

**AN ANALYSIS OF THE STUDENTS' PROBLEM IN LEARNING  
SPEAKING AT THE FIRST SEMESTER OF THE ELEVENTH  
GRADE STUDENTS OF SMKN 6 BANDAR LAMPUNG  
IN THE ACADEMIC YEAR 2018**



**A Thesis**

**Submitted in Partial a Fulfillment of  
The Requirement for S1-Degree**

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2018**

## **ABSTRACT**

### **AN ANALYSIS OF THE STUDENTS' PROBLEM IN LEARNING SPEAKING AT THE FIRST SEMESTER OF THE ELEVENTH GRADE STUDENTS OF SMKN 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2018/2019**

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Siti Ratna Ayu**

Speaking is the process between speaker and listener and it is a productive skill and it involves students in produce the language also share the ideas. This research is about 'An Anlysis of the Students' Problem in Learning Speaking at the Second Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in the Academic Year of 2018/2019'.

In this research, the researcher used qualitative research method. The researcher used purposive sampling technique to determine the sample. The researcher chose class XI as sample that consisted of 29 students. In collecting the data, the researcher used observation and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display and conclusion drawing.

From the data analysis, the researcher found the students' problem and the cause of the problem in the process of learning speaking of SMKN 6 Bandar Lampung as follow: (1) The students' problem in learning speaking are students perception that they do not know the aspects of language that enable production in learning speaking, they are lack of vocabulary, limited of grammar knowledge, limited of pronunciation, never practice to speak English, minimum opportunities and nervousness (2) The cause of the problem in learning speaking are inhibition, nothing to say, environment factor and mostly mother tongue used.

**Keyword : Productive skill, Problems in learning speaking. Cause of problems in learning speaking**



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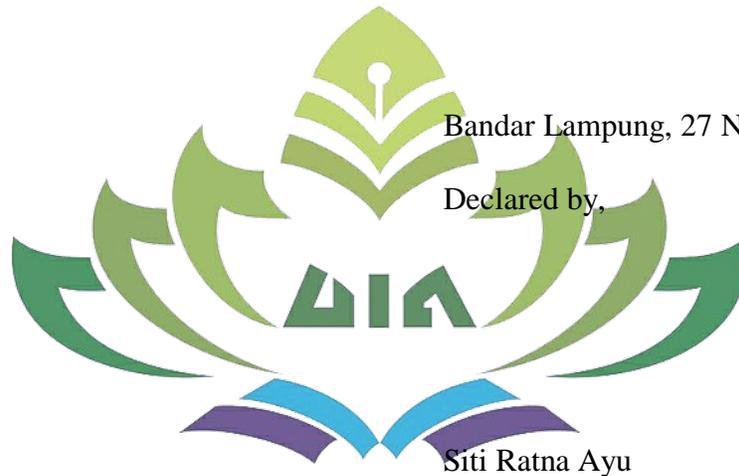
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## DECLARATION

I hereby state that this thesis entitled: “An Anlysis of the Students’ Problem in Learning Speaking at The Second Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampungin the Academic Year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



## MOTTO

“... يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ...”

*“... Allah will raise those who have believed among you and those who were given knowledge, by degrees...” (QS. Al-Mujaddalah; 11)<sup>1</sup>*



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<sup>1</sup> Abdullah Yusuf Ali, “*The Meaning of Holy Qur’an*” [online] available at <http://www.scribd.co/doc/2042683/Al-Quran-Terjemahan-Yusuf-Ali>, [October, 4<sup>th</sup>, 2018]

## DEDICATION

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always gives everything that I need and keeps everytime.
2. My beloved Father and Mother, Mr. Akhyar Tanzili (the late) and Mrs. Kotyati, who always love me and keep on praying for my life and succes. Thanks for all the motivation. I love you forever.
3. My beloved sister and brothers, M. Sodri, M. Hiakal Fasya, S.Pd.I, Rima Kasturi, S.Pd.I, M.Mathla'il Fajri, M.Pd.I who always support me and cheer me up until the completion of this thesis. Thanks for your support. We must be better for the future and always love our 'Mama'.
4. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

## CURRICULUM VITAE

The name of the researcher is Siti Ratna Ayu. She is called Ayu. She was born on July 22<sup>nd</sup>, 1995 in Bandar Lampung. She is the last child of Akhyar Tanzili (the late) and Kotyati. She has one beloved sister, her name is Rima Kasturi, S.Pd.I, and she also has three brothers, M.Sodri, M.Haikal Fasya, S.Pd.I, M.Mathla'il Fajri M.Pd.I.

The researcher attended Elementary School at MIN 8 Bandar Lampung and finished in 2007. After that, she continued her school at Junior High School at MTsN 1 Bandar Lampung and finished in 2010. After that, she continued her school at MA MALNU Pusat Menes, Pandeglang Banten and finished in 2013. After that, she continued her unformal school exactly took an English course in English Village, Pare-Kediri and finished in 2014. After that she decided to continued study in English Educational Program of State Islamic University of Raden Intan Lampung.

During studying at UIN Raden Intan Lampung, the researcher followed UKM Bahasa in 2014 to 2015. She also followed International students organization named AIESEC in Unila in 2016. After that, the researcher worked as an assistant lecturer at Malahayati University in 2017. The researcher also worked as teacher at MAN 2 Bandar Lampung in 2018.

The Researcher

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## ACKNOWLEDGMENT

First of all, Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “An Anlysis of the Students’ Problem in Learning Speaking at The First Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in the Academic Year of 2018/2019” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
2. Meisuri, M.Pd as the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dewi Kurniawati, M.Pd as the first advisor for his guidance help and countless time given to the researcher to finish this thesis.

4. Istiqomah Nur R, M.Pd, the second advisor who has spent countless hours correcting this thesis for its betterment.
5. Salahudin, S.T, M.Pd the principal of SMKN 6 Bandar Lampung and all the teachers and staff who have helped the researcher in collecting data.
6. Sri Ramdhaniwati and all English teachers at SMKN 6 Bandar Lampung who given the guidance and spirit in conducting this research.
7. The XI TPHPI students of SMKN 6 Bandar Lampung for giving contribution while she was conducting research there.
8. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the first year of her study.
9. Big families of Bani Tanzilli, mama and papa, all beloved brothers and sisters and also all my lovely nephew and niece may Allah will always protect us and meet in Jannah.
10. My beloved 'L3 Squad', abang Zarkasyi Amal.F, kakak Yuni Irawati, kakak Septriana, mamas Tedy Wiyantara, mbak Yeni Puspita, dan adek Septiyana Sari who always help each other since 2014. Thanks for being my best friend in college and see you on the top of success.
11. My beloved 'Ceunah Squad', Feni Indriani, Intan Permani.P, Indha Liesta and Ayu Ardianti who always support and care each other. How lucky I am to know you all.
12. All friends of the English Department of UIN Raden Intan Lampung, especially my beloved friends in G class and all people who have helped the researcher to finish the study that she can not mention one by one.

Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 27 November 2018  
The Researcher

Siti Ratna Ayu



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## CHAPTER I INTRODUCTION

### A. Background of the Problem

In learning English, at least there are four skills of language that actually reality must be mastered by all of the students. They are listening, speaking, reading and also writing. All four parts interconnect with one another and practicing all of them on a daily basis will greatly improve the learning process. Many people tend to put more effort into certain skills and not enough on other skills. Interestingly enough, speaking is the skill most people wish to be really good at and become the focus of the study since the students learn English.

As Ur states in her book named “A Course In Language Teaching: *Practice in Theory*”: All of the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as “speaker” of that language, as if speaking included all other kinds of knowing and most foreign language learners are primarily interested in learning to speak. According to her statement, speaking is the important one from the four skills.<sup>1</sup>

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<sup>1</sup> Penny, Ur, *A Course in Language Teaching (Practice and Theory)*, Cambridge: Cambridge University Press, 1991, p.120.

Speaking is the process between speaker and listener and it is a productive skill. When people speak, he or she sends information or ideas to another person. In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.<sup>2</sup> Nunan defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.<sup>3</sup> Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of the contexts.<sup>4</sup> Therefore, the researcher concluded that speaking is the ability to produce the language and share the ideas.

But in fact, the researcher found that most all of students at the eleventh grade of SMKN 6 Bandar Lampung got difficulty in learning speaking. Most of them have problems when learning speaking. Sometime, the students might want to speak English with other but they did not know what actually they wanted to speak. Some students might lose their words that actually was stored in their mind but could not produce by them. So, the researcher was interested to analyze many things around speaking aspects. Starting from the students' problem in learning speaking and the cause of the problems occurred in learning speaking.

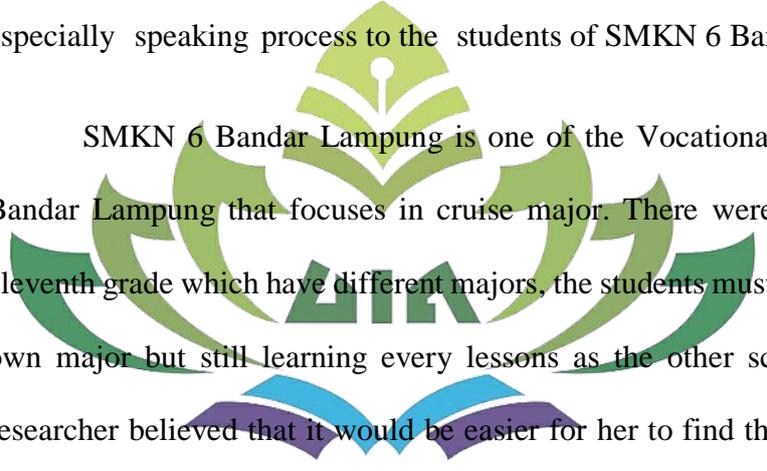
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<sup>2</sup> David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593.

<sup>3</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, available on <http://unr.edu/homepage/hayriyek>, accessed on February 23rd, 2018.

<sup>4</sup> Chaney, A.L., and T.L. Burk, *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon, 1998, p.13.

Based on the preliminary research, the researcher got the speaking score from the English teacher and found that many of students at the eleventh grade of SMKN 6 Bandar Lampung still got under average score in learning speaking, most all of the students have problems in learning English especially speaking. Most of them were unable to speak English well because of many factors included. Beside that, to get the data of pre research the interview schedule was done and applied to the English teacher and observed the class in teaching and learning English especially speaking process to the students of SMKN 6 Bandar Lampung.



SMKN 6 Bandar Lampung is one of the Vocational High School in Bandar Lampung that focuses in cruise major. There were eight classes in eleventh grade which have different majors, the students must be focus on their own major but still learning every lessons as the other school learnt. The researcher believed that it would be easier for her to find the problem in this vocational high school.

Based on the result of interview showed that the students's capability in speaking English was still under average. The researcher found that most all of the students were unable to use English in their English class. This was supported by the result of interview with the English teacher Mrs. Sri Ramdhaniwati, She said that most students in the eleventh grade had difficult to be master in speaking, most of them got under

average score in speaking section and mostly they could not pronounce the word correctly.<sup>5</sup>

Actually, that was reasonable enough because generally, the teacher was used Indonesian dominantly. The researcher believed that the teacher just wanted to make the students understood what the material was delivered by her, so she used Indonesian as the best way to give the material to her students. Although, the teacher had been tried to guide and challenge them to speak in English, but the students always used Indonesian. For example, when the students wanted to go to the toilet; they did not make permission by using English.

Some students still used Indonesian even the teacher forced them to speak in English. Based on the short interview with a few students, the researcher get the admission that they were too shy and difficult to say something by using English. Futhermore, the students have to speak in front of the class and watched by their friends that they directly would laugh to them if they made a mistake.

Usually students' problem in learning speaking comes from the difficulties in speaking activity that faced by students. It was supported by Thornbury stated that the difficulies that student speaker faces break down into two main area such as knowledge factor and skill factor.<sup>6</sup> In knowledge

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<sup>5</sup> Sri Ramdhaniwati, English Teacher of SMKN 6 Bandar Lampung, *Teacher's Interview*, Bandar Lampung, May 15<sup>th</sup>, 2018, Unpublished.

