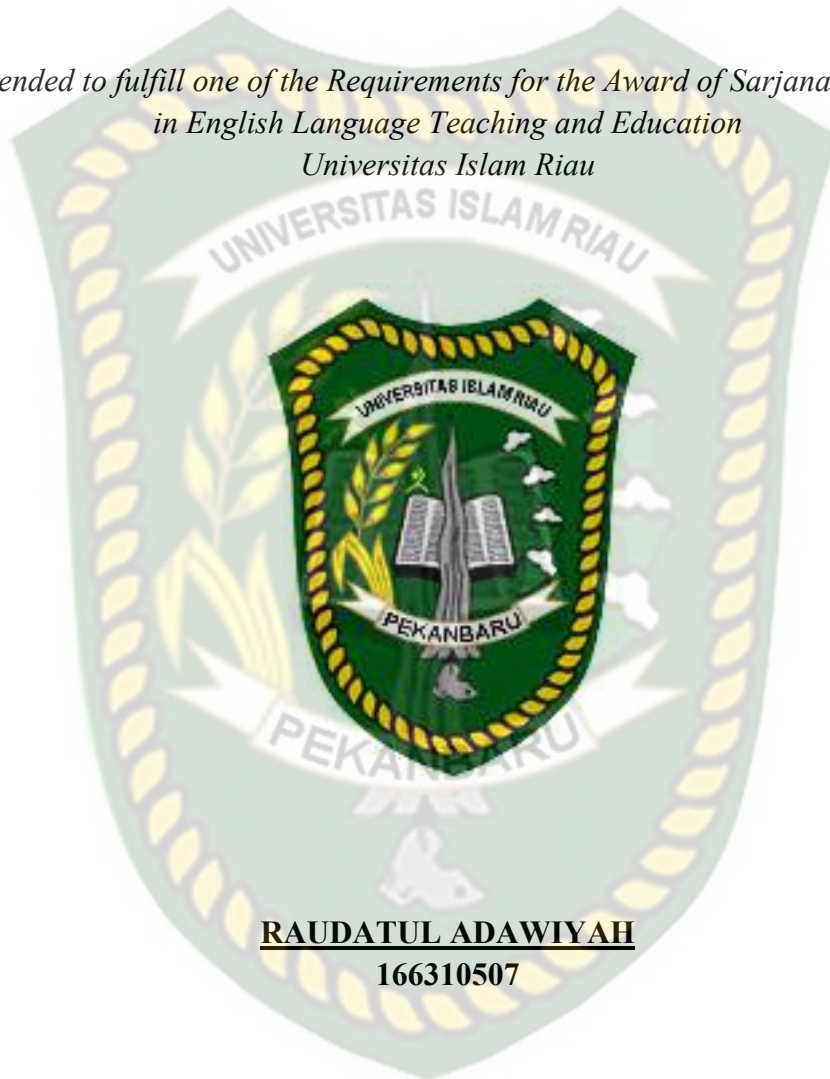


**AN ANALYSIS OF THE THIRD SEMESTER STUDENTS IN SPEAKING
PERFORMANCE AT ENGLISH DEPARTMENT OF FKIP UIR**

A THESIS

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



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166310507

**ENGLISH LANGUAGE EDUCATION
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PEKANBARU**

2020

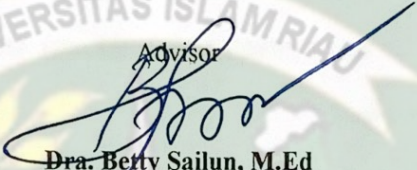
THESIS APPROVAL

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AN ANALYSIS OF THE THIRD SEMESTER STUDENTS IN SPEAKING
PERFORMANCE AT ENGLISH DEPARTMENT OF FKIP UIR

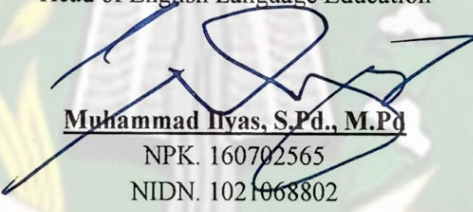
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Monday, November 30th 2020

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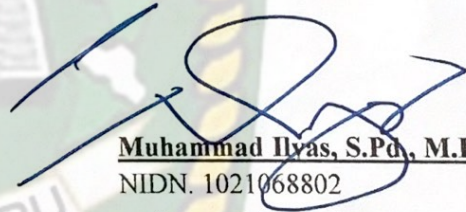


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**AN ANALYSIS OF THE THIRD SEMESTER STUDENTS IN SPEAKING
PERFORMANCE AT ENGLISH DEPARTMENT OF FKIP UIR**

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

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THESIS GUIDANCE AGENDA

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1	10/10/2019	ACC Title	
2	10/03/2020	Revised chapter I	
3	30/06/2020	Revised chapter III	
4	30/07/2020	Approved to join Proposal Seminar	
5	27/08/2020	Join the Proposal Seminar	
6	18/09/2020	Revised Proposal	
7	02/11/2020	Approved to join the Thesis Examination	
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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, December 2020
The researcher

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Pekanbaru, December 2020

The Researcher

ABSTRACT

RAUDATUL ADAWIYAH. 2020. An Analysis of the Third Semester Students in Speaking Performance at English Department of FKIP UIR

Keywords: *Speaking Performance, Problems in speaking performance*

The researcher want to find the students' problem speaking performance at third semester and focus on the most inhibiting problem in students presentation. In conducting this research, researchers used descriptive qualitative. the population is the third semester students amounting to twenty students randomly selected each class of ten students as representatives of their respective classes. The technique used in this research is a questionnaire. After conducting the research, the result of questionnaire about problems in speaking performance, it could be found that most of the third semester students felt nervous when speaking, based on statement one of confidence indicators, half of them felt not confidence. While, based on statement five about body language indicator sixty percents of the students often using body language to make them easily to convey the materials. Based on statement thirteen of fluently indicator seventy percents of them did not speak fluently because their vocabulary are limit which is those the main factor of speaking fluently.

