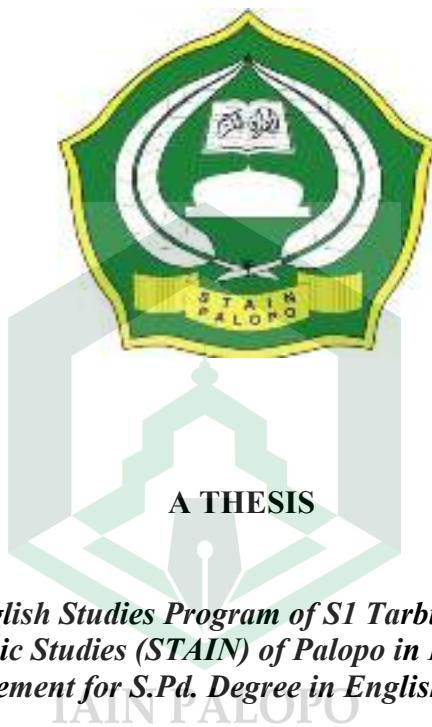# PROBLEMS FACED BY ENGLISH STUDENTS OF STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO IN SPEAKING SKILL

A THESIS

Submitted to the English Studies Program of S1 Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Teaching

By,

MUH. SAIFUL ANWAR
NIM 08 16 3 0023

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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Under Supervisor

1. Dr. Rustan S., M.Hum.
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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2013

PRONOUNCEMENT

(PERNYATAAN)

Saya yang bertanda tangan dibawah ini:

Nama   : **MUH. SAIFUL ANWAR**

NIM   : **08.16.3.0023**

Program study : **Tadris Bahasa Inggris**

Jurusan   : **Tarbiyah**

Menyatakan dengan sebenarnya bahwa:

1 Skripsi ini benar-benar merupakan hasil kerja karya saya sendiri, bukan laginasi atau duplikasi dari tulisan / karya orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

2 Seluruh bagian dari skripsi ini adalah karya saya sendiri, selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan yang ada didalamnya adalah tanggungjawab saya.

Demikian pernyataan ini dibuat sebagai mana mestinya. Bilamana dikemudian hari ternyata pernyataan saya tidak benar, maka saya bersedia menerima sanksi atas perbuatan saya tersebut.

Palopo, 25 Maret 2013
Yang Membuat Pernyataan,

MUH.SAIFUL ANWAR
NIM. 08.16.3.0023

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ACKNOWLEDGEMENT

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 writer expresses his gratitude to the almighty God (ALLAH) that has been given his guidance, inspiration and good health. So that, the writer could finish the thesis on the title "Problems Faced by English Students of The State College for Islamic Studies (STAIN) Palopo in Speaking Skill".

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

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2   Drs. Hasri, M. A., as the head of Tarbiyah Department of The State College for Islamic Studies Palopo.

3   Dr. Massruddin, S.S., M.Hum., as the head of English Study Program and also help writer to do my thesis.

4   Dr. Rustan S., M.Hum., as the first consultant.

Palopo, March 22sd 2013

The Writer

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ABSTRACT

Muh. Saiful Anwar, 2013. "Problems Faced by English students of The State College for Islamic Studies (STAIN) Palopo in Speaking Skill." Thesis, English Study Program Educational Department in The State College for Islamic Studies (STAIN) Palopo. Consultants: Dr. Rustan S., M.Hum., and Wisran, S.S., M.Pd.

Key Words: Problems, English Students, Speaking Skill.

This thesis is about problems faced by English students of State College for Islamic Studies in Speaking Skill. The objective of this research is to find out problems faced by English students of State College for Islamic Studies (STAIN) Palopo in Speaking Skill.

This thesis applied on descriptive research method. The writer used random sampling technique. The instrument collects data of the research by using test (Speaking Test) and questionnaire. Then the writer analyzed students' score by using percentage technique and mean score formula then explained the data qualitatively.

The result of data analysis shows that the English students have problems in speaking skill. In which students' ability in speaking skill were low score, their score in speaking test was 6,8 and it was low score based on the indicator category. Based on questionnaire clarified that most of students agreed by statement and questions from questionnaire, and it showed that they had problems in speaking skill, the English students' problems of The State College for Islamic Studies (STAIN) Palopo in speaking skill were (1) English students' weakness: the students do not have ambition/motivation to learn English, the students are shy and scare to do wrong to speak English, lack of understanding in structure and grammar, the students are not used to speaking English at their daily, lack of vocabulary, the students' environment that always use mother-tongue, (2) English lectures' weakness: the usage of method from the lectures' teaching, the lectures seldom speak English in their teaching, the lecture seldom come at class for teaching, the lectures only give theories without practicing in their teaching, (3) STAIN Palopo: lack of English books as references at library of STAIN Palopo. By knowing the speaking problems gives contribution to English students and English lecturers to eliminate or overcome or decrease the problems in learning speaking skill.

CHAPTER I

INTRODUCTION

A.   *Background*

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 economic 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 everybody need to learn English.[1]

We know in English have four skills, namely: speaking, listening, writing, and reading. We have known too, if speaking is the most important skill, by speaking we can be directly interact, convey the information, expressing our ideas/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.

In our country Indonesia there are many universities that has the students of English department and especially in writer's campus "The State College for Islamic Studies (STAIN) Palopo", it has many students of English department. Even, it had produced the alumnus. But, now there are many students of English department they

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[1] Hasriani, "*Improving Students' Speaking Skill Through Debating Activity at the Eleventh Grade of SMA Negeri 2 Palopo"* Skripsi Sarjana Pendidikan*, (Palopo : Perpustakaan STAIN Palopo, 2009), P. 1, t.d.

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do not understand to their department. They do not understand well about speaking, writing, listening, and reading. Whereas, they are the most important skills that have impacting for English students, especially for speaking skill, in this situation the students never speak English whereas they are English student. They do not speak English with their friends when they are meeting on their daily, when they are learning together at class or when they are getting together at campus. In other time the writer did interviewing to one of English students and Sarman M. said that "actually, I wanted to say English, but I was shy and afraid to make mistakes, sometimes I confused what should I say in English to my friends because I did not know word that I would say."[2] As English student we must stay keeping our ability every day, through trying to speak English although it is not fluently. But, in STAIN Palopo students just speak Indonesia and they never think about to overcome their problems. They look up speaking skill is easy subject to use it or to learn. Virtually, students must assume themselves that they must speak English every day. The students cannot understand speaking skill well without speaking English continuously and have to adapt to our environment to speak English although combining it.

Actually, students have many chances to understand overall of them (speaking, reading, listening, and writing). But, everything needs struggle. We do not know, are they really lazy to learn English? Or they have problems with their

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[2] Sarman M., *The Result of interviewing,* (English Student of STAIN Palopo), on March 6th 2013.

method? Or they have factors' problems until they feel to be difficulty in learning English and they cannot understand from skills of English well.

Virtually, the learners should have the abilities in reading and listening to support their speaking and writing. As one of the four language skills, speaking has always occupied place in the most English language course. Because of, the other three you can do alone, on your own, without anyone else. You can listen to the radio alone. You can read a book alone. You can write a letter alone. But you can't really speak alone! Speaking to yourself can be "dangerous" because men in white coats may come and take you away!![3] So, there is no saying "No" for learning speaking skill. Because speaking skill is the way to communicate in our environment, and must be understood by the student. And speaking skill is one of the central elements of communication.[4]

That is why, the researcher wants to make the research in The State College for Islamic Studies (STAIN) Palopo. Because, this is the big problem if the English students of STAIN Palopo cannot know to speak English well, and never know the problems. Because, some of the students in such classrooms could read texts correctly with beautiful intonation, could memorize a lot of words and expressions, but they rarely learned how to make use of this stored knowledge in an organized or creative way. That is to say, they do not learn how to express their own ideas and to share

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[3] English Club, *http://www.englishclub.com/rd1*. Accessed on September 12sd 2011.

[4] Rahmat Margo Suwito, "*Improving Students' Speaking Skill Through English Meeting on the Third Semester at STAIN Palopo*", Skripsi Sarjana Pendidikan, (Palopo : Perpustakaan STAIN Palopo, 2010), P. 7, t.d.

these ideas by communicating with other people.[5] To know the method or the way and the problem to improve speaking skill, it will help us to understand speaking skill well. Because of according to Arma[6], she said that English as an international language has decisive position in the educational policy in Indonesia. It is the first foreign language taught to Indonesia students from elementary school and junior high school, up to university. This was a proof that English is an important subject to learn. Therefore, the writer is interested in carrying out the research on the title *"Problems Faced by English Students of State College for Islamic Studies (STAIN) Palopo in Speaking Skill"*.

B.   Problem Statement

Based on the background above, the writer formulates the question is "What Problems are Faced by English Students of State College for Islamic Studies (STAIN) Palopo in Speaking Skill?"

C.   Objective of The Study

The writer has objective in this research. That is to find out Problems faced by English Students of State College for Islamic Studies (STAIN) Palopo in Speaking Skill!

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[5] Jing Meng, *Cooperative Learning Method in the Practice of English Reading and Speaking,* (Finland: Academy Publisher Manufactured, 2010), P. 1.

[6] Arma, "*The Problems Faced by the First Year Students at Madrasah Aliyah Negeri (MAN) Palopo in Using Much and Many",* Skripsi Sarjana Pendidikan, (Palopo : Perpustakaan STAIN Palopo, 2007), P. 1, t.d.

D.   Benefits of the Study

The result of the study will have theoretical benefits and practical benefits.

1   Theoretically

a.   The result of the research can be used as an input in the instruction of teaching speaking skill.

b.   The result of this research can be used as the reference for those who want to conduct a research of English teaching and learning process.

2   Practically

The result of this research will be helpful both for students and teacher to reduce the problems in teaching and learning English in speaking skill.

E.   Scope of The Research

The scope of this research is Problems faced by English students of STAIN Palopo is Speaking Skill. So, the writer just focuses in speaking skill (Problems of Speaking Skill), and the writer will implement the research in the sixth semester of the 2011/2012 academic year English students, in doing this descriptive research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

There are some studies related to this research as follow:

1. *Anita Basri* said that factors influencing of English students in translating English in to Indonesia:[1]

a.   The students lack of motivation in learning English.

b.   The students were insufficient frequency of practice or exercise.

c.   The students had lack of knowledge of tenses as well as of vocabulary.

d.   The students less pay attention about English and Indonesia grammar in translating.

e.   The students were lazy to memorize vocabulary.

2. *Suwandi* said that "students in STAIN Palopo have point of view that they used slang just in certain situation, they did not use slang as the way to make a good communication to one another in English, students were in the University of Kansas used slang as the culture to make a good communication in their daily activities."[2]

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[1] Anita Basri, *The Lexical Problems Faced by the Fifth Semester Students in English Department of STAIN Palopo to Translate text into Indonesia,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2007), P. 70, t.d.

[2] Suwandi, *Understanding Slang by America and Indonesia Students (A Cross-Culture Studies at the University of Kansas and STAIN Palopo),* Skripsi Sarjana Pendidikan (Palopo: Perpustakaan STAIN Palopo, 2011), P. 84, t.d.

3. *Sandi Hermawan* said that "trough procedure text the students to be more active in the classroom then lecture, and be enjoying". He suggested that "the lecture should give opportunity to students to be more active in speaking rather then itself, and should give more motivation to students so that more confidence to speak English."[3]

4. *Yusuf* said that retelling story through picture method is formulated as teaching speaking technique is effective in improving speaking ability, and he suggested that the lecture should give many opportunities to overcome and to share the problems that happen whole students in learning English and always increase the ability in English especially in speaking by adjusting one self to express the English language, not only memorize words. [4]

Based on previous finding the writer concludes that the English students of STAIN Palopo have some problems in English, the problems are not only from English students but also from the English lecturers, it means that both English students and English lecturers have weakness in English. Therefore the writer attracted to make research in problems faced by English students in speaking skill.

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[3] Sandi Hermawan, *Improving Students' Speaking Skill through the procedure text at the Third Semester STAIN Palopo,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2010), P. 72-73, t.d.

[4] Yusuf, *Improving Students' Speaking Skill in Retelling Story through Picture at the Third Semester Students of STAIN Palopo,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2010), P. 57-58, t.d.

