# THE DIFFICULTIES IN SPEAKING THE SECOND SEMESTER PROGRAM ENGLISH STUDIES OF IAIN PALOPO



Submitted to the English Language of S1 Tarbiyah and Teacher Training

Faculty of State Institute for Islamic Studies of Palopo in Partial Fulfillment of

Requirement for S. Pd Degree in English Education

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REG. NUM: 13.16.300.32

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO

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## **A THESIS**

Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S. Pd Degree in English Education

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Palopo, 23 July 2017

Yang Membuat Pernyataan

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بسم اللهِ الرَّحْمٰنِ الرَّحِيْمِ

# In the name of Allah, the most gracious and most merciful

اَلْحَمْدُشْهِ رَبِّ الْعَلَمِيْنَ

## Prise be to Allah, the Cherisher and Sustainer of the worlds

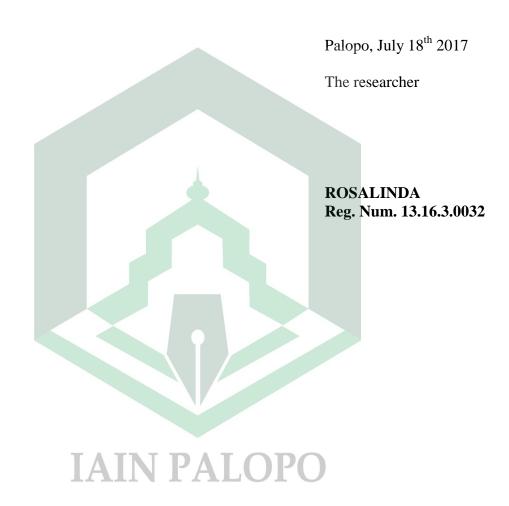
By reciting Bismillahi Rahmani Rahim, the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to almighty God (Allah swt) and his messenger Muhammad saw, who has given me the best everything to complete the whole process of this research.

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## **ABSTRACT**

Rosalinda, 2017. "The difficulties in Speaking of second semester program English studies" of (IAIN) Palopo. Thesis English Study Program of Tarbiyah and Teacher Training Faculty of The State Institute for Islamic Studies (IAIN) Palopo. Supervised by Dr. Muhaemin, M. A. and Syamsudarni, S. Pd., M.Ed.

Key words: Difficulties, English students, speaking.

This thesis focused on the difficulties students in speaking. The research formulated problem statement as follow: what are the difficulties in speaking of second semester English department students of IAIN Palopo?

This research thesis applied on qualitative descriptive method. The subject of the research is second semester English Department class D. The instrument collects data of the research by using speaking Test and interview. Then the research analyzed students score using percentage technique and mean score formula then explained the data qualitatively.

The result of data analyzed shows that the English students have difficult in speaking In which students ability in speaking were low score, they score in speaking test was 6, 2 and it was low score based on the oral proficiency scoring categories. Based on interview and it showed that they had difficulties in speaking, the English students, the difficulties State Institute for Islamic studies (IAIN) Palopo the research showed were clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress rhythm and intonation and interaction.

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## **CHAPTER I**

## INTRODUCTION

## A. Background to the Study

English as international language has an important role in this globalization era. It is a key to open the word of scientific and technical knowledge which is needed for the economical and politic development of many countries, and it is also as a top requirement of those seeking job applicants who master either active or passive English are more favorable than those who do not. From that fact, it is obvious that everyday need to learn English.

We know in English have four skills, namely: speaking, listening, writing and reading. We have known too, if speaking is the most important skills, by speaking we can be directly interact, convey the information, expressing our idea/thought to others. However we cannot neglect other skills such as listening, reading, and writing. Because of, they receive supporting and have relation that cannot be separated by each others.

Speaking is the main inseparable component of communicative, because when we speak, automatically we communicate something. It is supported by the statement of Penny Ur that.

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all the

kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.<sup>1</sup>

Speaking enables students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. Standard of competence for second graders stipulates that in speaking skill students should be able to express the meaning of simple conversation for interpersonal and transactional purposes, in the formal and informal situation to communicate with the nearest environment and /or in academic context.

Speaking skill that the learners will be judged upon most in fat situation. It is an important part of everyday interaction and most often the first impression of a people is based on their ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility to prepare the learners as much as possible to be able to speak English in the real-life situation.

The research has done in The State Islamic Institute of Palopo . The State Islamic Institute of Palopo is one of the many campuses in Palopo that make the students interest to continue their studies in public Universities. After changing its status to a country now Islamic religious institute student's enrollment is increasing, especially English mayors. Department of English language education in the State

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<sup>&</sup>lt;sup>1</sup>Penny Ur, *A Course in Language Teaching*, (1 Edition; Cambridge University Press, 1996), *p*.120.

Collage of Islamic Institute (IAIN) of Palopo much in the interest of the students especially to them that are interested to learn more lessons that is English.

Based on the observation that I have ever done in class D, consists of 32 students, I found many difference problems from the students, such as one of them say that frightened do it mistake and pronounce the words correctly or the student feel really shyness about talking in front of other student and most of them cannot understand speaking skill well without English continuously and have to adapt to our environment to speak English although combining it.

In relation to the problem of speaking English faced by the student, the research would like to search the student's English speaking skill and their interest in learning speaking. Because, this is a big difficulties if the English students of State Collage of Islamic Institute (IAIN) studies student Palopo cannot know to speak English well, and never know the difficulties. Because, some students in such classrooms could read texts correctly with beautiful intonation, could memorize a lot words and expressions, but they rarely learned how to make use if this stored knowledge in an organized or creative way. Actually, students have many changes to understand overall of them (speaking, reading, listening, and writing). But, everything needs struggle. The research do not know, are they really lazy to learn English?

That is to say, they do learn how to express their own ideas and to share these ideas by communicating with other people<sup>2</sup>. The statement above, the research will carry out under the title "The Difficulties of second English Department Student of IAIN Palopo in Speaking".

## B. Problem statement

The problem the research what are the difficulties in speaking the second semester program English studies class D of IAIN Palopo?

# C. Objective of the Research

Based on the problem statement, the objective of the research is to find out the difficulties in speaking of second semester English department students of IAIN Palopo.

## D. Significance of the Research

The result of this research is expected to be useful information to the learners of English as a foreign language in general, they are:

- 1. To the teacher; the findings of this research are hopeful to be a very meaningful information and references
- 2. To the students; to give contribution and solution in learning English especially difficulties student in speaking skill.

