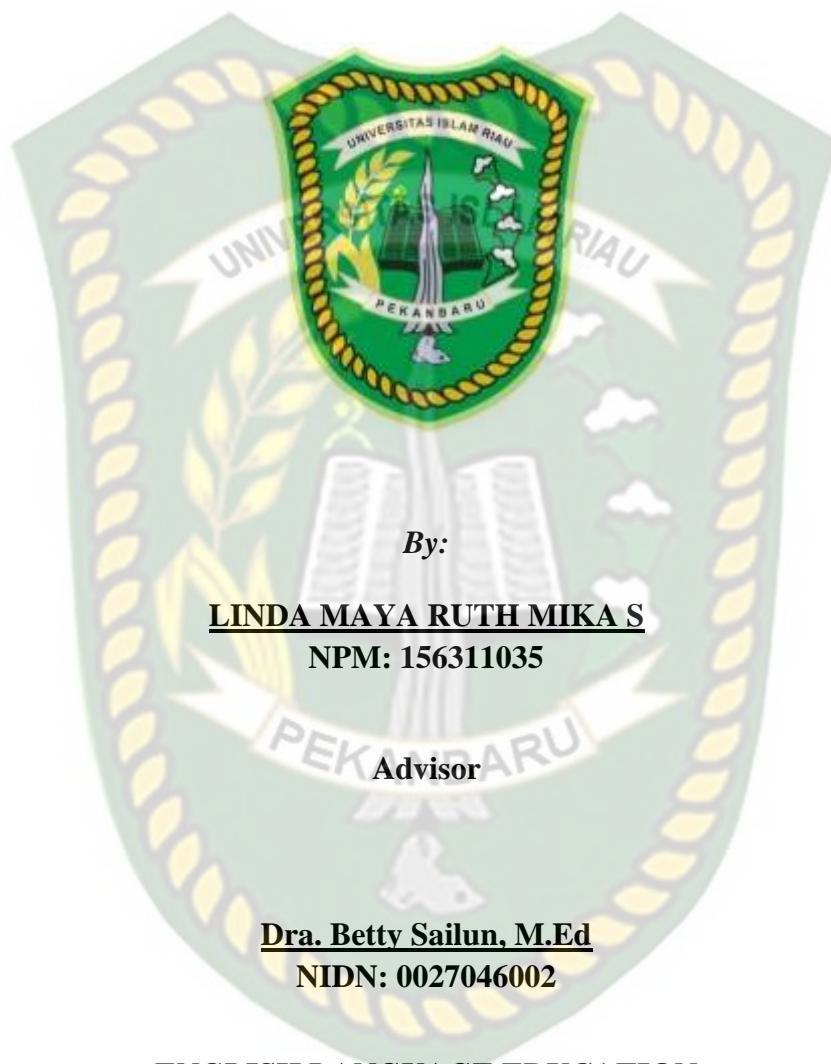


**AN ANALYSIS OF STUDENTS' SPEAKING PROBLEM OF TENTH GRADE
STUDENTS AT SMAN 1 DAYUN SIAK IN THE ACADEMIC YEAR OF 2021/2022**

A THESIS



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**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
PEKANBARU
2021**

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GRADE STUDENTS AT SMAN 1 DAYUN SIAK IN THE ACADEMIC
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
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Pekanbaru,.....
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DECLARATION

The undersigned researcher:

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

Pekanbaru, 30th March 2022

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ABSTRACT

Linda Maya Ruth Mika S. (2021). *An Analysis of Students' Speaking Problem of Tenth Grade Student at SMAN 1 Dayun Siak in The Academic Year 2021/2022*. PEKANBARU: English Language Education, Islamic University of Riau.

The main purpose of this research was to find out the problems that faced by the students of SMAN 1 Dayun Siak in speaking activity. The design of this research was qualitative research. The research was conducted at SMAN 1 Dayun Siak and the subject of this research was the first year students. The number of participants is 20 students. The data of the research were gained by conducting a test of speaking ability and questionnaire of speaking problem. Following the fact that the students still learning from home because of *covid19 pandemic*, the researcher conducted the observation by online method. In psychological issues, the perceptions of students categorized in good level. In cognitive issues, the perception of it also still in good level. Further, almost all of students have similar perception about good English-learning environment issues. At last, almost all of students also have similar perception that interlanguage effect their speaking ability. In detailed, the result of speaking test are; students' pronunciation categorized in good level with mean score 2.6; students' fluency categorized in fair level with the mean score 2.5; students' vocabulary, categorized in good level with mean score 2.6; students' grammar categorized in fair to good level with the score 2.4; and students' comprehension categorized in good level with mean score 2.6.

By seeing the data above, the biggest problem for students speaking activity is interlanguage issues. Besides, accordings to the result of the questionnaire and the result of speaking test above, it can be seen that the correlation between students' perceptions and students' speaking ability cannot be separated.

Keywords: *Speaking Ability, Speaking Problem..*

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In writing this thesis, the researcher believes that without having directed guidance, meaningful advice, motivation, love, and support from the people around me, this thesis would never been finished. Therefore, the researcher would like to give them sincere and gratitude to:

1. I sincerely express my gratitude to the Dean of FKIP UIR **Dr. Hj. Sri Amnah, S.Pd., M.Si** for the continuous encouragement.
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6. I owe and respectfully offer my thanks to **SMAN 1 Dayun Siak** for allowed me to take the research in their school and being so enjoyed.

