

**AN ANALYSIS OF STUDENTS' SPEAKING PERFORMANCE
PROBLEMS IN PRESENTATION OF THE THIRD SEMESTER AT
ENGLISH LANGUAGE EDUCATION OF FAKULTAS KEGURUAN DAN
ILMU PENDIDIKAN UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education
Universitas Islam Riau*



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**ENGLISH LANGUAGE EDUCATION
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PEKANBARU**

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**“AN ANALYSIS OF STUDENTS’ SPEAKING PERFORMANCE
PROBLEMS IN PRESENTATION OF THE THIRD SEMESTER AT
ENGLISH LANGUAGE EDUCATION OF FAKULTAS KEGURUAN DAN
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THESIS

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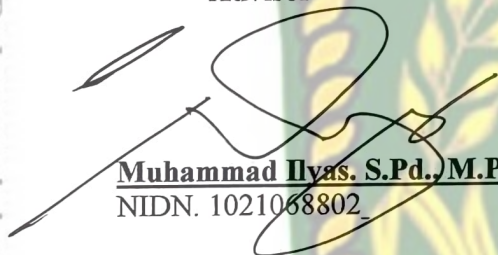
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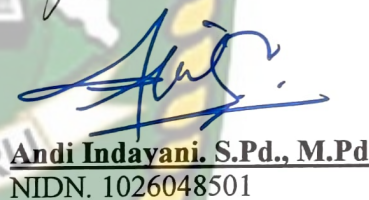


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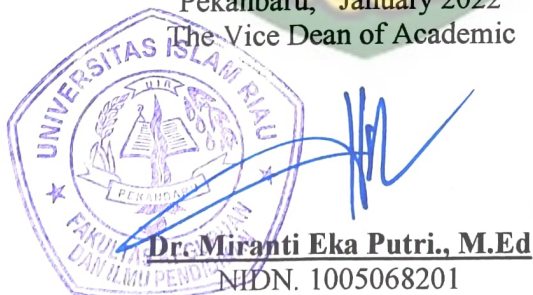
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LETTER OF NOTICE

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PROBLEMS IN PRESENTATION OF THE THIRD SEMESTER AT
ENGLISH LANGUAGE EDUCATION OF FAKULTAS KEGURUAN DAN
ILMU PENDIDIKAN UNIVERSITAS ISLAM RIAU**

It has been to be examined. This letter is made to be used as it is needed.

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No	Date	Guidance Agenda	Signature
1	05/07/2021	ACC Tittle	
2	18/07/2021	Revised Chapther I & II	
3	04/08/2021	Revised Chapter III	
4	06/08/2021	Approved to join Proposal Seminar	
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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, January 2022
The Reseacher

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Finally, I realize that, this thesis is far from being perfect. Thus, I appreciate any criticism and suggestions for this thesis. However, I hope that this writing give a worthwhile contribution to the improvement of the English teaching and learning process.

Pekanbaru, January 2022
The Reseacher

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ABSTRACT

Hilman Amzari Nasution, 2022. An Analysis of Students' Speaking Performance Problems in Presentation of the third semester at English Language Education of Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau

Keywords: *Speaking, Speaking performance, Presentation.*

The purpose of this research is to find out the students' speaking performance problems in giving presentation at the third semester and focus on the most inhibiting problems such as self-confidence, body language and fluency in students' presentation activity. The research was done under a descriptive and qualitative methodology. The subject of this research was the the third semester students at English Language Education of UIR. The third semester of students on this research took was thirty-eight students or fifty percents randomly selected of each class. The data collection technique used in this research is a questionnaire. After conducting the research, the result of questionnaire about problems in speaking performance, it could be found from thirty-eight students, thirty-four percents of them had problem in self-confidence, The students felt worried if they make some mistakes during the speaking performance. Also, when their vocabulary is limited it makes their uncomfortable to do the speaking performance. Also thirty-four percents of them had grammatical error it makes their speaking performance become not fluent in speaking especially in giving presentation. In the other side, thirty-two percents of them had problem on body language, they felt difficult to do an eye contact at audiences. In conclusion the students faced some problems in speaking performance so that they get hard to mastering speaking skill especially in giving presentation.

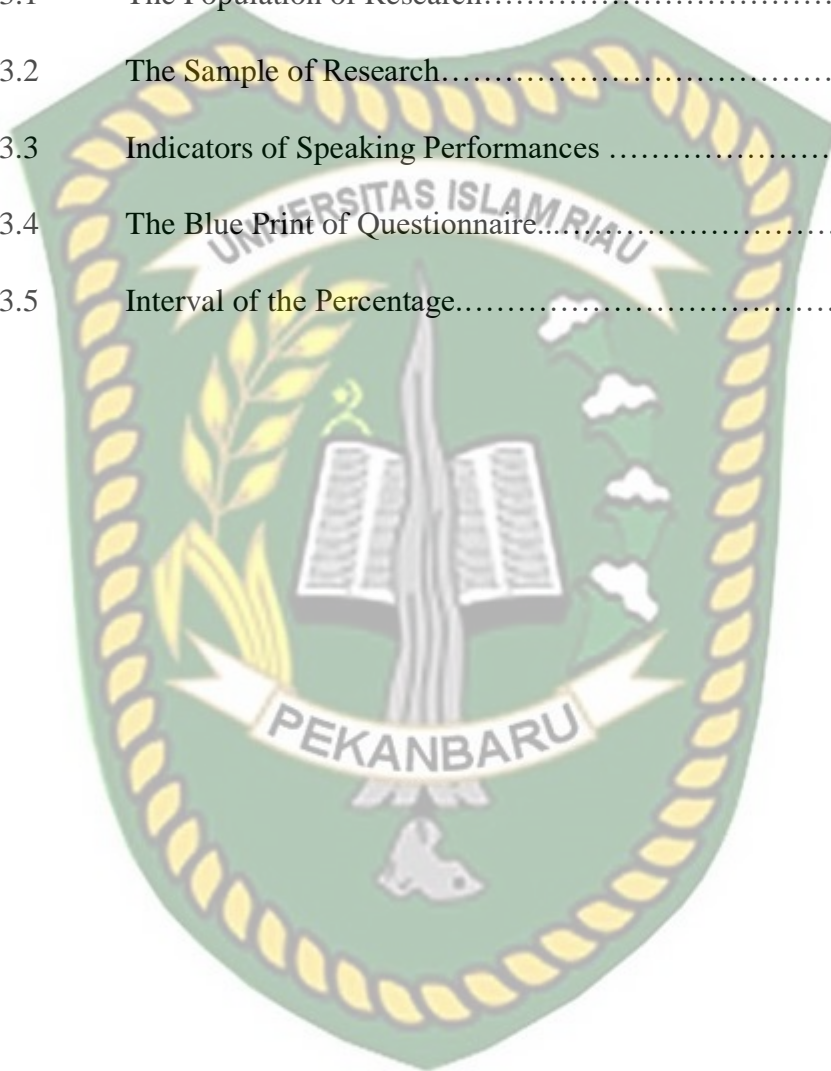
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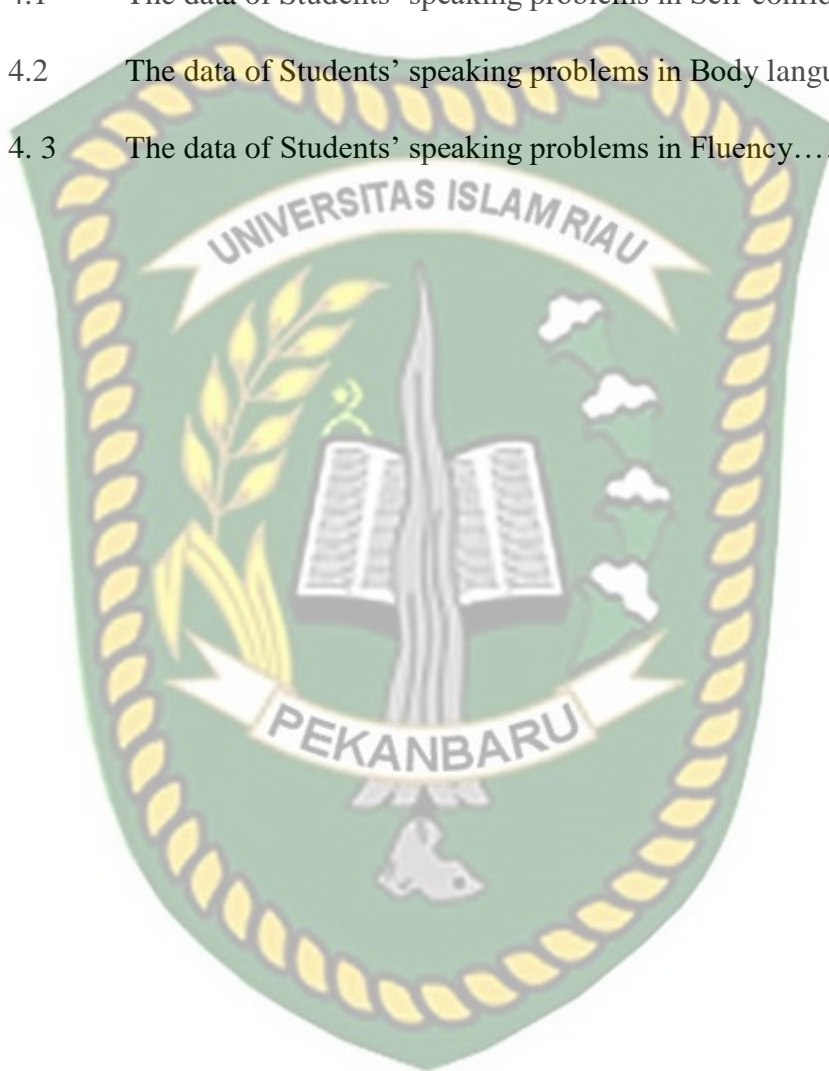
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is one of the crucial keys in English language skills that should be mastered by students besides writing, reading, and listening. The purpose of speaking skill is to express an opinion, someone feeling, idea and it express spontaneously orally. In English language components, speaking is one of the arts of talk as communication interaction with someone else, and it is very tough to master it. Speaking ability is have a tight relationship with listening skills, in speaking activity, the students must be listening and then speak up, because speaking is not only memorizing and remembering the sentences in written but speaking is spontaneous to express the students' ideas and opinion by orally.

Pourhosein (2016) expressed that speaking is of exceptional importance for the people interaction in which they communicate anywhere and everywhere. Speaking is the manner of speaking thoughts and messages orally. Speaking is extensively referred to as an ability to express thoughts, ideas, and intentions to other people through using language in oral form, Bustari (2017).

Speaking is the ability to produce the word in language practice. Speaking is used to convey thought aloud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to express something important. For example, the students want to express their feeling and thought. Someone can not make communicate with others without

having a purpose. As people communicate, there must be a speaker and listener. Therefore, communication involves at least two people like sender and the receiver. The students need communication to exchange information, ideas, view or feeling, and opinions.

In learning speaking skills the students also have to understand the significant components of speaking, because it is one of the important things to improve the students' ability. By understanding the components of speaking the students will be more properly in communicate english. According to Leong and Ahmadi (2017), there are five main components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. By understanding the components of speaking that will make the students more properly giving and asking the information in speaking performance and the speaking activity in the class will be more effective.

Speaking skill is very important especially for the students because it can be a tool to know more about the whole information in the world. Improving speaking competence is the most important for the students, which Speaking is highly giving contribution for students to perform their communication skill be better. Many factors cause the students' low speaking skills. It could be by internal and external factors. The internal factors include are interest and motivation while the external factor are teachers teaching techniques and facilities well.

Based on that statements, it can be concluded that speaking is vital to communicate with the other people and it is used as media to expose ideas, opinion, concept, and feeling to other.

