

**A STUDY ON STUDENTS' PROBLEMS IN DAILY ENGLISH SPEAKING
ACTIVITY OF THE ELEVENTH GRADE AT SMAN 1 TAMBANG**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Teaching and Education Islamic University of Riau*



By :

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PEKANBARU
2022**

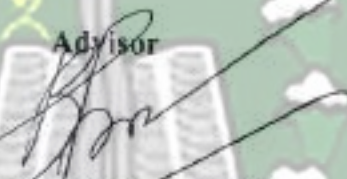
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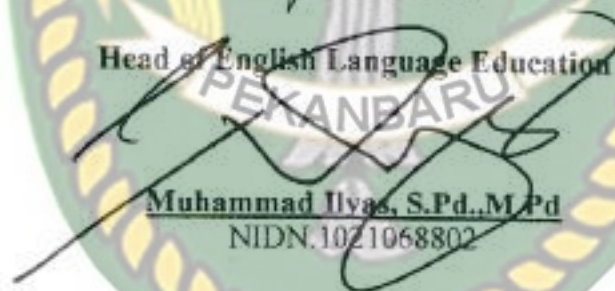
"A STUDY ON STUDENTS' PROBLEMS IN DAILY ENGLISH SPEAKING ACTIVITY OF THE ELEVENTH GRADE AT SMAN 1 TAMBANG"

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THESIS

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LETTER OF NOTICE

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Has been completely written a thesis which entitled:

**A STUDY ON STUDENTS' PROBLEMS IN DAILY ENGLISH SPEAKING
ACTIVITY OF THE ELEVENTH GRADE AT SMAN 1 TAMBANG**

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

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NO	DATE	GUIDANCE AGENDA	SIGNATURE
1.	December 7 th , 2021	ACC Title	
2.	December 15 th , 2021	Revised Chapter I	
3.	December 21 th , 2021	Revised Chapter II,III	
4.	January 24 st , 2021	Approved to join Proposal Seminar	
5.	February 24 th , 2022	Joining the Proposal Seminar	
6.	March 25 th , 2021	Revised Proposal	
7.	May 12 th , 2022	Revised Chapter III,IV	
8.	May 26 th , 2022	Approved to join the Thesis Examination	
9.	June 27 st , 2022	Joining the Thesis Examination	

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DECLARATION

The undersigned researcher:

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly and indirectly) which were taken from various sources and mentioned scientifically. The researcher is responsible for the date and fact provided in this thesis.

Pekanbaru, June 27th, 2022

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ACNOWLEDGEMENT

The researcher realizes that the support and encouragement of people have been important in the preparation and completion of this thesis. Therefore, the researcher would like to express her deepest gratitude and sincere thanks and appreciation to those who stood behind hers all the way most especially,

First, praise to **TUHAN YANG MAHA ESA** who has given his blessing to the writer in completing this thesis entitled, **“A STUDY ON STUDENTS’ PROBLEMS IN DAILY ENGLISH SPEAKING ACTIVITY OF THE ELEVENTH GRADE AT SMAN 1 TAMBANG ”**.

In writing this thesis, the researcher believes without having directed guidance, meaningful advice, love and support from the people surrounding. This thesis would never been finished. Therefore, the researcher would like to give his sincere and deep gratitude to:

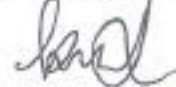
1. **Prof.Dr.H.Syafrialdi,S.H.,M.C.L.**, The Rector of Islamic University of Riau.
2. **Dr.Hj. Sri Amnah,S.Pd.,M.Si**, The Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau.
3. The head of English Study Program **Mr. Muhammad Ilyas, S.Pd., M.Pd** and the Secretary of English Study Program **Mrs. Sri Wahyuni, S.Pd., M.Pd** who taught, spend much time, trained and guided the researcher during her study.

4. **Dra. Betty Sailun, M.Ed** as the advisor for the thought, time, encouragement, comments, guidance, supports, and advice given to the researcher in completing this thesis.
5. **All of the English lectures in English Study Program** who have given great contribution in finishing writers' study.
6. My beloved parents, **Romenson Simbolon** and **Renti Lumban Gaol**, my sister and my brother for their constant moral support and affection which helped me to achieve success in every sphere of life
7. **SMAN 1 TAMBANG** for allowing me to taken the research there. And also my special thanks to an English teacher, **Andi, S.Pd** for his guidance, motivation, and immense knowledge. His support helped in doing this research.
8. Thank you for my classmate **D 2018** and **ESA**. Never forget all of our dramas and all the precious moments. Hopefully we will meet again in future with our success.

Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, Constructive critiques and Suggestion are needed in order to improve this thesis.

Pekanbaru, June 27th, 2022

The researcher,



Kristina Simbolon

ABSTRACT

Kristina Simbolon, 2022, A Study on Student's Problems in Daily English Speaking Activity of the Eleventh Grade at SMAN 1 Tambang. Thesis

Keywords: *Speaking Problems , Daily English Speaking Activity*

This research was intend to find out the students' problem in daily English speaking activity of the eleventh grade at SMAN 1 Tambang. Speaking is one of the four language skills that can be used to communicate. daily English speaking activity is one of activity in SMAN 1 Tambang that gives chance to the students to speak English outside classroom in a certain day in more flexible condition with their friends. In reality, speaking is the most difficult skill the students' problems in daily English speaking activity.

The design of this research was descriptive qualitative. The researcher got source of data was observation, questionnaire and documentation. the questionnaire consisted of 14 questions for speaking problems and 6 questions for daily English speaking activity. The data was collected from 35 students of Science Eleventh Grade at SMAN 1 Tambang by using purposive sampling technique. Researcher was analyze students' problems in daily english speaking activity from the eleventh grade science one .