<sup>&</sup>lt;sup>2</sup>Jing Meng, *Cooperative Learning Method in the Practice of English Reading and Speaking* (Finland: Academy Publisher Manufactured, 2010), P. 1.

# E. Scope of the Research

The scope of this research is the difficulties in speaking the second semester program English studies in class D of IAIN Palopo.

# F. Operational Definition

- 1. Speaking is interactive process, willing to talk, uttering words, knowing and being able to use language, expressing somethings in word, and make a speech. Speakers talk in order to have some effect on their listeners.
- 2. The difficulties are something hard to do and most students hesitate to speak English because what others may think if they find the mistake. They can laugh at them or insult them. To be on safe side, they prefer to keep quiet or speak as little as possible.

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## **CHAPTER II**

## REVIEW OF RELATED LITERATURE

## A. Previous of Studies

In writing this thesis, the researcher finds some previous study which make the writer eager to hold the research, those are:

- 1. Muh. Saiful Anwar "Problem Faced by English Students of State College for Islamic Studies (STAIN) Palopo in Speaking Skill" said that as English student we must stay keeping out ability every day, through trying to speak English although it is not fluently<sup>3</sup>.
- 2. Hasriani Bahuddin "Improving Student's Speaking Skill through Telling the Past Time Events at the Eleventh Year Students of PMDS Putri Palopo" said that speaking skill is one of difficult activities in learning English and to improve students the teacher have to create an interesting activity in the classroom which involve student's and make more activity through retelling the past time events<sup>4</sup>.

The several research concern about speaking to know what are problem faced in speaking skill and to improve about speaking skill through telling the past

<sup>&</sup>lt;sup>3</sup>Saiful, "Problem Faced by English Students of State College for Islamic Studies (STAIN) Palopo in Speaking Skill", A Thesis S1, (unpublished Thesis: STAIN Palopo, 2013).

<sup>&</sup>lt;sup>4</sup>Hasriani, "Improving Student's Speaking Skill through Telling the Past Time Events at the Eleventh Year Students of PMDS Putri Palopo", A Thesis S1, (Unpublished Thesis: STAIN Palopo, 2015).

time there are for speaking is the most important concept, without speaking the people cannot communication, share to the other people.

## B. The Definitions of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Johnson and Morrow say that speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contribution sat a speed of a high level.<sup>5</sup>

Richards states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Brown cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration

<sup>&</sup>lt;sup>5</sup>Johnson, K. and Morrow, K.E, Communication in The Classroom: Handbooks for Teachers' series (London: Longman,1981),p.70.

<sup>&</sup>lt;sup>6</sup>Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2008), p.19.

of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.<sup>7</sup>

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances. In brief, learners need to know how to use the language in context.

Kang Shumin in Richard said that speaking language is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. To learn a second language or foreign language is difficult as we learned our native language as a child.<sup>10</sup>

<sup>&</sup>lt;sup>7</sup>Brown, H., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition: New York; Longman, Inc.,2001),p.267.

 $<sup>^{8}\</sup>text{Deborah}$  Cameron, Working with Spoken Discourse (Oxford: SAGE Publications, Ltd,2001),p.40.

<sup>&</sup>lt;sup>9</sup>Martinez Flor, *Current Trends in the Development and Teaching of the Four Language Skills (Studies on Language Acquisition)*, (Walter de Gruyter Gmbtl. & Co. KG,2006), p.139.

<sup>&</sup>lt;sup>10</sup>Hebert H. Clark and Eve V Clark, *Psychology and Language*, (united state of America: Harcount Brave Joranovich, ich., 1997), p.223

Speaking is used for many different purposes, and each purpose involves different skill, it is used to describe things, to explain about people's behavior, to take polite request, or to entertain people with a joke.

In this sense, Richard stated that, in speaking we are not conveying to the received a meaning clothed in words but by our words we are arousing within the receiver association and expectation which will enable that person to form an interpretation of the intention of our message.<sup>11</sup>

Finnochiaro and Brumfit propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation. <sup>12</sup> To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak and also the situation in which the conversation takes place. Lastly, the learners must

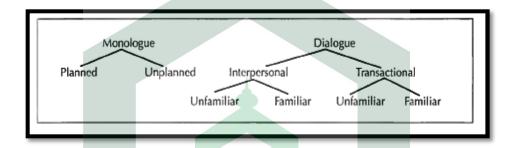
<sup>&</sup>lt;sup>11</sup>Wilga M. Rivers, Teaching Foreign Language Skill, (Ed. II London: The University of Chicago Press, 1981), p. 222

<sup>&</sup>lt;sup>12</sup>Finocchiaro & Brumfit, *The Functional-Notional Approach from Theory to Practice*. (Oxford: Oxford University Pers, Inc.,1983),p.400.

have the abilities to change their direction of their thoughts on the basis of the persons' responses.

## C. Types of Spoken Language

Nunan in Brown suggests types of spoken language shown in the following figure: 13



Picture 1: Types of Spoken Language

In monologues, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long tretches of speech without interruption – the stream of speech will go on whether or not the hearer comprehends. Planned, as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues (impromptu lectures and long "stories" in conversations, for example) exhibit more

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<sup>&</sup>lt;sup>13</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (2nd edition: New York; Longman, Inc.,2001),p.251.

redundancy, which makes for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (**interpersonal**) and that for whose purpose is to convey propositional or factual information (**transactional**). In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversations with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension. When such references are not explicit, misunderstandings can easily follow.

One could also have subdivided dialogues between those in which the hearer is a participant and those in which the hearer is an "eavesdropper". In both cases, the above conversational descriptions apply, but the major – and highly significant – difference is that in the latter the hearer is, as in monologues, unable to interrupt or otherwise participate vocally in the negotiation of meaning.

Remember that in all cases these categories are really not discrete, mutually exclusive domains; rather, each dichotomy, as usual, represents a continuum of possibilities. For example, everyday social conversations can easily

contain elements of transactional dialogues, and vice versa. Similarity, "familiar" participants may share very little common knowledge on a particular topic. If each category, then, is viewed as an end point, you can aim your teaching at appropriate ranges in between.

## D. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.<sup>14</sup>

## 1. Pronunciation

Based on Longman Dictionary pronunciation is the way a certain sound or sounds are produced. It covers they way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.<sup>15</sup>

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<sup>14</sup>Brown, H., *Teaching by Principles: An Interactive Approach to Language Pedagogy.* (2nd edition: New York; Longman, Inc.,2001),p.168.

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<sup>&</sup>lt;sup>15</sup>Laurence D., Longman Dictionary, (China, 2000), p.429.