In Speaking performance defines the way to specific one thing that students want to show. The performance in speaking can be like dialog conversation, presentation, debate, speech, or another that somebody needs to grant information. Speaking performance is the ability of students to show their speaking skills in front of the audience. According to Tuan and Mai (2015), students' speaking performance can be affected by the elements that come from performance conditions (time pressure, planning, general performance, and quantity of support), affective elements (which includes motivation, confidence, and anxiety), listening ability, and responses during speaking activities.

Presentation is certainly considered one among methods which encourage the students to speak their thoughts and opinion because students need a lot of variety of possibilities to exercise their speaking. In this research, the researchers desire to analyze student's presentations in class. The researcher is inquisitive about seeing students' capabilities and finding out student's problems in speaking performance. Therefore, the researcher selected this subject matter to be studied.

Based on researcher's experience and interview to some classmates the problem faced by the students during giving the presentation in front of the class show that. Some of the students have no confidence while doing presentations in the class. They are worried about each other speaking. Some of the students feel

difficult because they have not prepared yet to do it. Many college students still lose vocabulary that is the reason they talk less fluently. Meanwhile, the students forget the material that they need to present due to the fact they still memorize what they want to mention in the class and some of them stand stiff when giving presentation, they rarely use body language which is a drawback when doing presentation.

The reason why the researcher choose this research is to find out the problems that faced by the students in speaking especially during giving presentation in the class. By looking for the obstacles experienced by the students, researcher hopes it can help the teacher for solving students speaking problems in class to create the effective class activity especially in speaking during giving presentation.

The title choice is primarily totally based on the researcher's own experience. The researcher got a few issues while presenting in class. The studies previous nearly comparable with these studies however the researcher want to evaluate the college students' trouble on speaking performance because the researcher wants to focus in the most inhibiting problem in college students presented with the title *"An analysis of Students' Speaking Performance Problems in Presentation of the Third Semester at English Language Education of Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau."*

1.2 Identification of the Problem

Related to the statements of the background, the researcher found that students are facing some problems when doing the presentation. First, students lack self-confidence in oral performance. The students are embarrassed to speak in front of the class, and they cannot give their opinions to other people.

Second, the problem is that students rarely use body languages such as eye contact, gestures, and postures in speaking, when the speaker delivers the paper, report, or idea to the audience. The speaker has to use body language.

Third, some students are not fluent in speaking English. Students still focus on using frozen grammar and lack vocabulary. In this case, students will feel unprepared to perform and affect their performance. It makes the performance of students in the classroom not effective.

1.3 The focus of the Problem

Based on the reasons related to the background, the researcher desires to restrict or recognition at the problem. According to Mathieu (2015) in giving a presentation in front of the audience, are not only characterized by decisive arguments or a well structure train of thoughts, but also by the nonverbal characteristics of the presenter's performance such as Eye contact, Body posture, Flow of speech, Gesture usage, Intonation, Confidence. The researcher focuses on the speaking performance that specializes in students' presentation, which includes confidence, body language, and fluency.

1.4 Research Question

Based on the focus of the problem above, the problem of the research can be formulated as the following question:

1. What are students' problems in speaking performance in giving presentation at the third-semester students of English language Education of UIR?

1.5 Objective of the Research

The objective of the research is to know the college students' speaking performance problems in giving presentation of the third-semester student at English Language Education of UIR.

1.6 Significant of the Research

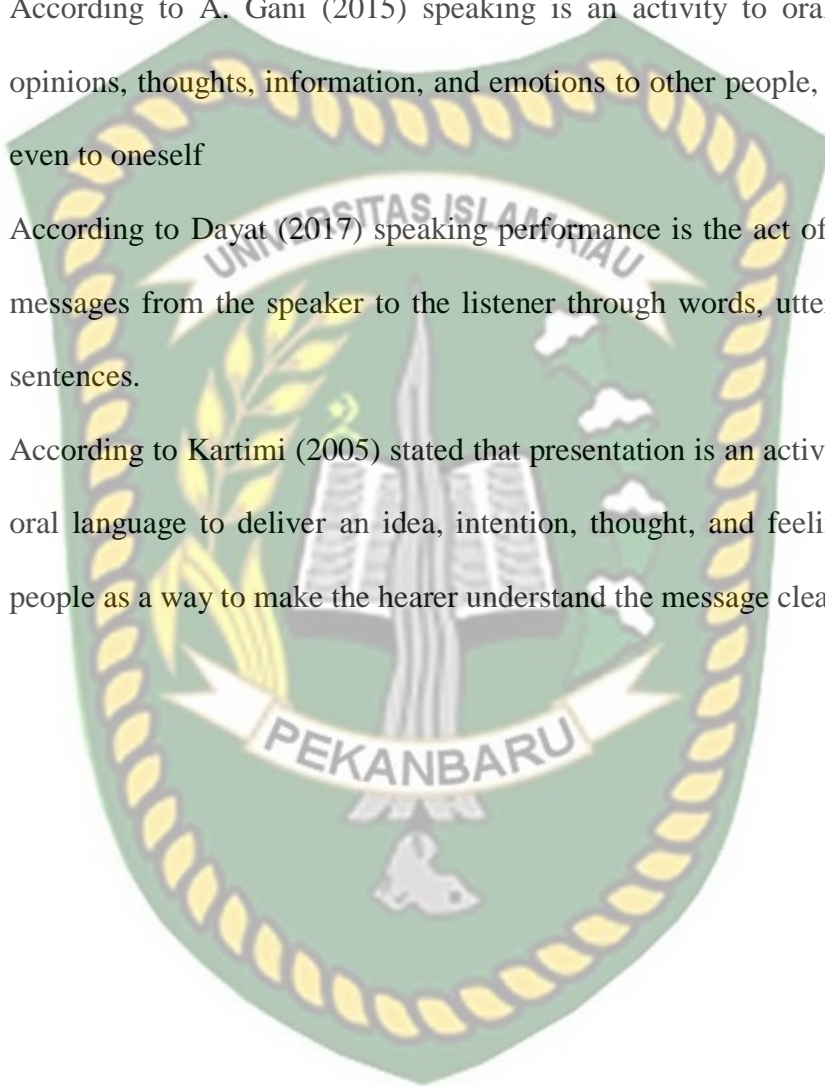
By having this discussion the researcher hopes the result of this study can provide benefit and make contributions as references for different studies. Some researcher expectations are:

1. For the students, the researcher hopes that these studies could make college students greater lively in speaking performance.
2. For the lecturers, the researcher hopes this study is certainly considered one among many methods a way to lecture educate the students in the class to inspire the students to enhance their speaking performance.
3. For the researcher, the researcher hopes for a greater understanding of speaking overall performance, and this study additionally might be enhanced the researcher's understanding of speaking performance.

1.7 Definition of the Key Terms

The definition of the key terms of this research describes as follows:

1. According to A. Gani (2015) speaking is an activity to orally specific opinions, thoughts, information, and emotions to other people, animals, or even to oneself
2. According to Dayat (2017) speaking performance is the act of conveying messages from the speaker to the listener through words, utterances, and sentences.
3. According to Kartimi (2005) stated that presentation is an activity in using oral language to deliver an idea, intention, thought, and feeling to other people as a way to make the hearer understand the message clearly.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Speaking

Speaking is an important device for communicating, thinking, and learning. Thorough speaking, the students analyze concepts, expand vocabulary and understand the structure of the English language that is an important issue of learning, and Speaking is the most essential talent because it is one of the capabilities this is had to carry out a conversation. According to Leong & Ahmadi (2017) speaking is one of the maximum essential abilities to be advanced and improved as a method of powerful communication. Additionally, speaking is the principal approach of human communication, Afshar (2016) Speaking as the device is helpful to develop your communication with people around, on speaking you also can get much information that makes you have much knowledge, build friendship and easy to weave relationship with others. Beside that, the students who improve their vocabulary more easily to communicate and express their opinions, ideas, feelings and concepts in learning.

In line with this, Shiamaa (2006) explain that speaking represents an interactive system that includes producing and processing or receiving data to serve each interactional and transactional. In addition, Nunan (2003) mentions that speaking is an effective ability that includes systematic verbal utterances that perform a meaning. This approach that speaking performs a crucial position in communication.

Meanwhile, Nunan (2003) argues that speaking is an effective oral ability that includes constructing systematic verbal utterances to deliver meaning. In another statement, Brown (2004) speaking is an interactive procedure of constructing that means that includes producing and receiving and processing information. In talking, the students discover ways to prepare ideas, set up the sentences and specifics language in spoken form with proper pronunciation and understandable language. They should also find out about the way to supply the meaning of the language based on the context they are talking about. Additionally, Howarth (2001) and Torkey (2006) defined speaking as two-way methods such as a real verbal exchange of opinions, information, or emotions. This top-down view regards the spoken texts because of the collaboration among or more people in the shared time and the shared context.

Based on the previous statements could be concluded that speaking is a students' talent that will become the bridge for students to recognize a variety of information because the students communicate with others that can enhance their understanding and experience. The students can be easier to express their ideas, opinions, content materials and organize them properly in proper statements. Also use with an accurate language to have a great performance everywhere and anytime.

2.1.2 The Importance of Speaking

The purpose of language mastering is to enable the students to apply language in communication. As English is taken into consideration as the global language and it is spoken everywhere in the world, it serves the reason of

speaking with the people who stay in exceptional regions, states, countries, and continents of the world. According to Srinivas (2019) the capacity to speak English is very crucial in humans' lives. Language has social characteristics in which conversation seems to interact with different to expressing ideas and responding opinion. There are a few approaches to improve speaking for example by practicing English regularly with friends. The teacher has to have a program that makes the students feel interested in the class. A proper teacher has a concept to create exciting mastering media, the effective situation and deliver exclusive approaches in mastering English. Media are vital things in teaching and mastering speaking.

2.1.3 The Component of Speaking

There are essential components of the components to speak English. The factor is what aspect influencing how properly people communicate English in speaking. According to Leong & Ahmadi (2017) there are five components of speaking skills concerned with pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation

Pronunciation is the act of giving the real sounds of letters in words, and the proper accents and amount of syllables. Pronunciation refers back to the ability to apply the right pressure, rhythm, and intonation of a phrase in a spoken language. Besides, pronunciation is the act or end result of manufacturing the sounds of speech, along with articulation strain

and intonation, frequently in regards to three fashionables of correctness or acceptability, Mulatsih (2018).

2. Grammar

Grammar is one of the components to set up every word in sentences. It is needed for students to arrange a correct sentence in conversation. For example, tenses as common use in communication. Informal communication, speakers, and response need to apply grammar, to make sure a selected message, Djafar (2020)

3. Vocabulary

Vocabulary mastering is one of the most crucial elements that foreign language beginners encounter at some point in studying a foreign language. Vocabulary mastering used to be an ignored factor of language learning. In current years, however, interest in this region has grown enormously. Language teachers have been keen on trying to find effective strategies to enhance vocabulary mastering. Vocabulary studying is more important than familiarity with the form and which means of a word. According to Ahmadi (2012) vocabulary approach the correct diction that's used in communication. Without having enough vocabulary, one can't communicate efficiently or explicitly their thoughts both oral and written form.

4. Fluency

Good pronunciation does not just mean announcing individual words or maybe a person sounds correct, Harmer (2008). In

communicating, fluency has to be clear, to keep away from misunderstanding. Additionally, Azlina (2015) stated that Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

5. Comprehension

For oral communication, involves a subject to respond, to speak as well as to starting it.

2.1.4 Types of Speaking

Speaking can be categorized into some types. As mentioned by Brown (2004), that there are some basic types of speaking as in the following taxonomy:

1. Imitative

At one end of a continuum of varieties of speaking performance is the capacity to simply parrot back (imitate) a phrase or word or possibly a sentence. While this only the phonetic stage of oral production, some of the prosodic, lexical, and grammatical properties of language can be included in the criterion performance.

2. Intensive

The production of quick stretches of oral language is designed to illustrate competence in a slender band of grammatical, phrasal, lexical, or phonological relationships.