B.   *Definition of Problem*

The living of human beings cannot be separated by problem, because what has we chosen today is problem that we will be faced on the next time. Problem is the condition that someone is undergoing in bad circumstance or good circumstance. It means that, what are we doing now is problem by ourselves. Something that we have done is problem that we had chosen.

There is no problem that cannot be solved. Problem derives from our selves, therefore we must know how to face on the problem, and what should we do to overcome it. If we have known with our problem, the next we just look for the way to overcome it. Because of problem cannot be solved, if we never begin to overcome it by ourselves, because human's problem is fluctuation circumstance in their daily.

C.   *Theories of Speaking Skill*

According to Howard Jackson that, we can transmit our language in two ways:[5] Either by speaking or by writing, we are all conscious of what writing involves: the use of a pen or pencil in our hands, the making of special mark (letter) on paper. But, we are not at all conscious of what speaking involves. It involves sound coming out of our mouths. But, how is that sound produced? We learned to speak on our mother's knee. No one told us to make the right sound, what to do to our tongues or our lips. All natural language have been transmitted by speech.

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[5] Howard Jackson, *Analyzing English: An Introduction to Descriptive Linguistics,* (England: Pergamon Press Ltd, 1982), P. 3.

Speaking is important for language learners.[6] Because of speaking we can make an understanding about information and circumstance in our environment. To make unifying the amity we need to communication. Because communication is the effective giving and receiving of information, to be effective the message must be understood by both the communicator and the receiver.[7] Good communication comes in many forms and styles. No rule is ever set in stone and breaking the rules can sometimes be the best way to get your point across. You should figure out what works best for you and develop your own style.[8]

Speaking is one of the central elements of communication in EFL teaching. It is one aspect that needs special attention and instruction. In other to provide effective instruction, it is necessary for teacher of EFL to carefully examine the factors, conditions, and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities, will gradually helps learners speak English fluently and appropriately.[9]

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[6] Christine C.M. Gob, *Teaching Speaking in the Language Classroom,* (Singapore: Sameo Regional Language Center, 2007), P. 1.

[7] Gary Kroehnert, *Basic Training for Trainers: a Handbook for New Trainers,* (Australia: McGraw-Hill Book company Australia Pty Limited, 1995), P. 122.

[8] Tips Berbicara Tips General, http://stevefournier01.tripod.com / tips / tips -index.html. Accessed on September 12sd 2011.

[9] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching,* (Ed. I; New York: Cambridge University Press, 2002), P. 210.

In other view, speaking is fundamentally an instrument act.[10] Speaking skill talks in other to have some effects to the students, they assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do thing for them. And they promise, warn, and explain to affect them is still other ways.[11]

Speaking is used for many different purposes and each purpose involves different skills. For example the purpose may be to make social contact with people to establish rapport or to engage in the harmless chit-chat that occupies much of the time that spend with friends. People engage in discussion with someone on the other hand, the purpose may be to seek or express opinions to persuade someone about something or to clarify information. In some situation, people use speaking to give instructions or to get things done. People may use speaking to describe things, to complain about people's behaviors to make polite request.[12] Even, when we speak we use over half of our bodies to do so, from the diaphragm, situated below the lungs, to the mouth and nose in our faces.[13]

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[10] Herbert H. Clark and Eve V Clark, *Psychology and Language,* (Harcourt Brace Joranovich, ich, United State of America, 1997), P. 223.

[11] Nasrullah, "*Improving Speaking Skill Through Retelling Story at The Tenth Year Students of Madrasah Aliyah Negeri Palopo",* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2008), P. 6, t.d.

[12] Jack C. Richard S and Willy A Renandya, *Methodology in Language Teaching,* (United Kingdom: Cambridge University Press, 2002), P. 201.

[13] Howard Jackson, *Loc. Cit*.

To create a good interaction, people should understand each other. People produce sound and word when they are speaking but sound and word get nothing if they are not constructed in right direction. Each speaker has unique ways to convey some information and messages to the listeners. Sometimes the message has been transferred by the speakers could not be accepted by the listeners perfectly and clearly. It is caused by differences that people faced. For example culture, behavior, tradition, dialect, and etc. Those problems become more complicated if people want to learn foreign language and it means that people should know how to speak as perfect as they can. According to Richard and Willy, speaking proficiency is as depending as grammatical competence, discourse competence, sociolinguistic competence and strategic competence.[14]

Most of the students graduating from primary and secondary schools even from universities cannot state their thoughts and opinions correctly and effectively. Whereas in fact, speaking is one of the most significant indicators of knowing of language, as social beings, people need to communicate one another. When people say communication, what comes to mind is speaking which is an oral process that taking place between people.[15]

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[14] Jack C. Richard S and Willy A Renandya, *Op. Cit.,* P. 207.

[15] Hasriani, O*p. Cit.* P. 9.

D.   *The Role of Speaking Skill in Communication*

Speaking is a means of communication. Communication is the   sharing of information, people communicate mainly by speaking and writing. They also communicate without words, they use their faces to smile frown, and they use their hands to wave. Communication is contact relation inter or between human beings in individual or group. According to Richard and Willy A. Renandya that speaking is oneof the central elements of communication. The function of spoken language are interactional and transactional, because much of our dailly communication remains interactional.[16]

As rivers states that in speaking, we are not conveying to the receiver a meaning clothed in word. 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.[17] Nida maintains that receivers of message are often encoding parallel message as they listen. They are choosing from alternative the meaning, they think the emitter is trying to convey. In this case Nidain rivers says is shown by the fact that when the speaker pauses, listeners often supply what they consider to be appropriate words.[18]

Spoken language abilitiies involve a certain amount of knowledge about the language (grammar, vocabulary, use of appropriate forms with fuctions) and skills for

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[16] Jack C. Richard S and Willy A Renandya, *Op. Cit.,* P. 21.

[17]   Wilga M. Rivers, *Communicating Naturally in a Second Language ; Theory and Practice in Language Teaching,* (Cambridge University Press, 1989), P. 222.

[18] *Ibid*.

communicating the message (use of verbal formulas and speech adjustments, rephrasing, repetition, fillers and hesitation devices). In interactive situations, students have to learn, among other things, how to negotiate meaning, how to introduce or change topics, and how to open and close conversations with different participants.[19]

Communications happen as consequence of social relation. The society consist of two or more that interact among one and other, this interaction cause social interaction. The interaction happen is caused intercommunication.[20] Even simple communication needs to be planned in advance. If you don't understand your message, how is someone else supposed to understand you?[21]

E.   *Speaking as Productive Skill and Strategy for Developing Speaking*

1. Speaking Skill as Productive Skill

Language is the main tool of communication for human beings that consist of four skills. They are listening, speaking, reading, and writing. Richard said that comversational competence is a complex set of abilities that involves many components, including pronouncation, listening and grammar skill.[22]

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[19] Arnulto G. Remirex, *Brush-up Creative Contexts for Second Language Acquisition: Theory and Methods,* (New York: Long Man, 2008), P. 233.

[20] Imran Ilham, "*The Application of Continued Story in Improving Students' Speaking Skill at the Eight Year Students of SMP Negeri 8 Palopo",* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2009), P. 7, t.d.

[21] Gary Kroehnert, *Op., Cit.* P. 127.

[22] Nurhayati Usman, "*Improving Students' English Speaking Skill at the Tenth Year of Pesantren Modern Datok Sulaiman Putri Palopo Through Language Learning Community",* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2008), P. 6, t.d.

The aim of English language teaching course are very commonly defined in terms of four skills: speaking, understanding speech (or listening), reading, and writing. Speaking and listening are said to related to language expressed through visual medium another way of representing these skills is by reference not to the medium but the activity of the language user. Speaking and writing are said to be use , therefore, is part of reciprocal exchange in which but reception and production active, or productive skills. Whereas, listening and reading are said to be passive or receptive skills.[23] We can express these conventional notions in a simple diagram as follows:[24]

	Productive/Active	Receptive/Passive
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading

Deriving from the understanding of what other people have already said, speaking as an instance play a part, in this sense of the skill of speaking involve but receptive and productive participation. Speaking feeds on listening, this precedes it. Usually, one person speaker and the other respond through attending by means of the listening process in fact, during interaction every speaker plays double role both as a litener and as a speaker. "While listening, learners must comprehand the text by

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[23] Muhammad Amin Rasyid and Hafisah j. Nur, *Teaching English as a Foreign Language (TEF) in Indonesia,* (Department of English Indonesia, FPBSIKIP: Unjung Pandang, 1997), P. 195.

[24] H. G. Widdowson, *Teaching Language as Communication*, (Oxford University Press, 1978), P. 57.

retaining information in memory". Intregate it with what follows and continually adjust their understanding of what they hearin the light of prior knowledge and of incoming information. If one can not understand what is said, one is certainly unable to respond. So, speaking closely related to or interwoven with listening.[25] The act of speaking involves noy only the production of sound but also the use of gesture. The movements of the muscles or the face an indeed of the whole bodies, all of these non-vocal accompaniments of speaking. When we speak we use over half of our bodies to do so, from the diaphragm, situated below the lungs, to the mouth and nose in our faces.[26] As a communicative activities are transmitted through the visual medium. When people think of speaking in this way, therefore it is no longer true that it is associated solely with the oral medium.[27]

Communication is more than just a message being transmitted from a speaker to a listener. The speaker is at the same time both subject and object of his own message.... communication involve not just the undirectional transfor of information to the other, but the very constitution of the speaking subject in relation to its listener.... communication is an exchange which is incomplete without a feedback reaction from the destine of the message.[28]

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[25] *Ibid.* P. 205.

[26] Howard Jackson*, Loc,. Cit.*

[27] H.G. Widdowson, *Op. Cit.* P. 59.

[28] Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching,* (Australia: Cambridge University Press, 1986), P. 115.

At any point in a speech event speakers can rephrase what they are saying: they can speed up or slow down, this will often to be done in respond to the feedback they are getting from the listener who will show through a variety of gestures expressions and interruptions that they do not understand and in face to face interaction the speaker can use a whole range of facial expression, gesture, and general body language to convey the message.[29] Communicative competence becomes the central element to improve the learners' ability in speaking profiency communicative competence includes.

a.   Grammatical Competence

Grammatical competence is an umbrella concept that includes increasing expertise in the grammar (morphology, syintax, vocabulary, and mechanies) the term mechanies refers to the basic sound of letter and syllable, pronounciationof words, intonation, stress, and fluency.[30]

b.   Discourse Competence

Which concerned with inferential relationship in this course, whether formal or informal the roles of cohesion and coherence apply. Which aid in holding communication in a meaningful way. Effective speaker should acquire a large repertoire of structures and discourse markers to express ideas, show relationship of time, and indicate cause contras and emphasize.

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[29] Jeremy Harmer, *The Practice of English Language Teaching,* (London and New York: Longman, 1991), P. 53.

[30] Howard Jackson*, Loc,. Cit.*

c.   Sociolinguistic Competence

    Learners must have competence which involves knowing what is expected socially and culturally by users of the target laguage. That is learners must require the roles and norms governing the appropriate timing and realization of speak acts. Understanding the sociolinguistics side of language help learners to know what commentis appropriate.

d.   Strategic competence

    Strategic competencerefers to the ability to know when and how to take the floor. How to keep a conversation going, how to terminatethe conversation and how to clear up communication problems.

    The writer compares this theory whit a book that written by J. B. Heaton, rating scale to value the digressof learners speaking ability the rating scale includes accuracy, fluency and conprehensibility[31]. Base on the statement, the writer divide speaking skill into three main components, as follows:

a.   Fluency

    Fluency is the ability to produce one wish to say smoothly and without undue hesitatio. Speaking without to great and effort with a fairly wide range of expression.[32]

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[31] J.B. Heaton, *Writing English Language Test*, (New York: Longmen, 1988), P. 90.

