

**AN ANALYSIS OF STUDENTS' PROBLEM IN SPEAKING AT
ELEVENTH GRADE OF SENIOR HIGH SCHOOL 1
BANDAR LAMPUNG**

(A Thesis)

**Submitted as partial fulfillment of the requirements for S-1
Degree**

By:

**Devy Dastyana
NPM: 1711040198**

**Advisor : Nunun Indrasari, M.Pd
Co-Advisor : Dian Reftyawati, M.Pd**



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN
LAMPUNG
2022/1444H**

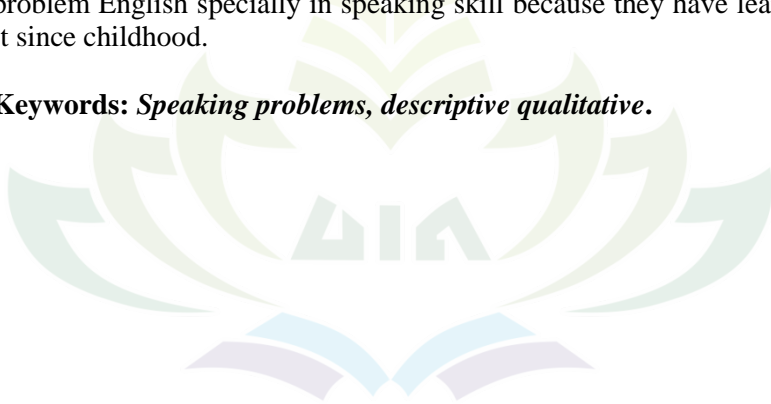
ABSTRACT

According to the observations at SMA Negeri 1 Bandar Lampung, there were certain issues with English learning connected to speaking practice. The students had speaking issues because they had some problems; fear of mistakes, shyness, anxiety, nothing to say, low or uneven participation, and mother tongue.

Descriptive qualitative was used in this research. The objective of this research was to know the student's speaking problem, and the data were taken from the interviews. The research was conducted in SMAN I Bandar Lampung.

According to the findings of an interview with students about their speaking problems, there are four factors that students at SMAN I Bandar Lampung face: inhibition (fear of making errors, shyness, nervousness), nothing to say, poor or unequal involvement, and mother language. Mother tongue becomes the common students' problem English specially in speaking skill because they have learned it since childhood.

Keywords: *Speaking problems, descriptive qualitative.*



DECLARATION

This research entitled “An Analysis of Students’ Problem in Speaking at Eleventh Grade of Senior High School 1 Bandar Lampung” is entirely individual accomplishment. Except for the information in the references, this work contains no materials that have been published by others and does not quote any other people’s ideas except in accordance with ethical standards.

Bandar Lampung, 2022
The researcher,



Devy Dastyana
NPM: 1711040198



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

APPROVAL

This is to testify that the following thesis:

Title : **An analysis of students' problem in speaking**
Name : **Devy Dastyana**
Student's Number : **1711040198**
Study Program : **English Education**
Faculty : **Tarbiyah and Teacher Training Faculty**

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
The State Islamic of Raden Intan Lampung

Advisor,

Nunun Indrasari, M.Pd
NIP. 198707272015032006

Co-Advisor,

Dian Reftyawati, M.Pd
NIP. -

The Chairperson of
English Education Study Program

Dr. Mohammad Muhassin, M.Hum
NIP. 197708182008011012



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. 0721-780887 fax.0721-780422

ADMISSION

A thesis entitled “An Analysis of Students’ problem in Speaking”, by:
Devy Dastyana, NPM: 1711040198, Study Program: English Education,
has been tested and defended in the examination session held on: 29th June
2022

Board of Examiner :

- Chairperson : Syofnidah Ifrianti, M.Pd (.....)
- Secretary : Zakiyah, M.Pd (.....)
- Primary Examiner : M.Sayid Wijaya, M.Pd (.....)
- Co-Examiner I : Nunun Indrasari, M.Pd (.....)
- Co-Examiner II : Dian Reftyawati, M.Pd (.....)