# 2. Fluency

As proposed by Harris and Hodges fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

## 3. Vocabulary

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.<sup>16</sup>

# 4. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.<sup>17</sup>

## E. Difficulties in Speaking

Brown suggests some causes that make speaking difficult as follows:

# 1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

<sup>&</sup>lt;sup>16</sup> *Ibid*, *p*. 580.

<sup>&</sup>lt;sup>17</sup>*Op.cit*, p.204.

## 2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

## 3. Reduced Forms

Contractions, elisions, reduced vowels, etc., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

## 4. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *ub*, *um*, *well*, *you know*, *I mean*, *like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

## 5. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

# 6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

## 7. Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

#### 8. Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.<sup>18</sup>

There are some problem speaking suggests experts Penny Ur:

## a. Inhibition

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibition about trying to say thing in foreign language in the classroom: worried about mistake or simply shy of the attention that their speech attract.

<sup>&</sup>lt;sup>18</sup>Brown, H., *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd edition: New York; Longman, Inc.,2001),p. 270-271.

# b. Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

# c. Low or uneven participation.

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

## d. Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined is using the target language in the learning process.

## F. Elements of Speaking

According to Harmer that the ability to speak fluently presupposes not only knowledge of language features, but also the ability process information and language on the spot.

## 1. Language features

## a. Connected Speech

In connected speech, should are modified assimilation omitted, added or weekend. It is for this reason that we should involve students in activities designed specially to improve their connected speech.

## b. Expressive Devices

The use of this device contributes to the ability to convey meanings. The allow the extra expression of emotion and intensity. Student should be able to develop at least some of such supra segmental features and device in the some way if they are to be fully effective communicators.

## c. Lexis and Grammar

Spontaneous speech is marked by the use of all number of common lexical phrases, especially in the performance of certain language function.

## d. Negotiating Language

Effective speaking benefits from the negotiator language we use seek clarification and to show the structure of what we are saying.

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# 2. Metal/Social Processing

# a. Language Processing

Effective speakers need to able to process language in their one head and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convoy the meanings that are intended. Language processing involves the retrieval of word and phrases from memory and their

assembly into syntactically and propositionally approach sequence. One of the main reasons for including speaking activities in language lesson is to help students to develop habits if rapid language processing in English.

## b. Interacting with others

Most speaking involves interaction with one or more participant. This means that effective speaking also involves a good deal of listening, and understanding of how the other participant are feeling, and a knowledge of how linguistically to make turns allow other to do so.

# c. (On the Spot) Information processing

Quite apart from our response to others feelings we also need to be able to process information they tell us the mean we get it. The teachers' talk will two folds: to be given them (learners) confidence in English and to equip them with hitherto unknown skills in either their own mother tongue or English.<sup>19</sup>

## G. Criteria of a successful Speaking and criteria to Evaluate Speaking

1. Criteria of a Successful Speaking Activity

a. Learners talk a lot. As much possible as of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pause.

<sup>&</sup>lt;sup>19</sup>Eka Ningsih, *Improving Speaking Skill by Using Classroom Observation Technique at the Eight Year in SMP PMDS Putra Palopo*, (Palopo: STAIN Palopo, 2013), p. 8-9.

- b. Participation is even. Classroom discussion is not dominated by a minatory a talkative participant: all get change to speak and contribution are fairly evenly distributed
- c. Motivation high. Learners are eager to speak: because they are interested in topic and have something new to say about it, or because they want to contributed to achieving a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

According to Kathleen M. Bailey, teaching speaking is something considered a simple process. Commercial language school around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.<sup>20</sup>

- 2. Criteria to Evaluate Speaking skill.
- a. Fairness grading

Many criteria for evaluating English speaking are possible, and there are many ways to prioritize them. Especially, when the parties involved are from different cultures, there is a criterion that cannot be taken for granted as mutually understood and as agreed upon. His main purpose for JTE and ALT discuss criteria and clarify their priorities to the students is ensuring fairness in grading. Yet in learning what gain a clearer picture of where their speaking practice is aimed, and

<sup>&</sup>lt;sup>20</sup>Khatleen M. Bailey, Op, Cit, P. 48.

they can be better simulation English speaking as effective from of international communication.

While performance dialogue is pre-communication, it will be seen that communication indicators enhance speaking skill while non-communicative factors such as memorization may detract from speaking skill. Therefore, it is fair to include communicative criteria in evaluating speaking skill, provided the selected criteria and their relative weight are clarified to the students at some stage before the speaking quiz.

## b. Communicative Realism.

Speaking is practiced after listening as a preparation for actual communication in English, and the best speaking is that which simulation realistic communication. Appropriate gesture, a cheerful rather attitude and other concomitants of effective communication enhance speaking and therefore provide criteria for its evaluation, insofar as these skills are taught to the student.<sup>21</sup>

# c. Avoiding reliance on memorization

This activity aims to evaluation the improvement in speaking skill resulting froms regular classroom practice. The quality of speaking thus needs to be isolated from variables such as memorization which may the place of communicative skills. Recitation of a prepared speech is even more vulnerable to this problem. But

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<sup>&</sup>lt;sup>21</sup>H.G Widdowson, Op., Cit., P.57.

even in the case of dialogues memorization can overwhelm the communicative variables and be mistaken for skill in English speaking. That is why; the words can be uttered without understanding, merely as memorized sounds. Instead of listening to their partners cease.

To counteract this tendency dialogues need to be selected or adjusted to challenge speaking skills such as pronunciation, intonation, accent, stress, listening, and turn-taking. If each turn at talk is brief, there can be more turns at talk rather than long passages to memorize. Communicative criteria are valuable for the students to know in general, so the student can be cautioned that signs are a staccato monotone; speaking memorizes chunks too rapidly; cutting in before the partner finishes speaking, or writing too long after the partner finishing because the student was not listening.

## d. Model of speaking English selected

Varieties of English exist, even within countries such as Britain and the U.S. there is not standards English in the way that there is for Japanese or French. The spoken English of the JTE could be considered one valid model for the students. In any case, a model or models need to be selected and clarified to students. These could include the English spoken by the ALT and on may software such as cassette tapes utilized in class. But students also have experience of English in previous years of secondary school are earlier.

In most case the students would have listened to dialogues before performing them, and their closeness to the model would be fair indicator of the listening as well as their speaking. Listening could be called the sincerest from communication. Thus the model of English heard when the dialogue was introduced would usually provide a valid and unambiguous standard.

