AN ANALYSIS OF SPEAKING PROBLEMS OF THE FOURTH SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

A THESIS

Intended to Fulfill of the Award of Sarjana Degree In English Language Teaching and Education

By

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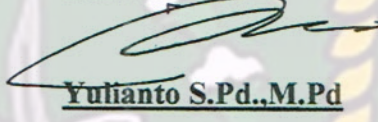### 19th august, 2021
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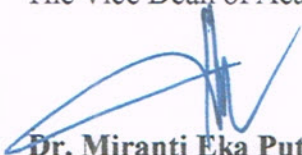
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I declare that this thesis is the result of my own work, except for quotations (either direcly or indirectly) that i took from various sources and mentioned them scientifically. Then I am responsible for data and facts, which containt in this thesis.

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ABSTRACT

Rahmawati, 2021, An Analysis of Speaking Problems of the Fourth Semester Students at English Language Education of FKIP UIR. Thesis . Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords : Analysis, Speaking, 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 fourth semester students at 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 quantitative with descriptive survey approach. There were one class that were being the sample and it was consisted of 45 students class B of Fourth Semester at English Language Education of FKIP UIR. The instrument of this research was closed questionnaire of speaking problems indicators. There were 20 question for questionnaire. In this research, speaking problems indicators consisted of four components: Inhibition and not being confident to speak, nothing to say and not being used to talk in class, low or unevent participation and afraid of making errors, mother tongue use and afraid of being mocked. The students speaking problems can be seen by the indicators of speaking problems by find out from students answered on the questionnaires.

The researcher analyzed the data questionnaire and found out higest percentage, inhibition and not being confident to speak has the highest percentage faced by the fourth semester students at english language education of FKIP UIR with mean percentage 10% strong agree, 52% agree, 21% neutral, 16% disagree, 1% strong disagree. In conclusion, the result from the questionnaire by using 4 indicators of factor students speaking problems in english. It is found that Inhibition and Not being confident to speak is the problem speaking of the fourth semester at English language education of FKIP UIR.

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CHAPTER I

INTRODUCTION

1.1 The Background of Problem

In learning English, we must know and master four skills when learning English, such as they must listen, speak, write, and read. These four skills have an important bond with each other and are related to one another. Of the four draws, speaking is one of the most important skills when learning English.

Farah Sukmawati Wahidah (2016), Speaking is one of the main language skills. Speaking is considered to be the primary language skill that students must possess. And this is the key to communicating with others that students must understand and master. Therefore the importance of learning Indonesian so that students can speak English as well as possible and fluently. Sayuri (2016), In Indonesia, English is a second language that everyone must learn and master, especially students. For Indonesians, English is quite difficult to learn because their mother tongue is Indonesian, not English. To make learning English easier, this has been taught since students at kindergarten or playgroup level.

Speaking is very important in learning a second language. Despite its importance, speaking has been neglected in schools and universities for various reasons such as the emphasis on grammar and the unfavorable proportion of teacher pupils. Speaking was absent from testing due to problems in assessing objectively and the time it took to perform the speaking test Lai-Mei and Seyedeh (1987). Speaking is a skill that deserves attention in both the first and second languages. Learning speaking skills is the most important aspect of learning a

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second or foreign language and success is measured based on the ability to carry out conversations in that language Nunan in Lai-Mei and Seyedeh (1995). The ability to speak English is one of the most important skills where if our speaking ability is good it will be able to affect the whole in learning English, therefore it is important to develop and improve language learners, especially in an academic environment Morozova (2013) in ubaedillah (2019).

Based on several facts it has been found that there are many problems when speaking English, especially in the student environment. Most of them cannot speak English very well due to several factors. There are various factors that cause students' difficulties in speaking English. students strongly agree with the fact that self-confidence is their biggest culprit when speaking English. The next important factor is students' concern about making grammar mistakes. The next factor is students who are afraid of being criticized by teachers or friends, worry about attention, lack of motivation to learn English, and students agree about the difficulty of finding a partner outside the classroom to practice speaking English. Lack of word-for-word understanding in English. And they tend to be embarrassed when they want to speak because they feel like they will mispronounce the language. Litters are also their biggest problem or factor. In order to help students overcome problems in learning to speak, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities Nguyen's Hoang Tuan (2015)

This research is to analyze students' problems in speaking, the limitations of this study focus on the types of speaking problems based on Ur (2009), the are, inhibition, nothing to say, low or uneven participation and mother tongue use.

In Indonesia, students learn four skills in English. They read, write, speak and listen. In this case the researcher wants to improve the students' speaking skills. This is because most of the students still don't speak the skills of Siska & Konder and Wahyudin (2016). The factors above can occur due to student difficulties when speaking in English, all speaking problems must be solved by the English teacher, and the problems faced by students in speaking English must be identified by the English teacher and the teacher can solve a problem because of proficiency in speaking in English is very important and beneficial for students in the future.

Based on the above findings, the researcher provides a solution for students and teachers to improve student abilities, while for teachers, it is better to improve performance conditions first by providing a motivation or tie for students to prepare and carry out speaking tests in English. How to use the teacher's mind map should be able to help students overcome an obstacle and make them confident and comfortable if they want to speak in English, and for students they should also better understand how important a speaking skill is.

From the explanation above, the researcher is interested in taking a performance in a group where students are asked to demonstrate and see a collaboration in the group to apply a shared understanding and apply knowledge and skills in various contexts and the researcher can find out the problems

experienced by students. In this study, the researcher analyzed the problems in English speaking skills of SMAN 1 Tapung Hilir. Mean while, students when learning English rarely speak English and are more likely to use their mother tongue.

Based on the explanation as explained before the researcher found the case, and was interested in conducting a research entitled " AN ANALYSIS OF SPEAKING PROBLEMS OF THE FOURTH SEMESTER STUDENTS AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR ". And hope is used for English language lectures, and especially for his own research.

1.2 Setting of the Problem

From the above background, the researcher is safe to research and find out students' problems. First, students have not been able to speak fluently in English. Where they feel embarrassed to speak English in front of the class and when they want to express their opinion to others or to the teacher.

Second, the students are afraid of making mistakes when they try to speak English. Because the student is afraid they would get a correction from the English teacher and laugh by their classmates.

Third, students do not have high motivation to express themselves when they get material or topic that they do not understand, and the region did not support to make the students interest to speak English. Finally, the students did not have enough vocabulary to speak and express their minds.

The last problem is the students lack knowledge about grammatical and vocabulary. So when the teacher asks to the students, the students just keep silent.

1.3 Limitation of the Problem

In this study, the researcher limits the research entitled " An Analysis of Speaking Problems of the Fourth Semester Students at English Language Education of FKIP UIR " to several points and focuses on the types of speaking problems according to Ur (2009), that are: inhibition, nothing to say, low or uneven participation and mother tongue use. And Heriansyah (2012) also found that there were several problems related to nonlinguistic problems that are : not being confident to speak, not being used to talk in class, afraid of making errors, and afraid of being mocked by friends.