<sup>6</sup> Scott Thornbury, *How to Teach Speaking*, Harlow. England: Longman, 2005, p.39.

factor the students do not know the aspects of knowledge in speaking such as grammar, pronunciation and vocabulary. Beside that, in the skill factor the students are lack of confidence which might inhibit fluency. Because of his statements, the researcher interested to analyze the students' problems in learning speaking at SMKN 6 Bandar Lampung.

By overcoming the problem of learning speaking, success will be achieved on the path to effective communication but problems could be solved if teacher knew what students' problem before and the cause of problem occurred. The students' average score of speaking test can be seen in (Appendix 2). From the data students' speaking score in learning speaking at eleventh grade in SMKN 6 Bandar Lampung was 70, it could be said that the total number of students who got difficulty in learning speaking are 121 or 52.83% from 229 students. In the other hand, just 108 students or 47.16% who achieved the criteria minimum speaking score. The class that got the highest score was XI NKPI 2 (Nautika Kapal Penangkap Ikan) and the class that got the lowest score was XI TPHPI (Teknologi Pengolahan Hasil Perikanan). Researcher found that most of the student still got under average score because English was foreign language for them. Their habitual was not using the English language, so they felt difficult to speak in English language. One possible solution for such challenges that the teacher should apply was minimized their problem because problem is situation, person, or thing that needs attention. If we know about students' problem,

we will understand the problem faced by students, then as well as we know how to solve the problem.

In previous research on difficulties or problems in learning speaking was conducted by Rika, on her Thesis “English speaking learning problems faced by Students.” She said that the students get difficulties to make sentences based on appropriate grammar.<sup>7</sup> Other research was conducted by Henna from her observation and experience of analyzing the language of Finnish and Japanese adult learners of English to know the informants experience difficulties in speaking English with the title “Difficulties in Speaking English” the result of her research was kinds of problems in speaking English at second language acquisition theory, and the factors that affecting them.<sup>8</sup> Another previous research was conducted by Devi with the title “A Study of Students’ Problems in Learning Speaking English at The Second Grade of SMPN 1 Telaga”. The result of her research were factors that influence success and problems in learning speaking such as low in mastering vocabulary, limited of grammar knowledge and

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<sup>7</sup> Rika Wukandari, *English speaking learning problems faced by Students at the first year of SMP Negeri Tirtomoyi Wonogiri*. School of Teacher Training and Education Muhammadiyah University of Surakarta, 2010, p.185, available on <http://eprints.ums.ac.id/10056/1/A320060175.pdf>, accessed on 6th, March 2018.

<sup>8</sup> Henna Paakki, *Difficulties in Speaking English and Perceptions of Accents A Comparative Study of Finnish and Japanese Adult Learners of English*. English language and culture School of Humanities University of Eastern Finland October, 2013, p.54, available on [http://epublications.uef.fi/pub/urn\\_nbn\\_fi\\_uef-20131057/urn\\_nbn\\_fi\\_uef-20131057.pdf](http://epublications.uef.fi/pub/urn_nbn_fi_uef-20131057/urn_nbn_fi_uef-20131057.pdf), accessed on 6th, March 2018.

pronunciation, shyness, fear of making mistakes, lack of confidence, mother tongue used dominantly and low of motivation.<sup>9</sup>

Based on the background of the problem that mention above, the researcher was conducted the research about learning of English subject with the title: “An Analysis of the Students’ Problem in Learning Speaking at the First Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in the Academic Year 2018/2019”

## **B. Identification of the Problem**

Based on the background above, the researcher identified the problems as follows:

1. The students at the eleventh grade still got under average score in learning speaking.
2. The students could not pronounce the word correctly.

## **C. Limitation of the Problem**

In this research, the reasearcher focused on study of the students’ problem and cause of the problem in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung in academic year of 2018/2019.

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<sup>9</sup> Devi Novita Sari, *A Study of Students’ Problems in Learning Speaking English at The Second Grade of SMPN 1 Telaga*. Faculty of Tarbiyah and Teaching Science of Syekh Nurjati State Institute for Islamic Studies of Cirebon, 2014, p.38, available on <http://repository.syekhnurjati.ac.id/2954/1/DEVI%20NOVITA%20SWARY-min.pdf>, accessed on 16th, March 2018.

#### **D. Formulation of the Problem**

Based on the background mentioned earlier, the researcher formulated the research problem as follows:

1. What were the students' problem in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung in academic year 2018/2019?
2. What were the cause of the problems in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung in academic year 2018/2019?

#### **E. Objective of the Research**

The objective of the research are as follow:

1. To know the students' problem in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung in academic year 2018/2019.
2. To know the cause of the problems in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung in academic year 2018/2019.

#### **F. Uses of the Research**

This significances of this research are to:

1. As a references and information of English teacher related to the problems and cause of the problems occur in learning speaking.

2. As a source of information for further other research on speaking.
3. Researcher hoped that students are more motivated to learn and reduce the problems they face in learning speaking.
4. Researcher hoped that the teachers can understand what the student's problems in learning speaking and the teachers can easily improve their creativity in teaching process, so the goal of the learning can be achieved.

## **G. Scope of the Research**

The researcher formulated the scope of the research as follows:

### **1. Subject of the Research**

The subject of the research were students at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung.

### **2. Object of the Research**

The object of the research was students' problem in learning speaking and the cause of the problems occur in learning speaking at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung.

### **3. Place of the Research**

The research was conducted at the first semester of the eleventh grade students of SMKN 6 Bandar Lampung in academic year 2018/2019.

### **4. Time of the Research**

The research was conducted at 28th September until 3rd October 2018.

## CHAPTER II REVIEW OF LITERATURE

### A. Concept of Speaking

In this case, the researcher shows about concept of speaking. It is divided into four points: 1) definition of speaking, 2) the functions of speaking, 3) types of speaking classroom performance and 4) types of speaking activities.

#### 1. Definition of Speaking

In learning English at least there are four skills of language, there are listening, speaking, reading, and writing. Speaking is probably the language skill that most language students wish to perfect as soon as possible. The difficult one to assess with precision is speaking skill, because speaking is complex skill to acquire. The following five components are generally recognize in speaking activity, such as: Comprehension, grammar, vocabulary, pronunciation, and fluency.<sup>1</sup>

##### a). Comprehension

For oral communication, comprehension definitely requires a subject to respond to the speech as well as to initiate it.

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<sup>1</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, San Francisco: Longman. 2003, p.157.

b). Grammar

The Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.<sup>2</sup>

Grammar is one of important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar.

c). Vocabulary

Vocabulary means list of words their meaning.<sup>3</sup> People can not communicate effectively or express their ideas both oral and both written form if they do not have sufficient vocabulary. Without grammar only little word can be conveyed, but without vocabulary nothing can be conveyed.

d). Pronunciation

Pronunciation is the way students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. on the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said.<sup>4</sup> So, it can be seen that good pronunciation is vital if a student is to be understood.

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<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Malaysia: Pearson Education Longman, 2007, p.12.

<sup>3</sup> Martin H. Manser, *Oxford Learner's Pocket Dictionary*, Oxford: Oxford University Press, 1995, p.461.

<sup>4</sup> Lucy Pollard, *Teaching English London*: Lucy Pollard Publisher, 2008, p.6.

e). Fluency

Fluency can be defined when we talk about someone as being a fluent speaker or when we speaks the language fluently, speed is a factor, but it is not always means the only or even the most important one. A speaker's fluently suggest that pausing is equally important. Also important is the appropriate placement of pauses. Then, another significant factor in perception of fluency is the number of syllables between pauses, the length of run. The longer it runs, the more fluent the speaker sounds.<sup>5</sup> It means that fluency might be defined as the ability to speak accurately and fluently. Fluency in speaking is the aim of many language students. Signs of fluency include a reasonable fast speed of speaking and just a small number of pauses.

The process between speaker and listener usually called speaking and it is a productive skill. When people speak, he or she sends information or ideas to another person. In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate by talking; to make a request; to make a speech.<sup>6</sup> Nunan in Kayi defines speaking as the use of language confidently and quickly with few unnatural pauses, which is usually called as fluency.<sup>7</sup> Speaking is the process of sharing and buildind meaning through the use of verbal

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<sup>5</sup> Scott Thornbury, *How to Teach Speaking*, New York: Pearson Education Limited, 2005, p.6.

<sup>6</sup> David Nunan, *Op.Cit*, p. 593.

<sup>7</sup> Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, available on <http://unr.edu/homepage/hayriyek>, accessed on February 23rd, 2018.

and non-verbal symbols in a variety of contexts.<sup>8</sup> Furthermore, the researcher concludes that speaking is the ability to produce the language and share the ideas.

Meanwhile, Kimtafsirah states that speaking is the productive skill and can not be separated from listening. When we communicate with people we convey the message that is meaningful.<sup>9</sup> According to McKay when people trying to speak, it is not the case that they simply open their mouths and speak the words and sentences. When people trying to speak, they are doing so in a cultural context, they are speaking person or persons (perhaps friends, teachers or a taster) who bring with them a relative degree of status and power and they are doing in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing.<sup>10</sup> It means that speaking becomes the best way to express what the people think. By using language as a connector, the people should know the topic of the conversations. From that topic, the people may talk each other and know the meaning and purpose of their speaking.

Based on the terms of speaking that explain above, it can be inferred that speaking skill is act of expressing ideas, feelings, and

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<sup>8</sup> Chaney, A.L., and T.L. Burk, *Op.Cit*, p.13.

<sup>9</sup> Kimtafsirah, *Teaching Speaking*, Jakarta: Ministry of national Education, 2009, p.1.

<sup>10</sup> Penny McKay, *Assessing Young Language Learners*, Cambridge: Cambridge University pres, 2006, p.19.

opinions by using speaking elements; they are comprehension, pronunciation, grammar, vocabulary, and fluency.

## 2. The Function of Speaking

The function of speaking is to deliver some messages or ideas from the speaker to the listener. According to Richards, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to maintain and establish social relations, and the transactional functions, which focus on the exchange of the information. There are three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance.<sup>11</sup>

### a). Talk as interaction

This usually refers to what we normally mean by a conversation and describes interaction which serves a primarily social function. When people meet, they would exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is on the speakers and the way how they wish to present themselves to each other than on the message.

### b). Talk as transaction

This type of talk refers to the situations where the focus is on what is said or done. The message is the main focus here and making

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<sup>11</sup>Jack C Richards, *Teaching Listening and Speaking*, New York: Cambridge University Press, 2008, p.21.

someone understood accurately and clearly, rather than the participants and the way how they interact socially with each other. In transactions, Jones in Richards states that talk is associated with other activities. For examples, students may be engaged in hand on activities. (e.g. in a science subject) to explore concepts associated with sinking and floating. In this type of spoken language teachers and students usually focus on meaning or on talking their way to understanding.

c). Talk as performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This usually refers to public talk. That is, talk which transmits information before an audience such as public announcements, morning talks and speeches.<sup>12</sup> From definition that explain above, it can be said that the function of speaking has many senses, they are, talk as interaction that refers to conversation, talk as transaction refers to situations, and talk as performance refers to public talk. Entire of the functions of speaking are related to guide the people in speaking activities.

### 3. Types of Classroom Speaking Performance

Based on the book of Brown also provides another types of classroom speaking performance, they are six similar categories that

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<sup>12</sup> *Ibid*, p.27.

apply to the kinds of oral production that students are expected to carry out in the classroom:<sup>13</sup>

a) Initiative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where, for example, students practice an intonation contour or try to point certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b) Intensive

Intensive speaking goes one beyond initiative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activities, where learners are "going over" certain forms of language.

c) Responsive

A good deal of students' speech in the classroom is responsive; short replies to teacher and student and student-initiated comments or questions. These replies are usually sufficient and do not extend into dialogue.