## a. Pronunciation.

Since Pronunciation could be easily mistaken for the whole of the speaking, a Number of broader criteria has been considered first. For just as memorizing the sounds well could be mistaken for mastery in speaking, Pronunciation alone would also be too narrow a criterion. The cooperation with the procedure and the desire to improve in English speaking are not usually considered aspects of communication, yet they tend to result in better speaking. Similarly, the attention and effort to listen to the model presented by the teacher is not an aspect of speaking, yet it is an act of communication meriting recognition or reward.

The more carefully students listen to the dialogues presented by the more correctly they are liable to reproduce them. The speaking quiz becomes a mean of rewarding a positive attitude toward communicating in English, one of the objectives of foreign language education in secondary schools.

Once the model of spoken English has been selected, a certain pronunciation can be considered correct. The students have practice time and are offered the opportunity to ask about the pronunciation of language they find out

difficult. Then, they are expected to enunciate their sentences as in the model they learned.

Every aspect pronunciation is involved, including loudness overall accented syllables in words, reductions and other combination pronounced differently from the words in isolation. Then at sentence level there are patterns of stress, pitch, intonation, breathe groups, and speech rhythm. These are patterns carry information beyond the words, changes there of carry a special meaning, such as changes in the tone of voice or speech rhythm.

Thus even pronunciation is shown to involve many variables the learners. A slowing down in speech of falling intonation to recall something may convey an unintended meaning of reluctance to communicate or some such. Transference of Japanese speaking conventions to English can result in interference from L1 to L2 while, again the English native-speaking listener may receive unintended meanings. However, secondary school students are still learning vocabulary and piecing together language.

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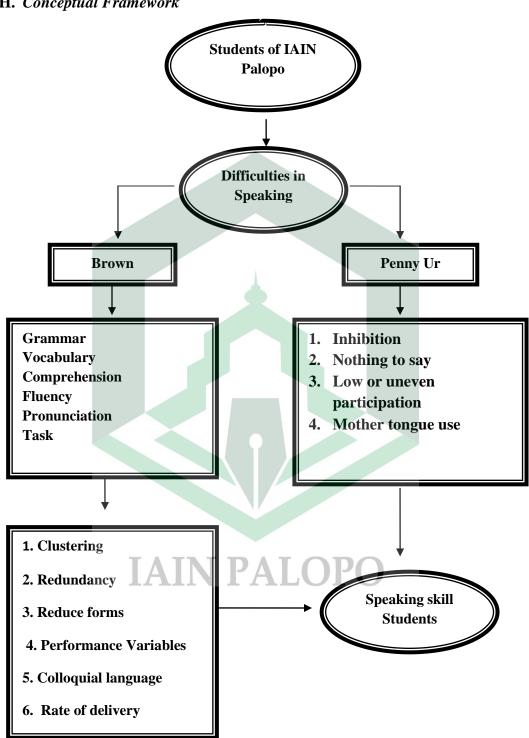
Basically, in speaking English the students are changing from syllable-timed to stress-timed rhythm at the sentence level. This can be explained to students as a continuous sort of: jet coaster intonation that they should listen for and attempt to produce. They need to pronounce English smoothly without rendering it into syllables as they do with foreign loan words in Japanese sentences.

## b. Loudness

A louder voice has a better chance of being understood, therefore, it is generally to be positively evaluated. Whereas, a softer voice may mask doubtful areas where the students failed to listen or ascertain the correct pronunciation from a teacher. Since a demure vice is considered properly modest and respectful in Japanese society, this criterion also needs to be clarified to the students for fairness in grading. It could be explained that a louder voice sounds more positive, confident, enthusiastic, and cheerful, besides being more easily understood. Thus, short of excessive loudness which becomes noise, loudness is an important communicative criterion speaking



# H. Conceptual Framework



In this research, the research collected the difficulties in speaking faced the students of IAIN Palopo. The research find out their difficulties according suggest Brown and Penny Ur. Therefore, the researcher did assessment about test proficiency scoring categories in speaking grammar, vocabulary, are; comprehension, fluency, pronunciation and task. After that, the researcher did interviewed were clustering, redundancy, reduce forms, performances variables, colloquial language, rate of delivery, stress, rhythm and intonation and interaction and suggest penny Ur supporting inhibition, nothing to say, low or uneven participation and mother tongue use. After conducting that, the research found out significant description ability and difficulties faced in speaking.



## **CHAPTER III**

## RESEARCH METHOD

# A. Method of Research

This research used qualitative descriptive method. It was found out the difficulties in Speaking of second English Department students of IAIN Palopo.

## B. Location of the Research

The research was conducted at the second semester English Department students in IAIN Palopo.

# C. Subject of Research

The subject of the research is the second semester students of English Department class D of IAIN Palopo which consist 32 students.

## D. Data Sources

## 1. Students

The position of students in this research as subject of the research, the researcher hope after researching the students can improve and know difficulties they speaking.

## 2. Lecturer

Lecturer is the researcher in this research, where lecturer can give information more about difficulties every students when lecturer teach.

### E. Technique and Instrument of Collecting Data.

### 1. Technique

### a. Test.

The research give assessment test because test very important to know difficulties speaking skill students. Test they are one by one to performance talking about daily activity and unforgettable experience after that given occasion a few minutes to prepare and choose either to talking in front of class. Besides that the research used evaluates the oral proficiency scoring categories of the students. The test speaking is set of question that used measure the skill knowledge, intelligence, and talent students in speaking.

### b. Observation.

In this research, the researcher will do participant observation. It meant that observe the students' participation in their activities in speaking. In getting information more about difficulties students in speaking English in detail. The research give observe when their learning to know level difficulties speaking skill.

# c. Interview. AIN PALOPO

I interviewed lecturer English Department and students class D of IAIN palopo in speaking that can help in the researcher to guide to fine out as far as difficulties student to improve speaking skill.

### d. Documentation.

It used documentation to help researcher taken a picture and recorder since research.

### 2. Instrument.

In collecting data the research used instruments as follows:

- a. Speaking test: in collecting data of student to help level grammar, vocabulary, comprehension, fluency, pronunciation, and task the difficulties students in speaking skill.
- b. Camera: it is used to take picture and for documents during the students' activities and recorder also used to do interview.

The data in collected through the following steps:

a. Calculating the mean score of the students' speaking test by using the following formula according to ArikuntoSuharsimi. 22

$$X = \sum x$$
 $N$ 
IAIN PALOPO

### Where:

X = the mean score

 $\sum x$  = The total raw score

 $<sup>^{22}</sup>$ Suharsimi<br/>Arikunto, Prosedur Penelitian: Suatu Pendekatan Praktis, (Jakarta Rineka<br/>Cipta, 1998), p.185.

