

**AN ANALYSIS OF SPEAKING PROBLEMS ENCOUNTERED BY THE
SECOND SEMESTER STUDENTS AT ENGLISH STUDY PROGRAM
OF FKIP UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to fulfill one of the requirements for the degree of Sarjana
in English Language Teaching and Education*



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THESIS

AN ANALYSIS OF SPEAKING PROBLEMS ENCOUNTERED BY THE SECOND SEMESTER STUDENTS AT ENGLISH STUDY PROGRAM OF FKIP UNIVERSITAS ISLAM RIAU

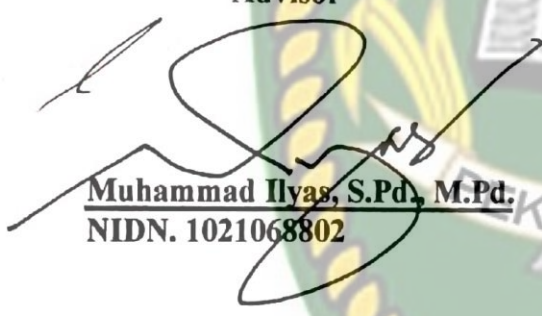
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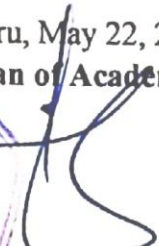

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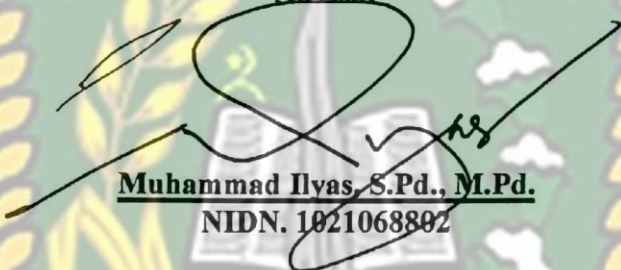


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LETTER OF NOTICE

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I declare that this research belongs to my own work, except the quotations (direct and indirect). The quotations were scientifically taken from many resources. I am responsible for this thesis.

Pekanbaru, April 20, 2019



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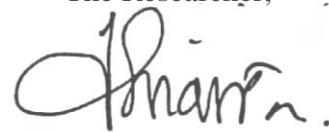
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Finally, I realize that this thesis is very far from being perfect. Thus I, personally, really appreciate any constructive critic and suggestion towards this thesis. I hope this thesis would be found useful, particularly in educational field.

Pekanbaru, April 20, 2019
The Researcher,



Isnania Nurani

ABSTRAK

Isnania Nurani. 2019. *An Analysis of Speaking Problems Encountered by the Second Semester Students at English Study Program of FKIP Universitas Islam Riau*. Skripsi. Pekanbaru: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Riau.

Kata Kunci: Keterampilan Berbicara, Masalah Keterampilan Berbicara

Penelitian ini bertujuan untuk mengetahui masalah-masalah keterampilan berbicara yang dialami oleh mahasiswa semester kedua di Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Riau. Peneliti meyakini bahwa keterampilan berbicara merupakan salah satu keterampilan yang paling penting untuk dipelajari oleh mahasiswa bahasa. Namun, hal tersebut tidak dapat dipisahkan dari beberapa masalah yang meliputinya.

Penelitian ini merupakan penelitian kualitatif dengan menggunakan metode deskriptif kualitatif. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan wawancara sebagai instrumen penelitian. Kuesioner yang digunakan didistribusikan kepada 17 mahasiswa semester kedua, sementara wawancara dilakukan terhadap empat dari 17 mahasiswa tersebut untuk memastikan jawaban/respon yang mereka berikan pada kuesioner. Selain itu, kuesioner penelitian tersebut terdiri atas seperangkat pernyataan yang merujuk pada dua jenis masalah keterampilan berbicara, yakni masalah linguistik dan masalah psikologis.

Dari dua masalah keterampilan berbicara, telah ditemukan bahwa mahasiswa semester kedua Program Studi Pendidikan Bahasa Inggris FKIP Universitas Islam Riau mengalami kedua masalah tersebut. Masalah linguistik yang dominan adalah kekurangan perbendaharaan kata yang disebabkan oleh kesulitan yang mereka hadapi dalam memilih kosakata yang sesuai untuk digunakan. Sementara itu, masalah psikologis yang dominan adalah keyakinan diri yang rendah, dimana para mahasiswa cenderung merasa gagal karena keterampilan berbicara yang mereka miliki tidak berkembang sesuai dengan yang diharapkan.

ABSTRACT

Isnania Nurani. 2019. *An Analysis of Speaking Problems Encountered by the Second Semester Students at English Study Program of FKIP Universitas Islam Riau*. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

Keywords: Speaking Skill, Speaking Problems

The aim of this research is to find out speaking problems which are encountered by the second semester students at English Study Program of FKIP Universitas Islam Riau. The researcher believes that speaking skill is considered as one of the most important skills to be acquired by language learners, yet it is inseparable from some problems that may appear.

This research was conducted by using qualitative design, under the qualitative descriptive method. In collecting the data, the researcher used questionnaire and interview as the instrument. The questionnaires were distributed to 17 students of the second semester, while four out of them were interviewed to assure their responses towards 30 statements in the questionnaire. Moreover, the questionnaire comprised statements that based on two kinds of speaking problems, namely linguistics and psychological problems.

From two speaking problems, it was found that the second semester students at English Study Program of FKIP Universitas Islam Riau faced both problems. The prominent linguistics problems encountered them was lack of vocabulary, due to their difficulty in choosing appropriate vocabulary to be used. Meanwhile, the psychological problems that prominently encountered the students was low of self-esteem, which stated that the students tended to feel they were failures, because their speaking skill have not improved as they expected due to linguistics problems which encountered them at the same time.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language takes important role in human communication. It makes human cannot be separated from the existence of language. By using language, human can express their feeling, opinion, emotion and message by means of communication. One of the languages that important to be proficient in this modern era is English. However, in Indonesia, English is categorized as foreign language. This makes English is required to be taught and acquired at school or in other educational institutions.

In linguistics scope, there are four basic skills of language, they are reading, writing, listening, and speaking. Generally, the four skills of language can be grouped into two categories; receptive skills and productive skills. The receptive skills consist of listening and reading skill, meanwhile the productive skills consist of speaking and writing skill. In order to communicate what the language learners have got by listening and reading, the learners need to express them by speaking and writing.

Speaking skill as one of the productive skills, nowadays, is considered as one of the most important skills to be acquired by students. Most of them use speaking skill as a parameter in measuring how success their English proficiency. This is in line with Richards (2008) which stated that the mastery of speaking skills

in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. In other hands, speaking in English is not a simple and easy task to do even though by students at English Study Program.

Knowing above facts, it is true that English is not easy for students particularly in speaking. They need to think twice before communicate it, either the things they are going to express or the most appropriate utterances in English they can use. It needs much effort to express what is performing on their minds verbally and cannot be separated from some problems related to their speaking performances. According to Fitriani, Apriliaswati, and Wardah (2015), there are at least two problems commonly faced by students in speaking, they are linguistics problems and psychological problems. Furthermore, a preliminary observation has been conducted to observe students' speaking skill on previous speaking class. It has been observed by the researcher, some of the second semester students at English Study Program of FKIP Universitas Islam Riau could not speak English fluently and did not even want to speak at all during the speaking class due to lack of knowledge related to the topic being discussed, and some due to lack of vocabulary. In addition, there are other problems faced by the students related to their psychological conditions, such as fear of making mistakes, low of self-confidence and self-esteem, also feeling shy and anxiety.

Both speaking problems give serious impacts to the students' speaking skills. For instance, some students may find difficulties in constructing sentences to be delivered in front of class due to some linguistics problems such as, lack of vocabulary and poor in grammar. Moreover, they may have poor pronunciation on certain words, thus made them feel unconfident and worry to speak. They may fear of making mistakes while speaking and fear of being mocked by their friends due to wrong pronunciations. All of those problems are inseparable with students' speaking skill and possibly make them reluctant to speak during the class.

At the English Study Program of FKIP Universitas Islam Riau, speaking skill itself is taught intensively through three compulsory series on the first, second, and third semester. Speaking for Group Activities Class, one of the speaking class series, is designed for the second semester students at this major. Therefore, it is hoped that it is not too late for the students to realize what their speaking problems are, thus they can improve themselves in the future.

Finally, based on the phenomena, it is very interesting for the researcher to highlight what the students' speaking problems are by conducting a research entitled "An Analysis of Speaking Problems Encountered by the Second Semester Students at English Study Program of FKIP Universitas Islam Riau".

1.2 Identification of the Problem

Based on the background of the problem mentioned above, the researcher identifies the problems as follows.

Speaking is a fundamental skill to be acquired in learning English language. Generally, speaking is assumed as a parameter to see how success a language learning is. However, in a successful speaking classroom, students cannot be separated from various problems that might hinder them during the class.

Moreover, based on the preliminary observation, it was indicated that the second semester students at English Study Program of FKIP Universitas Islam Riau encountered several problems in their speaking skill, such as linguistics and psychological problems.

Therefore, as stated previously, knowing speaking problems that are encountered by the students is really necessary and helpful for both the lecturers and the students. By analyzing it, the lecturers can get to know more what kind of problems that might hinder their students during speaking class then try to evaluate and overcome the problems together with the students.

1.3 Focus of the Problem

Based on identification of the problem, the researcher only focuses on finding out and analyzing two kind of speaking problems encountered by the second semester students particularly in Speaking for Group Activities Class at English Study Program of FKIP Universitas Islam Riau, they are linguistics and psychological problems. The linguistics problems consist of poor in grammar, lack of vocabulary, and poor in pronunciation; while the psychological problems consist of low of self-confidence, anxiety, and low of self-esteem.

1.4 Research Question

Based on the focus of the problem above, the problems are formulated into this question: “What are speaking problems encountered by the second semester students at English Study Program of FKIP Universitas Islam Riau?”