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<sup>13</sup> H Douglas Brown, *Op.Cit.*, p.271.

d) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form responsive of language.

e) Interpersonal (dialogue)

Interpersonal dialogue was mentioned in the previous chapter and other forms in conversation, carried out more for the purpose of maintaining social relationships than for the transmission of information and facts.

f) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral summaries, reports, or perhaps short speeches. Here the register is more deliberative and formal. These monologues can be planned or impromptu.

Based on the quotation above, all of the types have strengths and weaknesses in each learning speaking process. The teacher should be innovative and creative. Surely, the teacher needs media and more interesting techniques to support them in achieving the goals.

#### 4. Types of Speaking Activities

There are many ways which offer the students much time to practice their English skill in speaking not only in the classroom but also outside to help them become more socialized and make them more active in learning speaking process and makes their learning more meaningful

and fun at the same time that states by Hayriye such as simulations, role play, brainstorming, information gap, story completion, interview, playing cards, reporting, picture narating, picture describing and find the different. Each following activities would be explain as follows:<sup>14</sup>

a. Discussion

The students may aim to share the ideas about an event and arrive at a conclusion, or find solutions in their discussion groups. Here, the teacher can form groups of students and each group works on their topic for a given time period, present their opinions to the class.<sup>15</sup>

The main aim of group discussion is to improve fluency; grammar in probably bestpallowed functioningp asp a naturally communicative context.

b. Role play

Role play is involvesp students to takep on a role and carrying out a discussion with each person playing their role. For example, the local council wishes to introduce a new system and location for dumping waste. Some students play local councilors, others are members of an environmental organization and others are managers and employees of the company being asked to carry out the work. The teacher describes and sets up the situation. The students are preparing in groups, those playing the same roles prepare together. They then form new groups

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<sup>14</sup> Hayriye Kayi, *Loc. Cit.*

<sup>15</sup> *Ibid.*

to carry out the discussion.<sup>16</sup> Another way role play is getting students to speak. Role play has appeal for students because it allows the students to be more creative and put themselves in another persons' for a while.

#### c. Information gap

In information gap, each students in the group has some informations required to complete the task or activity; the main aim is to share the information and to complete the task.<sup>17</sup> Students do not know what the others are going to say and as such it imitates real live conversations. An example being: Students work in pairs; student has A simple picture, which (s)he does not show to B; student B has a blank piece of paper. Student A describes the picture; student B listens and draws it. Finally, students compare what B drew with the original.

#### d. Brainstorming

When given a topic, the students can produce ideas in a limited time. Depends on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The good characteristics of brainsorming are that the students are not criticized for their ideas so, the students will be able to share a new ideas.

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<sup>16</sup> Lucy Pollard, *Op.Cit.*, p.36.

<sup>17</sup> *Ibid*, p.34.

#### e. Storytelling

The students can briefly summarize a tale or story they heard from someone beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, ending and development including the characters and setting a story has to have. The students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get attention of the class.

#### f. Interview

From various people, the students may conduct the interviews on selected topics. It is a good idea that the teacher provides a rubric to students, so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in the class but also outside and helps them become more socialized. After doing the interviews, each student can present his or her study to the class. Furthermore, students can interview each other and "introduce" his or her partner to the class.

#### g. Story Completion

This story completion is a very enjoyable, free-speaking, whole-class activity where students sit in a circle. For this activity, the teacher will start to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add a new characters, events, descriptions and so on.

#### h. Reporting

The students are asked to read a newspaper or magazine and in the class, they report to their friends what they find as the most interesting news before coming to the class. Students may also talk about whether they have experienced anything worth telling their friends in their daily lives before class begin.

#### i. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

#### j. Picture Describing

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

so a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

#### k. Debates

One speaker presents one point of view on the topic and a second speaker presents a different opinion. This involves choosing a controversial topic. Debates are good and suitable at advanced levels.

It is a good idea to give some input on the topic matter first. For example, you could do a listening or reading activity on the same subject.

Give students time to prepare what they will say; you might even prompt them by giving them ideas on the topic and outlining common opinions.

Students can prepare in groups and practice the debates in groups before they present to the whole class. Students can ask each other questions after the presentation and vote on which opinion is the most convincing.

#### l. Spontaneous conversations

Sometimes real uncontrolled conversation breaks out in class. This can be where students communicate something about themselves that others are interested in (something the student did at the weekend, a film they saw, a place they visited). If time allows, it is good to allow this type of conversation to continue because it has a real communicative purpose. The teacher's role throughout is to prompt, help with language or communication difficulties. Correction should be kept to a minimum and carried out at the end of the discussion. This type of conversation can be

excellent when it is spontaneous but it works less well if the teacher contrives to make it happen.<sup>18</sup>

## **B. Concept of Teaching Speaking**

### **1. Definition of Teaching Speaking**

The way for teacher to transfer their knowledge to the students is usually called teaching. As Sudjana states that teaching is an interaction between teacher and students in its interaction process.<sup>19</sup> The teacher is doing his activities that called teaching, whereas the students who are doing their activities that called studying or learning. While, teaching speaking is to train students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to the other people.

The aim of teaching speaking is to communicate effeciently. They have to try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to achieve the social and cultural ruler that apply in each communication situation. Harmer states there are three reasons for teaching speaking, as follows:

1. Speaking activities provide rehealsal oppurtunities chances to practice real life speaking in the safety of the classroom.

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<sup>18</sup> *Ibid*, p.36.

<sup>19</sup> Nana, Sudjana, *Dasar-Dasar Proses Belajar Mengajar*, Bandung: PT. Sinar Baru Algensindo, 2000 p.1.

2. Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students.
3. The more students have oppurtunities to activate the various elements of language.<sup>20</sup>

Futhermore, language activities in the speaking class should focus on language individually. This requires the teacher not only to create warm and humanistic classroom atmosphere. Thus, also to provide each students to speak that clear language is really important. The teacher speaking by carrying out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

AspBrown states that the procedures of teaching speaking are:

1. Prepteaching
  - Arouse student's interest in planning task.
2. While teaching
  - a. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.
  - b. When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task.
3. Post Teaching

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<sup>20</sup> Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Educated Limited, 2007), p. 123.

Chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.<sup>21</sup> As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in learning process. Because in teaching and learning process consist many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking with others in class.

## 2. Teacher's Problem in Teaching Speaking

In teaching English process especially in speaking as a teacher usually finds some problems in teaching speaking activity. There are some problems faced by the teacher in teaching speaking activity in the classroom, they are as follows:

1. Students will not talk or say anything.

It can be solved by arranging the classroom desks differently, in groups instead of lines. Giving positive feedback also helps to relax and encourage shy students to speak more.

2. When students work in pairs or groups they just end up chatting in their own language.

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<sup>21</sup> H. Douglas Brown, *Op. Cit.* P. 278.

3. When all the students speak together it gets too noisy and out of hand and lose control of the classroom.<sup>22</sup>

Another way to discourage students speaking in their mother tongue is to walk around the classroom monitoring their participation and giving support and help to students as they need it. Maybe they just need some extra reassurance or they do not like working with certain students or there is some other problem that can help them resolve. According to Ur, there are solutions to speaking problems as follows:

- a) Group Work: 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 can make the students easier to speak for longer without hesitation and gives them a sense of accomplishment.
- c) Interesting Topic: Choosing a topic according to the interests of the class ensures students motivation.
- d) Clear Guidelines: Feedback reveals the result of the discussion and motivates each student to follow the guidelines.
- e) English monitor: A monitor can be appointed to each group to remind students' speaking their mother tongue to switch back to English.<sup>23</sup>

Related to explanation above, the teacher is expected to be able to manage classroom. Then, the teacher can make some acts that can make the students are not noisy and feel ashamed, such as: first working in groups can help the shy students interacting more

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<sup>22</sup> Alan Maley, *Classroom Problems* in Teacher British Council, available on: <http://www.teachingEnglish.org.uk/article/teaching-speaking-skills-2-overcoming-classroomproblems>,

Elt, Caracas, 2004, accessed on May 16th 2018.

<sup>23</sup> Penny Ur, *Op. Cit*, pp. 121-122.

comfortable, second simple language can help the students more understand about the materials. Third choose the interesting topics can make the students more interesting to the material, fourth try feedback the students to reveals the result after discussion and motivates each student to follow the guidelines, fifth monitoring the classroom is another way to discourage students speaking in their mother tongue. The teacher can monitor the students naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well.

### C. Concept of Learning

According to Brown, Learning is subsumed new information into existing structure and memory system, and the resulting associative link create stronger retention into learning-taking in isolated bits.<sup>24</sup> According to Driscoll, learning is a persisting change in human performance or performance potential.<sup>25</sup> To be considered learning, a change in performance must come about as a result of the learner's interaction with the environment. Learning requires experiences. How these experiences are presumed to bring about learning distinguishes different learning theories.

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<sup>24</sup> H. Douglas Brown, *Op. Cit.* p.56.

<sup>25</sup> Admin, *How People Learn* (Online), available on: <http://archive.tlt.psu.edu/learningdesign/audience/peoplelearn.html>, accessed on March 14th, 2018.

Additionally, learning process involves activeness, conscious focus as well as acting upon events either outside or inside an organism, and also some forms of practices, perhaps reinforced practices. Thus, it can be interpreted that learning is the experience-based process of acquiring knowledge that involves activeness and practices that bring relatively permanent change in behavior.

According to Illeris, learning is something to do with going to school. Basically, school is the institution established by society to ensure that all members of that society acquire the learning necessary for its maintenance and continuation.<sup>26</sup> In addition, Brown states that breaking down the components of the definition of learning we can extract, as we did with language, domains of research and inquiry:

- a. Learning is acquisition or getting
- b. Learning is retention of information or skill
- c. Retention implies storage systems, memory, cognitive organization
- d. Learning involves active, conscious focus on acting events outside or inside the organism.
- e. Learning is relative permanent but subject to forgetting
- f. Learning involves some form of practice perhaps reinforced practice

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<sup>26</sup> Illeris K, *How We Learn: learning and Non Learning in School and Beyond*, New York: Roudledge, 2007, p.2.

g. Learning is a change in behavior.<sup>27</sup>

It means that learning is one of activity that involving of school as institution to contribute new knowledge that maintenance and continuation by using storage memory systems and involves a form of practice to change in attitudes, beliefs and actions. Based on some definition above, the researcher concludes that learning is acquiring or getting new information into exiting structure and memory system of a subject or a skill by study experience, or instruction. The process of getting information involve of school, as institution to contribute new knowlegde.

#### D. Concept of Learning Speaking

Learning speaking has a purpose, that is to make the students can speak English fluently. In learning process, speaking is the only one way to show and express the ideas and thoughts from speaker. Speaking ability is the ability to communicate orally.

As Richard states that the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved.<sup>28</sup> It means that, to speak well, we have to know that speaking not only to apply the grammatically

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<sup>27</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (5th ed), New York: Logman, 2007, pp. 7-8.

<sup>28</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthropolgy of Current Practice*, (New York: Cambridge University Press, 2002), p.201.

correct sentences, but also to know when and where also to whom we use the sentences.

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. It is supported by Brown who say that speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.<sup>29</sup> It means that besides mastering listening, reading and writing, the learners should also master speaking as one of goal of learning English. Speaking skill is the ability to use the language for expressing idea. In addition, speaking skill is a difficult one to passessp with precision, because speaking is a complex skill to acquire. The following five components are generally recognized in analysis of speech process such as vocabulary, grammar, pronunciation, fluency and comprehension that already explained before.

From the statements above, it can be concluded that speaking ability is ability to express ideas, opinions, thoughts, experiences and feelings by using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.

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<sup>29</sup> H. Douglas Brown, *Op.Cit.*, p.157.