3. Responsive

Responsiveness consists of interaction and test comprehension however on the rather limited stage of very short conversations, standard greetings and small talk, easy requests, and comments. This is a form of brief replies to the instructor or student-initiated questions or comments, giving commands and directions. Those replies are normally enough and meaningful.

4. Interactive

The distinction between responsive and interactive speaking is in the duration and complexity of the interaction, which sometimes consists of more than one exchange and/or more than one participant. Interaction can take the two varieties of transactional language, which has the motive of changing particular data or interpersonal exchanges that have the reason of retaining social relationships.

5. Extensive

Extensive (monologue) oral production tasks consist of speeches, oral representations, and storytelling, during which the possibility for oral interaction from listeners is either especially limited (perhaps to nonverbal responses) or dominated out together.

2.2 Speaking Performance

Communication is an essential key in this new century. It is one of the requirements to hold abreast with the short tempo of the times. Hamm (2005) stated in her e-book for teaching and getting to know in Brown University, that

the reason for the verbal exchange is to transmit a message approximately our reports or perceptions and to explicit our point of view approximately those reports and perceptions. In the sector of education, particularly in the English Education Study Program of Universitas Islam Riau, public speaking is performed through classroom presentations. In the classroom presentation, college students are required which will increase their concepts and attempt to share their opinion in front of the class. In speaking performance, Presentation is one of the important activities for the students. That can encourage them to have intensive practice to use the English language productively and receptively. Students are given opportunities to practice English language in the situation which encourage them to express their needs, ideas, and opinions.

According to Alonso (2012) speaking activities is an act that concentrate on getting learners to produce sounds, phrases or grammatical structures range from activities, There are talk as interaction, talk as transaction, and talk as performance. Each of these activities is different in terms of form and function and needs different teaching approaches.

a. Talk as interaction

Talk as interaction refers to the conversation that we usually do. It describes interaction that serves a primarily social function. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on the message or what is said or done. The primary focus is on the message of making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type of talk is talk as performance which refers to public talk that transmits information before an audience. It can be such as classroom presentations, debate, public announcements, and speeches.

In this research the research focus on class presentation activity, because that is one of among methods that usually we use in teaching and learning activity, according Aminullah (2015) tells that presentation turns into one of the approaches in applying students' speaking performance in the classroom. Naturally, it is a device for the lecturer to assist the students to get involved actively in the studying process. There are two components to be taken into consideration in presentation activity, they are the content material of what the presenter says and additionally the shipping or how the presenter delivers the content material. Also, King (2002) said in her Journal of Humanistic Studies in Dong Hwa, Presentation is a useful verbal exchange activity that has been broadly followed through English Foreign Language-communication teachers to promote oral proficiency. In addition, Communication is usually described as having each a verbal and nonverbal component. Whereas verbal exchange regularly refers back to the phrases which are used by humans in verbal exchange, nonverbal

communication refers to verbal exchange this is produced through a few different approaches than phrases eye contact, body language, or vocal cues, for example Knapp and Hall (2002). Both elements are importantly used by people in turning in presentations.

While delivering the concept via presentation, there are some abilities that want to be acquired by the presenter regarding fulfill the purpose of doing the presentation itself. They are the use of physical behaviors that assist verbal messages and voice management. As stated by Wortwein (2015), there are behaviour indicators in speaking performance as follow:

1. Eye Contact

According to Khochoska and Gramatkovski (2016) eye contact is a totally complicated art to master, but important to effective communication. It has usually existed and occupied a very vital component in the communication of people. Eye contact is used in daily communication between people.

2. Body language and Posture

According to Bujalková & Zrníkova (2016) posture and motion also can carry a good deal of information. While these nonverbal behaviors can indicate emotions and attitudes, research suggests that body language is far greater smooth and less definitive than formerly believed. Speaking could be more exciting and the audience is also more interested when students using body language.

3. Gesture

Deliberate movements and indicators are a crucial manner to communicate that means without words. Common gestures consist of waving, pointing, and the use of fingers to signify numeric amounts. Other gestures are arbitrary and associated with culture. Bujalkova & Zrníková (2016).

4. Fluency

According to Wood (2008) in speaking, fluency is almost popular as a characteristic of variables related to time including the rate of talking and the number of phrases or syllables uttered among pauses. And additionally, According to Pishkar (2017) fluency is nonetheless, measured as syllables uttered per minute, the period of the run (the number of syllables uttered between pauses) and the number of pauses.

5. Self-confidence

Self-confidence according to Ryan (2000) structure of self-confidence relates to self in one's personal judgment, ability, power, etc. Sometimes manifested excessively, it approaches that self-confidence is critical. Without self-confidence, we can not get information. If humans have self-confidence, their understanding can be wider, they are going to get a lot of data from the things that they read, they get something. In different words, we can conclude that self-confidence is critical in our life. Consequently, every person needs to own this ability well.

Based on the statement above we can concluded there are five indicators of speaking performance, that are eye contact, body language, gesture, fluency, and self-confidence. in this research the researcher only focus to find out the problems of speaking performance that faced by the student in giving presentation on three indicators, Self-confidence, Body language and Fluency.

2.3 Relevance Studies

This section discuss some preveous research that has similarity. It can be seen from variable, purpose and the result of the research.

The First research was conducted by Fajar Aminullah and Rahayu Apriliaswati (2014). Entitle, *“An Analysis on the Students' Speaking Performance in giving Presentation”*. The sample of this research was the third semester of the English Education Study Program of FKIP Untan Pontianak in the academic year 2014/2015. The result of this research is the third semester of the English Education Study Program of FKIP Untan Pontianak 2014/2015 especially those who speak in the academic presentation have moderate abilities to speak performance in giving the presentation.

Then, the Second research was conducted by Husnawati (2017) Entitle, *“Students' speaking Performance: Some Challenging Factors”*. This research was conducted in the Department of English Language and Education at UIN Ar-raniry. the result of this research revealed that there is a various factor affecting students performance and problem students encountered in speaking. These factors and problems refer to the internal and external factors include psychology

(anxiety, shyness, and lack of confidence), linguistic competence (lack of vocabulary, poor grammar knowledge), topical knowledge, performance conditions (time pressure, planning, amount of support, etc) and learning environment.

Meanwhile, another research also has been conducted by Rusmaya Nurlinda (2017). Entitle, *“English Students' Perception on the Difficulties in Oral Presentation as a form of Speaking Skill Assessment at IAIN Palangka Raya”*. This study was aimed at investigating English students' perception of the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya. The results found that most of the students agreed with items that asked about the difficulties in oral presentation as a form of speaking skill assessment at IAIN Palangka Raya.

In addition, Aulia Rizka (2018) also conducted same variable research Entitle, *“An Analysis of Students' Speaking Performance in Presentation at Proposal Seminar of English Education Department IAIN Bukittingi”*. This research was conducted based on the problems which were found by the researcher in student presentation in proposal seminar of English Education Department. The purpose of the research is to find out how the student's performance in presentation activity and to solve the students' problem in giving a presentation and what are the factors that affect the students in presenting their proposal. The result of this research is the student generally has been finished the presentation, but not maximal yet in some indicators. There were three indicator presentations it consists of Preparation, Organization, and Presenting.

The other research also conducted by Putri Nanda Ganefris, S.Pd (2016). Entitled, *“An Analysis of Students Speaking Performance in Presentation at Thesis Proposal Seminar Students of English Department STKIP West Sumatera”*. The aim of this study is to analyze how students speaking performance in presenting their thesis proposal seminar of the English department of STKIP PGRI West Sumatera. The result of this research found that speaking performance of students presentation, when presented their thesis proposal seminar, is a personal appearance that found four of six students as participants, there seem to try to evoke favorable first impression, bodily action that found two of six students as participants their to appear calm, poised and confidence, gesture that found three of six students as participants their gesturing tends to confidence, and eye contact that found two of six students as participants there should try to establish eye contact with the audience.

2.4 Assumption

Based on the problem in the research, the researcher assumed that there are some obstacles in students' speaking performance in giving a presentation of the third semester of English language Education at UIR.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research design is the framework of research methods and techniques chosen by a researcher. There are many types of studies design that could be applied to accomplishing study. The research design used in this study is a descriptive design with qualitative approach. According to Denzin in Dedy Royadi (2019) mentioned that qualitative research design focuses on the explanation of phenomena in the natural settings and this research design also has qualitative information, such as observation, interviews, questionnaires and documents in order to comprehend and illustrate a social sciences and social phenomenon to enable researchers to study cultural oriented phenomena and social. In additionally, Creswell (2008) stated that several of qualitative studies is require exploration of an issue and provide specific data on a phenomenon. The researcher conducted descriptive research to know the phenomenon a fact in students' ability and the obstacles in speaking performance when giving presentation at third-semester in English Language Education of Universitas Islam Riau.

3.2 Source of the Data

This study was conducted at the third-semester of English Language Education Study Program of Universitas Islam Riau Academic 2021/2022 This study was finished in two classes. The time of the research was carried in December 2021.

3.3 Population and Sample

3.3.1 Population

In this study, the researcher requires subjects to get the information, This research involved of the third semester at English Department at Universitas Islam Riau, academic year 2021/2022. The total number of population were 76 students which consists of two classes.

**Table 3.1
The Population of Research**

No.	Name of Class	Number of Students
1	A Class	40 students
2	B Class	36 students
Total		76 students

3.3.2 Sample

According to Majid (2018) sampling is the procedure of choosing a statistically the representative sample of the person from the population of the interest. Sampling is a crucial tool for studies research because the population of interest generally includes too many people for any study's assignment to consist of as participants. A proper sample is a statistical representation of the population of interest and is massive enough to answer the research question.

According to Gay (2000), if the population is homogenous sufficient and the population is less than a hundred persons, the sample taken is 50%, however, if the population is more than a hundred persons, the sample taken is most effective 15% of them. Since the number of the population on this study is less

than a hundred, the researcher took 50% of the sample. Therefore, the researcher took 38 college students because of the sample proportionally.

Table 3.2
The Sample of Research

No.	Name of Class	Number of Students	Number of Sample (50% of the population)
1	Class A	40	20
2	Class B	36	18
Total		76	38

3.4 Instrument of the Research

In this study, the researcher used questionnaire as an instrument to get the data. The questionnaire was used to find out the problems of students on their speaking performance. The indicators of problems on speaking performance they are in parts of confident, body language and fluency.

Table 3.3
Indicators of Speaking Performance

Variable	Indicators
Speaking Performance	Confident
	Body Language
	Fluency

Adapted from *Leong & Ahmadi, 2017*.

3.5 Data Collection Technique

In collecting data, the researcher used a questionnaire to find out the problem that faced on the students. To get the data, the researcher joined on

WhatsApp group of A class and B class. Then, the researcher informed instruction how to answer questionnaire and gave them link of google form.

The questionnaire was distributed to know the students' problems. It is used with google form. The researcher collected the data of questionnaire with google form. So, the students answered the questionnaire and submitted on google form.

Table 3.4
The Blue Print of Questionnaire

No	Factors of Problems	Number of the Statements
1	Confident	1-10
2	Body Language	11-20
3	Fluency	21-30

Adapted from *J.M Saputra (2020), Pham Thi kieu (2026) & Indri T. (2018)*

3.6 Data Analysis Technique

The data was analyzed by using descriptive and qualitative research. In order to find out the result of the questionnaire.

The kind of questionnaire is closed questionnaire, there were some available answer, so the respondents only choose one of the answer. According to Adams (2008) the most commonly used attitude or opinion scale is likert scale. The table bellow showed the score for each rating scales.

Table 3.5
Interval of the Percentage

Category	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Adapted from Adam (2008)

The students were asked to choose one of those choices that they thought and felt during or after their speaking performance. The questionnaire had five options, those are Strongly Agree, agree, Neutral, disagree, strongly disagree.

