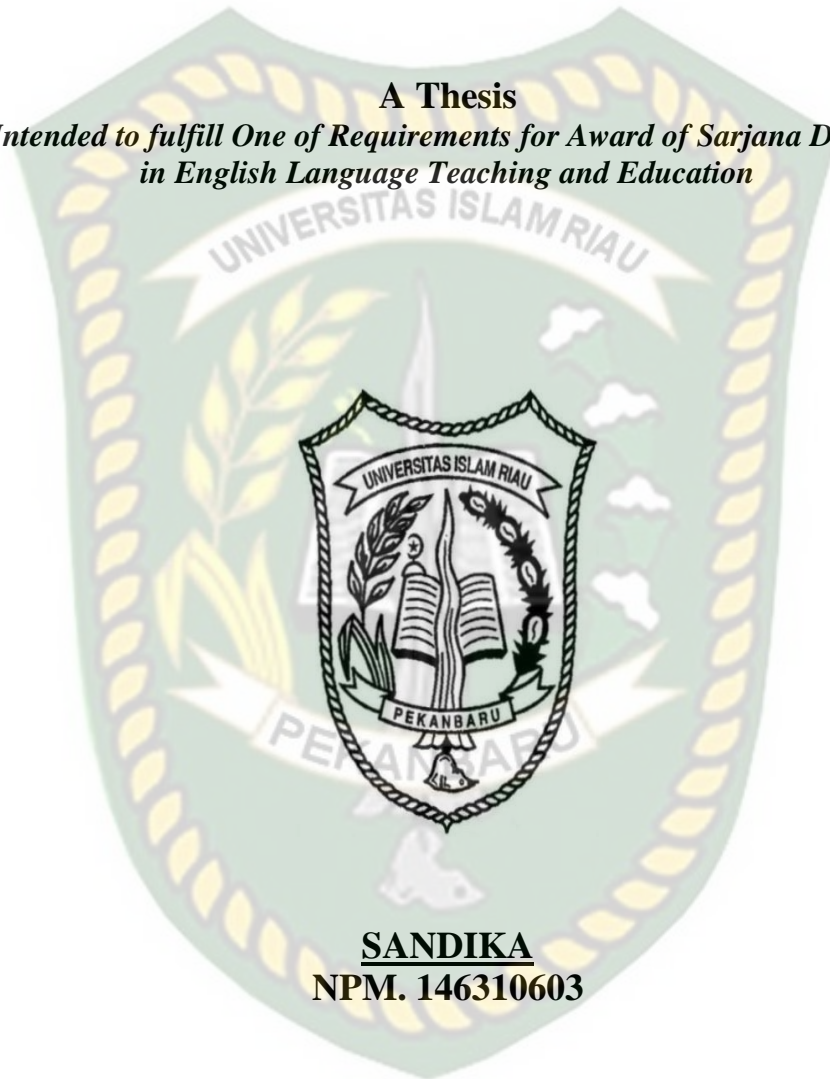# AN ANALYSIS OF SPEAKING PROBLEM FACED BY SECOND GRADE STUDENTS IN CONVERSATION AT SMAN 2 KELAYANG

A Thesis
Intended to fulfill One of Requirements for Award of Sarjana Degree in English Language Teaching and Education

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Language is a powerful means to communicate the deepest and highest desires and dreams. Seno H. Putra (2008), states that language verbally and non-verbally used by people in the world as a tool to have communication both formal and non-formal. No language, no activities of human in daily life, no language, no any field of sciences in the world whether spoken or written ones. It means that language is a soul of human. Language can show the human intelligence, experience, culture, attitude and human psychologies when they are speaking. There are many languages used by people to interact in this world, however this study focusses on English.

Richards & Renandya (2002), said that since English becomes an international language, we have to master English very well because "being able to interact in a language is essential". It means that English is an international language that is used by people around the world to interact among them. To build relations among countries, language is the important thing that shall be known by people. And also, many people from different countries use English in order to be able to communicate at each other, not only in oral but also in written communication.

English in Indonesia is considered as a foreign language in which it is learned by Indonesian students from elementary level up to university level. Moreover, it is included into one of subjects to be evaluated and improve students'

ability in comprehending English, as stated in School-Based Curriculum, *Kurikulum Tingkat Satuan Pendididkan* (KTSP) *"English lesson is aimed to develop students' ability in communicating by that language either spoken or written. The ability communicate in English involves several skills such as listening, speaking, reading, and writing"* (Curriculum centre, 2003: 17). It means that English lesson is one of the subjects that are tested in the national final examination and it is potentially required for students. Among the four skills, speaking skill is often perceived as a difficult skill to be mastered by EFL students. Seno Putra, (2004), state that learning and mastering English as a foreign language in Indonesia, especially in speaking, we must be diligent and smart to learnt by heart the vocabulary, master the rules and the systems of the language itself (Grammar/Structure) to perform the sentences and clauses of English, then practice to speak it in daily life whether individually, in pair, a group or to make a groups, club, etc., to discuss a topic or any topics in English. It mean that the students can speak English well when the students practice to speak it in daily life whether individually, in pair, a group.

Luoma (2004), state that speaking skill becomes an important part in the curriculum which is applied in language teaching Speaking skill is one of the basic skills in learning English which is important to be learned. Realizing that the important part of communication in this era is English, speaking skill is needed to be mastered by EFL learners. Richard and Renandya (2002) States that a large percentage world's language learners study English in order to develop proficiency in speaking. It means that speaking can describe things, complain about people's

behavior, make polite requests, or entertain people with jokes. Speaking is the important one from the four skills. So the researcher interested to exhative many things around speaking aspects. Start from the students' speaking ability, the problems faced by the students in learning English speaking and try to find the ways to solve the problems. Speaking English well also helps students to access up to date information in field including science, technology and health.

In learning English, speaking is the most important skill, because it is one of the ability to carry out conversation on language. Speaking is an interactive process of constructing meaning, receiving and processing information. In fact, speaking is considered difficult to apply compared to other skills. As a matter of fact, there are many students who had learnt English from Junior High school untill high school even university still find it difficult to express their idea in oral form. They can read or write better, but face some difficulties in speaking either caused by linguistic problems or nonlinguistic problems.

According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Richards (2008) claims there are some typical learner's problems in speaking. Those problems are lack of vocabulary needed to talk, poor in grammar and poor in pronunciation. The students may face certain problems that keep themselves cannot speak English better. Within this research,

the researcher wants to find out what are the problems faced by the students of SMA 2 Kelayang. The researcher also has conducted a pre-research towards this study.

During the pre-research, the researcher asked the English teacher about the students' problem in conversation, he said that the students did not mastery many vocabularies and lazy to learn about new words, it is also because of their environment. After that the reseacher indirectly interviewed to the students and asked as if they have problems with their speaking in the classroom, more than a half of the students in the classroom gave different opinions about their problems in speaking English. Several students said that they actually have so many ideas in their minds, but when it comes to speak, they had no idea at all. Others said that they were not confident with their grammar, afraid of being critical, lack of vocabularies, nervous, worry, and anxious. In order to find out what are the exact problems faced by the students of SMA 2 Kelayang, the researcher intended to conduct a study to find out the students' problems that affected students' conversation.

Some previous studies show the students are reluctance, hesitation, fear of making mistakes, or lack of adequate vocabulary (Fauzan, 2014), many English learners are reluctant and unmotivated (Nunan, 1999), EFL learners face *the students won't talk* problem (Gebhard, 2000), and they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them (Fauzan).

Hadijah (2014) states that the students' reason in facing the problems on English speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary,

fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, time management, speaking material, and exposure problems.

Related to those researches, the researcher focuses only on the students' problem face in speaking ability by using conversation. This aspect that the researcher does not find in the previous studies. Since speaking problem can have main effects in students high school, it is important to know the students' speaking problem. Therefore, the researcher want to investigate what the factors felt by the students' high school in speaking and also identifies their problem especially in speaking english problem by using conversation. Based on the explanation and phenomena, it was necessary to conduct a research entitled: **"An analysis of speaking problem face by students in conversation at SMA 2 Kelayang".**

1.2. Identification of the Problems

Speaking is one of the skills that students must have. Unfortunately, most of students at SMA 2 Kelayang could not speak English well. Although the teacher has forced them to use English during classroom conversation, the students felt nervous shy and lazy when speak up in front of the class and also afraid of making mistake in English conversation. Actually, there are some problems faced in SMA 2 Kelayang. In order words the students got problems in speaking English conversation.

The students' problems were not creative enough in finding their own way to be able to speak in English fluently and confidently. They used English inside the class rarely and they never used English outside the class. In the classroom, they

tend to be passive because they were afraid of using English. Furthermore, their speaking ability is lower than competency, especially their pronunciation and their self-esteem.

The other problems were teaching resources and media that is used in the teaching and learning process is from the students' worksheets *(LKS)*. Thus, the students may feel that using students' worksheets *(LKS)* are boring because the of students' worksheets contain difficult and monotonous tasks. Therefore, the teacher's creativity is needed to make the materials more interesting.

The main problem in this research was the lack of student in mastering English speaking. There are some programs was supported in learning English speaking, such as conversation, memories of vocabularies, public speaking, study club, and language tutorial. But, unfortunately the students get some problems during speaking English in their daily communication. In this case, the researcher will analyze the students' speaking problems in English coversation.

1.3. Focus of the Problem

The focus of problem in this research was intended to analyze the problem face by students in speaking english which was made by students in conversation at second year of SMA 2 Kelayang.

1.4. Research Question

Based on the background above and the identifications of the problem that mentioned in accordance with the research of "An analysis of speaking problem face by students in conversation *at SMA 2 Kelayang*", the researcher investigated

the problems which was formulated as follow: What were the dominant speaking

problems of the second grade students in conversation at SMA 2 Kelayang ?

1.5. Objective of the Research

The objective of this research was to find out the dominant speaking

problems of the second-grade students in conversation at SMA 2 Kelayang.

1.6. Significan of the Research

This research was formulated to give the contribution of the researcher's

ideas for:

1) The student

The student would be evaluating themselves after they know about their

problem in learning speaking English and then develop their ability in speaking

English.

2) The Teacher

After the teacher knows about the students' problems in learning speaking

English, the teacher can use better strategy of learning speaking English to make

the students get the good achievement.

3) The School

The school can plan the new programs exactly the new English program as

a solution of the students' problems especially in speaking English.

4) The Next Researcher

Finally, the next researcher can develop the research to make it better.

1.7. Definitions of the Key Term

1.   Speaking

Brown (2001) Defines speaking as an interactive process of constructing meaning, involving producing, receiving and processing information. Speaking in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. It mean that speaking is one of way to give and to receive some information of people and it is closely related to selfrealization; much of impression about people comes from what they say and how they say it.