## E. Concept of Problems in Learning Speaking

### 1. Definition of Problems

In Oxford Learning's Pocket dictionary the word 'problem' is thing that difficult to deal with or understand.<sup>30</sup> So, problem is situation, person, or thing that difficult to understand something and needs attention then needs to be dealt or solved. According to Margono, problem is a gap between the expectations of something that should be the reality. For example, the gap between the overflowing number of high school graduates in hopes of accommodating ability of university.<sup>31</sup> It means that the cause of problem in mastering English are some differences between English and Indonesian such as pronounce, grammar, and phrase.

It can be concluded that problem is thing that difficult to deal and understand, problem occur because there is a gap between the expectation or something and reality. To solve the problem we need to understand the problem and cause of the problem occur.

### 2. Problems in Learning

There are many reasons for problem occur in learning. It can see from students' reaction to their teacher's behavioural, from other factors inside the classroom, or from outside factor, according to Harmer problem in learning as follows :

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<sup>30</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p.350.

<sup>31</sup> Margono, *Metode Penelitian Pendidikan* (Yogyakarta: Renika Cipta, 2010), p.54.

- a. The family: students' experiences in their families have a profound influence on their attitudes to learning and to authority.
- b. Education: previous learning experiences of all kinds affect students' behavioral.
- c. Self-esteem: self-esteem may result partly from teacher approval (especially for children), from a student's peer (especially for adolescents).
- d. Boredom; when students are engaged with a task or a topic they are unlikely to behave disruptively but if they lose that engagement they may misbehave.
- e. External factors: some external factors may effect students' behaviour too. If they are tired they are unable to concentrate. If the classroom is too hot or too cold this may result in students being too relaxed or too nervy.<sup>32</sup>

In short, problem in learning is important to detect such as inside and outside classroom or basically problem occur by students' family, their previous learning experiences, self-esteem or a topic they are unlikely. Besides of the problem above there is problem in external from their own self, it like the classroom is too hot, or any other problem.

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<sup>32</sup> Jeremy Harmer, *Op. Cit.*, pp. 126-128.

Other expert Kumaravadivelu states that problem in learning refers to learner internal and learner external factors, the factors as follow:

- a. Individual factors: age and anxiety.
- b. Negotiation factors: interaction and interpretation.
- c. Tactical factors: learning strategies and communication strategies.
- d. Affective factors: attitudes and motivation.
- e. Knowledge factors: language knowledge and metalanguage knowledge.
- f. Environmental factors: educational and social context.<sup>33</sup>

In short, problem in learning base on Kumaravadivelu is outcome of learner factors and outside of learner factors. Learner factors or internal factors are individual factors, and affective factors, besides or internal factors there are external factors or outside of learner factors as tactical factors, knowledge factors, negotiation factors, and environmental factors.

Based on several explanations about learning problem above there are similarities and contradiction, It can be concluded that there are two board factors that influenced in learning: Internal factors such as age, anxiety, boredom, self-esteem, attitude, motivation, and external factors such as family, other education, strategy in learning and the classrooms.

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<sup>33</sup> B. Kumaravadivelu, *Understanding Language Teaching from Method to Postmethod*, (London: Lawrence Erlbaum Associates Publishers, 2006) p.30.

### 3. Problems in Learning English

Stern states that learning English influenced by learner factors, the factors as follow:

- a. The optimal age question: one of interpretation which should only be asked after the age specific characteristic of language learning have previously been established.
- b. Language aptitude and other cognitive factors: experience that some language learners appear to have a gift for languages which other lack. And the cognitive qualities that an individual must bring to bear upon language learning, the identification of a few basic characteristics of school learning, such as word knowledge, verbal intelligence, reasoning, and school achievement.
- c. Affective and personality factors: learners declare their feeling and intentions with their feet when they opt for or turn away from, language classes. These studies focused on learners, social attitude, values, and the motivation of learners in relation to other learner factors and the learning outcome.<sup>34</sup>

In short, to get new information in English subject someone has to be conscious about the problem which happens because of the differences in age characteristic and previously language learning, everyone's shortage, learner

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<sup>34</sup> H.H.Stern, *Fundamental Concept of Language Teaching*, (New York: Oxford University Press, 1991), p.361.

feeling and attentions in the class, focused on social attitudes, values, motivation, and also relationship.

Other experts that explain about problem in learning English are Praveen and Patel, the problem as follow:

- a. Motivation: thought speech that child learn to organize his perception and regulate his behaviour and mental activities.
- b. Reinforcement: makes any response powerful.
- c. Attention: mental process of students which decides the role of students' involvement in teaching learning process.
- d. Memory: human brain is store house of memory.
- e. Habit formation: if we want to learn language we should take it in practice. Acquiring new habit is the result of learning.<sup>35</sup>

In short, Praveen and Patel state that something that influences of learning English are outcome of learner own self, the factors as learner motivation, positive response, process to give attentions, a human brain, and new habitual action.

Based on several explanations about the problem in learning English, the researcher concluded that two experts above have a similar opinion. Something that influences of learning English are learner factor, the factors that occur are the age factor, language aptitude and other cognitive factors such as human brain, response, few basic characteristics

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<sup>35</sup> M. Praveen and M.E.Patel, *English Language Teaching* (Jaipur: Sunsire Publishers, 2008), pp. 41-45.

school learning, attention, and also effective and personality factors as attention, motivation, and habitual action.

#### 4. Problems in Learning Speaking

Students' problem in speaking activity usually comes from the difficulties in speaking activity faced by students, such as the problems of them fear of making mistakes come from the skill factor of difficulties faced by students. It is supported by Thornbury states that the difficulties that learner speaker faces break down into two main area as follow:

- 1) Knowledge factors; the learners do not yet know aspects of language that enable production. They are lack of knowledge of the language and lack of practice of interactive speaking itself, for we know that English is a complex language. The knowledge about English that should be mastered by learners in order to understand about English itself wholly, such as the knowledge of grammar, pronunciation, or vocabulary, exactly will support the students' learning, so the students will not face great difficulties in learning. In addition, after having knowledge about language, it is better for the students to practice more, for it is important factor to improve speaking proficiency. If the students never practice, it is rather impossible for them to master English easily in learning.

2) Skill factors: the students' knowledge is not sufficiently automated to ensure fluency. As result may also be affective factors such as lack of confidence which might inhibit fluency.<sup>36</sup> Although we have enough knowledge and often practice by ourselves, but we do not have confidence to perform in front of many people, we will still have difficulty exactly in learning speaking. Hence, to be a good speaker, we should have enough confidence. Finally, we will have good skill of speaking and become a good speaker.

According to Harmer there are three aspects of language enable production, they are: pronunciation, grammar, and vocabulary. That three aspects should mastered by the students to improve their skill in learning speaking. Besides, teacher also should be able to encourage the students to explore themselves to develop speaking skills. It can be practiced by trying to interact with others in the class. So, they can be challenged to expose their ability in speaking support from their teacher. In this case the teacher may also give the opportunity to explore the student by giving a theme and students will be practiced using picture as a media, and also students can communicate in the target language.<sup>37</sup>

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<sup>36</sup> Scott Thornbury, *Op.Cit.*, p.39.

<sup>37</sup> Jeremy Harmer, *Op. Cit.*, p.269.

According to Juhana, there are some factors that included in psychological factors that related with second language learning among them are as follows:

1. Lack of Motivation

Motivation is the power of some who will achieve something.

2. Anxiety

Anxiety, simply speaking is a kind of troubled feeling in the mind.

3. Self-confidence

Self-confidence is the most significant in language learning. It provides learners with the motivation and energy to become positive about their own learning.

4. Shyness

Shyness is one of the difficulties that every student faces while learning a new language and factor that cause reluctant to speak in English class.

5. Students' fear of ridicule or laughter.<sup>38</sup>

Based on the statements above, many factors and reasons that make students have difficulties in learning speaking. Therefore, a teacher should be able to make the atmosphere in the class interesting order that students' difficulties in learning English can be

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<sup>38</sup> Juhana, *Psychological Factors That Hinder Students from Speaking in English Class*, Tangerang, 2012, p.101.

overcome. The ways to overcome are such as teaching the students in order to have a high confidence, giving them motivation in learning English, and latter giving them great support. Therefore, the process of learning in the classroom can take place with convenient because students do not have more difficulties of learning speaking.

### 5. Causes of Problem in Learning Speaking

According to Zhang, the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.<sup>39</sup> Based on the Oxford said that said that speaking in English is a stressful thing for students. That's because they feel that they are afraid to make mistakes related to grammar and also lack of vocabulary in English to facilitate their speaking activities.<sup>40</sup>

According to Ur, there are many factors that cause of problem in speaking, and they areas follows:

1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say. Students have no motive to express themselves.
3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some

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<sup>39</sup> Zhang, S, *The role of input, interaction, and output in the development of oral fluency. English Language Teaching*, 2009, pp.91–100.

<sup>40</sup> Oxford, R. *Language learning strategies: what every teacher should know*. Boston: Heinle&Heinle, 1990.

students to dominate, while others speak very little or not at all.

4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.<sup>41</sup>

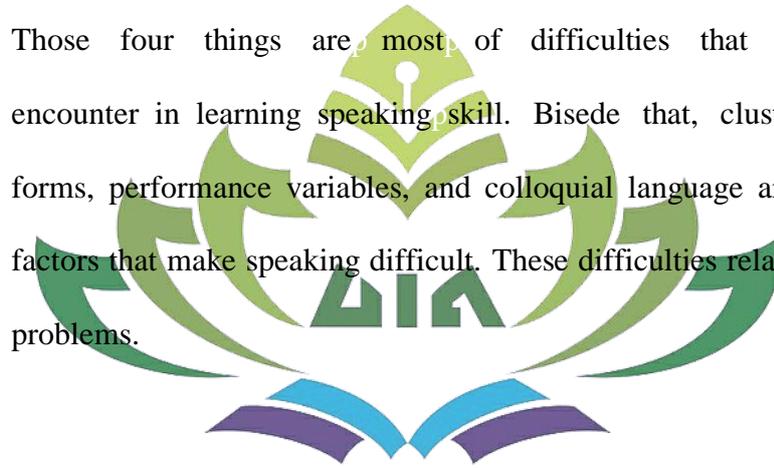
In addition, Brown states that points out that clustering, reduced forms, performance variables, and colloquial language are the cause of factors that make speaking difficult. These difficulties related to linguistic problems will be explained in this below: (1) *Clustering*. Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering. (2) *Reduced forms*. Contractions, elisions, reduced vowels, etc; all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them. (3) *Performance variables*. One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent, we insert certain “fillers” such as uh, um, well, you know, I mean, like, etc. One of the most salient

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<sup>41</sup> Ur, *Loc.Cit.*, p.120.

differences between native and nonnative speakers of a language is in their hesitation phenomena. (4) Colloquial language. Students should be reasonably well acquainted with the words, idioms, and phrases of colloquial language and get practice in producing these forms.<sup>42</sup>

Based on the explanation above the researcher concluded that there are four cause of problems in learning speaking such as inhibition, nothing to say, lows participation and mother tongue use. Those four things are, mostly, of difficulties that students often encounter in learning speaking skill. Bisede that, clustering, reduced forms, performance variables, and colloquial language are the cause of factors that make speaking difficult. These difficulties related to linguistic problems.



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<sup>42</sup> Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Englewood Cliffs: Prentice Hall, 2001.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

The researcher used qualitative research in this research. According to Anderson and Arsenault research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.<sup>1</sup> Based on McMillan and Schumacher state that qualitative research describes and analyzes people's individual and collective social actions, beliefs, thoughts and perceptions.<sup>2</sup> In addition, qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations.<sup>3</sup>

The researcher concluded that qualitative research is a form of inquiry to get information in way of analyzes people's individual or phenomena in their natural settings. Based on the description above, this research used qualitative research and the researcher was functioned

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<sup>1</sup> Gary Anderson and Nancy Arsenault Fundamental, *Fundamentals of Educational Research* (London: The Falmer Press, 2005), p.126.

<sup>2</sup> James H. McMillan and Sally Schumacher, *Research in Education: A Conceptual Introduction*, (New York: Longman, 2001), p.395.