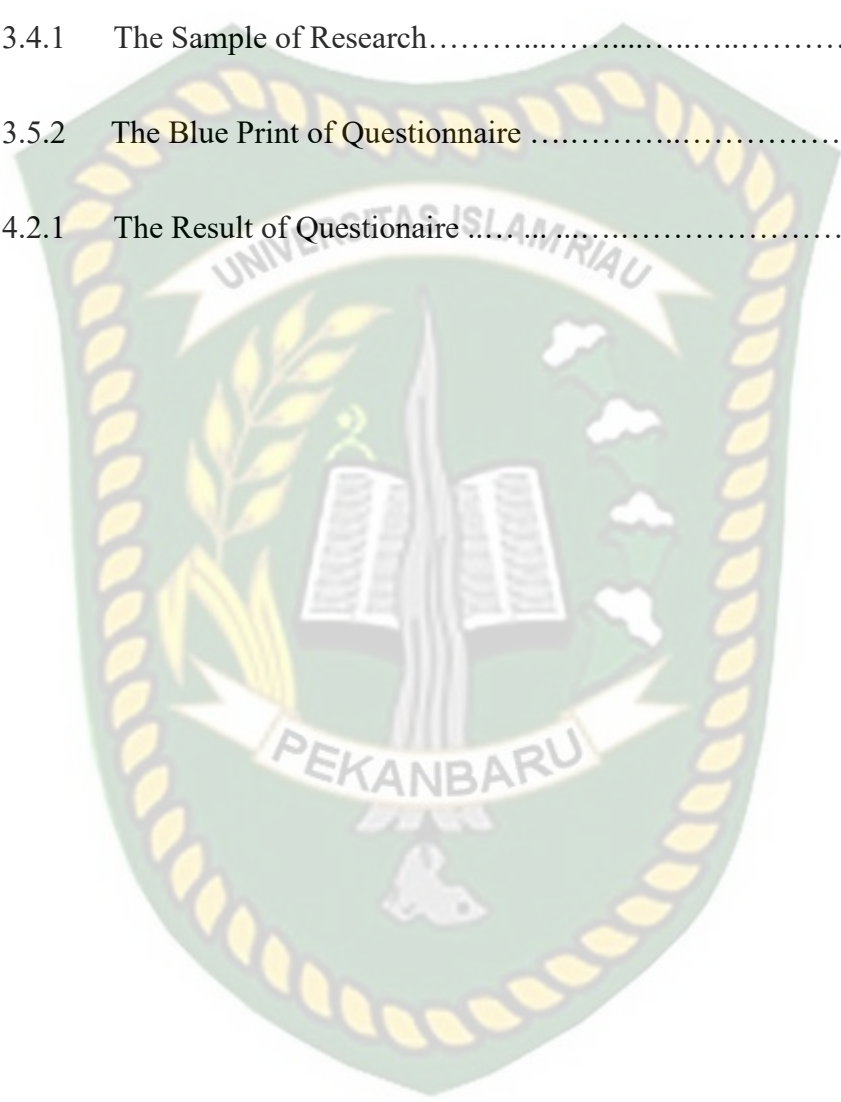
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Dokumen ini adalah Arsip Miik :
Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is one of four skills (listening, speaking, reading, and writing) which have been mastered by the students. Mastered the art of speaking is the most important aspect of learning a foreign language for people especially students. Involving a process of building and sharing meaning through use of language orally. By learning speaking, the students would know they way to convey language communicatively. The students would learn how to convey utterance meaningfully. Besides, it also let them to interaction in society by using the language. Speaking skill accurately to express meaning in order to transfer, getting knowledge and information for other people in the whole life situation.

Speaking is the ability to produce word in language practice. Speaking is to convey thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, the want to express something important. For example, the students want to express their feeling and thought. It is verily impossible for someone to make a communication with other without having purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people like sender and receiver. The students need communication to exchange information, ideas, view or feeling, and opinion.

Speaking is the activity involves two or more people in whom the participant are both speakers and hearers having to react to whatever the students hear and make their contribution a high speed, so each participant has intention. So, the teacher should active the students speaking ability by providing communicative language activities in the classroom and giving them chance to practice their speaking skill as much as possible.

Skillful speaking is very essential especially for the students because it is can be a tool know the world. For improving speaking competence is most important for the students, which Speaking is highly gives contribution for students to perform their communication skill be better. There are many factor that cause the students' low speaking skill. It could be by the internal and external factor. The internal factor include are interest and motivation while the external factor are teachers teaching technique and facilities well.

From statements above can be concluded that speaking is important to communicate with other people and it is used as media to show ideas, opinion, thought and feeling to other.

Performance defines how to express something that students want to show. The performance in the speaking can be like dialog conversation, presentation, debate, speech, or another that someone want to give information. Speaking performance is the ability of students to display their speaking skill in front of the audiences. Students' speaking performance can be affected by the factors that come from performance condition, affective factor (such as motivation,

confidence, and anxiety), listening ability, and strategy competence (Tuan and Mai, 2015).

Presentation is one of technique which encourage students to communicate their ideas and opinion because student need a lot of opportunity to practice their speaking. In this research, the researcher want to analysis student's presentation in class. The researcher are interested in seeing students' ability and finding out problem in speaking performance. Therefore, the researcher chose this topic to be studied.