1.4 Formulation of the problem

The following formulation "what are the Fourth Semester Students 'Speaking Problems at English Language Education of FKIP UIR?

1.5 Objective of the Research.

The purpose of this study, the researcher wanted to know the speaking problems of fourth semester students at English Language Education of FKIP UIR.

1.6 Significance of the Research

The result of this research is expected to provide benefits for several parties, as follows:

1. A teacher must pay more attention to the oral performance of students

2. Helping students in overcoming problems in English.

3. Providing information to researchers about the speaking skills of Fourth Semester students at English Language Education of FKIP UIR.

1.7 The Definition of the Terms

Speaking is one of the major skills of language. Speaking is considered as the main language skill that students should improve. It is a key to communication and is the most important skill of language that must be mastered by students because speaking should be applied in daily communication Wahidah (2016).

Analysis: analysis is any technique for making inferences by objective and systematically specified characteristics of message Holsti (1980).

Speaking problems: speaking problems are something that is difficult when interacting which has a meaning that involves producing, giving, receiving, processing information. Ur (2009) mentioned four factors that make speaking difficult for second or foreign language students such as inhibition, nothing to say, mother tongue use, and low or uneven participation.

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CHAPTER II

THE REVIEW OF LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Speaking

Speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts Chaney (1998) in Leong & Ahmadi (2017). Speaking is an important part of learning in teaching and learning a second language. Derakhshan et al (2016) Speaking is the production skill that is included in two main categories: accuracy and fluency. Where fluency and accuracy when speaking in English must be clear because mispronunciation will affect the meaning of the word itself. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information Hadijah (2014). Speaking is undoubtedly an essential tool for communicating, thinking, and learning Rizki Hawalaina et al (2018).

Leong & Ahmadi (2017) Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is considered one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. He added that they generally face problems using foreign languages to express their thoughts effectively. A speaker really needs to find and understand the right words and good and correct grammar to convey something meaning accurately and precisely and needs to arrange a word that is easy to understand for the listener.

Al Hosni (2014) Speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learned. Rather than oral skills being simply one aspect of learning a language, the spoken form in the young learner's classroom acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning and communication.

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significance and its use for communication Dewi et al (2017). He said that it is very important to be able to speak English because English is an international language that can be accepted by the world in general therefore this is very useful and to improve their abilities and make it easier for them to get a job.

According to Brown (2004) in Rahmawati (2017), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. To practice English skills, it should be noted that for those who are learning English at a certain time it is quicker to adjust themselves to convey an idea even though there are still common mistakes. Some learners with better phonetic abilities do better listening which can result in more success in speaking. Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which students can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints of Mina Farabi et al (2017).

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill Mina Farabi et al (2017).

Generally, speaking is the ability to express something in a spoken language. It is simply concerning putting ideas into words to make other people grasp the message that is conveyed. In this study, the term "speaking" is to one of the four skills related to language teaching and learning Al-Tamimi & Attamimi (2014). Speaking is the active use of language that produces information or meaning. Talking is the key to communicating with other people. Speaking is one of the basic language skills that must be mastered by foreign English learners because it is significant and its use is for communication Ratna Sari (2017). Speaking activities also involve production and acceptance and delivery of a thought, idea, or information that is influenced by the speaker, experience, physical environment and goals. Speaking is also a complex process of verbal communication that requires many people, including listening, vocabulary, grammar, and pronunciation. Speaking is an important part of learning and teaching a second language. Despite its importance, over the years, teaching speaking has been underestimated and English teachers continue to teach speaking only as a repetition of the exercise or memorizing Kayi's (2006) dialogue. Learning to speak is considered more difficult by students than learning to understand spoken language. Simply put, in learning to speak students not only

listen to the speaker but also practice their speaking skills in real communication. So it can be concluded that speaking is a very important language skill because by speaking we can express ideas, opinions or feelings to others, and can give and receive important information through speaking where speaking uses clear articulated words or sounds that can persuade and, entertain.

2.1.2 Function of Speaking

Based on its function, speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes Nunan (1999) in Situjuh Nazara (2011). Interactional language engages people for social reasons as illustrated previously. Transactional language is for service encounters like ordering drinks or booking a ticket. However, these purposes are usually intertwined Thornbury and Slade (2006) in Situjuh Nazara (2011) and so the distinction between interactional and transactional language seems to be used for language learning awareness. So it is very important for students to always practice speaking English fluently and successfully in order to understand interaction with other people in English.

Talking about interaction, interaction is a conversation that occurs between one person and several people in daily activities. when that interaction occurs they will tend to exchange greetings with each other, chat lightly and tell their experiences. Meanwhile, a transaction is something that focuses more on the meaning or message conveyed, for example, the teacher teaches and explains material to students etc. Conversely, talking about performance refers to a lecture

in general that is delivered or addressed to the audience, for example, such as a presentation in class, a public announcement or a speech.

From the above definition, speaking is an activity where humans can express ideas, thoughts, opinions, and can exchange information using expressions in the form of communication or interaction that involves one person with several people. Therefore, communication tools are very necessary and important for people to have good speaking skills.

2.1.3 Purpose of Speaking

This is to communicate. Where communication is the sending and receiving of messages or news between two or more so that people, so that the message in question can be understood and conveyed properly.

Speaking skill is the ability to pronounce an idea that exists in an individual which involves aspects of pronunciation, vocabulary, and structure. The purpose of speaking is to express an idea or feeling that exists in an individual obtained from listening to material or teaching material Martin Nurwida (2016).

2.1.4   Component of Speaking

Brown (2003) in Moh. Ilham et al (2019). elaborates four components of the assessment of speaking skills concerned with content pronunciation, grammar, vocabulary and fluency.

1. **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 grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2. **Grammar**

   It is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate the structure and to distinguish appropriate grammatical forms is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. **Vocabulary**

   Someone cannot communicative effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. That's why vocabulary means the appropriate diction which is used in communication

4. **Fluency**

   Fluency can be defined as the ability to speak fluently. 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. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

2.1.5 Indicator of Speaking Problem

Ur (2009) mentioned four factors that make speaking difficult for a second or foreign language students such as inhibition, nothing to say, mother tongue use, and low or uneven participation:

a. Inhibition

The students are usually inhibited when trying to speak some words in speaking activities. Because they worry about making mistakes and are simply shy in speaking in 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 confidence and vocabulary in speaking ability and they feel insufficient to speak when they want to express what they want to say.

c. Low participation

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

d. Mother tongue use

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

Heriansyah (2012) also found that there were several problems related to nonlinguistic problems namely not being confident to speak, not being used to talk in class, being afraid of making errors, and afraid of being mocked by friends.

a. Not being confident to speak

High self-esteem is absolutely necessary when speaking in public. High confidence will allow you to master the stage and the material you will convey.

b. Not being used to talk in class

In a classroom situations, sometimes students who have a high ability to speak will dominate the conversation rather than the students with low ability in speaking. Thus, the students with low ability in speaking will not be used to talk in class.

c. Afraid of making errors

Since EFL students are not native speakers of English, they are most likely accustomed to the fear of making mistakes when speaking English. The fear is actually a feeling when we want to say something when talking to other people, but we keep it instead because we are not sure whether it is right or not. Taiqin (1995) in his study mentioned that ninety-five percent of the students were afraid of making mistakes in class or not comfortable when they made a mistake.

d. Afraid of being mocked

Students are afraid to speak English because they are afraid of making mistakes related to intonation, pronunciation, and grammar as the frequent errors in speaking. They believe that they will get a bad response from their fellow students, such as mocking if they make mistakes during speaking.