1.5 Objective of the Research

According to the research question, the objective of this research is to find out the speaking problems, which encountered the second semester students at English Study Program of FKIP Universitas Islam Riau.

1.6 Significance of the Research

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

1.6.1 For students

The researcher hopes this research would be useful for the students, particularly for students at English Study Program of FKIP Universitas Islam Riau, in raising their awareness of problems in speaking skill that might encounter them thus they would be able to improve their speaking skill in the future.

1.6.2 For lecturers

This research gives representation of some problems in speaking skill, which encountered by the students at English Study Program of FKIP

Universitas Islam Riau, hence the researcher hopes this research will be found useful for the lecturers during teaching in speaking class.

1.6.3 For the researcher

The researcher hopes this research would help the researcher herself in exploring and gaining better understanding about speaking skill problems that might be encountered.

1.7 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.

- 1.7.1 Analysis : Analysis is a process which leads to an objective, verifiable description whereas evaluation involves the making of judgments, (McGrath as cited by Anjaneyulu (2014).
- 1.7.2 Speaking Skill : Speaking skill is the ability to speak well, accurately, and proficiently (Al-Nakhalah, 2016).
- 1.7.3 Speaking Problems : Speaking problems are some problems that make someone lacks of speaking ability (Jannah and Fitriati, 2016).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher 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. The discussion will be presented in four subheadings; The Speaking Skill, The Components of Speaking, The Importance of Speaking Skill, and Speaking Problems.

2.1.1 Speaking Skill

Speaking is regarded as the most demanded skill on learning a language (Fitriani, Apriliaswati, and Wardah: 2015). In addition, Al Nakhalah (2016) stated that speaking is probably the language skill that most language learners wish to perfect as soon as possible. It means that among the four language skills, speaking has been perceived as the most important skill to be acquired, in this case is in English Language proficiency.

According to Al Nakhalah (2016), speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body,

including the lungs, vocal tract, vocal chords, tongue, teeth and lips. In line with Al Nakhalah, (McKay, 2008) in Ariyanti (2016) said that speaking is not merely opening mouth and say words and sentences, but it includes a cultural background of a target language which is spoken to get meaningful interaction. In other words, speaking is an activity, which is aimed to convey information in particular language through an interaction. It is generally transmitted verbally by the helps of some organs or part of body which supporting human to produce voices.

Moreover, Chaney (1998 in Kayi, 2006) adds, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Besides of verbally spoken, spoken language can be transmitted using non-verbal language by the user with the same purpose, to transfer meaningful information through interaction.

Al Nakhalah (2016) argues that speaking skill is the ability to speak well, accurately and proficiently. While the speaking are including exploring ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listeners (Bygate in Al-Roud, 2016). Additionally, a speaking skill is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001:40 in Sulistya, 2013).

In summary, speaking skill can be defined as the ability in expressing certain meaning in accurate and proficient way in order to give a clear understanding of particular ideas or thoughts, which the speakers are trying to convey to the listeners.

2.1.2 Components of Speaking Skill

In acquiring English skills, particularly speaking skill, there are some aspects or components that should be considered and concerned by the learners. Brown (2001: 268-269) proposes four components of speaking skill, they are fluency, accuracy, pronunciation, and vocabulary. In line with Brown, Leong and Ahmadi (2017: 36) state that the components of speaking skill are the four mentioned before and additionally, they added grammar as the fifth component.

Moreover, Harris (1974) and Lado (1995) as cited by Iman (2017: 94) state that there are either four or five components need to be considered in speaking skill; pronunciation, grammar, vocabulary, fluency, and comprehension.

2.1.2.1 Fluency

Speaker can be said as fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pause, false starts, word searches, etc (Nunan, 2003: 55 in Kurniawati, 2013: 9-10). According to (Kanza, 2015: 9), fluency is the ability to speak language and communicating ideas easily and well without hesitation and making pauses. In other words, to be fluency in speaking, students need to speak the utterances without unnatural hesitation and pause.

Moreover, the term fluency is an ability in the second language to produce or comprehend utterances smoothly, rapidly, and accurately (Segalowitz, 2003: 384 in Solcova, 2011: 65) by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation (Hedge, 2000 in Leong and Ahmadi, 2017: 36).

In summary, fluency is an ability in speaking skill that make the speaker speak accurately without hesitancy and pause that also influenced by the proper pronunciation (sounds, intonation, and stress).

2.1.2.2 Accuracy

Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. Richards and Schmidt (2010 in in Kanza, 2015:10) argued that “....*accuracy, which refers to the ability to produce grammatically correct sentences*” (p.223). Accuracy means producing the correct utterances or sentences by using the proper grammar and vocabulary.

In teaching and learning speaking skill, learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013 as cited by Leong and Ahmadi, 2017: 36). In other words, fluency and accuracy are inseparable components required in speaking skill.

Moreover, Nunan (2003:55) in Kurniawati (2013: 10), states that accuracy happens when students speech matches what people actually say when they use the target language specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. therefore, in

order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

2.1.2.3 Grammar

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions in the overall system of the language (Richards, 1992: 161 in Azhar, 2015: 116). Ur (1997: 75) in Azhar (2015: 116) adds, grammar is the way of words are put together to make correct sentences.

Based on the definitions above, grammar, in this case, can be defined as the rules used for combining linguistics units such as words and phrases into correct sentences or utterances (grammatically correct).

In addition, Azhar (2015: 116-117) concludes that a sentence must be correct both in structure and grammar where structure deals with sentence patterns of language while grammar emphasizes on meaning, functions, and dictions.

2.1.2.4 Vocabulary

Besides the fluency, accuracy, and grammar, vocabulary is also necessary to be mastered for successful speaking skill. Regarding to Suyanto, (2014: 43), vocabulary is the collection of words of languages, which gives particular meaning. In speaking English, students have to use particular words or phrases in order to give the real meaning of what they are trying to say.

Additionally, Vocabulary becomes a very important part of language learning which can use to determine students can speak fluently or not. They can generate sentences in only by using words so it is impossible to speak fluently without having vocabulary mastery (Kurniawati, 2013: 12). In other words, the mastery of vocabulary also determines the students' fluency in speaking English. It is obviously indicated by the way and how they choose the words and generate them into particular sentences.

2.1.2.5 Pronunciation

The fifth component of speaking skill are pronunciation. Pronunciation is the production of English sounds (Cook, 1996 in Gilakjani, 2016: 316). In addition, Suyanto (2014: 43) states that pronunciation is the way to speak and deliver words or phrases in particular languages.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. Leong and Ahmadi (2017: 36) argue, in order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively. Although students pay less attention to this ability, it is still necessary to develop it. Pronunciation will help the listeners or the audiences to get the point trying to deliver by the speakers. To have a good pronunciation, students need to pay attention to some aspects of pronunciation such as stress, intonation, and stress.

2.1.3 The Importance of Speaking Skill

English language proficiency is highly needed by people around the world since it has great impact in many various aspects and disciplines. It is generally known in learning English, there are four skills needed to be mastered by its learners, which furthermore classified into two; receptive skills, consist of listening and reading skill; and productive skills, consist of speaking and writing skill. The importance of learning English is not merely about how to construct and develop sentences in written form, but also convey it in spoken form.

Speaking is one of the most important skills to be developed and enhanced as means of communication (Leong and Ahmadi, 2017: 34). Ingram and Sasaki (2003, in Ariyanti, 2016: 79) add that by mastering English speaking, it can bring people to be able to communicate with others from different countries. In short, mastering speaking skill in English really helps, particularly students, in obtaining broader information than what they can get from their mother tongue speaker. It is possible for them to communicate with other English speakers from around the world. Moreover, the paradigm developed in society is a student who has succeed in learning certain language is the one who has a good ability or skill in speaking (Mahripah, 2014). Thus, students required to have enough speaking skill mastery.

According to Brown (1994) and Ur (2000) as cited by Leong and Ahmadi (2017), listening and speaking are tools for language learners, which among the four skills, speaking skill is considered as the most important one and is very necessary for an effective communication. In other words, a meaningful communication and language learners' speaking skill are inseparable. They cannot

be separated each other in order to be succeed in conveying and exchanging particular information among the speakers.

However, mastering English speaking seems never been an easy task for students. Speaking is not merely uttering words or sentences through mouth. Speaking needs an interpersonal skill to express what we feel, think, and our judgement towards one aspect of life (Mahripah, 2014). In other words, speaking skill is not purposed only to produce something in spoken form but also speak up what is on our thoughts related to particular aspects emerged in our life then how we react to them.

In summary, nowadays, speaking skill is considered as the parameter or tool in measuring how success students are in learning language, particularly English. It is very important, thus speaking skill is highly expected to be mastered by English language learners or students.

2.1.4 Speaking Problems

Speaking is obviously needed by people in learning particular language proficiently. Thus, it has become the fundamental and important skill to be mastered and taken special attention among the language learners. However, mastering speaking skill is considering as an uneasy task by the students. They usually face a number of problems that hinder them from speaking (Al-Sobhi and Preece, 2018).

Moreover, speaking seems never be an easy job for students since they have to pay attention to many things. Fitriani, Apriliawati, and Wardah (2015) argues that speaking in foreign language such as English requires more than knowing its

grammar but also the use of English in real context. In other words, being fluent in English speaking, students must have many knowledges related to particular topics besides understanding and mastering the linguistic matters of English itself. Hayriye (2006) adds, speaking belongs to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.

Regarding to Jannah and Fitriati (2016), speaking problems are some problems that make someone lacks of speaking ability. According to Davies and Pearse (2000), "Language problems actually serve as one of the important reasons behind poor academic performance." These problems may become the obstacles for the students to enhance and improve their speaking ability. It can be concluded that speaking problems probably inhibit students' academic performance since they mostly interact and share all the things at class by speaking in English. Additionally, these problems may become the obstacles for the students to enhance and improve their speaking ability.

Speaking problems, regarding to Fitriani, Apriliawati, and Wardah (2015), Jannah and Fitriani (2016), Krismanti and Siregar (2017), can be classified into two; linguistics problems and psychological problems.

