EXPLORING STUDENTS' PROBLEMS IN SPEAKING AT THE THIRD

SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM

UIN RADEN MAS SAID SURAKARTA

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

By

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S.R.N: 18.32.2.1.290

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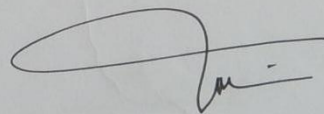
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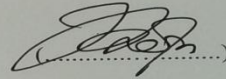
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RATIFICATION

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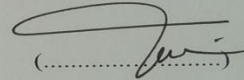
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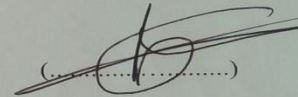
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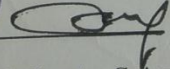NIP. 19670224 200003 1 001

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DEDICATION

This thesis dedicated to:

1. My parents Mr Zaini Nurbaiki and Mrs Sri Sumarni
2. My big sisters Isti Khomah and Choirum Khasanah, S.E and my little brother Muhlis Hidayah
3. My special person Fadjrie Aditya Rasuna, S.Tr.Pel.
4. My best friends First, Inayah, Sinta, and all my friends in PBI H 2018
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MOTTO

"Si Deus pro nobis, quis contra nos?"

"Twenty years from now you will be more disappointed by the things that you

didn't do than by the ones you did do."

- H. Jackson Brown Jr., P.S-

"Great things are not done by impulse, but by a series of small things brought

together."

- Vincent van Gogh-

PRONOUNCEMENT

Name   : Choirum Amanah
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I hereby sincerely state that the thesis titled "Exploring Students' Problems in Speaking at The Third Semester of English Education Study Program UIN Raden Mas Said Surakarta" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 30 Nopember 2022

Stated by,

Choirum Amanah
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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Exploring Students' Problems in Speaking at The Third Semester of English Education Study Program UIN Raden Mas Said Surakarta". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 30 Nopember 2022
The researcher

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ABSTRACT

Choirum Amanah. 2022. *Exploring Students' Problems in Speaking at the Third Semester of English Education Students UIN Raden Mas Said Surakarta*. Thesis. English Language Education, Cultures and Language Faculty.
Advisor   : Muh Husin Al Fatah M.Pd
Keywords   : Speaking English, Problems, Strategies

Learning L2 for EFL learners sometimes creates problems that can hinder students' ability to learn. According to the EFL learners, speaking in English is one of the skills that is difficult to master. Previous studies found that problems faced by students are; poor grammar, lack of vocabulary, lack of pronunciation, anxiety, and shyness. Starting from a problem that is often seen by the author, the author conducts research to find the problems in speaking faced by students and the strategies used to overcome these problems.

The author used qualitative descriptive methods to conduct research. The data collected came from 25 students informants in third semester of English education program using questionnaire and interview. To find out the problem of speaking the author used a questionnaire, while to get a speaking strategy the author conducted an interview. The collected data is processed by selecting the important parts, presented for analysis, the last is drawing conclusions.

After having data collection and analysis, it can be drawn several results. The speaking problems faced by students are: (1) inhibition, (2) nothing to say, (3) low participation, (4) mother tongue use, (5) lack of self-confidence, (6) anxiety, (7) lack of vocabulary, (8) mispronouncing, (9) not mastering grammar rules. The strategies to overcome speaking problems are: (1) strategy related to a lack of vocabulary is watching movies, listening to songs, and reading texts in English; (2) strategy related to mispronouncing problems is using applications about pronunciation and listening to native speakers; (3) strategy related to not mastered English grammar is practice doing English tasks and memorizing tenses; (4) strategy related to anxiety is prepare ourselves and practice getting used to it; (5) strategy related to lack of self-confidence is to practice mastering the ability to speak and relax while speaking. Those problems will hinder students' speaking learning, while problem-solving strategies make the students' abilities improved.

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

There are 4 macro skills commonly known in English lessons, the four skills are speaking, writing, listening, and reading (Gianan et al, 2005). Speaking a foreign language is recognized as the most required complete skill out of the four skills (Bailey and Savage, 1994). That way speaking is required to the maximum and without degrading other skills. Speaking is a very interactive and also very complex skill that has added complexity and can cause anxiety for other language learners (Woodrow, 2006). It is important to have good skills in speaking because it is used to communicate with others.

Speaking includes productive skills that directly observe accuracy to know the ability to appear in oral communication (Brown, 2003). Especially speaking classes that demand they issue English speaking skills. There must be students who feel unready and need a long preparation to practice speaking in front of the class. Those will affect their performance while practicing in speaking classes.

As a foreign language in Indonesia, English is given as the school subject in addition to other subjects in formal education. As a result, in a non-English environment, the students have limited opportunities to practice their

English outside their class. Therefore, many students cannot speak English well even though they learn English at class (Gianan et al, 2005).

To master speaking skills, it is necessary to spend a lot of effort. A good idea is meaningless if it cannot be communicated properly. During learning speaking skill, students will automatically learn to understand the components of sentences, learn to define concepts, and over time will add vocabulary that is considered important in English lessons. Students should practice speaking frequently and be able to imitate how natives speak so that students will be able to speak well and casually. Learning everything related to speaking English and phonetics will help students speak quickly and successfully (Sulistyanto, 2015).

Common problems like inhibition, nothing to say, low or uneven participation, and mother tongue use, are several things that often make students not fluent in speaking (Ur, 1991). When someone wants to make a conversation, they must put together a sentence and just change it into English. Sometimes students forget when trying to switch languages from their native language to English. Loss of words causes students to make their speaking activities not run smoothly. Another way is when students are unable to convert some words into English, then they are forced to mix the native language and English.

Based on Indonesian qualification framework, speaking subjects have divided into three types of categories; informal speaking, formal speaking, and speaking for academic purposes (Kemenristekdikti, 2012). The main

purpose of informal speaking is that students can speak English at the pre-intermediate stage in informal interaction. As for formal speaking, having a goal will allow students to speak English in formal interaction activities. Furthermore, speaking for academic purposes, students are required to master speaking English at a higher level, i.e. speak fluently, accurately, and acceptably and apply language functions for formal interaction.

Speaking problems may affect the EFL student's grades in a speaking class. Students who encounter problems in speaking skills tend to have a limited vocabulary, difficulty in grammar, and poor pronunciation, including linguistic problems. These problems must be addressed so that students can develop their speech skills better. Based on Samira Al Hosni (2015), mentioned some problems faced by EFL learners in Speaking class; Linguistic difficulties, Mother tongue use, and Inhibition.

These problems also happen to EFL learners in the English program at UIN Raden Mas Said Surakarta. Based on pre-research, that conducted on 24th May 2022, students mention some of the problems they face when speaking English. The author asked two students about what speaking problems they encountered. The first student said that mentality was the first problem she had. To begin with, the first student has not mastered English, and the first student does not have the confidence to express her English sentences. In addition, the second student is afraid of being wrong in the pronunciation of English words. The second student told me that she had

difficulty speaking because the second student did not have enough preparation.

Many factors make students face problems. Speaking skills are skills that relate to various factors like grammar, vocabulary, pronunciation, and accent. Speaking skills activities have several purposes, that is students are expected to use English not only in the speaking class program but also in daily activities. Speaking is the main element in communication, that is why speaking is important to make people interact with others (Richards and Renandya, 2002). Let the listener understands what we are saying, so we should pay attention to intonation and correct spelling. Neat grammar usage is one indication that speaking skills have improved (Rahayu et all, 2020).

The problems that create obstacles in academics must be removed immediately. Students should practice vigorously speaking or writing appropriately in a specific context (Sartika, 2014). When we have a deficiency in a skill, we must try to find a way to improve our abilities. If we know our weaknesses and strengths, we can find the most suitable way to solve our problems. English Education Study Program is one of the class programs by UIN Raden Mas Said Surakarta that prepare students to become English teachers in Indonesia. As a program majoring in English education, there are certainly speaking programs. To improve students' speaking skills, lecturers have their ways that are applied in the classroom. Students will usually be required to practice speaking to fill their grades in one semester. Not infrequently, many students have problems in speaking.

Because EFL students in the third semester are not used to using English for speaking in class, they find some problems. This phenomenon makes authors want to find out more about the problems they face when practicing speaking. In a thesis titled "EXPLORING STUDENTS' PROBLEMS IN SPEAKING AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM UIN RADEN MAS SAID SURAKARTA" the author explained the results of the findings.

B. **Identification of the Problems**

1. Students feel insecure when speaking in front of class

2. Students have not mastered aspect in linguistics

3. Students feel insecure when they mispronounce some words

4. Students still lack sufficient preparation to speak in front of class

C. **Limitation of the Problems**

In this thesis, the authors limit the problem by focuses on what problems faced in speaking by students of PBI class, and what strategies that the students uses to deal with the speaking problem they are faced before.

1. Object limitation

English as a foreign language in Indonesia usually creates some problems for the EFL, especially for beginners. When we know our weaknesses and find ways/strategies to solve problems, we can pass all the obstacles before our eyes. If we can overcome the problem of speaking, then it is expected that the speaking English scores will increase.

2. Subject limitation

This research conducts in UIN Raden Mas Said Surakarta, and choose English education students in the third semester as the subject. The author selected 25 students in class F of English language education. As beginners, they find some problems when studying English, and also speaking English.

D. Formulation of the Problems

1. What are the problems faced by students in speaking?

2. What are the students' strategies to overcome speaking problems?

E. Objectives of the Study

1. To explore the problems faced by students in speaking at the third Semester of English Education Study Program UIN Raden Mas Said Surakarta.

2. To find out the strategies students use to overcome speaking problems at the third Semester of English Education Study Program UIN Raden Mas Said Surakarta.

F. Benefits of the Study

1. Theoritically

   By this thesis, the author has some aims. Students in 3rd semester of English education study program entering the English education environment and requiring them to use English in all activities, including speaking activities. They must have a problem speaking. Authors conduct the research to find out some problems faced by students. The results will be able to add theory in speaking field.

2. Practically

Here are some aims of the thesis.

a. For the Lecturer

After knowing what are the problems of students in speaking, it is expected that lecturers will increasingly understand the needs of students in speaking. Lecturers can also look for the right strategies to improve students' speaking skills.

b. For the Students

Students will be aware of their weaknesses and it could be that they will look for ways to build their spirits in improving their skills. By knowing their weaknesses, they will be motivated to get better, thus opening up great opportunities to increase their grades in speaking classes.

G. Definition of Key Term

1. English speaking skill

Speaking skills are skills to be assessed that relate to real-life, speaking becomes an important part of the interaction of everyday life and is the most commonly used skill, people will decide their first impressions are seen from the way others speak comprehensively and fluently (Hornby, 1995). Speaking is a way to express a message so that ideas can be channeled to others by verbal communication (Rahayu, 2015). Speaking English works when we are correct in the pronunciation of English words so that the interlocutor understands what we are talking about.

2. Speaking problem

   Speaking is normally imitative and reproductive providing students to practice patterns of language and communication (Becker & Roos, 2016). Normazidah et al (2013) explained factors that cause speaking problems:

   a. Students consider that English is a difficult subject to learn.

   b. Students use primary sources from English teachers.

   c. The ability to speak is not supported by practicing in daily activities.

   d. English is used in the classroom, not developed outside the classroom.

   e. Vocabulary limitations.

   f. Students are not enthusiastic about using English.

   g. Lack of motivation and take English for granted.