2.1.6 The Solution to Solve the Students' Speaking Difficulty

According Ahmad Maher (2016) to the explanation of the solution in solving their speaking difficulties.

1. The Solution to Solve Fear Mistake

In terms of possible solution to overcome students' fear of mistakes, Zua (2008) in Ahmad Maher (2016) gives several suggestions. First, she suggested that between teachers and students must have and build emotional bonds so that both will feel confortable. Second, teacher must increase students concentration in learning and create a confortable atmosphere and a harmonious that reduces students nervousness

2. The Solution to Solve Lack Confidence

With regard to possible solution to overcome the students' lack of confidence, Kubo (2009) in Ahmad Maher (2016) to build students' confidence in speaking English , teacher can provide opportunities for students to rotinely practice correct pronunciation and intonation, and speak freely. Therefore students can feel great abilities and the teacher creates a confortable learning atmosphere and encourages to speak English and give Praise.

3. The Solution to Solve Lack Motivation

Aftat (2008) in Ahmad Maher (2016) suggets that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions 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.

4. The Solution to Solve Shyness

In terms of possible solution to overcome shyness, Pesce (2011) in Ahmad Maher (2016) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. The above solutions to reduce shyness are worth doing.

2.1.7 The Characteristics of Successful Speaking

According to Ur (2009) defines there are some characteristics:

1. Learner talk a lot

2. Participation is even

3. Motivation is high

4. Language is of acceptable level

2.2 Relevance Study

Hendra Heriansyah (2012). This research is entitled "Speaking Problems Faced By The English Department Students of Syiah Kuala University". This research was conducted in the English department at the faculty of education and teacher training at Syiah Kuala University. Where the subjects chosen by the researcher were all 3rd semester students majoring in English who got the lowest scores in the speaking class. The study took a sample of 10 students from 25 students.

This research discusses the difficulties and causes felt by the students of the Syiah Kuala University Department of English in learning to speak and the efforts made by them to overcome their difficulties. Researchers used data collection by using interviews and observations as the main instruments.

From this study the researcher got the results of the Types of Student Difficulties in speaking. Of the ten respondents who were interviewed, it turned out that there were twelve kinds of difficulties faced by students in speaking. The most problems felt by respondents were: lack of vocabulary, not confident to speak, not being used to speaking in class, and difficulty expressing words or sentences. The difficulties faced or felt by students in speaking can be divided into two kinds of problems, namely linguistic problems and non-linguistic problems. There are three difficulties with linguistic problems. They lack vocabulary, lack knowledge of grammar, and poor pronunciation. Meanwhile, the 9 difficulties dealing with non-linguistic problems are, not daring to speak, not being confident to speak, being afraid to speak, afraid of making mistakes, Fear of being teased by

friends, nervous to speak, not used to speaking in class, difficult to express words -words or sentences, and confused how to use the right words.

Alimun Pane. (2020) the title of the research is "Analysis of Student's Problem on Speaking Ability or The Second Semester of English Language Education of FKIP UIR. This study is interested in knowing and investigating students' problems in learning to speak English. This researcher researched using the theory of Ur (2009), namely: 1) Inhibition. 2) Nothing to say. 3) Low participation. 4) Mother tongue.

This research was conducted in the second semester of the Islamic University of Riau, where the sample used was 20 students. Where data collection uses qualitative descriptive methods using instruments in the form of questions and interviews. Researchers analyzed the data and found out the results of questionnaires and interviews using four indicators of student speaking problem factors in English.

It is known that the use of the mother tongue is due to the fact that in the second semester of English Language Education, Faculty of Teacher Training and Education experienced problems in speaking, causing students to lack confidence when speaking English, and lack of student vocabulary. That's because students often use their mother tongue. If students do not use English during lessons, an English environment will not be created. Usually students use their mother tongue when they do not know words in English, and the topic / or material is difficult, this is because students do not master the vocabulary contained in the topic. So, they use their mother tongue to make their speech clearer.

Farah Sukmawati Wahidah. (2016). The title of the research is "Students' Speaking Problems And Factors Causing It". This research was conducted to determine students' problems in speaking English and the factors causing it. This research was conducted by second semester students of the English Language Teaching and Education Department of Gunung Jati University of Cirebon in the academic year 2014/2015.

Researchers used data collection with consisted qualitative observational case studies, there were 8 classes, and each class of 25 students, and the researcher took a sample of 25 students. Researchers use observation and quesionnare methods. The results obtained from this study are in the Problems of Students Speaking English. The results of the study reveal that students have many problems speaking English. They are: (1) the meaning or content of the conversation; (2) lack of vocabulary; (3) pronunciation; (4) and feelings of shame. The results of the student questionnaire revealed that 5% in understanding meaning, 32% in vocabulary, 4% in pronunciation, 49% in shy, and 1% in sending messages. The majority of students strongly agree that shyness is their biggest problem in speaking English. The students often feel shy when they are embarrassed to speak. The next two important problems are lack of vocabulary. Their vocabulary bank is very meager. Then, because of their vocabulary problems they face difficulty understanding the meaning or content of the conversation.

Factors Causing Students' Problems in Speaking English The results show that the majority of students (43%) strongly agree on the fact that self-confidence is the biggest cause of their problems in speaking English, 29% of students are

worried about making grammar mistakes, 21% of students fear of criticism or losing face in front of an audience or worrying about audience attention, respect, or appreciation; and 7% of students agree about difficulties finding a partner outside of the classroom to practice speaking English.