**The Dean of
Tarbiyah and Teacher Training Faculty**



Prof. Dr. Hj. Mirva Diana, M.Pd
NIP. 196408281988032002

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“Karena Sesungguhnya sesudah kesulitan itu ada kemudahan, (5)
Sesungguhnya sesudah kesulitan itu ada kemudahan (6)”*

Q.S. Al-Insyirah : 5-6



DEDICATION

This thesis is dedicated to:

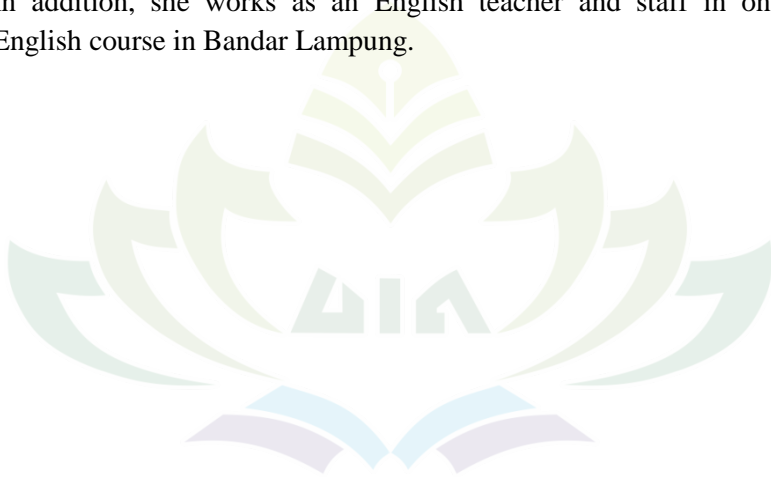
1. Allah SWT who always keeps and loves me everytime.
2. My Family, especially my parents, Mr. Sudiarso and Mrs.Sutiyah, who always give me supports. I am grateful for their guidance and love. Because of them, I can finish education until now. And my younger sister Nabila Ayu dastyana.
3. My classmates in PBI F 2017 of UIN Raden Intan Lampung.
4. My lecturers in English Department of UIN Raden Intan Lampung.



CURRICULUM VITAE

Devy dastyana was born on August 1st 1999 in Gedong tataan, Pesawaran. She is the first child of the parents, Mr. Sudiarso and Mrs. Sutiayah. She has one younger sister, her name is Nabila Ayu Dastyana.

She started her study in SDN 2 Bogorejo from 2005 and graduated in 2011. Then, she continued her study in SMPN 1 Gedong Tataan and graduated in 2014. After that, she started studying in senior high school at SMAN 1 Gedong Tataan and graduated in 2017. At the same year, she registered as a student of English Department of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung. In addition, she works as an English teacher and staff in one of English course in Bandar Lampung.



ACKNOWLEDGMENT

Bismillahirrahmanirrahim, all praises be to Allah the most gracious and merciful, who is amazingly helps me for finishing this thesis. Never forgot to deliver peace and salutation to the prophet Muhammad SAW and his family and companions.

This thesis, will not be completed without the advices and support from a number of people. As a result, I would like to express my gratitude to:

1. Prof. Dr. H. Moh Mukri, M. Ag., the rector of UIN Raden Intan Lampung
2. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teacher Training faculty of UIN Raden Intan Lampung.
3. Meisuri, M.Pd., the chairperson of English Education Study Program of Raden Intan Lampung.
4. Nunun Indrasari, M.Pd., as the first advisor who gives great attention, suggestion and guidance for this graduating paper.
5. Dian Reftyawati, M.Pd., as the second advisor who has patiently guided me in finishing this thesis.
6. All the lecturers and staffs of UIN Raden Intan Lampung who have shared the valuable knowledge and constantly helping the researcher during her education.
7. My parents and brother for their never-ending supports and motivation.
8. My friends, Dian Isnawati and Emilia Fitriani who always accompany me during my study in English Department and give me the spirit to finish this thesis.

Bandar Lampung, 2022
The researcher,

Devy Dastyana
NPM: 1711040198

TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION.....	iii
APPROVAL.....	iv
ADMISSION.....	v
MOTTO.....	vi
DEDICATION.....	vii
CURRICULUM VITAE	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES	xii
LIST OF APPENDICES.....	xiii

CHAPTER I INTRODUCTION

A. Title Affirmation.....	1
B. Background of the Problem	2
C. Identification of the problem	3
D. Limitation of the Problem.....	4
E. Formulation of the Problem.....	4
F. Objective of the Research	4
G. Significance of the Research.....	4
H. Relevance Studies	5
I. Research Methodology	6
J. The systematic of Discussion	12

CHAPTER II LITERATURE REVIEW

A. Literature Review	15
1. Speaking	15
a. Definition of Speaking	15
b. Function of speaking.....	16
c. Elements of Speaking	17
d. Types of Classroom Speaking Performance.....	20
e. Difficulties in Speaking	21
f. English Speaking Problem	23
g. Speaking Fluency	25
h. Measurement of Speaking Skill.....	27

CHAPTER III DESCRIPTION	
A. General Description of the Object	31
B. Presentation of Fact and Data Research.....	31
CHAPTER IV FINDINGS AND DISCUSSION	
A. Research Procedure.....	35
B. Findings	35
C. Discussion.....	39
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	47
B. Suggestion.....	47
REFERENCES	
APPENDICES	



