ANALYSIS OF STUDENTS' PROBLEM ON SPEAKING ABILITY OF THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR
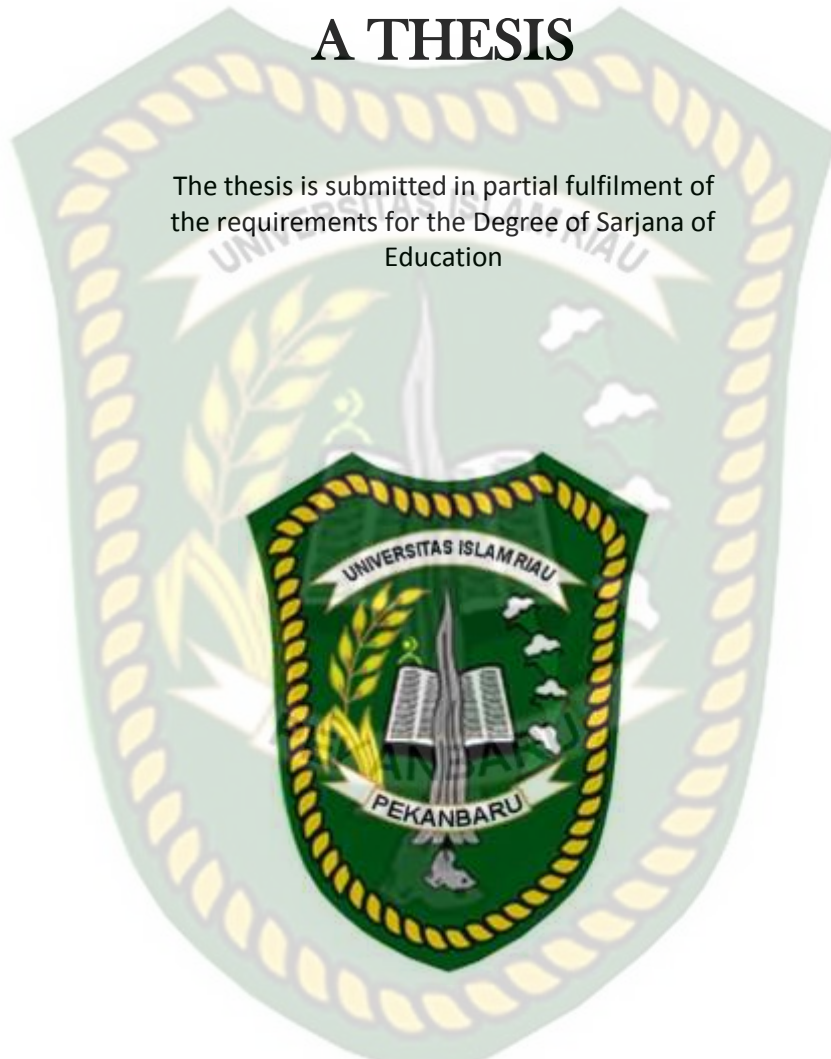
A THESIS

The thesis is submitted in partial fulfilment of the requirements for the Degree of Sarjana of Education

ALIMUN PANE
NPM : 156310936

ENGLISH STUDY PROGRAM TEACHERS TRAINING AND EDUCATION FACULTY ISLAMIC UNIVERSITY OF RIAU

2020

THESIS APPROVAL

TITLE

ANALYSIS OF STUDENTS' PROBLEM ON SPEAKING ABILITY OF THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

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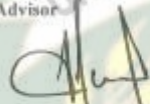Dr. Sri Amnah, S.Pd.,M.Si
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THESIS

ANALYSIS OF STUDENTS' PROBLEM ON SPEAKING ABILITY OF THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

Name   : Alimun Pane
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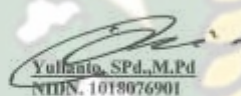Faculty   : Teacher Training and Education

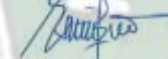**THE CANDIDATE HAS BEEN EXAMINED**
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LETTER OF NOTICE

The advisor hereby notice that:

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ANALYSIS OF STUDENTS' PROBLEM ON SPEAKING ABILITY OF THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR

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

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YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
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JudulTugasAkhir :

Analysis Of Students' Problem On Speaking Ability Of The
Second Semester Of English Language Education Of Fkip UIR

No.	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	Senin/27-05-2019	Chapter I	Pengajuan Judul	
2.	Kamis 13-06-2019	Revised Chapter I	Mengenai Research Question	
3.	jumat 28-06-2019	Chapter II	Beberapa teori harus di tambah	
4.	Rabu 10-07-2019	Revised Chapter II	Teori tentang TAM serta perceive of ease	
5.	Kamis 25-07-2019	Chapter III	Research desig	

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YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU

UNIVERSITAS ISLAM RIAU

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6.	Senin 05-08-2019	Revised Chapter III	Revisi bab I,II,III	
7.	Rabu 07-08-2019	Approved to Join Seminar Proposal		
8.	Senin 16-12-2019	Seminar Proposal	Change Tittle	
9.	Selasa 03-03-2020	Took the Data	Questionnaire and interview	
10.	Senin 16-03-2020	Chapter IV and V	Hasil dari questionnaire dan interview	
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12.	Rabu 08-04-2020	Approved to Join Thesis Examination		

Pekanbaru, 11 May 2020
WakilDekan I

Dr. Sri Amnah, M.Si

Catatan:
1. Lama bimbingan Tugas Akhir/ Skripsi maksimal 2 Semester sejak TMT SK Pembimbing diterbitkan
2. Kartu ini harusdibawasetiap kali berkonsultasidengampembimbing
3. Saran dan koreksi daripem bombing harus di tulis dan di paraf oleh pembimbing.
4. Setelah skripsi di setujui (ACC) oleh pembimbing, kartu ini harus di tandatangani olehWakil Dekan I,
5. Kartu kendali bimbingan asli yang telah di tandatangani oleh Wakil Dekan I diserah kan kepada Ketua Program Studi dan Copiannya dilampirkan pada skripsi.

6

DECLARATION
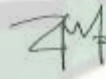
Name   : Alimun Pane

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Study Program   : English Education

Faculty   : Teacher Training and Education

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

Pekanbaru, 11 may 2020

The Researcher,

Alimun Pane

156310936

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First of all from the deepest bottom of heart, I would like to much express the sincere gratitude to the almighty one, Allah SWT who has given me an easiness, healthy, mercy, both strenght and ability to accomplish this thesis entitle "**ANALYSIS OF STUDENTS' PROBLEM ON SPEAKING ABILITY OF THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR**"

This paper is intended to fulfill one the requirements for the Sarjana degree in English Study Program Teacher Training and Education Faculty, Islamic University of Riau. The writer remdered a lot of thanks and put his high appreciation of correction, revision, and suggestion which were continually given by the following individuals namely :

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Pekanbaru, 12 may 2020
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ABSTRACT

Alimun Pane, 2020. Analysis Of Students' Problem On Speaking Ability Of The Second Semester Of English Language Education Of FKIP UIR. Thesis

Keywords : Speaking Problems

This research focuses on student's English speaking problems and the aim of the study was to find out the problems faced by the students in speaking English of the Second Semester English Language Education of Fkip Uir. This research design of this study was a case study.The research method in this research is the descriptive qualitative with descriptive survey approach. There are one class that were being the sample and it was consisted of 20 students class b of English Language Education of Fkip Uir. The instrument of this research was closed questionnaire and interview of speaking problems indicators. There were 20 question for questionnaire and 8 question for interview. In this research, speaking problems indicators consisted four components; inhibition, nothing to say, low or uneven participation, and mother tongue use. Students speaking problems can be seen by the indicators of speaking problems by find out from students answered on the questionnaires and interview.