2.3 Conceptual Framework

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

Figure 2.1 conceptual Framework

```
┌─────────────────────────────────────────────┐
│  AN ANALYSIS OF SPEAKING PROBLEMS OF THE     │
│  FOURTH SEMESTER STUDENTS AT ENGLISH         │
│  LANGUAGE EDUCATION OF FKIP UIR              │
└─────────────────────────────────────────────┘
                      ⬇
              ┌──────────────────┐
              │   Quantitative    │
              └──────────────────┘
                      ⬇
              ┌──────────────────┐
              │   Quetionnaire    │
              └──────────────────┘
```

Panner Ur (2009) ⬌ Heriansyah (2012)

1. Inhibition 2. Nothing to say 3. Low participacion 4. Mother tongue use	1. Not being confident to speak 2. Not being used to talk in class 3. Afraid of making errors 4. Afraid of being mocked
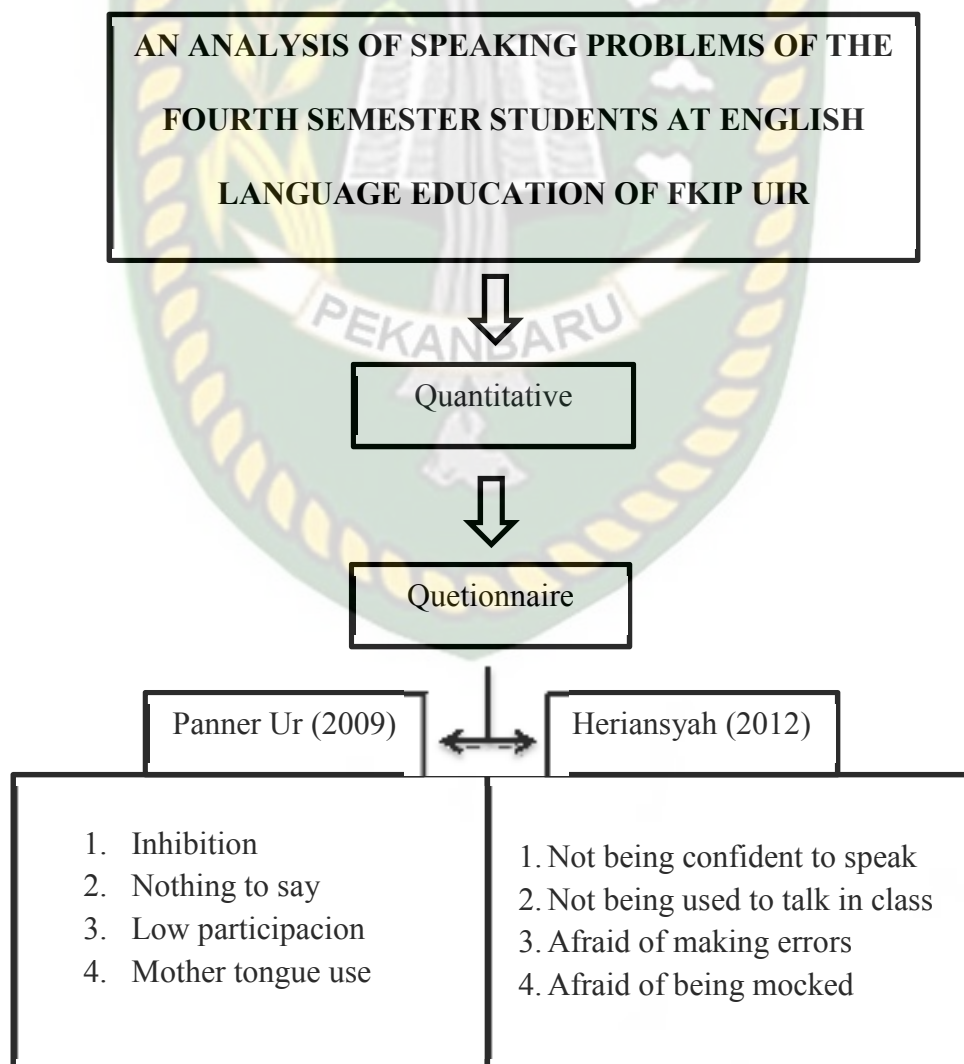
Figure 2.1 Shows that speaking is a skill that students must learn and master. Where at this time a lot of students still have difficulty speaking in English. Where the difficulties they can have various problems. For example, they are embarrassed when they speak English, they feel wrong speaking, lack of known vocabulary and they always use their mother tongue when learning English.

2.4 Assumption

The researcher assump that the fourth semester students at English Language Education of FKIP UIR have a some problem speaking when speaking English.

CHAPTER III

RESERCH METHODOLOGY

3.1 Research Design

This research design is a set of methods and procedures used to collect data and analyze research. In this study used quantitative research. It is designed to obtain information on the current state of the phenomenon and is directed to determine the nature of the situation at the time of the study. According to Arifin (2011) quantitative reserach is research that used to answer problems trought careful measurement techniques for certain variable, so as to produce generalizable conclucion, regardless of thr context of time and situation as well as the type of data collected, especially quantitative research. This method aims to describe the nature of the existing conditions In this study, the students' problems in speaking were also described.

3.2 Source of Data

3.2.1 Location and Time of the Research

The location of this research at English Language Education of FKIP UIR 2021

3.2.2 Population and Sample of the Research

a. The Population

According to Darmadi (2011) a study can be both population research and sample research, population research is all objects in the research area used as

research subjects, while research that is a sample research only a part of the research subjects were selected and considered to be representative of the whole.

The population of this research are the fourth semester students of English Language Education of FKIP UIR.

The total number of population is 94 students. In order to know population completely it is described in the table below.

Table 3.1

No	Class	The Number of students
1	A	49
2	B	45
Total		94

b. The Sample

According to Darmadi (2011) research which is a research sample is only part of the research subject selected and considered to represent the whole. Sampling is the process of selecting a number of individuals in a study in such a way that these individuals are representatives of a larger group on the name of the person chosen. The purpose of sampling is to use some of the individuals under investigation to obtain information about the population.

Table 3.2

No	Class	Sample
1	B	45
	Total	45

3.2.3 Instrument of the Research

The instrument of the research are questionnaire.

a. Questionnaires

Questionnaires are another type of data collection tool which still includes the paper and pen method according to Sukardi (2013). In this study using a questionnaire because by using a questionnaire the answers will be well structured. In this issue the questionnaire used to answer various problems in speaking English students In this issue the questionnaire used to answer various problems in speaking English students of the Fourth Semester students of English Language Education of FKIP UIR.

According to Wijaya, Raden (2013) there are some steps to calculate the questionnaire by using Five-Likert Scale.

Notes :

Strongly Agree   (Sangat Setuju)   : (SS)

Agree   (Setuju)   : (S)

Neutral   (Netral)   : (N)

Disagree   (Tidak Setuju)   : (TS)

Strongly Disagree (Sangat Tidak Setuju)   : (STS)

This questionnaire are adopted from 2 researchers, namely Ur (2009) and Heriansyah (2012). Because the items of the questionnaire from the two researchers have some similarities, so one must choose one that has similarities from the questionnaire. As for the indicators from Ur is inhibition, nothing to say, low or uneven, mother tongue use. While from Heriansyah is not being confident to speak, not being used to talk in class, afraid of making errors, afraid of being mocked. This questionnaire are distribute to forty-seven students who have pased the Speaking In Academic Contexts. The results of the questionnaire can be shown in the table below.