LIST OF TABLES

	Page
Table 1.1 Students' problem in speaking English	9
Table 2.1 Speaking Assessment Rubric	27



LIST OF APPENDICES

Appendix 1 Interview Questions of the Students' Problem in Speaking

Appendix 2 Validation Interview Questionnaire

Appendix 3 Students XII MIPA 1

Appendix 4 Interview Transcript

Appendix 5 Syllabus

Appendix 6 Documentation



CHAPTER I

INTRODUCTION

A. Title Affirmation

In terms of explaining the title of the research, the researcher explains the term in the title first one by one. The purpose is to make the reader more understand the material that is discussed in this research. The title of the research is **“An Analysis of Students’ Problem in Speaking at Eleventh Grade of Senior High School 1 Bandar Lampung.”**

Analyzing means examining methodically in detail the constitution or the structure, typically for explaining and interpreting. So, here the researcher is going to know more about the issue and topic in this research.

Speaking is one of the language abilities that focuses on verbal exchanges. This can properly and smoothly create, transfer, or receive data. The speaker must pay close attention to vocabulary, grammar, and pronunciation.¹ Some problem usually faced by the students when learn speaking, such as inhibition (fear of mistakes, shyness, anxiety), nothing to say, low or uneven participation, and mother tongue.

Based on the terms above, it can conclude that the meaning of this thesis title is to analyze speaking problems faced by the students; inhibition (fear of mistakes, shyness,

¹ Aseptiana Parmawati and Ratih Inayah, “Improving Students’ Speaking Skill Through English Movie in Scope of Speaking for General Communication,” *ELTIN Journal* 7/II (2019): 44.

anxiety), nothing to say, low or uneven participation, and mother tongue.

B. Background of the Problem

Speaking is a production skill divided into two categories: accuracy and fluency. Accuracy is defined as the use of vocabulary, grammar, and pronunciation in many tasks, whereas fluency is defined as "the capacity to keep going when speaking spontaneously."² Khorashadyzadeh in journal storytelling to improve students' speaking skill states that Speaking requires learners to comprehend not just how to generate linguistic competence such as grammar, pronunciation, and vocabulary, but also sociolinguistic competence such as when, why, and how to talk.³ In addition, speaking is the ability to generate words and communicate thoughts verbally. Vocabulary, grammar, fluency, pronunciation, and understanding are some components of speaking.

Speaking is essential in student regions. Because having a solid proficiency in speaking skills might make it easier for students to communicate with others. According to Al-Roud, speech is the most common form of communication.⁴ Furthermore, speaking ability is the capacity to use moral language to explore ideas, intentions, emotions, and feelings with other people in order to ensure that the

² Ali Derakhshan, Atefah Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency," *English Language and Literature Studies* 6 (2016): 178.

³ Mukminatun Zuhriyah, "Storytelling to Improve Students' Speaking Skill," *Jurnal Tadris Bahasa Inggris* 10 (1) (2017): 122.

⁴ Al-Roud, "Problems of English Speaking Skill That University Students Encounter from Their Perspectives," *British Journal of Education*, 2016.

message is clearly communicated and understood by the listeners.

The aspect of speaking is not about speaking English correctly; rather, it is about giving students the courage to speak first. According to Maulana et al., the most difficult aspects of learning to talk were a lack of vocabulary, a lack of pronunciation, a lack of confidence to speak, and a fear of making mistakes when speaking. Furthermore, students were shy to speak English and share their thoughts and ideas because they were worried of pronouncing words incorrectly. As a result, students lost confidence.

Based on the researcher's observation in SMA Negeri 1 Bandar Lampung there were some problems in the English learning relating to the speaking practice, the students had speaking problems because they lacked vocabulary, lacked grammar, shyness, and worried about making mistakes.

With this problem, the researcher decided to analyze the students' speaking problems. So, the teacher will know the problem faced by the students and they can fix the problem and help the students.

C. Identification of the problem

Based on the background of the problems above, the identification of the problem in this research as follow:

The students have a problem in speaking such as pronunciation, lack of vocabulary, and grammar.

D. Limitation of the Problem

Based on the background above, the problem will be limited as follow:

The focus of the research is to analyze the students' problems in speaking.

E. Formulation of the Problem

Considering the background above, the problem will be formulated as the question below:

What are the students' problems in speaking?

F. Objective of the Research

This research aimed to know the students' problem in speaking.

G. Significance of the Research

1. Theoretical Significance

The theoretical significance of this research expected to give further information about what are the students' speaking problem and their ability in retelling spoof text. So, it can be as new information for the next researcher that is related to the speaking problem and retelling ability.