After the students complete the questionnaire, the researcher classified the total score by the category score: strongly agree (5), agree(4), Neutral(3), disagree(2), strongly disagree(1). The researcher divided based on indicators of speaking performance. Then, researcher groups from every category and get the percentage.

The percentage used a formula adapted from Sugiyono (2012):

$$\frac{\Sigma x}{\Sigma y} \times 100\%$$

Where :

Σx : The number of students that choose same scale in each statement

Σy : Total students

CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This research was conducted by using Descriptive Qualitative research. The researcher presented the result of the data based on the formula that had been told before. The result of the data presented clearly with the procedure of conducted data in Third Semester at English Language Education of Universitas Islam Riau. The researcher took 38 students to be sampling of this research. The researcher explained the result to find out the problems faced by the students in giving presentation.

For describing the students' speaking performance problems in giving presentation, the researcher ask the students to giving the answer for questionnaire. The questionnaire has 30 questions with 5 options for each questions.

4.2 Data Analysis

4.2.1 Questionnaire

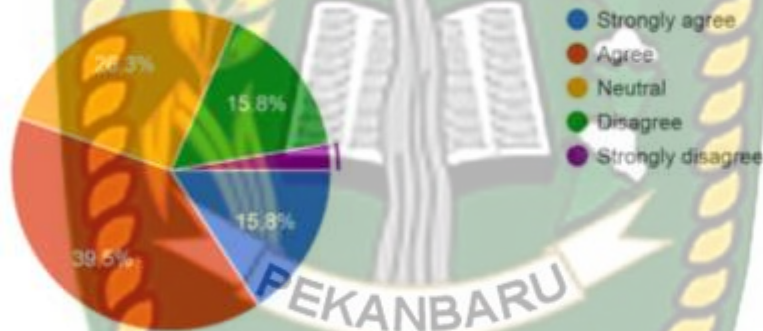
To know the students' speaking performance problems in giving presentation, The questionnaire used to identify the difficulty faced by the student while giving presentation. The problems in parts of lack of self-confidence, Lack of using body language and lack of fluency.

1. Self-confidence

The first indicator is about students self-confidence in speaking during giving presentation. the charts below show the result from the questionnaires which aim to find out the self confidence problems in speaking performance during giving presentation that faced by the students of the third semester academic year 2021/2022 at English Language Education of UIR.

1. I feel nervous when I have to speak English in front of other people

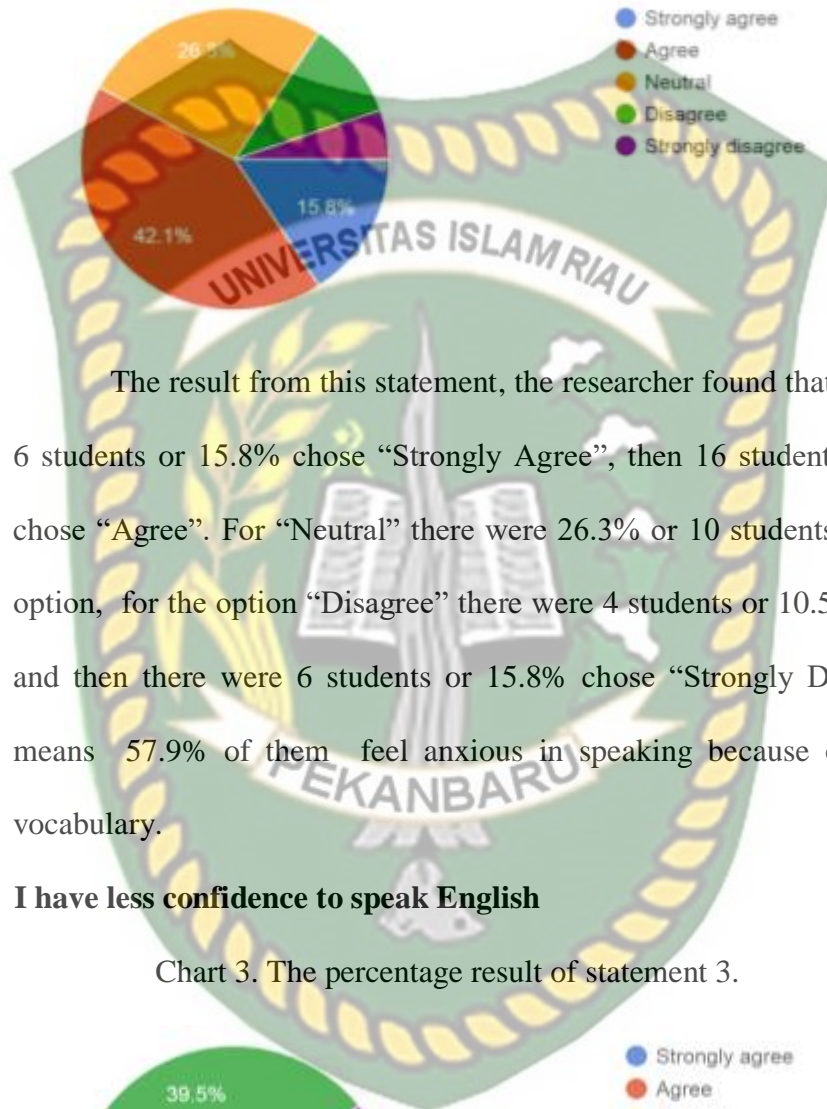
Chart 1. The percentage result of statement 1.



From the statement 1, the researcher found that there were 6 students or 15.8% chose “Strongly Agree”, then 15 students or 39.5% chose “Agree”. For “Neutral” there were 26.3% or 10 students chose that option, for the option “Disagree” there were 6 students or 15.8% of them and then there was only a student or 2.6% chose “Strongly Disagree”. It means that 55.3% of them feel nervous when speaking to the other people.

2. I feel anxious to speak English because my vocabulary is limited

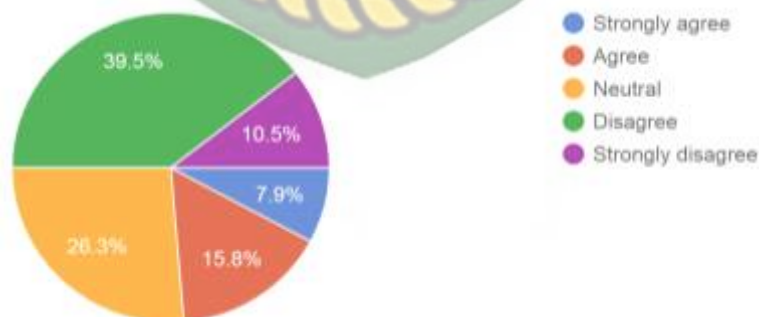
Chart 2. The percentage result of statement 2.



The result from this statement, the researcher found that there were 6 students or 15.8% chose “Strongly Agree”, then 16 students or 42.1% chose “Agree”. For “Neutral” there were 26.3% or 10 students chose that option, for the option “Disagree” there were 4 students or 10.5% of them, and then there were 6 students or 15.8% chose “Strongly Disagree”. It means 57.9% of them feel anxious in speaking because of lack of vocabulary.

3. I have less confidence to speak English

Chart 3. The percentage result of statement 3.



From this statement shows there were 3 students or 7.9% chose “Strongly Agree”, then 6 students or 15.8% chose “Agree”. For “Neutral”

there were 26.3% or 10 students chose that option, for the option “Disagree” there were 15 students or 39.5% of them, and then there were 4 students or 10.5% chose “Strongly Disagree”. It means 50% of them do not have problem with self confidence and there were only 23.7% that have self confidence problem in speaking when giving presentation.

4. I am worried about making mistake

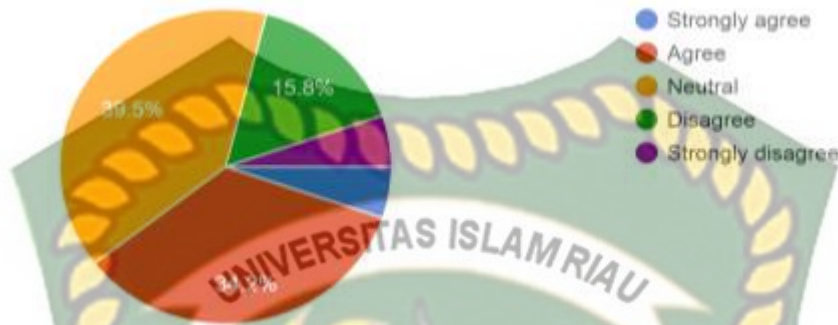
Chart 4. The percentage result of statement 4.



From this statement, the researcher found that there were 2 students or 5.9% chose “Strongly Agree”, then 26 students or 68.4% chose “Agree”. For “Neutral” there were 18.4% or 7 students chose that option, for the option “Disagree” there were 3 students or 7.9% of them, and then there was no student or 0% chose “Strongly Disagree”. It means 74.3% of them feel worried about making mistake in speaking performance.

5. I am fearful of criticism or losing face

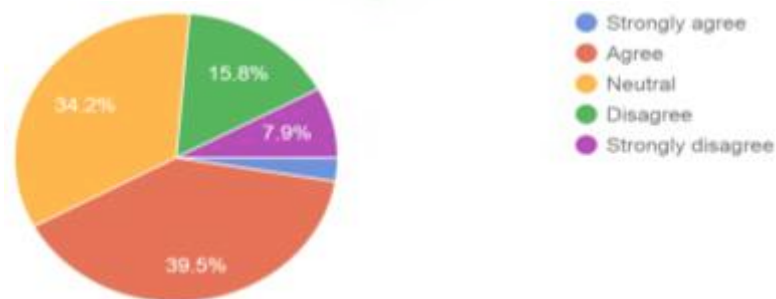
Chart 5. The percentage result of statement 5.



The result from this statement , the researcher found that there were 2 students or 5.9% chose “Strongly Agree”, then 13 students or 34.2% chose “Agree”. For “Neutral” there were 39.5 % or 15 students chose that option, for the option “Disagree” there were 6 students or 15.8% of them, and then there were 2 students or 5.3% chose “Strongly Disagree”. It means 40.1% of them fearful of criticism while they are speaking, and there were 39.5% or 15 students that don’t mind this statement as a problem.

6. I do not have fluent English ability. So I get ashamed to speak English

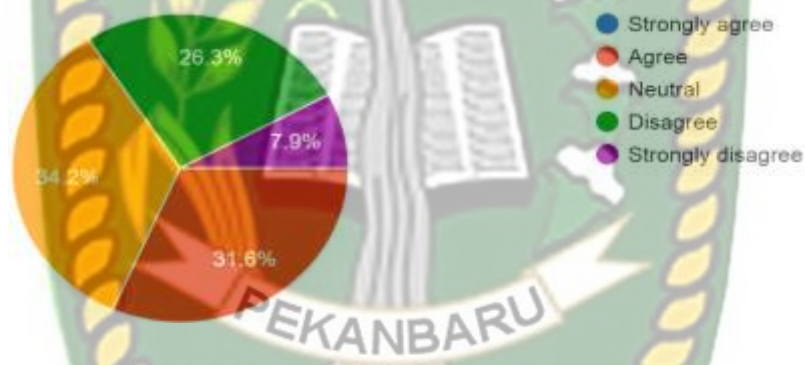
Chart 6. The percentage result of statement 6.



This statement shows only 1 student or 2.6% chose “Strongly Agree”, then 15 students or 39.5% chose “Agree”. For “Neutral” there were 34.2 % or 13 students chose that option, for the option “Disagree” there were 6 students or 15.8% of them, and then there were 3 students or 7.9% chose “Strongly Disagree”. It means 42.1% of them do not have fluency in speaking English.