3. Speaking strategy

   Speaking strategies are a way out that can be followed to reduce the weakness of knowledge about the lexical language being learned (third language) in order to speak fluently and convey the correct meaning (Cohen, 2010; Nakatani & Goh, 2007). Fluent speaking can be trained by trying to communicate with native speakers and learning to speak fluently (Nation, 1989).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Definition of Speaking Skill

Speaking is the most basic communication for human life (Lawtie, 2007). Speaking is a process of engagement between the intended meaning and adjusting one's words to produce the intent desired by the listener and in accordance with the speaker (O" Malley, 1996). Speaking skills are skills to be assessed that relate to real-life, speaking becomes an important part of the interaction of everyday life and is the most commonly used skill, people will decide their first impressions are seen from the way others speak comprehensively and fluently (Hornby, 1995). Speaking is a way to express a message so that ideas can be channeled to others by verbal communication (Rahayu, 2015). Basically, speaking is a communication process because there is the delivery of a message from the speaker to the listener using certain methods, hoping the listener understands what the speaker wants to convey (Siregar, 2021).

Speaking activities are skills that should be practiced directly rather than just learned through the material. In speaking not only what we talk about, but it is expected that the listener understands the intentions we are talking about (Tasmia, 2019). When speaking formally and engaging the audience, the level of speaking action becomes more complicated than an

everyday conversation because it must be the process of conveying things by speaking, choosing appropriate topics, directing thoughts, adjusting the message to be conveyed, and receiving suggestions and criticism from the audience (Lucas, 2001). Productive and receptive comprehension skills are needed in the speaking process (Koşar & Bedir :2014)

There are 4 macro skills in learning English, they are listening, reading, speaking, and writing (Gianan et al, 2005), the four skills in English have a close relationship with each other. In the academic field, the speaking program presents learning about knowledge in speaking skills and the foundation it tries to improve students' speaking skills. Many people agree that mastering English skills is a priority for third language and foreign-language learners.

Speaking is oral communication related to spoken language. Spoken language and written language have different characteristics. Here are the characteristics of spoken language according to Brown and Yule (1983):

a. in the form of short or separate words and the pronunciation is noticed.

b. there are frequent repetitions of the same word, unstructured sentences and usually, sentences come from obscure sources.

c. the concept of sentences is less clear because they are composed of improper syntax and phrase selection.

2. Function of Speaking

Generally, speaking is used to communicate with others. When communicating to people, the speaker must understand what he/she says and easily accept by the interlocutor. According to Richards (2008), there are three functions of speaking:

a. Talk as interaction

Talk is an interaction we know as "conversation" and is used in social interaction. It is used when people meet, and they try to create conversations between them. In those conversations, they salute people, tell some stories they've been through, and talk about other things, that's the way to make people comfortable interacting with others. The function of speaking as an interaction focuses more on the appearance of how to convey a message between people who are having a conversation rather than the content of the message they are discussing.

The following is skills that related in using speech as an interaction:

1) start and end the conversation

2) determine the topic of the conversation

3) joking, and making small talk

4) interrupting and turn-taking

5) responding to others, etc.

It is quite difficult for students to master the art of talk as interaction, therefore many students consider this not a priority.

However, there are still some students who realize the importance of having these skills. Students find that there are still many mistakes they make when interacting. They claim sometimes they loss for words when interacting, and feel awkward. Because of this students are not maximal to show their identity well when having a conversation, sometimes they prefer to avoid rather than have these interaction conversations.

The ability to talk as interaction is also important in the classroom, so it is a disadvantage for students who are not proficient well. This function is closely related to social relationships in human life.

b. Talk as transaction

Talk as a transaction is a situation where the thing that takes precedence is what is conveyed. How to convey the message clearly so that the intention conveyed can be understood correctly is the thing that is considered not to the person who conveyed it. This function is the opposite of talk as interaction, where the priority is the performance of the speaker. Burns (1998) divides different talks as transactions into two types. The first type classified in situations of importance is in conveying and receiving information between people who are talking and focusing on what has been said or achieved (For example, someone asks for directions). Accuracy is not the main thing, the most important thing for speaker is the success of

conveying information and communication understood by the listener.
The third type of transaction is how to obtain goods or request
services, such as buying rides or ordering food at restaurants.

Talks for transactions are usually used for the following skills:

1) explain what the means and what is needed by the speaker

2) explaining something

3) asking for question/clarification

4) give an agreed and disagreed opinion

c. Talk as performance

The last type of function is talk as a performance. This
conversation is more about formal speaking activities, such as public
talks, which is a conversation activity where the speaker tries to send
information to the listener such as presentations in front of the class,
public announcements, and speeches. Talk as a show usually takes
the form of a monologue rather than a dialogue. It often follows a
recognizable format (e.g., welcome), and is a type of language in
writing rather than a language for conversation. Contrary to the
previous two types of functions, these functions are not usually used
for conversations or transactions.

Speaking as performance is required in the following skills:

1) using the correct format

2) present information in the right cronology

3) how to pronounce and use correct grammar

4) appropriate vocabulary selection

5) give the right opening and closing words

3. Component of Speaking

Need to know some of the components of speaking in order to master speaking skills. A person is said to master speaking if he/she is correct in applying the speaking component. Speaking have five components that are generally recognize in speaking skill (David P, 1974&Brown, 2003).

a. Comprehension:

Comprehension is if one knows what it means and understands the content of the conversation. A person's ability to capture and process discourse is an comprehension, then it can describe what it means implied in a sentence. Being able to understand a third language is more difficult than understanding the mother tongue because to deduce something requires a process from the verbal and nonverbal aspects to capture the intent contained in a sentence.

b. Grammar:

Sentence structure and language system is the ability to make sentences according to the correct and applicable structure. It's important because when we speaking and expect a good sentence we have to arrange the sentence by grammar rules. If we face difficulties memorizing formulas, we do not have to follow the grammar pattern,

as long as we understand the subject, predicates, and words that are appropriate to be used for that time.

c. Vocabulary:

Vocabulary is the sum of all words and each word has meaning. The vocabulary aspect is the ability to understand the meaning of words. To make a good sentence requires the use of vocabulary. Limited vocabulary makes some people unable to communicate well with others. Increasing the amount of vocabulary is highly recommended in order to communicate well. People who have good speaking skills or have improved their speaking skills will be seen in their use of vocabulary. The more diverse the vocabulary used, the better the person's speaking ability.

d. Pronunciation:

Pronunciation is how to pronounce a word in a particular language. The resulting articulation will be easy to understand when the speaker uses the correct pronunciation. In pronunciation, people will know about accents, there are two common accents in the English language, English and American that are associated with the use of segmental, vocal, consonant, stress, and intonation features.

e. Fluency:

Fluency focus with the speed of speaking flow. The importance of fluency to process language easily and the quality or condition of people when speaking the language easily and well. It is a subtle

flow in which it combines several elements together while speaking. The elements in fluency consist of the resulting sounds, syllables, words, and phrases.

4. **Purpose of Speaking**

    The main purpose of speaking is to be used in communicating, conveying what is in mind will be more effective if communicated correctly. In order for what the speaker is delivering to be precisely captured by the listener, the speaker better knows what will be delivered by evaluating the impact of communication.

    Tarigan (1985) explained that in general speaking has several goals, the following are those goals:

    a. To inform

        Speaking is used to convey knowledge, severing the relationship between information processes is informative speaking. The teacher will convey information by communicating with students. The statement that informative speaking has a specific purpose is to funneling knowledge and disseminate information.

    b. To discuss

        Speaking is one of the ways a person makes decisions and a plan. The speaker should be careful when discussing in need of advice and facts. The practice of speaking will increase students' knowledge of the elements of speaking; argument, straight thinking, order, clarification, and evidence.

c. To persuade

This condition is usually encountered in the teaching-learning process. Students will understand the lesson well if the teacher provides good service, preferably the teacher lists examples for each material. Teachers also have the authority to set time limits. In the case of a class when students are asked by the teacher to answer an oral test in a scramble, the students who are fastest to raise their hands and answer correctly will get additional grades from the teacher. Before the test is done, the teacher must prepare questions to be given to students. When the teacher finishes reading the question, students should raise their hands as soon as possible to answer the question. If the student becomes the first to answer correctly, then the student will get additional grades. With this advantage, students will scramble to be the first to raise their hands.

d. To entertain

This condition is perfect for storytelling activities. When the teacher reads the narrative text by telling a story, students will be more interested in listening.

5. Characteristics of Successful Speaking Activity

Spoken language is sometimes easy and sometimes difficult to practice (Brown, 2001). For most people, mastering the essence of speaking is one of the important things when learning a foreign language. Good language conversation skills will prove a person's success in

speaking foreign language (Nunan, 1999). Successful speaking activities must fulfill several characteristics, here are some characteristics of successful speaking activities according to the Ur (1996):

a. Learners are actively speaking. The teacher will allow students to speak English frequently. A common obstacle is that students will run out of time to speak because they often stop speaking.

b. All learners participated. No learner becomes dominant when the speaking class takes place. All learners get the opportunity to take part in classroom activities.

c. Learners have high motivation. Interesting topics will increase learners' desire to speak and express their opinions. Learners will be excited by something interesting or something new to them. If learners are already interested in the material, they will be eager to complete the task.

d. The language used in accordance with the level of learners. Languages have various levels for each level of education, and each level already has its own portion. It is important for learners not to have difficulty expressing themselves or talking to others. If the learner has used language that is in accordance with his level, then his words will be acceptable.

6. **Types of Speaking Activities**

In speaking activities, Brown (2001) divides it into 6 types of activities. The 6 types of activities are:

a. Imitative

The first type of speaking activity is imitation. Students can imitate phrases, words, even sentences spoken by the speaker. The drilling part of communicative language classes provides an opportunity for students to be able to listen and repeat certain words orally arising from language that may cause some linguistic, phonological, or grammatical difficulties. Students will gain speaking practice through the repetition process, allowing students to focus on language elements in language activities.

b. Intensive

The next step of imitating is intensive speaking, which is to practice speaking by incorporating grammar and phonology. Intensive speaking activities can be done alone by students or paired with friends. The following are examples of intensive speaking activities are completing sentences and dialogues, reading aloud, sorting images, responding, and translating simple sentences.

c. Responsive

Kind of activity that is suitable for speaking classes is responsive, between teachers and students can give each other comments and brief responses to a question. Comments or answers are usually short allowing the discussion will not expand like dialogue and speech. Responsive task assessment activities consist of greetings and short

chats, interaction assessments that are at a limited conversation stage, short questions and comments, and similar activities.

d. Transactional

The use of transaction language for the purpose of revealing information or exchanging certain information with others is one form of responsiveness using language.

e. Interpersonal

It has been explained before that there are different forms of conversation according to their purpose. Interpersonal dialogue is a conversation that tends to socialize and maintain relationships between individuals rather than sharing facts or information.

f. Extensive (monologue)

The EFL learners at the upper-middle level will get lessons on further monologues and various forms. Monologues can be reports, oral and written summaries, and short speeches. In composing monologues, usually, already use a much more formal language. The EFL learners can be asked by teachers to put together a monologue suddenly or planned, and the learner must be ready.