There are choise that must be answer by students strongly agree, agree, neutral, disagree, strongly disagree. The following table is the blueprint of the questionnaite

Table 3.3

The following table of blueprint of the questionnaire

No	Indicator Ur (200) and Heriansyah (2012)	item
1	Inhibition and Not being confident to speak	1-5
2.	Nothing to say and Not being used to talk in class	6-10
3.	Low or unevent and Afraid of making errors	11-16
4.	Mother tongue use and Afraid of being mocked	17-20

Table 3.4

Table 3.4 The Questionnaire of Speaking Problems

No	SPEAKING PROBLEM	INTENSITY				
		SA	A	N	D	SD
1.	I feel embarrassed when I am asked to speak English in front of many people. *(saya rasa malu ketika saya ditanya untuk berbicara bahasa Inggris di depan banyak orang)*					
2.	I feel unsure of myself when I am asked to speak English. *(saya merasa tidak yakin pada diri saya sendiri ketika saya diminta untuk berbicara bahasa inggris).*					
3	I feel difficult when I am asked to speak English spontaneously. *(saya merasa sulit ketika saya diminta untuk berbicara bahasa inggris secara spontan).*					
4	I feel difficult when I am asked to speak English if the time is given limited.*(saya merasa sulit ketika saya diminta untuk berbicara bahasa inggris jika waktu yang diberikan terbatas)*					
5	I feel worry making mistake in grammar when speaking English. *(saya merasa cemas membuat kesalahan dalam tata bahasa ketika berbicara bahasa inggris)*					
6.	I don't like group discussion activities in English. *(saya tidak suka diskusi kelompok dalam bahasa inggris).*					
7	I am reluctant to participate when there are some friends who are more dominant in a group discussion. *(saya enggan berpartisipasi jika ada beberapa teman yang lebih dominan dalam diskusi kelompok).*					
8.	I prefer to be silent / not participate if I am asked to discuss in English with group mates by lecturers. *(saya lebih memilih diam / tidak berpartisipasi jika diminta berdiskusi dalam bahasa inggris dengan teman satu kelompok oleh dosen).*					

To be continued

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9	I feel lack of knowledge when speaking english. *(saya merasa kurangnya pengetahuan ketika ketika berbicara bahasa inggris)*					
10	I feel more comfortable speaking Bahasa Indonesia when speaking class is ongoing. (*saya merasa nyaman berbicara bahasa indonesia saat kelas berbicara sedang berlangsung).*					
11	I'm not flient in English yet.*(saya belum lancar dalam bahasa inggris)*					
12	When i speak english i don't have motivation to express myself. (*ktika saya berbicara bahasa inggris saya tidak memiliki motivasi untuk mengekspresikan diri saya).*					
13	I often use Bahasa Indonesia when I am speaking in class. *(saya sering menggunakan bahasa indonesia ketika saya berbicara di kelas).*					
14	I don't feel confident when I am asked to speak English. (*saya tidak merasa percaya diri ketika saya diminta untuk berbicara bahasa inggris).*					
15	I'm not used to speaking English in the classroom. (*saya tidak terbiasa berbicara bahasa inggris dikelas).*					
16	I feel worry for getting criticism when speaking english. *(saya merasa cemas mendapatkan kritik ketika berbicara bahasa inggris.)*					
17	I'm afraid of making mistakes when speaking English. *(saya takut membuat kesalahan saat berbicara bahasa inggris).*					
18	I feel that mother tongue is easier than english.*(saya merasa bahasa ibu lebuh mudah di bandingkan Bahasa Inggris)*					
19	I'm afraid to be mocked by friends when I make a mistakein speaking English. (*saya takut di ejek oleh teman ketika saya melakukan kesalahan dalam berbicara bahasa inggris)*					
20	I am afraid to be laughed by my friends when I make a mistake in speaking English. (*saya takut di tertawakan oleh teman-teman saya ketika saya dalam berbicara bahasa inggri*s).					

(Adopted from Heriansyah 2012 and Gina Oktaviana 2018)

3.3 Data Collection Technique

a. Questionaire

Researchers will distribute questionnaire links to make it easier for students to answer, because Covid-19 researchers will not be able to meet respondents. The researcher will create a whatsApp group with class B fourth semesters strudents members and then ask them to fill up the questionnaire.

3.4. Data Analysis technique

a. Questionnaire

After the researcher get all the data, the researcher takes technical steps, the first step is to analyze the questionnaire answers from 45 students. And then the researcher read and classified the students answer. After all the students has classified, the researcher analyzed the ordinal data to find out the percentage of the fourth semester students at English Language Education of FKIP UIR. The percentage is rate of something as expressed as if it is part of the total which is 100. In this research the percentage is using to calculate how many students get the problem in speaking English, to get the percentage of each item questionnaire the researcher used the formula as stated below :

$$P = \frac{F}{N} \text{ X } 100\%$$

Notes:

P = the percentage of students' problem

F = the number of frequency of the respondent answer

N = the number of respondent   (Asyti Febliza et al, 2015)

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher present the findings and the analysis of students' speaking problems of at English language education of FKIP UIR.

At stated the previous chapter, there sre two indicator, as for the indicators from Ur (2009) is inhibition, nothing to say, low or unevent, mother tongue use. While from heriansyah (2012) is not being confident to speak, not being used to talk in class, afraid of making errors, afraid of being mocked. The researcher find out the students' speaking problems from students' answer in questionnaire.

4.1 Data Description

This chapter explains the analysis of students' answer on the questionnaire of speaking problem of fourth semester at English language education of FKIP UIR. There are 45 respondents as the sample of the sample of the research. As for the indicators from Ur is inhibition, nothing to say, low or unevent, mother tongue use. While from heriansyah is not being confident to speak, not being used to talk in class, afraid of making errors, afraid of being mocked.

4.1.1 Inhibition and not being confident to speak

Inhibition and not being confident to speak is the students usually inhibition when trying to speak some words in speaking activities. Because they worry about making mistakes and simply shy in speaking in english language and they are not confidence when speakig english in public. Tuan and Mai (2015) revealed that students usually found difficulties in speaking because of some factors, such as

confidence, listener's support, students' listening ability, and pressure to perform well. The researcher divides five aspects, that are feel embarrassed when asked to speak English in front of many people, feel unsure when asked to speak English, feel difficult when asked to speak English spontaneously, feel difficult when asked to speak English if the time is given limited, feel worry making mistake in grammar when speaking English.