<sup>3</sup> Natasya Mack, *et. al.* *Qualitative Research Methods: A Data Collector's Field Guide* (New York: Asaid, 2005), p.1.

as and the researcher was functioned as an observer. Thus, in this research, the researcher was described the students' problem in learning speaking and the cause of problem occurred in learning speaking.

## **B. Population, sample and sample technique**

### **1. Population**

Setiyadi states that all of the people who can be the target of the research are called population.<sup>4</sup> In addition, Lodico states that a population is the wider group of individuals about which the researcher wants to make statements.<sup>5</sup> It means that population in this research were all students of the eleventh grade of SMKN 6 Bandar Lampung in the academic year of 2018/2019. The number of students are 229.

### **2. Sample**

A sample is a smaller group selected from a larger population (in this case, a realistic population) this is representative of the larger population. Samples allow researcher to work with a smaller, more manageable subgroup of the realistic population.<sup>6</sup> In addition, McMillan and Schumacher state that the sample can be selected from a large number group of persons, identified as the population, or it can

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<sup>4</sup> Ag Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.38.

<sup>5</sup> Marguerite G. Lodico, *Methods in Educational Research from Theory to Practice* (San Francisco: A Wiley Imprint, 2006), p.140.

<sup>6</sup> *Ibid*, p.141.

simply refer to the group of subjects from data are collected.<sup>7</sup> Sample (that is, a subset) of a population is selected for any given study.<sup>8</sup> In conclusion, a sample is a smaller group that is subgroup of a population is selected for any given study. In this research the researcher used one class as the sample, they were students of XI TPHPI (Teknologi Pengolahan Hasil Perikanan) at the eleventh grade of SMKN 6 Bandar Lampung. Based on the preliminary research, the students of XI TPHPI (Teknologi Pengolahan Hasil Perikanan) was the class that got under average score in learning speaking.

### 3. Sampling Technique

The method to get the sample is usually called sampling technique. Based on the most common sampling methods used in qualitative research: purposive sampling, quota sampling, and snowball sampling. The researcher used purposive sampling. Based on Lodico statement, purposive sampling is the sampling procedure most often used in qualitative research. Purposive sampling is a procedure where the researcher identifies key informants: persons who have some specific knowledge about the topic being investigated.<sup>9</sup> According to Eliyana, purposive sampling is to achieve an in depth understanding of selected individuals, not to select a sample that will represent

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<sup>7</sup> James H. McMillan and Sally Schumacher, *Op. Cit.*, p.169.

<sup>8</sup> Natasya Mack, *et. al. Op.Cit.*, p.5.

<sup>9</sup> Marguerite G. Lodico, *Op. Cit.*, p.140.

accurately a defined population.<sup>10</sup> In addition, Creswell states that purposive sampling is selected individuals and sites for study because they can purposefully inform and understanding of the research problem and central phenomenon in the study.<sup>11</sup>

### C. Data Collecting Technique

The next step in this research is to choose the data collecting technique that can be used. According to Sugiyono, data collecting technique is the main step of a research, because the purpose of the research is to collect data.<sup>12</sup> In this research, the researcher collected the data using the following technique:

#### 1. Observation

One of the observation types which the researcher is participant observation. According to Sarwono observation is systematically recording the events, behavioral, objects in view and another thing that need support in the research.<sup>13</sup> In this research, the researcher did not teach the students directly, but just observe the students' activity in speaking class. The researcher collected the data and used observational checklists when observing the participants in a natural setting. The researcher

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<sup>10</sup> Eliyana, *Educational Research, Seventh Edition* (Oregon: University of Oregon, 1998), p.166.

<sup>11</sup> John W. Creswell, *Qualitative Inquiry Research Design Choosing among Five Approaches* (London: SAGE Publications, 2007), p.125

<sup>12</sup> Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R&D* (Bandung: Alfabeta, 2012), p.208.

<sup>13</sup> Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif* (Yogyakarta: Graha Ilmu, 2006), p.224.

observed the class in order to know the process of teaching and learning speaking and to know the students' problem also the cause of the problem in learning speaking.

## 2. Interview

Interview is meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.<sup>14</sup> The researcher provides an interview to gain deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.

The interview used in collecting the data from the teacher as supporting instrument. The researcher asked the teacher about her opinion of the cause of the problem in learning speaking. The intended of interview was to gain deeper understanding from the teacher's opinion about the cause of students' problem in learning speaking.

## 3. Questionnaire

Sugiyono states that questionnaire is data collection technique that uses to giving questions for the respondent to answer the questions.<sup>15</sup> Questionnaire is documents that ask the same questions of all individuals in the sample. Respondents record a written or typed

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<sup>14</sup> *Ibid*, p.231.

<sup>15</sup> Sugiyono, *Op.Cit.*, p. 199.

response to each questionnaire item.<sup>16</sup> The researcher used the type of an close-ended question. Close-ended questions limit the respondent to the set of alternatives being offered. In this research, the researcher gave the questionnaire to all of the students in the XI TPHPI (Teknologi Pengolahan Hasil Perikanan) after learning the speaking process.

#### **D. Research Instrument**

In this research, the researcher was the key instrument.<sup>17</sup> The instrument in naturalistic inquiry is the human. Thus, the researcher is as an instrument in this research. In this case, the researcher used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.<sup>18</sup> Then, triangulation of method consist of observation, interview and questionnaire. The description of those instruments are as follows:

##### **1. Observation**

Observation is collecting data process which in this research the researcher observes the research situation.<sup>19</sup> Observation is

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<sup>16</sup> Eliyana, *Loc. Cit*

<sup>17</sup> *Ibid*, p.223.

<sup>18</sup> Ag. Bambang Setiyadi, *Op. Cit.*, p.219.

<sup>19</sup> *Ibid*, p.239.

properly used in the research which is related to teaching learning process, student's activity, and problem which may arise.

In this research, the researcher was collecting the data used observational checklists when observing participants in a natural setting. The researcher took a note during the learning speaking process. In this case, the researcher wrote, analyzed and made inference about the object under study. The researcher used specification as follows:

**Table 1**  
**Specification of Observation**

<b>Component of Observation</b>	<b>Number of Question</b>	<b>Total Item</b>
To know the teachers' procedure in teaching and learning speaking	<b>1,2,3,4,5,6,7</b>	<b>7</b>
To know the students' problem in learning speaking	<b>8,9,10,11,12,13</b>	<b>6</b>
To know the cause of problem in learning speaking	<b>14,15,16,17</b>	<b>4</b>
<b>Total</b>		<b>17</b>

## **2. Interview**

Interviews are good research techniques when you want to know what people think or feel about something.<sup>20</sup> According to Stainback in Sugiyono, interviewing provide the writer means to gain a deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.<sup>21</sup> It

<sup>20</sup> Kristin G Esterberg, *Qualitative Methods in Social Research*, (New York: Mc.Graw Hill,2002), p.37.

<sup>21</sup> Sugiyono, *Op.Cit.*, p.232.

means that interview is a conversation between two people where asked by the interviewer to gain deeper understanding through observation.

In this research, the interview used in collecting data for the teacher as supporting instrument. The researcher interviewed the teacher about her opinion of the cause of problems in learning speaking that she faced in the class. Futhermore, this interviewed aims to make sure about the result of the observation and got more data relating to this research. The topics of interview could be described as follows :

**Table 2**  
**Interview Guideline**

Aspect (s)	Indicator	No Item	Total Item
The important of learning English	The teacher's opinion about the important of learning English especially speaking	1	1
The Problem in Learning Speaking	The students' problem in learning speaking	2	1
The cause of students' problem	The student's cause of problem in learning speaking	3,4,5,6,7	7

### 3. Questionnaire

Instrument in this research is questionnaire. In this research, the researcher used the type of close questionnaires. Based on Arikunto close questionnaires is the question which the respondents can directly answer.<sup>22</sup> Question formats in this research used multiple choices. Multiple choice questions except the respondent were given a choice of answers and

<sup>22</sup> Marguerite G. Lodico, *Op. Cit.*, p.113.

must check one. Distinct choices may make the analysis easier and they provide natural groupings for comparing respondents of various types.<sup>23</sup>

In conclusion, the researcher used close questionnaire to get the detail information of students' problem in learning speaking and the cause of problem in learning speaking. The researcher used the specification of questionnaire as follows:

**Table 3**  
**Specification of Questionnaire**

<b>Component of Questionnaire</b>	<b>Number of Question</b>	<b>Total Item</b>
To know students' problem in learning speaking	1,2,3,4,5,6,7,8,9,10	10
To know the cause of the problem in learning speaking	11,12,13,14,15	5
<b>Total</b>		<b>15</b>

#### **E. Research Procedure**

To obtain the accurate of the data, the researcher followed the procedures of research in the following steps, they were :

1. The researcher chose the school and the subject of the research.
2. The researcher came to the class with the teacher in order to make observation when teaching learning process was conducted

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<sup>23</sup> Gary Anderson and Nancy Arsenault, *Op. Cit.*, p.182.

3. After teaching learning process has been finished by the teacher, the researcher gave the questionnaire to the students.
4. The researcher interviewed the teacher to know her opinion referring to the cause of the students' problem faced in learning speaking.
5. Analyzing the data and interpreting the data.

To count the percentage of students' response in questionnaire, researcher used the formula as follow:

$$P = f/n \times 100 \%$$

P = Number of percentage

f = Obtained value

n = Total number of sample

Firstly, the researcher identified the research problems. Here, the researcher observed the process of teaching learning speaking, recognizes the students' problem in learning speaking and the cause of students' problem in learning speaking.

Secondly, the researcher reviewed the literature. It means that the researcher has some basic theories that related to the research. The grand theories that the researcher used in this research were theory of the problems in learning speaking.

The third procedure of this research was specified a purpose for this research. The purposes of this research were the answers of research problem that the researcher made. Next procedure was

collected the data. The researcher collected the data by observing, interviewing and giving questionnaire. The last procedure was reporting and evaluating research. After conducting the research, the researcher developed a written report.

#### **F. Data Trustworthines**

In the qualitative research, the researcher reveals the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To made the data valid triangulation is employed. Qualitative validity means that the researcher was checked for the accuracy of foundings by employing certain procedures.<sup>24</sup> The technique used to improve the validity of data in qualitative research was triangulation, there were six kinds of triangulation, there are as follows :

1. Triangulation of time, triangulation of time has two form, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.
2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.

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<sup>24</sup> *Ibid*, p.190.

3. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of method. In triangulation of method the researcher use different method for collecting similar data.
5. Researcher triangulation. In researcher triangulation, for collecting the same data, it will be done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so, the researcher collect the both of data from those approach.<sup>25</sup>

In this research, the researcher used triangulation of method. In triangulation of method, the researcher used three data collecting techniques; they are observation, interview, and questionnaire. The observation was focus on the students' process in learning speaking and problem faced by the students. Interview and questionnaire was conducted to get the data which can be used to make sure about the result of observation.

## G. Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to

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<sup>25</sup> Ag. Bambang Setiyadi, *Op.Cit.*, pp.346-347.

Miles and Huberman there are three current flows of activity : data reduction, data display, and conclusion drawing or verification.<sup>26</sup> These are clear explanation about data analysis process of this research:

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>27</sup> In this case, the researcher selected the data derived from observation on teaching and learning process, interviewed to the teacher and gave questionnaire to the students.

### 2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis.<sup>28</sup> A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

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<sup>26</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 1994), p.10.

<sup>27</sup> *Ibid*, p.10.

<sup>28</sup> *Ibid*, p.11.

Some activities in analyzing the data that has been done by the researcher in data display are:

a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process by the observation sheet to know how was the process of teaching and learning speaking. By observing the class the researcher knew how was the process of teaching and learning and the students' problem in learning speaking.

b. Interviewing the teacher

In this step, the researcher interviewed the teacher to get information about what was the causes of the students' problem in learning speaking and the cause of the problem in learning speaking. By interviewed the teacher the researcher knew what was the cause of the problems in learning speaking.

c. Giving questionnaire

In this step, the researcher gave the questionnaire to students. This step conducted to know what students' problems in learning speaking and the cause of the problem occur in learning speaking. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.<sup>29</sup>

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<sup>29</sup> *bid*, p.11.