The results of this research show that dominant speaking problems faced by the eleventh grade students of SMAN 1 Tambang is limited vocabulary with 42,9%. The some students can't pronounce word well. because the vocabulary is too foreign or they rarely use. Most of student choose strongly agree and agree that they felt the material in daily English speaking activity should be more specific to improve speaking skill students' with 5,1%. One of important point that the implementation of Daily English Speaking Activity at SMAN 1Tambang have not been running well because very difficult to apply daily English Speaking Activity with 2,5%. Especially, with the problem of the Pandemic covid 19 which makes students' do the online learning system at home

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

One of English language skills that must be mastered by any foreign language learner is the ability to speak. The common question that arises from anybody who wants to know one's ability in foreign language is whether he/she can speak English or not. In line with statement above, Nunan(2008) states that for most people, mastering speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking is one of the four language skills that is often considered the most important one to be mastered by every student to be competent in communication. Since speaking skill is taken into account as a very important skill that students' should acquire, the progress of this acquisition is measured in terms of their achievement in spoken language. The students who have skill in speaking means they are capable to sharing their ideas, thoughts and opinions with listeners in English orally.

Many students' are interested in learning certain languages also because they want to speak that language. Someone is involving in communication to speak his mind for many purposes and meanings. It might convey something, inform, warn, give comment, describe and etc. According to Munir(2018:2) Speaking skill is one

of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop.

Speaking is considered difficult to apply compared to other skills. As a matter of fact, there are many students' who had learn English from Junior High school until senior high school even university still find it difficult to express their idea in oral form. They can read or write better, but face some difficulties in speaking either caused by language problems or non- language problems.

SMAN 1 Tambang is one of the Senior High School in Kampar that implemented emergency curriculum. During the Covid-19 pandemic, the teaching and learning process must be carried out online or e-learning. As a formal Senior High School this school has English as one of the subject that is given to the students'. Students' are taught twice a week with time duration 60 minutes for one lesson with the passing grade 76. One of the subject that is learned by students is speaking.

Based on the researcher early observation, SMAN 1 Tambang is one of senior high school that implements a Daily English Speaking Activity. This school implements a activity that focuses on students speaking, namely in Daily English Speaking Activity. Daily English Speaking Activity was held three twice a week on Thursday and Saturday. This activity has been started since 2020 until now.

At SMAN 1 Tambang, the researcher has obtained the information that most of the students of the eleventh grade the level of students' ability on speaking skill is still relatively low. Many of students who know the vocabulary in English and also know about grammar but when they are asked a question, even in a simple question, they can answered the English question but they have not bravely to speak English. So, they have not been able to use English to communicate to their friends or the teacher. This is because they do not accustomed to practice their English in their daily life.

Realizing the problem of students' ability speaking which is still low, SMAN 1 Tambang creating a new model in study English in order to increase the students' ability to speak. The way is through Daily English Speaking Activity. This activity is an approach of learning which is strategy, and all the study process which is can sharpen the comprehension and remembrance and make learning as a joyful and useful process.

In this school, the researcher is interested to analyze the students' problems in speaking because at this SMAN 1 Tambang the researcher found that many students do not reach the curriculum expectation, while they are always encouraged to follow daily English speaking activity. So it makes the researcher challenged to analyze the problems that faced by the students.

Based on the preliminary study at the SMAN 1 Tambang, especially to the eleventh grade students, the researcher found the students' problems in learning English especially in speaking from interviewed the English teacher. Their speaking

ability is still very far from the expectation of curriculum. There are several problems that might be faced by them in speaking. First, the students' speak more with their first language or their mother tongue.

Kayi stated that the result of current studies indicated that the key to successful speaking lesson is the employment of good communicative speaking activities such as, role play, information gap, storytelling, discussion, interview, daily communicative activity and so on. Such activities will put the learners in real-life situation that require communication in the target language. The main goals of this daily English speaking activity is to increase the students' ability and to grow up the habit in speaking English well in order to get the students have good skills in any activities. The students have to involve themselves in activity which can improve their ability in speaking skill.

So, the chance of students to be success is bigger than the students' of schools who don't have the same activity. But most of students are not able to practice their English language as well as possible. They still get some problems to speak up by using English in their daily activity. They would rather to use Indonesia language than English as a medium of communication.

During the observation, more than a half of the students in the classroom give different opinions about their problems in speaking English. Several students' say they actually have so many ideas in their minds, but when it comes to speak, they have no idea at all. Others say they are not confident with their grammar, afraid of being criticized, lack of motivation, nervous, worry, and anxious. Moreover they

speak in front of the class and it is watched by their friends reflexively will laugh to them if they made a mistake.

From the problem described above, the researcher tries to analysis the students' problem in daily English speaking activity and it is conduct a research entitled **"A STUDY ON STUDENTS' PROBLEMS IN DAILY ENGLISH SPEAKING ACTIVITY OF THE ELEVENTH GRADE AT SMAN 1 TAMBANG"**.

1.2 Setting of the Problem

By conducting classroom observation and interview with the teacher and also the students', the researcher found some problem in teaching and learning process of eleventh grade.

First, the students' lack knowledge about grammatical and vocabulary. So when the teacher asks to the students', the students just keep silent

Second, the researcher finds some students can't pronounce word well. They have difficulty adapting to the second language because their mother tongue is too strong.

The last problem, the implementation of Daily English Speaking Activity at SMAN 1 Tambang have not been running well because of several reasons. It because very difficult to apply daily English Speaking Activity. Especially, with the problem of the Pandemic covid 19 which makes students' do the online learning system at home and limited time.

1.3 Limitation of the Problem

The researcher focused to finding out the students' problems in daily English speaking activity based on Ariful arifin, Isnuryadi, and Robbin's Octavany Sinaga (2012), that are; students' problems related with speaking problem and Students' problems related in daily English speaking activity.

1.4 Formulation of the Problem

Based on focus of the problem above, the problem are formulated into this question:

What are the students' problems in daily English speaking activity by the eleventh grade at SMAN 1 Tambang?

1.5 Objective of the Research

The objective of the research is to find out the students' problems in daily English speaking activity of the eleventh grade at SMAN 1 Tambang are.

1.6 Significance of the Research

The researcher hopes and result of this research can give contributions particularly in educational field for English teaching learning it is expected that this research is significant for the followings.

1. For the Teachers

This research gives representation of some problems in daily English speaking activity at SMAN 1 Tambang, hence the researcher hopes this research will be found useful for the teachers during in teaching learning process.

2. For the Students

The researcher hope this research it is greatly expected that the result of the research can make students can improve their speaking and can interact with other person in their environment by using English language.

3. For the Researchers

The researcher it is expected that can further researcher can make this research as a reference if they want to make the similar research.

