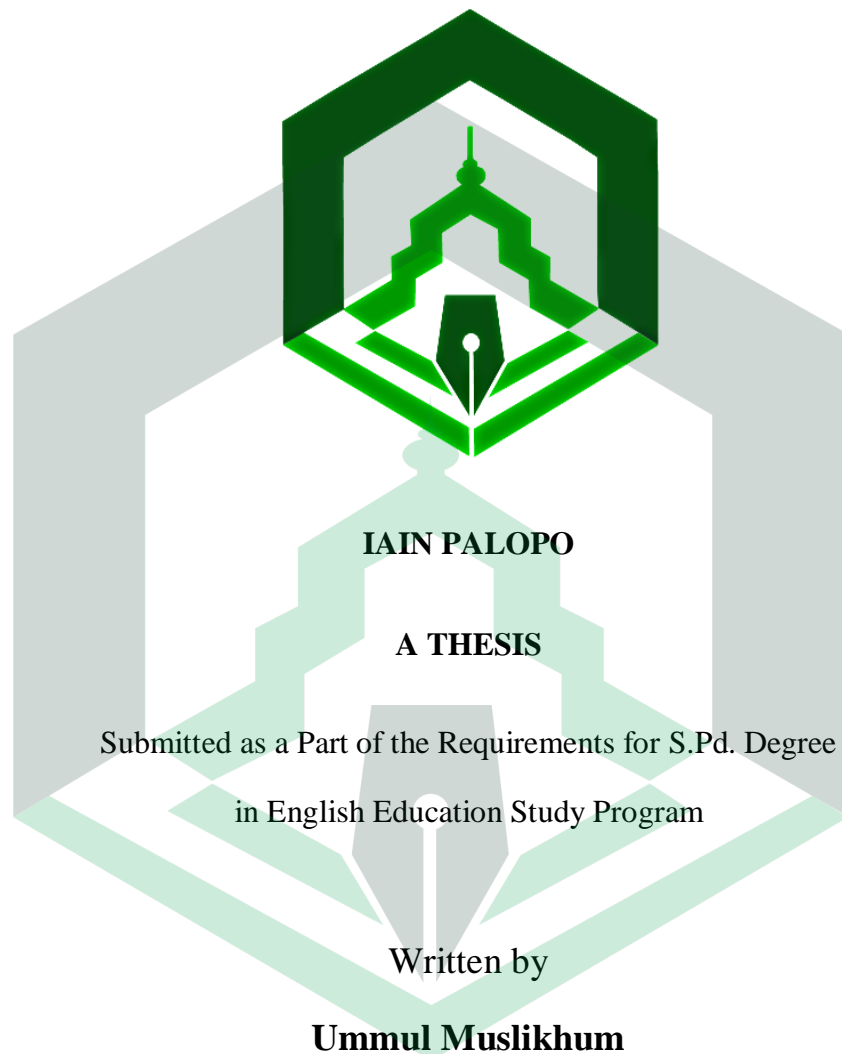


**“THE PROBLEMS FACED BY THE ELEVENTH GRADE STUDENTS IN
SPEAKING SKILL AT PESANTREN MODERN DATOK SULAIMAN
PUTRI PALOPO”**



REG. NUMBER: 15.0202.0138

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2019

**“THE PROBLEMS FACED BY THE ELEVENTH GRADE STUDENTS IN
SPEAKING SKILL AT PESANTREN MODERN DATOK SULAIMAN
PUTRI PALOPO”**



IAIN PALOPO

A THESIS

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

Written by

Ummul Muslikhum

REG. NUMBER: 15.0202.0138

Supervised by,

1. **Dr. H. Rustan S., M.Hum**
2. **Dewi Furwana, S.Pd.I., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2019

THESIS APPROVAL

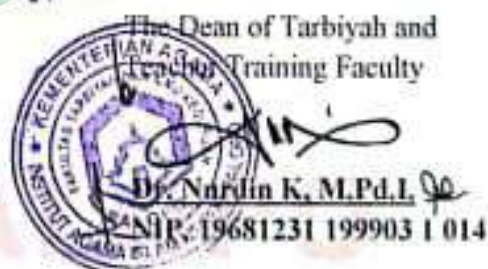
This thesis, entitled "The Problems Faced By The Eleventh Grade Students in Speaking Skill At Pesantren Datok Sulaiman Putri Palopo " written by Ummul Muslikhum, Reg. Number 15.0202.0138, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Monday, December 23th 2019 M, coincided with Rabi'ul-Akhir 20th 1441 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, Desember 23th, 2019 M
Rabi'ul-Akhir 20th 1441 H

COMMITTEE OF EXAMINATION

- | | | |
|---------------------------------------|---------------|---------|
| 1. Munir Yusuf, S.Ag., M.Pd. | Chairman | (.....) |
| 2. Amalia Yahya, S.E., M.Hum. | Secretary | (.....) |
| 3. Amalia Yahya, S.E., M.Hum. | Examiner I | (.....) |
| 4. Dr. Magfirah Thayyib, S.S., M.Hum. | Examiner II | (.....) |
| 5. Dr. H.Rstan S., M.Hum. | Consultant I | (.....) |
| 6. Dewi Furwana, S.Pd.I., M.Pd. | Consultant II | (.....) |

Approved by;



PRONOUNCEMENT

Signature by:

Name : Ummul Muslikhum

Reg. Number : 15.02.02.0138

Study Program : English Education

Department : Tarbiyah

Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State Institute for Islamic Studies Palopo entitled, "The Problems Faced By The Eleventh Grade Students In Speaking Skill at Pesantren Modern Datok Sulaiman Putri Palopo" is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, October 2019

Researcher

METERAI
KEMPEL
6000
KEMENTERIAN
PENDIDIKAN DAN KEBUDAYAAN



Ummul Muslikhum
NIM.15 0202 0138

EXAMINER APPROVAL

Thesis Entitle : The Problems Faced by the Eleventh Grade Students in Speaking
Skill at Pesantren Modern Datok Sulaiman Palopo

Written By :

Name : Ummul Mustikhum

Reg. Number : 15 0202 0138

Faculty : Tarbiyah and Teacher Training

Study Program : English

Has been corrected and approved to be Munaqasyah examined.

Palopo, November 18th 2019

Examiner I



Amaliya Yahva, S.E., M.Hum.
19651231 199203 1 054

Examiner II



Dr. Magfirah Thavvib, S.S., M.hum.
19850719 201801 2 001

CONSULTANT APPROVAL


Thesis Entitled : The Problems Faced By The Eleventh Grade Students In
Speaking Skill at Pesantren Modern Datok Sulaiman Putri
Palopo

Written By :
Name : Ummul Mustikhum
Reg. Number : 15.0202.0138
Faculty : Tarbiyah and Teacher Training
Study Program : English

Has been corrected and approved to be examined.

Palopo, October 2019

Consultant I



Dr. Ruslan S. M.Hum.
NIP. 19651231 199203 1 054

Consultant II



Dewi Furwana, S.Pd.I., M.Pd.
NIP. 19870831 201503 1 006

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp : -

Kepada Yth,

Ketua Jurusan Tarbiyah IAIN Palopo

Di -

Tempat

Assalamualaikum Wr. Wb

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : Ummul Mustikhum

Nim : 15.0202.0138

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : The Problems Faced By The Eleventh Grade Students In Speaking Skill At Pesantren Modern Datok Sulaiman Putri Palopo

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya,

Wassalamualaikum Wr. Wb.

Pembimbing I



Dr. Rustan S. M. Hum.

NIP. 19651231 199203 1 054

NOTA DINAS PEMBIMBING

Hal : Skripsi

Lamp :-

Kepada Yth,

Ketua Jurusan Tarbiyah IAIN Palopo

Di -

Tempat

Assalamualaikum Wr. Wb

Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

Nama : Ummul Muslikhum

Nim : 15.0202.0138

Program Studi : Tadris Bahasa Inggris

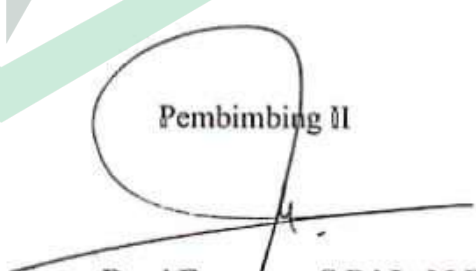
Judul Skripsi : The Problems Faced By The Eleventh Grade Students In Speaking Skill At Pesantren Modern Datok Sulaiman Putri Palopo

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya,

Wassalamualaikum Wr. Wb.

Pembimbing II


Dewi Furwana, S.Pd.I., M.Pd.
NIP. 19870831 201503 2 006

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah swt, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet Muhammad saw., safety and peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty Allah that has been given his guidance, inspiration and good health. So that, the researcher could finish the thesis on the title “The Problems Faced By The Eleventh Grade Students In Speaking Skill At Pesantren Modern Datok Sulaiman Putri Palopo”.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis still far from being perfect. Therefore the writer would like to express his deepest gratitude to them.

1. Dr. Abdul Pirol, M.Ag., as the Rector of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance the writer during his study in IAIN Palopo.
2. Dr. Nurdin K, M.Pd., as the Dean of Tarbiyah Faculty and Teacher Training of the State Institute for Islamic Studies Palopo.