### 3. Conclusion Drawing or Verivication

The last step of analyzing the data was conclusion drawing or verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>30</sup>

In this step, the researcher drew the conclusion and verified the answer of research question that have been done in displaying the data by comparing the observation data, interview data and documentation data. Thus, the researcher got the conclusion about students' problem in learning speaking ability at the first semester at the eleventh grade of SMKNp 6p Bandar Lampung in the academic year of 2018/2019.

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<sup>30</sup> *Ibid*, p.11.

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Research Implementation**

The researcher conducted the research to know the process of teaching and learning speaking and problem faced by the students at SMKN 6 Bandar Lampung. The researcher did the research by using observation, interview and questionnaire as research instruments.

In doing observation, the researcher observed the teacher and the students in process of teaching and learning speaking and also condition or the class's atmosphere during learning speaking process in order to know the students' problem and the cause of the problem faced by students. After that, the next instrument was questionnaire. The researcher gave questionnaire to students after teaching and learning speaking, the questionnaire was aimed to find out the students' problem in learning speaking and the cause of problem in learning speaking. Then, the researcher interviewed the teacher to support the data observation and questionnaire to know the causes of problems faced by the students in learning speaking.

The research was conducted to the eleventh grade students at the first semester of SMKN 6 Bandar Lampung in the academic year of 2017/2018. The researcher conducted the preliminary research on May 15th 2017 and the research from September 14th to October 3rd 2018. In

this research, the researcher included the date or planned schedules of work as follows:

1. On May 15th, the researcher conducted the preliminary research in SMKN 6 Bandar Lampung.
2. On September 14th, the researcher met the headmaster and got permission to do the research at SMKN 6 Bandar Lampung.
3. On September 28th, the researcher met the English teacher to discuss the lesson plan of speaking and also asked about time schedule of English class.
4. On September 28th, the researcher conducted the observation in the class and gave the questionnaire to the students.
5. On October 3rd, the researcher conducted the second observation in the class and interviewed teacher.

## **B. Data Analysis**

After collecting the data, the researcher analyzed the data gained from observation, interview, and questionnaire. According to Sugiyono, there are three major phases of data analysis, they are data reduction, data display, and conclusion drawing of verification.

### **1. Data Reduction**

Data reduction is the first component or level in model of qualitative data analysis of Sugiyono theory. It refers to make summary, choosing and focusing on the important things and skipping the things

which are not important.<sup>1</sup> In this case, the researcher selected which data that used in her research. In this research, the researcher used observation, interview and questionnaire to collect the data. The observation and questionnaire were the main instrument in this research, whereas interview became the supporting instrument. In this step, the researcher analyzed the data based on each instrument. The researcher selected the data from observation on process of teaching and learning speaking and gave questionnaire to the students.

#### **a) Observation**

The researcher employed an observation. The observation was conducted to know the process of teaching and learning speaking that conducted in two meetings and students' problem and the cause of the problem in learning speaking. Every meeting had the different activities but the title of materials was the same. In the first meeting, the teacher conducted pre-activity, whilst-activity and post-activity. For the second meeting was the continuation from the first meeting.

The researcher observed the process of teaching and learning speaking, and students' problem and the cause of the problem in learning speaking during teaching and learning speaking. In the observation process, the researcher prepared the observation checklist and recorder to record the teaching and learning process. The data of observation has been identified as described in following discussion.

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<sup>1</sup> Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, kualitatif and R and D* (Bandung: Alfabeta, 2012), p.341.

### 1) First Meeting

In the first meeting, the researcher conducted the research on Friday, September 28<sup>th</sup>, 2018, in the morning. Before teaching and learning was begun, the teacher prepared the material in advanced. The process of teaching learning speaking in the first meeting was as follows:

#### a. Pre - activity

In pre-activity, the teacher opened the class by greetings that was responded by all students. The students was responded loudly with enthusiasm, but some of them was less responded. After that, one of the student lead the pray to the other students by using English. After that, the teacher checked the students' attendance. Then she explained the basic competencies and the aimed of the study. After that she explained the material which should be learnt in this meeting.

#### b. Whilst Activity

The teacher showed the example of some expressions such as; “No Parking!”, “Do not Distrub” and etc. After that, the teacher asked the students to repeated the expression again and again. After that, the teacher asked the students what the meaning of the expression that have been mentioned. Then, the students guess the answer. After that, the teacher asked what kind of place that they would found the expression and the students answered confidently. After that, the teacher wrote and explained the material that they learnt about expression of “Warning”

and gave them more example. The teacher asked the meaning of some examples but the students got difficult to answer it. Some of students did not know the vocabulary and could not pronounce the world correctly of the expression that given by the teacher and they just opened online dictionary. After that, the teacher divided the students into four groups consisted 3 or 4 students. Then, the teacher asked them to find out the place that consisted by the warning expression. And then, the teacher gave the students time to find the place that consisted of warning expression. After that, the teacher asked one of students from their own groups to read aloud the expression and explained the place that consisted of warning expression in front of the class.

#### c. Post activity

In the post activity, the teacher did not conclude the material. Then, she closed the meeting and also the teacher did not do the evaluation, she just ended the class when the time was up.

Based on the data that taken in first observation, the process of teaching and learning speaking was quite good. The teacher taught the students based on model of discovery learning. Nevertheless, there was step that skipped in teaching and learning process that was evaluation. The teacher did not ask the students in the last activity whether they understand or not and did not give them a task. Futhermore, in the result of observation, the reseracher found some

problems and the cause of problems occurred ( see Appendix 4B on page 108).

## 2) Second meeting

In the second meeting, the researcher conducted the research on Wednesday, 3<sup>rd</sup> October 2018. Before teaching and learning were done, the teacher prepared to continued the material that would be taught.

### a. Pre-activity

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly to show their enthusiasm and few of them responded calmly. After that, the teacher checked the students' attendance. Then she asked the students about the material that had been discussed in last meeting.

Many students had forgotten about the material in previous meeting. After that, she reviewed the lesson. In the second meeting, there were not many differences in the teaching and learning process with the first meeting but the teacher did not explained the aimed of the study.

### b. Whilst activity

The teacher told the students that they were in speaking class and would study about warning expression again. She just took the media of learning such an example of expression that written in the unique paper. And then she asked them to read aloud the expression

that she showed. The students directly read and some of them again could not pronounce the word by word correctly. After that, the teacher asked them the meaning, but only a few students that could answered it. Then, the teacher explained about the warning expression and the function of it and also the way how to express the warning expression corectly. The students were listen to her carefully. After that, the teacher divided the students into 4 group that included of 3 to 4 students. The teacher asked them to make a dialogue using warning expression with another example and the students should memorize it. After that, the teacher gave them time to do the task with their own group. After their finished their work, the teacher asked randomly one of the group to come in front of the class and read aloud the dialoge that they have been made. The students were difficult to memorize and did not confident enough to express the warning expression dialogue that they made.

#### c. Post-activity

In the post activity, In the last step the teacher just concluded the lesson by repeating the material that had learnt. The teacher did not evaluate in any mistake about the students' activity.

From the data of observation above, it could be concluded that the data of the first observation and the second observation were not the same. In the first meeting, in main-activity, the teacher did not instruct the students to being active to talk english but in the

second meeting, the teacher instructed the students to make a dialogue as a guideline in speaking process. Furthermore, in the result of observation in second meeting, the researcher also found some problems and the cause of problems occurred ( see Appendix 4C on page 110). So, the researcher needed to omit or reduce the data of observation were not consistent.

#### **b) Interview**

To support the data of observation, the researcher had employed an interview with the teacher to investigate the cause of problem faced by the students during the process of teaching and learning speaking. In this research, the interview was used as supporting instrument. The researcher asked seven questions to the teacher. The questions consisted of the teachers opinion about the cause of problem in learning speaking (see Appendix 1C on page 93). The researcher asked about the teacher opinion about the cause of problem in learning speaking based on adopted by the theory of Ur (see on page 39).

#### **c) Questionnaire**

Based on the questionnaire filled by the students, the researcher can describe that students' response was varied and used the close-ended questionnaire. This questionnaire used to know the students' problem and the cause of the problem based on the experts' explanations.

The questionnaire consisted of fifteen questions (see appendix 5A on page 112). The first until the tenth questions were to know the students' problem in learning speaking. The eleventh until fifteenth questions were to know the cause of the students' problem in learning speaking. The researcher asked about the students' problem based on adopted by Scott Thornbury (see on page 36-38).

Questionnaire was given to the whole students in class XI TPHPI 1 which consisted of 29 students. To make it simple explain, the researcher multiplied each students' answer with 100% and divided the result by the total number of students, then the problem and the cause problem would be explained based on the percentage derived from the students questionnaire result.

## **2. Data Display**

Data display is the second component or level in model of qualitative data analysis of Sugiyono's theory. A display can be extended piece of the text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

### a) Observation

Based on the data showed in the data reduction, in this part the data going to be identified and displayed the result of observation for two meetings to know the process of teaching and learning speaking, the students' problem and the cause of the students' problem in learning speaking. The observation was in form of the table that contained the aspect that measured the teacher learning process and problem and the cause of the problem faced by the students (see appendix 4B and 4C on pages 108 and 110). Based on the observation above, it could be seen as follows:

#### 1. First meeting

**Table 4**  
**Observation Sheet in the First Meeting**

No	Aspects	Yes	No	Explanation
<b>A</b>				
<b>Process: Planning, doing, and evaluation</b>				
1.	Teacher give some greetings to the students and take the attendance list.	√		The teacher asked the students' condition and checked the students' attendance list by one.
2.	The teacher explains about the purpose of learning.	√		The teacher explained the purpose of learning.
3.	The teacher give the example about warning	√		The teacher gave the example about warning using expression such as; No Parking, Do not Distrub, No Smoking etc. The students should repeat to read the text, then the teacher asked them to guess the meaning of it.
4.	The teacher explained the material and ask the question related to the material which	√		The teacher explained the material, the meaning of the warning expression and the

		they going to learn.			students answered which place that usually the warning used.
	5.	The teacher divides the students into some groups to arrange the example related to the material	√		The teacher divided the students into 4 groups that consisted 3 or 4 students, then the teacher asked them to found another warning example and where usually it used.
	6.	The teacher ask the randomly group to read in front of the class.	√		Then the teacher asked one student that was choosen randomly from the group to read in front of the class , and next another one students from the other groups was also read in front of the class.
	7.	Evaluation, the teacher gives evaluations if any mistake about the students' activity.		√	The teacher did not do the evaluation, she just ended the class when the time was up.
<b>B Students' Problem:</b>					
	8.	Do the students know the aspects of language that enable production in learning speaking?		√	The students knew the aspects of language but almost all students did not know the aspects of language that enable production in learning speaking.
	9.	Do the students have enough vocabulary to speak in english?		√	The students did not have enough vocabulary to speak in english, because the still open their book and online dictionary when the teacher asked them the meaning.
	10.	Do the students use grammar when they are speaking English?		√	The students did not use grammar when they were speaking english.
	11.	Do the students practice english more to improve their speaking proficiency?		√	Only some students that were interested in english which do more practice to improve their speaking proficiency, but mostly they never practice it.
	12.	Do the students have a good confidence in learning speaking?	√		The students were very confident to express themselves when they learnt speaking process although they did not know whether it was true or not.

	13	Do the students have a good pronunciation in speaking english?		√	Most of the students had difficulties in pronunciation. When the students read or try to speaking english they were just read it with Indonesian language style.
<b>C</b>	<b>The Cause of the Problem:</b>				
	14	Are the students often inhibited about trying to say things in a foreign language in the classroom?		√	Some students felt often inhibited about trying to say something using english in the classroom because they worried to pronounce some words correctly but they were still confident to speak up.
	15	Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?		√	Some students had low motivation to express something used foreign language, so when they learnt speaking process some of them just silent or passive.
	16	Do the students have Low or uneven participation in the classroom?		√	The students looked like interested in whole process of learning speaking.
	17	Do the students use Mother tongue in the classroom?		√	The students used mother tongue in the classroom because it was natural for them when trying to speak foreign language.