7. Learning Speaking Activities

Harmer (2007) mentioned that there are several activities that can be done in the Speaking Class Program;

a. Story telling

Storytelling activities require students to retell stories in English. Students are asked by the teacher to look for the story as a source, then read it, and finally retell it. Story sources can be searched through the internet, magazines, and books. In addition to reading stories from books, students can tell their stories or their real lives. Interactive when telling stories will have an impact and closeness. Good storytelling will be able to connect between the storyteller and the listener.

b. Meeting and greeting

This activity will be given to foreign language learners at the initial level. The atmosphere was like there was a formal social event, and they would meet many unknown people. Students should be able to introduce themselves to new person. At least 2 students and practice begin with the expression meeting and greetings then start the introduction.

c. Favorite objects

This activity is that students have to tell their favorite objects to classmates. Objects should be described in detail and unambiguously, while other students will guess whether the object is being discussed. These activities can be used by teachers for individual tasks and take the score.

d. Describing person/thing

In this activity, students will explain in detail things or people according to the student's views. In front of the class, students will describe person/thing. The listener does not need to guess what person/thing the speaker is describing, as this is not an activity to describe a favorite object. Teachers can choose a person/thing that the student must explain in front of the class.

e. Information-gap activities

The intent of information gap activity is when a person knows information that no one else has and must share information with that person (Bailey, 2003). EFL students must share information using the target language, which is English. For instance, there will be a seminar somewhere, there are students who know the location of the seminar and some don't, then students who have information about the location should share it with classmates.

f. Debate

A debate is a forum for a person/group to give their opinion that must be accompanied by relevant arguments so that they are acceptable. This activity is usually held in advanced language learners, at least in high school. Before doing this activity, all parties must prepare themselves. First, students will be divided into groups. Then each group will be given a debate topic to be prepared by them. The debate can take place within a predetermined period of time.

g. Students presentation

Each student should provide an explanation of the topic presented. Students explain in front of friends, other students listen carefully to what their friends are explaining. If the listener finds a problem related to the speaker's explanation or they want to add suggestions to the student who is presenting, at the end of the presentation there will be a question and answer session between the speaker and the listener. In a question and answer session, the speaker will try to answer questions and take advice from listeners.

h. Discussion

This activity requires several students to discuss each other, therefore students will be grouped with at least 2 members of each group. Next, the topic will be shared by the teacher with each group for discussion. After getting the topic, students should discuss it with all group members. When the discussion time has ended up, the teacher will appoint a group representative to explain the results of their discussion. When the group representative finishes presenting the results, the teacher will analyze and gives comment.

i. Solving a problem

Students will be faced with problems, and teachers ask students to solve them. The first student must identify the problem to determine it. After understanding what the problem is, students will get an idea of the solution to the problem. Lastly, students should be able to find a way out and take appropriate action. Problem-solving is not only

important in classroom activities but will let students know how to solve a problem.

j. Picture differences

The teacher will display the two pictures that look the same but actually has a few different details. Surely the teacher already knows the point between the two pictures. Each student should be careful to check the differences between the two pictures. After students have completed a guess, the teacher will explain there are differences in detail between the two pictures.

k. Describing pictures

Teachers have several pictures and students are welcome to observe up close. Students will get a few minutes to observe and analyze the given pictures. During this time, students try to explain in detail the pictures. The analysis expressed by the student should match the picture, the student should not look for information that is not listed on the picture. The activity of describing pictures can be with one picture or several related pictures, so students must present an appropriate chronology.

l. Things in common

Students will be paired with classmates. They will ask each other about information to find out the possibility of things that are both owned. With the conversation of the two, must get information both.

For example, it is about favorite animals, education, and characteristics.

8. **Problems in Speaking**

Ur (1991) has researched the problems facing students in speaking English, are:

a. Inhibition, students are afraid of mispronunciation, unprepared to accept criticism, or simply shy toward their friends.

b. Nothing to say, students hard to find words that work for them.

c. Low participant, few students were willing to talk but the other students were silent.

d. Mother tongue use, the EFL learner will find it easy when discussing with friends using their native language.

The problems above are related to the psychology of students. Inhibition can come from an environment that makes students have problems speaking. Almost all ELF experience this kind of problem.

According to Hosni (2015), there are several problems faced by the EFL, they are Linguistic Difficulties, Mother Tongue Use, and Inhibition.

a. Linguistic Difficulties, students face difficulties in choosing words to compose sentences to be used to express their thoughts. Students still get into trouble even after being taught a lot of vocabularies and grammar rules by teachers.

b. Mother Tongue Use, the third problem is still related to the first problem. When making class observations, students are given group

assignments, and students discuss using their native language. Students were asked "why always use mother language even in speaking class?", then they replied that they did not know how to discuss the answers using English. At first, the students wanted to discuss using English, but they flowed and used the native language. Having a little vocabulary and difficulty composing sentences makes students use their mother tongue.

c. Inhibition makes students unwilling to speak. The classroom atmosphere becomes less crowded because students rarely participate. Students are not enthusiastic about speaking in front of their friends because they are afraid that if they make a mistake then other students will laugh.

The same problem is inhibition, this indicates that many students are afraid of the response of friends. Many EFL learners have limited vocabulary and make them less to be silent.

Khan (2005) by his research, found that the EFL learner found problems in psychological aspects.

a. Lack of Self-Confidence, lack of self-confidence will lead to the notion that students will never be good English speakers. The performance of speaking English will be affected by the level of self-confidence that a person has. Students will have difficulty mastering English if they are not confident.

b. Anxiety, anxiety in speaking is an emotion that is felt when dealing with the audience or interlocutor, that emotion is shyness, nervousness, anxiety, and fear of something bad happening.

A matter of knowledge that prevents students from speaking. The mentality of students is very influential to encourage students' willingness to speak English.

Table 2.1 Theory of Speaking Problems

Theory by UR (1991)	Theory by Hosni (2015)	Theory by Khan (2005)
Inhibition	Linguistic difficulties	Lack of self-confidence
Nothing to say	Mother tongue use	Anxiety
Low participant	Inhibition	
Mother tongue use		

Many problems that students faced in speaking English, the most factor affected to them is related to psychological and linguistics.

1) Linguistics Problems

Linguistics is the science that studies human speech include of nature, sentence components, sentence structures, and the modification of the language (Merriam-Webster n.d). Richards (2008) mentions several problems that are often faced by students, they are:

a) Vocabulary

A lack of vocabulary is a problem for someone who wants to speak the target language. They can't find the word they want to say, and this problem also occurs if a person feels confused about combining several words in order to become a sentence. Khan (2005) found some students had problems choosing words and expressions to speak in English. Supported by Davies and Pearse (2000) state in oral communication people who have a dialogue do not pay much attention to correct grammar, they are more focused on understanding the content of the conversation and how to answer the interlocutor. Students will be fluent in speaking the original language but students will be confused if they have to change the sentence to English.

b) Grammar

According to Celce-Murcia (2001s), students have grammatical problems because students do not study structures on a time. Sometimes students have mastered certain grammars, but they still have problems changing them in a new interlanguage form.

c) Pronunciation

According to Hinkel (2005: 491) students who learn a second language are better off if they recognize the pronunciation characteristics of a language. In learning a

second language, students are also expected to be able to pronounce words like native speakers of the language. Correct pronunciation will have a good relationship with other skills such as listening.

2) Psychological problems

Psychology is the study of science that studies how an individual or animal thinks and behaves towards the environment (Dea et al, 2020).

a) Anxiety

Anxiety can generate worry and tension due to momentary emotional states and increased activity in the autonomic nervous system (Spielberger, 1972). Anxiety has a positive impact, which can increase motivation, while the negative impact is that it will interfere with learning activities.

b) Lack of self-confidence

Self-confidence has an effect on the confidence that a person has in the ability or mastery possessed by the individual (Elliot, 1998). A lack of confidence will make students feel that they cannot speak well. Students who feel insecure tend to be silent and difficult to speak, this will affect their performance in English speaking.

9. **Strategies to Overcome Speaking Problems**

Strategy is a specific way to recognize a problem, a step that must be taken to achieve a specific goal or action, and then the individual will find a way to overcome the problem (Gagne, 1974 & Brown, 2007).

1. Speaking Strategy

Speaking strategies are a way out that can be followed to reduce the weakness of knowledge about the lexical language being learned (third language) in order to speak fluently and convey the correct meaning (Cohen, 2010; Nakatani & Goh, 2007). Cohen divides the stages of speaking strategy into four types: retrieval, rehearsal, communication, and cover. Retrieval strategies are concerned with selecting the target language material from memory, rehearsal stage will focus on learning the structure of the language. The application of this strategy can be in the form of practicing speaking directly with native speakers.

In conversation, EFL learner uses English and invites native speakers to discuss something that has never been discussed by the EFL. The EFL learners can pay attention to how the native speaker pronounces English sentences, and then imitates. Furthermore, EFL students can apply new knowledge at other events to increase self-confidence (Cohen, Oxford, & Chi, 2001). Communication strategies (CS) use paraphrasing (e.g., through messages, composing new sentences, or talking to people around), borrowing (e.g., interpreting

words meaningfully, learning to switch languages, using gestures), leaving messages, stalling conversations, asking for help, or requesting an explanation during communication (Cohen, 2010; Oxford, 2011; Tarone, 1980).

2. Strategies to Overcome Speaking Problems

The problem of speaking English is experienced by most learners, teachers have to find a way to solve this problem. According to Ur (1991), there are 5 methods that can be used related to the problem of speaking English

a. Adapting the way native English speakers speak

b. Trying to practice speaking English with native speakers

c. Frequently opening up conversations

d. Daring to discuss a topic that has never been in

According to Boonkit (2010) there are 3 ways to enhancing speaking skill

a. Students should increase their self-confidence

b. View videos and listen to English songs to imitate pronunciation

c. Take an English course

B. Previous Related Studies

There have been many studies that discuss the students' problems when speaking English, and here are some of them:

Thesis by Tasmia (2019) **"Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi"** in this thesis, the author studied problems faced by students in junior high school that related to linguistics (poor grammar, lack of vocabulary, and lack of pronunciation) and Psychological problem (anxiety and shyness). The students did not have time to think, but they had to improvise, at this time there were grammatical errors. The author explains that the students are difficult to talk to because their mastery of vocabulary is limited. Finally, the students told the author that they made a mistake when saying the words exemplified by the teacher, even though the teacher said 1 minute ago.

The similarity between the first previous study by Tasmia and this study is that they both observe the problems of students when speaking English using qualitative research. As for the differences, previous research examined problems related to linguistics and this research examined problems that come from inside the student and how students address their problems. Previous study used students in junior high school, meanwhile this thesis using college students.

Research from Fitriani, Apriliaswati and Wardah (2015) "A Study on Student's English Speaking Problems in Speaking Performance" the population of this research is the Third Semester Students of English Study Program Tanjungpura University 2014/2015. There are two major dominant problems in students' speaking performance; linguistic and psychological problems. In linguistic problems, grammar, vocabulary, and pronunciation are

the biggest struggle that affected the speaking performance of students. Meanwhile, in the psychological aspect, lack of confidence and anxiety are the problems faced by students.

The similarity between the study by Fitriani et al and this study is that they both observe the problems of students when speaking English. As for the differences, previous research examined many problems related to linguistics and psychology and this research examined problems that come from inside the student and how students address their problems. Previous study used 3rd Semester students, meanwhile this thesis using third Semester students.

Research from Rahayu et al (2020) "Analyzing Speaking Problems Faced by EFL Colleges Learners" this article used students in the 4th semester of the English Department in IAIN Metro as the sources. The result of this study is showed that students have several problems in speaking English. (1) Lack of Vocabulary, (2) Not mastering grammar well, (3) Worried about unkind feedback from the audience, (4) Low self-confidence of the student.

The similarity between the study by Rahayu et al and this study is that they both observe the problems of students when speaking English. As for the differences, previous research examined many problems related to linguistics and psychology and this research examined problems that come from inside the student and how students address their problems. Previous study used 4th Semester students, meanwhile this thesis using third Semester students.

Thesis from Ali (2020) "Investigating English Speaking Problems Encountered by University Students". The researcher took 20 teachers and 30 students as the sampel. The problems faced by EFL learners are; (1) Only master a little vocabulary , (2) the teacher's explanation of the new vocabulary is still mixed with the mother tongue, (3) poor material preparation hinders the development of knowledge of English.