7. I am shy when doing speaking activity

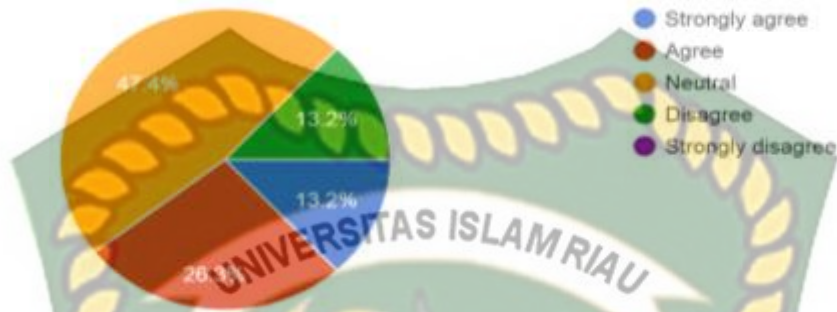
Chart 7. The percentage result of statement 7.



The result from this statement, the researcher found that there was no student or 0% chose “Strongly Agree”, then 12 students or 31.6% chose “Agree”. For “Neutral” there were 34.2 % or 13 students chose that option, for the option “Disagree” there were 10 students or 26.3% of them, and then there were 3 students or 7.9% chose “Strongly Disagree”. It means 31.6% of them or 12 students, they are shy when doing speaking activity, and for 34.12% from them do not mind this statement as a problem of speaking performance.

8. I feel very confident when doing speaking activity

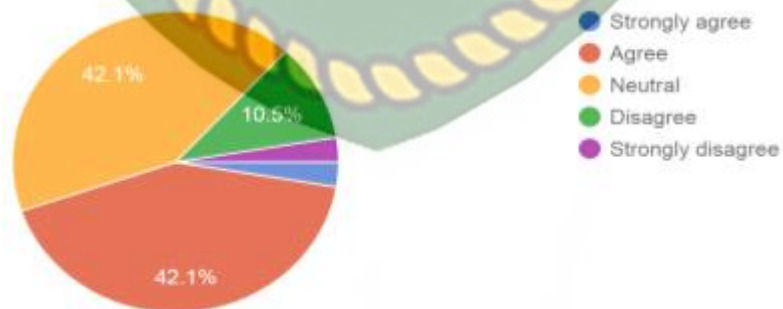
Chart 8. The percentage result of statement 8.



From this statement , the researcher found that there were 5 students or 13.2% chose “Strongly Agree”, then 10 students or 26.3% chose “Agree”. For “Neutral” there were 47.4 % or 18 students chose that option, for the option “Disagree” there were 5 students or 13.2% of them, and then there was no student or 0% chose “Strongly Disagree”. It means 39.5% of them feel very confident in speaking activity.

9. I feel nervous in giving answer for the other people question

Chart 9. The percentage result of statement 9.



The result from this statement , the researcher found that there was 1 student or 2.6% chose “Strongly Agree”, then 16 students or 42.1% chose “Agree”. For “Neutral” also there were 42.1% or 16 students chose

that option, for the option “Disagree” there where 4 students or 10.5% of them, and then there was 1 student or 2.6% chose “Strongly Disagree”. It means 44.7% of them or 17 students feel nervous in giving answer to other student question during presentation.

10. I feel get some pressure when speaking in front of the audiences

Chart 10. The percentage result of statement 10.



The result from this statement shows there were 4 students or 10.5% chose “Strongly Agree”, then 17 students or 44.7% chose “Agree”. For “Neutral” there were 34.2% or 13 students chose that option, for the option “Disagree” there where 4 students or 10.5% of them, and then there was no student or 0% chose “Strongly Disagree”. It means 55.2% of them get some pressure during speaking in front of other people.

From the charts above, can be concluded that there were some students felt nervous because they have less of confidence in speaking in front of the other people, and also they were worried about making mistake in speaking performance during giving presentation.

2. Body Language

The second indicator is about the using body language by the students in speaking during giving presentation. the charts below show the result from the questionnaires which aim to find out body language problems in speaking performance during giving presentation that faced by the students in the third semester academic year 2021/2022 at English Language Education of UIR.

1. My body will shake when I speak English then it makes me forget everything suddenly

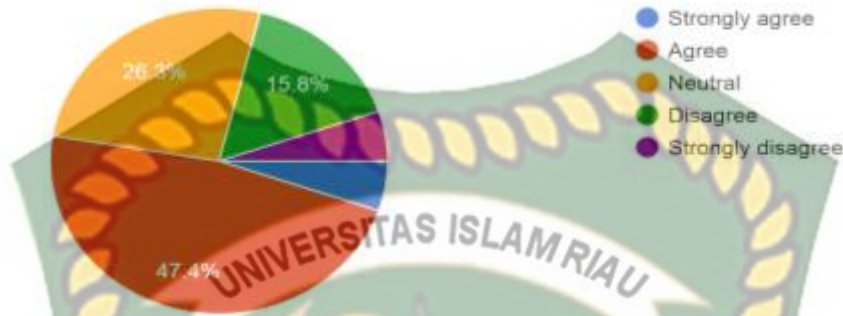
Chart 1. The percentage result of statement 1.



From this statement, the researcher found that there were 2 students or 5.3% chose “Strongly Agree”, then 14 students or 36.8% chose “Agree”. For “Neutral” there were 34.2% or 13 students chose that option, for the option “Disagree” there were 8 students or 21.1% of them, and then there was 1 student or 2.6% chose “Strongly Disagree”. It means 42.1% of them felt body shaking when speaking in front of other people.

2. I find difficult when doing presentation to do eye contact at audiences

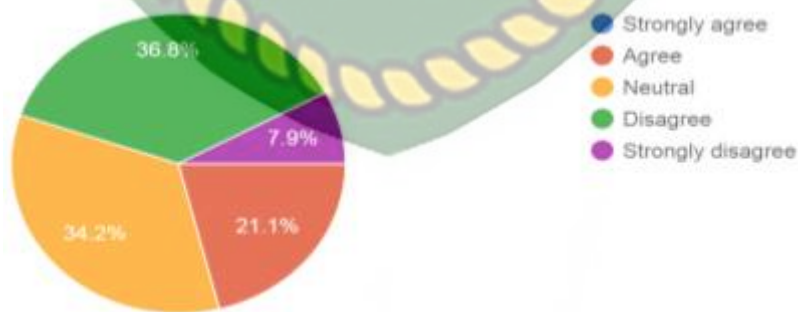
Chart 2. The percentage result of statement 2.



The result from this statement shows there were 2 students or 5.3% chose “Strongly Agree”, then 18 students or 47.4% chose “Agree”. For “Neutral” there were 10 students chose that option, for the option “Disagree” there were 6 students or 15.8% of them, and then there were 2 students or 5.3% chose “Strongly Disagree”. It means 52.7% of them have trouble of using body language in presentation.

3. I am not doing body movement during giving presentation

Chart 3. The percentage result of statement 3.



From this statement, the researcher found that there was no student or 0% chose “Strongly Agree”, then 8 students or 21.1% chose “Agree”. For “Neutral” there were 13 students chose that option, for the

option “Disagree” there were 14 students or 36.8% of them, and then there were 3 student or 7.9% chose “Strongly Disagree”. It means 44.7% of them doing body movement during giving presentation.

4. I think the message that want to convey easily to accept using body language

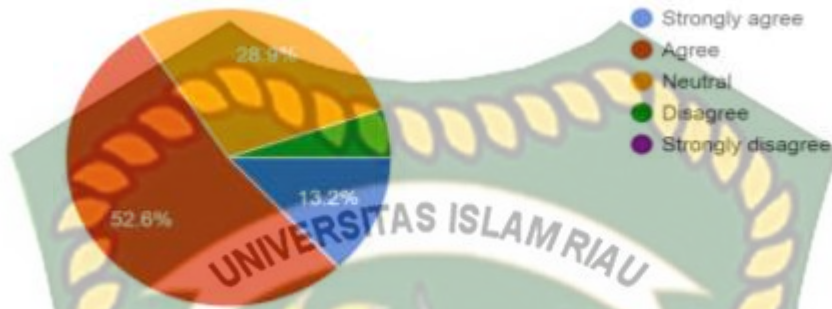
Chart 4. The percentage result of statement 4.



The result from this statement shows there was 1 students or 2.6% chose “Strongly Agree”, then 20 students or 52.6% chose “Agree”. For “Neutral” there were 39.5% or 15 students chose that option, for the option “Disagree” there were 2 students or 5.3% of them, and then there was no student or 0% chose “Strongly Disagree”. It means 55.2% of them agree of using body language can help to convey the message that want we to say.

5. I am more comfortable talking by doing hand movement

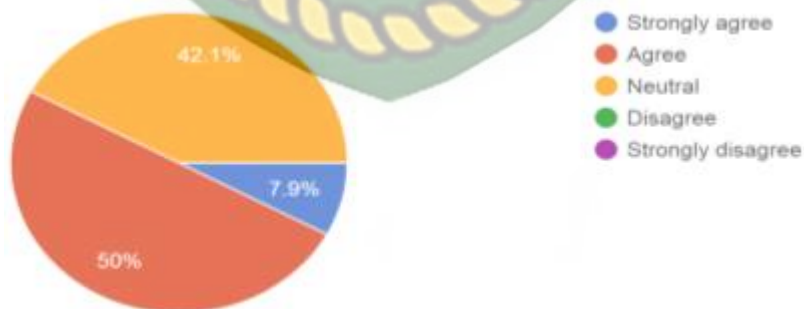
Chart 5. The percentage result of statement 5.



From this statement, the researcher found that there were 5 students or 13.2% chose “Strongly Agree”, then 20 students or 52.6% chose “Agree”. For “Neutral” there were 28.9% or 11 students chose that option, for the option “Disagree” there were 2 students or 5.3% of them, and then there was no student or 0% chose “Strongly Disagree”. It means 65.8% of them feel more comfortable in speaking with hand movement.

6. When speaking. I often use gesture, eye contact, etc

Chart 6. The percentage result of statement 6.

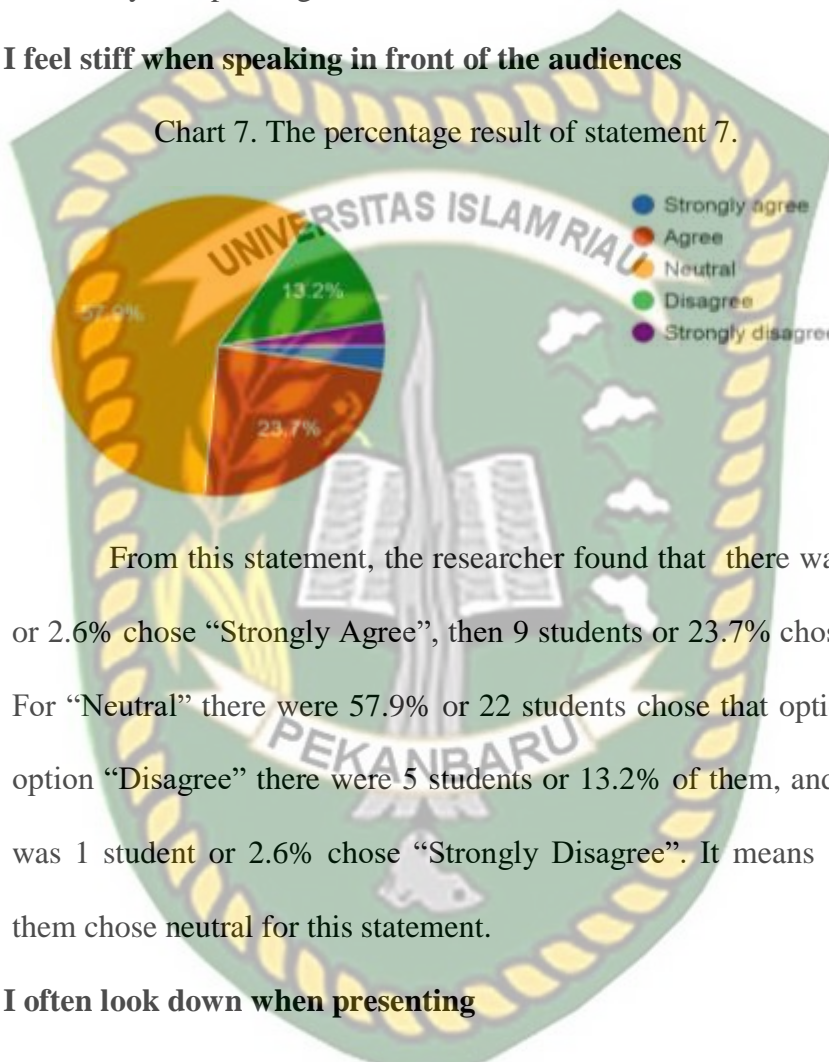


The result from this statement shows there were 3 students or 7.9% chose “Strongly Agree”, then 19 students or 50% chose “Agree”. For “Neutral” there were 42.1% or 16 students chose that option, for the

options “Disagree” and “Strongly Disagree” there was no student or 0% chose that options, It means 57.9% of them always use body language when they are speaking.