Based on the display of the observation sheet, the researcher found that the teacher did not apply all of the steps well. In the post-activity the teacher did not conclude the material and she close the meeting and also the teacher did not do the evaluation, she just ended the class when the time was up. And then, the researcher found that the students' problem in learning speaking were not knowing the aspects of students that enable production; lacked of vocabulary, did not use grammar, never practice to speak English and not good enough in pronunciation. In the

other hand, mother tongue used was the most cause of students' problem in learning speaking.

## 2. Second meeting

**Table 4.1**  
**Observation Sheet in the Second Meeting**

	No	Aspects	Yes	No	Explanation
<b>A</b>	<b>Process: Planning, doing, and evaluation</b>				
	1.	Teacher give some greetings to the students and take the attendance list.	√		The teacher asked the students' condition and check the students' attendance list one by one.
	2.	The teacher explains about the purpose of learning.		√	The teacher forgot to explained the purpose of learning.
	3.	The teacher asked the students about the material that had been discussed in last meeting.	√		The teacher gave the brainstorming what the material that they have been learnt and give the students more example related to the first meeting.
	4.	The teacher ask the question related to the material which they have been learnt.	√		The teacher explained again the material, the meaning of the warning expression.
	5.	The teacher divides the students into some groups to arrange the dialogue related to the material.	√		The teacher divided the students to work in pair and make a dialogue using the warning expression that the student have learnt.
	6.	The teacher ask the students randomly group to read in front of the class.	√		The students were difficult to memorize and did not confident enough to express the warning expression dialogue that the made.
	7.	Evaluation, the teacher gives evaluations if any mistake about the students' activity in make a dialogue.		√	In the last step the teacher just concluded the lesson by repeating the material that had learnt. The teacher did not evaluate in any mistake about the students' activity.
<b>B.</b>	<b>Students' Problem:</b>				
	8.	Do the students know the aspects of language that enable production in learning speaking?		√	The students knew the aspects of language but almost all students did not know the aspects of language that enable production in learning speaking.
	9.	Do the students have enough vocabulary to speak in english?		√	The students did not have enough vocabulary to speak in english, because the still open their book and online dictionary when the teacher asked them the meaning.
	10.	Do the students use grammar when they are speaking		√	The students did not use grammar when they were speaking english.

		english?			
	11.	Do the students practice english more to improve their speaking proficiency?		√	Only some students that were interested in english which do more practice to improve their speaking proficiency, but mostly they never practice it.
	12.	Do the students have a good confidence in learning speaking?	√		The students are very confident to express themselves when they learnt speaking process although they get nervous when they tried to speak up.
	13.	Do the students have a good pronunciation in speaking english?		√	Most of the students had difficulties in pronunciation.
<b>C. The Cause of the Problem:</b>					
	14.	Are the students often inhibited about trying to say things in a foreign language in the classroom?	√		Some students felt often inhibited about trying to say something using english in the classroom because they worried pronounce some words correctly.
	15.	Do the students have difficulties to express themselves beyond the guilty feeling that they should be speaking?	√		Some students had low motivation to express something used foreign language, so when they learnt speaking process they were just silent or passive.
	16.	Do the students have Low or uneven participation in the classroom?	√		Students looked so bored in the class, students hear what they wanted to hear and did not really enthusiast in learning speaking. The students only speak English when the teacher forced them to do that
	17.	Do the students use Mother tongue in the classroom?	√		Some students used mother tongue in the classroom because it was natural for them when trying to speak foreign language.

From the result of the observation sheet in the second meeting, the teacher was almost applied all of the steps but again, in the last step the teacher did not conclude the lesson by repeating the material that had learnt. The teacher did not evaluate in any mistake about the students' activity.

Based on the result showed in first and second meeting the researcher found that the students' problem and the cause of problem in

learning speaking were the same, but the researcher found another problems that the students faced in learning speaking such as; nervousness, minimum opportunities and environment factor.

### b) Interview

To support from the data observation, the researcher also employed an interview. The interview was given to the teacher to know her opinion about the problems and the cause of the students' problem in the learning speaking. There were seven questions that researcher asked the teacher's opinion about the cause of students' problem in learning speaking. It can be seen in the dialogue below:

1. **Question :** What is your opinion about the important of learning English especially in speaking for the students of SMK Negeri 6 Bandar Lampung?  
**Answer :** In my opinion, speaking English is very useful for the students, especially when the student was graduated. Some students are working abroad and working on the sea. So, they need English especially speaking.
2. **Question :** In learning speaking, there are five aspects that the students should be good at; comprehension, grammar, vocabulary, pronunciation and fluency. Which aspect is become the most of students's problem in learning speaking?  
**Answer :** in my opinion. The most students's problem that the student faced when learning speaking is vocabulary, yeah.. They are lack of vocabulary.
3. **Question :** Do the students worried about making mistakes, fearful/critism or simply shy in learing speaking?  
**Answer :** Yes, they do. But, not all the students. They are some students that can speak English fluently and they do not worried about making mistakes and have a good confident in speaking English.
4. **Question :** Do the students have no motive to express themselves in learning speaking?  
**Answer :** Yeah, honestly. The students have not good motivation in learning speaking, because there is not good competition with the other students and maybe they think that English is not very improtant for them.
5. **Question :** Do the students low or uneven participation in learning speaking?  
**Answer :** Yes, they do. Sometimes, the students only focus in 15 minutes first, after that they are busy with their own activity.
6. **Question :** Do the students speak English with their mother tongue ?

**Answer :** Yes, of course. Hehe, the students are influenced by their mother tongue. Because we know that english is forign language.

7. **Question :** What is the most cause of problems in learning speaking?

**Answer :** Firstly, the problem faced by students in learning speaking is vocabulary and and the cause of the problem in learning speaking is they are worried about making mistakes.

From the result of the interview to English teacher, the first questions was to know the important English for students and the second question was to know her opinion about the students' problem in learning speaking and the third until seventh questions asked about the students' cause of problem in learning speaking. The researcher concluded that the students problem and the cause of problem in learning speaking was not well. The students had difficulties in mastering the vocabulary and when they tried to speak, it would be influenced by their mother tongue. It could be explained as follows:

1. The teacher said that the students found difficulties in learning speaking because they were lacked of vocabulary.
2. The teacher said that the students were worried about making mistakes when they tried to speak English.
3. The teacher said that the students were influenced by their mother tongue when they speak English.

### c) Questionnaire

The questionnaire was made to support the data from observation and interview. The questionnaire was distributed to the students by taking fifteen minutes of the students study time in the classroom.

Here were students' answers of questionnaire. (See appendix 5A on page 112)

**Table 5**  
**The Questionnaire Result of Question Numbers**

No	Question	Respond	Obtained Value	Percentage
1.	Do you know the aspects of language that enable production in learning speaking?	Yes	11	58.6%
		No	18	62.0%
2.	Do you have the best way to produce the language when speaking English?	Yes	12	41.3%
		No	17	58.6%
3.	Do you have enough vocabulary to speak in English?	Yes	5	17.2%
		No	24	82.7%
4.	Do you use grammar when you are speaking english?	Yes	11	37.9%
		No	18	62.0%
5.	Do you practice english more to improve your speaking proficiency in learning speaking?	Yes	22	75.8%
		No	7	24.1%
6.	Do you have good confident in speaking English?	Yes	17	58.6%
		No	12	41.3%
7.	Do you try to interact using English to your friend when learning speaking?	Yes	11	37.9%
		No	18	62.0%
8.	Do you feel less motivation in learning speaking?	Yes	16	55.1%
		No	13	44.8%
9.	Do you feel anxiety in learning speaking?	Yes	12	41.3%
		No	17	58.6%
10.	Do you feel shy in learning speaking?	Yes	9	31.0%
		No	20	68.9%
11.	Do you feel fear of ridicule or afraid of being laughter in learning speaking?	Yes	14	48.2%
		No	15	51.7%
12.	Do you often feel inhibited about trying to say things in apforeign language in the classroom?	Yes	16	55.1%
		No	13	44.8%
13.	Do you have motivation to express your self in learning speaking?	Yes	18	62.0%
		No	10	34.4%
14.	Do you participate in learning speaking?	Yes	22	75.8%
		No	7	24.1%
15.	Do you influenced by mothertongue in the classroom when learning speaking?	Yes	26	89.6%
		No	3	10.3%

Based on the questionnaire filled by the students above, the researcher can describe that the students' response was varied. For

more detail, the researcher described the problem and the cause of the problem as follow:

From the data number one, it showed that 58.6% of students could know the aspects of language that enable production learning speaking, while 62.0% of students did not know the aspects of language that enable production in learning speaking. It can be concluded that not all students know the aspects of language in learning speaking.

The data number two showed that 41.3% of students have the best way to produce the language when speaking English, while 58.6% of students did not have the best way to produce the language when speaking English. It means that almost all the students did not have a good pronunciation in learning speaking.

The result questionnaire of number 3 showed that 82.7% of students lacked of vocabulary, so they felt difficult to speak in English and have not enough vocabulary to use it when they try to speak. It means that almost all students were lacked of vocabulary. When the students have many vocabularies, they would easy to speak English and make sentences that they want in speaking learning process.

The result questionnaire of number 4 showed that 62.0% of students did not use grammar when they were speak English in learning speaking

process. It can be concluded that the students did not practice their grammar when they were speak in learning speaking process.

The result questionnaire of number 5 showed that 75.8% of students practice English more to improve their speaking proficiency, it means that almost all students enthusiast to practice their English in order to improve their speaking proficiency in learning speaking.

The result of questionnaire number 6 showed that 58.6% of students had a good confident in speaking English, while only 41.3% of students that did not have good confident in speaking English. It means that, they actually felt confident in learning speaking though they were lacked of vocabulary.

The result questionnaire of number 7 showed that 62.0% of students did not tried to interact using English to their friend when learning speaking, but some of the students had tried to interact with one another using English.

The result questionnaire of number 8 showed that 55.1% of students had felt less motivation in learning speaking and only a few of the students that felt motivated in learning speaking. It means that less motivation was one of the students problem in learning speaking.

The result questionnaire of number 9 showed that 58.6% of students did not feel anxiety in learning speaking and only a few of the students that felt anxiety in learning speaking.

The result questionnaire of number 10 showed that 68.9% of almost all students did not feel shy in learning speaking and only some of the students that felt shy in learning speaking. It means that feeling shy was not one of the students problem in learning speaking.

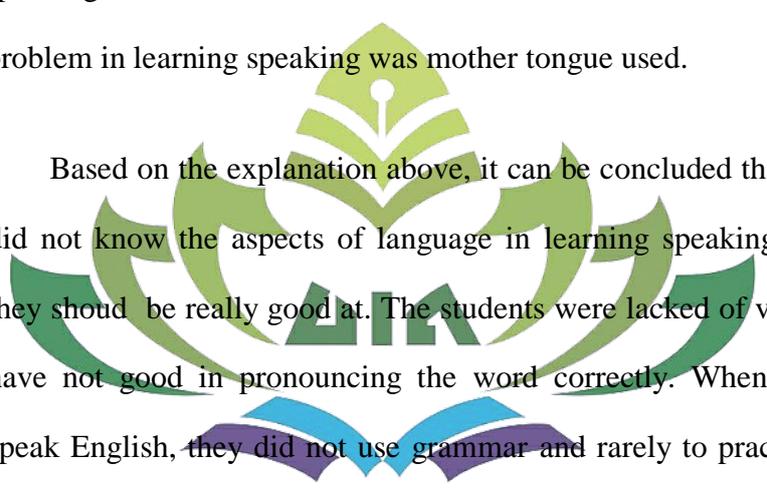
The result questionnaire of number 11 showed that 51.7% of students did not feel fear of ridicule or afraid of being laughter in learning speaking and only some of the students that felt fear of ridicule or afraid of being laughter in learning speaking. It means that feel fear of ridicule or afraid of being laughter was not one of the students problem in learning speaking.