Pekanbaru, August 2021

The Researcher,

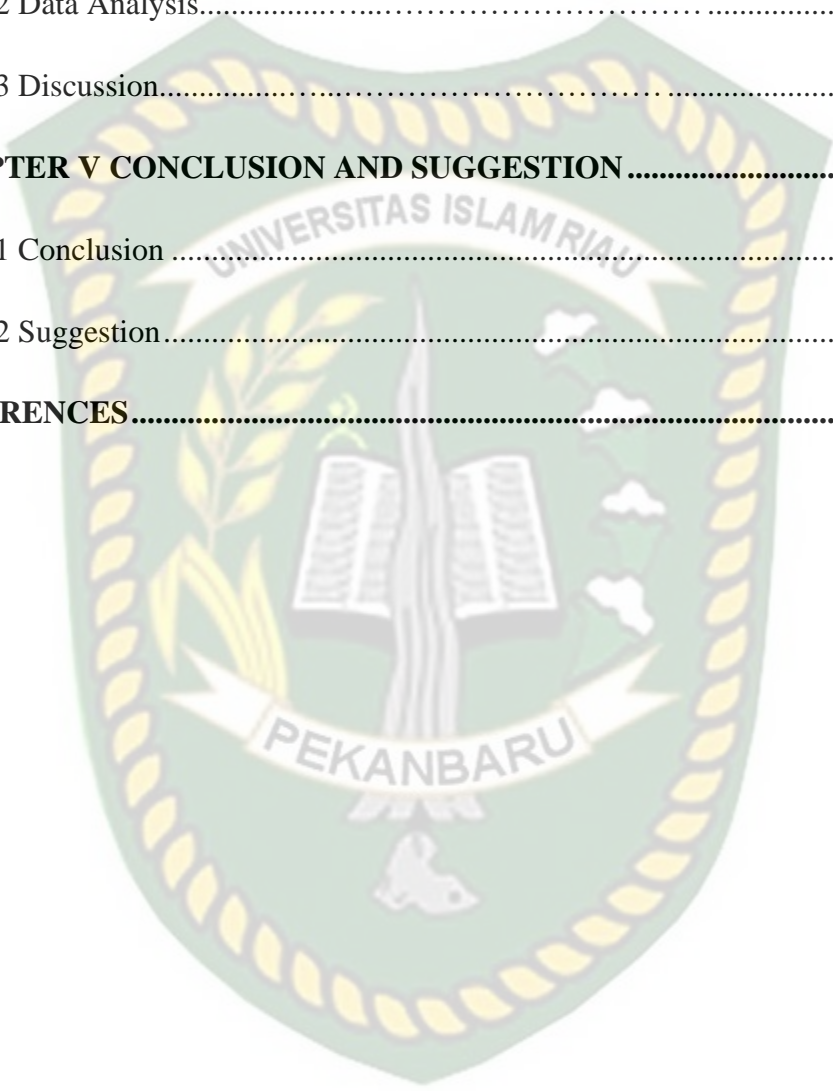
Linda Maya Ruth Mika S.

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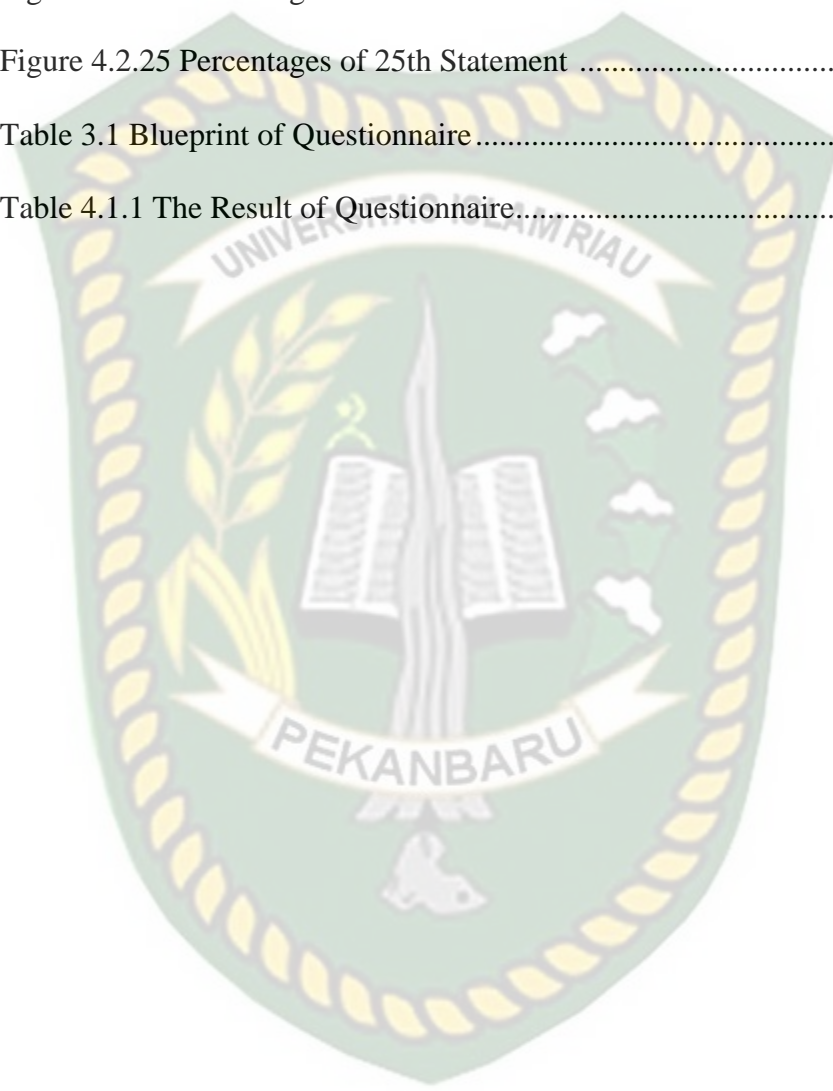
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Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

. English being the most necessary language in this era. This language being used by millions of people from many countries in the world. Harmer (2001) stated that, there are around 380 million people spoke English as the first language and around 350 million as the foreign language. Further, English is taught widely at formal school starting from elementary school up to universities, even at informal school in Indonesia.

There are four skills in language learning, including English, namely; listening, speaking, reading, and writing. The skills can be separated into the method of communication, spoken or written. The real communication or oral communication demand the speaker to mastered the spoken skills, speaking and listening. In this opportunity the researcher will be concern to the speaking skills.

Speaking is the communication between two or more people that have a certain purpose. Solcova (2011) stated that speaking is an interactive communication process between speaker and listener in order to get communicative goals. When English language is taught in educational institution such as schools and universities, speaking will be part of the main skills to learn. In speaking there are many component, they are grammar, vocabulary, fluency, comprehension and also pronunciation.

In fact, the researcher found a phenomena at SMAN 1 Dayun Siak, specifically grade tenth student, where the students faced the lack motivation to

speak English and they have difficulty in speaking English. The difficulties are; they are scared about committing mistakes when they are speaking English, they cannot express well or adequately because they are lack adequate and appropriate vocabularies. Besides, another problem in speaking English for student caused by their shame and nervousness. They feel fearful to speak English in front of other, they cannot arrange word by word into sentences.