The similarity between the study by Ali and this study is that they both observe college students to find out the problems of students when speaking English. As for the differences, previous research examined many problems related to linguistics and factors from institute and this research examined problems that come from inside the student and how students address their problems.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the author used descriptive qualitative as the method of this thesis. The use of proper methods is very important and the author will easily understand the problem to be carefully examined. Descriptive qualitative research is suitable to the thesis because the focus of this thesis is to analyze the problems that faced by students at third semester of English education study program UIN Raden Mas Said. Research is an investigative activity by explores phenomena in the absence of regulation and is a real event. As for interpreting, understanding, and explaining the meaning of these results it is necessary to use various methods (Anderson and Arsenault, 2005).

Qualitative research is a way to understand the meaning of individuals or groups with human problems and even social problems in more depth (Creswell, 2009). More, qualitative research is the observation of the social actions of individuals and groups of people, opinions, thoughts, and what is believed to be explained by description and analysis (McMillan and Schumacher, 2001). Qualitative research is conducted with in-depth observations and the final section presents non-numerical data. In general, this study is more natural and close to human problems (anthropological) (Mishra&Alok, 2017).

Descriptive research means research that has the goal of explaining a problem, determining, describing, and learning more about the phenomenon that occurs without making an unnatural phenomenon (Seliger and Shohamy, 1989). Descriptive qualitative methods are applied to describe the problems in speaking faced by students at third semester of English Education Study Program UIN Raden Mas Said.

B. Research Setting

1. Place

   The author conducted research at UIN Raden Mas Said, located in Jl. Pandawa No.23, Dusun IV, Pucangan, Kec. Kartasura Kabupaten Sukoharjo Jawa Tengah.

2. Time

   The time of preparation of the thesis can be seen in the following table

Table 3.1 Research Timeline

No	Activity	May	Jun	Sept	Oct	Nov
1.	Pre research	██				
2.	Proposal seminar		██			
3.	Data collection			██	██	
4.	Data analysis				██	██
5.	Thesis exam					██

C. Research Subject and Informant

Qualitative research according to Miles and Huberman (1994:27) usually observes a small environment that includes the person and is studied in depth. The author collected data on class F of third semester English Education Study Program in UIN Raden Mas Said Surakarta. The authors examined 25 students as research informants and interviewed 8 students.

D. Data and Source of the Data

Data in this research was collected in the form of information about problems in speaking and the strategies to overcome the problems. The source of data in this study is students as key informants. Key informants are individuals who are used as data sources and can provide information as well as explain the source of evidence as support (Moleong, 2005) .

E. Techniques of Collecting the Data

1. Questionnaire

The authors used the questionnaire to support data on students' problems when speaking English and what strategies were used to deal with the problem. Creswell (2012) classified the questionnaires into 3 types, they are:

a. Close-ended questions are questionnaires that contain questions and answer choices limited to the author. Correspondents only need to choose the option that suits their opinion.

b. An open-ended question is one that frees up sources to give their opinion. The correspondent's answer is not limited by the author's

terms. The answers given by the correspondents are expected to be in accordance with the theme of the study.

c. Semi-closed questions: This question type is a combination of close-ended questions and open-ended questions. The questionnaire contains a number of closed questions plus some open-ended questions to express responses.

In this thesis, the author uses close-ended questions. The author believes the use of this questionnaire is an appropriate way to dig up information about the problems faced by learners and the strategies they use.

2. Interview

An interview is a form of face-to-face interaction between researchers and respondents, where the researcher will give questions and respondents will give answers (Gephart, 2004). Interviews are used by researchers to explore the basis of values and beliefs that are the reason respondents give an opinion on a phenomenon (Theophilus, 2018). By conducting interview, author tries to find problems faced by third semester students of English education study program in UIN Raden Mas Said.

F. **Research Instrument**

The instruments in this thesis used questionnaires and interviews, questionnaires can be compiled and used to be a tool for collecting research data from many respondents (Wilkinson & Birmingham, 2003). To assess the

questionnaire, the authors used SD (Strongly disagree), D (Disagree), U (Uncertain), A (Agree), and SA (Strongly agree) to categorize the data. The second data collection tool is an interview, the author uses interview guidelines in seeking information from sources.

Table 3.2 Blueprint Speaking Problems

No	Factor	Indicator		Number item	Total
1.	Inhibition	a.	Afraid of criticism and laughed by friends	1,2	4
		b.	Shy	17,18	
2.	Nothing to say	a.	Silent and took time to compose sentences	3,4	2
3.	Low participation	a.	Find difficulties to participate	5,6	2
4.	Mother tongue use	a.	More comfort using mother tongue	7,8	2
5.	Linguistics difficulties	a.	Lack of vocabulary	9,12	6
		b.	Mispronouncing	10,13	
		c.	Not mastering grammar rules	11,14	
6.	Lack of self-confidence	a.	Not confidence	15,16	2
7.	Anxiety	a.	Anxious and nervous	19,20	2

G. Trustworthiness of the Data

The author needs to do some ways to collect valid data, the author must confirm the statement of the student by re-asking the questions already given, and in order to obtain reliable data, the author must promptly accommodate the interview answers from the source, in order to preserve the correctness of the answers. Verifying data by triangulation means that the author must observe the data source repeatedly to find a fixed (invariable) conclusion. Hopkins (1993) states verifying data or information by using triangulation can improve the validity of the data.

The author used data triangulation to get the validity of the data. The author collected the data by interview and questionnaire which can give evidence if the participants are people that is proper to be used as subject of research.

H. Techniques of Analyzing the Data

The author has several stages for analyzing the data. Not all collected data will be presented in the thesis, the author will present data that is considered important and discard unnecessary data. Data that is considered important is presented in the thesis. The presentation of data must be logical so that the meaning and flow of each event are clear and not ambiguous. The final step is to verify all the data that has been collected and selected. The data analysis technique used in this paper is following Miles and Huberman's (1994).

1. Data Reduction

There are several stages to reducing the data, the first is to confirm the data obtained from transcripts of interviews and the results of questionnaires. The third is to select the required data. The final step is to make a summary. At first stage, the collected transcripts will be processed and filtered, the important parts will be stored and converted into data needed in the research. Sorting data that will be used as a source of thesis goes through several stages data can be when written, then summarized, given special code, created themes, grouped, divided into several parts, and made notes. In data reduction, the author should not

carelessly discard the data, it is in accordance with the purpose of the study. The author discards some unnecessary data related to students' problems in speaking at the third semester students of English education study program UIN Raden Mas Said Surakarta.

2. Data Display

A data display is a collection of information in the form of an organized and clear narrative and we can draw conclusions or actions. The display can make it easier for the author to understand the data and will make advanced action decisions to analyze. The researcher has also displayed some data in paragraphs and tables, which means the data was drawn and explained in the form of paragraphs and tables. First, the researcher displays the data and describes it. After describing the data, the researcher makes an analysis of the data. The researcher has presented the data from the problems in speaking English and the strategies that the students use to overcome the students' problems in speaking English.

3. Conclusion Drawing and Verification

The third activity is to draw conclusions. Conclusions are drawn from the beginning of the study to the completion of the study. The conclusions are constantly updated by the authors according to the findings. The conclusions drawn came not only from the results of observations, but the researchers also included discoveries about what is seen every day.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

In this chapter, author shows the finding of the study. The result in this thesis is taken from the beginning to the last of the research, by doing questionnaire and interview to third semester students of English education study program in UIN Raden Mas Said Surakarta. In this study, there are 2 main objectives that will be discussed, they are: 1) problems faced by students in the third semester of PBI UIN Raden Mas Said in the academic year 2022, and 2) to find out the strategies by students to overcome the speaking problems. The collected data was obtained from questionnaires and interviews with students. The author conducted the research from 15th October 2022 until 29th October 2022.

Questionnaire conducted to explore the problems in speaking faced by EFL students of UIN Raden Mas Said Surakarta, while the interview conducted to find out the strategies by students to overcome the problems they faced. Interview forms from the two types of problems, linguistics difficulties (lack of vocabulary, mispronouncing, and not mastered grammar rules) and psychological problems (lack of self-convidence and anxiety).

1. Speaking problems

The author used a questionnaire to find data related to speaking problems faced by third semester students. There are 20 statements in the

questionnaire related to the problems faced by students in speaking in the third semester of English education study program. Each statement has five options, and students are asked to tick the option that suits their circumstances. The five options are SA (Strong Agree), A (Agree), U (Uncertain), D (Disagree), SD (Strong Disagree).

The questionnaire was compiled based on the theory of speaking problems according to (1991), Hosni (2015), and Khan (2005). From the questionnaire, it is found seven problems faced by students they are: (1) inhibition, (2) nothing to say, (3) low participant, (4) mother tongue use, (5) linguistics difficulties, (6) lack of self-convidence, (7) anxiety. The questionnaire arranged the answer obtained by the author will be explained as follows;

a. Inhibition

Inhibition is a state that makes a person feel unsettled and unable to act casually and naturally. Speaking using the target language makes the student feel afraid of making mistakes, then gets criticism from the listener, and finally the student loses their face/shy. The author made four questions related to inhibition. The data below is the result of a questionnaire on inhibition:

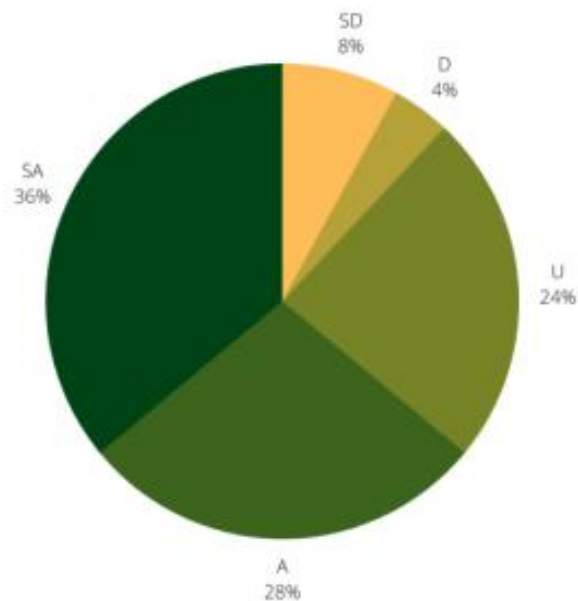1) Statement "*I am afraid of criticism from lecturers or friends when I speak in English*"

Image 4.1 percentage of the first statements about inhibition

Image 4.1 shows out of 25 students, there were 2 (8%) students voted strongly disagree with the statement, 1 (4%) student voted disagree with the statement, 6 (24%) students voted uncertain with the statement, 7 (28%) students voted agree with the statement, and 9 (36%) students voted strongly agree with the statement. There were 3 students are not afraid of criticism from lecturers or friends when they speak in English, 6 students felt uncertain about the afraid of criticism from lecturers or friends when they speaking in English, and 16 students agree that they are afraid of criticism from lecturers or friends when they speaking in English. The data above shows that being afraid of criticism from lecturers or friends when speaking in English is a speaking problem faced by students.

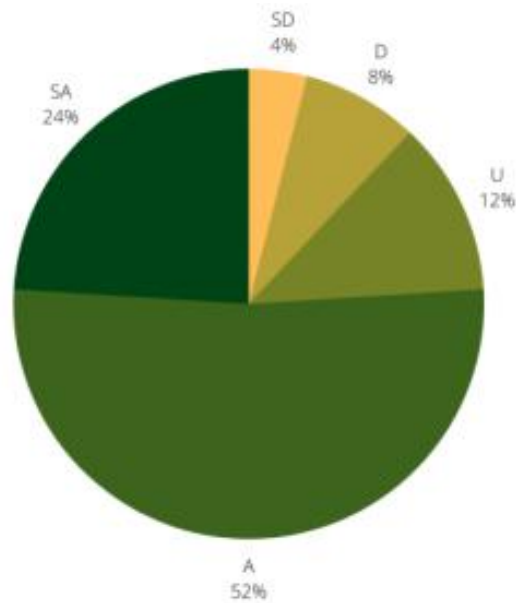2) Statement *"I am afraid of being laughed at by friends if I speak in English"*

Image 4.2 percentage of the second statement about inhibition

Image 4.2 shows out of 25 students, 1 (4%) students voted strongly disagree with the statement, 2 (8%) students voted disagree with the statement, 3 (12%) students voted uncertain with the statement, 13 (52%) students voted agree with the statement, and 6 (24%) voted strongly agree with the statement. There were 3 students are not afraid of being laughed at by friends if they speak in English, 3 students felt uncertain about afraid of being laughed at by friends if they speak in English, and 19 students are afraid of being laughed at by friends if they speak in English. The data above shows that afraid of being laughed at by friends when speak in English is a speaking problem faced by students.