2.   Students' Problem

According to Oxford Advanced Learner's Dictionary (2000: 1049), have problem is thing that is difficult to deal with or understand. So, the researcher concludes that students' problem is the things that make the students difficult deal with or to understand something. In this research, the students got speaking problem in conversaion.

3.   Error Analysis

Brown (2000:166) says that Error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher. Error analysis will show teachers some problems confronting the students. It is an advantage that error Analysis may be tracked down to the importance of students' errors.

4.   Conversation

Lerner, 2014, states that conversation is the spoken exchange of ideas, observations, opinions, or feelings . conversation is one of the most prevalent uses of human language. All human beings engage in conversational interaction is the primordial neans through which the business of the social word is transacted, the identities of its participants are affirmed or denied, and its cultures are transmitted, renewed and modified. (Goodwin & Heritage, 1990).
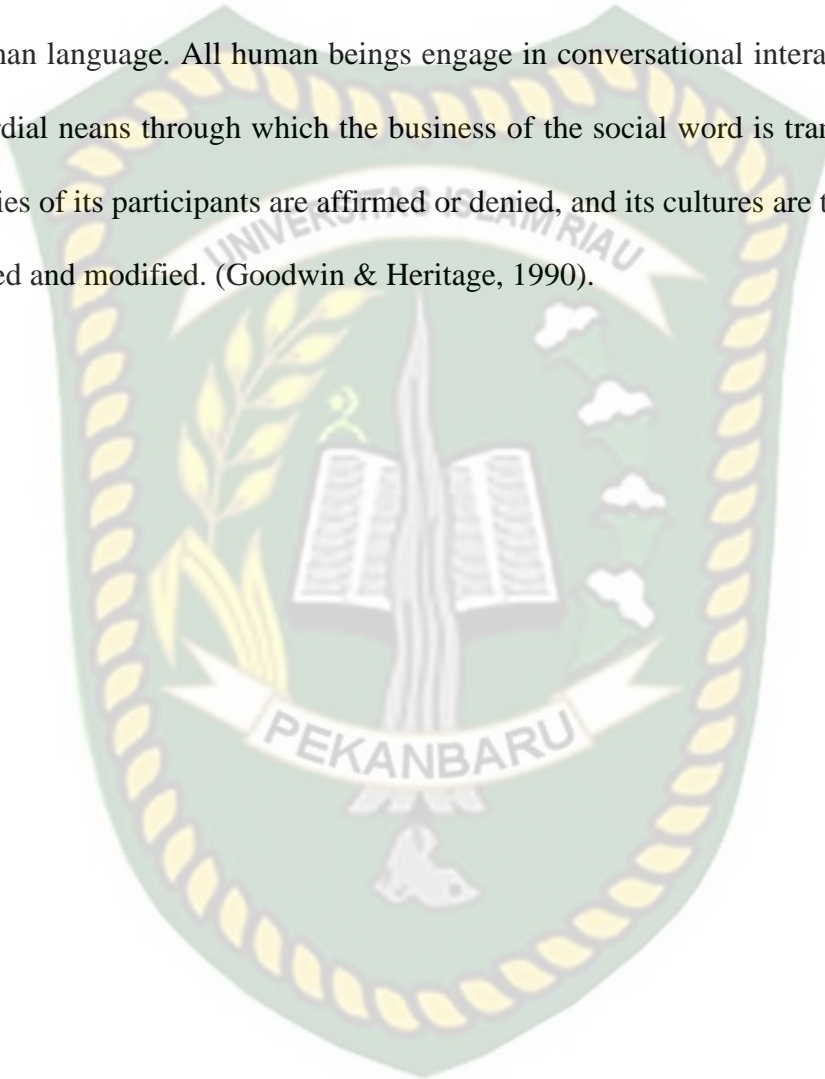
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Relevant Theories

2.1.1. The Nature of Speaking

Speaking is one of the skills that have to be mastered by students in learning English. Some experts have various definitions about speaking. Louma (2009:10), states that speaking is a process of person who uses their voice to speech meaningfully. It means that speaking is common communication where the people can send their idea or expressing. In learning process, the teacher speaks to students to share the information or to give some of knowledge.

There are two functions in speaking, transactional and interpersonal function. According to Thorn Burry (2005:13), the purpose of a transactional function is to deliver certain information and to facilitate the exchange of goods or services. The example of the transactional function is handling a traveler in travel agency. Additionally, the purpose of an interpersonal function is to establish and to maintain social relation.

Based on the experts, the students can use a language for communicating. The students can share their opinion each other's. Furthermore, they can communicate both verbal and non-verbal communication for making their image in the social relationship. Therefore, the students should be mastered some components to make successful communication.

2.1.2. Teaching Speaking

Teachers and students are playing actors during teaching learning activities in the classroom. They have their own role in the teaching learning process. According to Harmer (2001:347-348), there are three important roles of teacher to make the students speak fluently. The described as follows.

First of all is as a prompter. In this case the teacher cannot help the students when they lost their idea. Sometimes students are silent during in their conversation. Without disrupting them, it will stop the sense of frustration for some students when they lose their language or ideas. The second role of teacher is as a participant. In this case the teacher can be participant among the students. The teacher can join one or two groups as an ordinary participant during the teaching learning process. Even if, the teacher can join the activity, the teacher cannot interrupt the activity too much. The last is feedback provider. The teacher can give feedback to students, when they have completed their activity. The teacher will tell and respond to the students concerning to the content of the activity as well as the language used.

The students' roles are as communicators to be actively engaged in negotiating meaning. This is done to make them understand and also the others even when their knowledge of the target language is complete. Since the teacher's role is less dominant, students are seen as more responsible managers of their own learning.

2.1.3. Principles of Teaching Speaking

In the speaking activities, it is very important for the teacher to acquire the ability to teach appropriately. Brown (2001:275) states that there are some

principles for designing techniques in teaching speaking. He said that the speaking techniques should use techniques that covers learners need, carried out the accuracy, fluency and meaning. It means that the tasks should include techniques, but do not bore the students. Then, the techniques should provide intrinsically motivations. After that, the techniques should encourage the use of authentic language in meaningful contexts. Next, the technique should provide appropriate feedback and correction. Also, the technique should take advantage of the natural link between speaking and listening. After that, the technique should give learners opportunity to initiate oral communication. Then, the last, the techniques should encourage the development of speaking strategies.

In addition, Harmer (2001:87) argues that there are three basic reasons to give students speaking tasks which encourage them to see all and any language at their control. The first is the activities give the students a chance to discuss and rehearse the material outside the classroom. It is way for students to get a feel of what communicating in the foreign language really is like. The second is the activities of giving feedback to the learners. Then, the good speaking activities can and should be highly motivating for the students. Those reasons can encourage the students' language need if the teachers do all the components well.

There are some principles in teaching speaking that should be mastered in order to be a good English teacher. By keeping the principles in teaching speaking, the problems that usually happen in the teaching-learning process of speaking can be minimized and the students can learn English maximally in the class.

2.1.4. Criteria for Speaking Tasks

Task design begins with the assessment of the students' need. Louma (2009:29) state that the purposes of the test and the practical circumstances in which it will be arranged the general guidelines; the most important factor in the task designed is the score users need to know about the examiner of speaking ability, Furthermore, Thornburry (2005:90) states that there are some criteria that needed to make good speaking tasks.

First of all is productivity. It means that speaking tasks should give a big opportunity to the students to speak in the target language. The teachers should make a good task to invite the students join to speak activity. It indicates that many students join speak-up in the speaking activity.

The second is purposeful. In this case, the tasks from the teacher should have purposes in the speaking activity. The Productivity of the tasks can be increased if there are some purposes that the teachers want to achieve. The example of the tasks should be meaningful, that is group discussion activity and it can be maximally the participation all of the members in the class. The third is interactivity. It means that the tasks should build interaction among the students in the speaking activity. It is the basic goal of speaking activity. The goal of speaking activity is to communicate or to interact with others. So, good speaking tasks can make interaction among the students in the speaking activity.

The fourth is challenge. The speaking tasks should be challenging for the students. It is in order to force the students' creativities, ideas, knowledge

and also abilities. These will help them to increase their speaking skill and to achieve the goal of teaching-learning process. The fifth is safety. The tasks of the students should be safety – while it should be challenging. They should feel safe and confident when doing the tasks, in order to achieve the goal of teaching-learning process. The classroom atmosphere and the teacher attitude very determined in this case. The last is authenticity. The speaking tasks should be implemented in the real life communication. It in order to make students can achieve easily the goal of the communication. The students' experience in the real life communication can help them to make great communication, because it is the best effect in choosing and analyzing the best answer of the tasks.

Based on explanations above, task is a tool to measure and evaluate the students' understanding and ability. The task designed should be suitable with the objective in the school's curriculum. In the speaking learning activity, there are many kinds of task can be designed by the teacher to increase the students' speaking skill. The teacher should concern with the components of the task to obtain the purpose of why the students have to do the tasks. So, the goals of the teaching and learning activity can be achieved by the students.

2.1.5. The Elements of Speaking

Jeremy Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

A.   Language features

The elements necessary for spoken production, are the following:

a.   Connected speech

In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b.   Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to–face interaction). The use of these devices contributes to the ability to convey meanings.

c.   Lexis and grammar

Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d.   Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

e.   Mental / social processing

Success of speaker's productivity is also dependent upon the rapid

processing skills that talking necessitates:

a. Language processing

Language processing involves the retrieval of words and their assembly

into syntactically and propositionally appropriate sequence.

b. Interacting with others

Effective speaking also involves a good deal of listening, an

understanding of how the other participants are feeling, and knowledge

of how linguistically to take turns or allow others to do so.

c. (On the spot) information processing

Quite apart from our response to other's feelings, we also need to be able

to process the information they tell us the moment we get it.

2.1.6. Classroom Speaking Converstion

In the teaching and learning process the teacher should be innovative to

make the interesting materials, practicing various techniques of teaching and also

using interesting media. These are suitable for the students in order to help them to

speak in the language.

Harmer (2001: 348) states that there are many classroom speaking

converstion that can be used in teaching speaking. The conversation are described

as follows. The first of all is acting from the script. In this activity, the teacher asks

the students to act out scenes from plays; their dialogues are made by themselves.

The students are asked to act out in front of the class. The teacher should give students time to prepare their dialogues.

The second is communication games. There are many communication games. The purpose is to get student speak-up in the teaching-learning process, which is speak as quickly and fluently as possible. Two particular categories are information-gap games and television and radio games where the student has to be a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (described and arrange) or find similarities and differences between pictures. The next activity is discussion. Discussion can be performed in the form of highly formal, whole group stage events and informal small-group interactions. One of the reasons that discussions may be failed is that students are unwilling to give an opinion in front of the whole class, particularly if they do not have any idea to say. The examples of the activities are buzz group, instant comment, formal debates, unplanned discussion and reaching a consensus.