In addition, Al Hosni (2014) as cited by Ashfar and Asakereh (2016) states that EFL students may face numerous problems in the way of developing their speaking skills regardless of their linguistic knowledge. In line with Al Hosni, Krismanti and Siregar (2017) and Xinghua (2007) also believe that there is another problems probably faced by students in learning language particularly speaking skill besides linguistics problems, it is psychological problems.

2.1.4.1 Linguistics Problems

Linguistics is well-known as a scientific study of language. It is required to study a language systematically and objectively, if we want to obtain more knowledge about the language explicitly. Thus, we need to deal with linguistics Varga (2010: 21). Therefore, linguistics problems in speaking skill can be defined as those problems, which make students' speaking skill become poor (Fitriani, Apriliawati, and Wardah, 2015: 4).

Richards (2008) states that there are some typical problems faced by students in learning and speaking skill. Those problems are lack of vocabulary, poor in grammar, and poor in pronunciation.

The first problem is lack of vocabulary. Fitriani, Apriliawati, and Warda (2015: 5) state that vocabulary is an individual word or a set of words which have specific meaning. The problem, lack of vocabulary, happens when students want to deliver particular utterances but they do not know the proper words can be used and how to combine them into good sentences. Mostly, the students know what they are going to say in source language, but they immediately have no idea how to transform it into another language, in this case is English.

The second problem is poor in grammar. Grammar is the way of words are put together to make correct sentences (Ur, 1997: 75 in Azhar 2015: 116). Thus, poor in grammar means that students do not master or understand the English grammar. They tend to have low understanding of English grammar that can help combining words into correct or proper sentences. According to Celce-murcia as

cited by Fitriani, Apriliaswati and Wardah (2015), grammar become difficult because learners do not learn structures one in a time. Students might understand particular grammatical rules or structures, it is common to find backsliding occurring with the introduction of new form. For example, the learner who has understood the rules of the third singular person marker on the present tense verb is likely to generalize the rule unconsciously, and apply the rules to newly emerging modal verb, thus producing grammatical error such as “Andy wills help her mother”. This kind of problem or error may appear since the students have not understood the English grammar.

Poor in pronunciation is the last problem that may appear in students speaking skill performance. This problem happens when students do not have good and clear pronunciation in English speaking. Adayleh in Al-Roud (2016: 3) indicated that the problem is mainly reported in issues like sound recognition, connected speech, and the relation between spelling and sounds. For example, they fail to assign stress properly and reflect content by intonation. Additionally, mistakes in pronunciation that hinder meaning of the utterances so that it is very necessary to develop the pronunciation in English.

2.1.4.2 Psychological Problems

Psychology is defined as the science of mental life, both of its phenomena and their conditions (William James, 1890). Jannah and Fitriati (2016) add psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment.

Xinghua (2007 in Fitriani, Apriliawati, and Wardah, 2015) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self-confidence and afraid to speak. In addition, Jannah and Fitriati (2016) define psychological problems as the problems, which often involve the emotional or physical health.

Based on the definitions of psychology and psychological problems by the experts, it can be concluded that psychological problems in speaking are those problems related to the mental and emotional conditions, which often affect someone in speaking skill.

Psychological problems in speaking skill, according to Ariyanti (2016)'s research, it is proposed three factors that hinder EFL students in English speaking, they are motivation, anxiety, and self-esteem. Additionally, Juhana (2012) suggests that there are at least five factors that hinder students from speaking in English class; fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. These all factors are in line with the psychological problems emerged. As stated by Arifin (2017), there are three kinds of psychological problems in speaking skill, they are low of self-confidence, anxiety, and low of self-esteem.

2.1.4.2.1 Low of Self-Confidence

Self-confidence is considered as one of aspects or factors that affect students' speaking skill. Confidence, according to Murray (2006: 53), is defined as 'firm trust'. "If you are confident about something, you do not worry about its outcome,

you just take it for granted that it will go well.” Someone who has confidence is the one who do not feel worry about the last result of something she/he will do. Adalikwu (2012: 5-6 in Kanza, 2015: 24-25) proposed another definition, “Self-confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past” Sokol and Fox (in Kanza, 2014: 25) added, “Confidence means believing in yourself and your skills. You are a capable and desirable person” (p.169)

In the same context, Elliot (1998: 29) in Fitriani, Apriliawati, and Wardah (2015: 6) argued, concepts of self-confidence relates to self-assuredness in one’s personal judgement, ability, power, etc, sometimes manifested excessively. The ability here, according to Burton and Plattes (2006: 10), is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others. It means that self-confidence refers to how assure someone towards his or her own capability in taking particular action related to certain situations hes or she faced effectively.

Confidence is also about motivation Murray (2006: 53). In line with Murray, Jamila (2014: 161) stated that, self-confidence provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. In other words, self-confidence also relates to the students’ motivation, how they enjoy the learning process, such as in language learning classroom. In addition, low confidence can become high confidence only when strong motivation drives repeated experience.

Manktelow & Carlson categorize the differences between self-confident and low self-confident such as in the following table (Arifin, 2017: 34):

Table 2.1 The Differences between Self-Confidence And Low Self-Confidence

Self-confidence	Low self-confidence
Doing what you believe to be right, even if others mock or criticize you for it.	Governing your behavior based on what other people think.
Being willing to take risks and go the extra mile to achieve better things.	Staying in your comfort zone, fearing failure and so avoid taking risks.
Admitting your mistakes, and learning from them.	Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices.
Waiting for others to congratulate you on your accomplishments.	Extolling your own virtues as often as possible to as many people as possible.
Accepting compliments graciously. "Thanks, I really worked hard on that prospectus. I'm pleased you recognize my efforts."	Dismissing compliments offhandedly. "Oh, that prospectus was nothing really, anyone could have done it."

From the table 2.1, students who suffered low self-confidence in speaking are those who indicate some indications such as governing the way they think just like what their friends belief (lost their own beliefs) on particular things, feeling insecure and threatened on having a challenges out of their comfort zone due to fear of making mistakes, and dismissing compliments addressed to them instead of accept it graciously.

Fitriani, Apriliaswati, and Wardah (2014) added that good self-confidence comes from a focus on the self (self-consciousness). Furthermore, it is widely

believed that once students gain self-confidence, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships (Ebata, 2008 in Jamila, 2014). While, lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of self-confidence.

Here are some of the characteristics of low self-confidence that may be shown by students in their speaking skill (adapted from Fitriani, Apriliawati, and Wardah, 2015: 6).

1. A major confidence crisis. In delivering particular utterances, students tend to lost their self confidence
2. Students tend to lost their belief or faith in themselves to take on new challenges
3. Feeling difficult to be assertive and fear of confrontation.
4. Tend to have low opinion on themselves to particular things.
5. Experiencing social phobia that make them feel difficult in certain condition such as in front of the class and their friends.

Furthermore, the classroom antidote to such fears, according to Dufeu (1994: 89-90) in Brown (2000: 150), is to establish an adequate affective framework so that learners “feel comfortable as they take their first public steps in the strange world of a foreign language. To achieve this, one has to create a climate of acceptance that will stimulate self-confidence, and encourage participants to experiment and to discover the target language, allowing themselves to take risks without feeling embarrassed.” In conclusion, to overcome this such psychological

problems, both the learners and teachers should build a supportive class environment, which possibly make them more confident.

2.1.4.2.2 Anxiety

The second problems related to learners' psychological condition in learning is anxiety. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz et al. 1986). In other words, anxiety refers to particular anxious feelings encounter learners that cause worry and nervous.

Moreover, Horwitz (1986) added, just as anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful. When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations. It means that anxiety in language learning is emerged as same as anxiety in other subjects learning.

Kleinmann found that ESL students with high levels of debilitating anxiety attempted different types of grammatical constructions than did less anxious ESL students; and Steinberg and Horwitz found that students experiencing an anxiety-producing condition attempted less interpretive (more concrete) messages than those experiencing a relaxed condition (Horwitz, 1986). It is clearly shown that anxiety in language learning particularly in speaking has serious effect to the

language learners' speaking skill. Students with high level of anxiety tend to use a shortcut to expressing their thoughts than considering and adding broader ideas. In the worst case, the language learners may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better (Fitriani, Apriliawati, and Wardah, 2015).

Arifin (2017: 36-37) on his research proposed two kinds of anxiety, they are shyness and fear. This is in line with (Javed et al., 2013) as cited by Ariyanti (2016: 81) who defined anxiety as a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled. One of the feeling fear is fear of mistake or making mistake.

Januariza and Hendriani (2016: 470) based on several experts argued, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, as one of factors that may hinder students in speaking, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

The next one is shyness. Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class (Januariza and Hendriani, 2016). It is obvious shyness is a form of anxiety that may also cause

problems in speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) as cited by Januariza and Hendriani further explains that 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. In other words, particularly in English, speaking can make the students feel pressured and shy. This shyness is getting worse when the students think that they will do some mistakes and being mocked by their friends.

2.1.4.2.3 Low of Self-Esteem

Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and believe in your own capabilities (Brown, 2000). It means that self-esteem does not only affect one activity but also many other aspects of human life. One of them is affecting speaking skill.

In definition, Coopersmith (1967: 4-5) in Brown (2000) give the definition of self-esteem as follows.

“By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior”

Based on the definition above, self-esteem can be defined as a personal evaluation towards themselves in particular subject which including their judgement on how capable they are.

Additionally, Fernando Rubio (2007, in Arifin, 2017: 38) stated that basically, self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances and may also occur in classroom

Self-esteem is one of psychological factors which present much contribution in students' speaking performance (Lathifah, 2015). Those who have self-esteem are potential to perform speaking in more fluent way because they make the problem of making mistakes becomes the last matter to think about. In line with Lathifah, Dulay, Burt, & Krashen (1982, in Jamila, 2014) also mention that the students with high self-esteem will be in secure place and become successful in learning a language. On the other hand, self-esteem becomes one of big challenges for students to deal with their speaking performance mostly faced by adult students in university level. In short, students with low self-esteem tend to have low speaking skill performance too. It will affect their fluency in speaking English as well as considering them as fail.