3) Statement *"I feel embarrassed if I have to speak in English"*

Image 4.3 percentage of the third statement about shyness

Image 4.3 shows out of 25 students, 2 (8%) students voted strongly disagree, 5 (20%) students voted disagree, 1 (4%) student voted uncertain, 10 (40%) students voted agree, and 7 (28%) students voted strongly agree. There are 7 students don't feel embarrassed to speak, 1 student feel uncertain about statement "I feel embarrassed if I have to speak in English", and 17 students feel embarrassed to speak. The data above shows that feel embarrassed if they have to speak in English is a speaking problem faced by students.

4) Statement *"I am embarrassed if I speak English in front of lecturers and friends"*
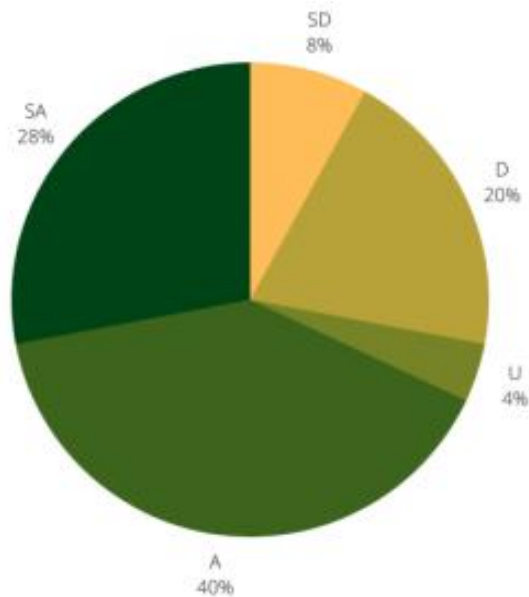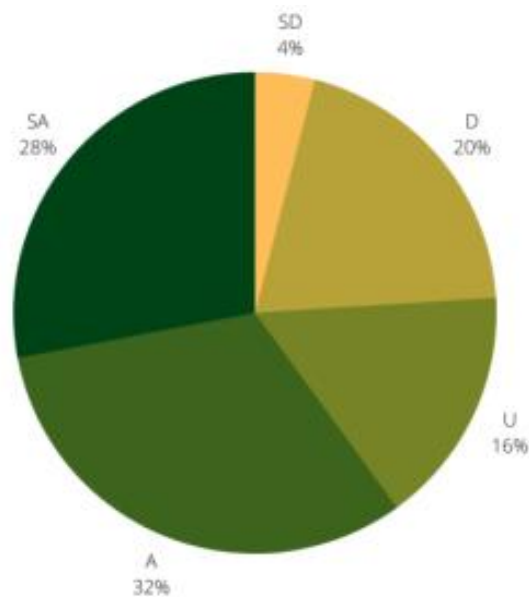
Image 4.4 percentage of the fourth statement about shyness

Image 4.4 shows out of 25 students, 1 (4%) student voted strongly disagree, 5 (20%) students voted disagree, 4 (16%) student voted uncertain, 8 (32%) students voted agree, and 7 (28%) students voted strongly agree. There are 6 students do not feel embarrassed to speak English in front of lecturers and friends, 4 students feel uncertain about statement "I am embarrassed if I speak English in front of lecturers and friends", and 15 students feel embarrassed to speak English in front of lecturers and friends. The data above shows that feel embarrassed if speaking English in front of lecturers and friends is a speaking problem faced by students.

b. **Nothing to say**

Nothing to say is students have no motivation to reveal something. Students need time to construct a sentence that will be expressed using the target language. If students feel they don't have much time,

then they can't compose sentences and can't say something. The author made two questions related to nothing to say. The data below is the result of a questionnaire on nothing to say:

1) Statement *"I chose to be silent in Speaking class because I didn't know how to pronounce words correctly"*

Image 4.5 percentage of the fifth statement about nothing to say

Image 4.5 shows out of 25 students, no one student voted strongly disagree with the statement, 3 (12%) students voted disagree with the statement, 5 (20%) voted uncertain with the statement, 12 (48%) students voted agree with the statement, and 5 (20%) students voted strongly agree with the statement. There were 3 students admitted that they didn't have much silence in the speaking class, 5 students felt uncertain about statement on preferring silence in speaking class, and 17 students were silent a lot in the speaking class. The data

above shows that chose to be silent in speaking class because didn't know how to pronounce words correctly is a speaking problem faced by students.

2) Statement *"I was confused and took the time to compose English sentences "*
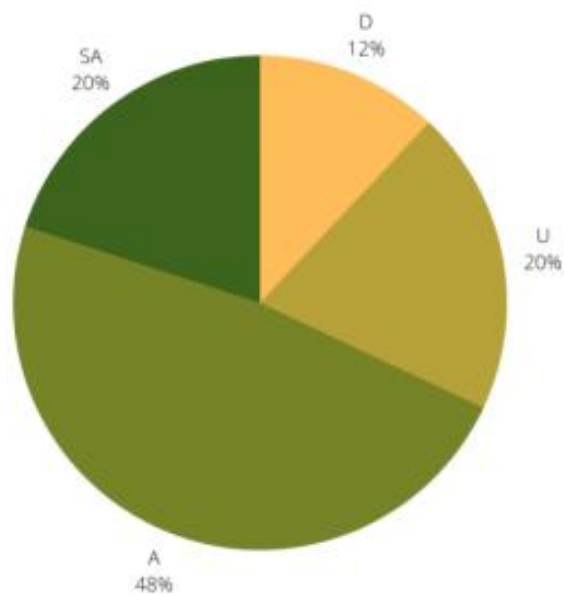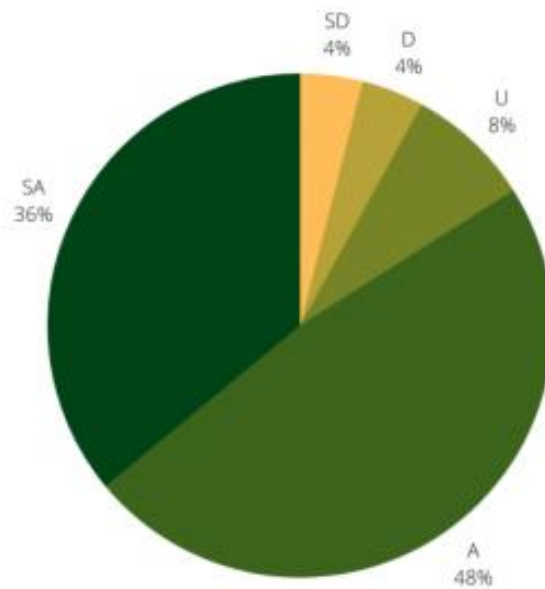

Image 4.6 percentage of the sixth statement about nothing to say

Image 4.6 shows out of 25 students, 1 (4%) student voted strongly disagree with the statement, 1 (4%) student voted disagree with the statement, 2 (8%) students voted uncertain with the statement, 12 (48%) students voted agree with the statement, and 9 (36%) students voted strongly agree with the statement. There were 2 students admit confused and do not take long time to compose English sentences, 2 students felt uncertain about confused and doesn't take long time to compose English sentences, and 21 students felt confused and took a while to compose English sentences. The data above shows that

confused and took the time to compose English sentences is a speaking problem faced by students.

c. Low participation

Only few students who actively speaking in the class. Students who master speaking will speak a lot, while those who do not master speaking tend not to participate in class discussions. Other students will feel that there is dominance that makes students reluctant to speak. The author made two questions related to low participation. The data below is the result of a questionnaire on low participation:

1)   Statement *"I find it challenging to participate in discussions in English"*

Image 4.7 percentage of the seventh statement about low participation

Image 4.7 shows out of 25 students, no one student voted strongly disagree with the statement, 3 (12%) student voted disagree with the

statement, 4 (16%) voted uncertain with the statement, 12 (48%) students voted agree with the statement, 6 (24%) students voted strongly agree with the statement. There were 3 students did not find it challenging to participate in discussions using English, 4 students felt uncertain for statement find it challenging to participate in discussions using English, and 18 students find it challenging to participate in discussions using English. The data above shows that find it challenging to participate in discussions using English is a speaking problem faced by students.

2) Statement *"I rarely give feedback to lecturers when asking something in speaking class"*
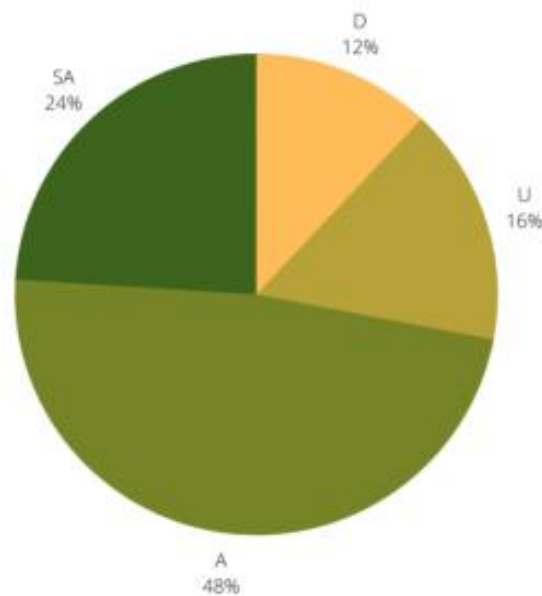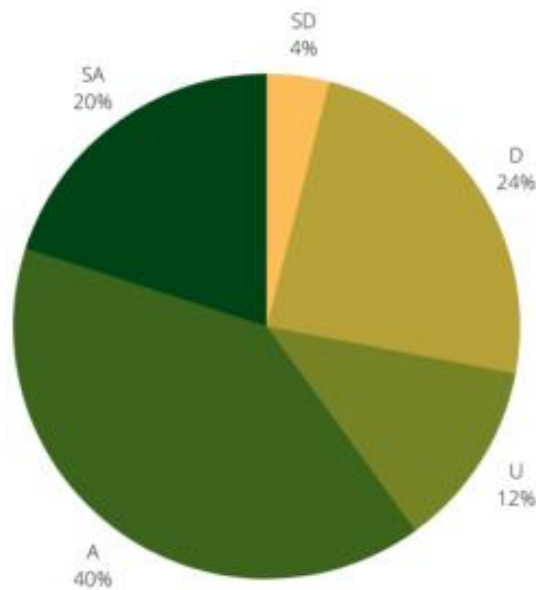

Image 4.8 percentage of the eighth statement about low participation

Image 4.8 shows out of 25 students, 1 (4%) student voted strongly disagree with the statement, 6 (24%) students voted disagree with the statement, 3 (12%) students voted uncertain with the statement, 10

(40%) voted agree with the statement, and 5 (20%) students voted strongly agree with the statement. There were 7 students did not feel that they rarely give feedback to lecturers when asking something in the speaking class, 3 students felt uncertain to statement rarely give feedback to lecturers when asking something in the speaking class, and 15 students felt rarely give feedback to lecturers when asking something in the speaking class. The data above shows that rarely giving feedback to lecturers when asking something in the speaking class is a speaking problem faced by students.