By seeing those fact, we can assume that there are many factors that caused difficulty in speaking English at SMAN 1 Dayun Siak. The factors are: lack of fluency, lack of vocabulary, lack of grammar, lack of pronunciation, shy and nervous. Those problem definitely affect students' speaking ability and it will be a big problem for the successful of the goal of English learning. It is related to the fact where English being a need for recent generation to face the era.

Based on the explanation and the phenomenon above, the researcher decided to conduct a research entitled: “ An Analysis of Students' Speaking Problem of Tenth Grade Student of SMAN 1 Dayun Siak In The Academic Year of 2021/2022”

1.2 Identification of the Problem

Based on the explanation as stated before, there are some problems on mastering speaking ability. Ever learners faced those problem, including Tenth Grade student of SMAN 1 Dayun Siak. The students faced some problem to mastered speaking ability of English because English is a foreign language. It is being a commonly issue where speaking mother tongue will give some effect to the learning process of foreign language. Besides, during the process of English

learning especially speaking, less motivation and less confidence also being serious problem. Further, beside all those problems there are still many problems that exist in the learning process of English-speaking ability.

1.3 Focus of the Problem

Based on the identification of the problem stated before, the research focused on the problem and it causes that occur in the process of mastering speaking ability of first semester SMAN 1 Dayun Siak Tenth Grade Student in the academic year 2021/2022.

1.4 Research Question

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

1. What are the problems that faced by first semester SMAN 1 Dayun Siak Tenth Grade Student in the academic year 2021/2022 during the process of mastering speaking ability?
2. What are the causes of the problem that faced by students of first semester SMAN 1 Dayun Siak Tenth Grade Student in the academic year 2021/2022 on mastering speaking ability?

1.5 Objective of the Research

The objective of the research is to find the problem and it causes that occur in the process of mastering speaking ability of first semester SMAN 1 Dayun Siak Tenth Grade Student in the academic year 2021/2022.

1.6 Significant of the Research

1. For English teacher: the result of this research hopefully can be useful for the teachers. The teacher can directly discover the problem of that occur and also it causes in the process of mastering speaking ability. Then, teacher can effectively solve the problem by give more attention to the intended part.
2. For the students: it can give input to improve their speaking ability by revealed the problems that being obstacles during their learning.
3. For the researcher: it can give the next researcher information of the research, analysis, and the result of the research.

1.7 Definition of the Key Terms

To avoid misunderstanding about this research, it is very important to explain the terms of the word used in the title of this research, there are:

1. Analysis: based on Oxford Learner's pocket Dictionary an analysis is something that is studied by examining its part. (2012). In this case, the researcher would like to analyze students speaking ability.
2. Speaking: according to Brown, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (2001)
3. Speaking skill: an interactive process of constructing meaning that involves producing, receiving and processing information which consist pronunciation, grammar, vocabulary, fluency, and comprehension.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theories

2.1.1 Nature of Speaking

The definitions of speaking are many variations based on experts explanation. According to Mead and Rubin in Mulya (2016), speaking is an interactive process where individual alternately takes the roles as speaker or listener, and which includes both verbal and nonverbal component. As a strengthen, many experts also have similar explanation about speaking. Kathleen (2001) also said that speaking is a process of interaction of speakers that intend to build meaning by produce, receive and process the information.

Hornby (2012) defined speaking as make use of words in an ordinary voice. Thornbury (2005) also stated that speaking is an act of producing words. Lawtie in Defrioka (2016) stated that speaking is fundamental to human communication. Besides, O' Malley and Pierce in Hidayah (2017) stated that speaking is negotiating intended meanings and adjusting one's speech to produce the desire effect on the listener.

Further, Christopher (2003) stated that speaking is a direct route of information from one people mind to another. Further, Lado in Muklas (2017) also explained, speaking is the ability to express idea or report an act in life situation in precise words, an ability to converse, or express a sequence of ideas. Based on all the definitions above, the researcher gives the definitions of

speaking as an activity of producing word by sound that including speaker and listener or to communicate with other in order to deliver information.

In fact, speaking has great role in life especially in communicating. If a speaker has a good speaking fluency it will be sounds better, slicker and natural and can make the listener impress to listen to the information that delivered. Ur (2009) explained that speaking is the most important and necessary for effective communication. Anggiana in Mulya (2016) said that, speaking skill is important since the speaking skill being a basic for human being and it is used as a tool of communication in daily life. Kayi (2006) also explained speaking as the ability to communicate clearly and efficiently, this ability will make a big contribution to learners or speakers for their success in school or in their life. In Similarity, Baker and Westrup in Leong and Ahmadi (2017) also stated that the learners who can speak English very well, they will have a greater opportunity to get better education, jobs or promotion.

2.1.2 Components of Speaking

In order to speak English, students or speaker have to know about the rules of English itself. There are many experts that already explained about the components of speaking. According to Brown (2004), there are some components of speaking:

a. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

b. Grammar

The grammar needed for students to arrange a correct sentence in conversation or speech in other aspect. It is in line with explanation that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

People cannot communicate effectively or express their idea both oral and written form if they do not have sufficient or less in vocabulary mastery. Therefore, vocabulary means the appropriate diction which is used in communication.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate

that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

e. Comprehension

Comprehension is the understanding idea. People will answer or express the idea correctly if they comprehend the issues correctly.

Further, all components above will produce speech that can be understood clearly in communication if the speaker optimized those components. It must be remembered that language and speech are meant for communicate with the others. Only learn about words, phrases and grammatical cannot be enough. Student or speakers need to produce their oral speech in their daily life communication. They need express their idea by doing much practice in speaking.

2.1.3 Problem in Speaking

2.1.3.1 Linguistics Problems

Linguistic can be define as a scientific study of language that discussed about its structure such as grammar, words, and phonology. Related to this discussion, linguistic problems will cause some effect in speaking. Students' speaking going to be poor if they have a problem in linguistic. Based on Thornbury (2005) The problems in speaking can be seen from two aspects:

a. Knowledge factors

The learner does not understand about the aspects of language that enable the production of speech. They lack of knowledge and lack of practice

b. Skill factors

The learners are not sufficiently automated to ensure fluency. There is may also be affective factors, such as lack of confidence, self-consciousness, etc.