After that is prepared talks. In this activity, students should make a presentation on a topic of his or her choice. Such talks are not designed for informal spontaneous conversation but more writing-like because they are prepared. When students are doing this activity the teacher should give to others, who do not perform prepared talk, task to give attention as they listen. Then they can give feedback to performers.

Harmer (2001:348) also states that questionnaires are useful activities. By being pre-planned, the questionnaires ensure that both questionnaire and respondent have something to say to each other. Questionnaires may well encourage the natural

use of certain repetitive language pattern and then be situated in the middle of the communication continuum. The results obtained from questionnaires actually can form the basis for written work, discussions, or prepared talks. Another activity is simulation and role-play. The students can reach the benefits of using simulation and role-play. Those kinds of activities can be used to encourage the students' speaking skill or to train students for specific situations. Those are real life activities, as they do so in the real world. Teachers may also use them to assess students' self-esteem.

Kayi (2006) argues that there are thirteen activities to promote speaking. Those are discussion, role play, simulations, information gap, brain storming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and then find the differences. It means that many kinds of classroom speaking activities can be in order to make the students join the speaking activities. Also, the students can improve their speaking skill easily.

2.1.7. Problems in Speaking Conversation

Some of students get problem in speaking English. It make the students difficult to interact with people in foreign language, because English is one of language used in many countries. The problem of students in learning something also involved in many factors. Tuan and Mai (2015: 10) said that students' speaking performance can be affected by the factors that come from performance conditions, affective factors, listening ability and feedback during speaking activities. Here is the explanation of the factors that make students' problem in conversation:

A.   Performance Conditions

Learners carry out speaking activity in different conditions. Performance conditions can influence in speaking performance. It is including time pressure planning, the standard of performance and the amount of support.

B.   Affective Factors

Affective factors is one of important part that influences learning success or failure. There are some parts include in affective factors such as motivation, self-confident, and anxiety. Leong and Ahmadi (2016: 38), state that motivation can influence and be influenced by the components of language learning. If learners have an unfriendly atittude towards the language, they will not have any substantial improvement in acquiring the different features of language. Every student has different motivation in learning process, it depends on what kind of interested of the students. While, anxiety is a common component of numerous psychological disorders and is frequently manifest as the predominant in people's life.

C.   Listening Ability

The learners can not improve their speaking if do not develop the listening ability. Listening is important when carry out speaking activity. Speaking means closely related to listening. The role of people's speaking activity is a speaker and the listener or change the position. Listening ability is indispensable to listen what speaker said we can response it.

D.   Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live.

E.   Feedback during Speaking Activities

Feedback is one of important activity, it make the students knows and understand if they have mistake in speaking. Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. The teacher should correct the students' mistakes positively and with encouragement.

F.   Inhibition

Speaking is requires some level of real-time exposure to an audience, it is different with reading, writing, and listening. Leong and Ahmadi (2016: 38), inhibition is a feeling of worry that stops people from telling or performing what they want. Learners are often inhibited about trying to say things in foreign language in a classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention their speech attracts.

G.   Mother-tongue Use

In classess where all, or a number of, the learners share the same mother tongue, they may tend to use it because it easier, because it feels unnatural to speak to one another in foreign language and because they less "exposed" if they are speaking their mother tongue. If they are talking in small group it can be quite difficult to get some classess particulary the less disciplind or motivated ones to keep the target language.

In addition, Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. Regarding this, Brown (2001) states that the shyness and anxiety are considered as the main causes of students' reluctance to speak. Some students have speaking problems. it is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words.

2.1.8. The Solution to Solve the Students' Speaking Problems

Juhana (2012:101), state that possible solution to solve the psychological problem as follows:

1.   The solution to solve fear of mistake

To overcome the feeling for fearing mistake in speaking, between teacher and students should there are chemistry and the teacher should build the students concentration and good atmosphere in the class, so the students will feel comfortable when they speak English. Like the suggestion from Zua (20018) in Juhana (2012:101) to overcome the feeling fear mistake. First, the emotional

between teacher and students should be built. It's mean that the students are expected to feel comfort with their teacher and believe that the teacher will help them if theymake mistake. Second, the teacher should improve the students' concentration when learning English. The last, the teacher should create a harmonious atmosphere that can reduce students' problem.

2.   The solution to solve the shyness

In terms of solution toovercome shyness, the teacher should create the good way to solve the students' shyness. Peace (2011) in Juhana (2012:101) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this way, students' shy are hoped tofeel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar.

3.   The solution to solve the anxiety

Students' anxietywhen they speakingcan be solve by giving motivation the students and create an ease environment. According to Keramida (2009) in Juhana (2012:102), motivating the students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

4.   The solution to solve lack of confidence

The solution to solve the students' lack of confidence, Ye Htwe (2007) in Juhana (2012:102) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence.

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

The solution to solve the students' lack of motivation, teacher can do activities like promoting students' awareness the importance of English, enhancing students' interest in English, and developing their self-confidence. Aftat (2008) in Juhana (2012:103) suggest that to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of a students' problems. Doing this becomes very important, because encouragement also gives students a feeling of secure and welcome in their learning.

Meanwhile, Harmer (2002: 345) says that the things that the teachers can do to help the students' problems in speaking are: Preparation, the value of repetition, big groups and small groups, mandatory participation, prompter, participant, and feedback provider. While some activities to promote speaking, are:

1.   Discussion

When students suddenly want to talk about something in a lesson and discussion occur spontaneously, the result often highly gratifying (Harmer, 2007: 128). The teacher should always remember that the students need time to assemble their thought before any discussion. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In class or group discussions, whatever the aims is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification and so on.

2.   Role Play

In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Role play stimulates the real world in the same kind of way, but the students are given particular roles they are told who they are and often what they think about a certain subject. They have to speak and act from their new character"s point of view (Harmer, 2007: 125).

3.   Simulation

Simulations are very similar to role play, but the different is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. In his book under the title how to Teach English, harmer (2007: 125) states that in simulations, students acts as if they were in real life situation.

4.   Telling Stories

Story telling fosters creative thinking. It also helps students express ideas in front of their friends. Students can tell riddles or jokes. For instance, at the beginning of each class session, the teacher may call a few students to tell short story or jokes as an opening.

5.   Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture.

6.   Find the Difference

For this activity, students can work in pairs and each couple is given two different pictures, for example picture of boys playing football and another picture girls playing tennis. Students in pairs discuss the similarities and/ or differences in the pictures.

2.1.9.   The Definition of Conversation

According to Brennan (2010:1) Conversation is a joint activity in which two or more participants' uses linguistic forms and nonverbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms *dialogue* and *conversation* are often used interchangeably). Face-to-face conversation is universal engaged in by all human cultures, and providing an interactive context in which children learn their native languages. Thornbury and slade (2006: 25), define that conversation is the informal interaction between two or more people, it happens in real time, spontaneous, has a largely, interpersonal function, and in which participants share symmetrical rights.

Conversation includes kind of speech that happens informally, and has the purpose to establish and maintain social relationships. In doing conversation, the participants must to know and familiar how the rules on conversation such as how turn taking. The participants also need to know when and how to interrupt, and how to change the topic. While, Brouwer in Donaldson (2011:14), define that conversation is spontaneous, exchanges of thoughts, feelings, opinions, and ideas. Conversation is a simple activity because it is the goal to facilitate social interaction, not to provide the information that transactional language requires.

In addition, Pridham (2001: 2) states that conversation consists of spoken language. Conversation is constructed with spoken language rather than written language. Conversation is interactive spoken exchange between two or more people such as:

a. Face to face exchanges, it can be private conversation such as talk between family, or more public and ritualized conversation such as classroom talk.

b. Non face to face exchanges, such as telephone conversation.

c. Broadcast materials, such as live radio phone in or television chat show.

A. Types of Conversation

In English First (2014), there are several classifications of conversation:

a. Structural Conversation.

Grammar specification refers to as structure. Examples of structures include past tense, noun plurals, the comparison of adjectives, and others. The use of the English language both in everyday speech and writing to be precise in the use of any terms as related to time: past, present, and future.

In addition, the use of English structure associated with the use of the form noun, pronoun, Articles, and various forms of the word adjective, verbs, and adverbs. Thus, type of conversation is prioritizing grammar. The example of conversation:

John: May I borrow your book?

Mary: Yes, you may!

b.   Functional Conversation.

Functional conversation is a conversation lessons are intended to establish a person's ability in language functioning according to the place and its existence. In everyday conversations (daily conversation) are often confronted with something that objective. For this conversation use when a formal conversation. Include into the daily conversations that is Greeting, introduction, parting, asking something, gratitude and appreciation, invitation, asking and giving permission, praising and congratulation, like and dislike expression, apology, commands and requests certainty, expressing capability, and offering something. For the example of conversation:

John: By the way, will you come to my apartment tonight?

Mary: With my pleasure.

c.   Situational Conversation.

Situational conversation is a conversation lesson aim to establish the ability of students to identify specific functions in communication based on a formal situation.

John: Waiter, give me two coffees, please!

The phrase 2 coffees - it is just one example of how the use of special functions in communication based on the situation. In the restaurant, already usual we say 2 coffees grammar although it is wrong, because the 'coffee' is usually regarded as uncountable noun.

From the explanation above, we can conclude that conversation has few types that should be understood by the people. Conversation is spoken language

activities, and we do that every day. The types of conversation will make the people know how to conversation with other people.

B.   Techniques of Conversation

Pask (1976: 12) defines that conversation involving the communication between two or more participant. There are some techniques of conversation to help us effectively communicate with other people. The techniques as follows:

a.   The first thing that people pay attention of conversation is hear the voice of participant. The first participant hears what the second participant said. The first participant just shut up and listens. Then, if the second participant finishes talking, the first participant response of their conversation. Between first or second participant do asking-response of conversation. It is a habitual activity of people in doing conversation every day.

b.   Be direct and look the other person in the eye when talk. In conversation activity, the speaker and the listener must be look in their eye. It is because the speaker or the listener will consider that we pay attention of his/her conversation.

c.   Pay attention in formal or non-formal conversation. In formal conversation include conversation with the teacher or boss, the people must try to use in formal language. While, in informal education include friends, sisters and we can using usual language.

d.   Usually, pauses or stop when people saying anything in conversation will make them feels awkward and unnatural.

e.   Conversational skills can be measured by how you read the body language of the other person. Body language is important to know what are the speaker comfortable doing communication or not.

From the explanation above, it can be concluded that when doing the conversation we have to pay attention of technique of conversation. Understand the technique of conversation make the people success when conversation with other people. It is also make the peope understand the formal or non-formal conversation.