According to the result of the data analysis, some problems faced by students speaking English relation in Inhibition and not being confident to speak are found as follow :

Table 4.1

I feel embarrassed when i am asked to speak English in front of many people

The answer option	Frequency	Percentage
Strong agree	9	20%
Agree	18	40%
Neutral	9	20%
Disagree	8	18%
Strong disagree	1	2%
Total	45	100%

Based on the questionnaire, inform that 9 (20%) of student answered " strong agree" feel embarrassed when asked to speak English in front of many people. Interestingly, there are 18 (40%) of students choose "agree" feel embarrassed when asked to speak English in front of many people. And 9 (20%)

of students "neutral" feel embarrassed when asked to speak English in front of many people. 8 (18%) of students "disagree" feel embarrassed when asked to speak English in front of many people. And 1 (2%) of student "disagree" they feel embarrassed because they very confidence and not embarrassed when asked to speak English in front of many people. So its means the fourth semester at English education of FKIP UIR "agree" because they feel embarrassed when asked to speak English in front of many people.

Table 4.2

I feel unsure of myself when i am asked to speak english

The answer option	Frequency	Percentage
Strong agree	4	9%
Agree	25	56%
Neutral	6	13%
Disagree	8	18%
Strong disagree	2	4%
Total	45	100%

Based on the table 4.2, inform that 4 (9%) of students answer "strong agree" feel unsure when asked to speak English. 25 (56%) of students "agree" feel unsure when asked to speak English. 6 (13%) of students "neutral" feel unsure when asked to speak English. 8 (18%) of students "disagree" feel unsure when asked to speak English. 2 (4%) of students "strong disagree" feel unsure when asked speak

English. So the majority of the fourth semester at English language of FKIP UIR agree they feel unsure when asked to speak English.

Table 4.3

I feel difficult when i am asked to speak English spontaneously

The answer option	Frequency	Percentage
Strong agree	3	7%
Agree	24	53%
Neutral	11	24%
Disagree	7	16%
Strong disagree	0	0%
Total	45	100%

Based on table 4.3 inform that 3 (7%) of students "strong agree" feel difficulty when asked to speak English spontaneously. 24 (53%) of students "agree" feel difficult when asked to speak English spontaneously. 11 (16%) of students "neutral" feel difficulty when asked to speak English spontaneously. 7 (16%) of students "disagree". In short, majority of fourth semester at English language of FKIP UIR they agree that are difficulty when asked to speak English spontaneously.

Table 4.4

I feel difficult when i am asked to speak English if the time is given limited

The answer option	Frequency	Percentage
Strong agree	4	9%
Agree	24	53%
Neutral	13	29%
Disagree	4	9%
Strong disagree	0	0%
Total	45	100%

Based on the table 4.4, inform that 4 (9%) of students "strong agree" feel difficult when asked to speak English if the time is given limited. 24 (53%) of students " agree" feel difficult when asked to speak English if the time is given limited. 13 (29%) of students "neutral" feel difficult when asked to speak English if the time is given limited. 4 (9%) of students " disagree" feel difficult when asked to speak English if the time is given limited. 0 (0%) of students "strong disagree". So that majority of fourth semester at English education of FKIP UIR "agree" feel difficult when asked to speak English if the time is given limited.

Table 4.5

I feel worry making mistake in grammar when speaking English

The answer option	Frequency	Percentage
Strong agree	4	9%
Agree	26	58%
Neutral	10	22%
Disagree	5	11%
Strong disagree	0	0%
Total	45	100%

Based on the 4.5, inform that 4 (9%) of students "strong agree" feel worry making mistake in grammar when speaking English. 26 (58%) of students "agree" feel worry making mistake in grammar when speaking English. 10 (22%) of students "neutral" feel worry making mistake in grammar when speaking English it. 5 (11%) of students "disagree" feel worry making mistake in grammar when speaking English. 0 (0%) of students "strong disagree" feel worry making mistake in grammar when speaking English. So its mean majority of fourth semester at English language of FKIP UIR "agree" feel worry making mistake in grammar when speaking English.

4.1.2 Nothing to say and not being used to talk in class

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 confidence and vocabulary in speaking ability and they feel insufficient to speak when they want to express what they want to say and as well as only a few

students who have high speaking ability master the language and students who can speak low will speak in class. Rababa' in Almira (2014) Factor that is related to the students such as the students have lack vocabularies, difficult to get meaning or understand the conversations, and keep the interaction going.

Table 4.1

I don't like group discussion activities in English.

The answer option	Frequency	Percentage
Strong agree	1	2%
Agree	2	4%
Neutral	17	38%
Disagree	21	47%
Strong disagree	4	9%
Total	45	100%

Based on the 4.1, inform that 1 (2%) of student 'strong agree" don't like group discussion activities in English. 2 (4%) of students "agree" don't like group discussion activities in English. 17(38%) of students "neutral" don't like group discussion activities in English. 21 (47%) of students "disagree" don't like group discussion activities in English. 4 (9%) of students "strong disagree" don't like group discussion activities in English. By looking highest intensity the students "disagree" dislike group discussion activities in English.

Table 4.2

I am reluctant to participate when there are some friends who are more

dominant in a group discussion

The answer option	Frequency	Percentage
Strong agree	0	0%
Agree	7	16%
Neutral	15	33%
Disagree	16	36%
Strong disagree	7	16%
Total	45	100%

Based on the 4.2 inform that 0 (0%) of students "strong disagree" reluctant to participate when there are some friends who are more dominant in a group discussion 7 (16%) of students "agree" reluctant to participate when there are some friends who are more dominant in a group discussion. 15 (33%) of students " neutral" reluctant to participate when there are some friends who are more dominant in a group discussion. 16 (36%) of students "disagree" reluctant to participate when there are some friends who are more dominant in a group discussion. 7(16%) of students reluctant to participate when there are some friends who are more dominant in a group discussion. So the conclusion is that some of them are neutral and some of them disagree if them reluctant to participate when there are some friends who are more dominant in a group discussion.

Table 4.3

I prefer to be silent / not participate if I am asked to discuss in English with

group mates by lecturers

The answer option	Frequency	Percentage
Strong agree	0	0%
Agree	4	9%
Neutral	18	40%
Disagree	15	33%
Strong disagree	8	18%
Total	45	100%

Based on the 4.3 inform that 0 (0%) of students "strong disagree" prefer to be silent / not participate if asked to discuss in English with group mates by lecturers. 4. (9%) of students "agree" prefer to be silent / not participate if asked to discuss in English with group mates by lecturers. 18 (40%) of students "neutral" prefer to be silent / not participate if asked to discuss in English with group mates by lecturers. 15 (33%) of students "disagree" prefer to be silent / not participate if asked to discuss in English with group mates by lecturers. 8 (18%) of students "strong disagree" prefer to be silent / not participate if asked to discuss in English with group mates by lecturers. By looking highest intensity the students they are neutral prefer to be silent / not participate if asked to discuss in English with group mates by lecturers.