d. Mother tongue use

Students who come from the same area tend to be comfortable speaking using their mother tongue. Using the mother tongue is easier to understand for EFL learners. The author made two questions related to mother tongue use. The data below is the result of a questionnaire on mother tongue use:

1) Statement *"I am more comfortable speaking using my native language"*
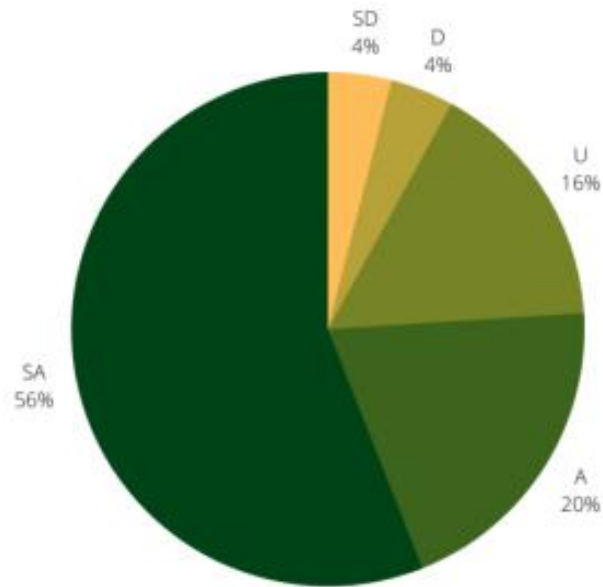
Image 4.9 percentage of the ninth statement about mother tongue use

Image 4.9 shows out of 25 students, 1 (4%) student voted strongly disagree with the statement, 1 (4%) student voted disagree with the statement, 4 (16%) students voted uncertain with the statement, 5 (20%) students voted agree with the statement, and 14 (56%) students voted strongly disagree with the statement. There were 2 students felt not always comfortable using their native language, 4 students felt uncertain about statements more comfortable speaking using their native language, and 19 students felt more comfortable speaking using their native language. The data above shows that more comfortable speaking using their native language is a speaking problem faced by students.

2) Statement "*Lecturers use Indonesian more than English during lessons*"
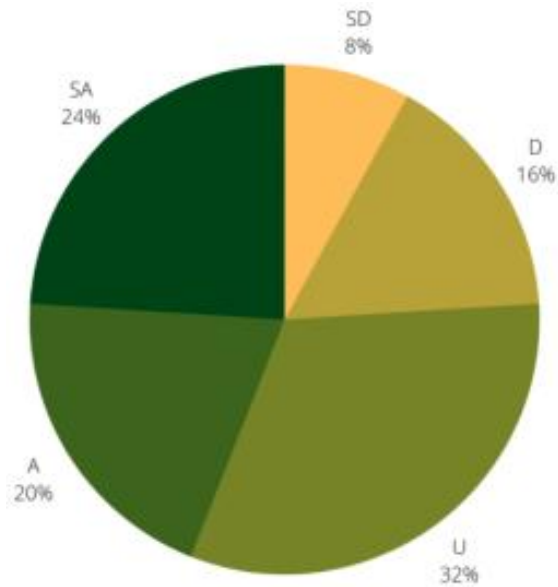
Image 4.10 percentage of the tenth statement about mother tongue use

Image 4.10 shows out of 25 students, 2 (8%) students voted strongly disagree with the statement, 4 (16%) students voted disagree with the statement, 8 (32%) students voted uncertain with the statement, 5 (20%) students voted agree with the statement, and 6 (24%) students voted strongly agree with the statement. There were 6 students do not felt that their lecturers use Indonesian more than English during lessons, 8 students felt uncertain to the statement lecturers use Indonesian more than English during lessons, and 11 students felt their lecturers used Indonesian more than English during lessons. The data above shows that lecturers use Indonesian more than English during lessons is a speaking problem faced by students.

e. **Linguistics difficulties**

Linguistics is the study of a language that includes structure, vocabulary, and pronunciation. The linguistic problems that students

face will make their speaking ability low. Problems related to linguistics difficulties are lack of vocabulary, mispronouncing, and not mastered grammar rules. There are two questions on each issue, so there are a total of six questions regarding linguistics difficulties. The data below is the result of a questionnaire on linguistics difficulties:

1) Statement *"Lack of vocabulary is a problem I face when speaking English"*

Image 4.11 percentage of the eleventh statement about linguistics difficulties

Image 4.11 shows out of 25 students, 2 (8%) students voted strongly disagree with the statement, 1 (4%) student voted disagree with the statement, 4 (16%) students voted uncertain with the statement, 9 (36%) students voted agree with the statement, and 9 (36%) voted strongly agree with the statement. There were 3 students felt they

had no problem with lack of vocabulary, 4 students felt uncertain of the statement lack of vocabulary was a problem they faced when speaking English, and 18 students felt that lack of vocabulary was a problem they faced when speaking English. The data above shows that lack of vocabulary is a speaking problem faced by students.

2) Statement *"I am afraid of mispronouncing because I did not master the way of pronouncing correctly"*

Image 4.12 shows out of 25 students, 1 (4%) student voted strongly disagree with the statement, 2 (8%) students voted disagree with the statement, 6 (24%) students voted uncertain with the statement, 9 (36%) students voted agree with the statement, 7 (28%) students voted strongly agree with the statement. There were 3 students are not afraid of mispronouncing English words if they do not mastering

pronunciation, 6 students felt uncertain about statement afraid of mispronouncing because they did not master the way of pronouncing correctly, and 16 students were afraid of mispronouncing because they did not master the way of pronouncing correctly. The data above shows that not mastering pronunciation is a speaking problem faced by students.

3) Statement *"I have difficulty speaking English due to lack of mastery of English grammar"*
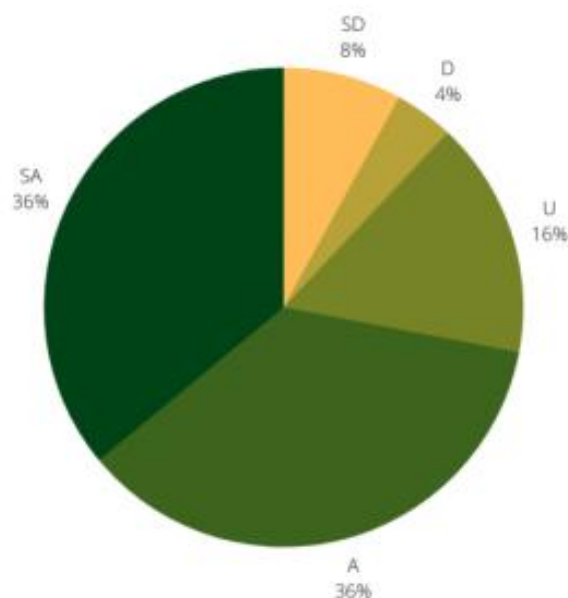

Image 4.13 percentage of the thirteenth statement about linguistics difficulties

Image 4.13 shows out of 25 students, 1 (4%) student voted strongly disagree with the statement, 1 (4%) student voted disagree with the statement, 8 (32%) students voted uncertain with the statement, 10 (40%) students voted agree with the statement, and 5 (20%) students voted strongly agree with the statement. There were 2 students felt

no difficulty in speaking due to a lack of mastery of English grammar, 8 students felt uncertain about the statement having difficulty speaking English due to lack of mastering of English grammar, and 15 students have difficulty in English speaking because they do not master grammar rules. The data above shows that lack of mastery of English grammar is a speaking problem faced by students

4) Statement *"I am afraid of making mistakes when speaking English because of lack of vocabulary"*
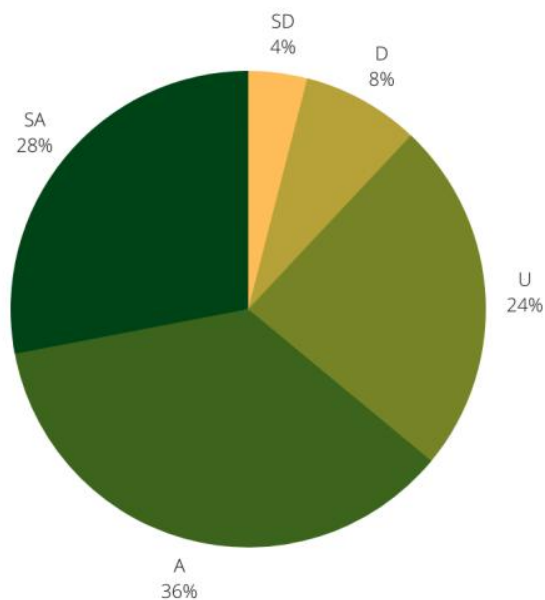

Image 4.14 percentage of the fourteenth statement about linguistics

difficulties

Image 4.14 shows out of 25 students, 1 (4%) student voted strongly disagree with the statement, 2 (8%) students voted disagree with the statement, 6 (24%) students voted uncertain with the statement, 9 (36%) students voted agree with the statement, and 7 (28%) students

voted strongly agree with the statement. There were 3 students did not afraid of making mistakes when speaking English because of lack of vocabulary, 6 students felt uncertain about the statement afraid of making mistakes when speaking English because of lack of vocabulary, and 16 students were afraid of making mistakes when speaking English because of lack of vocabulary. The data above shows that afraid of making mistakes when speaking English because of lack of vocabulary is a speaking problem faced by students.

5) Statement *"I don't know the correct pronunciation of English words"*
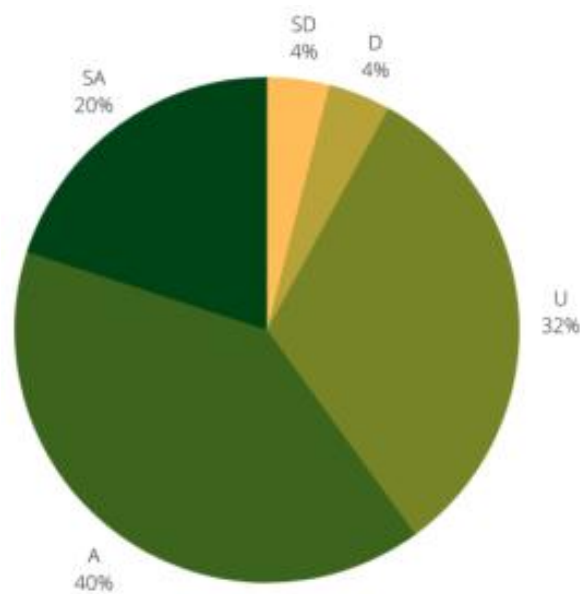

Image 4.15 percentage of the fifteenth statement about linguistics

difficulties

Image 4.15 shows out of 25 students, 2 (8%) students voted strongly disagree with the statement, 3 (12%) students voted disagree with the

statement, 9 (36%) students voted uncertain with the statement, 4 (20%) students voted agree with the statement, and 6 (24%) students voted strongly agree with the statement. There were 5 students who did not have problems with incorrect pronunciation, 9 students felt uncertain, and 10 students confessed that they did not know how to pronounce English words correctly. The data above shows that not mastering the correct pronunciation or mispronouncing is a speaking problem faced by students.