[32] H. Douglas Brown, *Teaching by Principle; as Interactive Approach to Language Pedagogy,* (New York: Longman, 2001), p. 270.

b.   Accuracy

Accuracy is the ability is use target lannguage clearly intelligible pronounciation, particular, grammatical, and lexical and accuracy. Brown says that achieved to some extend by allowing studenst to focus on the element of phonology grammar and discourse in the spoken output.[33]

c.   Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repitition and rephrasing. Comprehension is exercise to improve one understanding.[34]

In testing speaking profanely, we use some elicitation techniques. According to Madsen elicitition technique is a way to get students to say something in speaking test. For example, through limited response, direct response, question about picture, reading-aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase technique through oral interview.[35]

Speech is produced utterance in response to the word by word and utterance by utterance productions of the person we are talking to. Base on that point speaking involved. The act of speaking involves not only the production of sound.

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[33] *Ibid*.

[34] Martin, H. Manser, *Oxford, Learners' Pocket, Dictionary,* (New Edition; London: Oxford University Press, 1995), P. 81.

[35] Harold Madsen, *Techniques in Testing,* (Ed. II; New York: Oxford University, 1983), P. 162.

1) Conceptualization

Conceptualization the story-in term of its discourse type, its topic, and its purpose.

2) Fomulated

Making strategic choices at the level of discourse, syinyax, vocabulary, pronounciation (stress) and meaninngful use of information (pitch direction).

3) Articulation

Articulation involves the use of organs of speech to produce sound. A stream of air is produced in the lungs, driven though the vocal cords and 'shaped' by among other things. The position and movement of the tongue, teeth and lips. Consonant sounds are determined by the point at which the air stream is obstructed-e.g. at the lips or teeth and the kind of contraction, the air stream is subjected to e.g. whether it is made to 'pop' or to 'buzz'. The combined effect of all these variables allows speakers of English to produce a range of over 40 phonemes, i,e. sound that in English, determined the meaning of the word. These are devided almost equally between vowels and consonants.[36]

4) Self-monitoring and Repair

Self-monitoring process that happens concurrently with the stage of conceptualization, formulation, and articulation. Self-monitoring of articulation

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[36] H. G. Widdowsen, *Op., Cit.*, P. 8.

results in the kind of correctins and even fluent speakers have to make when the wrong words pops out or the pronunciation goes awry.[37]

5) Automaticity

Automaticity is necessery. Automaticity allows speakers to focus their attention on the aspect of the speaking task that immediately requires it, wether it is planning or articulation.

6) Managing-Talk

It involves interaction that explin about each speakers should notice how other speakers are jockeying for conversational turns, introducing new topics and engaging in word play. Turn-Talking the fundamental rule or turn-talking is speakers should take turn the floor.[38]

7) Paralinguistics

The interactional use of eye gaze and gesture are known and these paralinguistics signals apply only in face to face conversation.

According to Muh. In'am F. Noer, there are two required aspects in speaking skill (1) linguistics aspect (2) cognitive aspect. Firstly, linguistics aspect encompasses many things such as vocabulary enrichment, grammar understanding, conversation, idioms and the like. Secondly, cognitive aspect consist of having ideas to express both aspects are interconected in other to be able speak in foreign language. Some who master grammar, ample vocabularies without having ideas invariable they can not

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[37] *Ibid*.

[38] H. Douglas Brown, *Loc., Cit.*

speak smoothly. Conversely, someone who has ample ideas without mastering grammar or vocabularies, usually find difficulties in speaking. Muh. In'am F. Noer, both skills are very decisive to improve verbal communication.[39]

Speaking skill is one of the most important elements that makes man. Teaching and learning take place as the result of communication process. Learning ability of individuals is mostly related to how effective students use the oral communication skill. One's being unable to state their thoughts and opinions in a way not thinking and as a result of this not taking a part in classroom means being unable to learn.

2. Strategies for Developing Speaking Skill

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchanged, in which many factors interact. Therefore, it is difficult for English foreign language (EFL) adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors effecting learners' oral communication, component underlying speaking proficiency, and specific skill of strategies used in communication. Teachers can more effectively helps students develop their abilities to communicate in the target language.

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[39] Muh. In'am F. Noer, *English Debating Training,* (Yogyakarta: Spirit, 2006), P. 4.

Students often think that the ability to speak a language is the product of language learning process, but speaking is also crucial part of the language learning process. Effective instructor teach student's speaking strategies using minimal responses, recognizing scripts and using language to talk about language and their confidence in using it. These instructors' help students can use speaking to learn.[40]

a.   Using minimal Responses

Language of learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while other doing the talking. One way to encourage such learners to begin participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

b.   Recognizing Scripts

Some communication situations are associated with predictable set of spoken exchanges scripts. Greeting, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So, to do the transactional exchanges involved in activities such as obtaining information and making a purchase. In the scripts, the relationships between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear

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[40] Khatleen M. Balley, *Practical English Language Teaching,* David Nunan (Ed), Speaking (International Editor, USA), P. 52.

and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c.   Using language to talk about language

Language learners are often two embarrassed or shy to say anything when they do not understand another speaker or when they realize that conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases in class when misunderstanding occurs and by responding positively when they do, instructors can help create an authentic practice environment within the classroom itself.

F.   *Tips for Speaking Skill and Motivation in Speaking Skill*

1. Tips for Speaking Skill

If you want to improve your English speaking, there are lots of things you should do, and some things you shouldn't do: [41]

a.   Dos

1) Practice as much as possible.

Practice may not make you perfect, but it will make you better. (Perfection comes after lots of practice!)

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[41] Ola Zur, *English Speaking Dos and Don'ts*, http: // www.really-learn-english.com / English – speaking – dos – and -donts.html. Accessed on September 12ˢᵈ 2011.

2) Listen to as much English as you can, preferably spoken by native English speakers.

Speaking involves listening, so you shouldn't neglect this.

3) Use new vocabulary as soon as you can.

Making your vocabulary 'active' is a very important part of improving your speaking.

4) Speak with lots of different people.

If this is possible, it will improve your speaking. Everyone speaks in a slightly different way so talking with people who have different accents and different styles of speaking will help you.

5) Ask friends to correct you.

If you have a good friend who speaks English then ask them to correct you sometimes. The more you use the correct version of English, the more you will start to know what 'feels' right.

6) Try different things.

Use English in different situations. For example, when you are shopping, asking for directions, general conversations, on the telephone, etc.

7) Join a conversation class

If you can't do this, then join any kind of club or society (a group of people who meets for a particular purpose) where you will be able to talk in English, and can be able to understand it well.

8) Ask people to repeat something if you don't understand them.

Or you could ask them to say something in a different way, or slower. If you are not sure if you heard them correctly, then repeat information back to them. It's better to check than to get something wrong.

b.　　Don'ts [42]

1) Don't be shy!

One of the major reasons why students don't improve their spoken English is because they are too shy to speak. Maybe they are worried about making mistakes, or sometimes they are just naturally shy people. Don't worry. People will know you are not a native English speaker, so they won't expect you to get everything 100% right. It is better to try and to make mistakes, than not to try at all.

2) Don't try to be perfect

Even English speakers make mistakes sometimes!

3) Don't worry about having a 'perfect' accent.

As long as your pronunciation is good enough for people to understand you, then don't worry if you can't pronounce all the sounds correctly. If you are worried about your pronunciation then there are lots of videos on the internet that can help you.

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[42] *Ibid.*

4) Don't spend a long time trying to remember a particular word

If you can't remember the word for something, then think of a difference way to say it. For example, if you can't remember the word 'kick' and you're talking about soccer, you could say, "hit the ball with your foot."

5) Don't ask an English-speaking friend to do all the talking for you!

Sometimes it's easier to let someone else speak for you, but you won't improve if you do this.

6) Don't rely on internet text chats.

These may help your vocabulary, and possibly your reading and writing, but will not help your speaking. If you are talking to friends online, then use a program like Skype, where you can have voice conversations over the internet, often with video.

If you follow this advice, then your English speaking should improve. Good luck!

2. Motivation in Speaking

Motivation in learning is higly needed by the teacher to raise students' interest of the subject and especially to practice their speaking, because we must remember that motivation is the privat domain of the learner.[43] Further, most language teachers agree that the motivation of the student is one of the most important factors influencing their succes of failure in learning the language.[44] It might said that

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[43] Wilga M. Rivers, *Op., Cit.,* P. 147.

[44] *Ibid*, P. 142.

motivation gives contribution of the succes or failure during teaching and learning process in the class.

There are two main categories of motivation students should have:[45]

a.   Extrinsic Motivation, which is concerned with factors outside the classroom , such as:

1) Intregative Motivation. This term describes a situation in which believe that students need to attracted by the culture of the target language community and the student wish to intregate themselves into that culture to know as much as possible about the culture of the target language community.

2) Instrumental Motivation. This term describes a situation in which students believe that mastery of the target language will be instrumental in getting them a better a job, position or status. The language is an instrumental in their attainment of such as goal.

b.   Intrinsic Motivation, which is concerned with what takes place inside the classroom, such as:

1) Physical condition. Physical conditions have a great effect on learning and can alter students' motivations either posiively or negatively. Teacher should presumably try to make their classroom as pleasant as possible; it may be possible to improve the atmosphere with posters, students' work, etc on the walls.

2) Method. The method by which srudents are taught must have some effect on their motivation. If the students lose confidence in the method, he or she will become

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[45] Jeremy Harmer, *Op., Cit.*, P. 4.

de-motivated. And the students' confidence in the method is largely in the hands of most important factors affecting intrinsic motivation.

3) The teacher. Teacher as fasilitator should be able to show subject to students and give clear explanation, instructions, examples, and as far as possible can answer students' questions.

4) Succes. succes or lack plays a vital part in students' motivation. Failure or succes may be de-motivating and it will be the teacher's job to set the goal and tasks at which students can be succesful.

Motivation is certainly for any learning operation, so it is important to attempt to find out acceptable answer to the question of the contribution of motivation in teaching and learning process. When a teacher gives positive motivation to students during learning process, it means that a teacher has to raise students' confidence and convinced the student that they are able to speak. Teacher' personality and rapport with students can establish of vital importance in learning process. It is the ability to provide motivating, interesting classes which are based both on a knowledge of techniques and activities upon our ability to inspire confidence the students and also has to answer students' questions.

G.   ***Types of Classroom Speaking Performance***

There are six types of speaking ferformance as follows: [46]

1. Imitative. A very limited portion of classroom speaking time may legitimately be speech generating human tape recorder speech.

2. Intensive. Performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive. Short replies a teacher or student, initiated question or comments.

4. Transactional (dialogue). Carried out for the pupose of conveying or exchanging specific information is an extended from of responsive language.

5. Interpersonal (dialogue). Carried out more for the purpose of maintaining social relationship than for transmission of fact and information.

6. Extensive (monologue). Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports summaries or short speech.

H.   ***Principles for Teaching and Designing Speaking Techniques***

1. Principles for Teaching Speaking Skill

a.   Be aware of the diffferences between second language and foreign language learning contexts.

b.   To Give student practice with both fluency and accuracy.

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[46] H. Douglas Brown, *Loc., Cit.*

c.   Provide opportunities for the students to talk by using group work or pair work, and limiting teacher talks.

d.   Planning speaking task that involve negotiation for meaning.

e.   To design classroom activities that involve guidance and practice in both transactional and international speaking.[47]

2. Principles for Designing Speaking Techniques

a.   Use techniques that cover the spectrum of learner needs, from language based focused on accuracy to message-based focus on interaction, meaning, and fluency.

b.   Provide intrinsically motivating techniques.

c.   Encourage the use of authentic language in meaningful contexts.

d.   Provide appropriate feddback and correctioin.

e.   Capitalize on the natural link between speaking and listening.

f.   Giving the students opportunities to initiate oral communication.

g.   Encourage the development of speaking strategy.[48]

I.   *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 infact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pause.

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[47] Khatleen M. Balley, *Op., Cit.,* P. 54.

[48] H. Douglas Brown, *Op., Cit,* P. 275.

b.   *Participation is even*. Classroom discussion is not dominated by a minotory a talkative participant: all get chance to speak and contribution are fairly evenly ditributed.

c.   *Motivation is high*. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute 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.[49]

According to Kathleen M. Bailey, teaching speaking is sometimes 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.[50]

2.   Criteria to Evaluate Speaking Skill

a.   Fairness in 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 criteria who cannot be taken for granted as mutually understood and as greed upon. The main purpose for the JTE and ALT to discuss criteria and clarify their priorities to the students are to ensure fairness in grading. Yet in learning what

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[49] Penny Ur, *A Course Language Teaching,* (Australia: Cambridge University Press, 1996), P. 120.