Table 4.4

I feel lack of knowledge when speaking English

The answer option	Frequency	Percentage
Strong agree	5	11%
Agree	13	29%
Neutral	18	40%
Disagree	8	18%
Strong disagree	1	2%
Total	45	100%

Based on the 4.4, inform that 5 (11%) of students "strong agree" feel lack of knowledge when speaking English. 13 (29%) of students "agree" feel lack of knowledge when speaking English. 18 (40%) of students "neutral" feel lack of knowledge when speaking English. 8 (18%) of students "agree" feel lack of knowledge when speaking English. 1 (2%) of students "strong disagree" feel lack of knowledge when speaking English. So the majority of fourth semester at English language education of FKIP UIR neutral in lack knowledge when speaking English.

Table 4.5

I feel more comfortable speaking Bahasa Indonesia when speaking class is
ongoing

The answer option	Frequency	Percentage
Strong agree	5	11%
Agree	14	31%
Neutral	21	47%
Disagree	4	9%
Strong disagree	1	2%
Total	45	100%

Based on 4.5 inform that 5 (11%) of students "strong agree" feel more comfortable speaking Bahasa Indonesia when speaking class. 14 (31%) of students "agree" feel more comfortable speaking Bahasa Indonesia when speaking class. 21 (47%) of students "neutral" feel more comfortable speaking Bahasa Indonesia when speaking class. 4 (9%) of students "disagree" feel more comfortable speaking Bahasa Indonesia when speaking class. 1 (2%) of students " strong disagree" feel more comfortable speaking Bahasa Indonesia when speaking class. So majority of fourth semester at English language of FKIP UIR neutral feel more comfortable speaking Bahasa Indonesia when speaking class.

4.1.3 Low or uneven and afraid of making errors

The students have low participation when they speak. This problem is compounded by the tendency of some learners to dominate while other speak very little or not at all and afraid of making errors in speaking English. Jones in Richards (2008) that speaking people tend to be getting meaning and exploring ideas as well as difficulties in getting meaning or understanding the pronunciation, afraid in making mistakes in meaning or content of their speaking.

Table 4.1

I'm not fluent in English yet

The answer option	Frequency	Percentage
Strong agree	12	27%
Agree	18	40%
Neutral	12	27%
Disagree	3	6%
Strong disagree	0	0%
Total	45	100%

Based on the 4.1 inform that 12 (27%) of students "strong agree" not fluent in English yet. 18 (40%) of students "agree" not fluent in English yet. 12 (27%) of students " neutral" not fluent in English yet. 3 (6%) of students "disagree" not fluent in English yet. 0 (0%) of student "strong disagree" not fluent in English yet. So majority of fourth semester at English language education of FKIP UIR agree that they are not yet fluent in English.

Table 4.2

When i speak English i don't have motivation to express myself.

The answer option	Frequency	Percentage
Strong agree	0	0%
Agree	13	29%
Neutral	17	38%
Disagree	14	31%
Strong disagree	1	9%
Total	45	100%

Based on the 4.2 inform that 0 (0%) of students "strong disagree" when speak English don't have motivation to express themself. 13 (29%) of students " agree" when speak English don't have motivation to express themself. 17 (38%) of students "neutral" when speak English don't have motivation to express themself. 14 (31%) of students "disagree" when speak English don't have motivation to express themself. 1 (2%) of students "strong disagree" when speak English don't have motivation to express themself. So the conclusion of fourth semester at English language education of FKIP UIR is they sometimes feel neutral and there are several of them have motivation to speak English.

Table 4.3

I often use Bahasa Indonesia when I am speaking in class

The answer option	Frequency	Percentage
Strong agree	4	9%
Agree	20	44%
Neutral	17	38%
Disagree	3	7%
Strong disagree	1	2%
Total	45	100%

Based on the 4.3 inform that 4 (9%) of students "strong disagree" often use Bahasa Indonesia when speaking in class. 20 (40%) of students "agree" often use Bahasa Indonesia when speaking in class. 17 (38%) of students "neutral" often use Bahasa Indonesia when speaking in class. 3 (7%) of students "disagree" often use Bahasa Indonesia when speaking in class. 1 (2%) of students "strong disagree" often use Bahasa Indonesia when speaking in class. So majority of fourth semester at English language education of FKIP UIR is agree often use Bahasa Indonesia when speaking in class.

Table 4.4

I don't feel confident when i am asked to speak English

The answer option	Frequency	Percentage
Strong agree	4	9%
Agree	24	53%
Neutral	9	20%
Disagree	8	18%
Strong disagree	0	0%
Total	45	100%

Based on the 4.4 inform that 4 (9%) of students "strong agree" don't feel confident when asked to speak English. 24 (54%) of students "agree" don't feel confident when asked to speak English. 9 (20%) of students "neutral "don't feel confident when asked to speak English. 8 (18%) of students "disagree" don't feel confident when asked to speak English. 0 (0%) of students "strong disagree" don't feel confident when asked to speak English. so majority of fourth semester at English language education of FKIP UIR is agree if them don't feel confident when asked to speak English.

Table 4.5

I'm not used to speaking English in the classroom.

The answer option	Frequency	Percentage
Strong agree	1	2%
Agree	14	31%
Neutral	26	58%
Disagree	3	7%
Strong disagree	1	2%
Total	45	100%

Based on the 4.5 inform that 1 (2%) of students "strong agree" not used to speaking English in the classroom. 14 (31%) of students "agree" not used to speaking English in the classroom. 26 (58%) of students "neutral" not used to speaking English in the classroom. 3 (7%) of students "disagree" not used to speaking English in the classroom 1 (2%) of students "strong disagree" not used to speaking English in the classroom. So majority of fourth semester at English language education of FKIP UIR is neutral in speak English in the classroom.

Table 4.6

I feel worry for getting criticism when speaking English.

The answer option	Frequency	Percentage
Strong agree	2	4%
Agree	25	56%
Neutral	12	27%
Disagree	6	13%
Strong disagree	0	0%
Total	45	100%

Based on the 4.6 inform that 2 (4%) of students "strong agree" feel worry for getting criticism when speaking English. 25 (56%) of students "agree" feel worry for getting criticism when speaking English. 12 (27%) of students "neutral" feel worry for getting criticism when speaking English. 6 (13%) of students " disagree" feel worry for getting criticism when speaking English. 0 (0%) of students "strong disagree" feel worry for getting criticism when speaking English. So majority of fourth semester at English language of FKIP UIR is agree that they feel worry for getting criticism when speaking English.

4.1.4 Mother tongue use and afraid of being mocked

Students usually use their mother tongue in speaking activities in the classroom. Sometimes students mix their language using English and students are also afraid of being ridiculed when speaking in English for fear of making

mistakes related to intonation, pronunciation, and grammar as the frequent errors in speaking. Maulana, Daud and Heriansyah (2016) showed there were a number of problems faced by junior high school students in learning speaking. For example, students were not using the correct intonation while speaking and facing difficulty to use the words in appropriate contexts

Table 4.1

I'm afraid of making mistakes when speaking English

The answer option	Frequency	Percentage
Strong agree	4	9%
Agree	22	49%
Neutral	15	33%
Disagree	3	7%
Strong disagree	1	2%
Total	45	100%

Based on the 4.1 inform that 4 (9%) of students "strong agree" afraid of making mistakes when speaking English. 22 (49%) of students "agree" afraid of making mistakes when speaking English. 15 (33%) of students " neutral" afraid of making mistakes when speaking English. 3 (7%) of students "disagree" afraid of making mistakes when speaking English. 1 (2%) of students "strong disagree" afraid of making mistakes when speaking English. So majority of fourth semester at English language of FKIP UIR agree that they afraid of making mistakes when speaking English.