From the explanation of Thornbury it can be conclude that there are two area of factors that can be obstacles for learner, knowledge factor and skill factors. Knowledge refers to the speakers cognitive or speaker's theoretical information. Skill refers to practical application knowledge such as confidence.

In same discussion, Normazidah, Koo & Hazita (2013) also explained some factors that impact EFL learners in English Language Learning:

- a. English regarded as difficult subject.
- b. Learner depends on their teacher as authorities
- c. Lack of support to use English in daily life
- d. Lack of exposure to the language, limited opportunity to use English outside the classroom
- e. Limited vocabulary of the learners
- f. Unwillingness to learn because they cannot see the immediate need for the language.
- g. Lack of motivation for learn the language.

Based on the statement above, it can be concluded that the factors not only about English as a difficult subject for the learners but also about the condition of negative motivation and confidence of the learners.

Furthermore, Richards (2008) explained that there are some typical linguistics problems in speaking:

a. Lack of vocabulary

Linse (2005) has defined vocabulary as the collection of words that known by people. In similarity, Hornby define vocabulary as all the words that people know in language. So, lack of vocabulary can be defined as a situation when a person has no enough knowledge about vocabulary that make the speaker difficult to speak because they do not know what to say. In fact, many students often got confuse about to combine and use the vocabularies that they need.

b. Lack of grammar

In the discussion of grammar, Harmer (2001) explained that grammar is the description of ways to change the form and combination of words in order to make a sentence in language. Based on Celce-murcia (2001), grammar become difficult for students because they do not learn the structures one in a time, they often to mastered a particular structure in a time. Besides, the interlanguage problem also appears in the discussion of grammar.

c. Lack of pronunciation

Yates and Zielinski (2009) defined that pronunciation refers on how speakers produce the sound in oral communication in order to make meaning when the speakers speak. Correct pronunciation is very important to develop speaking skill. If speakers can pronounce

correctly the words or sentences in language, it will easier the listener to understand the information. As a contradict, if speakers have no good pronunciation it will cause some problem or difficulties in delivering the information or idea.

2.1.3.2 Psychological Problems

Furthermore, According to Juhana (2012), there are some psychological factors that faced by the students when they speaking in the class:

a. Fear of Mistake

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. This fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the

students do their speaking performance in the classroom. Speak in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language. Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. Anxiety is about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

d. Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. The student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

e. Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. The motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learners process it will enhance their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

Meanwhile, Ur (2009) explained that the student's speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

a. Inhibition

The students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

b. Nothing to Say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. The learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say.

c. Low or Uneven Participation

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

d. Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. There are some reasons why students use mothertongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

2.1.4 The Solution To Solve Students' Speaking Difficulty

According to Juhana (2012), possible solution to solve the psychological problem as follows:

a. The solution to solve fear of mistake

To overcome the feeling for fearing mistake in speaking, between teacher and students should there are chemistry and the teacher should build the students concentration and good atmosphere in the class, so the students will feel comfortable when they speak English. Like the suggestion from Zua in Juhana (2012) to overcome the feeling fear mistake. First, the emotional between teacher and students should be built. It's mean that the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, the teacher should improve the students' concentration when learning English. The last, the teacher should create a harmonious atmosphere that can reduce students' problem.

b. The solution to solve the shyness

In terms of solution to overcome shyness, the teacher should create the good way to solve the students' shyness. Peace in Juhana (2012) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this way, students' shy are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar.

c. The solution to solve the anxiety

Students' anxiety when they speaking can be solve by giving motivation the students and create an ease environment. According to Keramida in Juhana (2012), motivating the students and creating an

ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

d. The solution to solve lack of confidence

The solution to solve the students' lack of confidence, Ye Htwe in Juhana (2012) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence.

e. The solution to solve the students' lack of motivation

The solution to solve the students' lack of motivation, teacher can do activities like promoting students' awareness the importance of English, enhancing students' interest in English, and developing their self-confidence. Aftat in Juhana (2012) suggest that to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of a students' problems. Doing this becomes very important, because encouragement also gives students a feeling of secure and welcome in their learning. Besides the theory above, here presented the other theory about solving for speaking problems.

According to Penny Ur (2009), there are some solving that can the teacher do to solve the speaking problems. Those are:

a. Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

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. It is a good idea to teach or review essential vocabulary before the activity starts.

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 be see.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each who will regulate participation.

e. Keep students speaking the target language

You might appoint one of the group as 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. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

Nguyen Hoang Tuan and Tran Ngoc Mai (2015) give the suggestion to solve the students' speaking difficulty based on their study at Le Than Hien High School. They give the suggestion for the teacher and the students as follows; First, teachers should improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks.

Secondly, they should help their students to overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance.

Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives. Moreover, speaking skills should be included in tests and exams because the students will be more motivated to learn speaking skills because they are tested. Another suggestion is that the teachers should give students more

opportunities to speak English in class by using some speaking activities that require students to speak. Furthermore, the teachers should decide carefully when and how to correct the students' mistakes so that the students are not fearful of making mistakes and the flow of the students' conversation is not destroyed. In addition, the teacher should encourage students to participate in speaking activities.

Finally, the teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students have more exposure to the language. As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they should practice speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, joining speaking club where they can use English to communicate and speaking on their own in front of a mirror. Finally, they should use English in the class instead of their mother tongue to make it a habit.

2.1.5 Characteristics of a Successful Speaking Activity

After knowing the solution for the speaking problems, the teacher also should know the kinds of the characteristic of a successful speaking activity so that the students' speaking ability will improved and the speaking activity at the class will run well. Ur (2009) gives some characteristics of a successful

speaking activity. Firstly, learners talk a lot, it's mean that as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

Second, participation is even it's mean that classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed. Then, motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. The last is language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehension to each other, and of an acceptable level of language accuracy.

2.2 Past Studies

In the discussion of speaking, specifically about the problem of mastering speaking ability, there are some relevant studies that has been completed. Before this research, there are many researches that study about the student's problem in mastering speaking ability at the school or at the university.