C.   Stages of Conversation

In conversation, students has the stages when performance in front of the class. Zimmerman (1996, 46) said that there are four stages of conve

a.   Spontaneous Conversation

Spontaneous conversation is something that occurs directly. It is requires the least spiritual and mental effort. Conversations situated in feelings and sense perceptions in this way are full of life. When doing the conversation, the people follow whatever occurs spontaneously and react in an unpremeditated manner.

b.   Intentional Conversation

Intentional conversation is something that occurs because there is talk which deliberate. The people who did this conversation already know or planned what the topics that will be discussed. It means that this stage is guide by a suggested set of developmentally appropriate and situated within the context.

c.   Chaos and Rigidity

It is one of difficult stages faced by the people when they feel nervous or did not focus. Conversation means speak with other people and sometimes people feels chaos when they difficult to say and rigidity when speaking English.

d.   The Ideal Form

The ideal form means to organize, this leads to routine. In a conversation convened to arrive at decisions based on knowledge. This stage is experience through feelings and emotions stimulated by the senses, by images from the sense world and not through true presence of mind or spritiual insight.

From the explanation above, it can be concluded that understanding the stages of conversation make the people know that every person has different stages in conversation. Stages of conversation become an important to know the stage that uses by the people when doing the conversation.

e.   Good conversation

Conversation is an informal talk involved a small group of people or two person particular subjects. The aim of conversation skill is to help the people become a good conversationalist (Natkare, 2015: 4). Sometimes, people do the conversation in formal or informal situation. Natkare said that the true conversation is talking and listening. It is also involved some skills such as vocabulary, grammar, and opinion to talk with other people. Good conversation requires something give and take, for example:

a.   Allow your conversation partner to speak.

b.   Respect to the other person's point of view.

c. Concentrate on the conversation, and hear what people said.

d. Find out what your listener wants. To gain the most from any conversation, focus on your listener. Ask questions and listen to the responses.

e. Define terminology so there is less chance of misunderstanding.

f. Speaker and listener should have polite attitude and friendly.

g. Clarify each other any misunderstandings and solve the problems by accepting amicable solution.

Yule (2006:128) states that English conversation can be described as an activity which involved two or more people take turns at speaking. There is only one who speaks at time and there tends to be an avoidance of silence between speaking turns. But it is not true in all situation or societies. In conversation the speaker and the listener can start to make short sounds, usually repeated, while the speaker is talking, and often use body shifts or facial expressions to signal that they have something to say. Expressions also important part when we are talking with other people.

From the definition above, it is concluded that conversation is one of our daily life activities. Definitely, people doing the conversation everyday, it is because conversation such an activity of our life. Conversation is easy and reflects activity that occur in formal or non-formal situations depend on with whom when we are talking with. Conversation can be done anyone and should not establish the topic to talk. It is involved initiating moves and response from each other. Not only in informal situation, but the people also can do the conversation in formal situation such as talk with the lecturer or parents. By

doing conversation, the people using expressions, clear voice, and language that easy to understand by the speaker.

D.   Students' Learning Process in Conversation

Laurillard in Qia (2008: 2) states that learning conversation is being applicable in any situations and the strategy of learning conversation must be discursive, adaptive, iterative and reflective. In learning conversation the learners must operate at task or topic level, meaning that it must relate to the learner's immediate context. Learning conversation aims to make the students understand about how to start conversation. Laurillard also states the purpose of learning conversation are:

a.   Keep the learner at the center and work with their agenda.

b.   Challenge and motivate the learners.

c.   The teacher explain about their progress and how far their understanding about the topic and concept.

d.   Keep the learner actively engaged in analyzing learning information and using it to plan their own learning and development, for example they are able to set the targets, reflect on feedback and to carry out self-assessment.

e.   Give the students self-motivated and able to manage their own learning independently.

f.   Make the students become an individual that reflective learner and can transfer skills.

In conversation class the teacher should making correct to the students. Students tend to insist that they want to be corrected. Jackson (2012: 29) states that in conversation classroom the teacher must to create a relaxed atmosphere. It makes the students feel enough to express them to find out the words to speak. He also states that the following approach to make students develop in conversation, they are:

1. Learn the Students' Name

In conversation class, to start the lesson is important for teacher to know the name of each student. The students can introduce her or him-self in front of the class. This method can make students of personal interest and help him overcome inhibition about speaking in a group.

2. Give Praise when it is deserved

Sometimes conversation becomes a difficult to do. It is because in English conversation the students must clearly to speak English. In conversation class, the teacher must give reinforce good performance with encouraging comments.

3. Speak Naturally

There is a tendency on the part of some teacher. To make the students understand, the teacher must speak slowly, increase the volume of their voice, and over-enunciate words or use artificially emphasized intonations patterns. The teacher must speak as natural as possible in conversation.

4.   Students should talk, note takes

In conversation class students should have a habitual in their talk. The students should not take notes. Conversation means speaking directly, in conversation class taking a note is nt the rigt way.

5.   Everyone should use English

In leaning conversation, using English is difficult to do. The teacher should discourage the use of students'mother tongue and should confine his own remarks to English, even if at first students miss much that said. Using English in the classroom is important, it will make the students habitual to speak English no matter if the students doing mistakes.

6.   Smile

When the students making mistakes of their conversation. The teachers do not to be afraid to smile. Smile make the students can repaired their mistakes.

From the explanation, learning conversation makes the students understand how doing a good conversation in formal or non-formal situation. Teacher and students must to know to create a good situation in the class. Practice is one of a good activity to increase students' conversation skills.

2.2.   Relevance Studies

First, Rr. Ery Susilawati (2012/2013) conducted research entitled "Improving Students' Speaking Skill Using Drama at The Eleventh Grade Students of Language Class of Man Yogyakarta". This study is action research, which aim to improve the speaking skill of the eleventh-grade students at MAN Yogyakarta II using drama. The researcher got the data by observing the teaching

learning process during the implementation of the action, taking video of the teaching and learning process in the class, interviewing the students of grade XI of Language Class, and holding discussions with the English teacher. In collecting the data, interviews, observation and documentations were used as the techniques. The instrument of the research for collecting the data was a video recorder. In this study, the researcher conducted two cycles of actions. The results of this study showed that the implementation of drama technique is effective to improve students' speaking skill. Its cooperative and systematic learning structures motivate students to learn speaking, promote students' self-confidence in speaking practice and maximize students' interaction during the learning process. The students' speaking skill also increases after they tried to learn speaking through drama technique. They were more confident and enthusiastic in speaking practice. This implies that the implementation of drama technique gave positive effects to the improvement of students' performance and achievement in the speaking learning process.

The Second. Ulfa Yusica (2015) made research about "*Problem Faced by Thai Student in Speaking English*". This study is intended to find out the problem faced by Thai Students. This investigates to convey the reason most students in Thailand have difficulties in speaking English. Language skill is one of the four skills in English which could be the most difficult process for student to make a deal with. There are many factors which affect Thai student to be difficult in concerning with English especially in speaking.

The third. Nawshin (2009) explain that in his observation, students face different types of problems such as some might feel shy, not know when speak, etc. I agree with his research that the biggest problems or difficulties in learning English speaking is come from the student''s internal factors such as feel shy, not know what they want to speak, etc. But I think that factors are not enough. Because besides the internal or psychological factor, the master of component of speaking itself gives contribution in hinder the students to speak. For example low of vocabulary, not know the pronunciation, and another important component of speaking. Nawshin in his research also gives the solution to solve these problems. He explained that learners should be given enough opportunities to speak in the classroom, because as much as students will speak, their level of accuracy, fluency and confidence will develop.

The fourth research that related to this study is thesis from Sheila Yolanda Pradya Afisa (2015) entitled "THE STUDENTS' DIFFICULTIES IN SPEAKING AT THE TENTH GRADE OF SMA NEGERI 1 SINE IN 2014/2015 ACADEMIC YEAR" from English Education and Teaching Training Faculty of Muhammadiyah Surakarta University. In this study, the researcher describes the students' difficulties in speaking skill at the first grade students of SMA Negeri 1 Sine, Ngawi, East Java. The aim of this study is to find out the students'' difficulties in speaking English and factor makes students difficult in speaking English. This research used descriptive qualitative method. The teacher and students of tenth grade of SMA Negeri 1 SINE as the subject of this research. In this research, the students have the difficulties in their

speaking because they low vocabulary mastery, the students feel difficult in pronounce the word because English has differences between pronunciation and writing. Tegal. Students of Eleventh grade of MA AL – Muslimun NW Tegal have the difficulties in speaking because they have limited vocabulary, nervousness, fear of making mistakes, limited grammar and fluency. While, factors contributing students" difficulties in speaking because they lazy to learn about new words, they did not motivation in teacher teaching style, and they still using mother tongue to speak English.

Meanwhile this research is different with the researchers research before. The researcher is explained about kinds of problems which faced by most of the students in learning English speaking. There are some problems that the researcher found, such as fear of making mistakes, low of vocabularies knowledge, and another. Not only explained about the English speaking problems, in this research, the researcher will explain about the ways of teacher and students to solve the English speaking problems in conversation. That is why the researcher believes that the research is very useful for every circle.