Table 4.2

I feel that mother tongue is easier than English

The answer option	Frequency	Percentage
Strong agree	5	11%
Agree	20	44%
Neutral	18	40%
Disagree	1	2%
Strong disagree	1	2%
Total	45	100%

Based on the 4.2 inform that 5 (11%) of students "strong agree" feel that mother tongue is easier than English. 20 (44%) of students "agree" feel that mother tongue is easier than English. 18 (40%) of students "neutral" feel that mother tongue is easier than English. 1 (2%) of students "disagree" feel that mother tongue is easier than English. 1 (2%) of students "strong disagree" feel that mother tongue is easier than English. So the conclusion is some of them agree if they feel that mother tongue is easier than English but some of them also neutral if they feel that mother tongue is easier than English.

Table 4.3

I'm afraid to be mocked by friends when i make a mistake in speaking English.

The answer option	Frequency	Percentage
Strong agree	3	7%
Agree	24	53%
Neutral	7	16%
Disagree	9	20%
Strong disagree	2	4%
Total	45	100%

Based on the 4.3 inform that 3 (7%) of students "strong agree" afraid to be mocked by friends when make a mistake in speaking English. 24 (53%) of students "agree" afraid to be mocked by friends when make a mistake in speaking English. 7 (16%) of students "neutral" afraid to be mocked by friends when make a mistake in speaking English. 9 (20%) of students "disagree" afraid to be mocked by friends when make a mistake in speaking English. 2 (4%) of students "strong disagree" afraid to be mocked by friends when make a mistake in speaking English. So majority of fourth semester at English language of FKIP UIR is agree if they are afraid to be mocked by friends when make a mistake in speaking English.

Table 4.4

I am afraid to be laughed by my friends when i make a mistake in speaking

English.

The answer option	Frequency	Percentage
Strong agree	6	13%
Agree	15	33%
Neutral	15	33%
Disagree	7	16%
Strong disagree	2	4%
Total	45	100%

Based on the 4.4 inform that 6 (13%) of students "strong agree" afraid to be laughed by they friends when make a mistake in speaking English. 15 (33%) of students "agree" afraid to be laughed by they friends when make a mistake in speaking English. 15 (33%) of students "neutral" afraid to be laughed by they friends when make a mistake in speaking English. 7 (16%) of students "disagree" afraid to be laughed by they friends when make a mistake in speaking English. 2 (4%) of students "strong disagree" afraid to be laughed by they friends when make a mistake in speaking English. So the conclusion of fourth semester at English language of FKIP UIR is some of them agree that they afraid to be laughed by they friends when make a mistake in speaking English and some of them also neutral.

Table 4.6

The Result of Student's Speaking Problem

No	Speaking Problem	Intensity				
		SA	A	N	D	SD
1.	Inhibition and not being confident to speak	10%	52%	21%	16%	1%
2.	Nothing to say and not being used to talk in class	5%	18%	40%	28%	9%
3	Low or unevent participation and afraid of making errors	9%	42%	34%	14%	1%
4	Mother tongue use and afraid of being mocked	10%	45%	31%	11%	3%

The result from the questionnaire show that of fourth semester at English education of FKIP UIR face the speaking problems that are for the inhibition and n ot being confident to speak showed that 10% students strong agree, 52% agree, 21% neutral, 16% disagree and 1% strong disagree students faced this problems. For nothing to say and not being used to talk in class showed that 5% strong agree, 18% agree, 40% neutral, 28% disagree and 9% strong disagree students neutral in this problems. For low or unevent and afraid of making errors showed that 9% strong agree, 42% agree, 34% neutral, 14% disagree and 1% strong disagree students faced this problem. For mother tongue use and afraid of being mocked showed that 10% strong agree, 45% agree, 31% neutral, 11% disagree

and 3% strong disagree. Students faced this problem. As result, highest percentage are inhibition and not being confident to speak 52% of students answered agree faced this problem.

4.2 Data Analysis

This study is set to find out the most dominant speaking problems faced by the fourth semester students at English language education of FKIP UIR. There are 45 students involved in this research. Data taken from the questionnaire that distributed by researcher to know what are the students' problems on speaking ability of the fourth semester at English education of FKIP UIR.

The data from questionnaire showed that the most dominant speaking problems faced by fourth semester students at English language education of FKIP UIR is inhibition and not being confident to speak. There are 52% students answered "agree", 10% "strong agree", 21% "neutral", 16% "disagee" and 1% "strong disagree" faced this problems it means that of inhibition and not being confident to speak is the students' speaking problems. Morever, the students faced this problems in speaking it was followed by nothing to say and not being used to talk in class with 5% "strong agree", 18% "agree", 40% "neutral", 28% "disagee", 9% "strong disagree". Low or unevent and araid of making errors with 9% "strong agree", 42% "agree", 34% "neutral", 14% "disagree", 1% "strong disagree". Mother tongue use and afraid of being mocked with 10% "strong disagree", 45% "agree", 31% "neutral" 11% "disagree", 3% "strong disagree". So that the data obtained with the highest numerical value is in the problem of inhibition and not being confident to speak

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Speaking English it is very difficulty to be mastered. So that students have to exercise their speaking ability to improve their speaking. In this research, the researcher take samples Class B from fourth semester at English language education of FKIP UIR their 45 samples, the researcher focus on speaking problems in English. The researcher analysis the data and find out that the result from the questionnaire and interview by using 4 indicator of factor students speaking problems in English. It is found that inhibition and not being confident to speak It is found that in the fourth semester at English language education of FKIP UIR have this problem, so it greatly affected their learning, they tended to be shy and lacked confidence when asked to speak English, they were afraid of making mistakes in pronunciation and lack of vocabulary in English and grammar. the language is not good, some of the students can speak English but because they are afraid of making mistakes in speaking English and a strong lack of self-confidence makes them much better to choose silence than having to speak.

5.2 Suggestion

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

5.2.1 For students

The researcher suggests memorizing a lot of English vocabulary so that students can say what they want to talk about. The students must train themselves to be able and confident and not shy especially when speaking English and must practice their speaking to improve their speaking skills much better. If to practice speaking English, students do not have friends to practice, they can use songs in English or with others related to English.

5.2.2 For teacher

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

5.2.3 For the Further Researchers

For the further researcher, there are several theories disused the same about speaking problems. The researcher can to 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 effective.

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