3. Amaliya Yahya, S.E., M.Hum as the Chief of English Study Program and also help writer to do her thesis.
4. Dr.Rustan S, M.Hum as the first consultant and Dewi Furwana, S.Pd., M.Pd as the second consultant. Thanks for the suggestion, idea, help explanation and guidance since the preliminary until the research complete this thesis.
5. Amaliya Yahya, S.E., M.Hum as the first examiner and Dr. Magfirah Tayyib, S., M.Hum as the second examiner. Thanks for the suggestion, correction, idea, help explanation and guidance since the result seminar until this thesis ready to publish.
6. All the lectures of IAIN Palopo. Thanks for guidance, attention, knowledge and motivation in learning and also for all staffs in IAIN Palopo that have helped the writer in processing of graduation paper administration, thanks for helping and kindness.
7. Thanks to my beloved mother (Sri Endang Budi Astuti) who always given the researcher sincere prayers for success in her life and beloved and my father (Raru Efendi & Priyadi) who always gives support, motivation, and moral encouragement finish my study.
8. My grandparents, uncles, aunts and all of my family who cannot mention one by one for their loving, praying, understanding, sacrifices, and encouragement kept the writer going through the last page.

9. The writer would like to say many thanks to my best friends (A.Dian Miranda Eka P and Witri Febrianti S.) and to all of the BIG C 2015 family. All of you the greatest friends in the world.
10. Thanks a million to all of the students of SMA Pesantren Modern Datok Sulaiman Putri Palopo especially at class XI IPA3 that has been participate and join to this research as the respondents so that the research can be run well.

The researcher also thanks the other who can not be mentioned one by one, who have helped and supported the writer to finish this thesis. The researcher realized that this thesis would not be created without their participation.

The researcher hopes this thesis can give some values to the students of English department and English teachers and the readers especially in developing teaching-learning of speaking. The writer admits that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Palopo, 25th October 2019,

The Writer

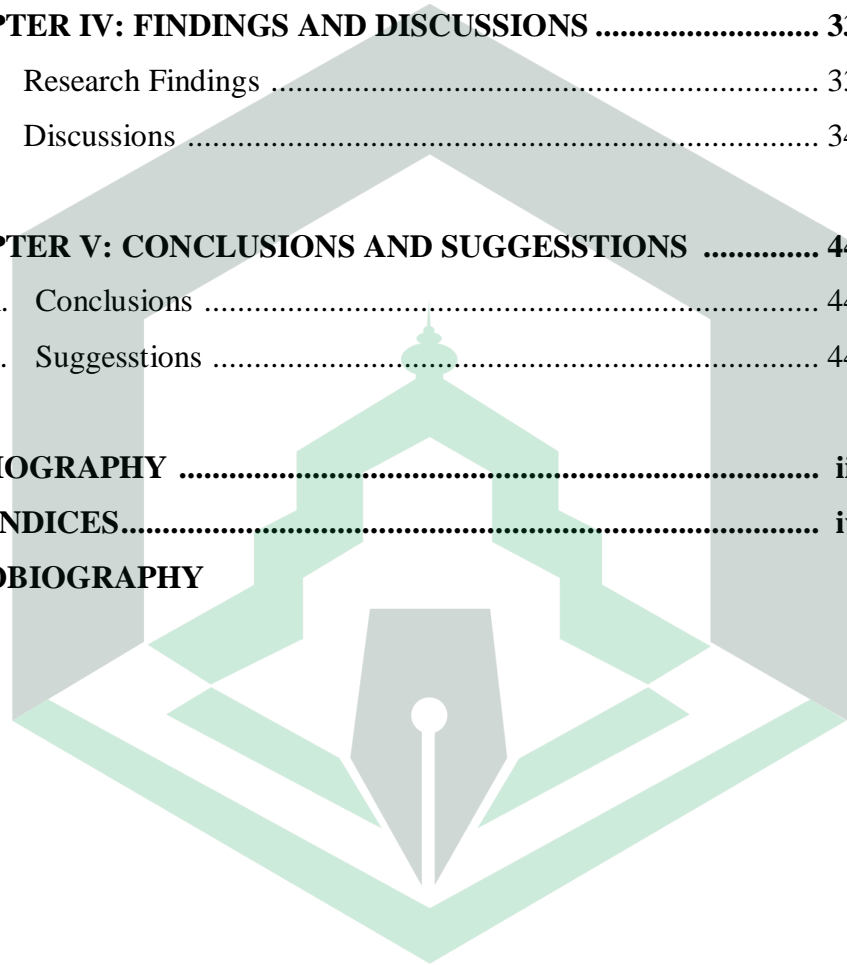


Ummul Muslikhum

TABLE OF CONTENT

COVER	i
NOTA DINAS PEMBIMBING	ii
CONSULTANT APPROVAL	iv
PRONOUNCEMENT.....	v
ACKNOWLEDGEMENT	
LIST OF CONTENTS.....	vi
LIST OF TABLE	
ABSTRACT	
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Objective of the Research	4
D. The Significance of the Research	4
E. The Scope of the Research	5
F. Operational terms	5
CHAPTER II: REVIEW OF RELATED LITERATURE	7
A. Previous Research Findings	7
B. Some Pertinent Ideas	11
1. Speaking.....	11
2. Factors Causing The Problems in Speaking	17
3. The Difficulties in Learning Speaking	23
CHAPTER III: RESEARCH METHOD	28
A. Research Data	28
B. Subject of the Research	29

C. Setting of the Research	29
D. Instrument of the Research.....	29
E. Procedur of Collecting Data	30
F. Technique of Data Analysis	31
CHAPTER IV: FINDINGS AND DISCUSSIONS	33
A. Research Findings	33
B. Discussions	34
CHAPTER V: CONCLUSIONS AND SUGGESSTIONS	44
A. Conclusions	44
B. Suggesstions	44
BIBLIOGRAPHY	iii
APPENDICES.....	iv
AUTOBIOGRAPHY	



ABSTRACT

Ummul Muslikhum, 2019. *“The Problems Faced By The Eleventh Grade Students In Speaking Skill At Pesantren Modern Datok Sulaiman Putri Palopo”.*

Thesis Tarbiyah Department. Consultant (I) Dr.Rustan S, M.Hum.

(II) DewiFurwana,S.Pd.I.,M.Pd.

Key words: Speaking, Speaking skill, Problems speaking

This research describes about the problems faced by the students in speaking English at Pesantren Modern Datok Sulaiman Putri Palopo. The problem statements of this thesis “What are the problems faced by the eleventh grade students of PMDS PI Palopo?” The objective of this research is to investigate the student’s problems speaking English at Pesantren Moden Datok Sulaiman Putri Palopo.

In this research, the descriptive quantitative was used in research. This research was conducted in Pesantren Modern Datok Sulaiman Putri Palopo. The subjects of this research were the students of the eleventh grade XI IPA3 consist 29 students. The research instruments used to collect the data in this research was questionnaire gathered from quantitative data. The collected data were analyzed, presenting the data, taking the data and conclusion.

The data of this research were analyzed in percentage by using SPSS program version 20. The result of the questionnaire showed that in internal factor 62.1% feel nervous when speaking English in front of other people, and 58.6% of the students were worried about making grammatical and in external factor 65.5% the students limit of vocabulary and 58.6% the students not having ideas about what to say. The result of this research showed that the majority of the students’ problems in speaking English are the lack of vocabulary and rarely applied.

CHAPTER I

INTRODUCTION

A. Background

There are many languages in the world and one of them is English. English has become a language that is used in international communication. Defines speaking as the use of language confidently and quickly with a few unnatural pauses, which is usually called as fluency.¹ Speaking is “the action of conveying information or expressing ones thoughts and feelings in spoken languages.²In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.³Skill is ability to do something well.⁴ In other word, Speaking is the one of the most important competencies that should be mastered by the language learner especially English learners besides reading, listening and writing.

Speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good reason. Their reason may be that they want to say something, they have some communicative purposes, and they select from their language store. Everyone should have

¹Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, available on <http://unr.edu/homepage/hayriyek>, accessed on June 23rd, 2019

²*Oxford Dictionary of Current English* (2009: 414), accessed on June 25rd, 2019

³David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593. Accessed on June 25rd 2019

⁴Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Pindar), accessed on June 29rd, 2019

the ability to speak, especially in English because the fact shows that, without a language, we would find difficulties in our life especially in communication, cause language which has become the key to enter the door of global communication.

English Language (English) is the language used as a medium of official communication from many of countries of the commonwealth and understood as well as used widely. English is speak more countries around the world than any other language. In learning a foreign language studens are required to learn actively because in learning english, mostly by practice. With the presence of practice done, students will easily remember what has been learned and already in practice.

In learning a foreign language studens are required to learn actively because in learning english, mostly by practice. With the presence of practice done, students will easily remember what has been learned and already in practice. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.⁵ Everyone should have the ability to speak, especially in English because the fact shows that, without a language, we would find difficulties in our life especially in

⁵David Nunan, Guralnik, *loc. cit.*, p. 39 accessed on June 29rd 2019

communication, cause language which has become the key to enter the door of global communication. In learning a foreign language students are required to learn actively because in learning English, mostly by practice. With the presence of practice done, students will easily remember what has been learned and already in practice.

The research choose the boarding school at PMDS PI PALOPO (Pesantren Modern Datuk Sulaiman Putri) as a researcher side because, everyday language students are required to use foreign language one of the English. The role of the students council seeks to helps improve foreign language skill. In fact, at PMDS PI (Pesantren Modern Datuk Sulaiman Putri Palopo) there are still many students who are not able to master and speak the English language. There are, most of students are afraid if they make mistake during conveying their sentence, most of students still have lack of self-confidence when they speak English and most of students lazy to memorize vocabulary. Whereas in boarding schools that research looked at had a lot of facilities are given. Different from public schools other, public school only to learn during school while school almost every time.