[50] Khatleen M. Balley, *Op, Cit,* P. 48.

gain a clearer picture of where their speaking practice is aimed, and they can be better simulate English speaking as effective from of international communication.

While performing dialogues is pre-communicative, it will be seen that communicative 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 simulate realistic communication. Appropriate gesture, a cheerful rather stilted 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.[51]

At the junior high school level, dialogues can be sought or adapted to be as realistic as possible, sounding natural to the ALT. whereas, in oral communication classes at the high school level, teachers could make the speaking quiz actually own information or what they really wish to say to their partner in English.

c.   Avoiding Reliance on Memorization

This activity aims to evaluate the improvement in speaking skill resulting from regular classroom practice. The quality of speaking thus needs to be isolated

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[51] H.G. Widdowson, *Op., Cit.,* P. 57.

from variables such as memorization which may take the place of communicative skills. Recitation of a prepared speech is even more vulnerable to this problem. But 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 of reliance on memorization will be evaluated negatively. Some telltale signs are a staccato monotone; speaking memorized chunks too rapidly; cutting in before the partner finishes speaking, or writing too long after the partner finished because the student was not listening.

d.   Model of Spoken English Selected

Varieties of English exits, 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 have 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 sufficient 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 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 or 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 the grammar of English, so they cannot be expected to master such subtle features of foreign language.

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 of speaking.

J.   Students' General Problems and Solution in Speaking Problems

1. Students' General Problems in Speaking Skill

Speaking skill is the way to communicate, and it is so important to English learners. Because, it is one of characters as English learners. But, how if there are English learners and they can not speak English, automatically they have problems to comunicate with people. Althuogh, we don't think about grammar when we are saying in English. But, speaking skill must be understood well so that we can speak English Fluently.

These are Problems with speaking activities:[52]

a.   *Inhibition***:** Learners are often inhibited about trying to say things in a foreign language in the class room. They are worried about making mistakes, fearful of criticism or losing face.

b.   *Nothing to say***:** Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say.

c.   *Low or uneven participation***:** Only one participant talks at a time or he or she dominates the group while others speak very little or not at all. In a large group each member gets very little talking time.

d.   *Mother-tongue use***:** In classes where all or a number of the learners share the same mother tongue, they are likely to use it. It is easier and it feels unnatural to speak to one another in a foreign language.

e.   *Low motivation:* learners are de-motivated to speak foreign language and nothing to support them in learning foreign language.

f.   *Method use:* the method is capable for teaching speaking will improve speaking ability. Learners are sometimes tired of method using by instructors.

Besides that, not only them, but also there are few problems faced by students when learning speaking skill, such as:[53]

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[52] My English Guru, *Teaching Speaking,* http://www.myenglishguru.com/teacher-forum/teaching-speaking.html, accessed on May 09th 2012.

[53] ELC*, http://www2.elc.polyu.edu.hk/FAQ.htm#nervous.*, accessed on Mei 5th 2012.

a.   I'm nervous when I am speaking English. I am worried that I will make a mistake and other people will laugh at me.

No-one will laugh at you. Everybody makes mistakes when they are learning a language. English people make mistakes in their English too when they are tired or under stress. People are listening to try to understand your meaning, not to check on your grammar.

b.   It's showing off to speak good English.

If you don't like speaking English because you feel that it is showing off in front of your classmates of friends, you have an attitude problem which will prevent you from learning efficiently. Which is more important to you, your friends' opinion or the benefits that good English can help you get, such as a good job with good pay? Don't let your friends' attitude hold you back from being successful. If your friends are embarrassed that you are more successful than them, they are not good friends.

c.   I can't remember all the grammar and vocabulary I need, so I speak very slowly and I sound stupid.

Most foreigners are very patient with people trying to speak English, so don't worry. If you are practicing speaking English with other Hong Kong people, don't worry about speed because they will be having difficulty remembering the meanings of the vocabulary and the grammar. Successful communication is more important than speed.

Therefore these are students' general problems in speaking skill below.

a. Students' Weakness

1) The Students Don't Have Ambition/Motivation to Learn English

Ambition is human's condition where human being wants to something for getting it. Every ones of course have ambitions to obtain it. Even as, they will carry out everything to fulfil their ambition. Because of, to reach for our ambitions we need struling in implement process. Otherwise, we will never have it.

Basically to learn English we also must have ambition. Specifically for speaking skill, when human wants to speak English well so it must have ambition to learn speaking skill, it must have target to make habitual in saying something of English. So that, it will be improvement in our speaking skill.

English learners in their learning speaking skill must have ambition in doing it. Because of, without it we will not understand well about speaking skill. This is one of student's general problems which are faced on by students. But, how if the student doesn't have ambition to learn speaking skill? Of course, they will not speak English well. Because, speaking is the way to communication. If the student doesn't have ambition that will cause students don't have self confident to learn English. These are few results if student doesn't have ambition/motivation to learn speaking skill:

a) The student seldom speaks English or infrequent to speak English.

b) The students are shy to speak English.

c) The students are scare to speak English or scare to do wrong in saying English.

d) The students are lazy to learn English. In the end, they don't join taking course, they don't have english books, and they don't have motivation to learn English.

e) The students are apathetic about speaking skill.

That is why, to learn speaking skill the student must have ambition/motivation. So that, the student can speak English well, and it can communication to other ones well.

2) Lack of Understanding of Structure and Grammar

According to Masruddin in his book in title *A Teaching Book and Exercise: Error Analysis*,[54] he said that, grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. Language started by people making sounds which involved into words, phrases, and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply reflection of a language at a particular time.

There are many lecturers and learners said that, if we are speaking English, we just speak out. We do not think about grammar. Because of, in speaking we give something information, ideas, opinion and so on. So, we can think of speaking is easy of learning it. But as a matter of fact, many learners seldom speak English. They are

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[54] Masruddin, "*A Teaching Book and Exercise: Error Analysis",* (Palopo: LPS Press STAIN Palopo, 2009), P.10, t.d.

infrequent to speak English. Whereas, we had said that, speaking is just speaking out as long as the receiver saw what did we mean?

Do we need to study grammar to learn a language?[55] The short answer is "no". Very many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently". It is important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or a look in a book.

English learners sometimes never know that to speak English we just speak out by ourselves. Grammar is the last problem in English if we are talking about speaking skill. Because of, without grammar we can speak English. But up to now, grammar becomes the problem to English learners when they want to speak English.

3) Lack of Vocabulary

According Martin Manser in his dictionary Oxford Leraners' Pocket Dictionary, that vocabulary is total number of words in a language, words known to a person, the of a here year old, lost of words with their meanings, especially at the back of for teaching a foreign language.[56]

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[55] *Ibid*.

[56] Martin, H. Manser, *Op., Cit.,* P. 461.

Vocabulary is necessary to give student's something to hang on to when learning of structure, but is frequently not a focus for learning it self.[57]

English Learners will understand English well if they have much vocabulary. That is why, vocabulary is important to improve students' skills of English. Student will be able to speak English well if they have vocabulary, they will be able to write english writing correctly, they will be able to listen English song well, and they will be able to understand meaning of English reading. Therefore, student must have or understand vocabulary. Otherwise, student will have problem to improve their skills of English. Especially in speaking the student will not speak English well, even as they will not be able to understand meaning if their friend is saying English with them. Because of this problem student will not improve their skill in speaking skill.

4) The Students' Environment

There are many cultures or styles in each circumstance and it like the student's environment of STAIN Palopo who has difference culture. To increase our skills, environment has impacting of implementation or training our skills. The student who has good environment of course it has good ambition, and on the contrary bad environment it will have bad ambition too. Therefore, we must stay keeping our environment, because environment often fluctuation in each circumstances.

b.   Lecturers' Weakness

Lecturer is the one who has role in learning process in a campus. Lecturer cannot disavow about its duties. We must know with its responsible, if they have duty

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[57] Jeremy Harmer, O*p, Cit,* P. 154.

to teach, to share, with their students. Lecturer has the big role to make students understand to something. Therefore, lecturer must prove to everyone if they are capable for carrying out their duties.

1) The Usage of Method from the Lecturers' Teaching

There many methods to improve our skills of English, but before we use a methods we have to understand well about the method, because it will impact to development of English students skills. Especially for speaking skill, to improve speaking skill of course we must speak English every day, we must practice it in our daily, and make it to become habitual in our life. But, it like impossible to do it, because sometimes we always get together or meet with our friends that incapable for speaking English. Therefore, when the teacher or the lecturer teaches at class, they must have good methods to improve skills of English students, despite of learning English is not only at class.

2) Seldom to Speak English

To speak English well surely we must practice it in each our activities. Because irrational we have ambition to understand about English skill but we never say or learn English. In saying English we need not to think about structure and grammar, but we just speak out about our ideas or our opinions. But we do not know why up to now, when we are getting together or meeting our friends we never speak English although we must combine it. This is the problem for us. But it will be serious condition if our teacher or our English lecturer who has been more stage and ability then us, but they are infrequent to speak English. Whereas, they have

responsibility for teaching, guiding, steering us to speak English well. What will be occurred to learners, if their lecturer is infrequent to speak English?

3) Seldom to Attend at Class

The lecturer who has good attitude is the lecture who carries out their duties. The whole of Universities of course have given responsibility to lecturer for teaching the students. Although, the lecturer has many jobs, but if they have given it surely they must implement it. How can the student speak English well or understand English well, if the lecturer is infrequent to attend at class?

c.   State College for Islamic Studies (STAIN) Palopo

1) Lack of English Books as References at Library of STAIN Palopo

English book is one of supporting to improve students' skills of English skills. We know that English book can be the source for student if they have problems when learning English. To learn English the students must have English books, because they can read it and they can be able to more understand English if they are diligent to read the English book. Speaking skill, listening skill, reading skill, and writing skill are English skills. The students can understand them if the students have English book for learning them and to become the source if the students have problems in learning English process.

To improve speaking skill, the student can speak out based on their abilities. But, for knowing speaking skill detail we must know the rules for speaking skill, and tips to improve speaking skill. The students can find out them if the students are diligent to read book, or the student have English books exactly. Because without

English books everything will be difficult to be learned by them, that is why the student must have it, because of book is the window of the word.

2. Solutions to Speaking Activity Problems

Teaching English as a second language means being able to solve problems students may have in acquiring certain language skills. There are a number of resources and activities available to get round these common speaking problems:[58]

a.   *Group work*: Group work increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

b.   *Easy language*: Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentences and rich language.

c.   *Interesting topic*: Choosing a topic according to the interests of the class ensures student motivation. If the material and task instructions are presented clearly and enthusiastically students will be more likely to meet the challenge set for them.

d.   *Clear guidelines*: Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make

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[58] Louanne Piccolo, *Teaching Speaking to English Second Language Students,* http://louannepiccolo.suite101.com/ teaching – speaking – to – english – second – language - students,. Accessed on May 09th 2012.

sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

e.   *English monitors*: A monitor can be appointed to each group to remind students speaking their mother tongue to switch back to English. A lack of classroom management and discipline will encourage students, who do not feel that there is resistance to their mother tongue, to easily revert back to it as soon as they have problems expressing themselves. A humorous points system or yellow and red football card system often works well.
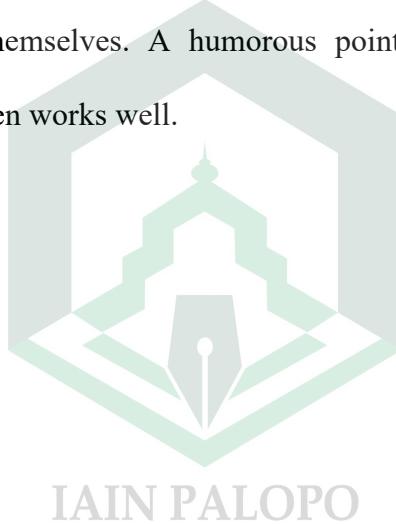
CHAPTER III

METHOD OF THE RESEARCH

A. *Design of the Research*

In this research the writer uses descriptive method. Descriptive method is the method to make describing detail about social situations.[1] It is used to describe problems faced by English students of State College for Islamic Studies (STAIN) Palopo in speaking skill.