1.1 Definition of the Key Terms

In order to give clear understanding and avoid misinterpretation, misunderstanding and ambiguity related to this research, several terms need to be defined and as the guidance for the readers to understand the whole study. The followings are the definition of the key terms used in this research.

1. A Study is the activity of learning or gaining knowledge or to give one time and attention to learn about subject (Hartati), 2012:8.
2. Speaking Problem is something difficult in interactive process of constructing meaning that involves producing, receiving, and processing information (Sugiyono, 2012:42) .
3. Daily English speaking activity is Nurcholilah (2015:51) is a activity where in a certain day principal, teachers, students, support officers must communicate in English all day long during school.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the research presents four subheadings, which has relevancy with the research. The subheadings presented are relevance theories, relevance studies, conceptual framework, and assumption.

2.1 Relevance Theories

This section presents some theories that become the basis for the discussion. It is purposed to give better understanding about the basic principles related to the research.

2.1.1 The Nature of Speaking

The definitions of speaking are many variations. According to Lawtie (2007) states that speaking is fundamental to human communication. Speaking is an ability to express the feeling and idea which is used for communication in daily activities. Based on the information from the teacher, the students' still have some problems in speaking English, even though they have been encouraged to use English every day.

In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language. To know and understand what is speaking, there are some definitions of speaking as the following: According to Walter and Woodford (In Cambridge school dictionary, 2008), "Speaking is to say something using your voice or to make a speech to a large group people".

According to Walter (In Cambridge advanced learners dictionary, 2008), "speaking is.

1. To say words, to use the voice, or to have a conversation with someone”
2. To (be able to) talk in language”
3. To show or express something without using words”. People can transfer their idea feelings, emotions, and message by speaking, because speaking is the oral communication. In addition Richard in Wina (2002:3) said that speaking is a skill involves in producing fluent and appropriate speech need to be understood.

Brown (2004: 140) defines that speaking is a productive skill that can be directly an empirically observed. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

Furthermore, Harmer (2016:26) said that speaking is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Then, Campbell and Dickinson (2010:50) stated that Speaking is involves not only words we use, but also the way we say them, our tune of voice, facial expressions, posture, and gesture.

Based on the authors’ opinions above, the researcher concludes that speaking is the ability to speak fluently based on the pattern and transferring the meaning then they can express their ideas, feeling, emotions, from someone to others the class in the one situation.

2.1.2 Component of Speaking

In speaking skill, the component is used to complete the skill. There are five component of language that influence speaking ability, this is occurring on (Jill,2018:15) thereare:

a. Pronunciation

Jill (2008:66) stated that understanding of the features of pronunciation helps learners understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them.

b. Grammar

Grammar is needed for student to arrange a correct sentence in conversation. According to Jill (2008:24) grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The unity of grammar also leans the correct way gain expertise in a language in oral and written form.

c. Vocabulary

According to Jill (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. Based on the explanation above, vocabulary is so important for the speaker and listener. The speaker can say fluently when he/she has a lot of vocabularies.

d. Fluency

Fluency may be defined as the ability to speak accurately. According to Jill (2008:27) stated that fluency is communicating a message. Even though, we have to speak fluency because listeners are able to response about the speakers said. In other word, we have to consider that speech and fluency are rather strongly erected by language problem. It means the listeners will understand the speakers speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e. Comprehension

In teaching and learning process, the teacher has to speak clearly to comprehend the students. Stated that the teacher needs as good an understanding as we currently have of the Nature of comprehension and the process of comprehension. Comprehension the component of speaking which we needed to avoid misunderstanding between the speakers and listeners

2.1.3 The Function of Speaking

In designing speaking activities is necessary to recognize the difference functions of speaking. Brown and Yule's frame work state three-part version of the function of speaking: talk as interaction, talk as transaction and talk as performance. It is described as follows:

a. Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction refers to what server a primarily social function. It is very difficult for the teacher to teach the students in this case.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other, such as; offering something, asking for directions, classroom discussion, etc.

c. Talk as performance

Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. It focused both on message and audience, and more predictable organization.

2.1.4 Problems in Speaking

According to Penny Ur (2006), while practicing speaking skill, students often meet some problems.

a. Fear of Mistake

Many theorists suggest that fear of mistakes becomes one of the main factors of students' doubt to speak in English in the classroom. Aftat (2008) adds that 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 blame by the teacher. Thus, the student's low motivation and low participation in speaking activity. Therefore, it is important for teachers to assure 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 feel from at some time when they are due to speak in English class. Shyness is the one of current problem in student's speaking performance. Shyness also a problem in speaking learning class, so be aware on this aspects also important in order to help the students' do their speaking performance in the classroom, Gebhard (2000). According to Baldwin (2010) in Juhana (2012), speaking 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 nervous, apprehension and nervousness with the situation of learning a foreign language, Horwitz et all (2001) in Juhana (2012). Anxiety is one of problems that can make the students' do not feel comfortable when they doing speaking performance. It can influence the quality of oral language production and make individuals perform 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 appears when students realized 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. 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. Zua (2008) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learner process it will increase their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

According to Penny Ur (2006), the students' speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

f. Inhibition

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

g. Nothing to Say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (2010) believes that 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, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup), 2013

h. 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. Harmer (2017) suggests some reasons why students use mother tongue 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.

2.2 Characteristics of Successful Speaking Activity

Ur (2008) explains some characteristics of successful speaking activities which include learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. The researcher 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. Penny Ur (1996) 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 its 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.

Third, 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

2.3 Daily English Speaking Activity

Student problem in daily English speaking activity means learning problem in achieving the English goals, and speaking mastery of the English. Daily English speaking activity is where the students' must speak English on determined day and there is certain day the students' will try to explore their talents in using speak English. In this case, SMAN 1 Tambang has applied English for daily communication, so the students are motivated to master in English specially in speaking. Besides, SMAN 1 Tambang also applied some activity to support them in speaking English in daily activity. There are two activities consisted of weekly week memorize of vocabulary, and public speaking.

1. Memorize of vocabularies

Memorize vocabularies is activity the students learn more about pronunciation and vocabulary of daily expression. It is conducted every morning. The technique of teaching and learning is giving five of vocabularies and some the students' make the sentence from the words. The aim is the students are able to memorize correct pronunciation and improve the students' vocabulary.