Based on the explanation above, then the research are interested to examine the difficulty of students in speaking English Language with the title **“The Problems Faced By The Eleventh Grade Students In Speaking Skill at Pesantren Modern Datuk Sulaiman Putri Palopo”**.

B. Research Question

Based on the Explanation in the background above, the research question of this research formulated as follow “What are the problems faced by the students of PMDS PI Palopo in speaking English?”

C. Objectives of the Research

Related to the problem statement above, the research determines the objective of this research as followto investigate the student’s problems speaking English at PMDS PI Palopo.

D. The Significance of the Research

The research has two major benefits, they are Theoretical significance and Practical significance.

1. The practical benefit
 - a. Helping students to solve out their problem when they speaking English.
 - b. Helping teachers to find the strategy that is used overcome the difficulties in speaking English.
2. The theoretical benefit
 - a. The researcher hopes that the result of this research can be referenced for the next research.
 - b. The reader will get more information and knowledge of the applying teaching English speaking.

E. The Scope of the Research

The research focuses in one aspect of student's problems in speaking English. In problems the researcher focuses in internal and external factors.

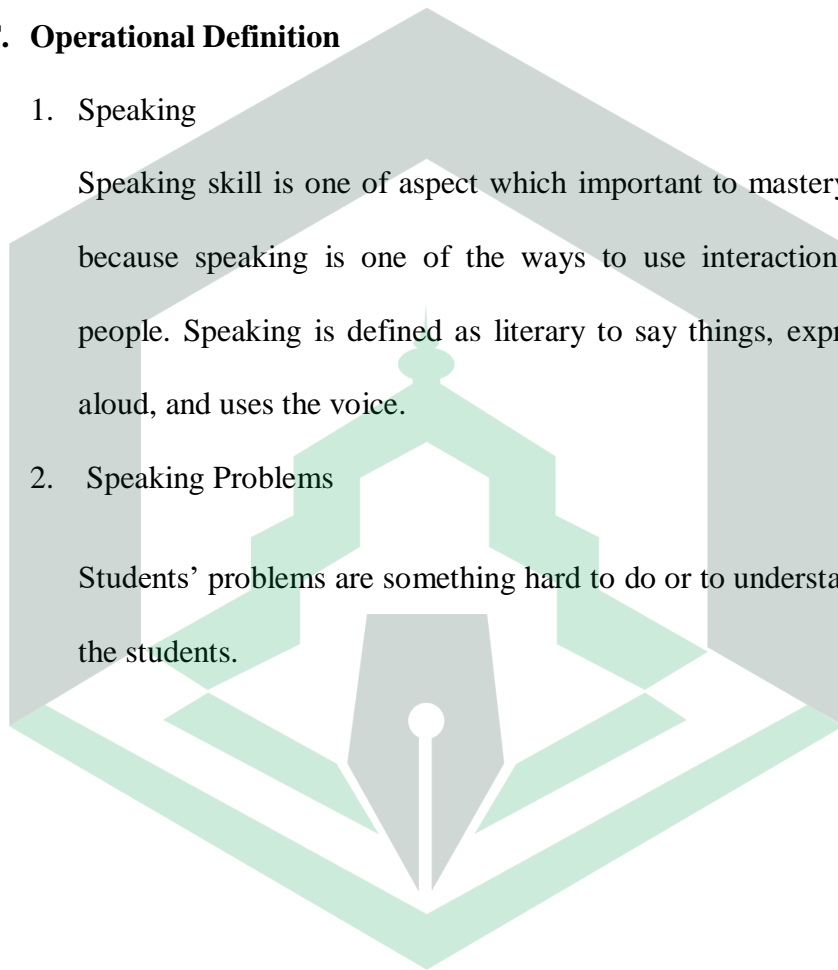
F. Operational Definition

1. Speaking

Speaking skill is one of aspect which important to mastery in English because speaking is one of the ways to use interaction with other people. Speaking is defined as literary to say things, express thought aloud, and uses the voice.

2. Speaking Problems

Students' problems are something hard to do or to understand faced by the students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

There are some previous studies that similarity with this research, they are:

The first, Ismi Azizah, in her thesis under the entitled “An Analysis of Students’ Difficulties in Speaking English: A Case Study at Eleventh Grade Students Muhammadiyah Al-Muslimun NW Tegal Academic Year of 2015/2016” According to the discussion in the previous chapter, the answer to the research questions (1) What kind of difficulties do the students at eleventh grade of MA AL Muslimun NW Tegal have in speaking English?; and (2) What are the factors contributing to students’ difficulties in speaking English at the eleventh grade of MA AL Muslimun NW Tegal? With regard to students’ difficulties in speaking English, the researcher found that most of them still find difficulties in speaking English such as not being confident to speak English because the limit of their knowledge about vocabulary their fear of making mistakes, their nervousness and their lack in fluency and grammar. The factors contributing to students’ difficulties are the students (100%) prefer to speak in their own mother tongue and they were not interested in reading and learning new words. The fact that they were lazy and

did not have motivation in learning new words. The way the teacher taught the students in English class was also one of the factors contributing to students' difficulties in speaking English.¹

The Second, Yun Arita a research entitled "A Study of Students' Problems in Daily English Speaking Activity at SMA Pomosda Tanjunganom Nganjuk". This research is conducted by Yun Arita who is college in University of Muhammadiyah Malang in academic year of 2008/2009. This research aims to find the students' problem, the causes, and the ways to solve the problem in daily English speaking activity. The instruments are questionnaire and observation. The result of this research is students' difficulty in make the sentence and they difficulty to remember all vocabulary are used to communicate with others. The causes of students' problems because the students seldom use vocabulary in their speaking, they have insufficient exercise to use the correct sentence, the students arenot confident to speak with correct pronunciation, and the solution are students do exercise and study with the teacher and their friend, the students listen and record of native speaker, learn the pronunciation well.²

¹IsmiAzizah "An Analysis of Students' Difficulties in Speaking English: A Case Study AT Eleventh Grade Students f MA Al-Muslimun NW Tegal Academic Year 2015/ 2016(University Mataram). Accessed on july 1st 2019

²Yun Arita "A Study Of Students' Problems In Daily English Speaking Activity At SMA PomosdaTanjunganomNganjuk"(University of Muhammadiyah Malang in academic year of 2008/2009). Accessed on july 1st 2019

The third, Sitti Hadijaha research entitled “Investigating the Problems of English Speaking of the Students of Islamic Boarding School Program at STAIN Samarinda”. The International Journal is conducted by lecturer Siti Hadijah in STAIN Samarinda. This research uses descriptive quantitative and qualitative research. The instrument data are test, interview and questionnaire. This research investigated the students’ ability and the problem and reason face in speaking English by students. The findings show that the students’ ability was categorized low (62,93%), the students have problems on grammar(42,20%), pronunciation (36,60 %), vocabulary (35,20%), fluency (36%), and comprehension (34,40 %) . The second, the reason problems are faced by students in speaking English not only have limit knowledge on components of speaking skill such as, pronunciation, grammar, vocabulary, fluency, and comprehension but also they have personal reasons, such as shy to perform speaking, lack on self confidence, lack of speaking practice, limited time given for preparation on English speaking test, the environment did not support them and they prefer to study the Islamic knowledge and Arabic to English.³

The fourth, Farah Sukmawati a research entitled “Students Speaking Problems and Factors Causing it”. The International Journal is conducted by Farah Sukmawati. The instruments data are observation and questionnaire.

³SittiHadijah ”*Investigating The Problems Of English Speaking of The Students of Islamic Boarding School Program At STAIN Samarinda*”(STAIN Samarinda). Accessed on July 2nd 2019

This research aims to find out the students' problems in speaking English and factors causing it. This research conducted at second semester students of English Department of Teaching and Educational Sciences Faculty of GunungJati of Cirebon University. The finding showed that the students' have many problems in speaking English, they are: meaning or content of the conversation, lack vocabularies, shy. While, the factors cause students' problem in speaking, they are: the students are fearful of criticism or less confidence in front of audiences, respect, or appreciation and the students agree about difficulties in finding partner in outside class to practice speaking English. The result indicates that the majority of students highly agree on the fact that confidence is the biggest cause of their problems in speaking English.⁴

Based on the previous study above, the research found that some similarity factorsthat make students' are difficulty in mastering speaking. The fact, the similarity factors that make students difficulty in speaking English are mother tonge, low participant, confidence, and less vocabulary. The Research thinks the big problems of student difficulty speaking English are mother tonge, confidence to speak English with correct pronunciation and lack of vocabulary.

⁴Farah Sukmawati"Students"Speaking Problems and Factors Causing It in academic year of 2016/2017"(GunungJati of University Cirebon),p.67. accessed on july 2nd 2019

B. Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

Language means of communication which is used by human to communicate and interact each other. From language, people could express their ideas and emotion. Without language, we cannot communicate effectively or express ideas in both oral and written form.

Speaking is very important in our life because without speaking we cannot know what the other talk and speaking is the way use to interaction with the other people. It is assumed that speaking skill is one of aspect which important to mastery in English.⁵ Brown said that speaking is literary to say things, express thought aloud, and uses the voice.⁶

In addition, Cameron states that speaking is the active use of language to express meanings so that other people can make sense of them.⁷ In other word, speaking is an important skill that is used to communicate with other people.