6) Statement *"I have difficulty when constructing sentences in English because I have not mastered English grammar"*
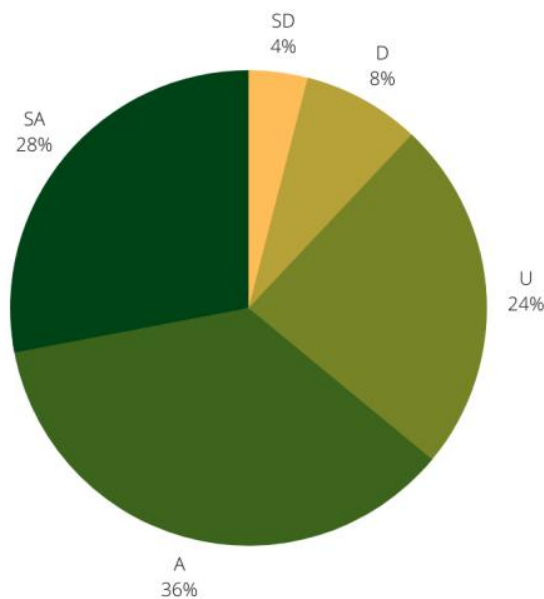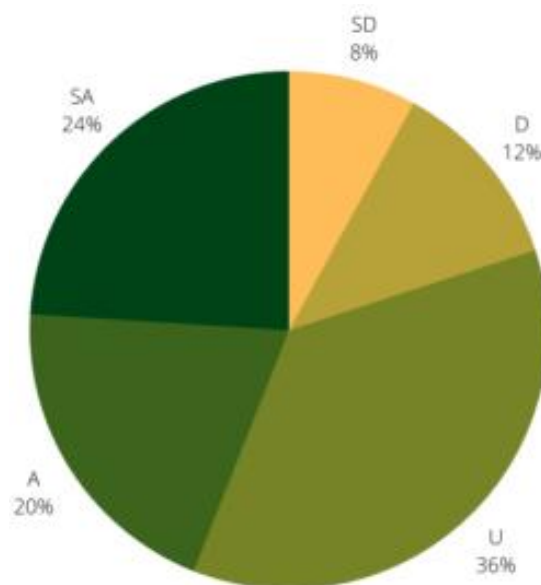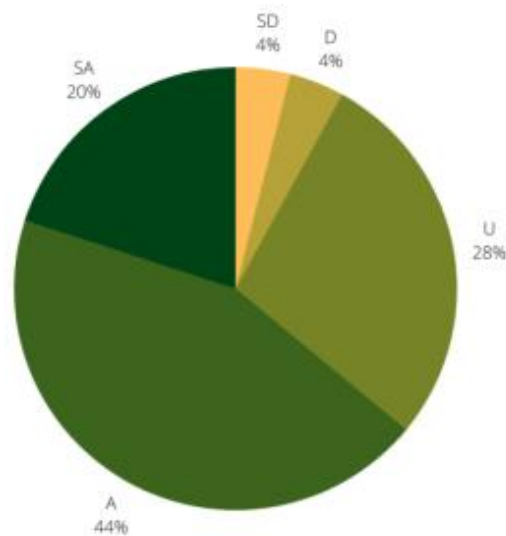

Image 4.16 percentage of the sixteenth statement about linguistics difficulties

Image 4.16 shows out of 25 students, 1 (4%) student voted strongly disagree with the statement, 1 (4%) student voted disagree with the statement, 7 (28%) students voted uncertain with the statement, 11

(44%) students voted agree with the statement, and 5 (20%) students voted strongly agree with the statement. There were 2 students who do not find difficulties when constructing English sentences according to grammar rules, 7 students who felt uncertain about statement having difficulty when constructing sentences in English because they have not mastered English grammar, and 16 students have difficulty constructing English sentences because they did not master the grammar rules. The data above shows that having difficulty when constructing sentences in English because not mastered English grammar is a speaking problem faced by students.

f. **Lack of self-convidence**

The speaking performance will not be optimal when students do not have confidence. Students feel insecure because they feel they don't master speaking well. When the student is talking to a friend and the student does not understand what the interlocutor is saying, the student will feel not confident to have the dialogue. Students are not confident show their abilities, so they choose to be silent. The author made two questions related to lack of self-convidence. The data below is the result of a questionnaire on lack of self-convidence:

1) Statement *"I lost confidence when I was wrong in speaking English and then someone else justified it"*

Image 4.17 percentage of the seventeenth statement about lack of self-

confidence

Image 4.17 shows out of 25 students, 1 (4%) student voted strongly

disagree with the statement, 5 (20%) students voted disagree with the

statement, 4 (16%) students voted uncertain with the statement, 7

(28%) students voted agree with the statement, and 8 (32%) students

voted strongly agree with the statement. There were 6 students claim

not to be lost confidence when they make mistakes while speaking

and then others correct them, 4 students feel uncertain about

statement lost confidence when they were wrong in speaking English

and then someone else justified it, and 15 students lost their

confidence when they make mistakes while speaking and then others

correct them. The data above shows that lost confidence when they

were wrong in speaking English and then someone else justified it is a speaking problem faced by students.

2) Statement *"I am not confident in speaking English in front of lecturers and friends who are good at speaking"*
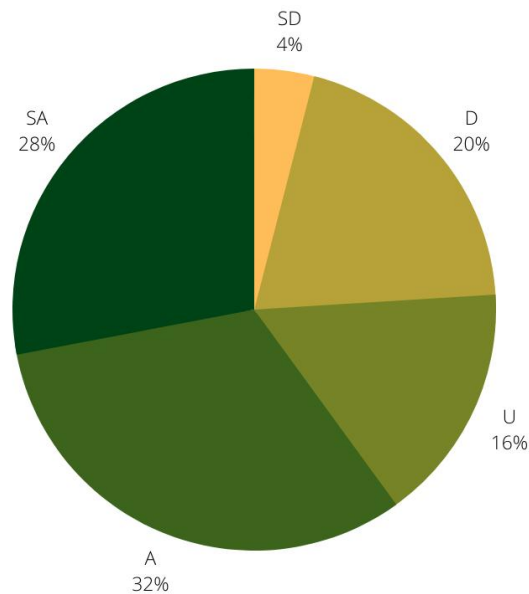
Image 4.18 percentage of the eighteenth statement about lack of self-confidence

Image 4.18 shows out of 25 students, 1 (4%) student voted strongly disagree, 5 (20%) students voted disagree, 4 (16%) students voted uncertain, 8 (32%) students voted agree, and 7 (28%) students voted strongly agree. There are 6 students feel confident speaking English in front of lecturers and friends who are good at speaking , 4 students feel uncertain about statement 'I am not confident in speaking English in front of lecturers and friends who are good at speaking', and 15 students are not confident in speaking English in front of lecturers and friends who are good at speaking. The data above

shows that not confident in speaking English in front of lecturers and friends who are good at speaking is a speaking problem faced by students.

g. Anxiety

Anxiety is a feeling of nervousness, discomfort, and fear. Excessive feelings of anxiety will hinder students' speaking skills. The data below is the result of a questionnaire on anxiety:

1) Statement *"I am anxious when I speak in English"*
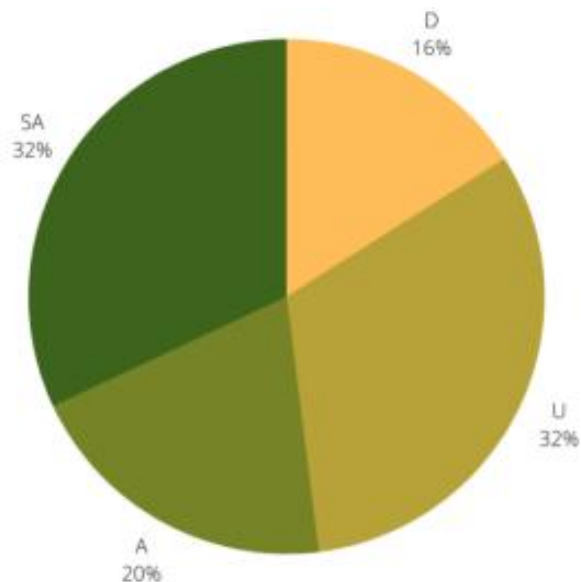
Image 4.19 percentage of the nineteenth statement about anxiety

Image 4.19 shows out of 25 students, no one student voted strongly disagree, 4 (16%) students voted disagree, 8 (32%) student voted uncertain, 5 (20%) students voted agree, and 8 (32%) students voted strongly agree. There are 4 students who are not anxious when speaking English, 8 students feel uncertain about statement "I am anxious when I speak in English", and 13 students are anxious when

speaking English. The data above shows that anxious when speaking English is a speaking problem faced by students.

2) Statement *"I am nervous when speaking English with others"*
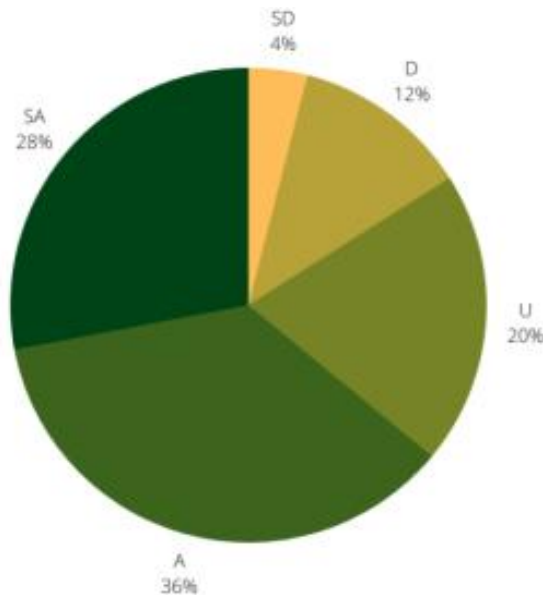
Image 4.20 percentage of the twentieth statement about anxiety

Image 4.20 shows out of 25 students, 1 (4%) student voted strongly disagree, 3 (12%) students voted disagree, 5 (20%) student voted uncertain, 9 (36%) students voted agree, and 7 (28%) students voted strongly agree. There are 4 students do not feel nervous when speaking English with others, 5 students feel uncertain about statement "I am nervous when speaking English with others", and 16 students are feel nervous when speaking English with others. The data above shows that feel nervous when speaking English with others is a speaking problem faced by students.

2. **Strategies to Overcome Speaking Problems**

Ferris and Tagg (1996) stated that EFL learners who already have good speaking skills are still looking for ways to improve their abilities. Strategies are not only needed by students who are still experiencing difficulties, but all students must have a strategy to continue to improve their abilities. Interview result will show the author's findings about strategies to overcome speaking problems. In chapter 2, problems in speaking divided into two: linguistics problems and psychological problems. Based on these two types of speaking problems, the author explores what strategies suit each speaking problem. Strategies

a. **Strategies to overcome linguistics problems**

Linguistics problems that occur in third-semester EFL students include lack of vocabulary, mispronouncing, and not mastering grammar rules. The author has compiled a question to find out a strategy related to the 3 problems in linguistics problems.

1) Strategy related to lack of vocabulary

Based on the interview, the author has found some strategies used by students to overcome lack of vocabulary. The author asks a question related to strategies carried out to improve vocabulary mastery "What efforts did you make to increase your English vocabulary?". There were 5 out of 8 students stated listening to English music is a way of increasing to their vocabulary.

Student 1 *"saya sering mendengarkan lagu, menonton film dan berlatih berbicara menggunakan bahasa Inggris."*

Student 2 *"mendengarkan western songs, menonton film sub English..."*

Student 3 *"Saya berlatih terus dengan menambah kosa kata Inggris lewat teks-teks Bahasa Inggris yang mungkin saya temui"*

Some students mention the same answer, and the author summarized it into three, i.e listening to English music, watching English movies, and reading English articles or texts.

2) Strategy related to mispronouncing

Based on the interview, the author has found some strategies used by students to overcome mispronouncing. The author asks a question related to strategies how to improve the correct way of pronunciation "What efforts did you make to improve your English pronunciation?". There were 4 out of 8 students stated using mobile phone application is a way to overcome mispronouncing.

Student 1 *"Saya biasanya menggunakan aplikasi Elsaspeaks mbak"*

Student 2 *"...Saya akan mengecek benar/salahnya pengucapan kata bahasa Inggris saya dengan bantuan apliaksi online"*

Student 3 *"Ketika ada native speaker berbicara saya akan mengamati dan meniru..."*

Some students mention the same answer, and the author summarized it into two, i.e using app to check pronunciation and listen to native speakers.