Based on researcher's observation the students focus on doing conversation in every meeting in the class. The researcher get some problem, the students have not confident when doing presentation in front class. They are nervous every speaking because fear of blame and shame when friends laugh at their. Some of the students feel difficult because they are not ready yet to do it. Many students still lack of vocabulary which are causes them to speak less fluently. Meanwhile, the students forget their material that they want to present because they still memorize what they want to say in front class.

Title selection based on the researcher own experience because researcher got some problems when presentation in class. The research previous almost similar with this research but the researcher want to compare the students' problem speaking performance now because the researcher want to focus on the most inhibiting problem in students presentation with title "An Analysis of The

Third Semester Students in Speaking Performance at English Department of FKIP UIR ”

1.2 Identification of the Problem

From the background above, the researcher found students facing some problem. First, the students have low confidence in speaking performance. The students embarrassed to speak in front to classroom, they cannot express their opinion to the other people. The students afraid of making mistakes in grammar and still memorize what they want to say. The students nervous when present in front class, until the students could forget the word that they have memorized before.

Second, the problem is the students rarely use body language like eye contact, gesture, posture when presentation and still wrong to choice of vocabulary in English sentence. Many students confused placing appropriate word in spoken or written. It takes time to think what to say and to choose for using expressions. There are some students who do not obey to improve their vocabulary in reminding.

Third, some of the students are not able to speak fluently. The students still focus use frozen grammar and lack vocabulary. In this situation students feel not ready to perform and effect students’ performance. It makes students’ performance in classroom not effective.

1.3 Focus of the Problem

Based on the explanation above, it is important to researcher to limit or focus the problem. The researcher focus to the speaking performance that focus on students' presentation, such as confidence, body language, and fluency.

1.4 The Question of Research

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

1. What are students' problems in speaking performance at the third semester students of at English language program of UIR?

1.5 The Objective of Research

The objective of the study is to analyze students speaking performance of the third semester student at English Language Education of UIR Pekanbaru.

1.6 The Significant of Research

By having this discussion the researcher hopes the result of this research can give advantage and contribute as references for other research. Some researcher expectation are:

1. For the students

The researcher hopes this research can be make students more active in speaking learning performance.

2. For the lecturer

The researcher hope this research one of many ways how to lecture teach the students in class to motivate the students improve their speaking performance.

3. For researcher

The researcher hopes more understanding about speaking performance and this research also will be improve researcher knowledge in speaking performance.

1.7 The Defintion of the Key Terms

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

1. According to Fulther (2003), Speaking is the use language communicates with the other
2. According to De Kort and Leerdam as cited in Hemerka (2009:15) Performance is the production of actual utterance as a result of certain psychological processes”
3. According to Tuan and Mai (2015), Speaking performance is an interactive process of constructing the meaning that involves producing, receiving and processing information.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Speaking

Speaking is essential tool for communicating, thinking, and learning. Thorough speaking, the students learn concepts, develop vocabulary and perceive the structure of the English language which is the essential components of learning. Speaking is one of the most important skills to be developed and enhanced as means of effective communication (Leong and Ahmadi, 2017). Additionally, speaking is a vehicle to link individual to society (An, Ho: 2018). Speaking as tool can make you have many knowledge, friends, and easy to weave relationship with people around. Besides that, the students that develop vocabulary easily communicate and to express idea, feeling, thought in learning.

According to Nunan, D (2003: 48) speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning. Speaking is an oral expression that involves not only to the use of right patterns but also to the right order to convey the right meaning. From two statements, speaking is way person to produce result of students' thought with right patterns of rhythm and intonation. There are some aspects that need to be acquired by students in order to have good speaking skill. They are pronunciation, fluency, accuracy, and vocabulary (Brown, 2001:268).

Thornbury (2005) state speaking is part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people may produce even more than that. Before the students speak, they should know what they will say. Therefore, the students need to have many ideas in their mind. The students must be able to use correct pronunciation, able to speak fluently and correctly, they must have sufficient vocabulary and must be able to arrange their sentences so that they can be understood. If all these things are done well, the students surely will be able to speak well and their listeners will get the message easily (Gani, Fajrina, and Hanifa, 2015).At last, speaking also help the students to deliver a speech confidently.

Speaking is widely known as an ability to share thoughts, ideas, and intentions to the other people by using a language in oral form (Samad, Bustari, Ahmad, 2017). Improving the English speaking competence is very important for the students which Speaking is extremely need to gives the big contribution to students to perform their communication skill better (Akhyak and Indramawan,2013).

Based on theories above, it can be concluded that speaking is students' skill which become the bridge for students know the world because the students communicate with other that can improve their knowledge. The students tell the story that includes the skill to express their ideas and content, organize them well in good statement and use correct language to have a good performance..

2.1.2 The Importance of Speaking

The goal of language learning is to enable the students' to use language in communication. As English is considered the international language and it is spoken all over the world, make easily of communicating with people who live in different states, countries, region and continents of the world (Rao,2019). The ability to speak English is very important in humans' lives. Language has social function in which communication appears through interaction with other to expressing ideas and responding opinion. There are some method to improve speaking for example by practicing English everyday with friends. The teacher should have program that make the students' feel interested in the class. A good teachers thought to create interesting learning media, the effective situation and give different ways in learning English. Media are important things in teaching and learning speaking.

2.1.3 The Component of Speaking

There are important part of components to speak English. The component is what aspect influencing how well people speak English. In speaking, students should master the component of speaking, such as vocabularies, pronunciation, grammar and fluency.