2.3.   Conceptual Framework

English conversation provides the students in practice speaking by the target language. English conversation is used for providing the students to communicate by using target language in a given topic. As could be seen by this following figure:
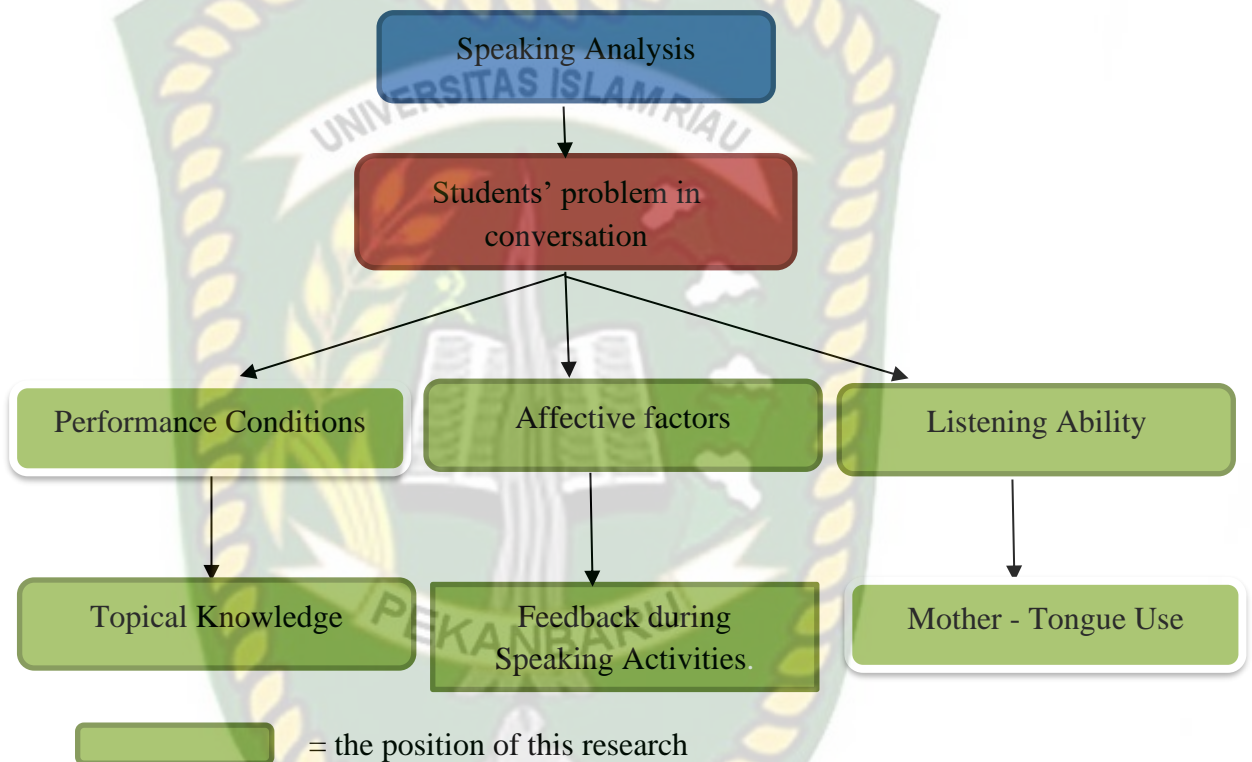
Chart 2.1 Conceptual Framework

Chart 2.1 described the indicator of speaking problems of this research. The indicator of research was; performance conditions, affective factor, listening ability, topical knowledge, feedback during speaking activities, and the mother-tongue use. As discussed above, speaking is considered as the most difficult skill to be mastered by the students. In speaking, the students have to apply their knowledge of the language when they converse with others. However, it becomes a complicated

process to the students because they have some speaking problem in english conversation.

2.4.   Assumption

Based on the problem of the research and theoritical farme work, the researcer assumes that there were some factors affecting students' speaking problem in conversation of the second grade at SMA 02 Kelayang.
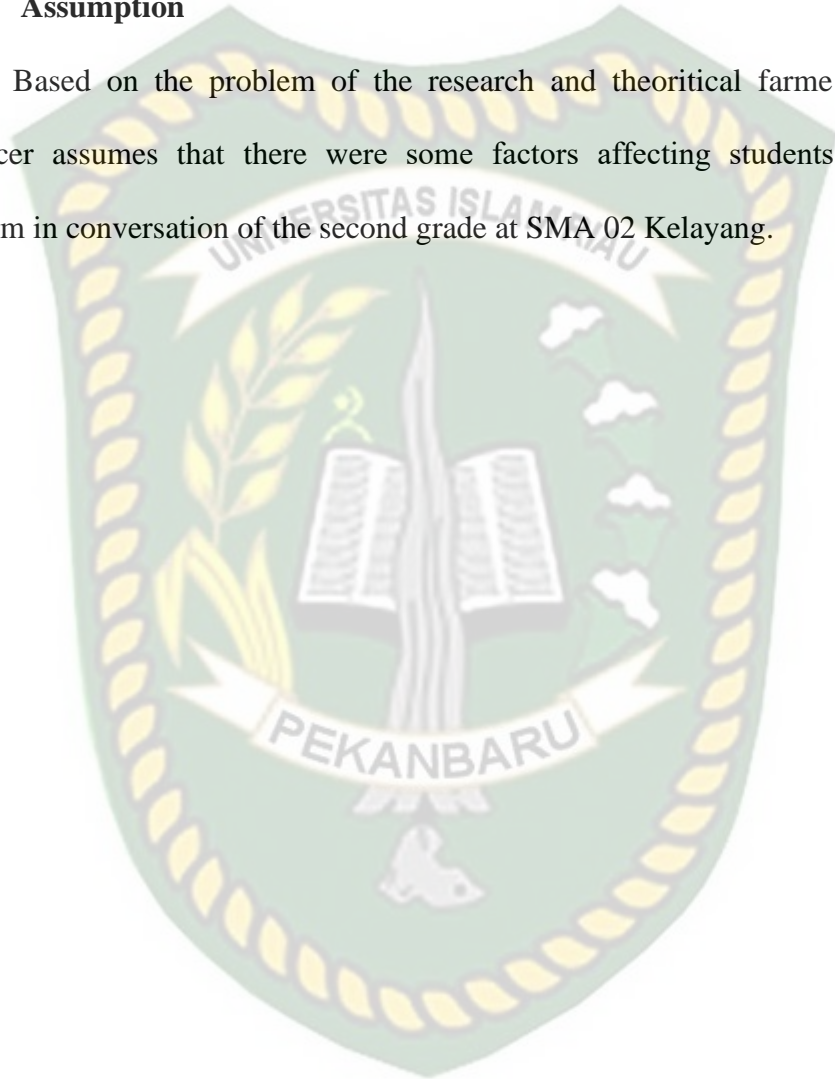
CHAPTER III

METHOD RESEARCH

3.1.   Research Design

This research used descriptive qualitative as the method of the research. According to Seno H Putra, (2007), qualitative approach is a research design that the analysis always explains and describes in detail and the data obtained from the samples, informants, and the research objects through the sentences and clauses of a language. in other words, the data are analyzed not using statistical calculations (statistical formulas / numbers).

This research categorized as descriptive study, which had only one variable. In according to Tavakoli (2012, p. 160) explained that descriptive research is an investigation that provided a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. The descriptive research attempted to looks at individuals, groups, institutions, methods, and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constituted their various fields of inquiry. It was concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that were held; processes that are going on; effects that are being felt; or trends that were developing. At times, descriptive research was concerned with how what was or what exists was related to some preceding event that had influenced or affected a present condition or event.

3.2. Source of Data

The data of this research was the second grade of SMA 2 Kelayang and the object of the research was analysis the speaking problem face by students in conversation. Arikunto Suharsimi (2010), stated that huge amount of the population, it is impossible for the researcher to analyze all of the second grade students' speaking problem in conversation, so the participant should be simplified by choosing one class as the sample. Sample is a part of population to be researched. The sample of the study was the second class XI IPA 1 which has 28 students. The sample is selected by using cluster sampling. According to Gay and Airasian, (2000), cluster sampling randomly selects groups not individuals. For more detail, it can see table below.

Table 3.1

Sample of the second grade of SMA 02 Kelayang

No	Class	Gender		Total	Samples
		Male	Female		
1	Kelas XI IPA 1	10	18	28	Analysis Class

Moleong (2004: 112), describes that source of data in descriptive research include human as research instrument, pictures, document, things and achieves.

3.3 Instrument of the Research

Arikunto (2005: 152) distinguishes two types of questionnaires, such as:

a.   Open questionnaires: the respondents can answer the questions using their own words.

b.   Close questionnaires: the respondents are given the answer with choose.

According to sugiyono (2008:142), questionnaire is atechnique of data collection is done by giving a set written questions to the respondents to answer. Likert scales used to measure the attitudes, opinions and preceptions of a person or group of people about social phenomena or symptoms occur (Iskandar, 2008:82).

The researcher employed close questionnaires which asked the respondents to answer the questions by using the answer provided by the researcher. The questionnaire was used in order to reveal the students' problem in English conversation. The questionnaire consisted of 30 items with five options. The researcher used negative to calculate manually with the range of scores started from 5-1 for the respondents. The questionnaire was made by considering six indicators of conversation that had been explained in chapter two. The researcher gave the questionnaire to the students' second grade of IPA 1 at SMA 2 Kelayang.

3.4 Data Collection Technique

The researcher collected the data through questionnaire. The range of scale from 1,2,3,4,5 options. 1. Represents Strongly Disagree, 2. Represents Disagree, 3. Represents Undecided, 4. Represents Agree, 5. Represents strongly agree. Likert scale respondents answer questions that can be seen through the table below:

Table 3.2 Score of Qestiionnaire

Statement	Scoring				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Likert's Scoring Table Adapted from Iscandar (2008:84)

The questionnaires were consisted of 30 statements based on the indicators written by Tuan, N, H, & Mai, T, N, (2015) they were, (1) Performance Conditions, (2) Affective Factors, (3) Listening Ability, (4) Topical Knowledge, (5) Feedback during Speaking Performance, and mother-tongue used. Further data were suggestions or comments submitted in writing. The blueprints of questionnaire can be seen as follow:

Table 3.3 Blueprints of Indicators

No	Indicators	Number
1	Performance Conditions.	1,2,3,4,5
2	Affective Factors.	6,7,8,9,10
3	Listening Ability.	11,12,13,14,15
4	Topical Knowledge.	16,17,18,19,20
5	Feedback during Speaking Activities.	21,22,23,24,25
6	Mother-tongue used	26,27,28,29,30

3.5 Data Analysis Technique

Sugiyono, (2008) states that data analysis was the process of systematically searching and arranging the interview transcripts, field notes, and other materials that could be collected to develop the understanding study. Then, to analyze the data, the related and suitable approach is applied by descriptive analysis.

For analysing the data of this research, the researcher usedqualitative data analysis. Miles and Huberman in Sugiyono (2008: 246) state that an activity in qualitative data analysis is doing by interactive and continued by continuously and complete. The activities on analysis the data are include data reduction, data display, and drawing conclusion. In short, the steps in analyzing the data were:

1) The researcher collected the data through questionnaire.

2) The researcher selected, identified, and focused on the data by referring to formulation of the research problem.

3) After selecting the data, the researcher displayed those data into good sentences.

4) The last step was displaying data, the conclusion was drawn. The

questionnaire was analyzed by using descriptive statistics through SPSS

26.0 for windows program, where frequency counts are tabulated and

converted to percentages. The percentage of data are analyzed by using the

formulation:

$$p = \frac{F}{N} \, x100\%$$

Where :

P = percentage

F = frequency

N = number of students

(Sugiyono, 2008)

CHAPTER IV

RESEARCH FINDING

4.1 Data Presentation

This research used descriptive qualitative method. The data of the research was the analysis of the students' speaking problem in conversation. The questionnaires were used for collecting the data which consisted of 30 items with five options. The indicator of research was; performance conditions, affective factor, listening ability, topical knowledge, feedback during speaking activities, and the mother-tongue use.