First, the research was conducted by Nguyen Hoang Tuan and Tran Ngoc Mai (2015). They have done a research of *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*. They do the research at Le Than Hien High School Vietnam with the aim to know the factor affecting

students' speaking performance. To get the data, they distribute the questionnaire to 11 grade students that amounting 200 students and 10 teachers at this school. From the research, The result of the research showed that the most common speaking problem was that the students spoke very little or nothing

In speaking classes, most of the teachers said that the students could not think of anything to say. Moreover, they often used Vietnamese and they had no motivation to express themselves. The results from student questionnaire were nearly the same as from the teacher questionnaire. The students reported that they spoke very little or nothing in speaking class. Most of the time, they could not think of anything to say so they used Vietnamese. A significant number of students also claimed that they were fearful of criticism or losing face. They had no motivation to use English to express themselves.

Further, Lai Mei Leong and Masoumeh Ahmadi (2017) have done a research of *An Analysis of Factors Influencing Learners' English-Speaking Skill*. Based on the research finding, they revealed that the problem that faced by students mostly come from the motivation or inner spirit of the student. They found that many students have less self-confident and less comfortable, low self-esteem, higher anxiety and low motivation in speaking.

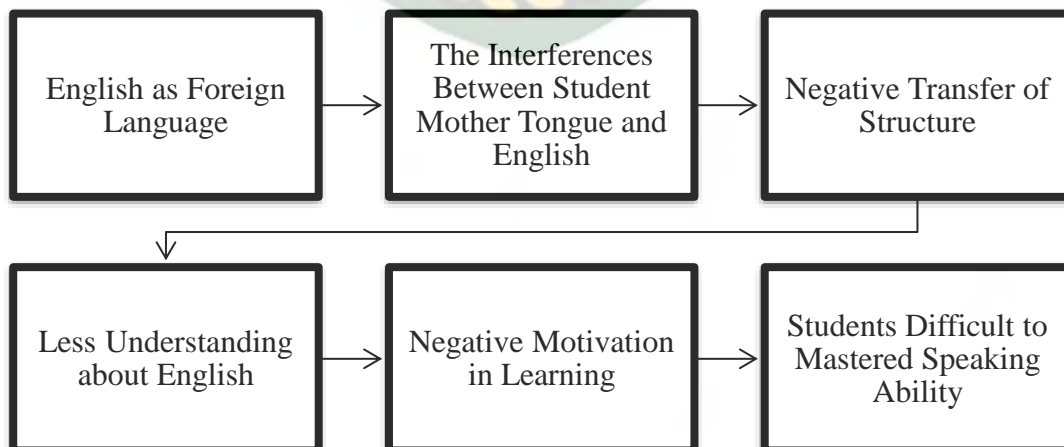
On the other hand, Rahayu (2015) also has done a research about *An Analysis of Students' Problems in Speaking English Daily Language Program At Husnul Khotimah Islamic Boarding School*. The result finding showed that the factors that affect the students are internal factors and external factors. From the

research, the researcher found that students still lack of understanding about grammatical patterns, incorrect pronunciation, lack of vocabulary, less opportunities, students' interest, mother tongue use and less discipline. Besides, the psychological problems also affect the students, such as low motivation and less self-esteem. Further, the factor of unsupported environmental also affect students' speaking ability.

Based on the previous studies above, we can conclude that the problems that affect the students in mastering speaking ability come from internal and also external. Internal factors refer to psychological problems of the students such as low motivation, high anxiety, less self-confidence, less self-esteem, etc. Besides, cognitive or theoretical information of English also affect students' speaking ability such as, less grammatical patterns, lack of vocabulary, mother tongue use, etc. Further, the external factors refer to the factor that come from the outside of the students such as students' environment.

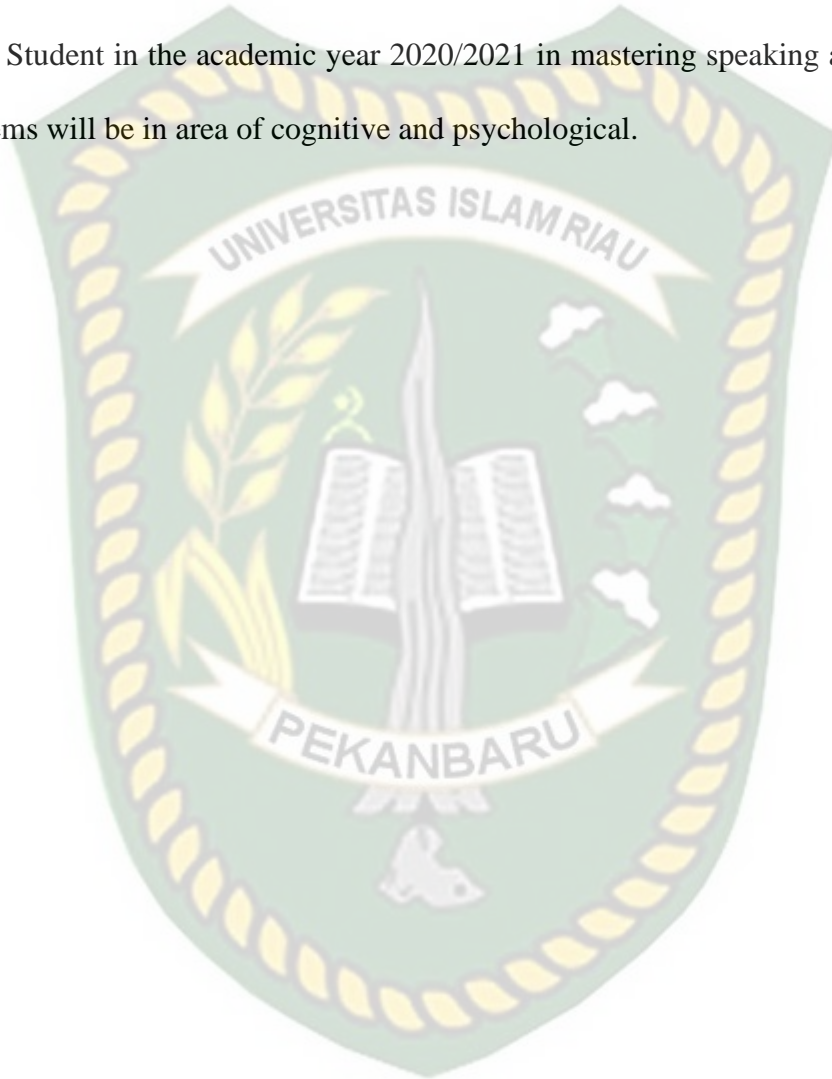
2.3 Conceptual Framework

Figure 2.1 The Conceptual Framework of The Research



2.4 Assumption

Based on explanation on the point, the researcher assumed that there are problems that affect the students' of first semester SMAN 1 Dayun Siak Tenth Grade Student in the academic year 2020/2021 in mastering speaking ability. The problems will be in area of cognitive and psychological.