2. Public speaking

Is an activity to speak up about a topic formally in front of public/ debate. This activity can train students' mentally and speaking skill to convey their ideas in big communities.

2.4 Relevance Studies

There are there related studies that the researcher considered as the references in this study, First, Aida Fitria (2013) in her research "*An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies Sunan Ampel, Surabaya*" aimed analyzed students' problems in speaking English and why those problems occur at fifth semester of English Education Department at IAIN Sunan Ampel Surabaya. The researcher found the problems of the students speaking problems are inhibition, that consist of students feel shy of being attention when speak English, worried about making mistakes, Afraid of being criticized when speak English incorrect , it is caused by their low understanding in grammar , low vocabulary, and low level of pronunciation.

The next problem is nothing to say, students afraid of being faulted, have no idea to speak English, and lazy to speak English. It is caused by uninteresting topic, and difficult material / topic. The problem that related with low or uneven participation is found, of the students' seldom speak English in class, students' uncertain speak English. It is caused by their low understanding in grammar, low vocabulary, and low level of pronunciation. The last problem is mother tongue used. Students' usually use mother tongue during the lesson. It is caused by their vocabulary is low.

Second, Alvin Nadzirotunnuha (2017) entitled *The "Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko"* analyze what are the students' problems on speaking skill at SMP Islam Darussalam Dongko, and to know what will the teacher do to solve the students' speaking problems at SMP Islam Darussalam Dongko. The result showed that students' faced speaking problems. Based on the result showed that 56% students sometimes and 20% students often face inhibition, 54% students sometimes and 11% students' face nothing to say, 51% students sometimes and 36% students' often face low or uneven participation, and 35% students sometimes and 42% students often face mother tongue use. It showed that the common problems' on speaking was mother tongue use especially on the aspect of students' feel that mother tongue is easier.

This problems caused the other speaking problems happened, like inhibitions, nothing to say, and low or uneven participations. Based on the problems, the teachers have some ways to solve the speaking problems. For

inhibition, the teacher asked the students to feel confidence when they doing speaking by giving reward. For nothing to say, the teachers give the topic that suitable to the students' and give the base concept at the beginning of learning. For low or uneven participation, the teachers give the same opportunity to all students and make a small dynamic group. For mother tongue use, the teacher the teachers habituating the students to speak English, don't give too difficult and too many topic, and change the students' mindset that English is not difficult.

Third, Putri (2012). The purpose of this study is to identify the *"Students" Perception in Speaking Problems Faced by the Third Semester of Mandiri Program at Jambi University*". Data consists of four variables of students' problems, namely: problem in students' linguistics knowledge, problem in students' personality, problem in students' motivation and problem in speaking materials. The researchers analyze data by giving a set questionnaire and analyze it. In conclusion, the third semester of mandiri program students have some problems in speaking namely: shyness, vocabulary and meaning, pronunciation, grammar, motivation, topic, anxiety, attitude and emotion.

Shyness was the dominant problem. The fact that some students were not confidence to show up themselves. It was suggested to the students to be more confidence in speaking. Joining the English club to get practice and make fluency in speaking, making creative method to learn tense and lecture can support the students to find their own topic in speaking class. The similarity of the three previous studies in general is to analyze the problem of students in speaking English. The difference is that two of them did research focusing on the language

problem of the students' problem in speaking English, while the other researchers did research focusing on the psychological problem of students speaking English problem.

2.5 Conceptual Framework

The focus in this research is the speaking problem of the eleventh grade science program students at SMAN 1 Tambang. The conceptual of framework underlying this research give in the following diagram.



Figure 2.1 Conceptual framework

Based on the conceptual research, the researcher will analyze students' speaking problems through observation, questionnaires, and documentation. Then, the researcher will identify what are the students' problems in daily English speaking activity.

2.6 Assumption

Based on the consideration of the theory and practice on the field, the researcher assumes that the eleventh grade students have several problems that make the students cannot speak daily English activity.

CHAPTER III

RESEARCH METODOLOGY

3.1 Research Design

The researcher uses descriptive research with a qualitative approach. According to Creswell (2012), Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducted the study in the natural setting.

This research has one variable and focused on the speaking problem in daily Englishspeaking activity of the eleventh grade at SMAN 1 Tambang. In the other word, the researcher would try to describe "A Study on students' problems in daily English speaking activity of the eleventh grade at SMAN 1 Tambang".

3.2 Source of Data

This research carried out of Eleventh grade at SMAN 1 Tambang with location Jl. Raya Pekanbaru - Bangkinang KM.29, Sungai Pinang, Kec. Tambang, Kabupaten Kampar, Riau 28293.

3.2.1 The Population of the Research

Polit and Hungler (2017) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. The population of this research is all the eleventh grade students' of SMAN 1 Tambang academic 2021/2022. In eleventh grade students', here are seven classes. The total

numbers of the eleventh grade are 181 students'. This population is very important in a research because it will be impossible for a researcher to collect data requires in research.

Table 3.2.1 The population of the 11th grade students of SMAN 1 Tambang

No	Class	Population
1.	XI IPA 1	35 Students
2.	XI IPA 2	30 Students
3.	XI IPA 3	27 Students
4.	XI IPA 4	20 Students
5.	XI IPS 1	24 Students
6.	XI IPS 2	25 Students
7.	XI IPS 3	20 Students
Total		181 students

3.2.2 The Sample of the Research

According Sugiyono (2008) "the sample is part of the number and characteristics possessed by the population". The researcher used purposive sampling technique. Purposive was because there is participant criterion. The criterion was students who have low score used in speaking skill. There were four classes XI IPA 1. The researcher chose one, it was as a sample and the number of sample is 35 students consist of 23 female and 12 male.

Table 3.3.2 The sample of the 11th grade students of SMAN 1

Tambang

No	Class	Students		Total
		Female	Male	
1	XI IPA 1	23	12	35 Students

3.3 Instrument of the Research

In this research, the researcher plays as main instrument. These instruments are used to get the data of observation valid and real. In qualitative studies, the researcher as human investigator is the primary instrument for the gathering and analyzing of data, Ary, et al, (2018:453).