4.2 Data Analysis

The researcher distributed the questionnaire to 28 samples for this research. The range of scale from 1,2,3,4,5 options. 1. Represents Strongly Disagree, 2. Represents Disagree, 3. Represents Undecided, 4. Represents Agree, 5. Represents strongly agree. The researcher calculated the students' questionnaire then analysed it through descriptive analysis in SPSS 26.0 program for windows to get the result such as mean score, standard deviation, minimum and maximum score, and the total score. The result of the questionnaire can be seen by this following table:

Table 4.1 Result of the Questionnaire

No	Description	Score
1	Total	2950
2	Mean	105.36
3	SD	23.205
4	Maximum	129

Table 4.1 presented the students' perceptions in answering the questionnaire, it can be seen that the students of class XI IPA 1 SMA 2 Kelayang total score was 2950 (Mean score: 105.36) by the highest score was 129 out of 150, this shows that most of the students agree that they had problem in conversation. However, the lowest score is 64. This means that students almost disagree that they do not have the problem in conversation (see appendix 2). The result of SPSS 26.0 for windows program, the researcher found the frequency of students score as follow:

Table 4.2 Frequency of Students' Score

Score		Frequency	Percent
	64	1	3.6
	68	3	10.7
	69	2	7.1
	78	1	3.6
	91	1	3.6
	97	1	3.6
	104	1	3.6
	109	1	3.6
Valid	111	1	3.6
	112	1	3.6
	113	1	3.6
	116	1	3.6
	117	1	3.6
	119	1	3.6
	121	1	3.6
	123	3	10.7
	124	1	3.6

	126	3	10.7
	128	2	7.1
	129	1	3.6
	Total	28	100.0

Table 4.2 presented the frequency of students score in answering the questionnaire of class XI IPA 1 SMA 2 Kelayang. It can be concluded that only one (1) student had the lowest score which meant that he disagrees that he had problem in English conversation while one (1) student most felt strongly agree that he had problem in English conversation. The following chart present the frequency and percentage of students' score:

Chart 4.1 Percentage of Students' Score
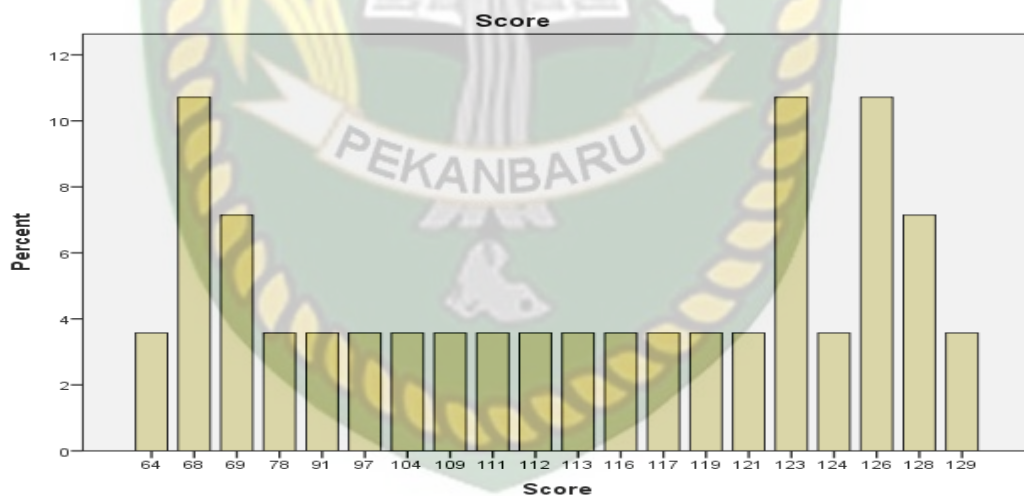
A further analysis of the data according to the six indicators; performance conditions, affective factor, listening ability, topical knowledge, feedback during speaking activities, and the mother-tongue use of the students' speaking problem in conversation of class XI IPA 1 SMA 2 Kelayang were presented by the following description.

4.2.1 Performance Conditions

There were five (5) components of performance conditions in the questionnaire such as; feel afraid to speak English because does not master the vocabulary, difficult to arrange the words into sentences to speak in English, friends will say that I am arrogant if I speak English fluently in front of the class, do not want to make mistake in speaking English because it will show how poor my English is, having difficulty that rarely use English outside the English class. The result of first indicator analysis presented by the following table:

Table 4.3 Frequency and Percentage of Performance Condition

No	Statements	Statement	Frequency	Percentage
1	Performance Conditions: 1) Feel afraid to speak English because does not master the vocabulary.	- Strongly agree - Agree	13 6	67.86%
	2) Difficult to arrange the words into sentences to speak in English.	- Agree	18	64.28 %
	3) Friends will say that I am arrogant if I speak English fluently in front of the class.	- Strongly agree - Agree	13 7	71.43%
	4) Do not want to make mistake in speaking English because it will show how poor my English is.	- Strongly agree - Agree	1 14	53.57%
	5) Have difficulty that I rarely use English outside the English class.	- Strongly agree - Agree	16 6	78.57%

Table 4.3 showed that the most frequent answer by the students. The students feel afraid to speak English because does not master the vocabulary, there were 19 out of 28 chose strongly agree and agree (67.86%). The students have

49

difficulty to arrange the words into sentences to speak in English., there were 18 out of 28 chose agree (64.28 %). The statement of my friends will say that I am arrogant if I speak English fluently in front of the class, there were 20 out of 28 students chose strongly agree and agree (71.43%). The statement I do not want to make mistake in speaking English because it will show how poor my English is, there were 15 out of 28 students strongly agree and agree (53.57%). The last statement for this indicator was they had difficulty that rarely use English outside the English class, there were 22 out of 28 students chose strongly agree (78.57%). By the result of the first indicator, the researcher concluded that the students felt that their friends would say that they are arrogant if they speak English fluently in front of the class. The complete result can be seen in the appendix 3. The result can be seen by the following chart:

Chart 4.2 Frequency and Percentage of Performance Condition

	1) Feel afraid to speak English because does not master the vocabulary.	2) Difficult to arrange the words into sentences to speak in English.	3) Friends will say that I am arrogant if I speak English fluently in front of the class.	4) Do not want to make mistake in speaking English because it will show how poor my English is.	5) Have difficulty that I rarely use English outside the English class.
■ Frequency	19	18	20	15	22
■ Percentage	67,86%	64,28%	71,43%	53,57%	78,57%

4.2.2 Affective Factors

There were five (5) components of affective factors; feel nervous when spoke English in front of other people, feel anxious to speak in English because the limited vocabulary, body will shake when speaking English then it makes the students forgot everything suddenly, do not have fluent English ability, so they got ashamed to speak English, and have less confidence to speak English because their friends will laugh at them when they speak. The result of the second indicator presented as follow:

Table 4.4 Frequency and Percentage of Affective Factors

No		Statements	Statement	Frequency	Percentage
2		Affective Factor:			
	6)	feel nervous when I have to speak English in front of other people.	- strongly agree - Agree	12 6	64.29%
	7)	feel anxious to speak in English because my vocabulary is limited	- strongly agree - agree	1 17	64.29%
	8)	body will shake when I speak English then it makes me forget everything suddenly	- strongly agree - agree	13 7	71.43%
	9)	do not have fluent English ability, so I get ashamed to speak English	- agree	15	53.57%
	10)	have less confidence to speak English because my friends will laugh at me when I speak	- strongly agree - agree	19 6	89.29%

Table 4.4 showed that the most frequent answer by the students that feel nervous when they have to speak English in front of other people. There were 18 out of 28 chose strongly agree and agree (64.29%). The students' feel anxious to speak in English because of limited vocabulary, there were 18 out of 28 students

strongly agree and agree (64.29%). Next, they feel their body will shake when they speak English then it makes them forget everything suddenly, in this statement, there were 20 out of 28 chose strongly agree and agree (71.43%). The statement that they do not have fluent English ability, so they get ashamed to speak English were chosen by 15 out of 28 students who chose agree (53.57%). The last statement for this indicator was they have less confidence to speak English because their friends would laugh at them when they speak was chosen by 25out of 28 students who chose strongly agree and agree of this statement (89.29%). The result can be seen by the following chart.

Chart 4.3 Frequency and Percentage of Affective Factors

	feel nervous when I have to speak English in front of other people.	feel anxious to speak in English because my vocabulary is limited	body will shake when I speak English then it makes me forget everything suddenly	do not have fluent English ability, so I get ashamed to speak English	have less confidence to speak English because my friends will laugh at me when I speak
■ Frequency	16	18	20	15	25
■ Percentage	64,29%	64,29%	71,43%	53,57%	89,29%

4.2.3 Listening Ability

There were five (5) statements of the listening ability in the students speaking problems in conversation indicators. They were described by the following table.
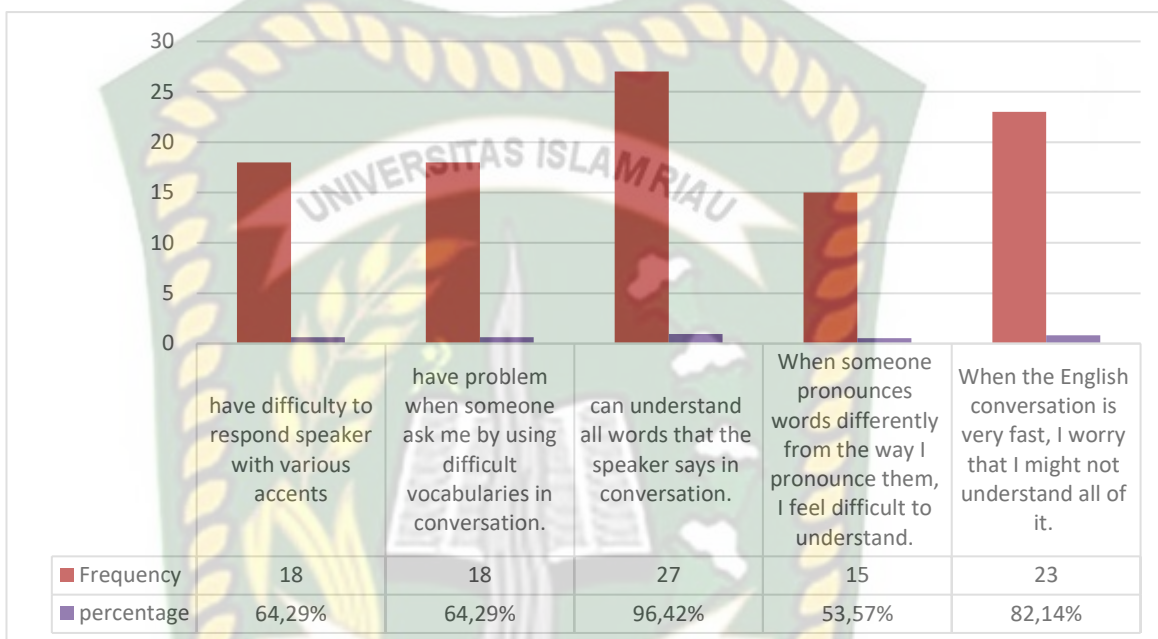
Table 4.5 Frequency and Percentage of Listening Ability

No	Statements	Statement	Frequency	Percentage
3	Listening Ability:			
	11. have difficulty to respond speaker with various accents	- strongly agree - agree	12 6	64.29%
	12. have problem when someone ask me by using difficult vocabularies in conversation.	- strongly agree - agree	1 17	64.29%
	13. can understand all words that the speaker says in conversation.	- strongly disagree - disagree	19 8	96.42%
	14. When someone pronounces words differently from the way I pronounce them, I feel difficult to understand.	- agree	15	53.57%
	15. When the English conversation is very fast, I worry that I might not understand all of it.	- strongly agree - agree	7 16	82.14%

There were 18 from 28 students chose strongly agree and agree (64.29%) that they have difficulty to respond speaker with various accents. There were 18 out of 28 students chose strongly agree and agree (64.29%) that they have problem when someone ask them by using difficult vocabularies in conversation. There were 27 out of 28 students chose strongly disagree and agree (96.42%) that they can understand all words that the speaker says in conversation. There were 15 out of 28 students agree (53.57%) when someone pronounces words differently from the way they pronounce them, they felt difficult to understand. There were 23 out of 28 chose strongly agree and agree (82.14%) when the English conversation is very

fast, they worry that they might not understand all of it. The following chart described the result of the third indicator.