B. *Setting of the Research*

1. Location of the Research

The writer carries out this research in STAIN Palopo which is located on jalan Agatis Palopo.

2. Time of the Research

The writer implemented this research on June 16st – July 16st 2012.

C. *Population and Sample*

1. Population

The population of this research is the students who are carrying out learning process in the 2011/2012 academic year, but the writer makes specific to take

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[1] S. Nasution, *Metode Research (Penelitian Ilmiah),* (Ed. 1, Cet. 10, Jakarta: Bumi Aksara, 2008), P. 24.

population in the sixth semester of the 2011/2012 academic year English students, which is consisting of 168 populations distributed into three classes, class A, class B, and class C.

2. Sample

In choosing the sample of this research, the writer uses random sampling technique. The writer takes only 30 students as sample from 168 students.[2] Consist of 10 students each class A, class B, and class C.

D. **_Instrument of Data Collection_**

Instruments of the data collection in this research are providing questionnaire, and test.

1. _Questionnaire_ is collector instrument information by manner to deliver some questions to answer according written by respondent.[3] In this case researcher uses two alternative choices as follows:

a.   Agree (1)

b.   Disagree (0)

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[2] Suharsini Arikunto, _Prosedur Penelitian_, (Jakarta: PT. Rineka Cipta, 1992), Page 120.

[3] Amirul Hadi and Haryono, _Metodology Penelitian Pendidikan_, (Cet. III; Bandung, CV. Pustaka Setia, 2005), p. 137.

2. Test

The writer uses speaking test to know the significance of students' speaking ability. There are three criteria that resided in speaking skill and these all will be evaluated, they are:

a.   *Accuracy*, the ability to pronunciation in the target language, clearly, grammatically and logically.

b.   *Fluency*, the ability to use the target language fluently and in accepting and giving information is quickly.

c.   *Comprehension*, the ability to understand the general meaning and the speaker intention the category of oral test assessment as follow: [4]

The technical of scoring through six scales,

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaker without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
5	Pronunciation is slightly influenced the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.	Has to make an effort at to search for words. Nevertheless smooth, delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the shake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but not serious	Although he has to make an effort and search for words. There are not too many	Most of what the speaker says is easy to follow. His intention is always clear but several

[4] J.B. Heaton, *Writing English Language Test*, (New York: Longmen, 1988), P. 98.

	phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range or expression.	interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search for desired meaning. Rather halting delivery and fragmentary. Range of expression often limit.	The listener can understand a lot of what is said, but the most constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' grammatical and lexical errors.	Long pause while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited prang of expression.	Only small bits (usually short sentences and phrases) Can be understood and than with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidences of having mastered any of the language skills a areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. When the listener make a great effort of interrupts. The speaker is unable to clarify anything he seems to have said.

E.   *Procedure of Collecting Data*

The procedures of collecting data of this study are as follows:

1. The writer does this research by giving test.

2. The second, it gives the questionnaire to respondents.

3. In giving questionnaire, the writer defines for doing the questionnaire would be 30 minutes.

4. After that, the writer collects the data and analyzes them.

F.   *Data Analysis Technique*

The data of this research are analyzed as follows:

1. The collecting data evaluation from test and questionnaire.

2. Analyzing the data and for questionnaire by using percentage, it is counting the rate percentage of the students' score by using the following formula:

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

Where: P   : Rate percentage

f   : Frequency

n   : Total sample.

3. Describing the result of speaking test.

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

$$X = \frac{\sum x}{n}$$

Where: X   : Mean score

$\sum x$: Total raw score

n   : Total sample

The writer describes the speaking test and gives indicator score of test, as follows:[5]

a.   Score of 1 - 4,5   : Very low score

b.   Score of 4,6 – 9,9   : Low score

c.   Score of 10 – 13,5   : Good score

d.   Score of 13,6 – 18   : Very good score

   4. Describing the result of questionnaire

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⁵ *Ibid*. P. 98.

CHAPTER IV

FINDING AND DISCUSSION

A. *Findings*

1. Finding of Students' Score of Speaking Test

In this section the writer showed the result students' score of speaking test. These scores were obtained by writer, when it was given them test, and students obtained speaking score based on their abilities by seeing the technical of scoring that explained on previous chapter. The result of students' scores of speaking test would be presented in the table as follows:

Table 01

The Students' Scores of Speaking Test

Respondents	Accuracy	Fluency	Comprehensibility	Total
1	2	2	2	6
2	2	2	2	6
3	2	2	2	6
4	2	2	2	6
5	2	2	2	6
6	2	3	3	8
7	2	2	2	6
8	2	2	2	6
9	2	2	2	6
10	3	2	2	7
11	2	2	2	6
12	2	2	2	6
13	2	2	2	6
14	2	2	2	6

15	3	3	4	10
16	2	3	3	8
17	2	2	2	6
18	3	3	3	9
19	3	2	2	7
20	3	3	4	10
21	4	3	2	9
22	3	3	2	8
23	3	2	2	7
24	2	2	2	6
25	2	2	2	6
26	2	2	2	6
27	2	2	2	6
28	2	2	3	7
29	2	2	2	6
30	2	2	2	6
Total score				204
Mean score				6,8

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

$$X = \frac{\sum X}{N}$$

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$$X = \frac{204}{30} = 6,8$$

Based on table above shows that the results of students' scores of speaking test, the results above are the ability of English learners in speaking. It explains to us that there were 19 students who got scores 6, there were 4 students got scores 7, there were 3 students had scores 8, there were 2 students had scores 9, and there were 2 students had scores 10. The speaking test score above show that the ability of students are low score based on the previous indicator category, and it is explained by

the result mean score namely 6,8. The result of students' speaking test score can be seen by chart below:

Table 02

The Students' Scores of Speaking Test
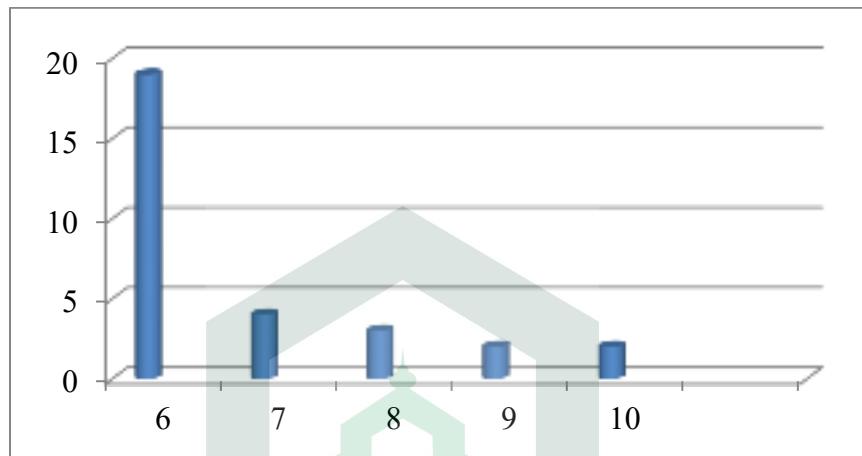
The results clarified that the students' ability in low score, because their mean score was 6,8. Whereas, the English learners had been taught by English lectures in speaking I, II, and III. So, they can be said that they have understood in speaking subject. But as a matter of fact their ability in speaking test was low. The results of speaking test were obtained from students who given test. The scores seen based on the technical of scoring that explained on previous chapter. The giving scores through six scales from accuracy, fluency, and comprehensibility.

2. Finding of Problems through Questionnaire

Based on one of instruments namely questionnaire whose had been given by the English students, the writer had found the result. In which the result was found by

30 respondents from 3 classes namely class A, class B, and class C, and each class taken on 10 students. Therefore the result can be seen by tables below:

Table 03

Table of Tadris A of the Questionnaires Result

No	Respondents	Questionnaire										
		1	2	3	4	5	6	7	8	9	10	11
1	"J"	√	√	√	√	√	√	√	X	X	√	x
2	"J"	√	√	√	√	√	√	√	√	√	√	X
3	"F"	√	√	√	√	√	√	√	X	√	√	√
4	"HS"	√	√	X	√	√	√	√	√	√	√	√
5	"UH"	√	√	√	√	√	x	X	X	√	√	X
6	"TEI"	√	√	√	√	√	x	√	√	√	√	X
7	"R"	√	√	√	√	√	√	X	√	X	X	X
8	"KNB"	√	√	X	√	√	√	√	√	√	X	X
9	"M"	x	√	X	X	√	√	√	√	X	√	X
10	"S"	√	√	√	√	x	x	X	√	X	√	X

Table 04

Table of Tadris B of the Questionnaires Result

No	Respondents	Questionnaire										
		1	2	3	4	5	6	7	8	9	10	11
1	"MS"	√	√	√	√	√	√	√	√	√	√	X
2	"S"	√	√	√	√	√	√	√	√	√	√	X
3	"H"	√	√	√	√	√	√	√	√	X	X	√
4	"N"	√	√	√	√	√	√	√	√	√	√	√
5	"ES"	X	√	√	√	√	√	X	√	√	√	√
6	"S"	√	√	√	√	√	√	X	X	X	X	√

7	"M"	X	√	√	√	√	√	√	√	√	√	√
8	"TK"	√	√	√	√	x	√	√	X	√	X	X
9	"MS"	√	√	√	√	√	√	√	X	X	√	√
10	"YY"	X	√	X	√	√	√	X	X	X	X	X

Table 05

Table of Tadris C of the Questionnaires Result

No	Respondents	Questionnaire										
		1	2	3	4	5	6	7	8	9	10	11
1	"N"	√	√	√	√	√	√	X	√	√	√	√
2	"MA"	X	√	√	X	√	√	x	√	√	√	X
3	"N"	√	√	√	√	√	√	x	X	√	√	X
4	"AN"	√	√	√	√	√	√	√	X	X	X	X
5	"UKA"	√	√	√	√	√	√	√	X	X	X	X
6	"A"	√	√	√	√	√	√	√	√	√	√	√
7	"IA"	√	√	√	√	√	√	√	√	√	√	√
8	"SES"	√	√	√	√	√	√	√	√	√	√	√
9	"O"	√	√	√	√	√	x	x	√	X	√	√
10	"S"	X	√	√	√	√	√	√	√	√	√	X

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Notes :

√   : **Agree**

X   : **Disagree**

Based on tables above *(Table 03, 04 and 05)* which had number of respondents are 30 respondents from 3 classes. Such as class A, class B, and class C. Most of them are agree about problems or questions that asked in questionnaire. But, in detail the data the writer will analyze by using percentage technique as follow:

Table 06
Students don't Have Ambition/Motivation, so that
They are Difficult to Speak English

No	Classification	F	%
A	Agree	24	80
B	Disagree	6	20
Total		30	100

Based on the data above showed that there were 24 students (80 %) agreed about the students did not have ambition/motivation so that they were difficult to speak English, and 6 students (20 %) disagreed about the problem.

It indicates that the students have only bit ambition/motivation to speak English. Or it can be said the students have low ambition/motivation to learn English especially in speaking skill.

Table 07

The students are shy and scare to do wrong to speak English

No	Classification	F	%
A	Agree	30	100
B	Disagree	-	-
Total		30	100

The table above indicates that there were 30 students (100%) agreed that the students were shy and scare to do wrong to speak English, and no anyone disagreed about this problem.

The most different percentage from students to response of the questionnaire indicates that the English students of STAIN Palopo have problem to speak English namely they are shy and scare to do wrong to speak English.

Table 08

Lack of Understanding of Structure and Grammar

No	Classification	F	%
A	Agree	26	86,7
B	Disagree	4	13,3
	Total	30	100

The table above shows that there were 26 students (86,7%) agreed with the problem that the students were lack of understanding of structure and grammar. And there were 4 students (13, 3 %) disagree with the problem.

The highest percentage of student is agreed. It means that, most of students at STAIN Palopo agree with the problem above, although virtually in speaking skill need not think of structure and grammar, but the fact English students of STAIN Palopo have problem to speak English in structure and grammar.