7. I feel stiff when speaking in front of the audiences

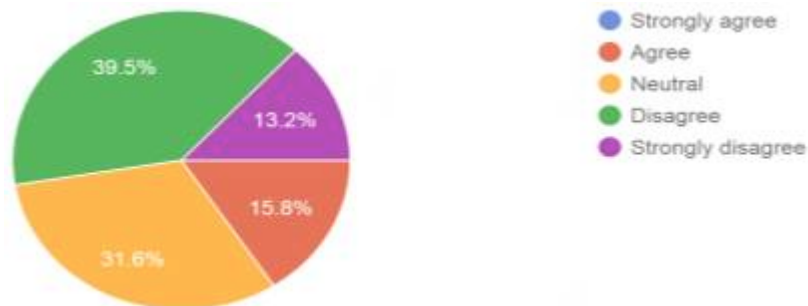
Chart 7. The percentage result of statement 7.



From this statement, the researcher found that there was 1 student or 2.6% chose “Strongly Agree”, then 9 students or 23.7% chose “Agree”. For “Neutral” there were 22 students chose that option, for the option “Disagree” there were 5 students or 13.2% of them, and then there was 1 student or 2.6% chose “Strongly Disagree”. It means 57.9% of them chose neutral for this statement.

8. I often look down when presenting

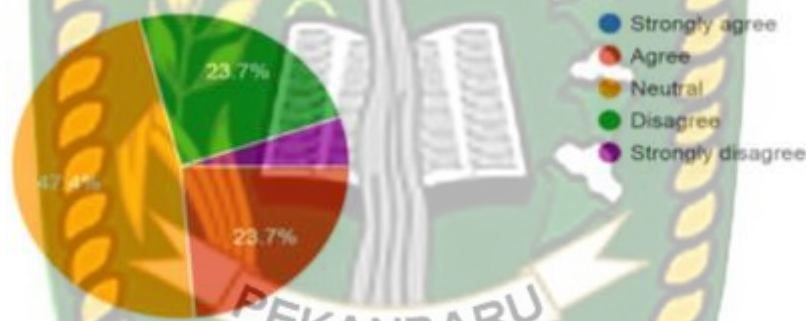
Chart 8. The percentage result of statement 8.



From this statement, the researcher found that there was no students or 0% chose “Strongly Agree”, then 6 students or 15.8% chose “Agree”. For “Neutral” there were 31.6% or 12 students chose that option, for the option “Disagree” there were 15 students or 39.5% of them, and then there were 5 students or 13.2% chose “Strongly Disagree”. It means 52.7% of them very rarely look down when doing presentation.

9. I rarely use hand movement when giving presentation

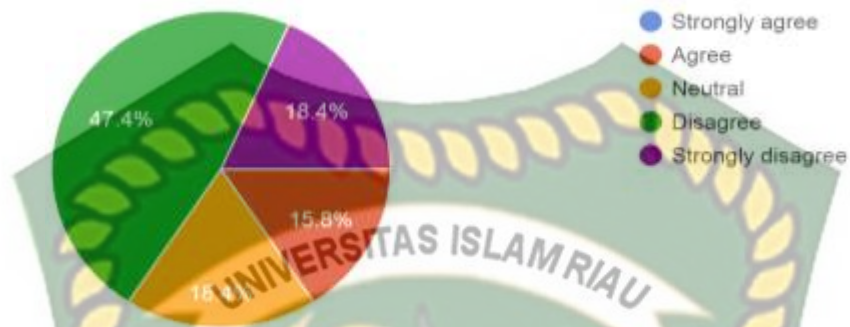
Chart 9. The percentage result of statement 9.



The result from this statement, the researcher found that there was no students or 0% chose “Strongly Agree”, then 9 students or 23.7% chose “Agree”. For “Neutral” there were 47.4% or 18 students chose that option, for the option “Disagree” there were 9 students or 23.7% of them, and then there were 2 students or 5.3% chose “Strongly Disagree”. It means 47.4% of them chose neutral for this statement and there were 11 students or 29% they are disagree of rarely in using hand movement when giving presentation.

10. I think body language is not giving effect when doing presentation

Chart 10. The percentage result of statement 10.



From this statement, found that there was no students or 0% chose “Strongly Agree”, then 6 students or 15.8% chose “Agree”. For “Neutral” there were 18.4% or 7 students chose that option, for the option “Disagree” there were 18 students or 47.4% of them, and then there were 7 students or 18.4% chose “Strongly Disagree”. It means 65.8% of them disagree about body language is not giving effect when doing presentation.

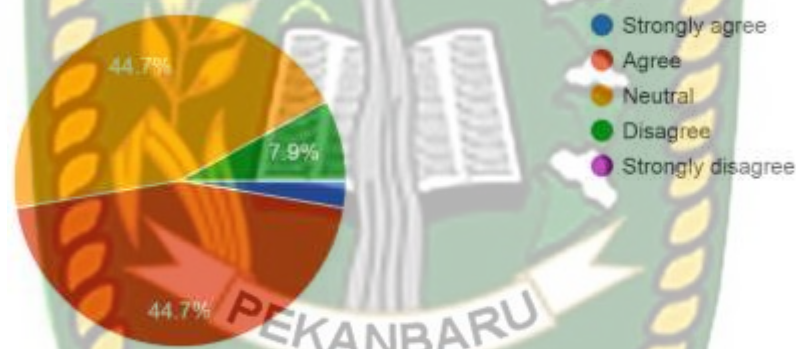
The result from the charts above show that there were some students rarely of using hand movement when doing presentation, there were some students having trouble to do eye contact to the audiences when they were presenting, and also there some students that experience the body shaking in doing presentation activity.

3. Fluency

The last indicator is fluency, the charts below show the result from the questionnaires which aim to find out the fluency problems in speaking performance during giving presentation that faced by the students in the third semester academic year 2021/2022 at English Language Education of UIR.

1. **I still use the memorization system, so make me sutter when delivering the material**

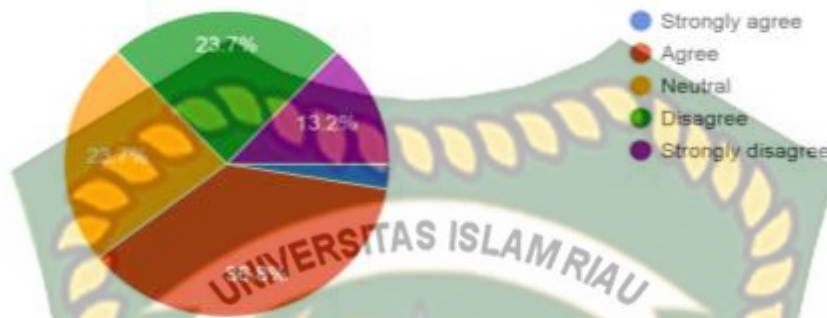
Chart 1. The percentage result of statement 1.



The result from this statement, the researcher found that there was 1 student or 2.6% that chose “Strongly Agree”, then 17 students or 44.7% chose “Agree”. For “Neutral” there were 44.7% or 17 students chose that option, for the option “Disagree” there were 3 students or 7.9% of them, and there was no student chose “Strongly Disagree”. It means there were 34 students or 89.4% that strongly agree and neutral if they are still use memorization system during the speaking presentation.

2. I do not have good pronunciation, so I got ashamed to speak English

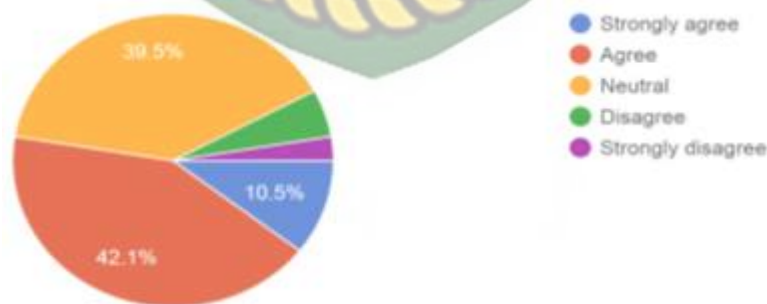
Chart 2. The percentage result of statement 2.



For the statement 22, there was only 1 student chose “Strongly Agree”. But, there were 14 students or 36.8% that chose “Agree”. For “Neutral” and “Disagree” there were 3.7% or 9 students chose this options. The last one is “Strongly Disagree” there was no one chose this option. It means that 36.8% of them or 14 students were agree if they are ashamed to speak in English because they don’t have a good pronunciation.

3. Lack of vocabulary is my one of problems which I did not speak fluently

Chart 3. The percentage result of statement 3.

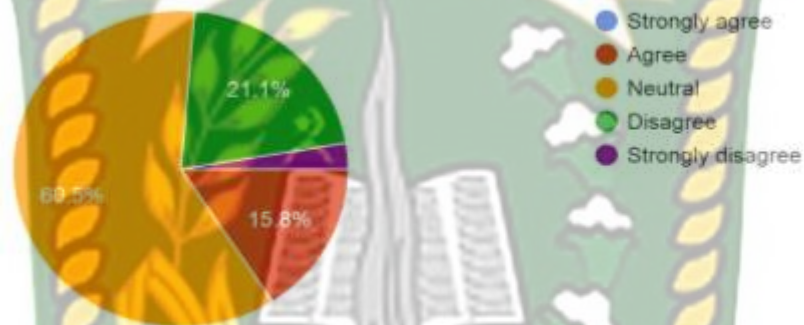


The result of this statement, there were 4 students or 2.6% chose “Strongly Agree”. For “Agree” there were 16 students or 42.1% chose this

option and there were 39.5% or 15 students chose “Neutral”. Also, for “Disagree” there were 2 students or 3.3% chose this option. But, only a student or 2.6% chose “Strongly Disagree”. It can be concluded that 42.1% of them agree that they still lack of vocabulary.

4. I speak very little or not at all

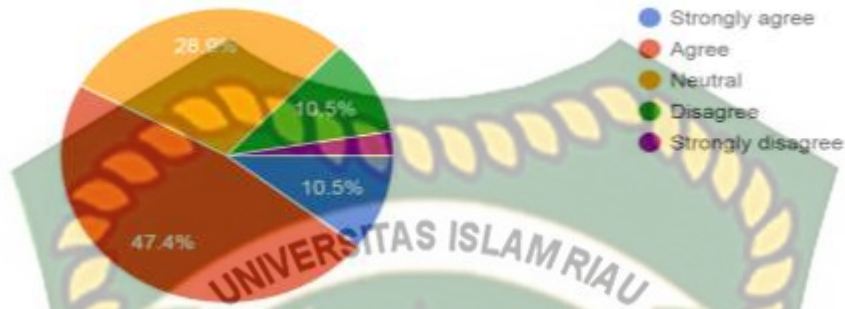
Chart 4. The percentage result of statement 4.