1) Grammar

The students often think that the ability to communicate is to know about grammar, but it is also not beginning of nineteenth century that the systematic role of teaching was about grammar and

the first method is appeared which was called Grammar Translation Method Celca-Murica (2001). Therefore, grammar is important in speaking if the speakers do not mastering grammar, they cannot speak English correctly. Grammar is needed for a students to arrange correct sentences in conversation both in written and oral form.

2) Vocabulary

Vocabulary is one of the important component that used in communication. Vocabulary learning strategies have become part of language learning strategies which is purposed to encourage self-direction for learners (Ghazal, 2007:84). If the students lack of vocabulary, it mean the student cannot communicate affectively or express their ideas in both oral written form. The students that having limited vocabulary can make obstacle in learning language. Therefore, teacher should process considerable on how to manage an interesting classroom so that the students can get a success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

3) Pronunciation

Pronunciation definition taken from Oxford Dictionary stated pronunciation is way in which a language or a particular word or sound is spoken. It mean the way students' to produce clearer language when they speak. Pronunciation is one of the most difficult to master and the students should spend a lot of time to

improve their pronunciation because a word can be spoken different way by various individuals or groups, depending on many factors, such as; the area in which they grew up, the area in which they now live.

4) Fluency

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

2.1.4 Type of Speaking

Speaking can be categorized into some types, Brown (2007:327) explain basic type of speaking as following:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitative to include any speaking perform that is designed to practice some

phonological or grammar aspect of language. Intensive speaking can be self-initiated or it can even forms of language.

3) Responsive

A good deal of student speech in classroom is responsive: short replies to teacher or student initiated questions or comment. These replies are usually sufficient and do not extend into dialogues.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of meaning social relationships than for transmission of facts and information.

6) Extensive

Finally, students at intermediate to advanced levels are called on to give extended monologues in form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned impromptu.

2.2 Speaking Performance

According to Wortwein, Chollet, and Schauerte (2015) the ability to communicate in social public environment can greatly influence a person's career development, help build relationship, resolve conflict or even gain the upper hand in negotiations. Nonverbal communication expressed thought behavior, such gesture, facial expression and prosody is the key aspect of successful public speaking and interpersonal communication. In speaking performance there are behavior indicators:

1. Eye Contact

According to Khochoska and Gramatkovski (2016) eye contact is very tricky art to master but vital to effective communication. Eye contact is used in everyday communication between people because through it people transfer a large part of the message they want to convey to the other.

2. Body language and Posture

Posture and movement can also convey a great deal of information and speaker can indicate feelings and attitudes (Bujalkova and Zrnikova,2016). Speaking will be more interesting and audience also more attention when students using body language.

3. Gesture

According to Bujalkova and Zrnikova (2016) Gesture is important way to communicate meaning without words. Waving, pointing, and using finger to indicate numeric amounts include in common gesture.

4. Fluency

According to Barley (2003:55) fluency is the ability to use language quickly and confidently, without word searches or unnatural pauses. Student must be given opportunities to develop fluency, they cannot develop fluency if teacher is concern to correct their grammatical. In other word, fluency is one of major characteristics of communicative competence (Shaini and Shahamirin,2017).

5. Intonation

Intonation is the kind of pitch modulation found in whole utterance (Car,2008). In additional, intonation is often referred to in everyday language as speech melody or sentence melody (Chun,2002:3).

6. Self-Confidence

According to Rosysmanto (2018) self-confidence is the crucial part in the speaking skill, because that if students have high self-confidence, will be achieve the best performance in speaking skill fluently. Self-confidence give an effect to their abilities and can make the other students stimulation to improve their skill.

7. Pause Filler

According to (2015) fillers is sound, word, phrases or even break that occur in the flow of speech and do not have any meanings in utterances. Example of filler include *well, you know, I think, like, if you see what I mean, basically, ee, ehm, uh, ah,* and so on.

Sometimes, the words can be deleted from that utterance without changing the content.

In job interview, non-verbal behaviors were used to estimate the *hireability*: manual annotations of body activity (gestures and self-touches), hand speed and position (on table height or on face height), and the speaking status to mask the temporal features (Nguyen,Ramiro, Romera, and Perez,2013).

According to Wolfe-Quintero, Inaka, and Kim (1998) there are three types of computation method of speaking performance measure, as three are writing ones, a frequency measure, a ratio measure an index based on a formula that yield a numerical score.

2.3 Relevant Studies

Based on research that done by Fatimah (2015) entitle An Analysis of Speaking Skill of The First Semester Students of FKIP UIR Pekanbaru. The result of this research, speaking is one of four skill which have to be acquired learning a language. One of aims in teaching speaking is to enable the students to communicate. It means that a important skill students in learning a language. The students' are hope not to be shy in acting out their speaking.

Second, based on researcher done by Edgar (2015) entitle An Analysis of Speaking Ability on Role Play the First Students' of FKIP UIR Pekanbaru. The researcher conducted that, Speaking is one the most important aspect that should be mastered by the students' in learning language. Through speaking, the students can express their idea, feeling and opinion by producting sounds or utterances.

The last, based on researchers done by Tirta Handayani (2016) entitle An Analysis of Speaking Ability of The Second year Students at SMAN 3 TUALANG. The research is focused on students' speaking ability in conversation. Its mean that speaking is an important skill in learning a language.

In this research, the researcher conducted to research to know there is Significant an analysis students' ability in speaking performance of the third semester students' of Fkip UIR Pekanbaru. The research focused to analyzing problems in speaking performance.

2.4 Assumption

Based on the problem of research, the researcher makes assumes that there are some obstacles in students' speaking performance of the second semester of English language Education.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

There are many type of research design could be implemented conducting study. The research design used in this research is descriptive design with qualitative research.