⁵Nunan, *Second Language Teaching and Learning*. Cengage Learning Asia, Pte. Ltd., Vancouver, p.23 (2009:23) . accessed on July 4 2019

⁶Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall (2001:257). Accessed on July 4 2019

⁷ Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press, 2001), p.40 accessed on July 5 2019

b. Purpose of Speaking

Numerous attempts have been made to classify the functions of speaking in Human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange information.⁸ In addition Nunan said Language serving this purpose is 'message' oriented rather than 'listener' oriented.⁹

It is beneficial to understand about the purposes of speaking themselves. According to Lynch and Anderson in Hazairin Hasan and I.S.P Nation express there are eight purposes of studying speaking:

- a) To achieve and extend the learner's linguistic competence.
- b) To increase their confidence in using spoken English.
- c) To develop their ability to analyze and evaluate spoken performance.
- d) To sharpen their strategy competence in face-to-face interaction.
- e) To convey their message to someone else.
- f) The learners can use communication strategies, dictionaries or previous input to make up for gaps in their productive knowledge.
- g) There are plenty of opportunities to produce.

⁸Brown, G.,andYuleG.(1983) *Teaching The Spoken Language*. Cambridge University press.

⁹Shaimaa Abd El Fattah Torky," *The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students*,"AinShams University Women's college Curricula and Methods of teaching Department,"(2006).p37. Accessed on 28th September 2018. Accessed on July 11th 2019

h) The learners talk about things that are largely familiar to them.

c. Types of Speaking

Nunan writes that generally there are two types of spoken language, as follow:

a) Monologue: one speaker uses a spoken language without any interruption. For examples: speeches, lectures, reading, news, broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means.

b) Dialogue involves two or more speakers with any interruption or responses and expression.¹⁰ Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may in the speech when the interlocutor does not comprehend what the speaker say. Like Nunan, according to Harmer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

d. Component of Speaking

Speaking is a form a communication to get information and is the way use interaction with other people use voice. In speaking skill, the component is used to complete the skill. According to Hughes, there

¹⁰Brown, (2001: 251)

are five components of speaking, namely, (Pronunciation, Grammar, Vocabulary, Fluency, Comprehension)¹¹. There are five component of language that influence speaking ability¹², there are :

a) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Understanding of the features of pronunciation helps students understand when they listen to the language. It also helps them to produce the language more accurately, though learners do not necessarily need to pronounce English perfectly, just well enough for other people to understand them. It means, it will create misunderstanding toward listener invited to speak and the messages will be conveyed, will lose and difficult to be comprehended.

b) Grammar

Grammar is needed for student to arrange a correct sentence in conversation. Grammar is a description of the language system it shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. The

¹¹Hughes, Arthur, *Testing for language teachers*. (Cambridge University Press, 2003) P. 118. Accessed on July 12th 2019

¹²Jill, Charles. 2008. *Introduction to Teaching English*. New York: Oxford University Press. Accessed on July 14th 2019

unity of grammar also leans the correct way gain expertise in a language in oral and written form. Someone who mastering grammar will knows how to arrange word in sentences, the correct tenses will be used etc. So that, grammar is one of components to create a good sentences.

c) Vocabulary

Vocabulary can be presented in dialogues and reading passages where the new words appear in context and in combination with other words. People cannot communicate effectively or express their idea either oral or written form if they not have sufficient or less in vocabulary mastery. Mastering vocabulary will help us to be a good speakers, listener and writer because we can arrange the sentences when we have a lot of vocabularies. Therefore, vocabulary means the appropriate diction which is used in communication.

The speaker can say fluently when he/she has a lot of vocabularies. In addition, the listener can comprehend the speaker said when the speaker has much vocabularies to make the listener understand. The listener appreciate the speaker too if the speaker can develop the speakers vocabulary.

d) Fluency

Fluency may be defined as the ability to speak accurately. Fluency is communicating a message. Even though, we have to

speaking fluency because listeners are able to respond about the speakers said. In other words, we have to consider that speech and fluency are rather strongly affected by language problems.

It means the listeners will understand the speakers speaking if the pattern grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

e) Comprehension

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

2. Factor Causing The Problems in Speaking English

Speaking is the most important skill in teaching English. It is almost impossible to have true mastery of a language without actually speaking.¹³ As we know that communication is needed by the people over the world. In this case, speaking becomes the right way to express ourselves by using language as a connector.

¹³Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (Chichester, West Sussex: John Wiley & Sons, Ltd, 2009), p. 20. Accessed on July 23rd 2019

The students' problems in speaking English above are caused some factors that students usually found difficulties in speaking because of some factors, such as confidence, listener's support, students' listening ability, and pressure to perform well.¹⁴ These factors influencing them to speak English especially to speak English in front of class. Then, response from the audiences whether their attention, respect, and appreciation influence students to perform well in speaking English.

The problems in speaking can be seen from two aspects. Psychological aspect and language aspect.

1. Psychological Problems

According to Juhana, there are some psychological factors that faced by the students when they speaking in the class:

a. Fear of mistake

Many theorists argued that fear mistakes becomes one of the main factors of students' reluctance to speak in English in the classroom. Juhana adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or being criticized by the teacher. So, the students low of

¹⁴ Tuan, Nguyen Hoang. *Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*. Available at Asian Journal of Educational Research vo.3 No.2. 2015: accessed on august 23rd 2019

motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b. Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom. According to Bald speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz, anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language

production and make individuals appear less fluent than they really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

d. Lack of confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

e. Lack of motivation.¹⁵

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Juhana adds that motivation is an inner energy. She says that no matter what kinds of motivation the

¹⁵Juhana, "Psychological Factors that Hinder Students from Speaking in English Class, *journal of Education and Practic*"e, Volume 3, No. 12,(2012), Indonesia Open University, Tangerang,(Accessed on September 17th , 2017), p.100. accessed on august 23rd 2019

motivation the learners process it will enhance their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

2. Language Problems

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not attained a good level of oral English proficiency. Mukminatien found that students of English department have a great number of errors when speaking. The errors include pronunciation (e.g., tenses, preposition, and sentence construction), vocabulary (e.g., incorrect word choice), fluency (e.g., frequent repair), and interactive communication (e.g., difficulties in getting the meaning).¹⁶

As the explanation above, the researcher takes the theory from Penny Ur (1996) that be classified into four parts that include Psychological problem and language problem. This theory will be simpler to analyze the student's speaking difficulty. Ur explained that there are some problems

¹⁶NurMukminatien, "The problem of developing speaking skills: Limitations of second language acquisition in an EFL classroom" English Language Education, (1999:1-10). Accessed on august 23rd 2019

faced by the learners in speaking activities. There are many factors that cause difficulty in speaking, and they can be explained as follow¹⁷:

1. Inhibition

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

2. Nothing to say

The students often complain that they cannot think of anything to say and they have no motivation to express.

3. Low or uneven participation

Only one participant can talk at a time because of large classes and the tendency of some students to dominate, while others speak very little or not at all.

4. Mother-tongue use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. The students who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

¹⁷ Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press

Rabab'ah pointed out that there are many factors that cause students having difficulties in speaking English as a foreign language. Some of these factors are related to the students themselves, the teaching strategies, the curriculum, and the environment.¹⁸ Factor that is related to the students is for example, the students have lack vocabularies, difficult to get meaning or understand the conversations, and keep the interaction going. Motivation is also a factor that cause students having difficulties in speaking English as a foreign language. Some students usually have low motivation to speak English.

Students' difficulties are something hard to do or to understand faced by students. From the explanations above, it can be concluded that there are many factors that cause difficulties in speaking English among students, they are: (1) psychological factors (confidence and motivation). (2) the linguistic domain (worrying for making mistake in the linguistic domain). (3) environmental factor (less of attention, respect, and having difficulties in finding a partner in outside class to practice speaking)¹⁹.

¹⁸Rabab'ah,G. (2005). *Communication problems facing Arab learners of English Journal of Language and Learning*, 3(1),ISSN 1740-4983. Accessed on august 25rd 2019

¹⁹Farah SukamawatWahidah , “*Students' Speaking Problems and Factor Causing*” *JURNAL LOGIKA*, Vol XVI, No1 MaretTahun 2016 ISSN: 1978-2560. Accessed on august 25th 2019

3. The Difficulties in Learning Speaking

The difficulty is a thing or situation that causes problems and the quality of something that make it hard to do.²⁰ For example, she underestimated the difficulty of saving so much money. In Oxford Learning's Pocket dictionary the word 'problem' is thing that difficult to deal with or understand.²¹ So, problem is situation, person, or thing that difficult to understand something and needs attention then needs to be dealt or solved. Mastering speaking is not easy. In learning speaking, the students are usually faced by the problems during teaching learning process.

According to Febrianti, there are six factors that affect students' ability in learning speaking.²²

- a) Students do not want to talk or say anything. One of the common problems that students faced in speaking is shyness and anxiety of making mistakes in front of their friends. Speaking in front of the class need a big encouragement, both from inside and outside, like a comfortable atmosphere and interesting topic.