For this statement, no one student chose “Strongly Agree”. For “Agree” there were 6 students or 15.8% chose this option and there were 60.5% or 23 students chose “Neutral”. Also, there were 8 students or 21.1% that chose “Disagree”. The last one is “Strongly Disagree” there was 1 student or 2.6% chose this option. It means, 60.5% of them felt neutral that they are speaking in English very little or not at all.

5. I often use Indonesian language

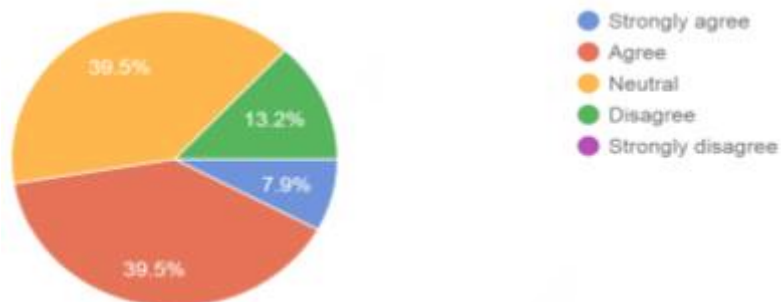
Chart 5. The percentage result of statement 5.



The result of this statement, there were 4 students or 10.5% that chose “Strongly Agree”. Also, 18 students or 47.4% of them that chose “Agree” and 11 students or 28.9% of them chose “Neutral”. For “Disagree” there were 4 students or 10.5% chose that option. But, only a student or 2.6% chose “Strongly Disagree”. It can be concluded, 47.4% of them often to use their mother tongue or Indonesian language during speaking performance.

6. When I spoke not fluently, the audience do not understand the topic of the material

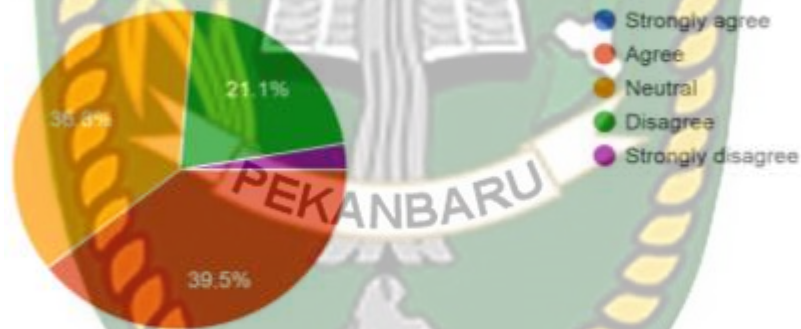
Chart 6. The percentage result of the statement 6.



From the statement 26, the researcher found that there were 3 students or 7.9% chose “Strongly Agree”. For “Agree” there were 39.5% or 15 students chose that option. Also for “Neutral” there were 15 students or 39.5% of them chose that option. But, there were 5 students or 13.2% chose “Disagree” and no one of them chose “Strongly Agree”. It means 79% of them being neutral and agree if the speaker was not fluently, the audiences wouldn’t understand what the topic was about

7. While doing my speaking assignment and I get difficulty, then I ask teacher to help me

Chart 7. The percentage result of statement 7.



From this statement, the researcher found that no one chose “Strongly Agree” and 15 students of them or 39.5% that chose “Agree”. For “Neutral” there were 14 students or 36.8% chose this option. Also, 8 students or 21.1% of them chose “Disagree”. But, only a student or 2.6% chose “Strongly Disagree”. It can be concluded, 39.5% of them agree that they often to ask teacher to help them if they are got difficult while speaking assignment.

8. I forget what I want to say when talking

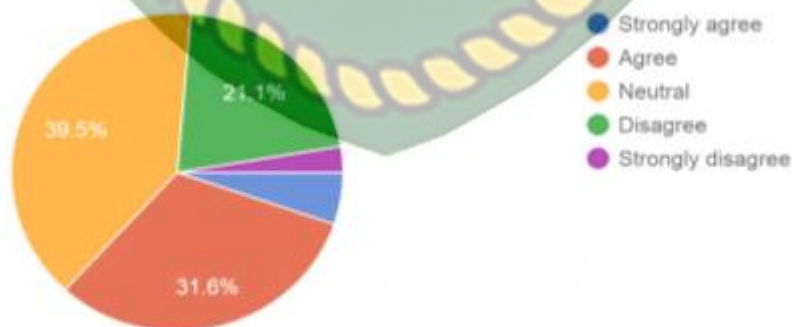
Chart 8. The percentage result of the statement 8.



The result of this statement, there was no one chose “Strongly Agree” “Strongly Disagree”. For “Agree” there were 17 students or 44.7% chose this option. Also, there were 47.4% or 18 students that chose “Neutral”. For the last option, there were 3 students or 7.9% that chose “Disagree”. It means 47.4% of them felt neutral if they forget the topic that they want to present.

9. My thoughts are disorganized

Chart 9. The percentage result of the statement 9.

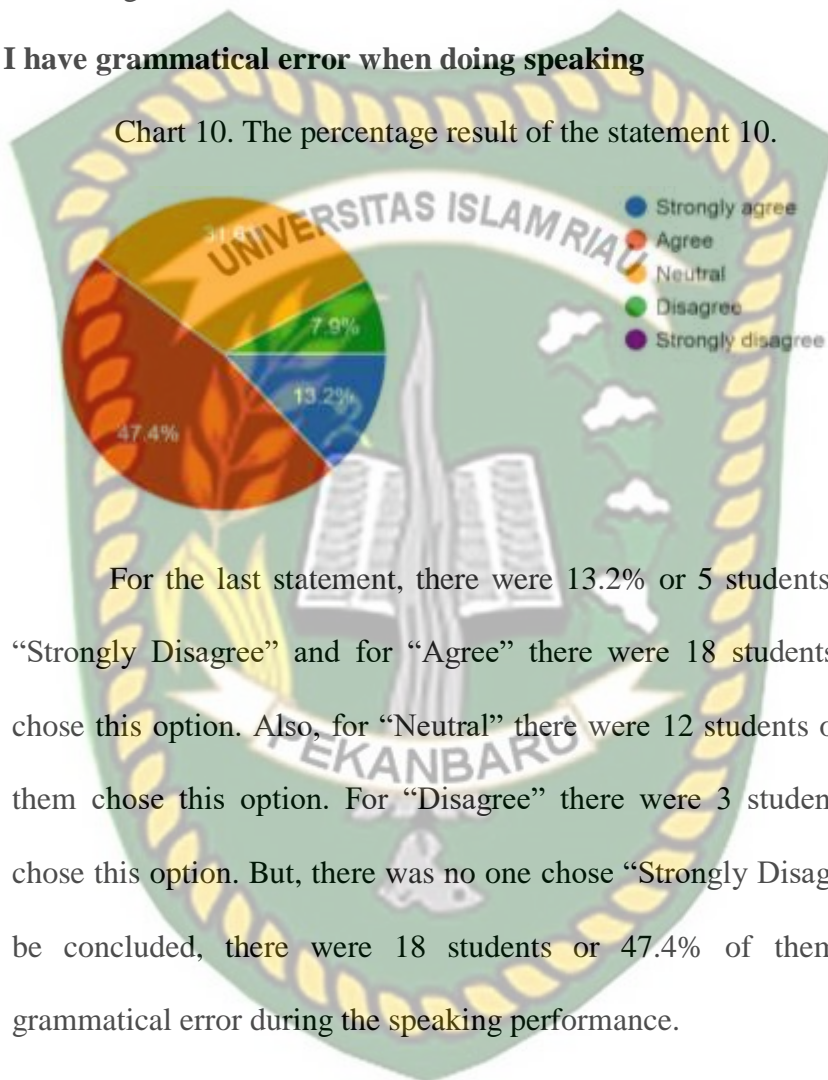


From this statement, there were 2 students or 5.3% of them that chose “Strongly disagree”. But, there were 12 students or 31.6% that chose “Agree” and 39.5% or 15 students that chose “Neutral”. For “Disagree”

there were 8 students or 7.9% chose this option. Also, only a student that chose “Strongly Disagree”. It can be concluded, 39.5% of their thoughts are disorganized it means neutral.

10. I have grammatical error when doing speaking

Chart 10. The percentage result of the statement 10.

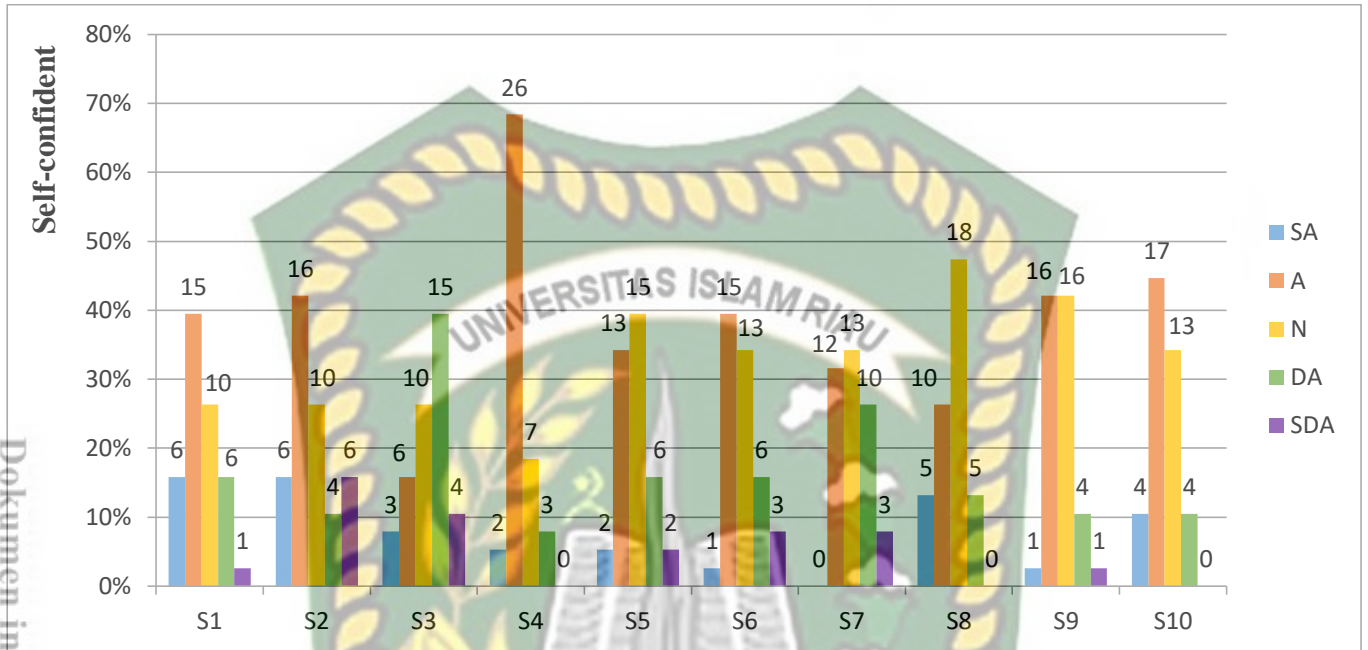


For the last statement, there were 13.2% or 5 students that chose “Strongly Disagree” and for “Agree” there were 18 students or 47.4% chose this option. Also, for “Neutral” there were 12 students or 31.6% of them chose this option. For “Disagree” there were 3 students or 7.9% chose this option. But, there was no one chose “Strongly Disagree”. It can be concluded, there were 18 students or 47.4% of them still had grammatical error during the speaking performance.

From the result of the charts above, can be concluded that some students from the third semester academic year 2021/2022 have grammatical error and poor pronunciation and also they have lack of vocabulary that make their speaking is not fluent during giving presentation, and then make their presentation is not effectively.