2. Practical Theoretical

This research would be beneficial for students and teachers. First for the students, this research is used for the students as their evaluation in improving their speaking skills, especially retelling a story about spoof

text. Second, for the teachers this research is expected will be beneficial for the teachers to know in more detail about the students' problems in speaking and the factors of students' ability in retelling spoof text.

H. Relevance Studies

There was previous research done by the other researchers related to this case. First, Ahmed Maher Mahmoud al Nakhalah, conducted study titled "problems and difficulties of speaking that encounter English language students" al Quds open university. The study's goal is to investigate the speaking challenges experienced by English language students at al Quds open university. The data analysis methodology is an experimental form of interview. The findings revealed and suggested that some students had difficulty speaking owing to factors such as fear of making a mistake, shyness, nervousness, and a lack of confidence.⁵

Second, Samira al Hosni, conducted a study titled "Speaking difficulties encountered by young learners." The study's goal is to investigate the speaking issues faced by fifth-grade children. The qualitative data analysis approach included observation and interviews. According to the findings of the study, there are three significant speaking issues experienced by students at this level: linguistic difficulties, mother tongue use, and inhibition.⁶

Third, "Teacher and Student Problems in Teaching

⁵ Ahmed Maher Mahmoud Al Nakhalah, "Problem and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University," *International Journal of Humanities and Social Science Invention* 5, no. 12 (2016): 96.

⁶ Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners," *International Journal on Studies in English Language and Literature (IJSELL)* 2 (2014): 22.

Learning Process of Speaking in MA Darul Ulum Waru Sidoarjo”, by Yuyun Eka Andraini year 2011 from State Institute of Islamic Studies Surabaya. The subject is the instructor, as well as students from the first, second, and third grades at MA Darul Ulum Waru Sidoarjo. She finds that the challenges were encountered by the teacher at MA Darul Ulum Waru Sidoarjo. Among these are students' passiveness in speaking class, students' frequent use of their language, students' fear of expressing their views, and the class's large size. Student encountered the following issues: student has a limited vocabulary, student struggles with using the correct grammar, student struggles with choosing the appropriate tenses, student struggles with pronunciation, student struggles with expressing their opinion, and there is no partner in speaking English.⁷

Therefore, this study will examine the students' problems and the causes of students speaking problem. This study combines the uncovered part of the previous research, which concerns about. This research, the researcher will conduct a different research from the previous above, entitled "An Analysis of Students' Problem in Speaking at Eleventh Grade of Senior High School 1 Bandar Lampung."

I. Research Methodology

1. Research Design

According to Creswell, qualitative research is a process of understanding based on diverse methodological traditions of inquiry that investigate

⁷ Yuyun Eka Andraini, "Teacher and Student Problems in Teaching Learning Process of Speaking in MA 'Darul Ulum' Waru Sidoarjo" (2011).

social or human problems. The writer believes that descriptive qualitative research is the best method to apply in this study. According to Schreiber, qualitative researchers tend to investigate things in their natural context, aiming to make sense of or interpret events in terms of the meaning individuals assign to them.⁸

This study generates descriptive data from the subject in the form of written words, and its behavior may be examined. The qualitative research method employed in this study was descriptive. According to Schreiber, descriptive studies merely use data to paint a picture of a group or individual.⁹

Finally, descriptive qualitative research is a type of study that is utilized in specific research into phenomena with the goal of describing or analyzing data acquired in the form of written words. The goal of descriptive research is to characterize phenomena and their characteristics. This investigation is primarily concerned with what occurred rather than how or why it occurred. As a result, methods such as observation and survey are routinely used to collect data.¹⁰ This research will be undertaken to assess the students' speaking challenges as well as the elements that influence students' ability to retell spoof material.

⁸ James Schreiber and Kimberly Asner, *Educational Research* (New York: John Wiley & Sons, inc, 2011).

⁹ Ibid.15

¹⁰ Adil Mohamed Zahran Al Kindy, "Consideration and Methodological Approaches in Studying Transformational Leadership Impact on Work Performance Behavior," *International Journal of Advanced Research* 4 (2016): 895.

2. Instrument and Data Collection

There are four types of data collection methods used in qualitative research: observation, interview, documentation, and triangulation/composite.¹¹ According to Sugiyono, data collection is the most important phase in a research since it is through this step that the researcher will obtain the data.¹² The researcher will utilize interviews and questionnaire to collect data from the students.