The researcher analyzed the data questionnaire and found out higest percentage, mother tongue use has the highest percentage faced by the second semester students of English Education Study Program of FKIP Uir with mean percentage 53% often, 29% seldom and 18% never. In conclusion, The result from the questionnaire and inteview by using 4 indicators of factor students speaking problems in English. It is found that mother tongue use is the problem speaking at the second semester of English Language Education of Fkip Uir.

ABSTRACT

Alimun Pane, 2020. Analysis Of Students' Problem On Speaking Ability Of The Second Semester Of English Language Education Of FKIP UIR. Thesis

Kata kunci: Masalah Berbicara

Penelitian ini berfokus pada masalah berbahasa Inggris siswa dan tujuan dari penelitian ini adalah untuk mengetahui masalah yang dihadapi oleh siswa dalam berbicara bahasa Inggris dari Pendidikan Bahasa Inggris Semester Kedua Fkip Uir. Desain penelitian ini adalah studi kasus. Metode penelitian dalam penelitian ini adalah deskriptif kualitatif dengan pendekatan survei deskriptif. Ada satu kelas yang dijadikan sampel dan terdiri dari 20 siswa kelas b Pendidikan Bahasa Inggris Fkip Uir. Instrumen penelitian ini adalah kuesioner tertutup dan wawancara sesuai indikator masalah berbicara. Ada 20 pertanyaan untuk kuesioner dan 8 pertanyaan untuk wawancara. Dalam penelitian ini, indikator masalah berbicara terdiri dari empat komponen; penghambatan, tidak ada yang perlu dikatakan, partisipasi rendah atau tidak merata, dan penggunaan bahasa ibu. Masalah berbicara siswa dapat dilihat dari indikator masalah berbicara dengan mencari tahu dari siswa yang menjawab kuesioner dan wawancara.

Peneliti menganalisis data kuesioner dan menemukan persentase tertinggi, penggunaan bahasa ibu memiliki persentase tertinggi yang dihadapi oleh siswa semester kedua Program Studi Pendidikan Bahasa Inggris FKIP Uir dengan persentase rata-rata 53% sering, 29% jarang dan 18% tidak pernah. Kesimpulannya, hasil dari kuesioner dan wawancara dengan menggunakan 4 indikator faktor siswa berbicara masalah dalam bahasa Inggris. Ditemukan bahwa penggunaan bahasa ibu adalah masalah berbicara pada semester kedua Pendidikan Bahasa Inggris Fkip Uir.

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CHAPTER I

INTRODUCTION

1.1   The Background of Problem

In english learning, there were four important skill that must be mastered by students. They were listening, speaking, reading and writing. 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 very important because speaking and human being cannot be separated from each other.

Speaking is one of the productive language skills that should be mastered by students. Wallace (1978) stated speaking skill is one of the important roles to practice the students' capability and to understand in oral communication. He also stated that speaking is important to express their ideas fluently with precise vocabularies and good or acceptable pronunciation. Beside according to Nunan (2001) speaking is learned by students to express some expression orally, such as expression of intention, thanks, apology, hope and etc. it is clear the students success in learning a language is measured is the term of their accomplishment in oral communication (speaking ability).

Speaking is a basic skill in language learning, many studies show that oral language development has been largely ignored in the classroom and spoken

language in the classroom is more widely used by teachers who are students, but not all language learners after years of learning English can communicate fluently because they lack knowledge and explore their ideas.

In the English department, speaking is a problem for students. Students usually have difficulty when they want to speak English, there are many factors that occur because they do not have the confidence to speak English.they scare to make mistake when talk English, Beside that, the students less in vocabulary, less motivation to learn speaking English and make they getting the difficulty to speak English fluently.

The first problem is inhibition, it mean, the students cannot speak fluently yet. They felt shy to speak English in front of class when they wanted to express their opinion to others. The second problem is the students are lack of vocabulary mastery. Third the students' have no a motivation to express themselves when get the topic not famous for them. Four, the students are weakness of grammars and they don't know how different pronounce about 'th','s' and ed. and last in a group the student don't have enough time to talking and the some little to dominate while others speaker.

This research focus on analyzing of students' problems on speaking. The limitation of ths research focus on the kind of speaking problems based on Ur (2009), that are; inhibition, nothing to say, low or uneven participation, and mother tongue use.

There are factors above can occur because of students 'difficulties when speaking English, all the problems of speaking students must be solved by English

language teachers, students' problems in speaking skills must be identified by the teacher and the teacher can solve problems because speaking English ability is very beneficial for students in the future.

Based on the finding above, the researcher give solution for the students and the teacher to improve the students' ability, as for the teacher, they should first improve the performance conditions by giving their students tie to prepare and perform for speaking test and teaching the students how to use mind map to generate ideas. The teacher should help the students to avoid the inhibition and make them fell comfortable when speaking performance, as for the students they should first understand the importance of speaking skills.

From the explanation above the researcher interested to take performance in group because students are asked to demonstrate the understanding and apply knowledge and skill in many contexts and the researcher can find out the problem of the students speaking ability. The have to prepare and make analysis rubric to assess the students' performance in order to find out the problems speaking ability. The researcher takes oral performance in groups because the students will be show their speaking ability. With oral performance students are hoped have big influence for their English development.

In this research, the researcher has analysis the students' problem in speaking skill at the second semester students at English study program of University of Islamic Riau and has leaners do to solve this problem. There some students take English department for no reason. Student speak English rarely because their hometown is in region. According to one of speaking lecturer, the

student knowledge caused from elementary school until senior high school, they don't get English material deeply. And the explanation above the student get the problems when they conversation English with fluently.

Based on the explanation as stated before the researcher found the cas, and interested in carrying out a research entitled: "ANALYSIS OF STUDENTS' PROBLEM ON SPEAKING ABILITY OF THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP-UIR' and hope will use for English lectures, students, and specially to research her self.

1.2 Setting of the problem

From the background above the researcher find out students' problem. First, the students cannot speak fluently yet. They felt shy to speak English in front of class when they wanted to express their opinion to others.

Second,The students are lack of vocabulary mastery.

Third, the students' have no a motivation to express themselves when get the topic not famous for them.