²⁰Oxford, "*Learner's Pocket Dictionary*", (fourth edition),p 124

²¹ Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p.350

²²Febriyanti, Emma Rosana. 2011. *Teaching Speaking of English As a Foreign Language: Problems and Solutions*. Banjarmasin: Universitas Lambung Mangkurat. Accessed on august 26th 2019

- b) Students use first language too much. This happens because if students want to speak something important or specific topic, they do not need to search for the right words, because they had already mastered their first language. If they still use English, there is a possibility that the listener is not understood what they said, and there will be misunderstanding at least.
- c) Factor is influenced by the numbers of the students in a classroom. In Indonesia, average of students in a classroom is 30 to 40 students. With a large number of students, teacher cannot give personal attention to students speaking skill. But in another hand, there are some advantages from the large number of students in a classroom. There will be so much different ideas to share, much different and interesting experience, learn to take responsibility from the group work, helping each others, and make the work group finished faster.
- d) Students' discipline is including in factors that affect students speaking ability too. Most of students did not get full attention to what teachers taught, and they prefer to make some noises when learning. This caused by the boring materials or learning activity, or they are feeling they cannot do the task. Lack of discipline in learning is connected to the students' low motivation which impact in students' enthusiasm.

e) The material is not fulfilling the students need. People do not learn if they are confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated.

f) The last factor is students have low motivation in learning English. The rights activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English.

Ur (1996: 120) mentioned that there are two characteristics of successful speaking activity in class, they are as follows:

1. Motivation Students have a high motivation to study. Students who have a high motivation will show a good achievement.
2. Participation, Participation means students talk a lot. Students also have a good participation in class, whether individually or in a class discussion.

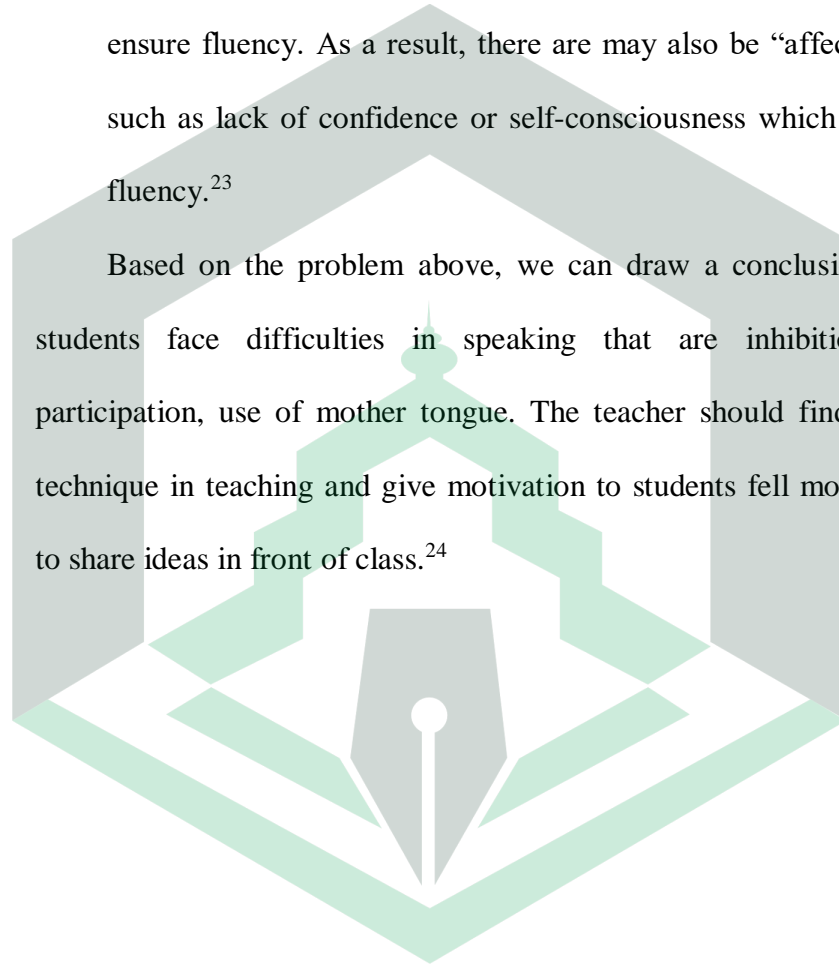
Usually student' problems in speaking activity come from the difficulties in speaking activity faced by students, such as problems of them fear making mistakes come from skill factor or difficulties faced by students. It is supported by Thornbury stating that most difficulties that learner speakers faced can be categorized into two main areas:

- a. Knowledge factor: The learner does not yet know aspect of the language that enables production. They are lack of knowledge of the

language and lack of practice interactive speaking itself, because English is complex language, so practice is as important contributing factor to improve speaking proficiency.

- b. Skill factors: The learner knowledge is no sufficiently automated to ensure fluency. As a result, there are may also be “affective factors”, such as lack of confidence or self-consciousness which might inhibit fluency.²³

Based on the problem above, we can draw a conclusion that cause students face difficulties in speaking that are inhibition, the low participation, use of mother tongue. The teacher should find the suitable technique in teaching and give motivation to students fell more confidence to share ideas in front of class.²⁴



²³ Scott Thornbury, *Op. Cit.*, p.39

²⁴Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners", *International Journal on Studies in English Language and Literature (IJSELL)* Volume 2, Issue 6, June 2014, PP 22-30. Accessed on august 26th 2019

CHAPTER III RESEARCH METHOD

A. Research Data

In this research, the research use descriptive quantitative research. Quantitative approach according to Arikunto is a research that is required to use numbers starting from data collection, interpretation of data and also results.¹ The quantitative data was collected through questionnaire which was aimed to identify students' problems in speaking English. The questionnaire was used to obtain the quantitative data and to know the students' speaking ability. This is caused the researcher is intended to describe about the students problems in speaking English at Eleventh Grade SMA Datok Sulaiman PI Palopo.

B. Subject of the Research

a. Population

Suharsimi stated that population is all of the research of subject. The population of this research is all the students of SMA Datok Sulaiman PI Palopo. The teacher teaches seven classes, they are : XI IPA 2, XI IPA 3, XI IPA 4, XI IPS 1, XI IPS 2².

¹ Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta Bobbi De, Accessed on (05 July 2019).

²Suharsimi Arikunto, 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, p.130

b. Sample

In this research, the researcher applied purposive sampling technique. The researcher taken one class that was class XI IPA 3, this class consisted of 29 students. The sample was part of population that could be representative for all.³ The researcher chose this class because students of this class have good appreciation and support to this research.

C. Setting of the Research

Location of this research is (PMDS PI) Pesantren Modern Datok Sulaiman Putri Palopo at Puang H.Daud, South Sulawesi.

D. Instrument of Research

Research instrument is all tools in the research by using certain method. Furthermore, research instrument is tool of facilities which is used by the researcher in collecting the data in order to make the research easier and get better result, in the meaning more complete and systematic so it will be easy to analyze.⁴In this research, the researcher use questionnaire, and documentation as the instrument of the research. The following is the specification of instrument:

³SuharsimiArikunto, *ProsedurPenelitian*, (Jakarta: PT.RinekaCipta), 2013,p. 174.

⁴Sugiyono, *MetodePenelitianKuantitatifKualitatifdan R&D*, (Bandung: Alfabeta, 2011),

1. Questionnaire

The researcher gives questionnaire to the students. The questionnaire was translated into Indonesian language in order to make them easier to be understood and to avoid misinterpretation. Questionnaire that used is checklist questionnaire. The students only give check to the column that provided. The questionnaire consist of 20 questions about speaking problems internal and external factors. The inventory use like scale of measurement which consisted of the frequency statement:

SA (Strongly Agree)

A (Agree)

U (Undecided)

D (Disagree)

SD (Strongly Disagree)

2. Documentation

The researcher would analysis of students in problems speaking to collect the data which related with this research. Documentation is used for obtain data about the final value of English in the list of values which is in the subject matter students.

E. Procedure of Collecting Data

The procedure of collecting data in the following session:

1. Finding the subject the research. The researchers determine the class which becomes the subject of the research. The subject of this

research was the students at Pesantren Modern Datok Sulaiman Putri Palopo. While the sample is students of the eleventh grade.

2. The researcher distributed the questionnaire to the students and it was completed during the class time as part of normal classroom activity, it aimed to get students to reflect on their learning and to raise awareness of strategy options. The students were informed that this researcher aimed to investigate students' problems in speaking skill.
3. The researcher takes the data about students' grade point average from the PMDS PI PALOPO. It aimed to identify high-achieving students and low-achieving students.

F. Technique of Data Analysis

The researcher will analyze the problems faced by the students in speaking skill. In applying descriptive quantitative technique, the researcher analyzed the ordinal data to find out about the percentage of the students' speaking problem at PMDS PI PALOPO. In order to analyze the data, the researcher used computer software for statistical analysis, which was Microsoft Excel to calculate the result in the form of percentage. The questionnaire was used to investigate the most dominant problem speaking by the X1 IPA 3 students of PMDS PI PALOPO. The answers of the questionnaire were scored by using the following number for the chosen items:

Strongly Agree (SA)	= 5 point
Agree (A)	= 4 point

Undecided (U) = 3 point

Disagree (D) = 2 point

Strongly Disagree (SD) = 1 point



CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the data presentation of the research and discussion. The finding designed to answer the research problem was the questionnaire. The purpose of research findings and discussion is to answer the research problem in the first chapter. The researcher taken the scores of students problem speaking using 20 items questionnaire from 29 students at eleventh grade students of Pesantren Modern Datok Sulaiman Putri Palopo.