The researcher will question the English instructor and some of the students about their capacity to talk, particularly in spoof text. According to Sugiyono, the text is a transcription of a phenomena to bygones.¹³ Following that, the researcher documented the students' speaking abilities. The researcher will examine the students' speaking problems and their ability to retell spoof material based on both interviews and questionnaire.

In qualitative research, there are several kinds of instrument that usually use in the research. Those are: Test, Interview, questionnaire, documentation, etc. Sugiyono stated that human is an instrument which determine the research focus, chooses the information as source of the data, collecting data, analyzing data and also make a conclusion of her findings. In this research, the instruments that will be used are interview and questionnaire. The researcher will ask the students about their problem in speaking. The researcher also use

¹¹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2015).

¹² Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 27th ed. (Bandung: Alfabeta, 2018).

¹³ Ibid.

questionnaire to collect the data of students' retelling ability from the students of SMAN 1 Bandar Lampung.

To answer the research questions, the researcher gained the data from the Interview, and questionnaire. Those collection data techniques would be explained in the following.

a. Interview

The researcher will conduct an interview with the English students in the class who are learning about spoof text. The researcher asked the pupils several questions concerning their communication issues. The researcher writes down the pupils' interview responses. The interview results were utilized to answer the first study question concerning the students' speaking skills. The researcher will utilize Indonesian during the interview with the students to avoid misunderstandings during the interview.

Table 1.1

Students' problem in speaking English

No	Factor	Question Item
1	Inhibition	
	Feeling shy	1
	Afraid of making mistake	2
	Feeling unconfident	3
2	Nothing to say	
	Students don't know the meaning of the word	4
	Lack of vocabulary	5
3	Low or uneven participant	

	Difficult in pronouncing English word	6
	Don't like study English	7
4	Mother tongue use	
	Speaking is easier using mother tongue	8
	Prefer using Indonesia	9

3. Trustworthiness of the Data

Valid data must be obtained in the study. As a result, this section of the research focuses on how data may be trusted. The researcher employed methodological triangulation to assess the reliability of the data. Triangulation is a technique for improving the credibility and validity of study findings.¹⁴ Credibility relates to trustworthiness and how credible a research is, whereas validity is concerned with how properly a study represents or assesses the notion or concepts being explored. It signifies that triangulation is a method for determining whether or not a study is legitimate by comparing the results with different ways for one learning.

Denzin divided into four types of triangulations that can be used for research. They are:

a. Data triangulation

Data triangulation applies to issues such as time, geography, and people.

b. Investigator triangulation

¹⁴ Helen Nobie and Roberta Heale, *Triangulation in the Research with Examples* (Canada, 2019).

This triangulation comprises the utilization of many researchers in a study. Which varied perspectives or assumptions would influence research findings.

c. Theory triangulation

This kind fosters the use of several theoretical systems to understand a phenomena.

d. Methodological triangulation

This sort of data is collected using various methods such as interviews, questionnaires, or observations.¹⁵ After learning about the several forms of triangulation based on Denzin. So, triangulation is a method of determining the veracity of data. In this study, methodological triangulation was employed to validate the data. The writer uses all data gathering strategies to ensure the accuracy of the information gathered.

4. Technique of analysis the Data

Data analysis is the process of arranging data in order to obtain the regularity of the research kinds' patterns.¹⁶ Miles and Huberman defined analysis in Lestari, data analysis approach as their concurrent flows of activity.¹⁷

a. Reduction of the Data

Reduction refers to resuming the data, selecting the primary points, focusing on the important points,

¹⁵ Patricia Fusch, Gene E Fusch, and Lawrence R Ness, "Revisiting Triangulation in Qualitative Research," *Journal Od Social Change*, 2018, 22.

¹⁶ Nigel Mathers, Nick Fox, and Amanda Hum, "Trent Focus Group Using Interviews in a Research Project," *Institute of General Practice*, 2002, 1.

¹⁷ Indah Lestari, "Need Analysis of English for Specific Purposes at Vocational School" (IAIN Bengkulu, 2019).

and searching for the study subject. So, after gathering data from interviews and questionnaires, the first stage is to summarize, choose the main points, and focus on the most critical aspects of determining the theme and pattern. As a result, the reduced data will present a clearer picture, making it easier for researchers to collect additional data and search for it when needed.

b. Display the Data

Data in qualitative research might be presented in the form of brief descriptions, infographics, category links, flowcharts, and so on. In qualitative research, the most popular technique to transmit data is through narrative writing. The data display would make it simple to understand what was going on and plan the next actions based on what was previously known.

c. Drawing Conclusion and Verification

Verification refers to the process of answering the research question and objectives, as well as the aims and importance of the research.

On this research, drawing the conclusion would be done by answering the problem formulation that was created from the start.

