes in pronouncing English words and had the motivation to speak, and 3 (10%) students chose "strongly disagree" for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree”

with this statement because there are still many of them who often make mistakes and have no motivation in speaking English.

Table 4.2

I often speak with the wrong intonation towards the English words

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	8	26,67%
Agree (A)	17	56,67%
Disagree (D)	5	16,66%
Strongly Disagree (SD)	0	0%
Total	30	100%

Based on the table 4.2, inform that 8 (26,67%) of students answered “strongly agree” because they still speak with the wrong intonation of English words. then 17 (56,67%) students chose "agree", this shows that most students agree with this statement. Meanwhile, 5 (16,67%) students "disagree" because they have used intonation correctly for English words, and (0%) students choose "strongly disagree" with this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because there are still many students who are still wrong in using the correct intonation for English words.

Table 4.3

I find difficulty in giving correct words stress towards English words

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	5	16,67%
Agree (A)	22	73,33%
Disagree (D)	3	10%
Strongly Disagree (SD)	0	0%
Total	30	100%

Based on the table 4.3, inform that 5 (16,67%) of students answered “strongly agree” because they still have difficulty in putting the correct stress on English words. then, 22 (73,33%) most of the students answered "agree" to this statement. Meanwhile, 3 (10%) students chose "disagree" because they had no difficulty in giving the correct stress to English words, and (0%) students chose "strongly disagree" for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because there are still many students who have difficulty in putting the correct stress on English words.

Table 4.4

My pronunciation of English words is influenced by my native or local language

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	5	16,67%
Agree (A)	13	43,33%
Disagree (D)	12	40%
Strongly Disagree (SD)	0	0%
Total	30	100%

Based on the table 4.4, inform that 5 (16,67%) of students answered “strongly agree” because Students' pronunciation of English words is influenced by their mother tongue/local language. interestingly, 13 (43,33%) most of the students answered "agree" to this statement. then, there were 12 (40%) students answered "disagree" because there were some students whose English pronunciation was not influenced by their mother tongue/local language, and (0%) students answered "strongly disagree" for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because the pronunciation of students' English words is influenced by their mother tongue/local language.

4.1.4 Anxiety

Anxiety affects students in speaking English because they are afraid to speak English in front of the class. According to the result of the data

analysis, some problems faced by students speaking English relation in anxiety are found as follow:

Table 4.1

I fell afraid to speak English in front of the class

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	8	26,67%
Agree (A)	11	36,67%
Disagree (D)	10	33,33%
Strongly Disagree (SD)	1	3,33%
Total	30	100%

The table presents that 8 (26,67%) students answered “strongly agree” because students are afraid to speak English in front of the class, about 11 (36,67%) students answered "agree" this shows that most students agree with this statement. Then, there were 10 (33,33%) students answered "disagree" this means that there are still some students who are not afraid to speak English in front of the class, and 1 (3,33%) students answered "strongly disagree" for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because they still have a fear when speaking English in front of the class.

4.1.5 Lack of Self-Confidence

Lack of Self-Confidence affects students in speaking English because they feel nervous when speaking English so that their friends in class will laugh at

them if they make mistakes and they often feel nervous talking in front of the class with friends or teachers.

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

Table 4.1
I am nervous to speak English because my friends will laugh if I make a mistake

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	7	23,34%
Agree (A)	16	53,33%
Disagree (D)	6	20%
Strongly Disagree (SD)	1	3,33%
Total	30	100%

Based on table 4.1, inform that 7 (23,34%) students answered “strongly agree” because they are nervous when speaking in front of the class and afraid their friends will laugh if they make a mistake. Then, 16 (53,33%) most of the students answered "agree" to this statement. As for 6 (20%) students answered "disagree" because some of them were not nervous when speaking in front of the class and were not afraid that their friends would laugh if they made a mistake, and 1 (3,33%) students answered "strongly disagree" for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil,

Bengkalis “agree” with this statement because they still nervous when speaking in front of the class and afraid their friends will laugh if they make a mistake.