3.3.1 Observation

According to sugiyono (2011:145), Observation as data collection techniques have specific characteristics compared to other techniques, namely interviews and questionnaires. The researcher observed to the location where the research was carried out. The purpose of this observation is know how the student learning in the classroom. By using observation, the researcher can know a description of the students' behavior, learning process, natural phenomenon, problems and possible clues on how to solve them.

3.3.2 Questionnaires

The instrument that was used to obtain the data is questionnaire. Referring to Sugiyono, questionnaires is a data collection technique that is done by giving a set of questions or statements to the respondents to answer. The questionnaires below

was adopted from Ariful arifin, Octavany Sinaga using Robbin's theory research which provided 20 items.

3.3.3 Documentation

According to Sugiyono, documentation is a record of events that have already passed. Documentation can be in the form of writings, drawings, or monumental works of a person. The documents provided in this research were student's attendant lists and the raw score of their responses to the questionnaires that can be seen on appendix.

3.4 Data Collection Technique

3.4.1 Observation

1. The researcher joined in daily English speaking activity of the eleventh grade at SMAN 1 Tambang, students
2. The next step, the researcher saw in daily English speaking activity of the teacher and students' in the classroom because it can support this research in order to find what the students' problems in daily English speaking activity.

3.4.2 Questionnaire

1. Before the questionnaire distribute to the respondent, the researcher would explain how to do the questionnaires.
2. The researcher distributed the instrument to the students; allocate time for answering the question of the questionnaire was 60 minutes.
3. The researcher collected the instrument from the respondent.
4. Analysis the questionnaires result.

3.5 Data Analysis Technique

After the researcher got all of the data, the researcher use likert scale. Likert scale is used to measure attitudes, opinions and perceptions of a person or group of events or social phenomena. The researcher gave score for each the response from respondents. It is call edrating scales- Likert scales that widely used in research. The five points are strongly agree, agree, neutral, disagree, and strongly disagree. The main questions and items in the questionnaire were adopter according to the needs of this study. Respondents answered andsent back the results of the questionnaire that will answer. Data from questionnaires are calculated and analyzed by using Microsoft Excel.

Table 3.5 Likert Type Questions

NO.	Scale	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral /Uncertain	3
4.	Disagree	2
5.	Strongly Disagree	1

(Sugiyono, 2012:136)

3.5.1 After the researcher collected the fulfilled of questionnaires, the researcher countedthe total answer for each answer category which exist in each aspect.

3.5.2 Then, the data obtained from the questionnaires analyze by using the percentage

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

Where:

P = Percentage

F = Frequency

N = The total number of student

3.5.3 The researcher will make a conclusion about students' problems in daily English speaking activity based on the answer percentage of each statement in questionnaires by using the formula as follow:

$$x = \frac{\sum x}{n}$$

Where:

X = Mean of the score

$\sum x$ = The sum of all the score

N = The number of students

Table 3.5.4 Interpretation of interval

No.	Mean Score	Category
1.	80% - 100%	Strongly Agree
2.	60% - 79.99%	Agree
3.	40.0% - 59.99%	Neither
4.	20.0% - 39.99%	Disagree
5.	0.0% - 19.99 %	Strongly Disagree

(Adopted from Pranatawijaya, 2019)

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher provided the data obtained of the students' problems in daily English speaking activity. The data was taken from the eleventh grade in SMAN 1 Tambang. The findings of the study were gathered through observation, questionnaires and documentation.

4.1 Data Description

In this section, the researcher described the result of data analysis based on the problem statement mentioned in chapter 1 there is the students' problems in daily English speaking activity at SMAN 1 Tambang. From the questionnaires that distributed to all students, the researcher can get the data what kind of the students' speaking problem and how many percent students' that have the speaking problem. The data from the questionnaires used formula in chapter 3 to know the percentages of the students' problem. Each of findings described and provided with supporting data. The following section presented details findings of the study. There are the result data from the questionnaires that obtained by the researcher:

4.1.1 Students problems related with speaking problem

Table 4.1.1.1 I am not interested in speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	3	8,57%
2.	Agree	14	40%
3.	Undecided	8	22,86%
4.	Disagree	9	25,71%
5.	Strongly Disagree	1	2,86%
Total		35	100%

Based on the table 4.1 above, percentages of data showed that there were 35 students' responds, there were 3 students' or 8,57% from the total number of the students whose strongly agree with the statement. The other 14 students or 40 % from the total number of the students' agree with the statement. Meanwhile, there were 8 students or 22,86% from the total number of the students answered undecided with the statement. There were 9 students or 25,71% answered disagree with the statement and 1 student or 2,86% answered strongly disagree with the statement. The result showed 40% students answered agree with the statement I am not interested in speaking English.

Table 4.1.1.2 I worry when I have to speak without a concept and preparatory English class

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	20%
2.	Agree	15	42,86%
3.	Undecided	11	31,43%
4.	Disagree	2	5,71%
5.	Strongly Disagree	0	0%
	Total	35	100%

Based on the table 4.2 above, percentages of data showed that there were 35 student's responds, there were 7 students or 20% from the total number of the student's whose strongly agree with the statement. The other 15 students or 42,86 % from the total number of the students agree with the statement. Meanwhile, there were 11 students or 31,43% from the total number of the students answered undecided with the statement and 2 students or 5,71% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result show 42, 86% agree with the statement is I worry when I have to speak without a concept and preparatory English class.

Table 4.1.1.3 I get nervous when I do not understand every word the language teacher says

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29%
2.	Agree	13	37,14%
3.	Undecided	10	28,57%
4.	Disagree	6	17,14%
5.	Strongly Disagree	1	2,86%
Total		35	100%

Based on the table 4.3 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 13 students or 37,14 % from the total number of the students agree with the statement. Meanwhile, there were 10 students or 28,57% from the total number of the students answered undecided with the statement. There were 6 students or 17,14% answered disagree with the statement and 1 student or 2,86% answered strongly disagree with the statement. The result showed 37,14% students answered agree with the statement I get nervous when I do not understand every word the language teacher says.

Table 4.1.1.4 I have less chance to speak in English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29%
2.	Agree	15	42,85%
3.	Undecided	10	28,57%
4.	Disagree	5	14,29%
5.	Strongly Disagree	0	0%
Total		35	100%

Based on the table 4.4 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 15 students or 42,85 % from the total number of the students agree with the statement. Meanwhile, there were 10 students or 28,57% from the total number of the students answered undecided with the statement and 5 students or 14,29% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result showed 42,85% answered agree with the statement I have less chance to speak in English.