Descriptive design is an investigation that provides a detail image of phenomenon as it naturally occur, as opposed to studying the impact of the phenomenon or intervention (Tavakoli, 2012). The researcher conducted descriptive researcher to know the phenomenon an fact in students' ability in speaking performance at third semester in FKIP-UIR.

3.2 Source of the Data

This research is conducted at the third semester of English Language Education of UIR Academic 2019/2020. This research is done in two classes. Time of the research is carried on September 2020.

3.3 Population and Sample of the Research

3.3.1 Population

The population of this research is the third semester English Language Education of UIR Academic 2019/2020. The total number of population are 100 students.

Table 3.3.1

The Population of Research

No.	Class	Number of Students
1	A	50
2	B	50
Total		100

3.3.2 Sample

Sample is subset of individuals of population; there is typically data available for individuals in samples (Honlot and Larget, 2011). According to Arikunto (2002:112) states the number of populations is less than 100, all samples are taken so that the research is population research. Meanwhile, if the number of population is more than 100, samples that can be used 10-15% or 20-25% or more. The researcher chooses 20% of the population, because the limited time to consider the difficulty in obtaining data due to the difficulty of the respondent in getting the network. So, the sample used in this study is 20 students.

Table 3.3.2

The Sample of Research

No.	Name of Class	Number of Students	Number of Sample (20% of the population)
1	A Class	50	10
2	B Class	50	10
Total		100	20

3.4 The Research Instrument

In this research, the researcher conducted with instruments to collect the data; using the questionnaire.

3.4.1 Questionnaire

The questionnaire used to identify problems faced by students in speaking performance. It consist of 15 questions each indicators is 5 questions. The researcher will take provided with google form.

3.5 Data Collection Technique

In this research, researcher joined to the third semester students whatsApp group because limit circumstance can only daring.

3.5.1 Questionnaire

The questionnaire was distributed to know the students' problems in speaking performance. It is use with google form to collect the data of quisionnaire.

Table 3.5.2

The Blue Print of Questionnaire

No	Indicators	Items
1.	Confident	1, 2, 4, 6, 9
2.	Body Language	3, 5, 10, 12, 14
3.	Fluency	7, 8, 11, 13, 15

3.6 Data Analysis Technique

After collecting the data, the researcher will apply qualitative approach to analyze the data of this research. The researcher analyzed the problems in speaking performance based on the indicators choosed and presented the data to calculate by formulation to find out percentage of the students' score as:

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

Where:

- P : Percentage of the students
- F : Frequency of the students
- N : Sum of the students
- 100% : Remains Numbers

Adapted from Anas Sudijono (2004:43)

Table 3.6.1
Interval of the Percentage

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

After the students doing questionnaire, the researcher took the total score by the category score: strongly agree(5), agree(4), undieced(3),disagree(2), strongly disagree(1). The researcher divided based on indicators of speaking performance. Then, researcher classify the number of indicators to see the problems that faced the students.

CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This researcher was conducted by using Descriptive Qualitative research. The result of data presented based on the formula that had been told before. The researcher took 20 students to sampling of this research. The researcher explained the result to find out the problems students in speaking performance.

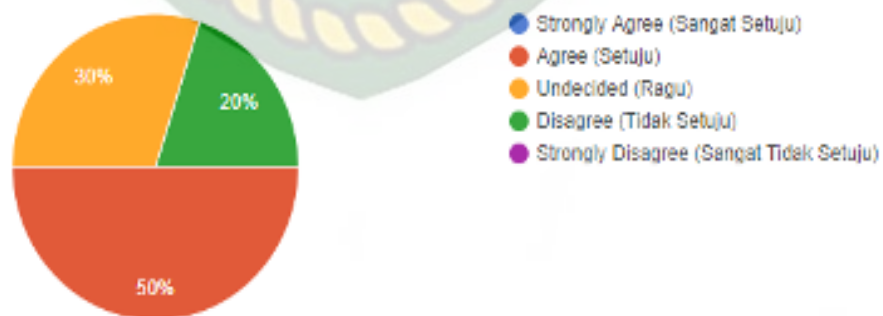
For describing the problems students in speaking performance, the researcher doing this reseach by answering the questionnaire. The questionnaire has 15 questions.

4.2 Data Analysis

4.2.1 Questionnaire

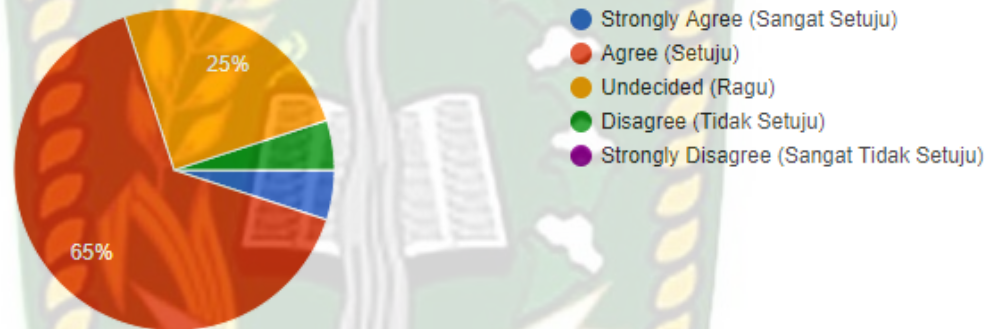
The researcher found problems of speaking performance by third semester students:

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



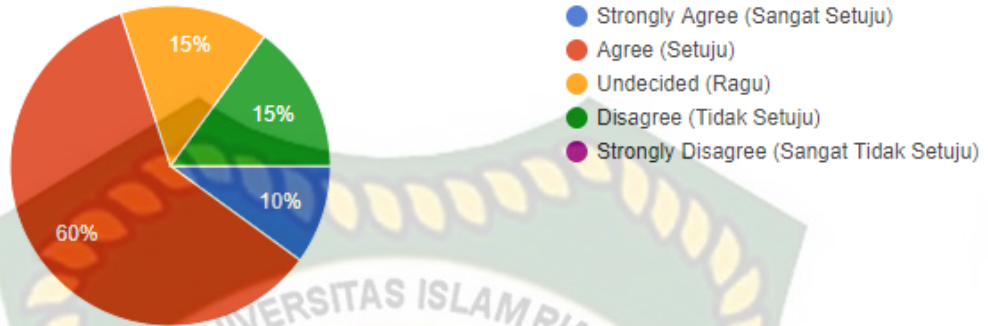
From the statement 1, the researcher found that there was not a student or 0% chose “Strongly Agree”, then 10 students or 50% chose “Agree”. For “Undecided” there were 6 students or 30% chose that option. But, there were 4 students or 20% chose “Disagree” and there was not a student or 0% chose “Strongly Disagree”. It means 50% of them Agree that they felt nervous when speaking in front of other people.

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



From the statement 2, the researcher found there was a student or 5% chose “Strongly Agree”, then 13 students or 65% chose “Agree”. There were 5 students or 25% chose “Undecided” but there was a student or 5% chose “Disagree” and there was not a student or 0% chose “Strongly Disagree”. The result is 65% of them anxious to speak English because vocabulary is limited.

3. I find difficult when presentation to do eye contact at audience.



The result for this statement there were 11 students or 55% chose “Agree”. For number of “Strongly Agree”, “Undecided”, “Disagree” has the same percentage that were 3 students or 15% each of them and there was not a student or 0% chose “Storngly Disagree”. From the result showed that 55% of them difficult to do eye contact at audience when presentation. They still focus to Power Point or looked down.

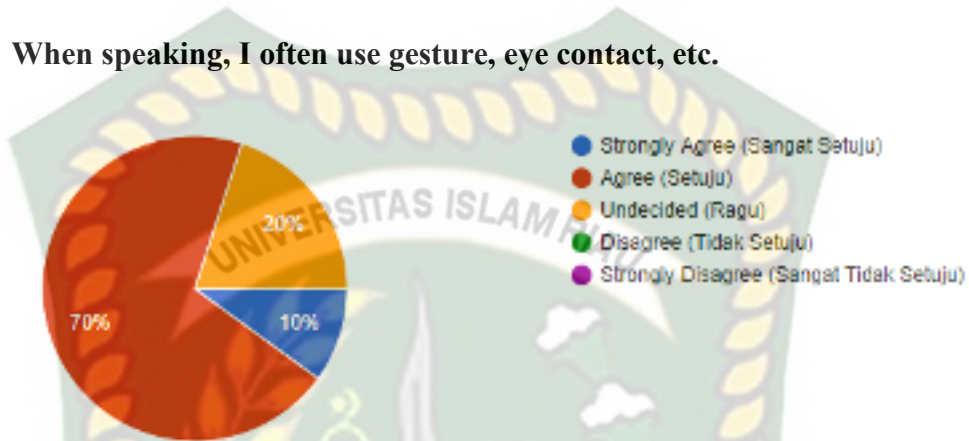
4. I have less confidence to speak English because my friends will laugh at me when I speak.



From this statement, the researcher found there was not 0 students or 0% chose “Strongly Agree”, then a student or 5% has the same chose

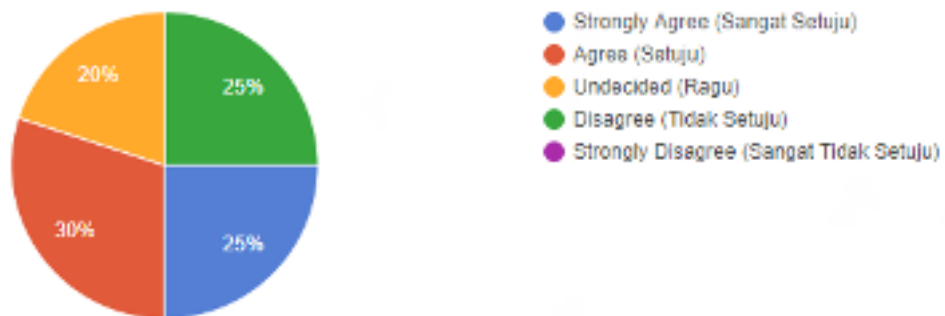
“Agree” and “Strongly Agree”. For “Undecided” there were 5 students or 25% chose it. But, there were 13 students or 65% chose “Disagree”. It means 65% of them felt confidence when speaking in front their friend although they laughed if made mistakes.

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



The result of this statement there were 2 students or 10% chose “Strongly Agree”, then there were 14 students or 70% chose “Agree” while chose “Undecided” there were 4 students or 20%. For “Disagree” and “Strongly Agree” has same percentage that was 0% or there was not a student chose of them. From the result showed that 70% students often use body language when speaking to easily deliver what they want to say.

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



The result for this statement there were 5 students or 25% chose “Strongly Agree” and “Agree”. For “Undecided” there were 4 students or 20% chose it. But there were 6 students or 30% chose “Disagree” and there was not a students or 0% chose “Strongly Disagree”. The result showed that 30% of the students disagree if they perform their body shake and make them forget everything suddenly.