A. Research Findings

In this part, the researcher explained about the result of the research relate to the problems faced by the students in speaking. There are 2 factors, they are:

1. Internal Factors

No.	Problem in Speaking	Frequency	Percentage
1.	The students feel nervous when speak English in front of other people	18	62.1%
2.	The students feel anxious to speak English because of vocabulary is limit	16	55.2%
3.	The students have a habit of using the mother tongue in English class	14	48.3%
4.	The students have less confidence to speak English because my friends will laugh when I speak English	5	17.2%

5.	The students just want to speak English when my English is correct	17	58.6%
6.	The students would rather work alone than work in a team force me to speak English	6	20.7%
7.	The students nervous when have to speak English then it makes me forget everything	10	34.5%
8.	The students do not have fluent English ability, so I am shy to speak English	9	31.0%
9.	The students do not have a good pronunciation	7	24.1%
10.	The students learn English just because English is compulsory lesson at school	6	20.7%

Based on the table above, students' speaking problems from internal factors; 62.1% the students feel nervous when speak English in front of other people, 55.2% the students feel anxious to speak English, 48.3% the students have a habit of using mother tongue in English class, 17.2% the students have less confidence to speak English, 58.6% the students just want to speak English when my English correct, 20.7% the students would rather work alone than work in team, 34.5% the students nervous when have to speak English, 31.0% the students do not have fluent English ability, 24.1% the students do not have a good pronunciation and 20.7% the students learn English just because English is compulsory lesson at school.

It can be concluded that most dominant of students answered from internal factors are 62.1% the students feel nervous speak English in front of other people, and 58.6% the students' just want to speak English when their English is correct.

2. External Factors

No.	Problem in Speaking	Frequency	Percentage
1.	The students have difficulty to respond well	17	58.6%
2.	The students have difficulty to respond speaker with various accents	18	62.1%
3.	The students have trouble in responding a conversation	14	48.3%
4.	The students have difficulty in speaking English because of limit vocabulary	19	65.5%
5.	The students seldom use English outside of English class	17	58.6%
6.	The students have difficulty to give ideas when speak English	19	65.5%
7.	The students do not want to make mistake in speaking English	12	41.4%
8.	The students have difficulty to arrange the words into sentences to speak in English	15	51.7%
9.	The teacher will be angry with the students if the students make mistake in speaking English	15	51.7%
10.	My friends will says I am arrogant if I speak English fluently	6	20.7%

Based on the table above, showed that students faced problems in speaking English from external factors are 58.6% the students have difficulty to respond well, 62.1% the students have difficulty to respond speaker with various accents, 48.3% the students have trouble in responding a conversation, 65.5% the students have difficulty in speaking English because of limit vocabulary, 58.6% the students seldom use English outside of English Class, 65.5% the students have difficulty to give ideas when speaking English, 41.4% the students do not want to make mistake in speaking English, 51.7% the students have difficulty to arrange the words into sentence to speak English, 3.4% my teacher will be angry with me if I make mistake in speaking English, and 20.7% my friends will says I am arrogant if I speak English fluently.

It can be concluded that most dominant of students answered from external factors are 65.5% the students limit of vocabulary, and 58.6% the students not having ideas about what to say.

B. Discussion

This section presents the discussion based on the findings of the study. The findings of this research are answered the problem that is “What are the problems faced by the students in speaking skill?”

The present research investigated the speaking skills problems faced by students PMDS PI PALOPO. In this part, the researcher explained about the result of the questionnaire. There are two factors; they are internal factors and external factors. The result from the students’ questionnaire revealed that in

internal factors feel nervous when speaking English in front of other people, and the students were worried about making grammatical in and in factor external the students' limit of vocabulary and the students not having ideas about what to say.

The researcher would show some respondents wrote that represented quantitative. There are 3 students selected based on the scores of the result questionnaire. The first is respondent A (student low). The problem faced by the respondent A from internal factors were, the respondent A feel nervous when she has to speak English, she limit of vocabulary, she has less confidence to speak English, she does not have fluent English ability, and she does not have good pronunciation. The problem faced by respondent A from external factors were, the respondent A has trouble in responding to a conversation, she has difficulties because rarely use English, and she has difficulties to arrange words into a sentence.

The second is respondent B (student medium), from this respondent the problem faced by respondent B from internal factors were, the respondents B feel nervous when has to speak English, she feels anxious to speak English because of the limit of vocabulary, and she does not have fluent English ability. The problem faced from external factors were, the respondent B she has difficulties to respond well when the speaker speak faster, she does not want to make mistake in speaking English, and she has difficulties to arrange the word into a sentence.

The third is respondent C (student high), from this respondent the problem faced by the internal factor were, the respondent C she wants to speak English when her English is correct and she does not good pronunciation. The problem faced form external factors were the respondent is difficulty speaking English because of the limit vocabulary, and she does not want to make a mistake in speaking English.

In this research, there were previous researchers; Ismi Azizah, in her thesis under the entitled “An Analysis of Students’ Difficulties in Speaking English: A Case Study at Eleventh Grade Students MA Al-Muslimun NW Tegal Academic Year 2015/ 2016”. This research and the research above have some differences and similarities. The differences between Ismi Azizah’s research with this research were the method of Ismi Azizah research used descriptive qualitative. The similarities between both of the research were has aimed to find the students’ problem. The result of the research Ismi Azizah’, most of students still find difficulties in speaking English such as English such as not being confident to speak English because the limit of their knowledge about vocabulary, their fear of making mistakes, their nervousness and their lack in fluency and grammar. The factors contributing to students’ difficulties are the students (100%) prefer to speak in their own mother tongue and they were not interested in reading and learning new words.

The second is YunArita's research entitled “A Study of Students’ Problems in Daily English Speaking Activity at SMA Pomosda Tanjunganom Nganjuk”. The difference between this research and Yun Arita’s uses are

observation, audio recording, questionnaire, interview, and documentation as an instrument. While the researcher uses instruments are questionnaire and interviews. The similarities between both of the research were has aimed to find the students' problem. The result of this research is students' difficulty in make the sentence and they difficulty to remember all vocabularies are used to communicate with others. The causes of students' problems because the students seldom use vocabulary in their speaking, they have in sufficient exercise to use the correct sentence, the students are not confident to speak with correct pronunciation, and the solution are students do exercise and studied with the teacher and their friend, the students listen and record of native speaker, learn the pronunciation well.

Sitti Hadijah a research entitled "Investigating the Problems of English Speaking of The Students of Islamic Boarding School Program at STAIN Samarinda". This research and the research above have some differences and similarities. The subject of this research was the eleventh-grade students of Pesantren Datok Sulaiman Palopo while the subject of the research above was the students STAIN Samarinda. The similarity between this research and SitiHadijah's this research is that the research has aimed to find the students' problem, and the factors causes in English speaking activity. The findings show that the students' ability was categorized low; the students have problems on grammar, pronunciation, vocabulary, fluency, and comprehension. The second, the reason problems are faced by students in speaking English not only have limit knowledge on components of speaking

skill such as, pronunciation, grammar, vocabulary, fluency, and comprehension but also they have personal reasons, such as shy to perform speaking, lack on self-confidence, lack of speaking practice, limited time given for preparation on English speaking test, the environment did not support them and they prefer to study the Islamic knowledge and Arabic to English.

Farah Sukmawati research entitled “Students Speaking Problems and Factors Causing it”. This research and the research above have some differences and similarities. The subject of this research was the eleventh-grade students of Pesantren Modern Datok Sulaiman Palopo, while the subject of the research above was Gunung Jati of Cirebon University. Besides, the instruments used are observation and questionnaire. While the researcher used instruments are questionnaires and interviews. The similarities between both of the research were to find out the students’ problems in speaking English. The finding showed that the students’ have many problems in speaking English, they are: meaning or content of the conversation, lack vocabularies, shy. While, the factors cause students’ problem in speaking, they are: the students are fearful of criticism or less confidence in front of audiences, respect, or appreciation, and the students agree about difficulties in finding partner in outside class to practice speaking English. The result indicates that the majority of students highly agree on the fact that confidence is the biggest cause of their problems in speaking English.