Table 4.1.1.5 I am afraid that people will laugh at me if I mistakes while speaking English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	8	22,86%
2.	Agree	15	42,85%
3.	Undecided	6	17,14%
4.	Disagree	5	14,29%
5.	Strongly Disagree	1	2,86%
Total		35	100%

Based on the table 4.5 above, percentages of data showed that there were 35 students responds, there were 8 students or 22,86% from the total number of the students whose strongly agree with the statement. The other 15 students or 42,85 % from the total number of the students agree with the statement. Meanwhile, there were 6 students or 17,14% from the total number of the students answered undecided with the statement. There were 5 students or 14,29% answered disagree with the statement and only 1 student or 2,86% answered strongly disagree with the statement. The result showed 42,85% students answered agree with the statement I am afraid that people will laugh at me if I mistakes while speaking English.

Table 4.1.1.6 I always forget to say a final sound of each word

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	9	25,71%
2.	Agree	19	54,29%
3.	Undecided	3	8,57%
4.	Disagree	3	8,57%
5.	Strongly Disagree	1	2,86%
Total		35	100%

Based on the table 4.6 above, percentages of data showed that there were 35 students responds, there were 9 students or 25,71% from the total number of the students whose strongly agree with the statement. The other 19 students or 54,29 % from the total number of the students agree with the statement. Meanwhile, there were 3 students or 8,57% from the total number of the students answered undecided with the statement. There were 3 students or 8,57% answered disagree with the statement and 1 student or 2,86% answered strongly disagree with the statement. The results show 54,29% answered agree with the statement I always forget to say a final sound of each word.

Table 4.1.1.7 I lose my self-confidence when I make mistake and someone corrects my English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29%
2.	Agree	19	54,29%
3.	Undecided	4	11,42%
4.	Disagree	7	20%
5.	Strongly Disagree	0	0%
Total		35	100%

Based on the table 4.7 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 19 students or 54,29 % from the total number of the students agree with the statement. Meanwhile, there were 4 students or 11,42% from the total number of the students answered undecided with the statement and 7 students or 20% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result most of the students or 54,29% answered agree with the statement I lose my self-confidence when I make mistakes and someone corrects my English.

Table 4.1.1.8 I find difficult to speak because limited vocabulary

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	15	42,86%
2.	Agree	16	45,71%
3.	Undecided	2	5,71%
4.	Disagree	1	2,86%
5.	Strongly Disagree	1	2,86%
Total		35	100%

Based on the table 4.8 above, percentages of data showed that there were 35 students responds, there were 15 students or 42,86% from the total number of the students whose strongly agree with the statement. The other 16 students or 45,71 % from the total number of the students agree with the statement. Meanwhile, there were 2 students or 5,71% from the total number of the students answered undecided with the statement. There were 1 student's or 2,86% answered disagree with the statement and 1 student or 2,86% answered strongly disagree with the statement. The result show 42,86% answered agree and 45,71% answered strongly agree with the statement the more I Find difficult to speak because of my limited vocabulary.

Table 4.1.1.9 Mother tongue is more natural in speech than English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29%
2.	Agree	18	51,42%
3.	Undecided	8	22,86%
4.	Disagree	3	8,57%
5.	Strongly Disagree	1	2,86%
Total		35	100%

Based on the table 4.9 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 18 students or 51,42 % from the total number of the students agree with the statement. Meanwhile, there were 8 students or 22,86% from the total number of the students answered undecided with the statement. There were 3 students or 8,57% answered disagree with the statement and 1 student or 2,86% answered strongly disagree with the statement. The most of students answered agree with the statement even Mother tongue is more natural in speech than English.

Table 4.1.1.10 If I do not know how to say something in English, I find it difficult to concentrate

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	10	28,57%
2.	Agree	15	42,86%
3.	Undecided	3	8,57%
4.	Disagree	5	14,29%
5.	Strongly Disagree	2	5,71%
Total		35	100%

Based on the table 4.10 above, percentages of data showed that there were 35 students responds, there were 10 students or 28,57% from the total number of the students whose strongly agree with the statement. The other 15 students or 42,86% from the total number of the students agree with the statement. Meanwhile, there were 3 students or 8,57% from the total number of the students answered undecided with the statement. There were 5 students or 14,29% answered disagree with the statement and 2 student or 5,71% answered strongly disagree with the statement. The most of students answered strong agree and agree with the statement if I do not how to say something in English, I find it difficult to concentrate.

Table 4.1.1.11 I speak slowly because I always translate from Indonesian to English before I speak English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	1	2,86%
2.	Agree	12	34,28%
3.	Undecided	15	42,86%
4.	Disagree	5	14,29%
5.	Strongly Disagree	2	5,71%
Total		35	100%

Based on the table 4.11 above, percentages of data showed that there were 35 students responds, there was only 1 students or 2,86% from the total number of the students whose strongly agree with the statement. The other 12 students or 34,28% from the total number of the students agree with the statement. Meanwhile, there were 15 students or 42, 86% from the total number of the students answered undecided with the statement. There were 5 students or 14,29% answered disagree with the statement and 2 student or 5,71% answered strongly disagree with the statement. In this question more students answer undecided with the statement I speak slowly because I always translate from Indonesia to English before I speak English.

Table 4.1.1.12 I feel bad in English learning especially speaking

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14%
2.	Agree	17	48,57%
3.	Undecided	5	14,29%
4.	Disagree	7	20%
5.	Strongly Disagree	0	0%
Total		35	100%

Based on the table 4.12 above, percentages of data showed that there were 35 students responds, there were 6 students or 17,14% from the total number of the students whose strongly agree with the statement. The other 17 students or 48,57% from the total number of the students agree with the statement. Meanwhile, there were 5 students or 14,29% from the total number of the students answered undecided with the statement and 7 students or 20% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result showed most of the students answered agree with the statement I feel bad in English learning especially speaking.