J. The systematic of Discussion

This study will display the discussion in several chapters. The chapters will explain and describe particular topics. The systematic discussions are as follows:

Chapter I Introduction

Chapter I present the introduction, which consists of title confirmation, background of the research, identification of the problem, formulation of the problem, the objectives of research, significant of research, previous related studies, research methodology and systematic discussion.

Chapter II Literature Review

Chapter II contains a literature review of several theories and references that form the basis for supporting studies. In this study, chapter II presents the related literature about speaking, problem in speaking, retelling and also spoof text.

Chapter III Research Object Description

Chapter III presents and discuss the description of the object to be studied with the aim of knowing the research in more detail, and also the description of the research data, is explaining in detail about the data obtained in the study

Chapter IV Findings and Discussion

Chapter IV presents research data and research findings. This chapter presents all the data obtained along with the result of the discussion of the data analysis with the interpretation of the data.

Chapter V Conclusions and Recommendations

Chapter V presents the conclusion and suggestion of the research. This chapter presents what can be concluded from the result of the study and provides suggestion related to the conclusion.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. Speaking

a) Definition of Speaking

The capacity to express information vocally via language is referred to as speaking. Speaking ability, according to Harmer, is not just awareness of language features, but also the capacity to process information and language "on the fly." It necessitates the capacity to collaborate in the management of speaking turns and nonverbal communication. It occurs in the actual world with little time for comprehensive planning. As a result, fluency is essential to achieve the conversation's purpose.¹⁸

Speaking, according to Bailey, is a process of interaction in which speakers attempt to construct meaning by creating, receiving, and digesting information. Tarigan stated that the major purpose of speech is to communicate, thus we must successfully transmit our thoughts and feelings, and the speaker must grasp the meaning to be communicated in order for others to understand what they are talking about.¹⁹ It implies that individuals all over the world have

¹⁸ J Harmer, *Practice of English Language Teaching* (Edinburgh Gate: Longman, 2001).

¹⁹ Tarigan and Henry Guntur, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1981).

the capacity to talk since speaking is something we do all the time in order to interact with others and maintain healthy relationships in society.

From the explanation above, the researcher concludes that speaking is process to build and share ideas or feelings orally. Speaking include some aspects such as vocabulary, pronunciation, accuracy, fluency and comprehension. Students need to master all of those elements in speaking ability. Speaking, especially in a foreign language, is a very important activity for all ages of learners because from this activity people can understood what the othersaid who use a foreign language. Nowadays, in globalization era, English speaking skill is needed in every kind of field.

b) Function of speaking

Many attempts have been made to categorize the purposes of speech in human contact. Richards divides speaking duties into three groups that are highly varied in terms of form and function and necessitate various instructional techniques. These functions are divided into three categories: talk as interaction, talk as transaction, and talk as performance.

- Talk as interaction refers to what we often refer to as "conversation" and defines interaction that is largely social in nature. People engage in the speaking activity to be pleasant and to create a comfortable zone of connection with others. This category focuses

on the speakers and how they want to exhibit themselves to each other rather than the content.

- The term "talk as transaction" refers to circumstances in which the emphasis is on what is said or done. The core focus is on the message and making oneself understood clearly and precisely, rather than the participants and how they engage socially with one another.²⁰
- Public talk, that is, talk that communicates information in front of an audience, such as classroom presentations, public announcements, and speeches, is referred to as talk performance. This sort of conversation is usually monologue rather than discourse. Speak as performance is more similar to written language than conversational language, and it is frequently judged based on its efficacy or influence on the listener, as opposed to talk as interaction or transaction. Talk as performance includes debate, welcoming speech, presentation, and providing a lecture.²¹

c) Elements of Speaking

1) Pronunciation

Pronunciation in English is concerned

²⁰ C. Richard Jack, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press, 2008).

²¹ Ibid.

with the creation and identification of sounds, stress patterns, and intonation. It includes hearing identification with many choices.²² It occurs while the vocal cord opens and closes. The air in the upper portion of the speech organs, such as the throat, mouth, and nasal cavity, is transformed into plosive, lateral, velar, nasal, bilabial, alveolar, dental, and so on.²³ Listeners will be unable to grasp what the speakers are saying if their pronunciation is poor, making communication difficult. As a result, pronunciation plays an important role in both academic and social domains, allowing students to engage and integrate successfully in their community.

2) Grammar

Grammatical competency includes knowledge of everything from inflections to syntax.²⁴ We won't be able to pronounce the language unless we understand the pattern of the language. Grammar concepts such as modals, modifiers, prepositions, clauses, and other grammatical elements should be taught to students.