Table 09

The students are not used to speaking English at their Daily

No	Classification	F	%
A	Agree	28	93,3
B	Disagree	2	6,7
	Total	30	100

The table above describes that there were 28 students (93,3%) agreed to the students were not used to speaking English at their daily, and 2 students (6,7%) disagreed to the problem above. The highest difference showed by the table above, it means that they are seldom to speak English at their daily.

Table 10
Lack of vocabulary

No	Classification	F	%
A	Agree	28	93,3
B	Disagree	2	6,7
Total		30	100

The table above contains the problem that the students were lack of vocabulary to speak English. The table shows that there were 28 students (93,3%) agreed about the problem, and only 2 students (6,7%) disagreed about the problem above. It points out that the students are uneasy of speaking English, because of lack of vocabulary.

Table 11

The Students' Environment that always Uses Mother Tongue

No	Classification	F	%
A	Agree	26	86,7
B	Disagree	4	13,3
Total		30	100

The table above indicates that 26 students (86, %) agreed with the problem that the students' environment that always used mother tongue. And there were 4 students (13,3%) disagree with the problem.

It points out that one of problems faced by English students of the state college for Islamic studies (STAIN) Palopo is the students' environment that always uses mother tongue.

Table 12

The Usage of Method from the Lectures' Teaching

No	Classification	F	%
A	Agree	20	66,7
B	Disagree	10	33,3
	Total	30	100

The table above contains about one of the students' problems from English lectures' weakness, namely the usage of method from the lectures' teaching. The table above describe that there were 20 students (66,7%) agreed with the problem. And there were 10 students (33,3%) disagreed about it. It points out that the usage of method from the lectures' teaching becomes a problem for English students of STAIN Palopo in students' speaking skill.

Table 13

The Lectures seldom Speak English in Their Teaching

No	Classification	F	%
A	Agree	20	66,7
B	Disagree	10	33,3
	Total	30	100

The table above signifies that there were 20 students (66,7%) agreed to the problem that the lectures seldom speak English in their teaching. And there were 10 students (33,3%) disagree to the problem above.

It explains that the lectures seldom speak English in their teaching becomes a problem for English students in improving their speaking skill.

Table 14

The Lectures Seldom Come at Class for Teaching

No	Classification	F	%
A	Agree	19	63,3
B	Disagree	11	36,7
Total		30	100

The table above clarifies that there were 19 students (63, 3%) agreed on the lectures seldom came at class for teaching was students' problem in speaking skill. And there were 11 students (36, 7%) disagreed on the problem above.

It declares that the students have problem to improve students' speaking skill if the lectures seldom come at class for teaching.

Table 15

The Lectures only Give Theory without Practicing in Their Teaching

No	Classification	F	%
A	Agree	22	73,3
B	Disagree	8	26,7
Total		30	100

The table above is the result from one of students' problems, such as the lectures only give theory without practicing in their teaching. It explains that there were 22 students (73, 3%) agreed about the problem, and there were 8 students (26, 7%) disagreed about the problem.

It points out that the students need practicing to improve their skill but the fact the lecturer seldom to carry it out. It is showed by the result from table above.

Table 16

Lack of English books as References at Library of STAIN Palopo

No	Classification	F	%
A	Agree	13	43,3
B	Disagree	17	56,7
Total		30	100

The table above contains above one of students' problems in speaking skill. It is lack of English books as references at library of STAIN Palopo. The table above explains that there were 13 students (43,3%) agreed with the problem above. And there were 17 students (56,7%) disagreed about it. It indicates that the English books are very important for English students of STAIN Palopo, but the result clarifies that STAIN Palopo library have many English books who will be used by students and it does not become problem for English students in their speaking skill.

B. *Discussion*

Based on the results of finding English learners' score in speaking test, and the results of questionnaire showed that the students had problems in speaking, in which the problems was proved by the results of speaking test and questionnaire. If based on the results of speaking test the students were in low score. Because, their score was 6,8. The score obtained based on the technical of scoring that had six scales and based on the previous indicator category. Although, the students had been taught by lectures in speaking I, II, and III, but the result of speaking test showed that the students underwent problems speaking skill. *(Look on table 02)*

In other hand based on the result of questionnaire clarified that most of students had problems in speaking skill. In which general problems speaking skill were inhibition, nothing to say, low or uneven participation, mother-tongue use, low motivation, method use, it's showing off to speak good English, and can't remember all the grammar and vocabulary. *(Look on page 36-38)*

Therefore, based on the finding above problems faced on English learners caused on three factors, as follows:

1. English Students' Weakness

In this factor explains that the problems who faced on by English learners. The problems were undergone by them in their daily when they were studying with their friends and their lectures. In the background had been explained that speaking skill was easy subject to learn. We just say English without thinking structure and grammar. On page 8, according to Howard Jackson that,[1] we can transmit our language in two ways: Either by speaking or by writing, we are all conscious of what writing involves: the use of a pen or pencil in our hands, the making of special mark (letter) on paper. But, we are not at all conscious of what speaking involves. It involves sound coming out of our mouths. But, how is that sound produced? We learned to speak on our mother's knee. No one told us to make the right sound, what to do to our tongues or our lips. All natural language have been transmitted by speech. It indicates that speaking is a produce who do not be planned before. But, as a

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[1] Howard Jackson, *Analyzing English: An Introduction to Descriptive Linguistics*, (England: Pergamon Press Ltd, 1982), P. 3

matter of fact and based on the results of questionnaire the English students had many problems or weakness as:

a.   *The Students do not Have Ambition/Motivation to Learn English*

On the page of 39 explained to us that ambition is human's condition where human being wants to something for getting it. And the page of 26, according to Willga M. Rivers said that[2] "Motivation in learning is higly needed by the teacher to raise students' interest of the subject and especially to practice their speaking, because we must remember that motivation is the privat domain of the learner". And according to Jeremy Harmer said that "there are two main categories of motivation students should have, namely:[3]

1) Extrinsic motivation, which is concerned with factors outside the classroom, such as: intregative motivation and instrumental motivation.

2) Intrinsic motivation, which is concerned with what take places inside the classroom, such as: physical condition, method, the teacher, and success".

Motivation is certainly for any learning operation, so it is important to attempt to find out acceptable answer to the question of the contribution of motivation in teaching and learning process.

We have known that motivation it is important item to increase students skill. But as a matter of fact based on the results of questionnaire the English students of

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[2] Wilga M. Rivers, "*Communicating Naturally in a Second Language; Theory and Practice in Language Teaching*", (Cambridge University Press, 1989), P. 147.

[3] Jeremy Harmer, "*The Practice of English Language Teaching*", (London and New York: Longman, 1991), P. 4.

STAIN Palopo did not have ambition/motivation to learn English. So that, students were difficult to see it, the result showed that there were 24 students (80 %) agreed that the English learners did not have ambition/motivation, and there were 6 students (20 %) disagreed that the English learners did not have ambition/motivation to learn English. From the results explained that ambition/motivation the English learners were low, because there were significant different from them.

Therefore, the students must have ambition/motivation to learn English by increasing extrinsic motivation and intrinsic motivation. And the lectures have responsibility to increase intrinsic motivation of students. Because, there are few results if student do not have ambition/motivation to learn speaking skill:

1) The student seldom speaks English or infrequent to speak English.

2) The student is shy to speak English.

3) The student is scare to speak English or scare to do wrong in saying English.

4) The student is lazy to learn English. In the end, they don't join taking course, they don't have english books, and they don't have motivation to learn English.

5) The student is apathetic about speaking Skill.

And the page of 30 explained that criteria of successful speaking activity if Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

b.   *The Students are Shy and Scare to Do Wrong to Speak English*

One of the results if the students do not have ambition/motivation is shy and scare to do wrong to speak English. Based on the results of questionnaire on the table 07 explained that the whole of respondents agreed (100%) that English students were shy and scare to do wrong to speak English. It indicates that English students do not have courage to say in English in their daily. Whereas, the way to improve speaking skill is make habitual to say in English. But, if students are shy and scare to do wrong to speak English of course impossible they will speak English well.

On the page of 23 explained that there were lots of things students should do, and some things students should not do.

   1) Students should do

a)   Practice as much as possible.

b)   Listen to as much English as you can, preferably spoken by native English speakers.

c)   Use new vocabulary as soon as you can.

d)   Speak with lots of different people.

e)   Ask friends to correct you.

f)   Try different things.

g)   Join a conversation class.

h)   Ask people to repeat something if you don't understand them.

   2) Students should not do

a)   Do not be shy.

b)   Don't try to be perfect.

c)   Don't worry about having a 'perfect' accent.

d)   Don't spend a long time trying to remember a particular word.

e)   Don't ask an English-speaking friend to do all the talking for you.

f)   Don't rely on internet text chats.

Virtually, if only students do the tips, of course their speaking will improve. But as a matter of fact based on results of questionnaire explained that students did not have courage to say in English, this fact connection by the result of speaking test in which students obtained low scores, *(Look on table 02)* and in questionnaire students were shy and scare to do wrong to speak English. It can be able to say that the students do not have courage to say in English.

A problem who has to be known that on the chapter II explained that "one of the major reasons why students don't improve their spoken English is because they are too shy to speak. Maybe they are worried about making mistakes, or sometimes they are just naturally shy people. Don't worry. People will know you are not a native English speaker, so they won't expect you to get everything 100% right. It is better to try and to make mistakes, than not to try at all". And the page of 30 explained that "criteria of successful speaking activity if learners talk a lot, as much possible as of the period of time allotted to the activity is in fact occupied by learners talk".

c.   *Lack of understanding of Structure and Grammar*

On chapter II of speaking skill as productive skill explained that "grammatical competence is an umbrella concept that includes increasing expertise". It means that,

grammar is important in speaking skill to see students' accuracy and comprehensibility in understanding speaking. Even, on the page of 20-21 according to Muh. In'an F. Noer said that[4] "there are two required aspects in speaking skill (1) linguistics aspect (2) cognitive aspect. Firstly, linguistics aspect encompasses many things such as vocabulary enrichment, grammar understanding, conversation, idioms and the like. Secondly, cognitive aspect consist of having ideas to express both aspects are interconected in other to be able speak in foreign language". It explains to us that to understand about grammar can improve students' speaking skill. Because, in grammar clarifies that the way how to arrange word by word, and by the word the students will be able to say in English well.

On the page of 40 explained that Masruddin said that[5] "grammar is the system of a language. People sometimes describe grammar as the 'rules' a language; but in fact no language has rules". And he said that again that "do we need to study grammar to learn a language? The short answer is "no". Very many people in the world speak their own, native language without having studied its grammar. Children start to speak before they even know the word "grammar". But if you are serious about learning a foreign language, the long answer is "yes, grammar can help you to learn a language more quickly and more efficiently". It is important to think of grammar as something that can help you, like a friend. When you understand the

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[4] Muh. In'am F. Noer, "*English Debating Training",* (Yogyakarta: Spirit, 2006), P. 4.

[5] Masruddin, *A Teaching Book and Exercise : Error Analysis*, (Palopo, LPS Press STAIN Palopo, 2009), P. 10.

grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or a look in a book".

The naturally, he agrees that grammar can improve students speaking skill. By learning grammar students will be able to understand many things.

In the other view, as the result of questionnaire explained that there were too many students bit understand of structure and grammar because the result showed that there were 26 students (86,7%) agreed that students were lack of understanding of structure and grammar and only there were 4 students (13,3%) disagreed about the problem. It makes clear to us that the students are bit understand of structure and grammar. This result is supported by the result of speaking test that English learners had problems in speaking skill. If only the students do what Masruddin said that, "by understanding grammar (or system) of a language, you can understand many things yourself".

d.   *The students are not used to speaking English at their daily*

In students' daily must be they will find out different people, cultures, and different language this is one of problems faced on by English students because of it, the students always talk in their language and forget to speak English. This is a natural but as English learners, they must have motivation how the way to make combining Indonesia and English we have known that in chapter II according to Jeremy harmer that[6] "there are two main categories of motivation students should have namely extrinsic motivation and intrinsic motivation". In this condition student

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[6] Jeremy Harmer, *Loc., Cit.*

must have extrinsic motivation because it is concerned with factors outside the classroom. Therefore to be used to speaking English daily the students must increase their extrinsic motivation.