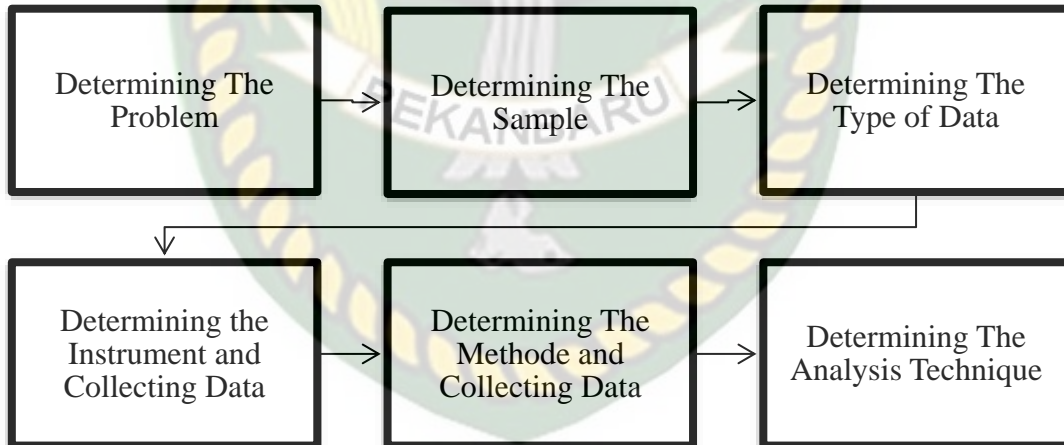
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This design of this research is qualitative research. Sarwono (2006) stated that qualitative research is a process of collecting better understanding about the complexities that involved human interaction. Sarwono (2006) also said that in qualitative research the process is the main concern. By the explanation, it can be concluded that in qualitative research the main attention should be put on the process of the research. Further, Sarwono (2006) has been figured the design of qualitative research:

Figure 3.1 The Qualitative Research Design



As stated at the focus of the problem, this research aimed is to find out problems that affect the students' of first semester SMAN 1 Dayun Siak Tenth Grade Student in the academic year 2020/2021 in mastering speaking ability.

3.2 Source of The Data

According to Sarwono (2006), the data that will be obtained by the process of qualitative research is descriptive data. Commonly, in form of phenomenon. The data will be analyzed in the form of categories. Based on the type of the data, Sarwono (2006) identified there are two kind data sources in qualitative research:

1) Primary Data

This data will be the main data of the research. The data will directly be related to the problem that want to be observe in the research. The data obtained from doing speaking test and questionnarie. In this case, the researcher obtained the data from the questionnaire and speaking test.

2) Secondary Data

The kind of this data refers to the existing data that related to the problem of the research. Commonly in form of text, figure, a record. In this research, the data secondary obtained from books and journal.

3.2.1 Location and Time of The Research

The location in this research is at SMAN 1 Dayun Siak. The research will be conducted on the academic year of 2021 – 2022. Collecting the data for this research will be started from July 2021 until finished.

3.2.2 Participant

The participant of the research determined by the needs of the research. The population of this research is first semester SMAN 1 Dayun Siak Tenth Grade Student in the academic year 2021/2022. There are 20 participants in the

research, and the participants will be asked to do a speaking test and fill the questionnaire. Arikunto (2010) stated that the purposive sample is a technique that determined the sample based on the specific standard and characteristic. The main researcher of the researcher for choosing those population and participant because the student on that level has been face the problems in mastering speaking ability.

3.3 Research Instrument

In collecting the data, the researcher has tools or facilities in order to support the successful of the research. The tools or facilities called research instrument. Sarwono (2002) explained that, questionnaire commonly used in qualitative research to get the data. Besides, the other method may be applied. The research instrument of this research is documentation. Besides, Sarwono (2002) also stated, in the process of collecting the data, the use technology will give a big support in the process of it in qualitative research. In fact, during pandemic of *Covid19*, the using of technology being essential need to support online learning. The technology that often or commonly use such as, sound recorder, computer or internet.

3.4 Technique of Collecting Data

While collecting the data, the researcher going to implemented questionnaire to the students/respondents. The researcher going to distributed the questionnaire to the students in order to get the answer of research question. The researcher separated the questionnaire into two parts: the general information of the respondents or student; and listening strategies.

Table 3.1 Blueprint of Questionnaire

No.	Aspect	Number of Items	Items Number
1.	General Information of Respondents	4	1, 2, 3, 4
2.	Psychological Problems	4	6, 8, 26, 27
3.	Cognitive Problems	6	5, 7, 9, 10, 11, 15
4.	Interlanguage Issues	8	17, 18, 19, 20, 21, 22, 23, 28
5.	External Problems	7	12, 13, 14, 16, 24, 25, 29

3.5 Technique of Analyzing Data

After collect the data, the researcher going to analyze the data that obtained from giving questionnaire. The result of the questionnaire going to be a descriptive data. To analyze the result of the questionnaire, the researcher will calculate the average percentage of each category on the questionnaire. To calculated the percentages of student answer, conventional percentages formula used in this research:

$$X^{(b/c)} = \frac{a^{(b/c)}}{N} \times 100$$

$X^{(b/c)}$ = Percentage Per-Question (agree/disagree)

$a^{(b/c)}$ = Total Student that choose the scale (agree/disagree)

N = Total of Student

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDINGS

4.1 The Description of the Data

The data of the research was analyzed by qualitative research method. The data were taken by conducted questionnaire and speaking test. Further, the research was conducted in class XI of SMAN 1 Dayun Siak that consist of 20 students. The research was accomplished by giving speaking test that followed the topic from the syllabus. The speaking test sent by the student in form of video. The researcher analysed the pronunciation, grammar, vocabularies, fluency and comprehension of the students. After getting the data of speaking test, the data checked and scored by the raters. Meanwhile, the result of questionnaire calculated by using the formula that already mentioned in third chapter.