Fourth,The students are weakness of grammars and they don't know how different pronounce about 'th','s' and ed.

The last problem,In a group the student don't have enough time to talking and the some little to dominate while others speaker.

1.3 Limitation of the Problem

This research focus on analyzing of students' problems on speaking. The limitation of ths research focus on the kind of speaking problems based on Ur

(2009), that are; inhibition, nothing to say, low or uneven participation, and mother tongue use.

1.4   Formulation of the Problem

Formulation of the problem formulation follows: "What are the students' problems on speaking ability of the second semester at English Language Education FKIP UIR Pekanbaru?"

1.5   Obejective of The Research

The objective of the research is the researcher wants to find out the students' problems on speaking ability of the second semester at English language education FKIP UIR Pekanbaru.

1.6   Significance of the Research

The result of this study are expected to provide benefits to various parties, are as follows:

1.   The teacher to be more attention in students' oral performance

2.   To help students overcome the problem in speaking English

3.   To give information to the researchers about speaking ability of the second semester students' of FKIP UIR Pekanbaru.

1.7   The Defenition of The Terms

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,2001).

Analysis: Analysis is any technique for making inferences by objectively and systematically specified characteristics of messages.

Speaking Problems : Speaking problem is something difficult in interactive process of constructing meaning that involves producing, receiving, and processing information.

CHAPTER II

THE REVIEW OF LITERATURE

2.1 Speaking

2.1.1 Definition of Speaking

The temrs 'speaking', according to Bailey (200:25) speaking is a process of interaction where speakers intend to build meaning through producing,receiving and processing information. Nunan (in kayi 2006:) defines speaking as the use of language quicly and confidently with few unnatural pauses, which is called as fluency.speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts (chaney,1998)

Cameron (2001) states that speaking is the activeuse of language to express meanings so that other people can make sense ofthem. She adds that attention to precise details of language is required to speakin foreign language in order to share understandings with other people. Aspeaker needs to find the most appropriate words and the correct grammar toconvey meaning accurately and precisely, and needs to organise the discourseso that the listener will understand.

Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols,

in a variety of contexts. Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et.al, 2005: 34). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formalty, and vocabulary.

Moreover, Bygate Tsates that speaking as skill of being able to use the language is a problem in teaching foreign language(1987). He says that the preparation and how successful the teaching speaking is depended on the understanding about the aims. Systematic and continuous instruction must be developed inorder to teach and reinforce the basic attitude skill abilities of their expression and implement their use meaningful communicational situations.

Speaking is transitory and must be processed in real time, while writtenlanguage is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do. With the same idea, Louma (2004) underlines that a major difference between speech and writing is that speakers do not usually speak in sentences. Rather, speech can be considered to consist of idea units, which are

short phrases and clauses connected with and, or, but or that, or not joined by conjunctions at all but simply spoken next to each other.

From the definition above, it can be conclude that speaking is the most important skill of language which is about expressing ideas, opinions or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

2.1.2 Function of Speaking

Speaking is not an instant skill to be acquired. It needs a long process. According to Rubi and Thomson (1994) stated that language is a complex system and each system is different and ruqires the reorganization of students thingking with lots of exposure. So it needs for students to practice and to be a more successful language learner. As of speaking functions, Richars (2008) states that the functions of speaking are classified into there first talk as interaction,talk as transaction and talk as performance.

Talk as interaction it means about conversations used in daily activities in social interaction. When people meet, they exchange greetings, engage in small talk, recount the expreriences, and soon. While talk as a transaction is about the situation focusing on the meaning delivered or the message for instance, as teachers teach students,etc. On the countrary, talk as performance refers to public talk which transmits information to an audience, such as classroom presentations, public announcements, and speeches.

From those definitions above speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by

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using utterances in the form of communication. Therefore is the tool of communication it is necessary for people to have a good speaking.

2.1.3 Purpose of Speaking

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

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

a. To inform

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

b. To entertain

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

c. To persuade

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

2.1.4 Component of Speaking

1. **Pronunciation**

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

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

2. **Grammar**

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

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2004). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

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

3.   **Vocabulary**

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

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003).

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

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

Moreover, Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:).

4. **Fluency**

Fluentcy is speaking is the aim of my language learners. People can be said as fluent speaker if they fulfill the pause may be long but not frequent. Point out that speaking ability is described as the ability to report acts or situation (lado1961:)

2.2   Problems of Speaking

In Learning English speaking some students will make problems or errors when they try to uttered words, phrases or sentences. Problems or errors in speaking cannot correct themselves, therefore, it needs explanation. According to Ur (2009), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, and mother tongue use;

a.   Inhibition

The students usually inhibited when trying to speak some words in speaking activities. Because they worry about making mistakes and simply shy in speaking the English language.

b.   Nothing to say

The students cannot think of anything to say, because they have no motivation to express themselves to speak. Because of that, the students lack of confident and vocabulary in speaking ability and they feel insufficient to speak when they want express what they want to say.

c.   Low participation

The students have low participant when they speak, this means that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate while other speak very little or not at all.

d.   Mother tongue use

The students usually use mother tongue in speaking activities in speaking activities because it is easier and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

The, what the teacher can do to help to solve some of the problems above. This is the duty of the teachers to help the students solve their problems. Here are some ways to solve it according to Nadzirotunnuha (2017);

a. Use groups work

Use group work can increase the sheer amount of leaner talk going on in a limited period of time an also lowers the inhibition of learners who are unwilling to speak in front of the full class.

b. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

c. Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will see.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instruction about participation when introducing it. For example tell learners to make sure everyone in the group contributes to the discussion; appoint a chair person to teach who will regulate participation.

e. Keep students speaking the target language

You might appoint one of the group as a monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it.

2.2.1 The Solution to solve the students' speaking Difficulty

According explanation above, there solution to solve the students' speaking ability

1. The Solution to solve fear mistake

It is normal for a non-native speaker of English to commit mistake while learning English because English is not his mother tongue. Even the uneducated or less educated native speakers do mistake while speaking English. One should take courage to speak English without caring mistakes every time. They may ask the listeners to rectify them, as and when needed.

2. The solution to solve lack confidence

Regarding lack of confidence, These suggestions relate to the idea of the importance of maximizing students' exposure to English and allowing students to experience repeated success with second language use as the strategies to build

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students' confidence (Benson,1991,Dornyei 2001 as cited in Kubo 2009, and YeHetwe 2007,) in response to this idea, Kubo (2009) further adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely, thus it will make students experienced a greater sense of ability so speak English. Therefore teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking. In other words, the students need to know that teacher does not expect them to speak perfect English and teacher realizes it take time and effort for them to learn to converse in English.