Based on result of questionnaire clarified to us that the most of respondents agreed that the student are not used to speaking English at the daily in which there were 28 student(93,3%) agreed about that and only there were 2 students (6,7%) disagreed about that. It clarifies that the most of students don t speak English in their daily it is causes by lack of students' motivation. So that, they are not used to speaking English in their daily and for overcoming these problems the students have to do tips for speaking skill who has explained on chapter II page 23.

e.   *Lack of Vocabulary*

On chapter II explained that the role of speaking skill in communication, in which speaking is a means of communication and communication is the sharing of information, student people communicate mainly by speaking and writing. When students want to speak of course they need vocabulary or words. Because, to communicate we need words in English to communicate English learners must understand all of vocabularies because the students will speak English well when they are understanding vocabularies of course they have big chance to say something in English because they have understood well of words type moreover if the students are master of grammar too of course the students can speak English will and can communicate well too. On the page of 21 explained that according to Muh. In'am F.

Noer that[7] "both skills (grammar and vocabulary) are very decisive to improve verbal communication".

On page 23 explained about tips for speaking that use new vocabulary as soon as you can. Making your vocabulary 'active' is a very important part of improving your speaking. The explanation above tells to us that use many new vocabularies will produce activation our ability in master of vocabulary and it will involve speaking skill be easy because have many vocabulary.

Based on the result of questionnaire explained that there were 28 students (93,3%) agreed that the students are lack of vocabularies, and only there were 2 students (6,7%) that disagreed it. It means that the students do not have vocabularies to speak English.

If looked of the result of questionnaire it makes clear that the students don't have vocabularies because there are too many students agree that the students are look of vocabulary, therefore it can be said that they cannot communicate in English because this problem where as speaking skill is the way to communicate but how could student communicate if they are lack of vocabulary because by vocabulary the student can communicate to word by words, this result supports the result of speaking test.

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[7] Muh. In'am F. Noer, *Loc., Cit.*

f.   *The Students' Environment that always Uses Mother Tongue*

In classes where all or a number of the learners share the same mother tongue. They are likely to use it, it is easier and it feels unnatural to speak to one another in a foreign language

Students' environment is one of problems faced by English learners to improve their speaking. Because, there are many cultures and styles in their environment, so that they forget that they are English learners who has duties to speak English when they are meeting and learning together.

Based on results of questionnaire explained that there were 26 students (86,7%) agreed that students environment is a problem and there were 4 students (13,3%) disagreed on the problem. It indicates that an environment is a problem faced by English learners because there are many cultures who influences with their speaking skill to save our ability of course learners must save our environment has impacting of implementation or training our skills. The students who have good environment of course they have good ambition, and on the contrary bad environment it will have bad ambition too.

Beside problems above faced by English learners, sometimes the problems make the students feel unconfident by their ability such as:

1) I'm nervous when I am speaking English. I am worried that I will make a mistake and other people will laugh at me.

No-one will laugh at you. Everybody makes mistakes when they are learning a language. English people make mistakes in their English too when they are tired or

under stress. People are listening to try to understand your meaning, not to check on your grammar.

2) It's showing off to speak good English.

If you don't like speaking English because you feel that it is showing off in front of your classmates of friends, you have an attitude problem which will prevent you from learning efficiently. Which is more important to you, your friends' opinion or the benefits that good English can help you get, such as a good job with good pay? Don't let your friends' attitude hold you back from being successful. If your friends are embarrassed that you are more successful than them, they are not good friends.

3) I can't remember all the grammar and vocabulary I need, so I speak very slowly and I sound stupid.

Most foreigners are very patient with people trying to speak English, so don't worry. If you are practicing speaking English with other Hong Kong people, don't worry about speed because they will be having difficulty remembering the meanings of the vocabulary and the grammar. Successful communication is more important than speed.

2. English Lectures' Weakness

a.   *The usage of method from the lectures' teaching*

There are many methods and the ways teach speaking skill to students because teach speaking we just say in English to student always speak English in teaching speaking.

On the page 21-23, of strategy for developing speaking skill explained that" students often think that the ability to speak a language is the product of language learning process. Effective instructor teaches students speaking strategies using minimal responses, recognizing scripts, and using language and their confidence in using it. These instructor help students can use speaking to learn.

1) Using Minimal Responses

One way to encourage such learners to begin participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

2) Recognizing scripts

Some communication situations are associated with predictable set of spoken exchanges scripts. Greeting, apologies, by social and cultural norms often follow patterns or scripts.

Instructor can help students to develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response.

3) Using language to talk about language

Language learners are often two embarrassed or shy to say anything when they do not understand another speaker instructors can help students overcome this reticence by assuring them that misunderstanding and the need for classification can occur in any type of interaction, whatever the participants language skill levels".

The method who used by English lectures in teaching speaking impact to student ability therefore English lecture must know the way to make students understand and happy to learn speaking in this condition must be able to give intrinsic motivation, which is concerned with what takes place inside the classroom, such as: physical condition, method, the teacher, and success *(look on page of 27-28)*. The method usage must have some effects on students' motivation. If the students lose confidence in method, they will become de-motivated and as English lectures are facilitator should be able to show subject to students and give clear explanation, instructions, examples, and as far as possible can answer students' questions.

In teaching process the English lectures must understand in giving characteristic of a successful speaking activity *(look on page 30)*. In which the students must have characteristic such as: (1) l*earners talk a lot*. As much possible as of the period of time allotted to the activity is in infact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pause. (2) *Participation is even*. Classroom discussion is not dominated by a minotory a talkative participant: all get chance to speak and contribution are fairly evenly ditributed. (3) *Motivation is high*. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. (4) *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.[8]

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[8] Penny Ur, *A Course Language Teaching*, (Australia: Cambridge University Press, 1996), P. 120.

In the other hand, based on the result of questionnaire explained that there were 20 students (66,7%) agreed that the usage of method to teach speaking skill by English lectures was a problem. And only there were 10 students (33,7%) disagreed about it. It means that the students are less comfortable when teaching learning process, and they do not understand with the subject who taught by English lectures. That's why, this result explained that the result supported the result of speaking test that students had problems in speaking. So, to overcome the problem English lectures must give high motivation to students. Especially, intrinsic motivation in teaching learning process, the English lectures must give attention some theories such as: (a) type of classroom speaking skill *(on page 29),* (b) principles for designing speaking techniques *(on page 30),* (c) characteristic of a successful speaking activity (*on page 30*), and criteria for evaluating speaking skill *(on page 31).* But, the most important is that the English lecturers are able to give intrinsic motivation to students, so that when using a method the students will be comfortable and be easy to receive the subject.

b.   *The Lecturers seldom Speak English in Their Teaching*

As English learners of course must have high motivation look like a dreamer who wants to be success but do less. To know speaking skill in English, English learners must do what should they do and what should not they *(look on page 23-25 tips for speaking skill).* If only English learners do it of course they will speak English well.

As English lectures also must have a method to increase student motivation, they must know how the way makes students have high motivation to speak English. Look on page of 29-30 explained that principle for teaching speaking skill and principles for designing speaking techniques. They are one of the ways to improve speaking skill for English learners.

In learning teaching process as English lectures if they are teaching English learners virtually they must speak English full or combine English –Indonesia. Because it is a way to improve speak English. The habitual in saying English will impact to our ability, always speak English in teaching process will make Habitual to students to speak English too and as English learners too don't have to often think that the ability to speak language is the product of language learning process, but speaking is also crucial part of the language learning process, therefore, effective instruct or must teach student speaking strategies using minimal responses, recognizing scripts and using language to talk about language and their confidence in using it *(look on page 21)*.

But as a matter of fact, based on the results questionnaire explained that there were 20 students (66,7%) agreed that the lectures are infrequent to speak English in their teaching. and there were 10 student (33,3%) disagreed about that it indicates to us that the lectures are infrequent to speak English in teaching learning process. Therefore English lectures must after their style when teaching and must speaking English full or combine it in teaching process so that the students will have habitual to speak English inside or outside class.

c.   *The Lecturers seldom Come at Class for Teaching*

In this part explains that the English lectures are infrequent to come at class for teaching and based on result of questionnaire explained that there were 19 students (63-3%) agreed on the lecture are infrequent to come at class and there were 11 students (36-74%) disagreed on the problems. It indicates that the attending of English to teach students have influence for students' ability because as facilitator must always give motivation to students. And the English lectures understand must know that they have responsibility to students' ability to teach them. It is not fault for English lectures if students are still difficult to speak English but minimal the English lectures understand their position and can improve English students' ability in this condition English lectures have responsibility to give intrinsic motivation to students *(look on page 26-37).*

d.   *The Lectures only Give Theories without Practicing in Their Teaching*

In theory of learning explained that to teach speaking must give practice time and number of dialogues needed. It means that practicing gives impacting to student ability. Tips for speaking skill explained that practice may not make you perfect, but it will make you better (perfection comes after lots of practice) *(look on page 23).*

As English lectures who always give theories in their teaching only makes the students understand to their subject but they cannot put to use them. English lectures who always give practice of course give effect to students. Examples learners talk a lot, participation is even, motivation is high, by using practicing in speaking English so characteristic of successful speaking activity will be come true *(look on page 30)*

therefore, the English lecture must avoid problems speaking such as: inhibition, nothing to say, low or uneven participation, mother tongue use, low motivation, and method use. *(Look on page 36-37)*

According to result of questionnaire explained to us that there were 19 student (63,3%) agreed that English lecturers only give theories without practicing and there were 11 students (36,7%) disagreed on this problem. It means that English lecturers only give theories without practicing, whereas practicing in speaking skill is very important to improve students' speaking. Therefore, English lecturers must give practicing in their teaching so that the student can practice to speak English and can perform their speaking.

3. The State College for Islamic Studies (STAIN) Palopo

a.   *Lack of English Books as References at Library of STAIN Palopo*

English books are one of supporting to improve students' skills of English skills. To understand English, English learners need much references but how if the students do not English books of course they will be difficult to understand English.

STAIN Palopo is a university who has big library and on the library there are many books as references for the other departments. In this research gave questionnaire that lack of English books as references in library but based on results of questionnaire explained that there were 13 students (43,3%) agreed and there were 17 students (56,7%) disagreed it. It indicates to us that English books are important to improve our skills, and explains that English books are enough in library to use by English students.

English book which used by English learners will help students in learning. It can help students to overcome problems faced by them in learning English. And English book is source for students in teaching learning process.

4. Another Findings of Previous Research in STAIN Palopo

There were many researchers who had done research in STAIN Palopo, especially in English department there were also previous research who had concluded their research results. On this research virtually had explained about general students' problems in speaking namely these were problems with speaking activities:[9]

1. *Inhibition***:** Learners are often inhibited about trying to say things in a foreign language in the class room. They are worried about making mistakes, fearful of criticism or losing face.

2. *Nothing to say***:** Even if they are not inhibited, we often hear learners complain that they cannot think of anything to say.

3. *Low or uneven participation***:** Only one participant talks at a time or he or she dominates the group while others speak very little or not at all. In a large group each member gets very little talking time.

4. *Mother-tongue use***:** In classes where all or a number of the learners share the same mother tongue, they are likely to use it. It is easier and it feels unnatural to speak to one another in a foreign language.

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[9] My English Guru, *Teacher Forum - Teaching speaking,* http://www.myenglish-guru.com/teacher-forum/teaching-speaking.html, accessed on May 09th 2012.

5. *Low motivation:* learners are de-motivated to speak foreign language and nothing to support them in learning foreign language.

6. *Method use:* the method is capable for teaching speaking will improve speaking ability. Learners are sometimes tired of method using by instructors.

General speaking problems above explained that the problems not only from English students but also from English lecturers, it is indicated by point problems number two and six about nothing to say and method use. If the English lecturers always speak Indonesia it indicates that nothing to say in English because if only English lecturers give practicing in English it will improve students' speaking. Khaeruddin suggested from his research that "he hoped every student had chance to do practice in learning process especially in learning speaking skill."[10] Based on the result of questionnaire on table 15 is about the English lectures only give theories without practicing in their teaching, it explains that English lecturers seldom gives practicing to English students when teaching speaking skill subject. Whereas, on chapter II explained about tips for speaking that students should practice as much as possible in which practice may not make students perfect, but it will make students better because perfection comes after lots of practice. Rahmat Margo Said that "the lecturers should provide more chances to students talking in the classroom."[11] In

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[10] Khaeruddin, *Improving Students' Speaking Skill through Group Investigation Method at the Third Semester of English Deparment STAIN Palopo 2010/2011 Academic Year,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2010), P. 59, t.d.