The result questionnaire of number 12 showed that 55.1% of students felt often inhibited about trying to say things in a foreign language in the classroom in learning speaking and only some of the students that did not felt it.

The result questionnaire of number 13 showed that 62.0% of students have motivation to express their selves in learning speaking in learning speaking and only some of the students that did not have motivation to express their selves in learning speaking. So, it was good for them to have motivation to express their selves.

The result questionnaire of number 14 showed showed that 62.0% of almost all students participated in learning speaking and felt that the material was interested to them, so they participated in learning speaking. It means that low or uneven participation was not cause of the problem.

The result questionnaire of number 15 showed that 89.6% of almost all students influenced by mother tongue in the classroom when learning speaking. It can be concluded that one of the most cause of the students' problem in learning speaking was mother tongue used.



Based on the explanation above, it can be concluded that the students did not know the aspects of language in learning speaking that actually they should be really good at. The students were lacked of vocabulary and have not good in pronouncing the word correctly. When they tried to speak English, they did not use grammar and rarely to practice speaking. They also less of motivation and often inhibit about trying to say things in foreign language and influenced by their mother tongue.

### **3. Conclusion Drawing/Verification**

Conclusion drawing or verification is the third component or level in the model of qualitative data analysis of Sugiyono theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part the discussion and findings were divided into two parts: the students' problem and the cause of problem in learning speaking.

### a) The students' problem in learning speaking

The researcher employed the observation checklist and gave the questionnaire to know the students' problem in learning speaking. As Thornbury stated that the problems that learner speaker faces break down into two main area such as knowledge factor and skill factor. In knowledge factor the students do not know the aspects of knowledge in learning speaking, lack of vocabulary, pronunciation, grammar and fluency. Beside that, in the skill factor the students are lack of confidence which might inhibit fluency.

Based on the result of observation and the students' answer to the questionnaire sheets, the researcher concluded that the problems faced by the students were:

1. Most of the students did not know the aspects of language that enable production in learning speaking.
2. The students lacked of vocabulary. So, they felt difficult when they tried to speak English because of limited of vocabulary.
3. The students did not use grammar. When they tried to speak English they did not use grammar in learning speaking.
4. The students had no good in pronunciation. When the students tried to speak English they difficult to pronounce the word correctly.
5. The students never practice to speak English.
6. The students had minimum opportunities in learning speaking.
7. The students got nervous in speaking English.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students even there were more problems that happen in learning speaking. After the researcher analyzed and found out the conclusion of the research, hopefully the researcher gave contribution of the research to better way. Learning speaking should be supported by learning pronunciation, understanding grammar, rich of vocabulary and interesting teaching style by teacher, so the students were interested and can make a good sentence and pronounce the words correctly in learning speaking.

**b) The cause of the problem in learning speaking**

The researcher observed, interviewed the teacher and gave the questionnaire to know the cause of the problem that faced by students in learning speaking. Based on the theory, there were four cause of the problems in learning speaking such as; inhibition, nothing to say, low or uneven participation and mother tongue used.

Based on the result of observation, interview and the students' answer to the questionnaire sheets, the researcher concluded that the cause of problems faced by the students were:

1. Inhibition

The students felt often inhibited about trying to say something using English in the classroom because they worried to pronounce some words correctly in learning speaking.

2. Nothing to say

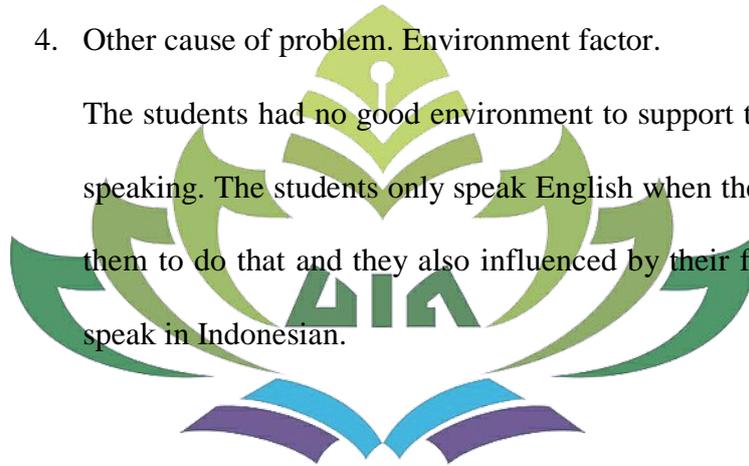
The students had low motivation to express something used foreign language, so when they learnt in speaking process they were just silent or passive.

3. Mother tongue used

The most students were influenced by their mother tongue. The students were difficult to speak English with good accent because it was natural for them when they tried to speak English.

4. Other cause of problem. Environment factor.

The students had no good environment to support their learning in speaking. The students only speak English when the teacher forced them to do that and they also influenced by their friend to always speak in Indonesian.



### C. Discussion and Finding

In this part, the researcher would like to discuss about the finding of the students' problem in learning speaking as the first formulation of the problem in this research. Beside the students' problem, the researcher discussed the cause of the students' problem in learning speaking as the second formulation of the problem. This research was produced by the participants of the research. They are the students of XI TPHPI 1 class of SMKN 6 Bandar Lampung at the first semester in the academic year of 2018/2019 that had been observed.

### a) Students' problem in learning speaking

The researcher assumed that teaching-learning speaking was still not maximal. The teacher did not apply all of the procedure based on the theory of the experts. Based on the theory of Brown there were procedures of teaching speaking. There were Pre teaching; student's interest in planning task. While teaching; setup the initial pair work and give the students five to ten minutes to discuss, add to or to modify the list of suggestions. Then, when the initial discussion is over, the teacher should facilitate the setting up of groups. Allow the group a maximum of twenty minutes to complete the planning task. Post teaching; chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.

Based on the result of observation, showed that the process of teaching and learning were in accordance with the theory of Brown. The teacher has applied almost all the steps in teaching speaking but there were some steps that skipped in teaching and learning process in the first meeting the teacher did not do the evaluation in post activity, she just ended the class when the time was up, many students still confused and their limited by time so they did not get the conclusion whether they did mistakes or not. In the other hand, in the second meeting the teacher forgot to explain the purpose of learning in pre-activity and did not do the evaluation again in post activity. It was important to explain the purpose of learning because it would rise their spirit and motivated them to be enthusiast in

learning speaking. Whereas, the evaluation used to review and analyze the result of their activity in learning speaking.

The researcher employed the observation and gave the questionnaire to know the students' problems in learning speaking. Having conducted the research, the researcher found the problems of students in learning speaking at SMK Negeri 6 Bandar Lampung.

Although the teacher has taught the lesson based on the procedure, unfortunately, the phenomenon in the preliminary research happened again in the current research such as their ability in learning speaking was still under average, then they were difficult to make conversation because they were lack of vocabulary and also the students could still not pronounce the word correctly.

The researcher believed that it was happened because there were some steps that the teacher skipped (see Appendix 4B and 4C on pages 108 and 110). It was supported by interviewing the teacher (see Appendix 1B on page 88), she said that the reason why she skipped the steps because of limitation of the time. The students was difficult to make dialogue and took too much time in whilst activity, it happened because the students did not have enough vocabulary and could not share their ideas.

In addition, from the data of speaking score that the researcher got in preliminary research, the class XI TPHPI 1 was the class that got under average score in learning speaking (See Appendix 2F on page 101). Based on the observation, the researcher assumed that it happened because

the English class has began after learning physical exercise, it was really influenced for their spirit to learn English especially speaking.

However, based on the result of observation and questionnaire answered by the students, the problems related to the theory stated by Thornbury (see on pages 35-36) in this research such as; not know the aspects of language that enable production, lacked of vocabulary, did not use grammar, not good in pronunciation and never practice to speak English. The aspects of knowledge was gotten based on the answer of the students thinking that the students did not know the aspects such as grammar, pronunciation, vocabulary and fluency when learning speaking in speaking class. Furthermore, the students faced the problem in mastering vocabulary because they were difficult to speak English and share their ideas. And then, the students faced the problem in pronunciation because when they tried to speak English they difficult to pronounce the word correctly. Moreover, the students never practice to speak English except when the teacher forced them to do that. Then, there was also another problem occur when the students learning speaking. The students had minimum opportunities in learning speaking. The students only speak English when the teacher asked them, they also had no the same opportunities to speak up in front of the class because the limited of time. And then, the students got nervous in speaking English. Sometimes the students were getting nervous and the students did not only have difficulties to understand the meaning of words but also have difficulties

to understand the meaning of the sentences from what they already or going to said.

Based on the result of the problems above, it could be inferred that the problems explained in the theory happened to the students, even there were more problems that happened in the learning speaking. It was supported by Thornbury.

#### **b) The cause of the problem in learning speaking**

Based on the result of observation (see appendix 4B and 4C on pages 108 and 110), interview (see appendix 1C on page 93) and questionnaire (see appendix 5A on page 112), the researcher took some conclusion about the cause of the students' problem in learning speaking. According to Ur, there were four the cause of problems in learning speaking. Those problem were inhibition, nothing to say, low or uneven participation and mother tongue used (see on pages 38-39).

In this case, from the result of the research data we know that only three problems of Ur's theory consisted of four problems happened in this research. It was the students felt often inhibited about trying to say something using English in the classroom because they worried to pronounce some words correctly in learning speaking. Then, the students had low motivation to express something used foreign language, so when they learnt in speaking process they were just silent or passive. Then, the most students were influenced by their mother tongue. The students were difficult to speak English

with good accent because it was natural for them when they tried to speak English.

In addition, there was also another cause of problem occur when the students learning speaking, it was environment factor, it happend because the students had no good environment to support their learning in speaking. The students only speak English when the teacher forced them to do that and they also influenced by their friend to always speak in Indonesian. Beside that, the class of XI TPHPI 1 of SMKN 6 Bandar Lampung was close by with the sports field in that school. So, when the teacher explained the material the students was diturbed by the other students in sprots field area and could not hearing the teacher's voice clearly.

Based on the finding in the research above, it could be concluded that the theory of Ur is appropriate for the real condition in the classroom. Even there was another cause of the problem in learning speaking that was environment factor.

## CHAPTER V CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions of the problem and the cause of the problem in eleventh grade of SMKN 6 Bandar Lampung.

### A. Conclusion

Based on the data analysis, it can be concluded that:

- 1) Based on the data of observation and gave the questionnaire to the students, the students' problem in learning speaking were students' perception that they did not know the aspects of language that enable production in learning speaking, they were lack of vocabulary, limited of grammar knowledge, limited of pronunciation, never practice to speak English, minimum opportunities and nervousness.
- 2) Based on the data interview and gave the questionnaire to the students, The cause of the problem in learning speaking were inhibition because they felt often inhibited about trying to say something using English, then, nothing to say; the students had low motivation to express something used foreign language, environment factor; the students had no good environment to support their learning in speaking and mostly mother tongue used; almost all students were influenced by their mother tongue.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follow:

### **a. For the Teacher**

- 1) The teacher should give more attention to apply all the procedure in teaching speaking to the students in process of taching and learning speaking.
- 2) The teacher should explain the material loudly and clearly in the process of teaching and learning speaking because the class near by sports field.
- 3) The teacher should manage the class in order to apply all the procedure in teaching learning speaking and wisely find the comfortable class for the students in the learning speaking because it will influence their spirit to learn English especially speaking.

### **b. For the Students**

- 1) The students should realize that English speaking is very useful for them especially when they are graduate from the school. They can use it to continue their study as one of skill that they have.
- 2) To master in learning speaking, it is better to the students to memorize the vocabulary about cruise major and often practice to speak English.

- 3) The students should keep study hard and take an English course to be master in speaking.



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