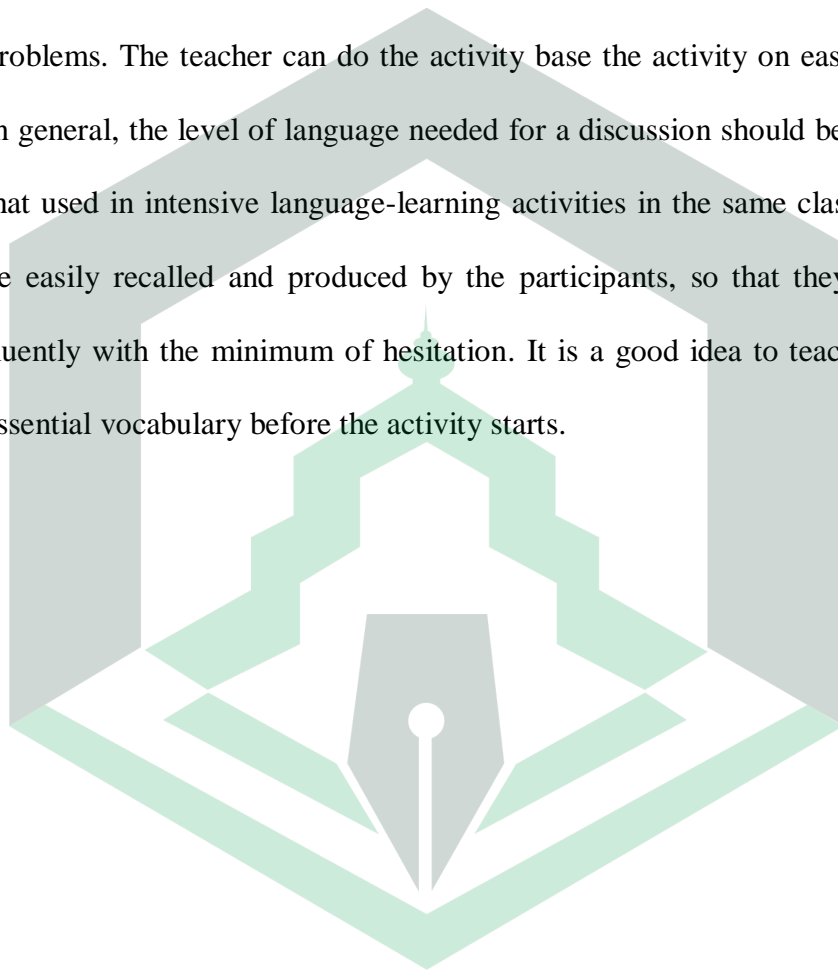
Based on the research finding of this thesis, the researcher finds that there are some similarity and different causes of students' problems in speaking English at eleventh-grade students of Pesantren Modern Datok Sulaiman Putri Palopo. The result of questionnaire shows the cause of students' speaking problems they are vocabulary, grammar, and pronunciation. The researcher want to discuss the problem in speaking skill based on the theory from Juhana. There are five problems in speaking; they are fear of mistake, shyness, anxiety, lack of confidence and lack of motivation.

The first problems is fear of mistake. The students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English. The second problem is shyness. Regarding to the cause of shyness is that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, identifies that most of English students feel shy when they speak the language because they think they will make mistake when they talk. The third problem is anxiety. All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce this anxiety feeling, teachers need to pay attention to each student's strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom. The fourth is lack of confidence. It is commonly understood that students' lack of

confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. The five is lack of motivation. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

Besides, there was also another cause of problems occur when the students learning to speak, it was an environment factor, it happened because the students had no good environment to support their learning in speaking. The students only speak English when the teacher forced them to do that and they influenced by their friend to always speak in Indonesian. Besides environment factors, the mother tongue becomes a problem for the students. It can occur because they do not use English in daily activities. The students are lazy to speak English, it because they think that English is difficult to be learned. Students still use mother tongue in the class. If the students do not speak English during the lesson, an English environment will not be created. Usually students use mother tongue when they do not know the words English, and the topic or material is difficult, it is caused of the students do not master the

vocabulary in the topic. So, they use mother tongue to take their speaking clearer. As Ur states that in classes where all, or a number of, the learners share the same mother tongue, because it is easier, it feels unnatural to speak one another in a foreign language. The data above also suitable with the theory from Penny Ur (1996) about what the teacher can do to solve the speaking problems. The teacher can do the activity base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the questionnaire, the researcher concluded that most of the students' still find problems in speaking, the result from the students questionnaire revealed that 62.1% from internal factors (feel nervous when speaking English in front of other people), and 58.6% (the students were worried about making grammatical). In external factors, 65.5% (the students limit of vocabulary) and 58.6% (the students not having ideas about what to say). The result of the research shows that the majority of the students highly agreed that lack of vocabulary and rarely applied are their biggest problems in speaking English. The students feel that English is difficult. It makes the students low of motivation to learn more about English, so caused the other speaking problems happened. Based on the speaking problems that faced by the students, the teacher do some ways to solve the speaking problem. Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance. In other ways based on the review of the literature of the study, teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners' involved in the speaking activity. The students' English speaking ability should be improved by motivating the students on how the importance of English for global communication and interaction. Indeed, the students would interest and try to overcome their problems faced in English speaking skills.

The teacher should find the suitable technique in teaching and give motivation to students feel more confidence to share ideas in front of class

B. Suggestion

1. To Students

- a. The students have to increase their vocabulary, by reading dictionary or English textbook and memorize a lot of vocabulary.
- b. The students have to study to improve their reading ability.
- c. The students should more practice speaking in their everyday life and explore their ability in speaking confidently, and enjoy during the speaking class.

2. To English Teacher:

- a. The teacher should make the speaking class more interesting. So, the students cannot be bored in teaching learning process.
- b. The teacher should give more motivation to the students in order to that the students can be motivated to speak fluently.

3. To Researcher

The researcher analyzes that this research paper is not perfect yet. There are still many weaknesses dealing with the theory or method or maybe the idea because of the limited skill of the researcher. It is also suggested to the further researchers who want to analyze about students' problems in speaking skill, it would be better to analyze with different aspects of this research. This research can support the result of the last researcher and this research can give a new inspiration to the next research. Furthermore, the researcher hopes the next researcher will apply a strategy or method to solve the students' problems in speaking skill. The researcher

suggested carrying out more studies and researches about speaking difficulties encountered by English language students



BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta, p.130
- Azizah, Ismi "An Analysis of Students' Difficulties in Speaking English: A Case Study AT Eleventh Grade Students f MA Al-Muslimun NW Tegal Academic Year 2015/2016(University Mataram).
- Arita, Yun "A Study Of Students" Problems In Daily English Speaking Activity At SMA Pomosda Tanjunganom Nganjuk"(University of Muhammadiyah Malang in academic year of 2008/2009)
- Abd El Fattah, Shaimaa Torky, "The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students," Ain Shams University Women's college Curricula and Methods of teaching Department,"(2006).p37.
- Al Hosni, Samira "Speaking Difficulties Encountered by Young EFL Learners", International Journal on Studies in English Language and Literature (IJSELL) Volume 2, Issue 6, June 2014, PP 22-30
- Brown, G., and Yule G. (1983) *Teaching The Spoken Language*. Cambridge University press
- Brown, H. Douglas. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.
- Brown H. Douglas. (2004). *Language Assessment Principle and Classroom Practices*. NY: Person Education
- Bull, Victoria *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p.350
- Creswell, J.W., *Educational research: planning, conducting, and evaluation quantitative and qualitative research*, (New Jersey: Pearson Merrill Prentice Hall, 2008)
- Cameron, Lynne "Teaching Language to Young Learners", (Cambridge: Cambridge University Press, 2001), p.40
- David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593.

Djamarah, Saiful Bahri "Psikologi Pembelajaran"(Rineka Copyright);1999

Febriyanti, Emma Rosana. 2011. Teaching Speaking of English As a Foreign Language: Problems and Solutions. Banjarmasin: Universitas Lambung Mangkurat

Hughes, Arthur, Testing for language teachers. (Cambridge University Press, 2003) P. 118

Jack C. Richards, New Ways in Teaching Speaking, (USA: Pantagraph Printing, Bloomington, Illinois, 1994),

Juhana, "Psychological Factors that Hinder Students from Speaking in English Class, journal of Education and Practice", Volume 3, No. 12,(2012), Indonesia Open University, Tangerang,(Accessed on September 17th , 2017), p.100

John W. Creswell, Educational Research: Planning and Conducting Quantitative and Qualitative Research, (Boston: Pearson,2012),p. 213

Lilis Suryani," The Effectiveness Of Role Play In Teaching Speaking," ELTIN journal,Volume 3 No.2 (October 2015),p106.

Maxom,Michelle Teaching English as a Foreign Language for Dummies, (Chicester, West Sussex: John Wiley & Sons, Ltd, 2009), p. 20

Mukminatien,Nur "The problem of developing speaking skills: Limitations of second language acquisition in an EFL classroom" English Language Education, (1999:1-10)

Matthew B Meles, dkk., Analisis Data Kualitatif, (Jakarta: UI PRESS, 1993),P_16

Nunan, Second Language Teaching and Learning. Cengage Learning Asia, Pte. Ltd., Vancouver,.p.23 (2009:23)

Oxford, R.L. (1990). Language learning strategies and beyond: A look at strategies in the context of styles. In S.S. Magnan (Ed.), Shifting the instructional focus to the learner pp. 35-55. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.

Oxford University Press, Oxford Learner's Pocket Dictionary, (New York: Pindar)

Oxford Dictionary of Current English (2009: 414),

Oxford, "Learner's Pocket Dictionary", (fourth edition)

Rever M. Wilga, Teaching Foreign Skill. (Second Edition; Chicago and Landon : U ,1981)p. 138.

Rabab'ah,G. (2005). Communication problems facing Arab learners of English Journal of Language and Learning, 3(1),ISSN 1740-4983.

Shaimaa Abd El Fattah Torky," The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students," Ain Shams University Women's college Curricula and Methods of teaching Department,"(2006),p37.

Sukmawati,F "Students"Speaking Problems and Factors Causing It in academic year of 2016/2017"(Gunung Jati of University Cirebon),p.67

Sugiyono, Metode Penelitian Pendidikan,p.334.