3) Vocabulary

Vocabulary is a crucial aspect of teaching and learning to speak. Language learners must use proper words in certain settings in

²² S Medsen Harold, *Techniques in Testing* (New York: Oxford University Press, 1983).

²³ Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2000).

²⁴ Harold, *Techniques in Testing*.

order for their speech to be meaningful.²⁵ When individuals wish to express their feelings about anything, they must be able to choose the right term. As a result, students must comprehend the significance of meaning in context, as well as the facts about word production and how to twist words to fit various grammatical situations.

4) Fluency

Fluency is defined as the capacity to talk freely and fluently with no pauses and no distracting hesitation indicators. It also includes features such as answering coherently within the turns of the conversation, employing linking words and phrases, maintaining an understandable pronunciation, and using proper tone without too much uncertainty. Accuracy and fluency are inextricably linked.

5) Comprehension

The final component of speaking is understanding. Comprehension refers to comprehending and interpreting what is spoken. It is about students' ability to talk on all professional and general issues as fluently and naturally as native speakers.

Finally, pronunciation, grammar, vocabulary, fluency, and understanding are critical components in the development of

²⁵ Paul Bogaards and Batia Laufer- Dyorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (Amsterdam: John Benjamins Publishing, 2004).

pupils' speaking abilities. These aspects work together to achieve the objective of high speaking ability.

d) Types of Classroom Speaking Performance

Speaking performances serve several functions in everyday communication, according to Brown, who claims that six categories are applied to the oral output that students are required to accomplish in the classroom.

They are as follows:

1. Imitation is a very small fraction of classroom speaking time that may legally be spent producing "human tape recorder" speech. For example, students may rehearse an intonation contour or attempt to identify a certain vowel sound. This type of imitation is done to focus on a specific piece of language form rather than to engage in meaningful dialogue.²⁶
2. Intensive speaking goes beyond imitative speaking in that it encompasses any speaking performance that is intended to practice some phonological or grammatical component of language. Intensive speaking can be launched independently or as part of a pair work activity in which learners "go over" certain forms of language.

²⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Language Pedagogy*, 2001.

3. Responsive responses are brief responses to questions or remarks posed by the teacher or students. These responses are typically adequate and do not lead to conversations. This type of discourse may be profound and genuine.
4. Transactional (dialogue), Transactional language is a more developed version of responsive language. It is done out in order to transmit or exchange certain information.
5. Interpersonal communication that is more concerned with preserving social relationships than with the transfer of facts and information.
6. Comprehensive (monologue), Students at the intermediate to advanced levels are required to deliver long monologues in the form of oral reports, summaries, or short speeches. The register is more formal and deliberate in this case. These monologues can be scripted.²⁷

e) Difficulties in Speaking

According to Brown, the following eight characteristics in speaking may make it difficult for EFL learners to generate effective English in oral communication:²⁸

²⁷ Ibid. 273-274

²⁸ Ibid. 270-271

1. Clustering

Fluent speech is phrasal rather than word for word. Through such clustering, learners may arrange their output both intellectually and physically (in breath groups).

2. Redundancy

The speaker has the chance to clarify meaning through linguistic redundancy. Learners can benefit from this aspect of spoken language.

3. Reduced forms

Contractions, elisions, shortened vowels, and so on might provide unique challenges in teaching spoken English. Students who do not master colloquial contractions may develop a stiff, scholarly manner of speaking, which stigmatizes them.

4. Performance variables

The act of thinking while the speaker speaks permits the speaker to exhibit a specific amount of performance hesitations, stops, backtracking, and corrections in spoken language. In English, "thinking time" is not silent, but rather filled with "fillers" such as eh, um, well, you know, I mean, like, and so on.

5. Colloquial language

This might make it tough for the pupils to communicate. Students frequently make mistakes while developing colloquial

language forms because they are unfamiliar with the vocabulary, idioms, and phrases.

6. Rate of delivery

In this element, the instructor must assist pupils in achieving an appropriate speed as well as other fluency characteristics.

7. Stress, rhythm, and intonation

They are the most significant aspect of English pronunciation. Stress, rhythm, and intonation can all express distinct meanings. These qualities are also a feature that makes it harder for students to talk.