7. I still use the memorization system, so make me stutter when delivering the material.



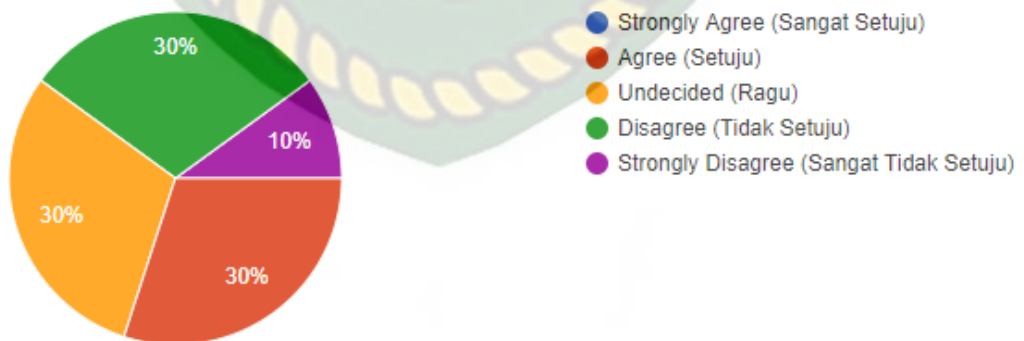
r
 From this statement, there were 6 students or 30% chose “Strongly Agree” and 9 students or 45% chose “Agree”. For “Undecided” there were 4 students or 20% chose that option. There was a students or 5% chose “Disagree” and there was not student or 0% chose “Strongly Disagree”. It means 45% of them still use the memorization system, so make me stutter when delivering the material in performance.

8. I do not have fluent English ability, so I get ashamed to speak English.



The result of this statement, for “Strongly Agree” and “Agree” has the same percetange 15% or 3 students each of them and 4 students or 20% chose “Undecided”. But, there was 10 students or 50% chose “Disagree” and there was not students or 0% chose “Strongly Disagree”. The result showed that half of them or 50% can speak fluent without felt ashamed when performance in front class.

9. I do not have a good pronunciation, so I get ashamed to speak English.



The result of this statement, there was not a student or 0% chose “Strongly Agree”. For “Agree” there were 5 students or 25% and 6 students or 30% chose “Undecided”. The total level of “Disagree” there were 7 students or 35% then there were 2 students or 10% chose “Strongly Disagree”. The result showed 35% of the students do not too much to think about good pronunciation to felt confidence when speaking in front of the people.

10. I am more comfortable talking by doing hand movement.



From this statement, there was a students or 5% chose “Strongly Agree” and 16 students or 80% chose “Agree”. For “Undecided” there were 3 students or 15% chose it. While, there was not student or 0% chose “Disagree” and “Strongly Disagree”. It means 80% of them more comfortable speaking by doing hand movement.

11. Some of my friends spoke with indistinct articulate.



The result of this statement, for “Strongly Agree” there were 2 students or 10% and 5 students or 25% chose “Agree”. But, there were 12 students or 60% chose “Undecided” and there was a student or 5% chose “Disagree”. While, there was not a student or 0% chose “Strongly Disagree”. The result showed 60% of them undecided if some of their friends spoke with indistinct articulate.

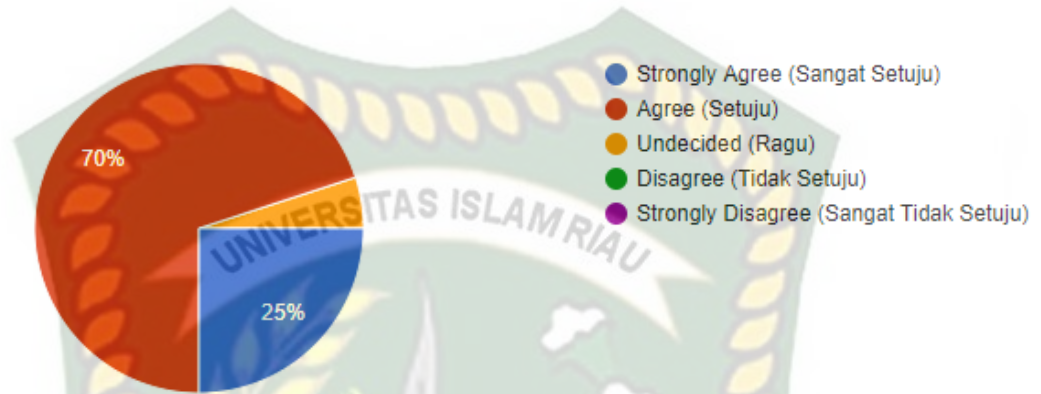
12. I am not movement during the presentation.



The result of this statement, the researcher found there was not a student or 0% chose “Strongly Agree”, then there were 7 students or 35% has the same chose “Agree” and “Disagree”. For “Undecided” there 5 students or 25% while there was only a students or 5% chose “Strongly Disagree”. It

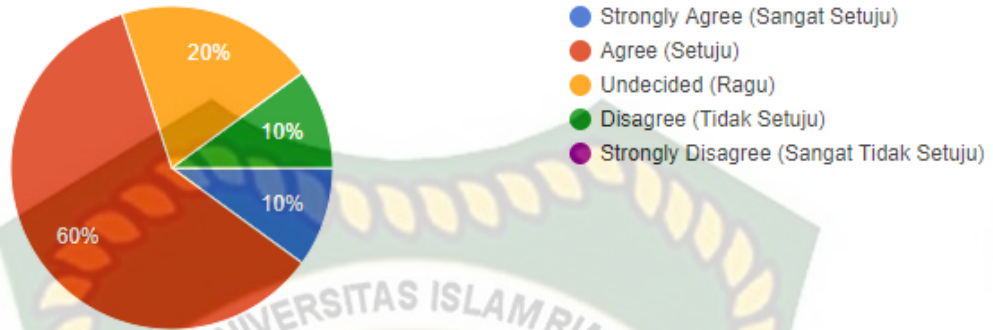
means 35% of them balance to chosed agree and disagree they are not movement during presentation.