Table 4.2

I am nervous to speak English with my friends or my teacher in the class

The Answer Options	Frequency	Percentage
Strongly Agree (SA)	9	30%
Agree (A)	12	40%
Disagree (D)	8	26,67%
Strongly Disagree (SD)	1	3,33%
Total	30	100%

The table presents that 9 (30%) students answered “strongly agree” because they feel nervous when speaking English with friends or teachers in class. then, 12 (40%) most of the students answered “agree” to this statement. as for 8 (26,67%) students answered "disagree" because some of them did not feel nervous when talking to friends or teachers in class, and 1 (3,33%) students answered "strongly disagree" for this statement. So, it means that the ten grade students of SMAN 2 Siak Kecil, Bengkalis “agree” with this statement because they still nervous when speaking English with friends or teachers in class.

Based on 15 statements from 5 indicators that were asked to students through a questionnaire about the speaking problem above, it was found that:

First, Vocabulary is one of the students' problems in speaking English. Based on the answers from the student questionnaire, there were 18 students (60%) stated that they found difficulties in choosing the right vocabulary to use in speaking English. this is because most of them still do not remember much vocabulary in English.

As for grammar, it is also a problem faced by students in speaking English. As many as 19 students (63.33%) stated that they were still confused about using future tenses. There are 4 parts of future tenses that have not been mastered by students, namely simple future tenses, future continuous tenses, future perfect tenses, and future perfect continuous tenses.

Then, the biggest problem faced by students in speaking English is pronunciation. as many as 22 students (73.33%) stated that they found it difficult to put the correct stress on English words. The types of word stress that have not been mastered by students are tonic stress and contrastive stress.

Anxiety is one of the students' problems in speaking English. based on the answers from the student questionnaire, there were 11 students (36.67%) stated that they were still afraid to speak in English in front of the class. this is because they feel nervous and lack motivation to learn to speak English.

The last, lack of self-confidence is one of the students' problems in speaking English. there are 16 students (53.33%) stated that they still feel

nervous when speaking English because their friends will laugh if they make mistakes.

4.2 Data Analysis

This study is a set to find out the most dominant speaking problems faced by the ten grade students of SMAN 2 Siak Kecil, Bengkalis. There were 30 students involved in this research. Data were taken from the questionnaire that distributed by researcher to know what are the students' problems on speaking of the ten grade students of SMAN 2 Siak Kecil, Bengkalis. To find out the most dominant speaking problems, it can be seen in the table below:

Table 4.2.1
The result of students' speaking problems

NO.	Speaking Problems	Intensity			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Vocabulary	12%	50%	49%	9%
2.	Grammar	13%	69%	32%	6%
3.	Pronunciation	27%	68%	22%	3%
4.	Anxiety	8%	11%	10%	1%
5.	Lack of Self-Confidence	16%	28%	14%	2%

Based on the table 4.2.1 the result from the questionnaire show that the ten grade students of SMAN 2 Siak Kecil, Bengkalis face the speaking problems those are; for vocabulary showed that 12% students strongly agree, 50% students agree, 49% students disagree and 9% students strongly disagree face this problem, for grammar showed that 13% students strongly agree, 69% students agree, 32% students disagree and 6% students strongly disagree face this problem, for pronunciation showed that 27% students strongly agree, 68% students agree, 22% students disagree and 3% students strongly disagree face this problem, for anxiety showed that 8% students strongly agree, 11% students agree, 10% students disagree and 1% students strongly disagree face this problem, and the last for lack of self-confidence showed that 16% students strongly agree, 28% students agree 14% students disagree and 2% students strongly disagree face this problem. As a result highest percentage was grammar were 69% of students answered agree faced this problem.