[11] Rahmat Margo Suwito, *Improving Students' Speaking Skill through English Meeting on the Third Semester at STAIN Palopo,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2010), P. 75, t.d.

clarifies that English lecturers must give practice to students and English students must always practice in speaking subject so that get perfection because perfection comes after lots of practice.

"The lecturers should be carefully to use method or technique in teaching specially teaching speaking, it caused how importance a method in learning process" said Khaeruddin.[12] And based on his research result that "learning English for speaking skill is the students really need a method that can touch their mind-set, so that the students involved a whole learning process."[13] It explains that a method is very important in improving students' ability. Based on the result of questionnaire on this research explain that most of students agreed that the usage of method from the lecturers' teaching was one of problems that faced by English students in speaking skill *(Look on table 12)*. Generally a method is seen as super ordinate, comprising both principles and techniques, the principles involve five aspects of second-or foreign-language teaching: the teacher, the learner, the teaching process, the learning process, and the target language/culture. Taken together, the principles represent the theoretical framework of the method. The techniques are the behavioral manifestation of the principles-in the other word, the classroom activities, and procedure derived from an application of the principles.[14]

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[12] Khaueruddin, *Op., Cit.,* P. 60.

[13] *Ibid*, P. 59.

[14] Diane Larsen –Freeman, *Techniques and Principles in Language Teaching (Teaching Techniques in English as A Second Language),* (Hongkong: Oxford University Press, 1955), P. xi.

There were some previous researchers who had success in their research of STAIN Palopo by using their method in speaking skill namely, Abd. Rauf said that "by using retelling story could give significant development toward the students' speaking ability in English" He suggested that English lecturers used retelling story to improve students' speaking.[15] Asri Ahmad said that "the use of interactive classroom activities can give significant development in students' communicative competence and by using it can motivate students to speak English."[16] And Sahara said that "an English teacher or lecturer in English teaching should given an appropriate method to the students, which can make them relax, enjoy, and happy."[17] Sandi Hermawan said that "trough procedure text the students to be more active in the classroom then lecture, and be enjoying". And he suggested that "the lecture should give opportunity to students to be more active in speaking rather then itself, and should give more motivation to students so that more confidence to speak English."[18]

It means that the use of method should be capable for students condition because method some effect on students' motivation. If the students lose confidence

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[15] Abd. Rauf, *Improving Students' Speaking Skill through Retelling Story of Third Semester at STAIN Palopo,* Skipsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2011), P. 72, t.d.

[16] Asri Ahmad, *Developing the Communicative Competence at the Third Semester students of English Department of STAIN Palopo through the Use of Interactive Classroom Activities,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2007), P. 62, t.d.

[17] Sahara, *Improving Students' Vocabulary through Mixing Stem and Affixes Technique at the Third Semester Students STAIN Palopo* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2009), P. 59, t.d.

[18] Sandi Hermawan, *Improving Students' Speaking Skill through the procedure text at the Third Semester STAIN Palopo,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2010), P. 72-73, t.d.

in the method, he or she will become de-motivated. And the students' confidence in the method is largely in the hands of most important factors affecting intrinsic motivation.

The other previous researcher also found some problems on their research result of English learning process such as: ST. Asliani Agussalim in her research concluding that "English department have fairly poor in understanding the vocabularies of American English and British English."[19] It clarifies that English students are lack of vocabulary. According of Farida Middin is on her research that "students do not have adequate vocabulary or they are lack of vocabulary."[20] It clarifies that vocabulary is one element important which needed by English students to improve students' ability in English. Based on the result of questionnaire also explained that the English students had problems in speaking skill namely they were lack of vocabulary, it could be seen on table 10. To speak English all of students must have vocabulary, but it will be problem if the students do not have vocabulary because by vocabulary English students can practice English well.

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[19] ST. Asliani Agussalim, *Measuring Students' Ability through Understanding Two Main Varieties of English American and British at the Fifth Semester of STAIN Palopo,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2009), P. 64, t.d.

[20] Farida Middin, *The Difficulties of Students in Finding Main Idea and Supporting Detail Text in Reading Comprehension of Second Year Students of English Department in STAIN Palopo (A Case Study),* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2007), P. 49, t.d.

According to Anita Basri on her research said that factors influencing of English students in translating English into Indonesia:[21]

a.   The students lack of motivation in learning English.

b.   The students were insufficient frequency of practice or exercise.

c.   The students had lack of knowledge of tenses as well as of vocabulary.

d.   The students less pay attention about English and Indonesia grammar in translating.

e.   The students were lazy to memorize vocabulary.

Anita Basri explained on her research above that students had problems in translating English into Indonesia. And her research above has sameness by the result of this research. In which the sameness such as: the students were low motivation, the students seldom practiced English, and the students were lack of vocabulary. It clarifies that English students really have problem in learning English, and the problems are not only from English students but also from English lecturers. Therefore these problems should be overcome by English lecturers and English students to be master of English and to obtain easy learning.

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[21] Anita Basri, *The Lexical Problems Faced by the Fifth Semester Students in English Department of STAIN Palopo to Translate text into Indonesia,* Skripsi Sarjana Pendidikan*,* (Palopo: Perpustakaan STAIN Palopo, 2007), P. 70, t.d.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   Conclusion

Based on the data which had been analyzed on chapter IV, the results of data speaking test, and the results of questionnaire showed that the students had problems in speaking skill. In which students' general problems speaking skill were inhibition, nothing to say, low or uneven participation, mother-tongue use, low motivation, method use, it's showing off to speak good English, and can't remember all the grammar and vocabulary.

The results of speaking test explained that the students were in low score of their ability, and it indicated that the students had problems in speaking skill. It showed that their score was 6,8 in speaking test. And the score obtained based on the technical of scoring that had six scales, and based on the previous indicator category.

In other hand, the result of questionnaire explained that the English learners had problems in their speaking skill such as:

1. English Students' Weakness

a.   The Students do not have ambition/motivation to learn English

b.   The students are shy and scare to do wrong to speak English

c.   Lack of understanding of structure and grammar

d.   The students are not used to speaking English at their daily

e.   Lack of vocabulary

f.   The students' environment that always use mother-tongue

2. English Lecturers' Weakness

a.   The usage of method from the lectures' teaching

b.   The Lecturers seldom speak English in their teaching

c.   The lecturers seldom come at class for teaching

d.   The lectures only give theories without practicing in their teaching
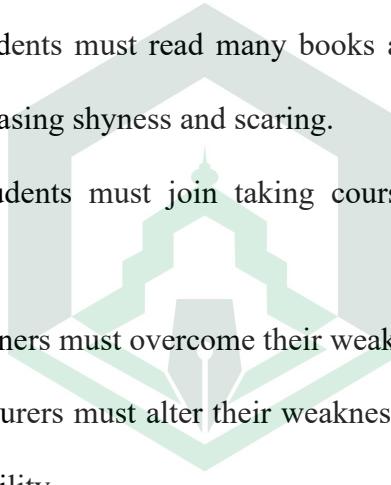
3. STAIN Palopo

Lack of English Books as References at Library of STAIN Palopo

Based the results of questionnaire the writer conclude that problems faced by English learners cause from English learners' weakness and English lecturers' weakness, for STAIN Palopo the result explained that English books are not too problems for English learners in students' speaking ability.

B.   *Suggestion*

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

1. To improve students' ability in speaking skill, English students and English lecturers must understand their weakness each other to obtain speaking quality well.

2. STAIN Palopo must assign the English lecturers to teach English students by using English full in learning speaking subject.

3. English Lecturers must give pay attention about students' motivation and improve students' confident in learning language.

4. English lecturers must use the direct method and not the grammar-translation method in teaching speaking skill.

5. 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 be shy, and do not try to be perfect in learning speaking skill.

6. The English students must always use new vocabulary and use it in their daily.

7. The English students must read many books about improving motivation or self confident and decreasing shyness and scaring.

8. The English students must join taking course to increase their ability in structure and grammar.

9. The English learners must overcome their weakness to get speaking skill well.

10. The English lecturers must alter their weakness to give teaching process well to students' speaking ability.

11. The lecturers must give high motivation to students, especially intrinsic motivation in their teaching.

12. The students and the lecturers should cooperate to reach out for purposing in improving speaking skill.

ANGKET

Angket ini bertujuan untuk memperoleh data tentang masalah –masalah yang dihadapi oleh mahasiswa(i) STAIN Palopo dalam *Speaking Skil.*

Petunjuk Pengisian

Lengkapi pernyataan dibawah ini dengan member tanda (√) pada pilihan **"*Setuju*"** dan **"*Tidak Setuju"*,** yang sesuai dengan pilihan anda tanpa dipengaruhi oleh teman anda!
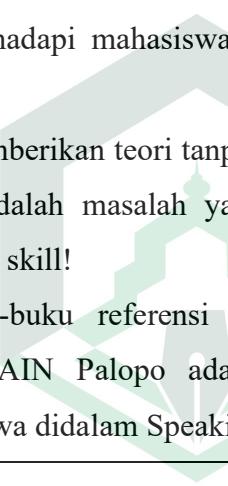
Identitas Respondent

Nama   :
NIM   :
Tadris   :

No	Pernyataan-Pernyataan	Setuju	Tidak Setuju
01	Siswa tidak memiliki ambisi/motivasi sehingga sukar dalam berbicara bahasa Inggris adalah masalah yang dihadapi mahasiswa didalam Speaking Skill!		
02	Perasaan malu dan takut salah berbicara bahasa Inggris adalah masalah yang dihadapi mahasiswa didalam Speaking Skill!		
03	Kekurangpahaman Structure & Grammar bahasa Inggris adalah masalah yang dihadapi mahasiswa di Speaking Skill!		
04	Ketidakbiasaan mahasiswa dalam berbicara Bahasa Inggris adalah masalah yang dihadapi mahasiswa di Speaking Skill!		
05	Kurangnya Kosakata/Vocabulary adalah masalah yang dihadapi mahasiswa di Speaking Skill!		
06	Lingkungan mahasiswa yang selalu menggunakan		

	bahasa induk (Bahasa Indonesia) adalah masalah mahasiswa didalam Speaking Skill!
07	Penggunaan metode yang dibawakan oleh Tenaga Dosen dalam mengajar adalah masalah yang dihadapi mahasiswa didalam Speaking Skill!
08	Dosen jarang berbicara bahasa Inggris dalam mengajar adalah masalah yang dihadapi mahasiswa didalam Speaking Skill!
09	Dosen Jarang hadir dalam kelas untuk mengajar adalah masalah yang dihadapi mahasiswa didalam Speaking Skill!
10	Dosen hanya memberikan teori tanpa praktek berbicara bahasa inggris adalah masalah yang dihadapi siswa didalam Speaking skill!
11	Kurangnya buku-buku referensi bahasa Inggris di perpustakaan STAIN Palopo adalah masalah yang dihadapi mahasiswa didalam Speaking skill!

RIWAYAT HIDUP

Nama	: **Muh. Saiful Anwar**	
Jenis Kelamin	: **Laki-laki**	
Tempat Tanggal Lahir	: **Pembasean, 12 September 1989**	
Anak	: **Ke 2 dari 2 Bersaudara**	
Suku	: **Jawa**	
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A. Identitas Orang Tua

1 **Ayah**

   Nama : **Muh. Mahcsun**

   Pekerjaan : **Tani**

2 **Ibu**

   Nama : **Ramini**

   Pekerjaan : **IRT**

B. Riwayat Pendidikan

1 **Tamat SD Negeri 404 Pembasean Tahun 2002.**

2 **Tamat SMP Negeri 2 Bone-Bone Tahun 2005.**

3 **Tamat SMA Negeri 1 Bone-Bone Tahun 2008.**

4 **Melanjutkan Pendidikan di STAIN Palopo Jurusan Tarbiyah Prodi Bahasa Inggris Tahun 2008.**

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