### N = The number of students

The data from speaking test are the score on the scoring categories. They are grammar, vocabulary, comprehension, fluency, pronunciation and task.

## A. Grammar

Table 6.1

The oral proficiency scoring categories grammar

I	Errors in grammar are frequent, but speakers can be understood by a
	native speaker used to dealing with foreigners attempting to speak his
	language.
II	Can usually handle elementary constructions quite accurately but does
	not have thorough or confident control of the grammar.
III	Control of grammar is good. Able to speak the language with sufficient
	structural accuracy to participate effectively in most formal and informal
	conversations on practical, social, and professional topics.
IV	Able to use the language accurately on all levels normally pertinent to
	professional needs. Errors in grammar are quite rare.
V	Equivalent to that of an educated native speaker.

# B. Vocabulary.

Table 6.2

The oral proficiency scoring categories vocabulary

eaking vocabulary inadequate to express anything but the most elementary		
needs.		
s speaking vocabulary sufficient to express himself simply with some		
circumlocutions.		
le to speaking the language with sufficient vocabulary to participate		
effectively in most formal and informal conversations on practical, social,		
and professional topics, vocabulary is broad enough that he rarely has to		
grope a word.		
n understand and participate in any conversation within the range of his		
experience with a high degree of precision of vocabulary.		
eech on all levels is fully accepted by educated native speakers in all its		
features including breadth of vocabulary and idioms, colloquialisms, and		
pertinent cultural references.		

# C. Comprehension

Table 6.3

The oral proficiency scoring categories comprehension

thin the score of this very limited language experience, can understand
simple questions and statements if delivered with slowed speech,
repetition, or paraphrase.
n get the gist most conversations of non-technical subjects (i.e., topics that
required non specialized knowledge.
mprehension is quite complete at a normal rate of speech.
n understand any conversation within the range of his experience.
uivalent to that of an educated native speaker.

# D. Fluency

Table 6.4

The oral proficiency scoring categories fluency

specific fluency description. Refer to other four language	areas for
implied level of fluency.	
n handle with confidence but not with facility most social	situations,
including introductions and casual conversations about current	events, as
well as work, family, and autobiographical information.	

J	n discuss particular interests of competence with reasonable ease. Rarely
	has to grope for words.
	le to use the language fluently on all levels normally pertinent to
	professional needs. Can participate in any conversation within the range
	of this experience with a high degree of fluency.
l)	s complete fluency in the language such that his speech is fully accepted
	by educated native speakers.

# E. Pronunciation

Table 6.5

The oral proficiency scoring categories pronunciation

rors in pronunciation are frequent but can be understood by a native
speaker used to dealing with foreigners attempting to speak his language.
cent is intelligible though often quite faulty.
rors never interfere with understanding and rarely disturb the native
speaker. Accent may be obviously foreign.
rors in pronunciation are rare.
uivalent to and fully accepted by educated native speaker.

## F. Task

**Table 6.6** 

# The oral proficiency scoring categories task

n ask and answer questions on topics very familiar to him. Able to satisfy					
routine travel needs and minimum courtesy requirements. (Should be					
able to order a simple meal, ask for shelter or lodging, ask and give					
simple directions, make purchases, and tell time.					
le to satisfy routine social demands and work requirements; needs help in					
handling any complication or difficulties.					
n participate effectively in most formal and informal conversations on					
practical, social, and professional topics.					
ould rarely be taken for a native speaker but can respond appropriately					
even in unfamiliar situations. Can handle informal interpreting from and					
into language.					
eaking proficiency equivalent to that of an educated native speaker.					

Table 6.7

Subcategories of oral proficiency scores

Level	Description Description				
0	Unable to function in the spoken language				
0+	Able to satisfy immediate needs using rehearsed utterances				
1	Able to satisfy minimum courtesy requirements and maintain very				

	simple face-to-face conversations on familiar topics.			
1+	Can initiate and maintain predictable face-to-face conversations and			
	satisfy limited social demands.			
2	Able to satisfy routine social demands and limited work requirements.			
2+	Able to satisfy most work requirements with language usage that is			
	often, but not always, acceptable and effective.			
3	Able to speak the language with sufficient structural accuracy and			
	vocabulary to participate effectively in most formal and informal			
	conversations and practical, social, and professional topics.			
3+	Often able to use language to satisfy professional needs in a wide			
	range ca ted and demanding tasks.			
4	Able to use the language fluently and accurately on all levels normally			
	pertinent to professional needs.			
4+	Speaking proficiency is regularly superior in all respects, usually			
	equivalent to that of well-educated, highly articulate native speaker.			
5	Speaking proficiency is functionally equivalent to that of a highly			
	articulate, well-educated native speaker and reflects the cultural			
	standards of the country where the language is spoken. <sup>23</sup>			

<sup>23</sup>H. Dougles Brown Language Assessment Principle and Classroom Practices, (Pearson Longman; 2003), p. 172

### **CHAPTER IV**

### FINDINGS AND DISCUSSION

### A. Findings

In this chapter researcher will explain the focus of this research that is the difficulties faced by students in the second semester of class English department D the reason why doing research in class Big D than class A, B, C, because this class is more suitable to do research about difficulty speaking because most of them still low talk compared with other class.

## 1. Illustration Located Research of IAIN Palopo.

State College of Islamic Institute (IAIN) Palopo is one of the state Universities in luwu. The origin of this college is Ushuluddin IAIN Alauddin Palopo established with filial status which is branch of IAIN Alauddin end of view on 27 March1968.

In 1982 its status increased to an intermediate faculty. Year 1988 after the release of PP No. 33 of 1985 on the principal organization of IAIN and the government of the minister of religion RI No. 18 year 1988 about organizational structure and working procedure of IAIN Alauddin hence faculty Usululddin IAIN Alauddin palopo has had legal status same with the faculties of other country all over Indonesia. Start academic year of 1997/1998 with the decision of President No.

11 year 1997, faculty Usululdin IAIN Alauddin Palopo switching the status of becoming a Religious high school of Islam in the country of palopo.

In the year 2014 precisely on October 17, STAIN Palopo switched status to the State College of Islamic Institute (IAIN) Palopo based on presidential no. 141 of 2014.

Since STAIN has changed become IAIN there were could see and be found so many constructions, infrastructure and new buildings in the campus. The Location in the State Collage of Islamic Institute (IAIN) Palopo indication on Agatis street Balandai Palopo city.