4.1.1 Questionnaire of Speaking Problem

The questionnaire was conducted during the process of collecting data. Based on the answer of the questionnaires, the researcher found that there were different responses among student in their speaking activity. The result of questionnaire can be seen in this following table.

Table 4.1.1 The Result of Questionnaire

No.	PROBLEMS	STATEMENT			
		AGREE		DISAGREE	
Psychological Problems		AGREE		DISAGREE	
1	I can speak English in front of the class.	14	70%	6	30%
	I am not satisfied with English subject at school.	7	35%	13	65%
	I am so nervous if my friend looks at me when I answer teacher's question.	6	30%	14	70%
	I am so shy to speak by using a microphone.	9	45%	11	55%
Cognitive Problems		AGREE		DISAGREE	
2.	I always give my opinion in discussion.	12	60%	8	40%
	I can answer teacher's question spontaneously.	9	45%	11	55%
	I easily expressed what I thought.	10	50%	10	50%
	I have good motivation in speaking English.	14	70%	6	30%
	I would like to follow English competition.	7	35%	13	65%
	I am interested to English conversation lesson.	15	75%	5	25%

INTERLANGUAGE PROBLEMS		AGREE		DISAGREE	
3.	I love my original language/mother tongue.	20	100%	0	0%
	I can understand what teacher said, but I often use my mother tongue to answer.	12	60%	8	40%
	My intonation in English sounds like my mother tongue.	9	45%	11	55%
	I choose some friends with the same mother tongue.	14	70%	6	30%
	I usually use my mother tongue in group discussion.	16	80%	4	20%
	I like to study English rather than Bahasa.	8	40%	12	60%
	I often mix English and my mother tongue in speaking activity.	13	65%	7	35%
	When I am nervous, I always use my mother tongue.	15	75%	5	25%
External Problems		AGREE		DISAGREE	
4.	I love to stay in English zone/area.	9	45%	11	55%
	I easily understand what teacher said in the class.	12	60%	8	40%
	I hate if my friend cannot speak English.	2	10%	18	90%
	I always practice my speaking ability.	10	50%	10	50%

I am so enthusiast, if the teacher gives attention to me when I speak English.	8	40%	12	60%
I need someone who can speak English fluently to practice my English.	17	85%	3	15%
I like to sing an English song in the class.	7	35%	13	65%
Mean	55%		45%	

As stated above, there are 4 issues that asked to students by the questionnaire, psychological problems, cognitive problems, interlanguage issues and external problems. The questionnaire adopted from previous similar research by Saputra (2020). According to the result, it can be seen that the amount of student that have problems with English speaking are less than students that can learn and follow the activity of speaking as the standard that already given.

4.1.2 Speaking Test

The data were taken from the result of speaking test that given to the students. The speaking test that given still relevant to the topic that taught by teacher as stated in the syllabus and already discussed in the classroom. The result of the speaking test score of students were shown in the table.

Table 4.1.2 Students' Speaking Test Score

No	Initial of Students	Score	Level of Ability
1.	STUDENT 1	3	Good
2.	STUDENT 2	2.7	Good

3.	STUDENT 3	2.5	Fair
4.	STUDENT 4	1.6	Very Bad
5.	STUDENT 5	2.9	Good
6.	STUDENT 6	3.6	Excellent
7.	STUDENT 7	2.3	Fair
8.	STUDENT 8	2.5	Fair
9.	STUDENT 9	2.5	Fair
10.	STUDENT 10	1.9	Very Bad
11.	STUDENT 11	1.8	Very Bad
12.	STUDENT 12	3.2	Good
13.	STUDENT 13	2.6	Good
14.	STUDENT 14	2.6	Good
15.	STUDENT 15	2.5	Fair
16.	STUDENT 16	2.2	Fair
17.	STUDENT 17	3.4	Good
18.	STUDENT 18	2.5	Fair
19.	STUDENT 19	1.9	Very Bad
20.	STUDENT 20	2.8	Good
MEAN		2.6	Good

Those data are calculated data that come from 5 composition of speaking that already mention in previous chapter, pronunciation, grammar, vocabulary, fluency and comprehension. The researcher calculated the score that given by both raters for each student. After that, the researcher started calculated the score from the score of each skill (shown in appendix). After getting the score for each skill, the researcher calculated the mean to find out the score of students' speaking ability.

4.2 Data Analysis

The data was taken from speaking test that gave to students. Even though the mean score of the speaking test showed a good standard. Based on the result, there are some students still have low speaking ability and need to be develop to reach the qualification or minimum standard.

The result of speaking test showed that the mean score for speaking ability of the students is 2.6. it can be classified that the speaking ability of all participant is in good or appropriate standard. The mean score derived from the following formula:

$$M_x = \frac{\sum x}{n}$$
$$M_x = \frac{51}{20}$$
$$M_x = 2,6$$

It showed that more than 50% students have no serious problem with their speaking activity. Meanwhile, the percentage come from the formula:

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

$$P = \frac{16}{20} \times 100\%$$

$$P = 80\%$$

4.3 Research Finding

4.3.1 Questionnaire of Speaking Problem

The result of questionnaire showed that, in first issues or problems the result showed 70% students were able to speak in front of the class and it showed that most of students have appropriate confidence to speak at the class. Further, the result also showed that only 7 students have less satisfaction about English subject at their school. Besides, according to the result of questionnaire, it is less than 50% of the students that still shy or have less confidence to speak in front of many people. By seeing those result it can conclude that students of SMAN 1 Dayun Siak have good motivation and confidence about English, specifically for speaking activity.

Further, the second issues that discussed on the questionnaire is cognitive problems in speaking. Based on the result there are 60% students can confidently involve in English class discussion. Besides, it can be seen that more than 60% of the student in appropriate level in speaking ability and with those fact most of them love to join or involved in English speaking class. Even tough, half of them cannot

spontaneously expressed what they thought or answer teachers' question, in average the students are still in appropriate motivation and cognitive level.