3. The solution to solve lack motivation

The solutions are in line with Aftat's (2008) suggestion that in order to encourage students' motivation teachers should provide constant encouragement and support and ask question that reveal the basis of a students' problems. Regarding this, several solutions to overcome students' lack of motivation proposed by Dornyei in Pinter (2006) and Liu and Huang (2010) can be applied by the teachers in order to help their students to overcome their lack of motivation. Dornyei (2001) in Pinter (2006) notices four stages to encourage students' motivation as follows;

The first stage is to create motivating condition for learning. This means creating a pleasant and supportive environment in the classroom. Second, is to introduce initial motivating techniques by creating materials that are relevant for the students. The next stage is to take care to maintain and to protect students' motivation by offering stimulating activities and fostering self-esteem, self-

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confidence, and co-operation among students. The last stage is to turn evaluation and feedback into positive experiences.

4.   The solution to solve shyness

With respect to overcome shyness, some students mentioned that they should do more practice to speak English to reduce their shyness. What they expected is consistent with the argument that one way to overcome students' shyness is to give students to take opportunity to practice a lot. It will improve their skills of speaking. This condition for sure will make them get used to try to speak (Yeon Lim, 2003) comment may support the idea that one way to overcome shyness is by looking upon shyness as a thing to overcome it, Chinmoy (2007). Futher Chinmoy adds that teachers should encourage the students in order to realize that being shyness is not a good thing because it will prevent them from improving their speaking. If students can see shyness as a bad thing, they will be in a position to try and to overcome it.

Beside the theory above, here presented the other theory about solving for speaking problem. According to penny Ur (1991) also gives the solution, the several activities that can help reducing speaking problem is to make group, group work increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

2.2.2 The Characteristics of Successful Speaking

According to Ur (1996) defines there are some characteristics:

1. Learners talk a lot. Here, it can be better if there more time allocation for the students to elaborate their idea freely and the teacher gives much time for them to talk a lot.

2. Participation is even. Here participation or students will have the same chance to speak. It means that, by using team interview technique. It will gives similar participation to each students.

3. Motivation is high. It means that, high motivation will encourage of student interest to speak up to convey something related to the topic given. So, the students can explore their opinion during classroom interaction.

4. Language is of an acceptable level. It is aimed to obtain the massage of the conversation uttered by the speaker and other will easily respond toward the topic provided. In this characteristic, students will express their idea in relevant utterance, easily comprehensible to each other and of an acceptable level of language accuracy.

2.3   Past Study

Devi Novita Swary. (2014) his research title is "A Study of Students' problems in learning English Speaking at The Second Grade of SMP Negeri 1 Talaga". The research was interested to know and investigated the students'

problems in learning English speaking and also find some ways to solve it. This research take place at SMP Negeri 1 Talaga, the samples are consist of 26 students and it was conducted on April 10 2014 until May 25 2014.

To collecting the data the researcher used depth observation, depth interview and documentation. Credibility, transferability,dependability and conformatibility was used as the validity of the research. Then the researcher used data reduction, data display and conclusion drawing andverification in technique of analysis data. According to the depth observation, the researcher found that the ability of the students of smp negeri 1 talaga was in low level. Most of them students cannot be able to speak by using English, although in beru simple phrase or sentences. There are only a few students who have good skill in English especially in English speaking. The researcher concludes that the students have problems in items of learning English speaking. There are some ways to solve the problems in learning English speaking. Bith from the students and the teacher sides. More practice, increase the vocabulary mastery, increase the motivation,use the interesting strategy, give opportunities to all students, keep to speak English, join the extra class of English are ways to solve the kinds of problems in learning English speaking.

In learning English speaking, every student has their own problems on it either from the students themselves or drom the other factors. In this research, the researcher found at least 12 problems in learning speaking and some ways to solve that problems which have to be known or even applied both by students and teachers.

Meli Arya Susilawati (2017) his researcher title is "Students' Speaking Problem in English Presentation at English language Education Program of Teacher Training and Education Faculty Tanjungpura University Pontianak". This research focuses on the students' speaking problem in presentation of sixth semester students of English Education Study Program of Teacher Training and Education faculty, Tanjungpura University in academic year 2015/2016 both linguistic and nonlinguistic problems. The purpose of this research is to find out the most dominant and least problem faced by the six semester students in their presentation. This research used descriptive method. The population of this research is sixth semester students of English education study program of Teacher Training and Education Faculty, Tanjungpura University class A and B sample taken from class A involved 38 students. The writer used questionnaire as the tools of data collection. The finding showed that the most dominant problem faced by the students in doing the presentation is vocabulary (18.94%), and the least problem in doing the presentation is fear of making mistake (15%) the other problems are lack of confident (17.23%), grammar (16.57%), and pronunciation (15.52%).

Ulfa Yusica (2015) made research about "problem faced by Thai student in speaking English". This study is intended to find out the problem faced by Thais students. This investigates to convey the reason most students in Thailand have difficulties in speaking English. Language skill is one of the four skills in English which could be the most difficult process for the student to make a deal with. There are many factors which affect Thai student to be difficult in

concerning with English especially in speaking. There are so many problems that remain in Thai students' oral communication. Those are because the history of Thunnailand which has never been colonialized by any European country, age, or maturational constrain, aural medium, socio-cultural factor, and effective factor, The effective factors still have a great deal of with the psychological factor of Thai students attitudes including, anxiety, a feeling of uneasiness, frustration, self-doubt, apprehension fear of mistakes, shyness, lack of confidence, and lack of motivation. Not only that, the teacher could be the great factor which affects the success of English classroom teaching. The non-native teachers are still applying the teacher-center approach and go for teaching grammar more than speaking performance.

Alvin Nadzirotunnoha (2017) made research about "*The Analysis of Students' Problems on Speaking at SMP Islam Darussalam Dongko*. The purpose of this study were to: 1) To analyze what are the students' problems on speaking skill at SMP Islam Darussalam Dongo, and 2) To know what will the teacher do to solve the students' speaking problems at SMP Islam Darussalam Dongko. Research method: 1) the research design in this study was descriptive survey with quantitative approach, 2) the population of this study were all students consisting 217 students and all English teacher consisting 3 teachers at SMP Islam Darussalam Dongko, 3) the research instrument were questionnaire and interview, 4) the data analysis was using percentage formula. The result showed that 56% students sometimes and 20% students often face inhibition, 54% students sometimes and 11% students often face nothing to say, 51% students sometime

and 36% students often face low and unven participation, and 35% students sometimes and 42% students often face mother tongue use. It showed that the common problems on speaking was mother tongue use especially on the aspect of students feel that mother tongue use is easier. Based on the problems, the teachers have some ways to solve the speaking problems. The teachers habituating the students to speak English, don't give too difficult and too many topic, and change the students' mindset that English I's not difficult.