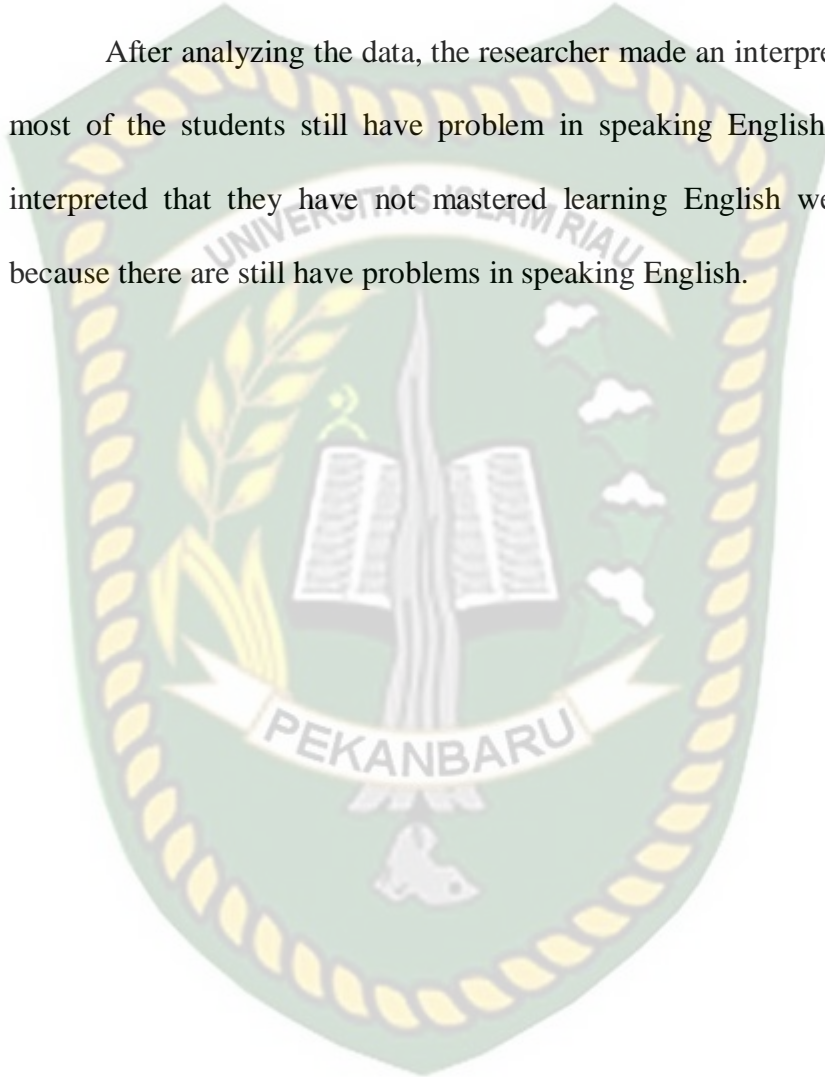
So, the most dominant speaking problem faced by ten grade students of SMAN 2 Siak Kecil, Bengkalis is grammar. There were 13% students “strongly agree”, 69% students “agree”, 32% students “disagree” and 6% students “strongly disagree” faced this problem. it means that grammar is students’ speaking problems.

4.3 Data Interpretation

From the results of the data analysis of students’ speaking problems. There are 69% of students agree with speaking problems on

grammar. Then, 68% of students agree about their speaking problems on pronunciation. It means that the most faced by students in speaking English is grammar.

After analyzing the data, the researcher made an interpretation, that most of the students still have problem in speaking English. It can be interpreted that they have not mastered learning English well. This is because there are still have problems in speaking English.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In learning English, speaking is very difficult to master, therefore students must practice their speaking skills so that they can have the ability to speak English well. In this research, researchers took samples from class XA students at SMAN 2 Siak Kecil, Bengkalis, there were 30 samples used in this study. Then, the researcher only focused on the problems of speaking English faced by students by using 5 factors of students' problems in speaking English. It was found that speaking problems in grade ten students of SMAN 2 Siak Kecil, Bengkalis were caused by the use of grammar and pronunciation.

In this case, in the use of grammar, 69% most students are still confused in distinguishing parts of future tense. There are 4 parts of future tenses that have not been mastered by students, namely simple future tenses, future continuous tenses, future perfect tenses, and future perfect continuous tenses. Then, problems with pronunciation, there are 68% of students found it difficult to put the correct stress on English words. The types of word stress that have not been mastered by students are tonic stress and contrastive stress.

5.2 Suggestion

Based on the results of the data, the researcher wants to give advice to students, teachers and further researchers.

5.2.1 For Students

Researchers suggest that they better understand English learning such as vocabulary, pronunciation, and grammar because it can make it easier for them to speak English and practice speaking English more with friends or teachers to improve speaking skills to be even better.

5.2.2 For English Teachers

Teachers should more attention to students in learning English and always provide motivation so that they are more active in learning English.

5.2.3 For the Future Researchers

For the future researcher, there are several theories discussed the same case about speaking problem. the researcher could recognize that several problems 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 problems in English to be more affective.

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