Table 4.1.13 I find it difficult to say a few words correctly

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14%
2.	Agree	20	57,14%
3.	Undecided	5	14,29%
4.	Disagree	3	8,57%
5.	Strongly Disagree	1	2,86%
Total		35	100%

Based on the table 4.13 above, percentages of data showed that there were 35 students responds, there were 6 students or 17,14% from the total number of the students whose strongly agree with the statement. The other 20 students or 57,14% from the total number of the students agree with the statement. Meanwhile, there were 5 students or 14,29% from the total number of the students answered undecided with the statement. There were 3 students or 8,57% answered disagree with the statement and 1 student or 2,86% answered strongly disagree with the statement. The results show 57,14% answered agree and only 17,14% students answered strongly agree with the statement I find it difficult to say a few words correctly.

Table 4.1.1.14 I felt nervous when the teacher asked me to use English

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14%
2.	Agree	15	42,86%
3.	Undecided	9	25,71%
4.	Disagree	5	14,29%
5.	Strongly Disagree	0	0%
Total		35	100%

Based on the table 4.14 above, percentages of data showed that there were 35 students responds, there were 6 students or 17,14% from the total number of the students whose strongly agree with the statement. The other 15 students or 42,86% from the total number of the students agree with the statement. Meanwhile, there were 9 students or 25,71% from the total number of the students answered undecided with the statement and 5 students or 14,29% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result is almost half of the students answered agree or 42, 86% with the statement I felt nervous when the teacher asked me to use English.

4.1.2 Students' problems related in daily English speaking activity

Table 4.1.2.15 Daily English speaking activity need better management

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	4	11,43%
2.	Agree	18	51,42%
3.	Undecided	8	22,86%
4.	Disagree	5	14,29%
5.	Strongly Disagree	0	0%
Total		35	100%

Based on the table 4.15 above, percentages of data showed that there were 35 students responds, there were 4 students or 11,43% from the total number of the students whose strongly agree with the statement. The other 18 students or 51,42% from the total number of the students agree with the statement. Meanwhile, there were 8 students or 22,86% from the total number of the students answered undecided with the statement and 5 students or 14, 29% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The results show in this question 51, 42% students answered agree with the statement Daily English speaking activity need better management.

Table 4.1.2.16 Students' who active in this activity at the least capable to practice daily conversation.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	20%
2.	Agree	16	45,71%
3.	Undecided	7	20%
4.	Disagree	4	11,43%
5.	Strongly Disagree	1	2,86%
Total		35	100%

Based on the table 4.16 above, percentages of data showed that there were 35 student's responds, there were 7 students or 20% from the total number of the students whose strongly agree with the statement. The other 16 students or 45,71% from the total number of the students agree with the statement. Meanwhile, there were 7 students or 20% from the total number of the students answered undecided with the statement. There were 4 students or 11,43% answered disagree with the statement and 1 student or 2,86% answered strongly disagree with the statement. The results showed almost half of students or 45,71% answered agree with the statement and the result show the students answered 20% for strongly agree also undecided with the statement Students' who active in this activity at the least capable to practice daily conversation.

Table 4.1.2.17 The material in daily English speaking activity should be more specific to improve speaking skill students.

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29%
2.	Agree	18	51,42%
3.	Undecided	8	22,86%
4.	Disagree	4	11,43%
5.	Strongly Disagree	0	0%
Total		35	100%

Based on the table 4.17 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 18 students or 51,42% from the total number of the students agree with the statement. Meanwhile, there were 8 students or 22,86% from the total number of the students answered undecided with the statement and 4 students or 11.43% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result showed most of students or 51,42% answered agree with the statement The material in daily English speaking activity should be more specific to improve speaking skill students.

Table 4.1.2.18 Daily English speaking activity have to give the output than can be compete with the another school

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14%
2.	Agree	13	37,14%
3.	Undecided	11	31,43%
4.	Disagree	5	14,29%
5.	Strongly Disagree	0	0%
Total		35	100%

Based on the table 4.18 above, percentages of data showed that there were 35 students responds, there were 6 students or 17,14% from the total number of the students whose strongly agree with the statement. The other 13 students or 37, 14% from the total number of the students agree with the statement. Meanwhile, there were 11 students or 31,43% from the total number of the students answered undecided with the statement and 5 students or 14, 29% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The results showed in this question only 37,14% students answered agree with the statement Daily English speaking activity have to give the output than can be compete with another school.

Table 4.1.2.19 The teacher who handle this activity must be serious to handle this activity in order that is going smoothly

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14%
2.	Agree	13	37,14%
3.	Undecided	11	31,43%
4.	Disagree	4	11,43%
5.	Strongly Disagree	1	2,86%
	Total	35	100%

Based on the table 4.19 above, percentages of data showed that there were 35 student's responds, there were 6 students or 17, 14% from the total number of the students whose strongly agree with the statement. The other 13 students or 37,14% from the total number of the students agree with the statement. Meanwhile, there were 11 students or 31, 43% from the total number of the students answered undecided with the statement. There were 4 students or 11, 43% answered disagree with the statement and 1 student or 2,86% answered strongly disagree with the statement. The result in this question showed only 37, 14% students answered agree with the statement The teacher who handle this activity must be serious to handle this activity in order that is going smoothly.

Table 4.1.2.20 It is very difficult to apply daily English speaking activity

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	9	26,71%
2.	Agree	11	31,43%
3.	Undecided	11	31,43%
4.	Disagree	4	11,43%
5.	Strongly Disagree	0	0%
Total		35	100%

Based on the table 4.20 above, percentages of data showed that there were 35 students responds, there were 9 students or 26,71% from the total number of the students whose strongly agree with the statement. The other 11 students or 31, 43% from the total number of the students agree with the statement. Meanwhile, there were 11 students or 31,43% from the total number of the students answered undecided with the statement and 4 students or 11,43% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The results show in this question 31, 43% students answered agree also undecided with the statement It is very difficult to apply daily English speaking activity.

The Result Score of Students Questionnaires. From 35 students, total score of the questionnaires was 2.461 and total number of the data 20. So the mean score:

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{2.461}{35}$$

$$\bar{x} = 70,3$$

The calculating above shows that the mean score of students' problems in daily English speaking activity of the eleventh grade at SMAN 1 Tambang was **70,3** it indicates Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree that the students "Agree" there are several the students' problems in daily English speaking activity.