8. Interaction

Conversational negotiation requires the inventiveness of interaction. Learning to make waves of language in a vacuum, without interlocutors, may strip conversational bargaining in speaking of its inventiveness.

f) English Speaking Problem

Speaking is a difficult skill to master. Students who are learning to speak frequently encounter several difficulties during the teaching and learning process. According to Ur, "certain students have issues with speaking exercises."²⁹ They are:

²⁹ Penny Ur, *A Course in Language Teaching* (UK: Cambridge University, 1996).

a. Inhibition

Speaking, unlike reading, writing, and listening, involves some real-time exposure to an audience. Learners are frequently constrained while attempting to communicate things in a foreign language in the classroom, such as being concerned about making mistakes, scared of criticism, or shy of the attention their speech generates.

b. Nothing to say

Even if they are not constrained, students frequently claim that they cannot think of anything to say: they have no reason to express themselves other than the guilty sensation that they should.

c. Low or uneven participation

Only one member may speak at a time if he or she is to be heard, which implies that in a big group, each participant will have very limited talking time. This issue is exacerbated by the tendency of certain students to dominate while others talk very little or not at all.

d. Mother tongue use

In classrooms when all or a majority of the students speak the same mother tongue, they may choose to utilize it for several reasons: it is simpler, it seems weird to communicate to one another in a foreign language, and they feel less exposed if they use their

mother tongue. When they're speaking in small groups, it might be difficult to get certain classes, especially the less disciplined or driven ones, to stick to the target language.

Based on the issues raised above, it is possible to infer that there are four issues in learning speaking activities: inhibition, lack of words, poor or unequal involvement, and mother tongue use.

g) Speaking Fluency

According to Richards, fluency is "natural language usage happening when a speaker engages in meaningful contact and sustains understandable and continuing communication despite limits in his or her communicative skills." The notion of fluency comes from the Latin word for "flow." It is possible that some languages describe fluency as flow or fluidity, as suggested by Kopponen and Riggerbach. And presently, the notion of fluency in applied linguistics appears to share at least one aspect approximating "fluidity."³⁰ So, the researcher comes to the conclusion that being fluent in speaking may be characterized as the natural capacity to talk spontaneously as rapidly, fluently, correctly, lucidly, efficiently, and

³⁰ Abi Andaya Iswara, Abdul Aziz, and Dewi Rochsantiningsih, *Improving Students' Speaking Fluency Through the Implementation of Trivia-Based Activity in University Students*, English Education Department Sebelas Maret (Surakarta, n.d.).

comprehensibly as possible given the temporal restrictions of online processing. The following are the temporal factors in assessing and measuring speaking fluency: 1) Speech pace; 2) Articulation rate; 3) Phonation-time ratio; 4) Total number of silent pauses per minute; 5) Average length of silent pause; 6) Total number of pause filler per minute; 7) Total number of disfluencies per minute.

In general, the challenge encountered while dealing with fluency was when the learners spoke to others; the students attempted to make the hearers comprehend what they wanted to say. The writer discovered that students tended to pause and talk in fragments because they had difficulty recalling lexical words, encoding the grammatical structure of their message, and revising their own output. This scenario caused the students to speak tentatively and fragmentarily, implying that the frequency of pause fillers such as "well", "mm", "ee" and fluency production such as repeat, repair, restarts, and prolonging will fluently fulfill their talks.

Another factor affecting the students' speaking fluency was their propensity of employing Indonesian or Javanese terms when they couldn't locate acceptable English phrases. This tendency is classified as pause fillers, which occur when people attempt to convey difficult thoughts. The second significant element is the students' high frequency of quiet pauses.

h) Measurement of Speaking Skill

To determine whether students' speaking abilities have improved after being treated with some issue sticks, their speaking ability will be tested using a speaking measurement derived from Arthur Hughes, who partnered with FSI (Foreign Service Institute). There are five components with ratings ranging from 1-6 and weighted points ranging from lowest to greatest.

The speaking assessment includes various components derived from students' abilities, such as pronunciation, grammar, vocabulary, fluency, and understanding.³¹

Table 2.1
Speaking Assessment Rubric

Pronunciation	
1	Pronunciation frequently unintelligible.
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.
3	Foreign accent required concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4	Marked foreign accent and occasional mispronunciations which do not interfere with understanding.

³¹ Arthur Hughes, *Testing for Language Teacher* (Cambridge: Cambridge University Press, 2003).

5	No conspicuous mispronunciations, but would not be taken for a nativespeaker
6	Native pronunciation, with no trace of foreign accent.

Grammar	
1	Grammar almost entirely inaccurate expert in stock phrases.
2	Constant error showing control of very few major patterns and fluently preventing communication.
3	Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4	Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
5	Few errors, with no patterns of failure.
6	No more than two errors during interview
Vocabulary	
1	Vocabulary inadequate for even the simplest conversation.
2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.

4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions.
5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.

Fluency	
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences.
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted.
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness.
6	Speech on all professional and general topics as effortless and smooth as a native speaker

Comprehension	
1	Understand too little for the simplest type of conversation.
2	Understand only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
5	Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6	Understand everything in both formal and colloquial speech to be expected of an educated native speaker.