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



This result of this statement, the researcher found there were 5 or 25% chose “Strongly Agree” and 14 students or 70% chose “Agree”. For “Undecided” there was only a student or 5% while “Disagree” and “Strongly Disagree” has the same percentage 0% or not a student chose both of them. The result showed 70% of them agree that lack of vocabulary is one of problems so make they did not speak fluently when perform in front of the people.

14. I felt message that want to convey easily to accept by using body language.



From this statement, there were 2 students or 10% has the same chose “Strongly Agree” and “Disagree” then there were 12 students or 60% chose “Agree”. There were 4 students or 20% chose “Undecided” but there was not a student or 0% chose “Strongly Disagree”. It means 60% of the students were using body language felt the message that they want to convey easily to accept by audience.

15. When my friends spoke not fluently, I do not understand the topic of the material.

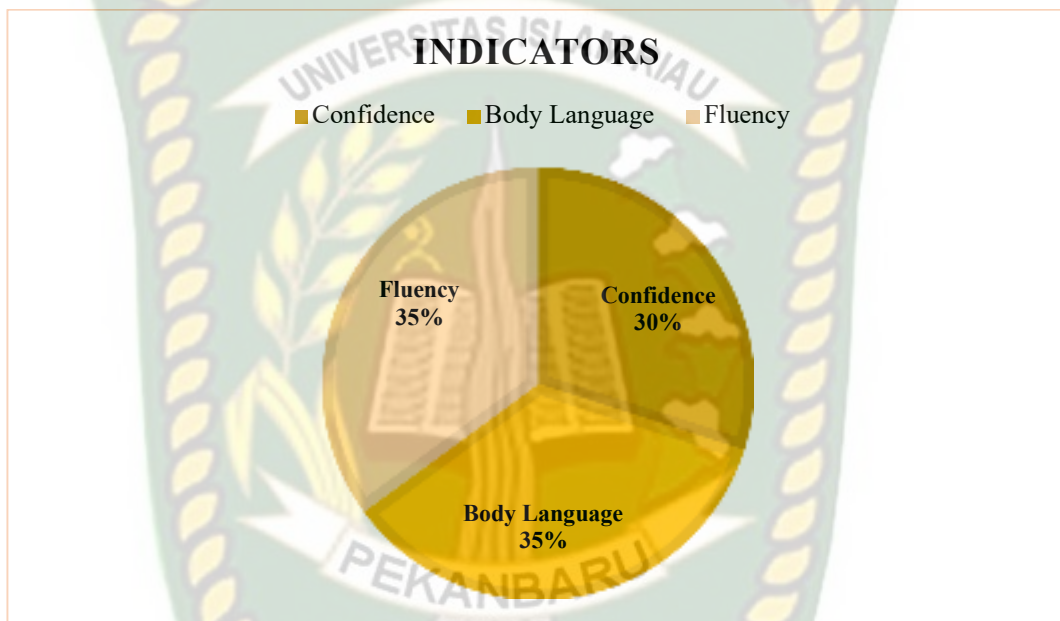


The result of this statement, there were 2 students or 10% chose “Strongly Agree” and 11 students or 55% chose “Agree”. For “Undecided” there were 4 students or 20% chose that option while 3 students or 15% chose

“Disagree”. The last one is “Strongly Disagree” with total percentage 0% or not a student. The result showed that 55% of them agree, they did not understand the topic of material when their friends spoke not fluently in speaking performance.

Chart 4.2.1

The Result of Students' Problems



Based on the result of students' problems above, from 20 students, most of the students or 35% of them had balance results of *Body language* and *Fluency*, they felt difficult to do an eye contact at audience and they also had not fluent English ability, so they got ashamed to speak English.

In the other side, 30% of the students got their *Confidence* problem. They felt nervous when they had to speak English in front of other people. Because, their vocabulary is limited and they do not had a good pronunciation, it makes their uncomfortable to do the speaking performance.

It means the third semester students got obstacle in speaking performance are body language and fluency.



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CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

5.1 Conclusions

After collecting data, the result of questionnaire about problems in speaking performance, it could be found that most of the third semester students felt nervous when speaking, based on statement 1 of confidence indicators, half of them felt not confidence. While, based on statement 5 about body language indicator 60% of the students often using body language to make them easily to convey the materials. Based on statement 13 of fluently indicator 70% of them did not speak fluently because their vocabulary are limit which is those the main factor of speaking fluently.

Based on the chart, the problems that the students got not too different percentage and total problems balance between body language and fluency with 35%. It means the third semester students got obstacle in speaking performance are body language and fluency

5.2 Implication

The result of the study about problems in speaking performance showed that the third semester often using body language in speaking performance, but also half of the students still not confidence.

5.3 Suggestion

From the result of the reseach, the writer would like to give some suggestion as follows:

1. English lecturer

For the lecturer in English Department are hope to always give motivation and oppurtunity to improve students in speaking performance.

2. English department students of FKIP UIR

For English department of FKIP UIR should have more learn how to improve your speaking performance, so you able to perform based on indicator that make your speaking performance well. The last one is lots of practice speaking with your friends, so that nothing happens that makes it difficult for yourself.

3. Next researcher

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

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