State Collage of Islamic Institute has had some Faculties and facilities campus such as:

- → Faculties of Da'wah.
- → Faculties of Syari'ah.
- → Faculties of Tarbiyah.
- → Faculties of Economic and Business

# → Faculties of Ushuluddin. T PAT PAT

Facilities campus consist for classes, library, dormitory in campus, English laboratory, Arabic laboratory, station radio (AL-hikmah FM 94,5 M.Hz), wall climbing and Wi-Fi of around the Campus, if the students' would continue the master magister S2 they could register in the campus IAIN with the Science education Islamic, Islamic law and education of Islamic management.

Beside that in the campus IAIN Palopo the students' would found all of about variety activities (UKM) to increase ability students' through organization such as BEM, Sibola, graffity, Mapala, the Scouts and Resimen.

But the research would focus explained the teacher training faculty with English language Department. Then, about the English language Department has 1 building and has 6 classes and it has 1 laboratory language. Beside that English language Department has many Lectures' and most of the lectures' working professionals in her field.

## B. Descriptive of Research

Table 01
The Students' Score of speaking Test

		The o	ral proficiency s	coring ca	ategories		
		The of	fai proficiency s	coring co	itegories		
R	Gramma	vocabular	comprehensio	fluenc	Pronunciatio	Task	tota
	r	y	n	у	n		1
1	1	1	1	1	1	1	6
	1	1	1	1	2	1	
2	1	1	1	1	2	1	7
3	1	1 IAI	NPAI	OP		1	7
3	1	1 1/11				1	/
4	0+	1	1	1	1	1	5
•		•	•	•	•	•	· ·
5	1	1	1	0+	1	1	5
6	1	1	1	1	0+	1	5
7	0+	1	0+	1	1	1	4
						-	
8	1	1	1	1	1	0+	5

9	1	2	2	1	2	1	9
1 0	1	1	2	2	0+	2	8
1 1	1	1	1	1	1	0+	5
1 2	1	1	2	2	2	1+	9
1 3	1	1+	1	1	1	0+	5
1 4	1+	1	1	1	1	1	6
1 5	1	1+	1	2	2	1+	8

Total score: 94

Mean score: 6, 2

Calculating the mean score of the student's speaking test:

$$X = \sum x$$

$$N$$

$$X = 94 = 6, 2$$

$$15 \qquad IAIN PAIOPO$$

Based on table above shows that the result of students' scores of speaking test, the result above are the ability of English learners in speaking. It explains to us that there were 1 student had scores 4, there were 6 student who get score 5, there were 2 students get scores 6, there were 2 students get scores 7, there were 2 students had scores 8, and there were 2 students had score 9,. The speaking test score above

show that the ability of students are low score based on the oral proficiency scoring category, and it is explained by the result mean score namely 94 the result of students' speaking test. For respondents we had find result clarified the students have difficult grammar, vocabulary, comprehension, fluency, pronunciation and task in speaking.

### 1. What are the difficulties faced by students in speaking English?

Speaking English language for students is not easy because when their speak English not only have to think the truth in the grammar but we also have to think about the social function of the sentence that we are say. The usual difficulties faced by students in speaking English in addition to because English is a foreign language and not their mother tongue of course it is the main difficulty. Each student has their own difficulties in speaking English not infrequently from college students difficult to speak due to lack of support from the environment and from themselves to practice the English itself.

## 2. The result eight question of interviews for students.

# IAIN PALOPO

### 1. What are the difficulties when students talk in front of their friends?

Most of the students answer that the students are shy and scare to do wrong to speak English and they do not have bravery to talk in front their friends, and when in faced with other people have high level quality speaking than him their afraid if make a mistakes and all of their friends would laugh, beside that the

students have a mental problem when speaking if seen of much people the students sometimes lose confident and so worry about how to use rules grammatical grammar when speaking.

There were one of the students says; my difficulties in English speaking were I'm not sure whether the English had use that's right or wrong and my memorize vocabulary were still low and that reason why seldom to speak, this answer could explain that prove the students got difficulties because seldom to memories vocabulary and lazy to practice.

It this same as says lecturer that the students no bravery to talk in front of class because their lose confidence and bit memorize vocabulary, rarely to practice, shy, lazy to learn and their do have innovative to make a group active in the class for keep used English language every day.<sup>24</sup>

### 2. What causes the students difficulties to understand the other person?

The students have difficulties to understand other people when speaking because their lack memorize vocabulary, can remember about grammatical grammar very well and their do not understand if other people speaking directly and fluency speech because quality speaking they owned still basic and low. The students had difficulties to understand because their seldom to practice speaking, seldom listen music English language, listen to short conversation, and seldom to read book and

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<sup>&</sup>lt;sup>24</sup>Lecturer Nurhayati Usman interview 27 July 2017.

than most of the students less knowledge about how to speaking used American and British style, but for becoming mastery English language we must to understand how used language itself.

The students cannot understand other people especially people who used idioms, we were known that idioms not to understand word by words, but that is meaning a phrase while the students still have low ability about idioms or colloquial language.

# 3. What causes students difficulties in placing vocabulary in speaking English?

If we want to speaking English perfectly and fluently we must known all of rules about grammar and way how to used it, must memorize many vocabulary that not confused but most of the students sometimes confused how to placing vocabulary in speaking right. The cause is difficulties with grammar; English always deals with reference of time while Indonesia does not have one.

Moreover there are singular and plural forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentence that grammatically right.

One of the students says; I faced difficulties to placing vocabulary when speaking English because my mastery grammatical grammar not good enough I do not placing words in sentence right.<sup>25</sup>

### 4. What causes students has been less fluent in speaking English?

The reason why students less fluent in English speaking because the students cannot speak quickly and automatically like the native speaker, there were any some factors the first cause makes the students difficulties in speaking English is that the environment does not support the students to speaking English frequently.

The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them their looser their self confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

The students seldom to practice and memorizing vocabulary their also not had high motivation to make a group activity speaking in class. One of the students answer that the difficult not fluent in speaking English that influenced mother tongue, his always use dialect cultural language to conversation every day

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<sup>&</sup>lt;sup>25</sup>Respondents interview 05 July 2017

and there were a problem why their knowledge still low about rate of delivery in producing English language.

# 5. What are the difficulties face students in emphasis and placement of duration tone when speaking English?

The students such as native speakers have difficulty producing native-like English duration tone when speaking English. Most of the student answer has difficulty for emphasis placement of duration tone because so different than dialect in English language and local language and then the students do not know stressing on every sentence when speaking English. Five the students answer that still difficulty how to speaking use duration tone right because their seldom to speech and communication with other friends use rules duration tone same as native speaker talk.