Chart 4.4 Frequency and Percentage of Listening Ability

	have difficulty to respond speaker with various accents	have problem when someone ask me by using difficult vocabularies in conversation.	can understand all words that the speaker says in conversation.	When someone pronounces words differently from the way I pronounce them, I feel difficult to understand.	When the English conversation is very fast, I worry that I might not understand all of it.
Frequency	18	18	27	15	23
percentage	64,29%	64,29%	96,42%	53,57%	82,14%

4.2.4 Topical Knowledge

There were five (5) statements of the topical knowledge in the students speaking problems in conversation indicators. They were described by the following table.

Table 4.6 Frequency and Percentage of Topical Knowledge

No	Questions	Statement	Frequency	Percentage
4	Topical Knowledge:			
	16. I get difficult in conversation while the topic is not interesting for me.	- strongly agree - agree	12 6	64.29%
	17. so confident when the topic of conversation is interesting for me.	- Strongly agree - agree	1 17	64.29%

18. feel shy to speak because my English grammar is not good	- strongly agree - agree	13 7	71.43%
19. feel worry when I get new topic in conversation	- agree	15	53.57%
20. good at conversation when the topic is not so hard	- disagree	14	50%

There were 18 from 28 students chose strongly agree and agree (64.29%) that they get difficult in conversation while the topic is not interesting for them. There were 18 from 28 students chose strongly agree and agree (64.29%) that they were so confident when the topic of conversation is interesting for them. There were 20 out of 28 chose strongly agree and agree (71.43%) that they feel shy to speak because their grammar is bad. Next, they feel worried when get new topic in conversation, this statement was chosen by 15 out of 28 students that agree (53.57%). There were 14 out of 28 students who chose disagree (50%) that they were good at conversation when the topic is not so hard. The following chart described the result of the fourth indicator.

Chart 4.5 Frequency and Percentage of Topical Knowledge

	I get difficult in conversation while the topic is not interesting for me.	so confident when the topic of conversation is interesting for me.	feel shy to speak because my English grammar is not good	feel worry when I get new topic in conversation	good at conversation when the topic is not so hard
frequency	18	18	20	15	14
percentage	64,29%	64,29%	71,43%	53,57%	50%
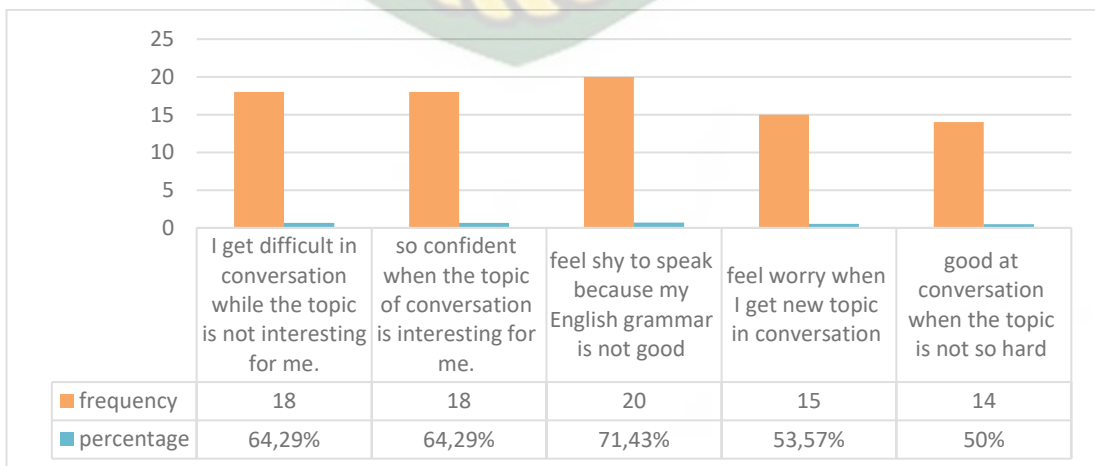
4.2.5 Feedback during Speaking Activities

There were five (5) statements of the feedback during speaking activities in the students speaking problems in conversation indicators. They were described by the following table.

Table 4.7 Feedback during Speaking Activities
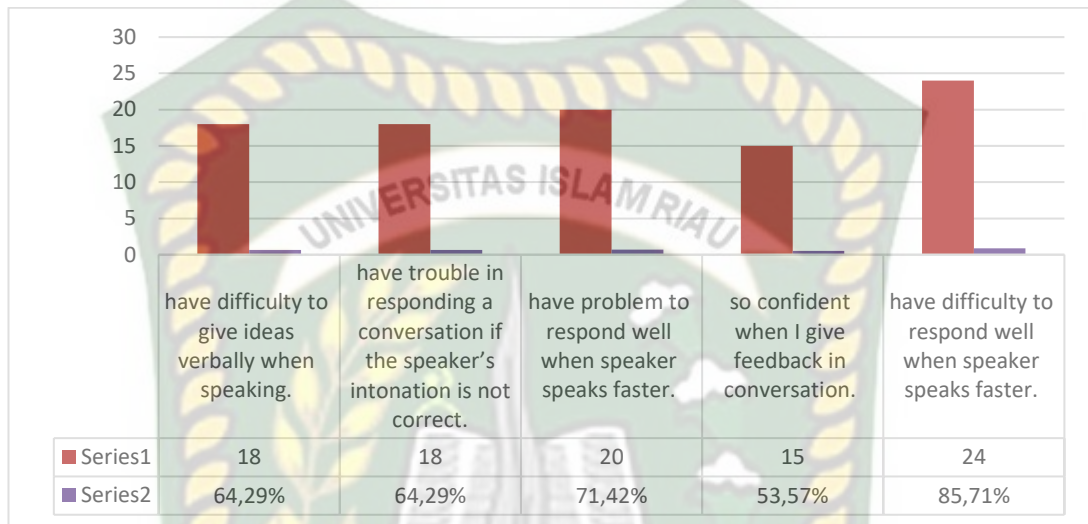
No	Questions	Statement	Frequency	Percentage
5	Feedback during Speaking Activities:			
	21. have difficulty to give ideas verbally when speaking.	- strongly agree - Agree	12 6	64.29%
	22. have trouble in responding a conversation if the speaker's intonation is not correct.	- strongly agree - agree	1 17	64.29%
	23. have problem to respond well when speaker speaks faster.	- Strongly agree	20	71. 42%
	24. so confident when I give feedback in conversation.	- Neutral	15	53.57%
	25. have difficulty to respond well when speaker speaks faster.	- strongly agree - agree	16 8	85.71%

There were 18 from 28 students chose strongly agree and agree (64.29%) that they had difficulty to give ideas verbally when speaking. There were 18 from 28 students chose strongly agree and agree (64.29%) that they had trouble in responding a conversation if the speaker's intonation is not correct. There were 20 out of 28 students agree (71. 42%) that they had problem to respond well when speaker speaks faster. 15 of the students chose neutral (53.57%) that they were so confident when they gave feedback in conversation. The statement that the students have difficulty to respond well when speaker speaks faster were chosen by 24

students that the think they strongly agree (85.71%) with this statement. The following chart described the result of the fifth indicator.

Chart 4.6 Feedback during Speaking Activities

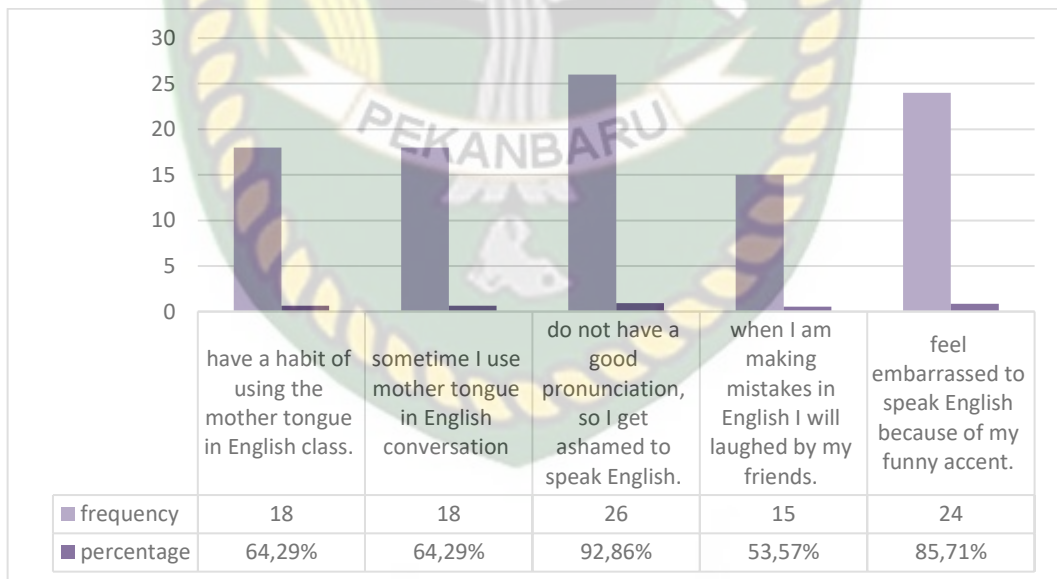|	have difficulty to give ideas verbally when speaking.	have trouble in responding a conversation if the speaker's intonation is not correct.	have problem to respond well when speaker speaks faster.	so confident when I give feedback in conversation.	have difficulty to respond well when speaker speaks faster.
■Series1	18	18	20	15	24
■Series2	64,29%	64,29%	71,42%	53,57%	85,71%

4.2.6 Mother-Tongue Use

There were five (5) statements of mother-tongue used problems in conversation indicators. They were described by the following table.