4.2 Data Analysis

This study is set to find out the most dominant speaking problems faced by the eleventh grade students of SMAN 1 Tambang. There were 35 students involved in this research. Data were taken from the questionnaires that was distributed by researcher to know what are the factors that influence students' speaking problems in daily English speaking activity of the eleventh grade at SMAN 1 Tambang.

The data showed that the most dominant speaking problems faced by the first year students' of SMAN 1 Tambang is limited vocabulary. There were 42,9% students answered "Strongly Agree" faced this problem it means that limited vocabulary is the factor that influences students' speaking problems. Moreover, the students' faced the problems in speaking it was followed by difficulty to say a few

words correctly with 5,7% students “Agree”, very difficult to apply daily English speaking activity with 2,5 % students " Strongly Agree" and the material in daily English speaking activity should be more specific to improve speaking skill students with 5,1% students "Agree".

4.3 Discussion

This section presents the discussion based on the findings of the study. The result of this research dealt with answer of the problem statement which aimed to know about student’s problems in daily English speaking activity of the eleventh grade science students of SMAN 1 Tambang.

1. Students’ problems related with speaking problem

The results of the questionnaire showed that students at the eleventh grade science of SMAN 1 Tambang faced some problems that make them do not actively speak in English. Based on the data analysis from the questionnaire the students’ are not active in speaking English because the students are confused when they speak English. Sometimes, the students’ can’t continue to speak English because they have no idea about what they want to say. It was because she has still limited vocabulary.

Students’ must get a lot of vocabulary, because without vocabulary they will not know what they must say to explain the intent and purpose of talking to their friends. It is supported by Jill statement (2008:53) said that vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. Mastering vocabulary will help us to be a

good speakers and listener because we can arrange the sentences when we have a lot of vocabularies. New students of eleventh grades often have difficulty in vocabulary, because the vocabulary is too foreign or they rarely use

They also have a limited memory period for remembering vocab that increase every day. They have difficulty maintaining the vocabulary that they have memorized. The researcher found that almost students' problems are about forget the vocabulary, and unfamiliar with the new vocabulary. Because their habit is use Malay vocabulary not English vocabulary. One of the students admitted if they came to school with vocab that was lacking and difficult to remember a lot of vocab. Thus, that their tongues cannot pronounce English words correctly. The research findings are in line with the theory from Dea Aris Fitriani (2005) "Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary". Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar.

If we don't know the vocabulary in English we will never be able to speak English. Khan (2005) once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. Thus, before wanting to speak English you must first learn and master the English vocabulary so that you can speak English fluently.

Furthermore, the researcher finds some students can't pronounce word well. The students can't pronounce word well, which is that word often to listen and often

to use when speak English in daily activity, for Example word “ students “ the student A says “ staden “ student B also make wrong pronunciation, the word “English “ the student says “ Englis” that’s wrong pronunciation. And they are still difficult to differ in pronouncing vowel and consonant. It is caused in pronouncing vowels and consonant between Indonesian and English are different so sometimes it made them confuse to pronounce vowel and consonant in English. The difficulty of saying English words can be caused by the fact that they rarely train their tongue to say the word.

They have difficulty adapting to the second language because their mother tongue is too strong. So, the adjustment process that “To change the Malay accent was very difficult. Need habits and knowledge to change Malay accent into English dialect. Jill (2008:66) stated that understanding of the features of pronunciation helps learners understand when they listen to the language. There are also students who find difficulty to say the vocabulary because they do not know how to pronounce it.

2. Students’ problems related in daily English speaking activity

In improving students’ speaking skill by Daily English Speaking Activity, students are required to use English as mandatory language to communicate on daily activities in order to make they usual to practice their language through the conversations and interaction with people around them, not only memorize vocabulary.

So, they thought that Daily English Speaking Activity makes English to be more interesting to learn. Besides, the students become more confident to communicate using English because Daily English Speaking Activity. This was appropriate with the theory from Kayi, that the key to successful speaking lesson is the employment of good communicative speaking activities such as, role play, information gap, storytelling, discussion, interview, daily communication activities and so on.

From questionnaires in this research, the researcher found that most of student choose strongly agree and agree that they felt the material in daily English speaking activity should be more specific to improve speaking skill students'. It was closely not related to the statement of relevant material in this research. The statement is "Daily English Speaking Activity" especially developed by SMAN 1 Tambang to make students usual to communicate in English as daily routine in order the students ability in English speaking is improve".

Based on the discussions above, one of important point that the implementation of Daily English Speaking Activity at SMAN 1Tambang have not been running well because of several reasons. It because very difficult to apply daily English Speaking Activity. Especially, with the problem of the Pandemic covid 19 which makes students' do the online learning system at home.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Speaking English is very difficult to master, so students must practice their speaking skills to improve their speaking skills. In this study, the researchers took 20 samples of Class XI IPA 1 from the eleventh grade of SMAN 1 Tambang, the researchers focused on students' problems in daily English speaking activity. The researcher analyzed the data and found out that the results of the questionnaires. It was found that the conclusion from the research problem “what are the students’ problems in daily English speaking activity at SMAN 1 Tambang”. Based on the result of the study, the researcher concluded that: Many students have difficulty in speaking. One of problem in speaking is the students can’t pronounce word well. Most of the students are difficult to pronounce words clearly. They feel difficult to differ from pronouncing vowels and consonant in English and Indonesia language that sometimes make them confuse to pronounce vowel and consonant in English and students' lack of vocabulary Most of student choose strongly agree and agree that they felt the material in daily English speaking activity should be more specific to improve speaking skill students'.

5.2 Suggestions

Based on the result of the study, the researcher gives some suggestion:

1. For the Students

The students have to understand that speaking is important. So, the students should improve their speaking ability by doing speaking more often or make a speaking activity as a habit. The students also should change their mindset that English is difficult. It will make the students motivate to learn more about English language, especially on speaking skill.

2. For the Teachers

For English teachers, the teachers need to keep motivating students and create a comfortable environment for them to always use English every day.

3. For the Further Researchers

For further researchers, there are several theories that discuss the same case about speaking problems. Researchers can find out that some problems can be analyzed to find out how students' speaking problems are. However, the researcher hopes that future researchers can find solutions to help and improve students' speaking problems in English to be more effective.

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