One of the students says; *I get a problem mental with my duration tone* when speaking English because my style speaks probably slow<sup>26</sup>. From the answer could explain that not all students got a problem same, perhaps become a problem psychology itself.

### 6. What are the difficulties faces students in English pronunciation?

Pronunciation is the act or result producing the sounds is found aspect important stress, rhythm and intonation. The students actually have difficulty about

<sup>&</sup>lt;sup>26</sup>Respondents interview 05 July 2017

pronunciation because they are not having knowledge how to distinguish between those aspects, intonation occurs when the voice changer in pith and tone while speaking the students do not know how make different voice like sadness, anger, or joy but this voice important to use when speaking. Higher and lower intonation can make certainly quality pronoun well when speaking English.

The students actually sometimes lose confident when they speaking English especially about pronunciation because they tongue and mouth are not comfortable producing the distinct English, Beside that in pronunciation so many words hard to pronoun such as phonetic language the students answer often hard to know to pronounce a word by its spelling and they also answer the write differ method to pronounce sounds. The students practicing listening English also seldom to do, seldom to use English language and lack knowledge about how to producing pronunciation well, such as learn about system sounds.

### 7. Why the students often repeat words when speaking English?

The students often to repeats words when their speaking and that is a big problem because almost of them answer always do twice or more. The repeats words often happen because lack memorizing vocabulary, sometimes their lose confidence when speaking English and not sure grammatical grammar saying that's right of false. The students says; repeating on some words often do because not focus; lose ideas and nervous the first course this can be happen.

The repeats words or redundancy sometimes being repeats can make things clear, but they can't realize be annoying because repeats words can apply to anything that's over flowing or unnecessary.

### 8. Why the students often do filler when speaking English?

Filler often to do was speaking English conversation to give a pause, give a time to think and to stall for time. Filler could use when speaking but not too much or overusing filler can make sound unprofessional, even worse it can make it difficult to follow sentences. For an English learner some students often do filler because they can be a very helpful way to speak more fluently and confidently and they think a good idea to use as few filler words as possible in interviews and professional settings.

The students says; filler probably hard to be lost when speaking English because we are learners without them (filler) so difficult to speaking perfectly without stopping. In reality, even native English speakers use filler words, and they use them often. These words are an important part of sounding natural when speak English. The students allowed pausing and thinking, to be unsure of how to answer, or even to forget the right word to use.

### C. Discussion

Based on the result of findings English learners' score in speaking test and result of interview showed that the students had difficulties in speaking which the difficulties was proved by the result of speaking test and interview. If based on the results of speaking test the students were in low score. Because the students had scores 6, 2. The score obtained based on the oral proficiency scoring categories in speaking.

Which six aspect assessments according the oral proficiency scoring categories suggests expert Brown.

#### 1. Grammar

Based on the test students had difficulties in grammar. The scoring showed students had low score in speaking, there were 1 student get score (0+) and students grammar able to satisfy immediate needs using rehearsed utterances, there were 12 students get score (1) and students grammar able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversation on familiar topics, and there were 1 student get score (1+) and students grammar can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.

Based on suggest expert Brown the difficulties in grammar can influence clustering. The research has done interview students and most of them cannot speak English very well and cannot to speaking directly and fluency because they do not have mastery of grammatical grammar.

For example; "I goes to the campus every day. I'm never forget to take a bath and pray and then I helping my mother prepare breakfast" but should "I go to

the campus every day. I never forget to take a bath and pray and then I help my mother prepare breakfast"<sup>27</sup> sometimes the students seldom to watched the rules grammatical grammar as tenses when speaking English the students too seldom practice every day used speaking English as daily conversation in class and outside class.

### 2. Vocabulary

Based on result the test of oral proficiency scoring categories vocabulary the students faced difficulty in speaking English, there were 12 students get score (1) students able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics and there were 2 students get score (1+) students can initiate and maintain predictable face-to-face conversations and satisfy limited social demands and there were 1 student get score (2) students able to satisfy routine social demands and limited work requirements.

According in suggests expert Brown the difficulties in speaking vocabulary. The research has done interview and conclusion that most of the students could influence colloquial language because if colloquial language the students rarely to memorize vocabulary and seldom to practice and producing words like idioms as habit in speaking English conversation.

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<sup>&</sup>lt;sup>27</sup>Respondents interview 05 July

For example; working for ten hours per day, John is <u>betting of more than</u> <u>he can chew</u>. Meaning (he taken responsibility more than readiness) if the students not have knowledge more about use idioms sure they would easy to confuse when speaking English and lazy first factor make lack memorize vocabulary.

### 3. Comprehension

The result of the test to the oral proficiency scoring categories evaluated comprehension. There were 1 student get score (0+) and student able to satisfy immediate needs using rehearsed utterances and there were 10 the students get score (1) students able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics, and there were 4 students get score (2) and students able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.

Based on suggests expert Brown the difficulties students in speaking English can influence ability in interaction. The students difficulties to conversation well because level in comprehension still low and basic in interaction such as they hard to understand other people when speaking English expression limited slowed speech, and slowed response question and task.

### 4. Fluency

Based on the result of the oral proficiency scoring categories evaluate fluency. The scoring showed low scoring, there were 1 student get score (0+) student able to satisfy immediate needs using rehearsed utterances, there were 11 students

get score (1) students able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics and there were 3 students get score (2) students able to satisfy routine social demands and limited work requirements.

According to the suggest expert Brown the difficulties students in speaking could influence redundancy, rate of delivery and performance variables. The students in speaking English sometimes do filler in speaking such as *well*, *ub*, *umm*, and *I mean* that are make a speakers unprofessional but this way to help the students for gives occasion to think and expression the students when speaking English very limited language sometimes they experience slowed speech and do repetition words when speaking English with other people.

One of the students says; I go to the campus with my friends <u>umm I</u> study at campus till 1 p.m. I go home and <u>well I put off my shirt and have lunch with my mother <u>well after that I pray azhar</u>. Students should not use filler more because that can make not fluency in speaking.</u>

For example redundancy; "I usually wake up at 5 o'clock after that I take

subuh prayer after that I take a bath and then I help my mother after that I breakfast and after that I go to campus" but should "I usually wake up at 5 o'clock in the morning. I never forget to tidy up my bed and clean it up, and then I take a bath and pray. After that I help my mother to prepare the breakfast. But the students

sometimes are lazy to memorize vocabulary. The students have difficulties to speaking English because they lack of vocabulary and always repeating words. If rate of delivery most of the students difficult to quite complete at a normal rate of speech in speaking English.