According to Brown (2000: 145-146), there are three general levels of self-esteem as follows.

1. General or global self-esteem. It refers to the general or prevailing assessment one makes of one's own worth over time and across a number of situations.
2. Situational or specific self-esteem refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits. The degree of this self-esteem a person has may vary depending upon the situation or the trait in question.
3. Task self-esteem relates to particular tasks within specific situations. For example, within the educational domain, task self-esteem might refer to one subject-matter area.

In summary, low self-esteem can be defined as a condition where students have low level of judgement about their capabilities in certain activity. Particularly in English language learning, low self-esteem is one of the problems that make the students reluctantly speak during the learning process.

2.2 Relevance Studies

There are some studies previously conducted, which related to psychological problems in speaking skill. These studies have become the references as well as the media of comparison for this research. In 2015, Fitriani, Apriliawati, and Wardah conducted a research entitled *A Study on Student's English Speaking Problems in Speaking Performance*. This research is a descriptive qualitative research, which is aimed to find out the most dominant speaking problems faced by the third semester students of English Education Study Program of FKIP

Tanjungpura University, Pontianak. Additionally, in collecting the data, the researchers used questionnaire and video recorder with 30 students as the sample. As the result, it is found that psychological problems is the most dominant problem faced by the students with mean percentage 20.70%; lack of self-confidence 20.11% and anxiety 21.27%. Followed by linguistics problems 19.53%; grammar 22.16%, vocabulary 20.19%, and pronunciation 16.25%.

In 2017, under a case study design, a research entitled *Students' Psychological Problems in Speaking: A Case Study on Speaking II Class of STKIP PGRI Banjarmasin* was conducted by Krismanti and Siregar. The instruments used by the researchers are questionnaires, which are distributed to 34 students of the second semester of English Department of STKIP PGRI Banjarmasin and followed by interview. Furthermore, the researchers focused this research on five psychological problems in speaking; lack of confidence, lack of motivation, shyness, fear of mistakes, and anxiety. Meanwhile, from the five problems, there are only four prominent problems faced by the students; lack of confidence, fear of mistakes, shyness, and anxiety. It is found that most of the students do not have problem regarding their motivation.

The next study was conducted by Jannah and Fitriati (2016) entitled *Psychological Problems Faced by The Year-Eleven Students of MA NUHAD Demak in Speaking English*. This qualitative case study aims to explain the psychological problems faced by the year-eleven students in speaking English as well as explaining its causes and effects. The findings were derived from classroom observation, field notes, questionnaires, and interviews. The findings revealed three

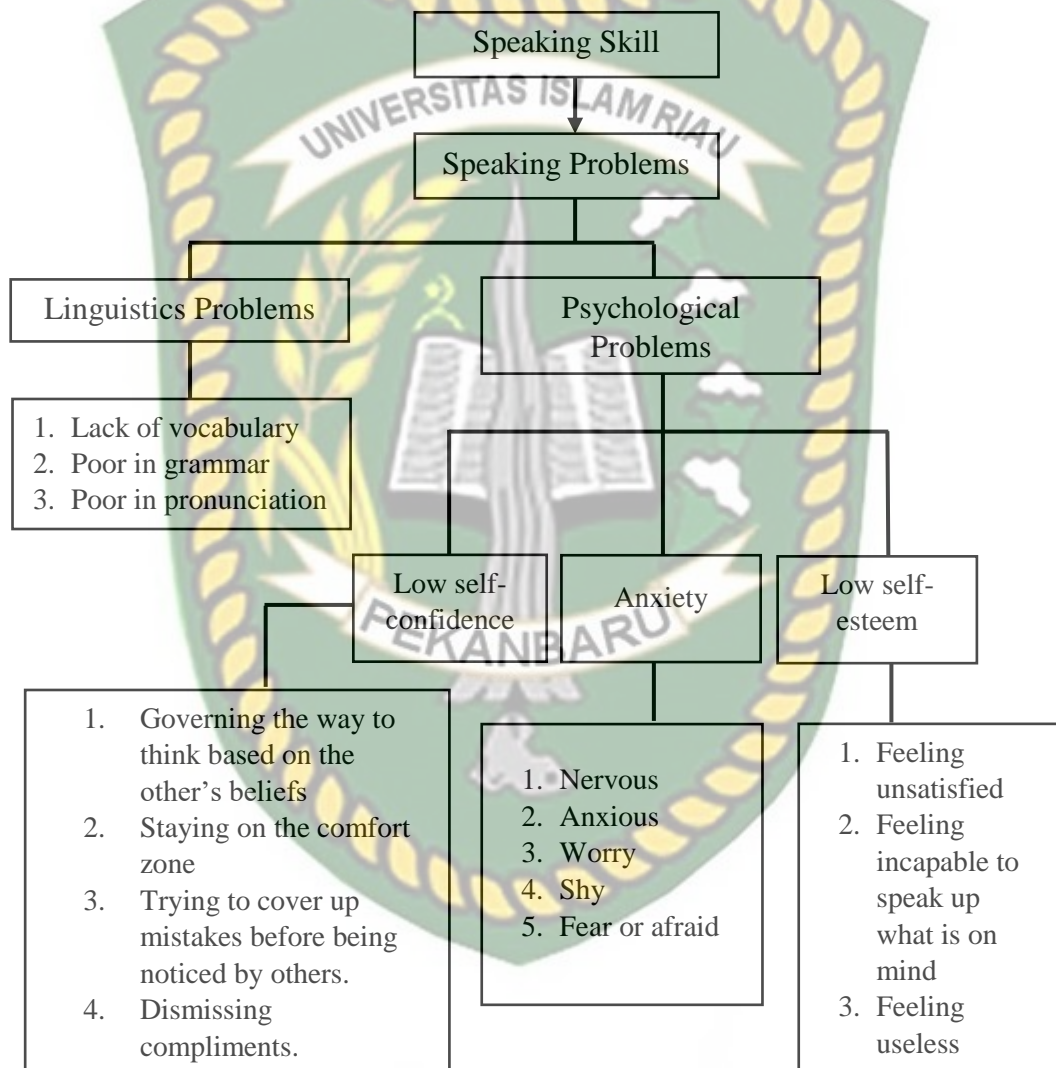
results; first, the psychological problems faced by the students in speaking are fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Secondly, there are various causes of psychological problems faced by the students in speaking English. Lastly, answering the third question, the psychological problems inhibited the students in speaking English. They also made the speaking activity to be passive and the speaking teaching and learning process could not run well.

Compared to the three previous research, there are some similarities between this research and the previous ones. First, all researchers believe that there is another problems involving students' speaking skill, besides linguistics problems, namely psychological problems. Second, all of the researchers use qualitative research design with questionnaires as the main instrument to collect the data. However, this research is different from the previous researches because this research focuses on different indicators of problems in speaking skill. Additionally, this research takes different time, location, and samples from the previous researches.

2.3 Conceptual Framework

In this research, the researcher presents the conceptual framework into the following diagram.

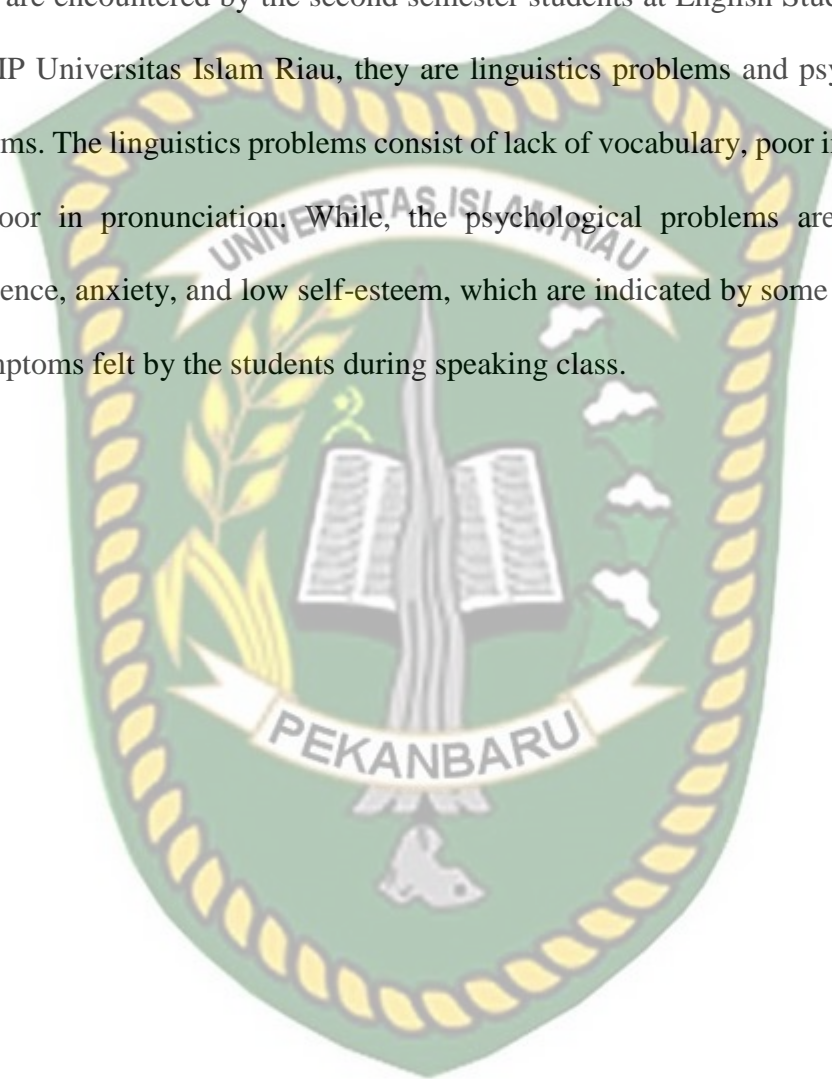
Figure 2.1 Conceptual framework



(Adapted from Fitriani, 2015; Krismanti and Siregar, 2017; and Richards, 2008)

2.4 Assumption

The researcher assumed that there are several problems in speaking skill, which are encountered by the second semester students at English Study Program of FKIP Universitas Islam Riau, they are linguistics problems and psychological problems. The linguistics problems consist of lack of vocabulary, poor in grammar, and poor in pronunciation. While, the psychological problems are low self-confidence, anxiety, and low self-esteem, which are indicated by some indications or symptoms felt by the students during speaking class.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by using qualitative design. Rugaiyah (2016:1) states “Qualitative research design is a descriptive research and tends to use analysis”. Furthermore, the data that has been collected will be analyzed in form of description.