Rhandy Maulana et al (2016) made research about, *"Students' view on EFL Speaking Problems*. The purposes of this study is to investigate the problems encountered by students in EFL speaking context. In order to ascertain the problems faced by students in learning skill, qualitative study design undertaken by using purposive sampling. In collecting the data, the writes administrated a number of questionnaires to students in relation to the problems of speaking. The collected data were analyzed by presenting them in the form of narration and following three steps proposed by Miles, Huberman and Saldana (2013). The research finding shows that all students face problem in speaking. The most problems that they face in learning speaking skill are lack of vocabulary, poor pronunciation, less confidence, to speak and afraid of making errors while speaking.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

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

3.2 Location and Time of the Research

The location of this research was at English language Education University of Riau Pekanbaru.on KaharuddinNasution No. 113 Pekanbaru. This research conducted from February 2020.

3.3 Population and Sample of the Research

3.3.1 The Population

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

The population of this research were the second semester at English Language Education program Pekanbaru. There are two classes. The total number

of population is 101 students. In orde to know population completely it is described in the table below :

Table 3.1

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

3.3.2 The Sample

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

Table 3.2

The sample of the research

No	Class	Sample
1	B	20
Total		**20**

3.4 Instrument of the Research

The instrument of the research are questionnaire and interview.

1. Questionnaire

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

Table 3.3

The Questionnaire of Speaking Problems

No	SPEAKING PROBLEM	Intensity		
	Problem in Learning speaking related with inhibition	**Often** **(Sering)**	**Seldom** **(Jarang)**	**Never** **(Tidak Pernah)**
1.	I feel worry making mistakes when speaking English. (*Saya merasa cemas membuat kesalahan ketika berbicara Bahasa Inggris).*			
2.	I feel worry for getting criticism when speaking English. *(Saya merasa cemas mendapatkan kritik ketika berbicara Bahasa inggris.)*			
3.	I feel shy when speaking English *(Saya merasa malu ketika berbicara Bahasa Inggris).*			
4.	I feel worry making mistake in vocabulary use when speaking English. *(saya merasa cemas membuat kesalahan dalam kosa kata ketika berbicara bahasa inggris).*			
5.	I feel worry making mistake in grammar when speaking English. *(saya merasa cemas membuat kesalahan dalam tata bahasa ketika berbicara Bahasa Inggris).*			
	Problem in learning speaking related with nothing to say.			
6.	I feel lack of knowledge when speaking English. *(saya merasa kurangnya pengetahuan ketika berbicara Bahasa Inggris).*			
7.	When I speaking English I don't have motivation to express myself. *(ketika saya berbicara Bahasa Ingrris saya tidak memiliki motivasi*			

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	untuk mengekpresikan diri saya).			
8.	I speak very little or not at all *(berbicara sedikit atau tidak sama sekali)*			
9.	I use indonesian language *(saya menggunakan bahasa indonesia)*			
10.	I cannot think of anything to say *(saya tidak memiliki sesuatu untuk di katakan)*			
	Problem in learning speaking related low and uneven participation.			
11.	I low or uneven participation when speaking English. *(saya jarang atau tidak berpartisipasi ketika berbicara Bahasa Inggris).*			
12.	I am not confident *(saya tidak percaya diri)*			
13.	I lack vocabulary *(saya kurang kosakata)*			
14.	I'm not fluent in English yet *(saya belum lancar dalam bahasa inggris)*			
15.	The pronounciation is still unclear *(pengucapan yang masih kurang jelas)*			
	Problems in learning speaking related with mother tongue used.			
16.	I use mother tongue to express myself. *(Menggunakan bahasa ibu untuk mengekpresikan diri saya).*			
17.	I feel that mother tongue is easier than English. *(saya merasa bahasa ibu lebih mudah di bandingkan Bahasa Inggris).*			
18.	I have a habbit of using the mother tongue in english class *(saya mempunyai kebiasaan menggunakan bahasa ibu di dalam kelas)*			

19.	Mother tongue use is quicly understood *(bahasa ibu cepat di pahami)*			
20.	I do my mother tongue use eveyday *(saya melakukan bahasa ibu setiap hari)*			

(Adopted from Alvin Nadzirotunnuha (2017 and some question from Researcher)

2.   Interview

The researcher used interview guide to get information about students'

problem in speaking English. The purpose of interviewing people is to find out

their mind, what they think or how they feel about something. The interview

consist of 3 guidelines based on the problem study about the problem of speaking

English as follows:

Table 3.4

Questions of Speaking Problems Interview

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

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

Problem in Learning speaking related with inhibition
Q1. Do you feel shy when speaking English? *(Apakah kamu merasa malu ketika berbicara Bahasa Inggris?)*.
Q.2 Do you feel worry making mistakes when speaking English? (*apakah kamu merasa cemas membuat kesalahan ketika berbicara Bahasa Inggris?)*.

Problem in learning speaking related with nothing to say.
Q.1 Do you feel lack of knowledge when speaking English. *(apakah kamu merasa kurangnya pengetahuan ketika berbicara Bahasa Inggris?)*.

> ***Problem in learning speaking related low and uneven participation.***
> Q.1 Do you low or uneven participation when speaking English. *(apakah anda jarang atau tidak berpartisipasi ketika berbicara Bahasa Inggris?).*
>
> ***Problems in learning speaking related with mother tongue used***
> Q.1 Do you feel that mother tongue is easier than English? *(Apakah kamu merasa bahasa ibu lebih mudah di bandingkan Bahasa Inggris/).*
>
> Q3. Besides those above difficulties, do you encounter another difficulty in learning speaking English? *(Selain kesulitan-kesulitan di atas, apakah anda menemui kesulitan lain dalam berbicara Bahasa Inggris?)*

(Adopted from RhandyMaulana et al (2016)

3.5 Data collection technique

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

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

3.6 Data Analysis Technique

After the researcher got all of the data, the researcher did steps of techniques, the first step is to analyze the twenty students answer questionnaire. And then the researcher read and classified the student's answer. After all the

students has classified, the researcher analyzed the ordinal data to find out the percentage of the second semester of English language education of FKIP Uir. The percentage is a rate of something as expressed as if it is part of the total which is 100, in this research the percentage is using to calculate how many students get the problem in speaking English, to get the percentage of each item questionnaire the researcher used the formula as stated below:

$$P = \frac{f}{n} X \; 100\%$$

Notes:

P= the percentage of students' problems

F= the number of frequency of the respondent answer

N= the number of respondent.

<div align="right">(Sugiono,2012,p.95)</div>

For the analyzing the data from interview, the researcher make a summary of the data from five respondents. After all the data from questionnaire and interview were evaluated, the researcher make conclusion that related to the theory.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the findings and the analysis of students' speaking problem of English language education of FKIP UIR

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

4.1 Data Description

This chapter will explain analysis of students' answer on the questionnaire of speaking problem at the second year students of English language education of Fkip uir. There are 20 respondents as the sample of the research. According to Ur (2009) there four problems that makes students can not speak English; inhibition, nothing to say, low or uneven participation, and mother tongue us.