Furthermore, the questionnaire results also showed that positive or good English-speaking environment give big contributions for student speaking motivation and development of their speaking ability. It can be seen, more than 70% of the student need and want to be with people who can speak fluently during their speaking activity.

In fact, interlanguage being the biggest problem for in student English-speaking activity. This fact supported by the questionnaire results about interlanguage issue that answered by the student. Most of the student, often to mix their English with their mother tongue, in this case, Bahasa. Also, the students realized that their mother tongue gave some obstacles in developing their English-speaking ability. The data showed more than 70% of the students have this interlanguage issues.

4.3.2 Speaking Test Result

Based on speaking test, the result showed there was only 4 for student that have low speaking ability. Most of the student are still in appropriate level of speaking ability. The percentages of student score in average of the class can be seen in this following table.

Table 4.3.1

Student Percentages of Test Result

No	Level of Ability	Number of Student	Percentage
1	Excellent	1	5%
2	Good	8	40%
3	Fair	7	35%
4	Very Bad	4	20%

Those percentages come from calculating all the score from every skill as stated on the rubric per each student. After getting the score for every student, the researcher separated them based on the level of the ability. Besides, the score itself is the result of calculated score that rated by the raters. The scores stand for, students' pronunciation, grammar, vocabulary, fluency and comprehension.

In detailed, the researcher had calculated the score of each composition in order to measure student's ability for those each composition. Based on the data, students' pronunciation can be categorized in good level with mean score 2.6 with only 6 students that cannot reach the standard. It is balance enough with the fluency of the students, that categorized in fair level with the mean score of fluency that reach 2.5 in score.

Moreover, in vocabulary aspect, the ability of the student can be classified as good level. It is shown by the mean score, 2.6 in score. Most of the student are in appropriate level with only 4 students that still in low level for this ability. Moreover,

students' reach 2.4 in score. There were 65% students are in fair to good level in grammar. In Additional, the comprehension ability of the student can be categorized in good level. The result showed more than 60% of student can comprehend about what they say in speaking activity. That statement also supported by the mean score of comprehension ability that reach 2.6 in score.

4.4. Discussion

The discussion is based on how is students' perceptions about their speaking activity and the problems on it. Those perception collected by conducted questionnaire section. Besides, in order to support the result of the questionnaire, the researcher also conducted a speaking test to see the correlation between student perception with students' speaking ability.

The research finding showed the variation students' perceptions about speaking activity and its problem. The questionnaire arranged by the researcher to collect the perception about 4 issues in speaking activity, psychological problems, cognitive problems, interlanguage problems and external problems. Based on the result, the motivation and confidence about English at SMAN 1 Dayun Siak can be categorized in good level, specifically for speaking activity. More than 60% students have positive perception about this issue.

The positive perception of motivation and confidence cannot be separated by the students' perception about their knowledge in English, in this case, for speaking activity. In cognitive issues, most of them can followed the learning or speaking activity when they have enough time to think about what they say or heard. Even though, half of them need more time than the others and cannot speak spontaneously, the perception of it also still in good level.

Besides, most of them have similar perception about positive English environment and mother tongue issues. They realized that good English learning environment is needed for their speaking ability development. More than 70% of the students hoped for positive learning environment and high standard guidance. Moreover, almost all of students have similar perception that interlanguage effect their speaking ability. Meanwhile, even the interlanguage being a problem for the students, it still can be concluded that more 60% of student perceptions are in positive direction.

As the strengthen, the speaking test also conducted to see the correlation between students' perception and students' speaking ability. Students' pronunciation categorized in good level. Only 6 students that cannot reach the appropriate standard. It is followed with the fluency score of the students, that categorized in fair level with the mean score 2.5.

Furthermore, there only 7 students are in low level for grammar ability with mean score 2.4 for the whole class score. Besides, the vocabulary ability of the student has balance standard with their comprehension in speaking activity. It is 2.6 for those to aspects. Based on all those scores for each skill, the result showed there 80% of the student still in appropriate standard or can reach the minimum standard. Most of the student are still in appropriate level of speaking ability.

From the data above, showed that the biggest problem that faced by the students in speaking activity is interlanguage issues. The interlanguage issues faced by most even all of the participant. But luckily, according to the result of questionnaire, that problem does not give serious impact to their motivation and confidence in speaking activity. In order to maximize student speaking it is still a must to solve that problem. Moreover, from the result of the questionnaire and the result of speaking test, it also can be seen that the correlation between students' perceptions and students' speaking ability cannot be separated.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducted the research at SMAN 1 Dayun Siak, it can be concluded the biggest problem for students speaking activity is interlanguage issues. This issue faced by most of the students. Luckily, that problem does not give significant impact for students' motivation and confidence in speaking activity. It proved by the following facts that researcher found after the research.

In psychological issues, students of SMAN 1 Dayun Siak categorized in good level for their speaking activity with more than 60% students have positive perception about the issue. Next, in cognitive issues, even though, half of the students need more time to think and cannot speak spontaneously, the perception of it also still in good level. Further, almost all of students have similar perception about good English-learning environment. Students believe that it is needed for their speaking ability development. Besides, almost all of students also have similar perception that interlanguage effect their speaking ability.

Furthermore, in order to support the validity of questionnaire result, speaking test also conducted in this research during the observation. In detailed, students' pronunciation categorized in good level with mean score 2.6; students' fluency categorized in fair level with the mean score 2.5; students' vocabulary, categorized in good level with mean score 2.6; students' grammar categorized in fair to good

level with the score 2.4; and students' comprehension categorized in good level with mean score 2.6. According to the result of the questionnaire and the result of speaking test above, it can be seen that the correlation between students' perceptions and students' speaking ability cannot be separated.

5.2 Suggestion

There are some suggestions to offer to the English teachers and the other researchers based on the research findings:

1. Teacher need to pay attention to students' problem in speaking activity, so teacher can maximize the effectivity of teaching and learning strategy.
2. Teacher need to give more concern to interlanguage issues that commonly faced by most of students in this country, in this case, faced by the students of SMAN 1 Dayun Siak
3. Student need to listen more of native sound and learn about English structure to help them solve interlanguage issues and improve the others aspect in speaking activity.
4. Last, the researcher hopes the result of this research can be used as an additional reference.

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