Additionally, according to Rugaiyah (2016: 6), qualitative descriptive is a method used to investigate, illustrate, and verify the phenomenon found during the research. This kind of research is aimed only to describe and interpret the phenomenon or event found without studying further such as defining its correlation or examining hypotheses. Therefore, this research willingly described the speaking problems encountered by the second semester students at English Study Program of FKIP Universitas Islam Riau in Speaking for Group Activities class.

3.2 Source of Data

The data analyzed in this research were collected from the second semester students of English Study Program of FKIP Universitas Islam Riau in March 2019. There were 17 students or 10% from the population, 167 students, purposively chosen as the samples by using purposive random sampling technique regarding to Gay, Mills, and Airasian (2012: 143) and Arikunto (2006).

The most important instrument of a qualitative research was the researcher herself. The researcher employed herself as the instrument in collecting, analyzing and describing the data. Moreover, the researcher collected the data by using other two instruments, the primary instrument and the secondary instrument, questionnaire and interview respectively.

3.2.1 Questionnaire

The questionnaire used in this research was adapted from Fitriani, Apriliaswati, and Wardah (2015), also Horwitz, et al (1986), Huang (2004), and Rosenberg (1965). Furthermore, the questionnaire consisted of two different sections, which stand for two speaking problems; linguistics problems and psychological problems. There were 30 statements consisting 12 statements of linguistics problems and 18 statements of psychological problems. Moreover, every statement had four alternative responses based on Likert scale, they were SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree.

3.2.2 Interview

The secondary instrument, interview, was aimed to support the answers given by the students on the questionnaires in relation to linguistics and psychological problems in speaking skill. There would be five questions asked to the samples, 4 students, according the following interview guide.

1. In term of linguistics matters, what is/are your problem/s when you are speaking? What is the reason?

2. Psychologically, what do you feel when you are speaking in front of the class? Why do you feel that way?
3. If any, what is your biggest fear when you are speaking?
4. Is there any reason that makes you reluctant to speak?
5. What do you think about your own speaking skill so far?

Moreover, to ease the researcher in reviewing the data, the interviews would be recorded by using audio recorder.

3.3 Data Collection Technique

In collecting the data, the researcher used questionnaire and interview based on the following steps.

1. First, the researcher distributed the questionnaires to the samples, 17 students of the second semester at English Study Program of FKIP Universitas Islam Riau.
2. Second, the researcher gave clear instructions to the students and made sure them to answer all the questions provided.
3. Next, all the questionnaires were collected from the samples.
4. After that, by the assistance of audio recorder, some interviews were conducted to assure the answers of the samples have chosen on the questionnaires.

After following the steps and collecting the data, researcher could step further, analyzing the data.

3.4 Data Analysis Technique

Data analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others (Hatch, 2002: 148). It means that in order to communicate the data that has been obtained from qualitative research, researchers tend to use analysis. Moreover, Hatch (2002: 148) stated that:

“Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding.”

In other words, analysis is a series of step to process data found in a research, which is aimed to see the detail of particular issues by using several method in interpreting the data such as synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding.

Furthermore, in this research, there were several steps used by the researcher in analyzing the data have been collected previously.

3.4.1 Questionnaire

The questionnaire in this research used a series of statements with four alternative responses or options adapted from the original Likert scale, which consisted of five responses. The four alternative response used on this research are SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree.

To analyze data collected from the questionnaire, the researcher measured the percentage of each psychological problems indicators answered by the students using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Where:

P : the percentage found

f : the frequency of response

n : the number of sample

3.4.2 Interview

The interview was really help the researcher to assure the students' answer given in the questionnaire. Furthermore, the data that have been obtained through interview were converted into sentences (transcription).

After that, the researcher read the transcription and wrote the point of what the sample trying to deliver during the interview. Then, the data were described, classified, and interpreted according to their answer on the questionnaire.

Finally, the researcher presented the data found in form of data description and data analysis.

CHAPTER IV

RESEARCH FINDINGS

There are two sub-chapters will be presented in this chapter. They are Data Description and Data Analysis. Both sub-chapters present and discuss about the findings of this research.

4.1 Data Description

In this sub-chapter, the researcher described the data that have been obtained from a series of steps. This research entitled “An Analysis of Speaking Problems Encountered by the Second Semester Students at English Study Program of FKIP Universitas Islam Riau”. There were two instrument used by the researcher to collect the data, questionnaire and interview.

Questionnaire was used to find out the problems faced by the students directly. Moreover, the questionnaire consisted of 30 number of statements with four alternative responses that distributed to 17 students. It was divided into two category regarding to the classification of speaking problems, they are linguistics problems and psychological problems. Each problems also presented three different sub problems. The linguistics problems are lack of vocabulary, poor in grammar, and poor in pronunciation, also the psychological problems are low of self-confidence, anxiety, and low of self-esteem.

Furthermore, some interviews were conducted to see the students’ answers towards some questions, which supported their previous answers on the

questionnaires. In addition, the researcher would present the interview sections according to the five questions asked as follows.

1. In term of linguistics matters, what is/are your problem/s when you are speaking? What is the reason?
2. Psychologically, what do you feel when you are speaking in front of the class? Why do you feel that way?
3. If any, what is your biggest fear when you are speaking?
4. Is there any reason that makes you reluctant to speak?
5. What do you think about your own speaking skill so far?

4.2. Data Analysis

In this sub-chapter, in order to answer the research question, the data that have been gathered from questionnaire and interview would be presented and analyzed by using descriptive analysis method. Furthermore, the data analysis would be divided into two parts according to the problems' classification, and then each statement and question will be analyzed one by one.

Moreover, the result would be grouped into two, based on the problems' types, they are linguistics problems and psychological problems.

4.2.1. Linguistics Problems

In linguistics problems, there were three speaking skill indicators of the students that would be analyzed in order to find out what problems that faced by them; vocabulary, grammar, and pronunciation. Furthermore, those three problems would be stated as lack of vocabulary, poor in grammar, and poor in pronunciation.

1. Lack of Vocabulary

There were four statements being asked by the researcher in this problem, they are “I am unfamiliar with the words used during the class”, “I find difficulty in choosing appropriate vocabulary to be used”, “I don’t know the synonyms/antonyms of the words that usually are used at class”, and “I find difficulty in translating the words given spontaneously”. Furthermore, the results would be described to the followings.

Statement 1. I am unfamiliar with the words used during the class

From statement 1, the researcher found that there was only a student or 5.8% of the students who chose “Strongly Agree” and there was no one of them chose “Strongly Disagree” towards the statement. Moreover, there were 6 students, or 35.29%, disagreed with the statement. Meanwhile, the highest percentage is 58.58%, which was gained from the 10 students who chose “Agree” towards the statement. In other words, most of the second semester students were unfamiliar with the words used during Speaking for Group Activities class.

Statement 2. I find difficulty in choosing appropriate vocabulary to be used

This statement asked the students whether they find difficulty in choosing appropriate vocabulary to be used when they are speaking. The researcher found that there was no one of the students chose “Disagree” and “Strongly Disagree” towards the statement. Meanwhile, 13 students, 76.47% of the respondents chose “Agree” and the remaining, 4 students or 23.5% of them chose “Strongly Agree” towards the statement. It means that all of the second semester students found

difficulty in choosing appropriate vocabulary to be used when they are speaking, particularly in Speaking for Group Activities class.

Statement 3. I don't know the synonyms/antonyms of the words that usually are used at class

The data suggested that 17.67% of the respondents or three students chose “Strongly Agree” towards the statement which stated “I don’t know the synonyms/antonyms of the words that usually used at class”. In the same result, there were 6 students or 35.29% of them chose “Agree” and “Disagree” toward the statement. Meanwhile, the remaining, two students, in 11.76%, chose “Strongly Disagree”. According to the result, it can be concluded that more than half of the second semester students still did not know the synonyms or antonyms of some English words that were usually used during the class.

Statement 4. I find difficulty in translating the words given spontaneously

In this part, the second semester students were asked whether they found difficulty in translating the words given spontaneously in the class. The result showed that there were three students, in 17.67%, chose “Strongly Agree”, 10 students, in 58.8%, chose “Agree”, and followed by four students, in 23.5%, chose “Disagree” towards the statement asked. Meanwhile, there was no one of them chose response “Strongly Disagree” towards the statement. In summary, the majority of the second semester students still found difficulty in translating the words given spontaneously during Speaking for Group Activities class.

Furthermore, the results that have been described previously would be recapitulated as follows.

Table 4.1 Students' Speaking Problem: Lack of Vocabulary

No.	Statements	Number of Students (student/s)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am unfamiliar with the words used during the class	1 (5.8%)	10 (58.8%)	6 (35.29%)	0%
2.	I find difficulty in choosing appropriate vocabulary to be used.	4 (23.5%)	13 (76.47%)	0%	0%
3.	I don't know the synonyms/antonyms of the words that usually are used at class.	3 (17.67%)	6 (35.29%)	6 (35.29%)	2 (11.76%)
4.	I find difficulty in translating the words given spontaneously.	3 (17.67%)	10 (58.8%)	4 (23.5%)	0%

Table 4.1 suggested clear trends towards four statements asked to the second semester students. The table showed that 64.6% of the students were unfamiliar with the words used during the class, 100% of them found difficulty in choosing appropriate vocabulary to be used, 52.96% of them did not know the synonyms or antonyms of the words that usually used in the class, and 76.67% of them found difficulty in translating the words given spontaneously.