4.1.1 Inhibition

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

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

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

Table 4.1

I worry to make mistakes when speaking english

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

Based on the questionnaire, inform that 11 (55%) of students answered "often" worry to make mistakes when speaking English it is because they afraid they would get laguh by they classmate. Intersetingly, there are 9 (45%) of student choose "seldom" for the statements, it indicate that most of students did not worry to make mistakes in speaking english because they still have confident with themselves when they speak english and they did not afraid if their speaking will distrubed by their fault and (0%) students answered "never face this problem. So

it means the second semester of english education language of fkip uir "often"
faced worry to make mistakes when they speaking english.

Table 4.2

I worry for getting criticism when speaking english

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

Based on the table 4.2, inform that 7 (35%) of students answere "often'
worry for getting criticism when speaking english it is because they did not feel
uncomfortable and pressure when their speaking getting criticism by other people
students or by the teacher. In this table 12 (60%) of students answered "seldom"
worry for getting criticism when speaking english because they did not matter if
they getting criticism and 1 (5%) students answered "never" face this problem. So
that majority the second semester of english language education of fkip uir
"seldom" for worry getting criticism when speaking english.

Table 4.3

I shy when speaking english

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

Based on the questionnaire about shy when speaking english 2 (10%) of students answered "often" shy when speaking english it is because they felt nervous to speak in front of the class and with their friends and there are 13 (65%) of students answered "seldom" shy when speaking english. So by looking the high percentage it can be seen that the majority the second semester of english language education of fkip uir "seldom" shy when speaking english.

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

Table 4.4

I worry making mistakes in vocabulary use when speaking english

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

Based on the 4.4, inform that 9 (45%) of the students answered "often" worry making mistakes in vocabulary use when speaking english it is because they have lack of vocabulary, there are 8 (40%) of students answered "seldom" worry making mistakes in vocabulary use when speaking english because they have own certain amount of vocabulary, and 3 (15%) students answered "never" worry making mistakes in vocabulary use when speaking english. So based on the table it can be seen the that the second semester of english language education of fkip uir "often" worry making mistakes in vocabulary use when speaking English.

Table 4.5

I worry making mistake in grammar when speaking english

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

Based on the 4.5, inform that 12 (60%) of students answered "often" worry making mistakes in grammar when speaking English it is because they lack of understanding of grammatical, there are 7 (35%) of students answered "seldom' worry making mistakes in grammar when speaking English because one of them just speaking English without thingking about grammar, and 1 (5%) students answered "never" worry making mistakes in grammar when speaking English. So it means that majority the second semester of English Language Education of Fkip Uir "often" worry making mistakes in grammar when speaking English.

4.1.2 Nothing to say

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

Table 4.1

I fell lack of knowledge when speaking English

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

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

semester of English Language Education of Fkip Uir "often" lack of knowledge when speaking English.

Table 4.2

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

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

The table 4.2 presents that 3 (15%) of students answered "often" when i speaking English I don't have motivation to express myself because they don't have high motivation in learning English in this case the teacher has the job as a motivator, and 10 (50%) of students answered "seldom" when I speaking English I don't have motivation to express myself, and 7 (35%) of students answered "never". In short, the majority the second semester of English Language Education of Fkip Uir sometimes when they speaking English they don't have motivation to express themself.

Table 4.3

I Speak very litle or not at all

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

The table 4.3 presents that 3 (15%) of students answered "often" i speak very little or not at all because they often talk with each, and 9 (45%) of students answered "seldom" i speak very little or not at all, and 8 (40%) of students answered "never". In short, the majority the second semester of English Language Education of Fkip Uir they seldom talk with each other.

Table 4.4

I Use indonesian language

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

The table 4.4 presents that 6 (30%) of students answered "often" i use indonesian language because they talk with other use indonesian language, and 9 (45%) of students answered "seldom" i use indonesian language, and 8 (40%) of students answered "never". In short, the majority the second semester of English Language Education of Fkip Uir they seldom talk with each other use indonesian language.

Table 4.5

I cannot think of anything to say

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

The table 4.5 presents that 3 (15%) of students answered "often" i cannot think of anything to say because few of them could say anything, and 9 (45%) of students answered "seldom" i cannot think of anyting to say, and 8 (40%) of students answered "never". In short, the majority the second semester of English Language Education of Fkip Uir they never to think of anything to say.

4.1.3 Low or Uneven Participation

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

Table 4.1

I low or uneven participation when speaking English

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

The table 4.1 shows that 3 (15%) of students "often" face this problem, it is because the second semester of English Language Education of Fkip Uir only involved in class if the topics are interesting and if the topics are not interesting they will keep silent, 8 (40%) of students answered "seldom" low or uneven participation when speaking English, and 9 (45%) 'never' face this problem. By

looking highest intensiy the students they are always confident in speaking english.

Table 4.2

I'm not confident

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

The table 4.2 shows that 1 (5%) of students "often" face this problem, it is because the second semester of English Language Education of Fkip Uir they are some student very little not confident, 4 (20%) of students answered "seldom" i'm not confident when speaking English, and 15 (75%) 'never' face this problem. By looking highest intensiy the students problem, there are some student not confident to speak english and avarage the student is confident

Table 4.3

I lack vocabulary

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

The table 4.3 shows that 4 (20%) of students "often" face this problem, it is because the second semester of English Language Education of Fkip Uir they are some student very little know vocabulary, 14 (70%) of students answered "seldom" i lack of vocabulary when speaking English, and 2 (10%) 'never' face this problem. By looking highest intensiy the students problem seldom face to lack of vocabulary the student have talk something because avarage student many much know vocabulary.

Table 4.4

I'm not flent in English yet

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

The table 4.4 shows that 5 (25%) of students answered "often" face this problem, it is because the second semester of English Language Education of Fkip Uir some are not very fluent to speak, 12 (60%) of students answered "seldom" im not fluent in english yet when speaking English, and 3 (15%) 'never' face this problem. By looking highest intensiy the students on average, the students rarely speak fluently and there are some who are not fluent when speak english.

Table 4.5

The prnounciation is still unclear

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

The table 4.5 shows that 4 (20%) of students "often" face this problem, it is because the second semester of English Language Education of Fkip Uir the student try to learn pronounciation, 14 (70%) of students answered "seldom" the pronounciation still unclear when speaking English, and 2 (10%) 'never' face this problem. By looking highest intensiy the students 70% seldom , on avarage students can speak fluently and some are not.

4.1.4 Mother Tongue Use

The students usually use mother tongue in speaking activities, because it is easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated one-to keep to the target language. From the questionnaire that distributed showed that this speaking problems is highest. See the following data :

Table 4.1

I use mother tongue to express myself

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

The table depicts that 14 (70%) of students answered "often' using mother tongue to express themself it is because they did not know much words in English and they feel it more comfortable to did it in speaking, 3 (15%) of students asnwered "seldom" use mother tongue use to express myself and 3 (15%) of

students answered "never" use mother tongue use to express themself. The table implies that the students "often" express they self by using mother tongue.