### 5. Pronunciation

Based on result of the test the research could explain the oral proficiency scoring categories in pronunciation. There were 2 students get score (0+) students able to satisfy immediate needs using rehearsed utterances, there were 9 students get score (1) students able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics and there were 3 students get score (2) students able to satisfy routine social demands and limited work requirements.

Based on suggests expert Brown the difficulties students in speaking could influence stress, rhythm and intonation. According to suggest expert Brown the difficulties in speaking English the research has done interview to the students that pronunciation using three aspects is easy to understand speakers but the students do not have mastery exact about how to use pronouns well such as spelling consonant and vowel position.

For example; "I <u>hafe</u> a cup of coffee and make <u>brikfast</u>..." Stress hafe should (hæv) in stress one syllable and brikfast should ('brekfest) in stress two syllable. Rhythm is about how use combination of stressed an unstressed words in

sentences and intonation example "study in this campus is quite be good" but intonation should "STUdy in this CAMPUS is quite be GOOD". English language intonation is the music of the language. Speakers use tone to show emotion to ask questions. In each conversation, it is necessary to remember the meaning behind the tones. If the conversation is not clear or cannot understand, speakers use tones to check misunderstandings between the speaker and the listener. The student's too difficulties faced stressing every word in phrase. Besides that the students lazy to memorizing vocabulary, seldom to practice pronounce and producing words and influence mother tongue could make difficult to speech.

### 6. Task

Based on result to the test the oral proficiency scoring categories evaluate task. There were 2 students get score (0+) students able to satisfy immediate needs using rehearsed utterances, there were 2 students get score (1+) students can initiate and maintain predictable face-to-face conversations and satisfy limited social demands, there were 9 students get score (1) students able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics and there were 1 student get score (2) student able to satisfy routine social demands and limited work requirements.

The difficulties students in task are they could not answer question very well and just given slow response in speaking English it could been happened

because the students seldom to practice in speaking English then the topic not familiar for them.

### 3. The result of interview respondent student's conclusions

1. The students are shy and scare to do wrong to speak English and they do not have bravery to talk in front of much people, their afraid if make a mistakes and friends laugh.

Is that same as suggest expert Penny Ur about inhibition learners are often inhibited about trying to say thing in foreign language in the classrooms: worried about mistakes or simply shy of the attention that their speech attract.<sup>28</sup>

- 2. Most of the students difficult to understand with other people because their less understanding about style American language and British language and if the other people speak directly and fluent speech use English language there were cannot understand because mastery of speaking students had basic. Then speaking student's style language still use dialect Indonesian and students too seldom to learn use idioms or colloquial language they still low.
- 3. The students do not have mastery grammatical grammar and can remember all rules grammar and vocabulary need. Those reasons they speaking are easy confuse how to use it, and make a student's not fluent for speaking English language.

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<sup>&</sup>lt;sup>28</sup>Penny Ur. *A Course in Language Teaching* (1 Edition; Cambridge University Press, 1996),

4. The reason why student not fluent use English language because they lazy to practice lose memorize vocabulary, environment does not support to use speaking English such as daily conversation, curses and they do not had motivation by itself to always learn speaking English language every day then one of the students says had influenced a mother tongue like cultural local or dialect Indonesian language this make difficult to can speaking directly and fluent speak like native speaker.

Is that same as suggest expert Penny Ur as the mother tongue it is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.<sup>29</sup>

- 5. The difficulties students in face emphasis and placement of the duration tone when speaking English there were seldom to practice, listen music, listen audio short conversation and speech with other people.
- 6. Pronunciation is the way a certain sound or sounds are produced it covers they for speakers produce clear language, most of the students had difficult to saying English language because their say pronunciation be found system sound and phonetic hard to understand like to writer different method to pronoun besides that the students can use communication very well if not understand uses watch method pronunciation aspect stress rhythm and intonation.

<sup>&</sup>lt;sup>29</sup>Penny Ur. *A Course in Language Teaching* (1 Edition; Cambridge University Press, 1996),

- 7. Repeat word actually often to do because their lack memorizes vocabulary and sometimes lose idea when speaking English language.
- 8. The students often filler when speaking English because they need pause to thinking time and hesitate uses grammar true or wrong and they sometimes feel shy, nervous can't remember all vocabulary.

According to Saiful Anwar on his research that the problem in speaking students and the result on this is same as the researcher's have the student's have the difficulties such as:

- → The students are shy and scare to do wrong to speak English
- → Lack of understanding of structure and grammar
- → The students are not used to speaking English at their daily
- → Lack vocabulary
- → The students' environment that always use mother-tongue.

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### **CHAPTER V**

### CONCLUSION AND SUGGESTION

### A. Conclusions.

The results of data speaking test, and the result of interview show that the students have difficulties in speaking skill. The result of speaking test explains that the students are in low score of the ability and then the students have difficulties in speaking and show the scoring obtained the oral proficiency scoring categories 6, 2 in speaking test.

According Brown and Penny Ur students have some difficulties such as:

- 1. In test students face difficulties in grammar, vocabulary, comprehension, fluency, and pronunciation.
- 2. In interview students face difficulties in clustering, redundancy, rate of delivery, performance variables and stress, rhythm and intonation, interaction, inhibition and mother tongue use.

### B. Suggestion

Based conclusion above the writer puts forward some suggestions as follows:

The English students should practice as much as possible, speak with a lots
of different people, try different things, join a conversation class, do not shy,
don't be nervous when use speaking English language.

- 2. The students must read many books about improving motivation or self confidence and decreasing shyness and scaring.
- 3. The English students must always use new vocabulary and use it in their daily.
- 4. The English students must join taking course to increase their ability in structure and grammar.
- 5. The lecturers must give high motivation to students, especially intrinsic motivation in their teaching.
- 6. English lecturers must give pay attention about students' motivation and improve students' confidents in learning language.



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# **DOCUMENTATIONS**

# GIVING TEST AND INTERVIEW













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	Committee of the commit



D. Voluntary Activities.

Year	Description
2014	Champlish
2014	Panitia FTC
2015	Panitia Journalist
2015	Panitia Pemilihan BEM

# *E.* Research, thesis, Essay, Article, Publications.

The Difficulties in Speaking the Second Semester Program English Studies of IAIN Palopo.