To sum up, the findings from questionnaire showed that the majority of the second semester students at English Study Program of FKIP Universitas Islam Riau were lack of vocabulary. The prominent problem, which encountered them, was finding difficulty in choosing appropriate vocabulary to be used in Speaking for Group Activities class. The result showed previously was in line with the interview, which students 1, 2, 3, and 4 stated that they all had problems in their vocabulary mastery. As stated by student 1, she lacked of vocabulary, thus it was difficult for her to speak with various vocabularies.

2. Poor in Grammar

Through the questionnaire, the researcher asked the second semester students' responses toward four statements related to their speaking problems in English grammar. The four statements were "I get confused in distinguishing part of speech", "I get confused in using present tense", "I get confused in using past tense", and "I get confused in using future tense". Moreover, the findings would be described to the followings.

Statement 5. I get confused in distinguishing part of speech

From the questionnaire, the researcher found that that the percentages of students who chose agreement responses "Strongly Agree" and "Agree" toward statement 5 were 5.8% (1 students) and 41.17% (7 students) respectively. With the same percentage as students who chose "agree", there were 7 students, or 41.17% of the students who chose "Disagree". While, the remaining, two students or 11.76% of the students, chose "Strongly Disagree". In other words, regarding the

data, most of the second semester students at English Study Program of FKIP Universitas Islam Riau stated that they did not get confused in distinguishing part of speech. Despite the rest of the students stated that they still got confused in distinguishing part of speech, just as stated by student 2, “I felt difficult in distinguishing part of speech...”

Statement 6. I get confused in using present tense

Statement 6 asked the students whether they get confused in using present tense or did not. From the findings, it was found that the most of the students declined the statements, proven by their responses which stated 47.05% of the students or 8 of them chose “Disagree” and 11.76% of the students or two students chose “Strongly Disagree”. Meanwhile, in agreement responses, there were 7 students, in 41.17%, who chose “Agree” and none of them chose “Strongly Agree” toward the statement. In conclusion, more than half of the second semester students did not get confused in using present tense when they are speaking.

Statement 7. I get confused in using past tense

In this part, students were asked whether they faced problem in their grammar when they are speaking, particularly in using past tense. The researcher found that there was no one of the students who chose “Strongly Agree” towards the statement. In following, there were 11 students, in 64.70%, who chose “Agree”, 4 students, in 23.5% who chose “Disagree”, and two students, in 11.76, who chose the last response, “Strongly Disagree”. To conclude, the majority of the second semester students still faced problem in grammar when they are speaking,

particularly in using past tense. However, some students stated that they did not get confused in using past tense properly.

Statement 8. I get confused in using future tenses

From this statement, it has been found that none of the second semester students chose “Strongly Agree” and “Strongly Disagree” towards the statement. There were 10 students, in 58.8%, who chose “Agree” and the rest, 7 students or 41.1% of them who chose “Disagree” toward statement 8. It means that when they were speaking, most of the second semester students still got confused in using future tense.

Furthermore, the data that have been found from students’ responses towards the four statements will be recapitulated into the following.

Table 4.2 Students’ Speaking Problem: Poor in Grammar

No.	Statements	Number of Students (student/s)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
5.	I get confused in distinguishing part of speech	1 (5.8%)	7 (41.17%)	7 (41.17%)	2 (11.76%)
6.	I get confused in using present tense	0%	7 (41.17%)	8 (47.05%)	2 (11.76%)
7.	I get confused in using past tense	0%	11 (64.70%)	4 (23.5%)	2 (11.76%)
8.	I get confused in using future tense.	0%	10 (58.8%)	7 (41.17%)	0%

Table 4.2 suggested the percentages of students' responses towards the four statements, where 52.93% of the students did not get confused in distinguishing part of speech, 58.81% of the students also did not confused in using present tense. In addition, the percentages of students who got confused in using past tense and future tense were 64.70% and 58.8% respectively.

In summary, the second semester students of English Study Program of FKIP Universitas Islam Riau still faced some problems in English grammar to be used in speaking, particularly in using past tense and future tense. It can be concluded that they were still poor in grammar. This was supported by statements from some interviewees. Student 1 and 2, through interview, stated that they found difficulty in English grammar. "It's difficult for me to remember tenses as well as its formulas", student 1 said. Moreover, student 2 stated that she found difficulty in constructing sentences due to confusion in choosing appropriate tenses to be used. However, some students have stated that they did not get confused in using the three tenses, also in distinguishing part of speech.

3. Poor in Pronunciation

In this linguistics problem, the researcher provided four statements to be responded by the second semester students through questionnaire. The four statements were "I often mispronounce the English words and have no motivation to speak like native speaker", "I often speak with wrong intonation towards the English words", "I find difficulty in giving correct words stress towards English words", and "My pronunciation towards English words is influenced by my native or local language". Furthermore, the findings will be described as follows.

Statement 9. I often mispronounce the English words and have no motivation to speak like native speaker

From the questionnaire, the researcher found that the percentages of students who chose “Strongly Agree” and “Agree” toward the statement were the same, they were in 29.41% or each response chosen by 5 students. Meanwhile, 6 students, in 35.29% and a student, in 5.8% of the total respondents chose “Disagree” and “Strongly Disagree” respectively. In other words, more than a half of the second semester students tended to often mispronounce the English words and have no motivation to speak like native speakers do. One of the causes was stated by student 2, “I was not familiar with English pronunciation”. Even so, the rest of the students also stated that they disagreed with the statement.

Statement 10. I often speak with wrong intonation towards the English words

Through this statement, the researcher found that in amount of 17.64%, 3 students chose “Strongly Agree”, 58.8% of them or 10 students chose “Agree”, and in amount of 23.5%, 4 students chose “Disagree” towards the statement. While, none of them chose “Strongly Disagree”. It means that more than half of the students agreed that they often spoke with wrong intonation towards the English words. It was proven by the percentage of the students, which chose agreement response, “Strongly Agree” and “Agree”, towards the statement.

Statement 11. I find difficulty in giving correct words stress towards English words

In giving word stress of English words, most of the responses showed that students still found difficulty on it. The percentages of students who chose

“Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree” were 17.64% (3 students), 52.94% (9 students), 23.5% (4 students), and 5.8% (1 student) respectively. This clearly showed that the biggest percentage was gained from students who chose “Agree” towards the statement. In other words, the second semester students were poor in pronunciation, particularly in giving correct word stress when they were speaking.

Statement 12. My pronunciation towards English words is influenced by my native or local language

The result found from the questionnaire clearly stated that the students faced problems in their pronunciation. The percentages and number of students who chose the four alternative responses toward the statement were 11.76% or two students chose “Strongly Agree”, 58.8% or 10 students chose “Agree”, 23.5% or 4 students chose “Disagree”, and the rest 5.8% or only a student chose “Strongly Disagree”. It means that the majority of the students found that their pronunciations towards English words were still influenced by their native or local language, while only few of them who declined the statement. This result was also represented by student 2 and 3 through interview. Student 2 stated that she found difficulty in pronouncing correct pronunciation due to her mother tongue accent, Indonesian. Meanwhile, student 3 stated that her pronunciation towards English words was influenced by accent of local language she speaks, Javanese.

From the data description above, the recapitulation of the data would be presented in Table 4.3 below.

Table 4.3 Students' Speaking Problem: Poor in Pronunciation

No.	Statements	Number of Students (student/s)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
9.	I often mispronounce the English words and have no motivation to speak like native speaker.	5 (29.41%)	5 (29.41%)	6 (35.29%)	1 (5.8%)
10.	I often speak with wrong intonation towards the English words.	3 (17.64%)	10 (58.8%)	4 (23.5%)	0%
11.	I find difficulty in giving correct words stress towards English words.	3 (17.64%)	9 (52.94%)	4 (23.5%)	1 (5.8%)
12.	My pronunciation towards English words is influenced by my native or local language.	2 (11.76%)	10 (58.8%)	4 (23.5%)	1 (5.8%)

Table 4.3 showed that the students mostly agreed toward the four statement. In amount of 58.8%, students often mispronounced the English words and were not motivated to speak like native speaker, and 76.4% of them often speak with wrong intonation towards the English words. While, with the same percentages, 70.5% of the students stated that they found difficulty in giving stress towards English words

and found that their pronunciation towards English words was influenced by their native or local language.

From the description of above, it can be concluded that mostly the students were still encountered by problems related to their pronunciation. In other words, most of the second semester students at English Study Program were poor in pronunciation. One of the prominent problems encountered their pronunciation due to their frequency in speaking with wrong intonation towards the English words.

Among the three linguistics problems, it can be concluded that lack of vocabulary was the problem that encountered the second semester students the most. This was in line with the students' answers for question 1 from interview, which asked what the problem mostly encountered them, in term of linguistics problem, was. From four interviewees, all of them agreed that they faced problems in their vocabulary the most, compared to two other problems, problems in grammar and problems in pronunciation. Additionally, they stated, lack of vocabulary mastery made them reluctant to speak during speaking class, particularly Speaking for Group Activities class, because they found difficulty in constructing the utterances spontaneously.

At the same time, the second semester students also faced problems in their grammar understanding, although it was not as much as their problems in vocabulary. According to the finding from questionnaire, the most students got confused in using past tense and future tense while they were constructing utterances. Meanwhile, in pronunciation, the students often mispronounced English words and used wrong intonation and word stress towards English words. In

addition, supported by their answers through interview, the students stated that their pronunciation towards English words were influenced by their mother tongue.

Finally, to sum this up, the linguistics problem in speaking skill which prominently encountered the second semester students at English Study Program of FKIP Universitas Islam Riau was lack of vocabulary.

4.2.2 Psychological Problems

There were three indicators that have been elaborated by the researcher in order to find out the psychological problems in students' speaking skill; they were low of self-confidence, anxiety, and low of self-esteem. Furthermore, the findings found from each indicator will be analyzed one by one to the followings.