Table 4.8 Mother-Tongue Use

No	Questions	Statement	Frequency	Percentage
6	Mother-Tongue Use:			
	26. have a habit of using the mother tongue in English class.	- strongly agree - agree	12 6	64.29%
	27. sometime I use mother tongue in English conversation	- strongly agree - agree	1 17	64.29%
	28. do not have a good pronunciation, so I get ashamed to speak English.	- strongly agree - agree	16 10	92.86%
	29. when I am making mistakes in English I will laughed by my friends.	- agree	15	53.57%
	30. feel embarrassed to speak English because of my funny accent.	- strongly agree - agree	15 9	85.71%

There were 18 out of 28 students thought that they were strongly agree and agree (64.29%) that they have a habit of using the mother tongue in English class. 18 out of 28 students strongly agree and agree (64.29%) that they sometime used mother tongue in English conversation. There were 16 out of 28 students chose strongly agree and 10 agree (92.86%) that they do not have a good pronunciation, so they got ashamed to speak English. There were 15 out of 28 students agree (53.57%) that when they made mistakes in English will be laughed by their friends. The last the students chose strongly agree (85.71%), they feel embarrassed to speak English because of their funny accent chosen by 24 out of 28 students. The following chart described the result of the sixth indicator.

Chart 4.7 Mother Tongue Use

	have a habit of using the mother tongue in English class.	sometime I use mother tongue in English conversation	do not have a good pronunciation, so I get ashamed to speak English.	when I am making mistakes in English I will laughed by my friends.	feel embarrassed to speak English because of my funny accent.
■ frequency	18	18	26	15	24
■ percentage	64,29%	64,29%	92,86%	53,57%	85,71%

4.3 Finding

After analyzing the data, the researcher found the answer of research question: what were the dominant speaking problems of the second-grade students in conversation at SMA 2 Kelayang? After analyzing the descriptive data through SPSS 26.0 for windows, the writer found the result which drawn by the following table.
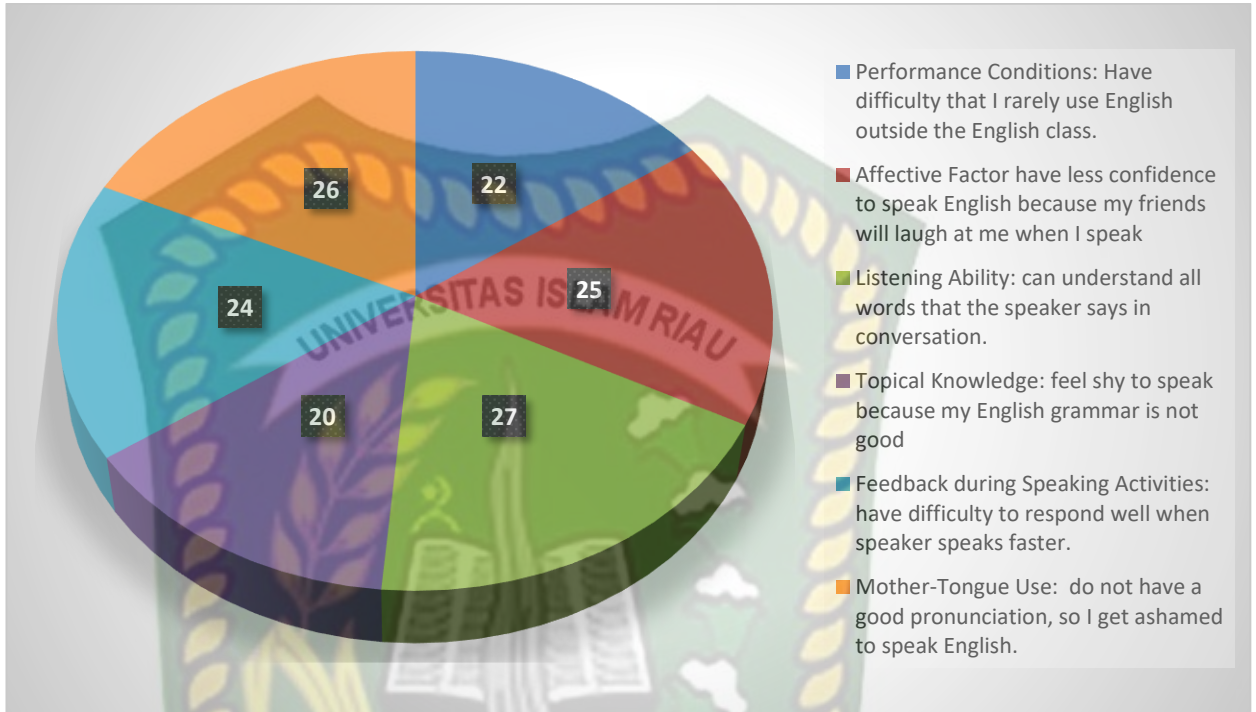
Table 4.9. Highest Frequency of Speaking Problems in Conversation

Items	SA	A	N	D	SD	SUM	Percentage
1. Performance Conditions: Have difficulty that I rarely use English outside the English class.	16	6	1	5	0	22	78.57 %
2. Affective Factor have less confidence to speak English because my friends will laugh at me when I speak	19	6	1	2	0	25	89.29 %
3. Listening Ability: can understand all words that the speaker says in conversation.	0	0	1	8	19	27	96.42 %
4. Topical Knowledge: feel shy to speak because my English grammar is not good	13	7	2	6	0	20	71.43%
5. Feedback during Speaking Activities: have difficulty to respond well when speaker speaks faster.	16	8	1	3	0	24	85.71 %
6. Mother-Tongue Use: do not have a good pronunciation, so I get ashamed to speak English.	16	10	2	0	0	26	92.86%

Table 4.9 showed that the dominant problem in speaking problem for the students of class XI IPA 1 SMA 2 Kelayang. The indicator of Performance Conditions, the dominant answer chosen by the students was the question number 5 that they have difficulty that they rarely use English outside the English class. 22 of students agree, 1 student chose undecided, and 5 of them chose disagree. The dominant of affective factor chosen by the students were less confidence to speak English because friends will laugh at them when they speak. 25 of them agree with this statement, 1 of them chose undecided, and 2 of them disagree with this statement.

Furthermore, from the indicator of listening ability: most of the students 27 or 96.42 % of them disagree that they can understand all words that the speaker says in conversation, 1 of them neutral by this statement. From the indicator of topical knowledge, 20 or (71.43%) of the students agree that they feel shy to speak because my English grammar is not good. 2 of them chose neutral, and 6 of the students chose disagree. Then, from the indicator of feedback during Speaking Activities, 24 or (85.71%) or of students strongly agree that they have problem to respond well when speaker speaks faster, 1 of them chose neutral, and 3 of the students were disagree with this statement. The indicator of mother-tongue use, 26 of the students were agree that they do not have a good pronunciation, so they get ashamed to speak English. There were 2 students chose neutral. The result can be seen by this following chart.

Chart 4.8 Dominant Frequency of Speaking Problems in Conversation

Performance Conditions: Have difficulty that I rarely use English outside the English class.

Affective Factor have less confidence to speak English because my friends will laugh at me when I speak

Listening Ability: can understand all words that the speaker says in conversation.

Topical Knowledge: feel shy to speak because my English grammar is not good

Feedback during Speaking Activities: have difficulty to respond well when speaker speaks faster.

Mother-Tongue Use: do not have a good pronunciation, so I get ashamed to speak English.

4.4 Discussion

There were six components found in this research as the dominant speaking problems in conversation. The first dominant factor chose by the students was they have difficulty that they rarely use English outside the English class. This result support by the Harmer (2007: 128) who stated that the students need time to assemble their thought before any discussion. This means that the students needed more time and practice to arrange their words into a good sentence before they express their sentence into conversation.

The second dominant factor from the affective factor. The students mostly had less confidence to speak English because friends would laugh at them when they speak. This result supported by research from Leong and Ahmadi (2016: 38), state

that motivation can influence and be influenced by the components of language learning. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. It can be concluded that students have difficulties in increasing motivation in English conversation, students are more anxious in having the courage to be more confident in expressing their idea.

The third dominant problem in speaking was listening ability. Most of the students could not understand all words that the speaker says in conversation. Listening ability is indispensable to listen what speaker then the listener can response it. The fourth dominant problem was topical knowledge that most of the students feel shy to speak because their English grammar was bad. Topical knowledge is defined as knowledge structures in long-term memory. In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live.

The fifth dominant aspect that the students have problem to respond well when speaker speaks faster. The sixth aspect was they do not have a good pronunciation, so they get ashamed to speak English. This fact revealed that they tend to use it because it easier, because it feels unnatural to speak to one another in foreign language and because they less "exposed" if they are speaking their mother tongue. Some students have speaking problems, it is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This study aimed to discuss and to find out the dominant problem face by students in speaking English which is made by students in conversation at second year of SMA 2 Kelayang. The factors experienced by students include performance conditions, affective factors, listening abilities, topical knowledge, feedback during speaking activities, and mother tongue used.

The result of the data analysis of this research reveal that the second year students of SMA 2 Kelayang had problems in English conversation. The most dominant problems experienced were more referring to each indicator of speaking problem of the students in the conversation. The researcher drawn the conclusion of the research as follow:

1)   The students have difficulty that they rarely use English outside the English class (Performance condition).

2)   The students mostly had less confidence to speak English because friends would laugh at them when they speak (affective factors).

3)   Most of the students could not understand all words that the speaker says in conversation (listening ability).

4)   They felt shy to speak because their English grammar is not good (topical knowledge).

5)   The students felt difficult to respond well when speaker speaks faster (feedback during speaking activities).

6)   The students mostly thought that they did not have a good pronunciation, so they got ashamed to speak English. (mother-tongue used).

5.2 Suggestions

There are several suggestions that the writer can suggest to the teacher, students, and the future researcher who wanted to analyzed this area of research. First for the teacher, the researcher suggested that the teacher should be more aware of students' problems in speaking. The teachers can help the students' problems in speaking such as; preparation, the value of repetition, big groups and small groups, mandatory participation, prompter, participant, and feedback provider. Second, for the students, students should be more practice for their speaking to overcome learning difficulties that arise and students can also help each other in learning activities and motivate each other. The teacher and students should have mutually supportive cooperation in teaching and learning to solve all the factors that affect students and the causes of student speaking difficulties in English conversation. Third, for the next researcher, the writer hoped that the future researcher can use this research as the related relevance research and developed this analytical research to make it better.

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