Table 4.2

I use mother tongue because is easier than English

The Answer Options	Frequency	Percentage
Often	14	700%
Seldom	4	20%
Never	2	10%
Total	20	100%

The table depicts that 14 (70%) of students answered "often" used mother tongue because is easier than English it is because they think speaking English is difficult and they not used to speak English in class, 4 (20%) of students answered "seldom" and 3 (15%) of students answered "never". The tabe implies that the majority of second semester of English Language Education of Fkip Uir "often" feeling used mother tongue is more easier than English.

Table 4.3

I have a habbit of using the mother tongue in english

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

The table depicts that 2 (10%) of students answered "often" i have a habbit of using the mother tongue in english class it is because they think speaking English is difficult and they not used to speak English in class, 8 (40%) of students answered "seldom" and 10 (50%) of students answered "never". The tabe implies that the majority of second semester of English Language Education of Fkip Uir "never" is never use mother tongue in class.

Table 4.4

Mother tongue is quicly understood

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

The table depicts that 19 (95%) of students answered "often" used mother tongue because is quicly understood than English it is because they think speaking English is difficult and they not used to speak English in class, 1 (5%) of students answered "seldom" and 0 (0%) of students answered "never". The tabe implies that the majority of second semester of English Language Education of Fkip Uir "often" feeling mother tongue use is quicly understood.

Table 4.5

I do my mother tongue use everyday

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

The table depicts that 4 (20%) of students answered "often" used mother tongue everyday in class because they not used to speak English in class, 13 (65%) of students answered "seldom" and 3 (15%) of students answered "never". The tabe implies that the majority of second semester of English Language Education of Fkip Uir "seldom" use mother tongue everyday in class.

Table 4.6

The Result of Students' Speaking Problems

No	Speaking Problem	Intensity		
		Often	**Seldom**	**Never**
1.	**Inhibition**	41%	49%	10%
2.	**Nothing to say**	25%	40%	35%
3.	**Low and uneven participation**	17%	52%	31%
4.	**Mother tongue use**	53%	29%	18%

And the result from the questionnaire show that the second semester of English Language Education of Fkip Uir face the speaking problems those are; for inhibition showed that 41% students often, 49% seldom and 10% never face this problem, for nothing to say showed that 25% students often, 40% students seldom and 35% students never face this problem, for low or uneven participation showed that 17% students often, 52% students seldom, 31% never face this problem, and the last for mother tongue use showed that 53% students often, 29% students seldom, 18% students never face this problem. As a result, highest percentage was mother tongue use were 53% of students answered often faced this problem.

4.2   Result of Interview

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

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

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

Problem in Learning speaking related with inhibition
Q1.Do you feel shy when speaking English? *(Apakah kamu merasa malu ketika berbicara Bahasa Inggris?).*
Q.2 Do you feel worry making mistakes when speaking English? (*apakah kamu merasa cemas membuat kesalahan ketika berbicara Bahasa Inggris?).*

Problem in learning speaking related with nothing to say.
Q.1 Do you feel lack of knowledge when speaking English.(*apakah kamu merasa kurangnya pengetahuan ketika berbicara Bahasa Inggris?).*

Problem in learning speaking related low and uneven participation.
Q.1 Do you low or uneven participation when speaking English. *(apakah anda jarang atau tidak berpartisipasi ketika berbicara Bahasa Inggris?).*

Problems in learning speaking related with mother tongue used
Q.1 Do you feel that mother tongue is easier than English? *(Apakah kamu merasa bahasa ibu lebih mudah di bandingkan Bahasa Inggris/).*

Q3. Besides those above difficulties, do you encounter another difficulty in learning speaking English? *(Selain kesulitan-kesulitan di atas, apakah anda menemui kesulitan lain dalam berbicara Bahasa Inggris?)*

Respondent 1

Based on the interview for respondent 1, he talked to the researhcer he have some difficulties in learning speaking English such as,

The first difficulty is "sometimes have difficulties when speaking English"

The second question the respondent answer "lack of vocabulary and rarely communicate with others using English".

The third question the respondent answer "never go back to the beginning just again bro, because my understanding of vocabulary is lacking in fingers i am araid i want to start a conversation afraid of being criticized by people and laughing at people".

The fourth question the respondent answer "certainly,because it can't be forced into English too, morever i'm still learning right, i'm definitely worried".

The fifth question the respondent answer "grammar, very a little"

The sixth question the respondent answer "well very rarely, i chose very rarely to mingle with people"

The seventh question the respondent answer "yes because i was from a small language indeed like that, especially i'm discussing English here is still a few semester".

The eight question the respondent answer "it seems no difficulty the most ambiguous for me is grammar, the rest it's okay"

Respondent 2

Based on the interview for respondent 2, he talked to the researcher such as, he have difficultie in speaking English , such as

The first difficulty is "there are some difficulties bro"

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The second question the respondent answer "speaking English is usually the hardest thing in vocabulary".

The third question the respondent answer "how to shame, sometimes the situation does not allow us to speak English, just afaid of being afraid of being ridiculed anyway, unless we are in a position there is a friend of us who is really he English can also learn at all".

The fourth question the respondent answer "oh of course, the problem is that English is not an easy language, so the mistake is that we are afraid we will also want that".

The fifth question the respondent answer "yes, in the vocabulary, i am lacking in that, actually i want to try but the feeling of laziness is grater than wanting to try, there is only the feeling of laziness to defeat the intention"

The sixth question the respondent answer "depending on the situation, if the situation allows English to be tired in English, if the situation does not seem possible then use indonesian"

The seventh question the respondent answer "it's clear, because the main language from birth is that we have taught our own mother tongue into everyday language".

The eight question the respondent answer "mybe the grammar is also, because the most importan thing in English is the grammar."

Respondent 3

Based on the interview for respondent 3, she talked to the researcher she have difficulties in speaking English such as,

The first difficulty is "yes i have experienced difficulty speaking English, due to lack of vocabulary and difficulty understanding new words"

The second question the respondent answer "there is a possibility because of lack of confidence, shame so it is increasingly difficult to speak English".

The third question the respondent answer "yes, as i mentioned i feel aashamed of my lack of confidence in speaking English".

The fourth question the respondent answer "yeah worried because of the lack of vocabulary, then also to arrnge the sentences less so anxious so to speak".

The fifth question the respondent answer "yes, because English is difficult, and it is less likely to learn English in detail, so the less knowledge"

The sixth question the respondent answer "yes,rarely,shy is also not smart enough and not too good in English so if yoou participate less"

The seventh question the respondent answer "yes,of course, because the mother tongue is already born because i often hear often learn and socialize,right use main language".

The eight question the respondent answer "another difficulty is because of lack of confidence, other than that vocabulary".

Respondent 4

Based on the interview to respondent 4, she talked to the researcher she have some difficulties in speaking English such as,

The first difficulty is "never had difficulties, did not master the vocabulary"

The second question the respondent answer "yes because you don't want to study".

The third question the respondent answer "never, just yesterday had met with an English tourist, nut was embarrassed because his English language raccoon was wrong".

The fourth question the respondent answer "never anxious, for fear that the answer was wrong continues to be laughed at".