1. Low of Self-Confidence

In this indicator, five statements have been asked to the second semester students at English Study Program of FKIP Universitas Islam Riau, to see their responses toward the statements. The statements were "I feel confident when I speak in front of the class", "I enjoy the class when I know that we are going to discuss particular topic", "I like to volunteer answer questions during the class", "The class moves so quickly, I worry about getting left behind", and "I would probably feel comfortable around my friends who are fluent in speaking English". Moreover, the five statements as well as the chosen responses would be described as follows.

Statement 1. I feel confident when I speak in front of class

In this statement, there were two responses which gained the same highest percentage, 29.41%, they were from five students who chose “Strongly Agree” and “Disagree” toward the statement. Followed by the four students who chose “Agree”, in 23.5%, and the rest, three students who chose “Strongly Disagree”, in 17.64%. From the result, it can be concluded that more than half of the students were confident enough when they were speaking in front of class, yet the rest of students still felt unconfident in when they were speaking in front of class. This was in line with what student 1 stated through interview which stated that she did not satisfy with her speaking skill because she was not confident enough.

Statement 2. I enjoy the class when I know that we are going to discuss particular topic

From the data, it showed that the highest percentage was obtained from 9 students who stated “Agree” towards the statement. In other words, 52.94% of the students agreed that they enjoyed the class when they know what particular topic they were going to discuss. It supported by the percentage of students who chose “Strongly Agree”, 17.64%, from three students. In other hands, there were still students who did not enjoy the class even they have known the topic. It was proven by the students’ who chose “Disagree” and “Strongly Disagree”, they were four students, in 23.5% and a student, in 5.8%, consecutively. In conclusion, most of the students enjoyed the class when they know particular topic will be discussed, while few students still could not enjoy the speaking class even though they have known the topic. Apparently, topic also influenced students’ participation in speaking class.

Student 4 stated that she reluctantly spoke during the class unless she was familiar and understand the topic being discussed thoroughly.

Statement 3. I like to volunteer answer questions during the class

This statement asked the students whether they would like to voluntarily answer the questions during the Speaking for Group Activities class. There were 58.8% of them, 10 students, who chose "Agree" and 11.76%, two students, who chose "Strongly Agree" towards the statement, also, there was none of them chose "Strongly Disagree". The result clearly showed that most of the students would like to voluntarily answer the questions in spite of the rest, five students, in 29.41%, stated they did not like to voluntarily answer the question asked in speaking class.

Statement 4. The class moves so quickly, I worry about getting left behind

The highest percentage for this statement found in the students who chose "Agree", in 58.8%, 10 students. Followed by the students who chose "Disagree" and "Strongly Disagree", 35.29% gained from six students and 5.8% gained from a student, consecutively. At the same time, none of the students chose "Strongly Agree". This all means that the majority felt worry about being left behind, because in their perception, the class moved so quickly.

Statement 5. I would probably feel comfortable around my friends who are fluent in speaking

Through this statement, the researcher wants to know the students feel when they were around their friends who speak English fluently. From the findings, majority of students, 10 students, in 58.8%, agreed with the statement. Moreover,

the percentage of students who chose "Strongly Agree" and "Disagree" were the same, 11.76%, gained from two students. While, the remaining, 17.64%, three students, chose "Strongly Disagree" toward the statement. In other words, based on the data, most of the second semester students felt comfortable being around their friends who speak English fluently, despite some of them still felt uncomfortable.

From the data collections that have been described previously, the data found will be recapitulate to the following table.

Table 4.4 Students' Speaking Problem: Low of Self-Confidence

No.	Statements	Number of Students (student/s)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel confident when I speak in front of the class	5 (29.41%)	4 (23.5%)	5 (29.41%)	3 (17.64%)
2.	I enjoy the class when I know that we are going to discuss particular topic.	3 (17.64%)	9 (52.94%)	4 (23.5%)	1 (5.8%)
3.	I like to volunteer answer questions during the class.	2 (11.76%)	10 (58.8%)	5 (29.41%)	0%
4.	The class moves so quickly, I worry about getting left behind.	0%	10 (58.8%)	6 (35.29%)	1 (5.8%)
5.	I would probably feel comfortable around my friends who are fluent in speaking English.	2 (11.76%)	10 (58.8%)	2 (11.76%)	3 (17.64%)

From the table 4.4, it suggested that there were three statements which gained 70.6% of the students agreement responses, they were statement 2, 3, and 5. In other words, the students enjoyed the class when they have known particular topic to be discussed, would like to voluntarily answer the question in the speaking class, and felt comfortable being around their friends who speak English fluently. Followed by statement 1, where 53% of the students felt confident when they were speaking in front of the class. In different response, according to the students; answer for statement 4, 58.8% of them felt worry of being left behind, because in their perception, the speaking class moved so quickly.

In summary, from five statements that have been asked, mostly the second semester students felt confident enough in following Speaking for Group Activities class. Meanwhile, there was one problem which still encountered some students. In their perceptions, the class tended to move so quickly, so they felt worry about being left behind. In line with the students' answer on questionnaire, only one of the interviewees stated that she felt unconfident when speaking in front of class. She stated that she felt unconfident due to lack of practice and problems in her linguistics. Meanwhile, the other interviewees did not have problems with their self-confidences.

2. Anxiety

In this indicator, eight statements have been asked to the second semester students at English Study Program of FKIP Universitas Islam Riau, in order to find out what kind of problems encountered them, which has correlation to their

speaking anxiety. Furthermore, the statements as well as the students' responses toward them will be described below.

Statement 6. I would feel anxious while speaking English in the class

Through this statement, the researcher asked students whether they felt anxious or not while speaking English in the class. The data showed the percentage and amount of students who chose "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree" towards the statement were 5.8% (1 student), 52.94% (9 students), 35.29% (6 students), and 5.8% (1 student) respectively. It can be seen clearly from the percentage that most of the students felt anxious while speaking English in the speaking class.

Statement 7. I would feel less nervous about speaking English in front of the class

The result showed that the highest percentages was gained from the students who chose agreement responses, 17.64% (3 students) chose "Strongly Agree" and 52.94% (9 students) chose "Agree" towards this statement. Meanwhile, the rest who chose disagreement responses, 17.64% gained from 3 students who chose "Disagree" and 11.76% from two students who chose "Strongly Disagree". It means that more than half of the students agreed with statement 7, in other words they felt less nervous when they were speaking in front of class. Yet, there were some of them who still felt nervous when speaking in front of the class. For example, student 1 stated through interview that she felt nervous in delivering what was on her thought, sometimes it made her got confused at the same time.

Statement 8. I start to panic when I know I will be graded in the class

Based on the results the percentages of students who chose “strongly agree”, “agree”, and “disagree” were 17.64% gained from three students, 64.70% gained from 11 students, and 17.64% gained from three students, consecutively. At the same time, none of the students chose the alternative response “strongly disagree”. This clearly showed that the highest percentage was from the students who chose “agree” towards the statement. In other words, they agreed that most of the second semester students started panic when they know they will be graded by the lecturer in the speaking class.

Statement 9. I fear giving wrong answer while answering questions or statements during the class.

Here, the result suggested that there were 11.76% or two students chose “strongly agree”, 58.8% or 8 students chose “agree” and the remaining, five students, in 29.41% chose “disagree” towards the statement. In line with statement 8, there was no student who chose “strongly agree” towards this statement. It means that the majority agreed that they were fear of giving wrong answer towards questions which probably asked during the speaking class.

Statement 10. I feel shy speaking English in front of the class

The result of this statement were dominated by the students who gave agreement toward this statement. There were 8 students, in 47.05%, who chose “agree”, and 17.64%, three students, who chose “strongly agree”. In other hands, the percentages of students who chose “disagree” and “strongly disagree” were

23.4%, four students, and 11.76%, two students, respectively. In conclusion, more than half of the students agreed that they were shy when speaking English in front of their friends, as student 2, through interview, added that she felt shy to speak during the speaking class. However, the minority did not feel shy anymore when speaking in front of class.

Statement 11. I am so nervous then I tremble when I am going to be tested orally

Statement 11 asked the students whether they were nervous and trembling when they were going to be tested orally. The data showed that most of the students were so nervous and then trembling when they were going to be tested orally by the lecturer. It was proven by the percentages of students who give responses, four students, in 23.5% chose “strongly agree”, seven students, in 41.17% chose “agree”, five students, in 29.41% chose “disagree”, and the rest, a student, in 5.8%, chose “strongly disagree” toward the statement.

Statement 12. I feel pressure when my lecturer corrects my oral mistakes in the class

According to the results, there were two responses which gained the same biggest percentage, they are “strongly agree” and “agree”. Both obtained 35.29%, each from six students' answers. The rest, five students, chose “disagree”, in 29.41%. While the last response “strongly disagree” was not chosen by any student. It can be concluded that most of the students tended to feel pressured when the lecturer corrected their mistakes in the speaking class. Although 29.41% declined the

statement, in other words they did not feel pressure even the lecturer corrected the mistakes they made.

Statement 13. I get nervous and confused when I am speaking in front of the class.

Statement 13 asked about students' feeling when they were speaking in front of class, whether they got nervous and confused or did not. The results found that there was only a student, in 5.8% who chose "disagree" and "strongly disagree". Almost all of the students chose the agreement responses, seven students, in 41.17% chose "strongly agree" and eight students, in 47.05%, chose "agree" toward the statement. It means that the majority of students felt nervous and confused while they were speaking in front of the class.

Based on the data described previously, the data could be presented to the following table.