Figure 4.1

The Data of Students' Speaking Performance Problems in Self Confidence

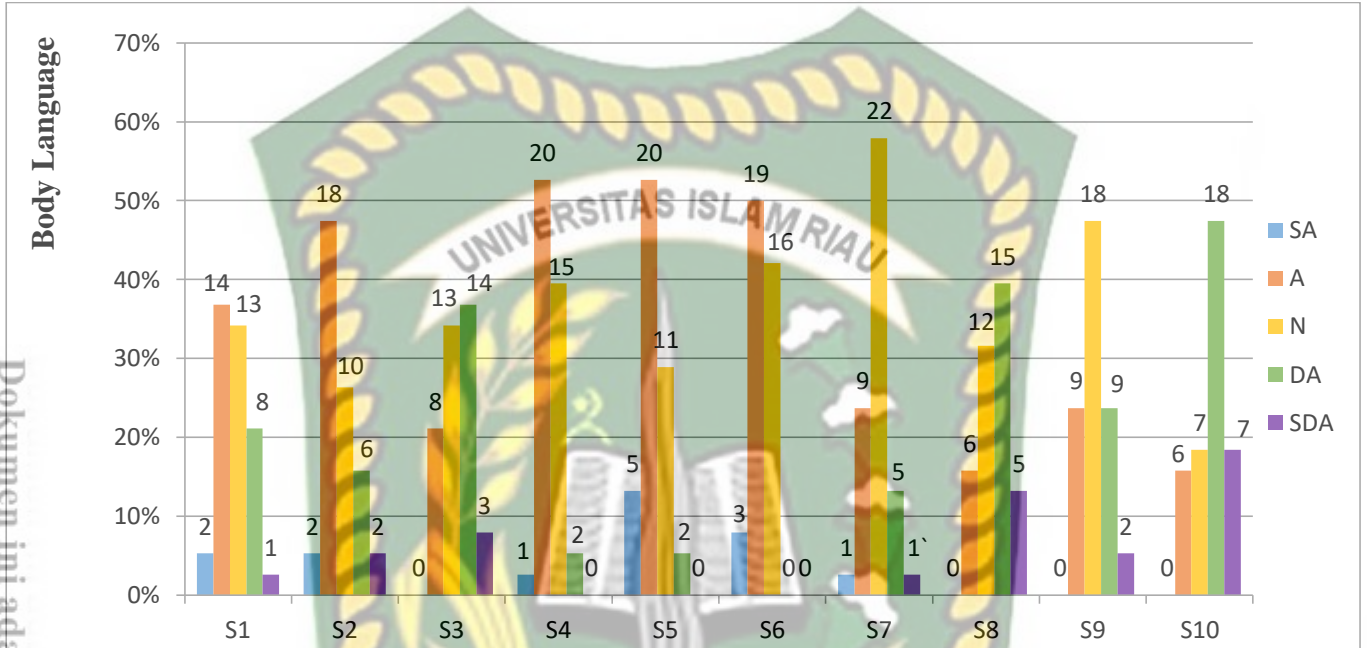


Note: S = Statement
 SA = Strongly Agree
 A = Agree
 N = Neutral
 DA = Disagree
 SDA = Strongly Disagree

The result from the chart above, shows the highest percentage comes from option “Agree” of statement 4, “*I am worried about making mistake*”. There were 26 students or 68,7% chose this option. And then the second highest comes from option “Neutral” of statement 8, “*i feel very confident when doing speaking activity*”. there were 18 students or 47,4% chose this option. And for the lowest percentage result come from statements 4,8 and 10 for “Strongly disagree” option there was no student chose this option.

Figure 4.2

The Data of Students' Speaking Performance Problems in using Body language

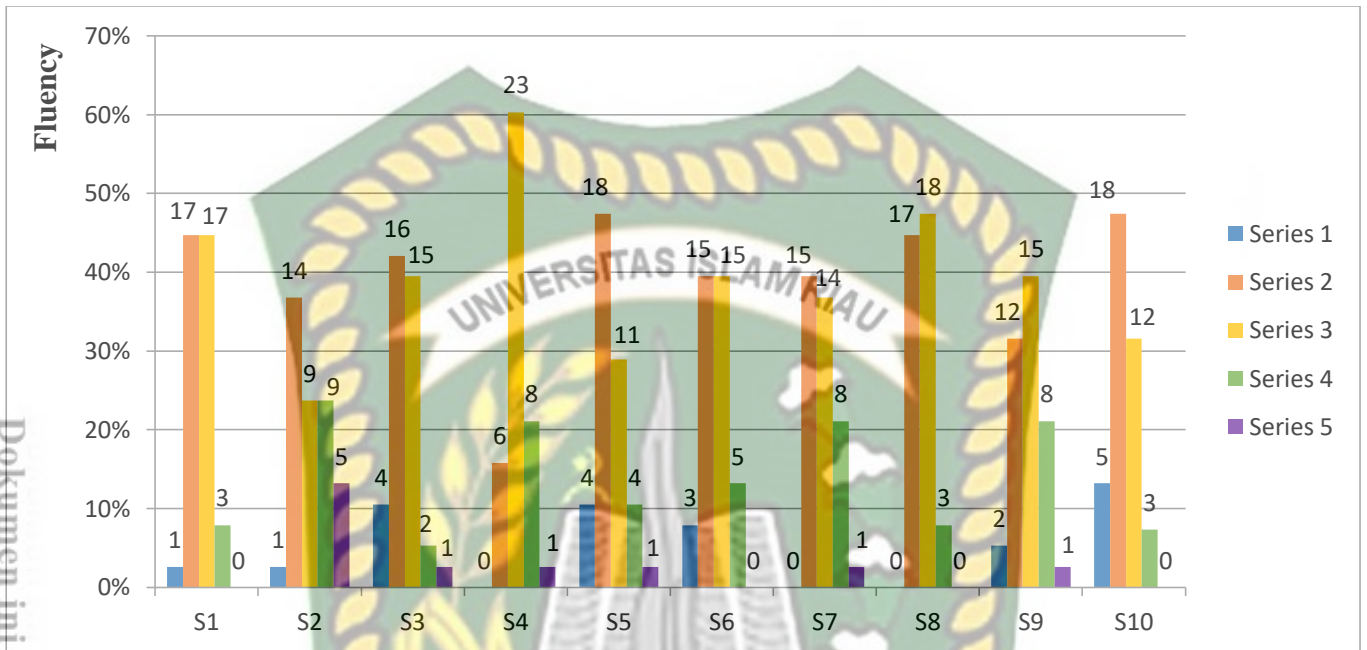


Note:
 S = Statement
 SA = Strongly Agree
 A = Agree
 N = Neutral
 DA = Disagree
 SDA = Strongly Disagree

The result from this chart shows the highest percentage result comes from “Neutral” option of statement 7, “I feel stiff when speaking in front of the audiences” there were 57,9% or 22 students chose this option. And for the second highest came from statement 4 and 5 for option “ Agree” there were 20 students or 52,6% each statement. And for the lowest percentage result come from option “Strongly Agree” from statements 3,7,8,9 and 10. There was no student chose this option or 0%.

Figure 4.3

The Data of Students' Speaking Performance Problems in Fluency

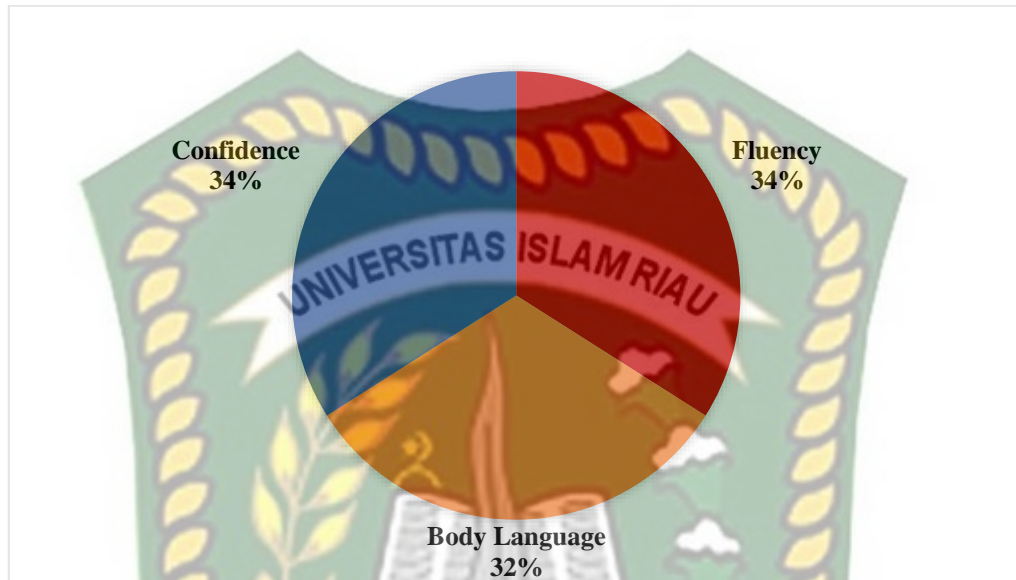


Note: S = Statement
 SA = Strongly Agree
 A = Agree
 N = Neutral
 DA = Disagree
 SDA = Strongly Disagree

The result from this chart shows the highest percentage result come from option “Neutral” of statement 4, ”I speak very little or not at all”. There were 23 students or 60,5% chose this option.and the scond highest come from option “Agree” of statements 5 and 10 for option “Agree” there were 18 students or 47,4%. For the lowest percentage result come from Statements 1,6,8,and 10 for the option “Stronly disaree” thre was no student chose this option.

Chart 4.1

The Result of Students' Problems



Based on the result of students' problems above, from 38 students, most of the students or 34% of them had balance result self-confidence and fluency, They worried on their confidence. The students felt worried if they make some mistakes during the speaking performance. Also, when their vocabulary is limited and they don't had an idea what the topic should come next, it makes their uncomfortable to do the speaking performance and also the students felt ashamed during the speaking performance because they had not fluent on English ability and also they had grammatical error it makes their speaking performance become not fluent in speaking especially in giving presentation.

In the other side, 32% of them had problem on body language, they felt difficult to do an eye contact at audiences. At that time, if their body's shake it means the nervous will come and makes their thoughts disorganized.

CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTIONS

5.1 Conclusions

After collecting the data, the result of questionnaire about problems in speaking performance, it could be found that most of the third semester students felt worried if their making some mistakes during the speaking performance this result based on the statement 4 of confidence or 68.4% of them felt worried if their making some mistakes . And they felt ashamed during the speaking performance because they had not fluent in speaking English and they don not had a good pronunciation it makes their not fluent during speaking performance. Based on statement 22 of fluency indicator, 36.8% of them felt ashamed because they don't have good pronunciation, it makes they felt stiff in front of the audiences. While, based on statement 15 about body language indicator, 47.4% of them felt difficult to do an eye contact to the audiences during speaking performance.

Based on the chart, the problems that the students got not too different percentage and total problems balance between self confidence and fluency with 34%. It means the third semester students got obstacle in speaking performance are confidence and fluency.

5.2 Implication

The result of the study about problems in speaking performance showed the third semester had fluency problems during the speaking performance, but also half of the students still not confidence.

5.3 Suggestions

From the result of the research, the researcher would to give some suggestions as follows:

1. English lecturer

For the lecturer in English Language Education, the researcher hopefully this research useful and can be source of information that there were some students have speaking performance problems, such us poor of pronunciation, lack of vocabulary, the difficultuies in using body language, and have less of confidennt when doing speaking performance activy.

2. English Language Education students of FKIP UIR

For the English language education students of FKIP UIR should have more learn how to improve the speaking performance skill, so student will able to perform based on the indicators that make their speaking performance well. The last one is lots of practice speaking with some classmate or family. So, that nothing happens to makes speaking performance activity feel difficult.

3. Next researcher

For the next researcher of similar subject, hope can be developed to the quantitative research to achieve more detailed and valid data in order to support the qualitative research and also to improve students' speaking performance.



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