The fifth question the respondent answer "yes it is lacking in terms of English"

The sixth question the respondent answer "indeed very rare, because they feel ashamed"

The seventh question the respondent answer "right,because the main language is easy for children to understand,from young children to adults and mothers".

The eight question the respondent answer "because of the many English vocabularies, the way of preparation is also less clever".

It can be concluded that they have difficulty in speaking English, such as; they have lack of vocabulary it makes the students did not know many words in English, cannot using grammar,feel shy when speaking english,feel worry making

mistakes when speaking english,lack of knowledge, low participation and respondent feel that mother tongue is easier than english.

4.3   Data Analysis

This study is set to find out the most dominant speaking problems faced by the second semester of English Language Education of Fkip Uir. There were 20 students involved in this research. Data were taken from the questionnaire that distributed by researcher and interview to know what are the students' problems on speaking ability of the second semester of English Languge Education of Fkip Uir.

The data from questionnaire showed that the most dominant speaking problems faced by second year of English Language Education of Fkip Uir is mother tongue use. There were 53% students answered "often"29% students "seldom",18% students "never" faced this problem it means that mother tongue is the students' speaking problems. Morever, the students faced the problems in speaking it was followed by inhibition with 41% often, 49% seldom and 10% never. nothing to say with 25% often, 40% seldom and 35% never, low and uneven participation with 17%. Often, 52% seldom and 31% never.

The data from interview students' difficulties in speaking English

Subject 1 and 2

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

"it seems no difficulty the ambiguous for me is grammar"

"maybe the grammar is also, because the most importan thing in English is the grammar"

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

Subject 3 and 4

In speaking English, the students need to master a lot of vocabulary. By mastering many vocabularies, they would speak up in English easily. Some students want to speak up in English, but they have limited vocabulary. Realizing that vocabulary is limited, so they feel afraid when they want to speak English. It could be proved with the interview with the students :

"yes i have experienced difficulty speaking English, duw to lack of vocabulary and difficulty understanding new words"

"never had difficulties, did not master the vocabulary"

Based on interview above, it can be concluded that the students are confused when they speak English. Sometimes, the student can't continue to speak English because they don't know what about whant to say. It was becuse she and he has still limited vocabulary.

showed that the most dominant speaking problem faced by second year of English Language Education of Fkip Uir is lack of vocabulary, feel shy and grammar, they need motivation for practice speaking english.

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

4.4   Discussion

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

The result of the questionnaire showed that the second semesters students faced some problem that make them did not actively in speak English. Such as inhibition, they feel shy,afraid and feeling worried in making mistakes. This finding is also supported by finding from interview as (respondent 1) sated that "because understanding my vocabulary i don't want to be afraid i want to stat talking fearfully being criticized and laughed at" . This proves that the most frequent difficullty is the lack of student vocabulary. Speaking in front of a crowd is not easy, it also requires mentality if you want to talk. "we are in the position of our friends who really can learn english too" (responden 2). Students want to be supported when they want to speak english so that mentality grows. Some students claimed they were anxious when they wanted to speak in general or like everyday because right "yes as i mentioned i was embarrassed, lacked condfidence in speaking english" (responden 3). The main problem in speaking english was the lack of student confidence. Some respondents claimed that speaking difficulties often occur. "just yesterday i wanted to meet an english tourist, wanted to get acquanted but was embarrassed because he was afraid his english was wrong" (responden4). Thus students must learn more to remove speech impediments such as feeling ashamed, afraid and feeling anxious when

making mistakes. Support by Varasarin (2007) describe that in this situation, this students wish they could speak english fluently but must of them think that english is too challenging for them to master.

Next, nothing to say. Based on questionnaire many students did not speaking English during the lessons it is because they feel lack knowledge when speak English. Finding from questionnaire showed the students seldom faced this problem but there are the students often faced this problem it may caused them did not have motivation to speak English. Where as, motivation is important factor for learning. Students who have motivation will express their idea biefly. Many students cannot speak english because they feel a lack of knowledge when speaking english. Finding from interview also support this statement. Some students say "grammar, very little" (responden 1). The lack of knowledge of students in grammar is not knowing how to arrange sentences properly and correctly so that students feel a lack of knowledge about grammar. On the other hand students also have a lack of knowledge about the vocabulary "yes in the vocabulary part only lacking in the regard" (responden 2). The students faced the difficulties in prnoouncing the words because of the differences between spoken and written in english. For example, when the students pronounce the word muscle,listen,write,honor and honest. Som words that contain silent leeters are particularly problematic especially for indonesian students. The incorrect pronounciation is often caused by the lack of sound similarity between English and the students' native language.

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

And then, low or uneven participation the research finding in questionnaire showed that the students seldom faced this problem, This is also supported data from interview. "well, very rarely,i choose rarely to mingle with people" (responden 1). Not many of the students' differed in charecter between being shy or not wanting to socialize, so these students lacked participation when speaking English. But there are some students' stating "depending on the situation, if the situation allows English to be tried in English" (responden 2). If a class does not dare to participate can reduce interest in speaking English. When students rarely participate in speaking English, students state "yes rarely,shy too, so to participte rarely" (responden 3) and "indeed very rarely,because they feel shamed" (responden 4). The lack of participation in speaking English ws admitted by some students because they felt ashamed. But there are some students faced this problems it is because they did not have a chance to speaking in the class.

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There are tendency between the students. The students that have a good speaking and pronounciation will more active in speaking activity. The persented data above suitable with the theory from Ur (2009) that the students have not same opportunity to speak English. There is tendency of some learners to dominate while others speak very little or not at all.

The last, mother tongue use. The research finding in questionnaire showed that most of the students often used mother tongue in the class. Finding from interview also support this statement. Some respondents stated "yes, because i was from a small language, it really is like that bro, morever i learned English is still a few semester" (responden 1), "it's clear, because the main language from birth is that we have taught our own mother tongue into everyday language" (respondent 2), "yes,of course, because the mother tongue is already born because i often hear often learn and socialize,right use main language" (responden 3), and "right,because the main language is easy for children to understand,from young children to adults and mothers" (responden 4). They try to used it in the speaking classs beacuse mother tongue is more easier than English and the students used mother tongue when they did not know words the words in English it is caused the students did not master the vocabulary. So , they used mother tongue to make their speaking clearler. According to harmer in Leong (2016), there are some reasons why learners use mother tongue in their speaking. The first is that when teacher ask the learners to talk about the they did not have enough knowledge, they will try to use their language. The second reason is that the application of the mother tongue is very natural for the learners to use. If the teacher do not urge

their learners to talk in English, learner will automatically use their first language to explain to their classmate. The final reason refers to the fact that if the teacher reguarly use their learners' mother tongue, their learners will feel comfortable to do so in their speaking class.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

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

5.2 Suggestion

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

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Dokumen ini adalah Arsip Milik :

5.2.1   For students

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

5.2.2   For Lecture

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

5.2.3   For the Further Researchers

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

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