Table 4.5 Students' Speaking Problem: Anxiety

No.	Statements	Number of Students (student/s)			
		Strongly Agree	Agree	Disagree	Strongly Disagree
6.	I would feel anxious while speaking English in the class.	1 (5.8%)	9 (52.94%)	6 (35.29%)	1 (5.8%)
7.	I would feel less nervous about speaking English in front of the class when I know them.	3 (17.64%)	9 (52.94%)	3 (17.64%)	2 (11.76%)

8.	I start to panic when I know I will be graded in the class.	3 (17.64%)	11 (64.70%)	3 (17.64%)	0%
9.	I fear giving wrong answer while answering questions or statements during the class.	2 (11.76%)	10 (58.8%)	5 (29.41%)	0%
10.	I feel shy speaking English in front of the class.	3 (17.64%)	8 (47.05%)	4 (23.4%)	2 (11.76%)
11.	I am so nervous then I tremble when I am going to be tested orally.	4 (23.5%)	7 (41.17%)	5 (29.41%)	1 (5.8%)
12.	I feel pressure when my lecturer corrects my oral mistakes in the class.	6 (35.29%)	6 (35.29%)	5 (29.41%)	0%
13.	I get nervous and confused when I am speaking in front of the class.	7 (41.17%)	8 (47.05%)	1 (5.8%)	1 (5.8%)

From the table 4.5, it was clearly shown that 58.7% students would feel anxious while speaking in front of the class, 70.58% felt less nervous when they know the audiences, 82% of them started to panic when they know the lecturer would grade them, 70.56% of the students fear giving wrong answer while answering question or giving statement, 64.7% of them felt tremble when they were going to be tested orally, 70.58% felt pressured when the lecturer corrected their

oral mistakes, and 88.22% of them getting nervous and confused when they were speaking in front of class.

In conclusion, based on the results gained from the statements, many students still faced several psychological problems in speaking, particularly anxiety. One of the problems was they get nervous and confused when they were speaking in front of class. It was proven by the percentages gained for statement 13, which almost all of the respondents chose agreement responses towards the statement. It was also supported by the students' answers through the interview. All of the interviewees stated that they felt so nervous when they were speaking in front of class, and sometimes they got confused suddenly when they have already been in front of class. Besides that, there were other problems which encountered the students, such as panic when they would be graded, feeling shy and pressured in certain condition, and mostly they tend to fear of being wrong or making mistakes when they were speaking. However, there was one of statement which the majority stated that they did not have problems in it, it was from statement 7. From the results, it showed that most of the second semester students would feel less nervous in general, because they and the audiences know each other. This was also reflected by their responses related to their self-confidences, where the most of them feel confident and comfortable in the Speaking for Group Activities class.

3. Low of Self-Esteem

Through this indicator, the researcher provided five statements to be responded by the second semester students. The statement were "On the whole, I am satisfied with myself during the class", "I am able to speak in English as well

as most of my friends”, “I feel I do not have much to be proud of during the class”, “I wish I could have more respect for myself”, and “All in all, I am inclined to feel that I am a failure”. Moreover, the results found will be analyzed to the followings.

Statement 14. On the whole, I am satisfied with myself during the class

This statement asked the students about their satisfaction towards their speaking skill. From the data, 11.76% or two students chose “strongly agree”, 64.70%, 11 students, chose “agree”, and 23.5%, four students, chose “disagree” towards the statement. Meanwhile, none of the students chose “strongly disagree”. It can be concluded, based on the results, more than half of them satisfied with themselves in Speaking for Group Activities class despite few of them did not satisfy with themselves.

Statement 15. I am able to speak in English as well as most of my friends

The highest percentage gained from this statement was from the students who chose “agree”, 58.8%, 10 students. Followed by the five students who chose “disagree”, in 29.41% and two students who chose “strongly agree”, 11.76%. Moreover, in line with the results of statement 14, there was no one chose “strongly disagree” towards the statement. In conclusion, most of the students felt they were able to speak in English as well as most of them. While, there were few of them still felt they were unable to speak English, compared to their friends.

Statement 16. I feel I do not have much to be proud during the class

The percentage of students who chose “strongly agree”, “agree”, “disagree”, and “strongly disagree” were 5.8% (1 student), 35.29% (6 students), 52.94% (9

students), and 5.8% (1 student), respectively. Therefore, from the data, the biggest percentage was 52.94% which found from the students who chose “disagree” towards this statement. In other words, most of the students declined that they felt do not have much to be proud of during the class.

Statement 17. I wish I could have more respect for myself

Through the statement, students were asked their personal judgments about their respects for themselves. The data showed there were 47.05%, 8 students, chose “strongly agree” and 41.17%, 7 students, chose “agree” to the statements. Meanwhile, for disagreement responses, “disagree” and “strongly disagree”, each gained the same percentage, 5.8%, from a student. It means that almost all of the students tended to agree with the statement, they wished they could have more respect for themselves. As stated by student 3 through interview “All negative words should motivate us to learn and practice more, instead of making us down and giving up learning”.

Statement 18. All in all, I am inclined to feel that I am a failure

Based on the result, the percentage of students who chose “strongly agree” towards the statement was 23.5%, 4 students, and who chose “disagree” was 11.76%, two students. There was none of the students chose “strongly disagree”. Meanwhile, the highest percentage was obtained from students who chose “agree”, in 64.70%, 11 students. In other words, the majority of the students stated that they were inclined to feel that they were failures in following the class movement.

Furthermore, the recapitulation of the data would be presented to the followings, in Table 4.6.

Table 4.6 Students' Speaking Problem: Low of Self-Esteem

No.	Statements	Students' Responses			
		Strongly Agree	Agree	Disagree	Strongly Disagree
14.	On the whole, I am satisfied with myself during the class.	2 (11.76%)	11 (64.70%)	4 (23.5%)	0%
15.	I am able to speak in English as well as most of my friends.	2 (11.76%)	10 (58.8%)	5 (29.41%)	0%
16.	I feel I do not have much to be proud of during the class.	1 (5.8%)	6 (35.29%)	9 (52.94%)	1 (5.8%)
17.	I wish I could have more respect for myself.	8 (47.05%)	7 (41.17%)	1 (5.8%)	1 (5.8%)
18.	All in all, I am inclined to feel that I am a failure.	4 (23.5%)	11 (64.70%)	2 (11.76%)	0%

Table 4.6 presented the result found from the questionnaire. There were 76.46% of the students who tended to feel satisfied with themselves during the speaking class, 70.56% of them were able to speak in English as well as most of their friends, 58.74% of them felt they had much to be proud during the class, 88.22% of the students wished they could have more respect for themselves, and 88.22% of them inclined to feel that they were failures in speaking class.

In summary, from the students' responses towards five statements above, there were four statements which showed that most of the students did not have much problems in their self-esteem. In other hands, some of them still tend to have low of self-esteem. One of the problems they chose the most was they tended to feel that they were failures due to their improvement in speaking skill. This also supported by students' answer in interview, which all of them stated that their speaking have not fluent yet, due to several problems in linguistics which encountered them at the same time. In addition, some of them also stated that sometimes they felt inferior compared to their other friends who speak English more fluently.

Finally, based on the data analysis, it has been found that the second semester students of English Study Program of FKIP Universitas Islam Riau still faced several problems in their speaking skill, particularly in Speaking for Group Activities class. The data were analyzed from students' answer on questionnaire then supported by their answer in the interview.

In term of linguistics, the prominent problems which encountered them was lack of vocabulary. All of the respondents stated that they found difficulty in choosing appropriate vocabulary used during the class. This was supported by their answer in interview, where all of them stated that among the three linguistics problems, lack of vocabulary mastery was the problems encountered them the most. However, some of the students also found other problems in linguistics, although it was not as dominant as the problems in vocabulary. In grammar, the students still faced difficulty in using past tense and future tense. Meanwhile, in pronunciation,

the problem that encountered them is the influence of their mother tongue over their pronunciation in English.

Furthermore, psychological problems that prominently encountered the students was low of self-esteem. The majority stated that they tend to feel failure due to their speaking skill. They stated that their speaking have not improved yet, due to several linguistics problems, which encounter them. Moreover, the other problems which encounter their psychologies was anxiety. The students stated that they often got nervous and confused when they were speaking in front of class. They also felt panic, shy, and faced some fears when they were speaking in front of class, such as fear of being wrong or making mistakes when they were speaking. Meanwhile, in term of self-confidence, most of the students did not faced many problems, except their worry of being left behind due to the class movement, which they felt moved so quickly.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sub-chapters, conclusion and suggestion. The conclusion was drawn according to results that have been described and analyzed previously. Meanwhile, the suggestion consists of some recommendations, which are addressed to those who are related to this research, such as students, lecturer, also future researchers.

5.1 Conclusion

This sub-chapter presents conclusion of the research that has been conducted by the researcher. This research was conducted to answer the research question asked “What are speaking problems encountered by the second semester students at English Study Program of FKIP Universitas Islam Riau?”

Furthermore, the answers of the question were obtained from two instruments; questionnaire and interview, also analyzed according to the supporting theories have been elaborated previously. In summary, the theories proposed that there are two kind of speaking problems that may encounter students, they are linguistics and psychological problems. Linguistics problems comprise three general problems, lack of vocabulary, poor in grammar, and poor in pronunciation. While, psychological problems consist of low of self-confidence, anxiety, and low of self-esteem.

Based on the data analysis, it has been found that the second semester students of English Study Program of FKIP Universitas Islam Riau faced problems in their speaking skill, particularly in Speaking for Group Activities class. The data were analyzed from students' answer on questionnaire then supported by their answer in the interview. The prominent linguistics problems encountered them was lack of vocabulary, due to their difficulty in choosing appropriate vocabulary used during the class. Meanwhile, the psychological problems that prominently encountered the students was low of self-esteem. Most of the students tend to feel they were failure, because they have not improved their speaking skills yet, due to several linguistics problems which encounter them at the same time.

5.2 Suggestion

In this sub-chapter, the researcher gives some suggestions or recommendations, which the researcher hopes will be found helpful in the future.

5.2.1 For the students, the researcher hopes that they will be more aware about their own problems in speaking and what makes them faced those problems. Therefore, they can improve their speaking skill and solve their speaking problems first.

5.2.2 For the lecturer, the researcher hopes that the lecturer can get a representation of students' speaking skill, as well as its problems. Thus, in the future, the lecturer can help the students in improving their speaking skill and solving the problems together.

5.2.3 For the further researchers, the researcher recommends the further researchers to conduct some researches which have different focuses and

more comprehensively, such as causes of the speaking problems, also the possible solution to solve those problems, since as described previously, this research only focused on analyzing students' problems in speaking skill.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

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