Sarah J.Tracy, Qualitative Research Method,(Chichester, west Sussex: John Wiley & Sons Ltd, 2007),p. 131

Hadijah,S."Investigating The Problems Of English Speaking of The Students of Islamic Boarding School Program At STAIN Samarinda"(STAIN Samarinda)

Hughes, Arthur, Testing for language teachers. (Cambridge University Press, 2003) P. 118

Hosni Al.S.,"Speaking Difficulties Encountered by Young EFL Learners"., International Journal on Studies in English Language and Literature (IJSELL)Volume 2, Issue 6, June2014, PP 22-30

Jill, Charles.2008. Introduction to Teaching English. New York: Oxford University Press

Kayi, Hayriye. 2018. Teaching Speaking: Activities to Promote Speaking in a Second Language. Available on <http://unr.edu/homepage/hayriyek>, accessed on 6th, March 2018

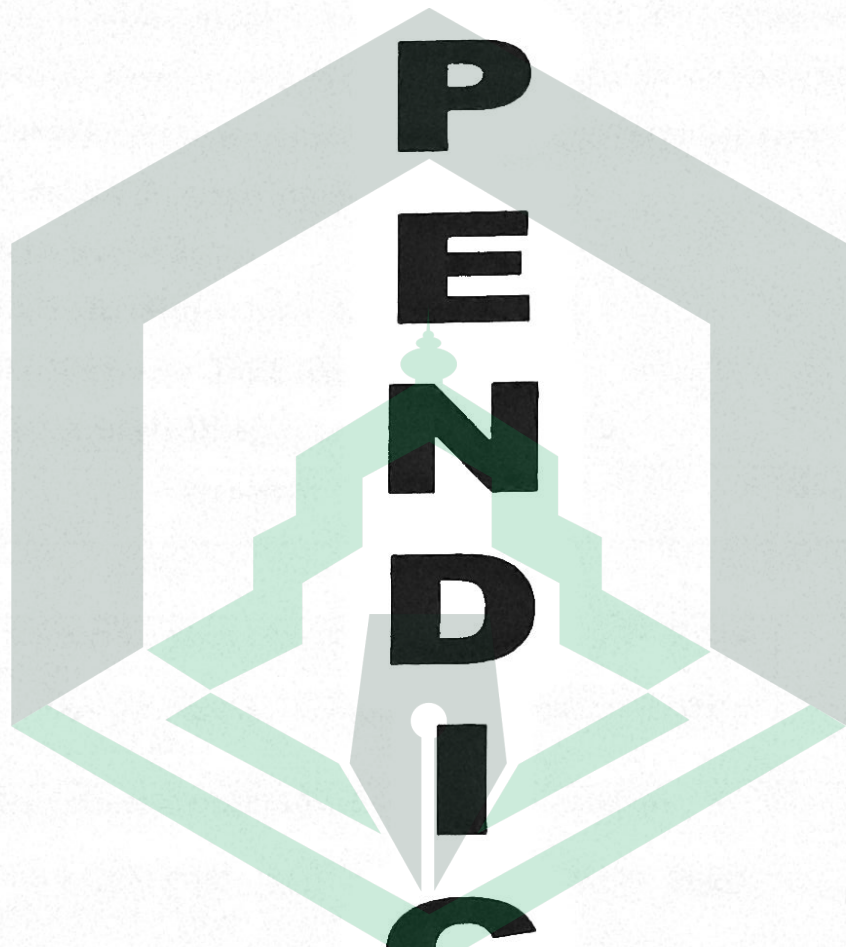
Thornbury, Scott. 2005. How to Teach Speaking. New York: Harlow Pearson Education Limited.

Tuan, Nguyen Hoang. Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. Available at Asian Journal of Educational Research vo.3 No.2. 2015: <http://www.multidisciplinaryjournals.com>.

Ur, Penny. (1996). A course in language teaching Practice and Theory. Cambridge: Cambridge University Press



A P P E N D I C E S



Appendix 1

No	Problems Speaking	R 1	R 2	R 3	R 4	R 5	R 6	R 7	R 8	R 9	R 10	R 11	R 12	R 13	R 14	R 15	R 16	R 17	R 18	R 19	R 20	R 21	R 22	R 23	R 24	R 25	R 26	R 27	R 28	R 29	Total
1	Lack of vocabulary	1	1	1		1	1	1		1		1	1	1	1	1	1	1	1		1	1	1		1	1	1	1	1	1	23
2	Nervous		1		1			1			1					1			1							1			1		8
3	Shy			1	1					1					1				1											1	6
3	Lack of grammar					1		1		1				1	1								1					1	1		8
4	Afraid make a mistake	1												1														1		3	
5	Environment	1			1						1											1			1					1	6
6	Difficult Pronunciation		1	1		1				1					1							1		1			1		1		9
7	Rarely to applied						1		1		1	1								1	1	1	1	1	1				1	11	
8	Lack of interesting			1										1		1		1		1											4
9	Lazy to speak English	1						1								1										1	1		1	6	
10	Lazy to memorize vocabulary																1		1				1		1	1	1			6	
11	Fear being arrogant											1	1					1				1			1					5	

List of Questionnaire

Date : 14th - Sept - 2019

Name : Tiara Sani

Class : XI IPA 3

Instruction: Please read each statement and question carefully and give mark checklist (✓) at available column and give some answers of the questions based on your opinion .

PETUNJUK: bacalah soal dengan hati-hati dari setiap pertanyaan dan berilah tanda centeng (✓) pada salah satu kolom dari satu pertanyaan dan jawablah pertanyaan yang menurut pendapatmu paling sesuai.

Note: SA (Strongly Agree) = Sangat setuju

A (Agree) = Setuju

U (Undecided) = Tidak tahu

D (Disagree) = Tidak setuju

SD (Strongly Disagree) = Sangat tidak setuju

No.	Problem in Speaking English	SA	A	U	D	SD
Internal						
1	I feel nervous when I have to speak English in front of other people. <i>(Saya merasa gugup ketika harus berbicara bahasa Inggris di depan orang lain.)</i>		✓			
2	I feel anxious to speak in English because my vocabulary is limited. <i>(Saya merasa cemas untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas.)</i>				✓	
3	I have a habit of using the mother tongue in English class. <i>(Saya mempunyai kebiasaan menggunakan bahasa ibu di dalam kelas bahasa Inggris.)</i>				✓	
4	I have less confidence to speak English because my friends will laugh at me when I speak. <i>(Saya kurang percaya diri untuk berbicara bahasa Inggris karena teman-teman saya akan tertawa ketika saya berbicara.)</i>				✓	

5	I just want to speak when I think my English is correct. (<i>Saya hanya ingin berbicara ketika saya pikir bahasa Inggris saya benar.</i>)		✓			
6	I would rather work alone than work in a team which will force me to speak English. (<i>Saya lebih suka bekerja sendiri daripada per kelompok yang akan memaksa saya berbicara bahasa Inggris.</i>)		✓			
7	My body will shake when I speak English then it makes me forget everything suddenly. (<i>Tubuh saya akan gemetar ketika saya berbicara bahasa Inggris yang kemudian akan membuat saya lupa segalanya secara tiba-tiba.</i>)				✓	
8	I do not have fluent English ability, so I get ashamed to speak English. (<i>Saya tidak mempunyai kemampuan berbahasa Inggris yang lancar, jadi saya malu untuk berbicara bahasa Inggris.</i>)			✓		
9	I do not have a good pronunciation, so I get ashamed to speak English. (<i>Saya tidak mempunyai pengucapan yang baik, jadi saya malu berbicara bahasa Inggris.</i>)			✓		
10	I learn English just because English is compulsory lesson at school. (<i>Saya belajar bahasa Inggris hanya karena Bahasa Inggris merupakan pelajaran wajib di sekolah.</i>)				✓	
External						
11	I have difficulty to respond well when speaker speaks faster. (<i>Saya mengalami kesulitan untuk merespon dengan baik ketika pembicara berbicara lebih cepat.</i>)	✓				
12	I have difficulty to respond speaker with various accents. (<i>Saya mengalami kesulitan untuk merespon pembicara dengan berbagai aksen.</i>)		✓			
13	I have trouble in responding a conversation if the speaker's intonation is not correct. (<i>Saya mengalami kesulitan dalam merespon percakapan jika intonasi pembicara tidak tepat.</i>)		✓			
14	I have difficulty in speaking English because of limited vocabulary. (<i>Saya mengalami kesulitan dalam berbahasa Inggris karena kosa kata yang terbatas.</i>)		✓			
15	I have difficulty that I rarely use English outside the English class. (<i>Saya mempunyai kesulitan yaitu jarang menggunakan bahasa Inggris di luar kelas bahasa Inggris.</i>)		✓			
16	I have difficulty to give ideas verbally when speaking. (<i>Saya mempunyai kesulitan menuangkan ide secara lisan ketika berbicara.</i>)		✓			
17	I do not want to make mistake in speaking English because it will show how poor my English is. (<i>Saya tidak ingin membuat kesalahan dalam berbicara Bahasa Inggris karena itu akan menunjukkan seberapa buruk</i>		✓			

	<i>bahasa Inggris saya.)</i>					
18	I have difficulty to arrange the words into sentences to speak in English. <i>(Saya mempunyai kesulitan untuk menyusun kata-kata kedalam kalimat untuk berbicara dalam bahasa Inggris.)</i>			✓		
19	My teacher will be angry with me if I make mistakes in speaking English, so I am afraid of speaking English. <i>(Guru saya akan marah kepada saya jika saya membuat kesalahan dalam berbicara bahasa Inggris, jadi saya takut berbicara bahasa Inggris.)</i>					✓
20	My friends will say that I am arrogant if I speak English fluently in front of the class. <i>(Teman-teman akan menyebut saya sombong jika saya berbicara bahasa Inggris dengan lancar di depan kelas.)</i>		✓			