3) Strategy related to mastering grammar rules

Based on the interview, the author has found some strategies used by students to increase their mastery of grammar rules. The author asks a question related to strategies how to improve their mastery of grammar rules "What efforts do you make to improve your grammar rules?". There were 5 out of 8 students stated practice doing English tasks is a way to increase their mastery of grammar rules.

Student 1*"Saya sering berlatih dan mengerjakan soal-soal grammar"*

Student 2*"Perbanyak mengerjakan latihan soal dan menghafal tenses"*

Student 3*"Perbanyak mengerjakan latihan soal dan menghafal tenses"*

Some students mention the same answer, and the author summarized into two, i.e practice doing English tasks and memorizing tenses.

The strategies used in order to overcome linguistics problems can also be helpful in overcoming other problems such as nothing to say, low participation, and mother tongue use. Low participation occur because many students do not have the idea to say something

(nothing to say). Lack of English vocabulary makes students prefer to use their mother tongue to communicate. Students who have been able to deal with problems related to linguistics, then problems such as nothing to say, low participation, and mother tongue use will also be able to be overcome.

b. Strategies to overcome psychological problems

1) Strategy related to overcome lack of self-confidence

Based on the interview, the author has found some strategies used by students to overcome lack of self-confidence. The author asks a question related to strategies how to overcome lack of self-confidence "What efforts do you make to increase your self-confidence when speaking English?".

Student 1 "*Memperbaiki pelafalan Bahasa Inggris saya sesuai dengan pelafalan yang benar...*"

Student 2 "*Sebelum speaking tuh saya relax-kan pikiran supaya tidak mikir yang macam-macam ...*"

Student 3 "*...sering-sering belajar sih mbak supaya terbiasa speaking dengan benar dan gak perlu minder lagi ...*"

Some students mention the same answer, and the author summarized it into two, i.e practice mastering the ability to speak and relax while speaking.

2) Strategy to overcome anxiety

Based on the interview, the author has found some strategies used by students to overcome anxiety. The author asks a question related to strategies how to overcome anxiety "What efforts do you make to avoid being anxious and nervous when speaking English?". There were 6 out of 8 students stated practice with self talks as their way to avoid being anxious and nervous.

Student 1 *"Sering berlatih speaking sendiri dan mempelajari cara pengucapan yang benar agar yakin dengan diri sendiri"*

Student 2 *"Saya mencoba mengobrol di cermin, baru direalisasikan di dalam kelas"*

Student 3 *"Memastikan sebelum maju harus sudah ada persiapan yang matang"*

Some students mention the same answer, and the author summarized it into two, i.e prepare ourselves and practice more.

Strategies to overcome the problems related to psychological problems can be used to overcome problems related to inhibition. Inhibition will make students feel ashamed and affect students speaking performance. If students master strategies to overcome anxiety, then students will not feel shy.

B. **Discussion**

Referring to the data of the research described above, questionnaires (image 4.1 to 4.20) and interviews show the results of what problems in

speaking are faced by students and what strategies students have to overcome these problems.

1. Speaking Problems

    Based on the research in this study, there were some problems faced by students at third semester of English study program UIN Raden Mas Said Surakarta. The result of questionnaire showed the problems in speaking faced by students are, inhibition, nothing to say, low participation, mother tongue use, lack of vocabulary, mispronouncing, not mastering grammar rules, lack of self-convidence, and anxiety. The problems divided into two types, that are linguistics problems and psychological problems.

    Based on the results above, it can be concluded that the problems mentioned in the theory were really happened to the students, problems according to Ur (1991): Inhibition, nothing to say, low participant, and mother tongue use. In addition, problems according to Hosni (2015): Linguistic difficulties, mother tongue use, inhibition. The last is problems according to Khan (2005): Lack of self-confidence and anxiety.

    Some students are afraid of criticism and being laughed at by their friends, this is an inhibition that makes students have problems speaking. There are some people who are embarrassed when they get criticism, and they will feel that their ability is seriously lacking. Some students were reluctant to speak again when they were laughed at by friends. This treatment can make students dare to speak in front of the class.

Students prefer silence because they are confused about composing sentences in English, it will cause the class to be quiet because there are just a few students actively participating in the class. English is a foreign language in Indonesia and causes students to be more comfortable using their mother tongue. This is because the mother tongue is used every day, while the use of English is only when in class.

Another problem faced by students related to linguistics difficulties are lack of vocabulary, mispronouncing, not mastering grammar rules. Based on the questionnaire results, 72% of students have limited English vocabulary. Lack of vocabulary will cause students' speaking ability to be slow. Many students have limited vocabulary because they rarely read dictionaries and they do not add new vocabulary. Some students are also unable to pronounce English words correctly. Incorrect pronunciation of words can lead to misinterpretation. There were 60% of students admitted that they did not master grammar rules, which became a barrier to speaking. Correct English phrasing will make it easier for students to communicate with each other, if students are not sure then they hesitate to speak it.

Another problem faced by students is lack of self-convidence, students feel that their speaking skills are not good and make them not confident. They are also shy if they have to speak in front of friends or lecturers who are good at speaking. Speaking English in front of friends

and lecturers makes some students anxious, so their performance is not optimal.

2. Strategies to Overcome Speaking Problems

Author conducted interview in order to find out the strategies used by students to overcome the speaking problems. Each student has a strategy for solving the problem, and their answers have been deduced by the author. Strategies adapted from Ur (1991): adapting the way native English speakers speak, trying to practice speaking English with native speakers, frequently opening up conversations, daring to discuss a topic that has never been in, in addition strategies according to Boonkit (2010): Students should increase their self-confidence, view videos and listen to English songs to imitate pronunciation, take an English course.

The results of the interview show that the strategies that students have vary, so the author voted the same statement. The first strategy related to a lack of vocabulary is watching movies, listening to songs, and reading texts in English. This strategy is in accordance with the theory proposed by Boonkit (2010) listening to music and watching English-language movies. The second strategy related to mispronouncing problems is using applications about pronunciation and listening to native speakers. The third strategy related to not mastered English grammar is practice doing English tasks and memorizing tenses. The strategies to overcome linguistics problems can also used to overcome the other problems like nothing to say, low participation, and mother tongue use.

The fourth strategy related to anxiety is prepare ourselves and practice getting used to it. The fifth strategy related to lack of self-confidence is to practice mastering the ability to speak and relax while speaking. The strategies to overcome psychological problems can also used to overcome inhibition. Not all strategies derived from data correspond to theory.

The author concludes that the strategies possessed by each student are not the same and are adapted to the needs of each individual. There are still many strategies that can be used by students. Problems related nothing to say, low participation, and mother tongue use can used the strategies to overcome linguistics problems. Problems related to inhibition can used strategies to overcome the problems related to anxiety and lack of self-confidence, because they are almost the same.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The author conducted this study to find the problems faced by students in the third semester English study program of UIN Raden Mas Said Surakarta. The problems that arise require ways to overcome them, so the author also examines the strategies that students use to overcome problems. Based on the results of the study, the author can conclude some points.

First is the speaking problems faced by students. From the data there are some problems faced by students i.e: inhibition, nothing to say, low participation, mother tongue use, lack of vocabulary, mispronouncing, not mastering grammar rules, lack of self-convidence, shyness, and anxiety.

Problems can come from two factors; internal and external factors. Internal factors originate from within the individual, meanwhile, external factors come from outside. problems derived from internal factors can be caused by the weakness of a person. Environmental influence is a problem that belongs to the external factors category.

Internal factors arise when students do not master the important elements of speaking. Three important elements in speaking include vocabulary, grammar, and pronunciation. Problems that arise from not mastering the speaking element include; lack of vocabulary, mispronouncing, and not mastering grammar rules. External factors can appear when people

around make an individual uncomfortable. An unsupportive and always judgmental environment makes students reluctant to speak in front of people.

Second is strategies to overcome speaking problems. The problems that arise do not make us weak, and we must overcome them. Every student has a way to improve their abilities i.e: strategy related to a lack of vocabulary is watching movies, listening to songs, and reading texts in English; strategy related to mispronouncing problems is to use applications about pronunciation and listening to native speakers; strategy related to not mastered English grammar is practice doing English tasks and memorizing tenses; strategy related to anxiety is prepare ourselves and practice getting used to it; strategy related to lack of self-confidence is to practice mastering the ability to speak and relax while speaking. The strategies to overcome linguistics problems cal also used to overcome the other problems like nothing to say, low participation, and mother tongue use, meanwhile the strategies to overcome psychological problems can also used to overcome inhibition as well.

B. Suggestions

Conducting research is not only looking for answers but also providing suggestions. The author will give suggestions after analyzing the data and drawing conclusions. The suggestions given by the author are expected to motivate students to improve their speaking skills.

1. Suggestions for the Students'

Don't give up if you have speaking problems, there are many ways to improve your skills. First, Read a lot of books or articles in English, if you find a strange word then look for its meaning in the dictionary. Second, Get used to communicating using English, not just when asked to come forward to speak English. Third, be sure of yourself, do not feel inferior to friends or lecturers, if we make mistakes they will understand. Making mistakes means that we learn not to make similar mistakes.

2. Suggestions for the Lecturers

Every student has their own weaknesses, therefore don not assume they are the same. Make speaking lessons fun so that students are excited to follow the lesson. Do not scold students when making mistakes, correct them well. Lecturers can also apply the 100% English usage rule in the classroom. The full use of English will encourage students to become accustomed to communicating in English. Provide penalties for students who do not apply the rules.

3. Suggestions for the Next Researchers

This research can develop again, then the next researcher can research a broader matter. Nowadays students are more modern, so they can be researched about the influence of technology and their speaking problems. The mentality of students nowadays is much different from that of ancient students, children are more courageous, and psychological problems are not a problem that makes it difficult for them to speak English.

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APPENDICES

Appendix I: Interview Student

Pedoman Wawancara

1. Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?

2. Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?

3. Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?

4. Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?

5. Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?

6. Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?

First Interview

Informant   : Student 1 (S1)
Status   : Student of class F English Language Education UIN RMS
Date   : October, 28th 2022

R: Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?

S1: Sudah sedikit meningkat daripada sebelumnya

R: Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?

S1: Untuk menambah jumlah kosa-kata biasanya saya sering mendengarkan lagu, menonton film, dan berlatih berbicara dengan bahasa Inggris

R: Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?

S1: Saya akan mengecek benar/salahnya pengucapan kata Bahasa Inggris saya dengan bantuan aplikasi online, selain itu saya juga akan bertanya bagaimana pelafalan kata (Bahasa Inggris) yang benar kepada orang yang lebih tau atau ahli.

R: Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?

S1: Terus berlatih mengerjakan soal bahasa Inggris, semua itu bisa karena terbiasa, selain itu juga dapat membaca artikel dalam bahasa Inggris

R: Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?

S1: Berlatih untuk speaking terlebih dahulu dan mencari tau cara pengucapan yang benar agar yakin dengan diri sendiri.

R: Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?

S1: Memperbaiki cara pengucapan kata Bahasa Inggris, jika pengucapan kita sudah benar maka dengan sendirinya kita akan merasa percaya diri untuk tampil di depan orang.

(continuance)

Second Interview

Informant   : Student 2 (S2)
Status   : Student of class F English Language Education UIN RMS
Date   : October, 28th 2022

R: Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?

S2: Tentu saja sudah karena sudah di semester 3 sekarang

R: Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?

S2: Yang sudah saya terapkan untuk menambah vocab saya yaitu dengan mendengarkan western songs, menonton film sub English, mengubah setting language di HP dan laptop menjadi Bahasa Inggris.

R: Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?

S2: Saya biasanya menggunakan aplikasi Elsaspeaks mbak

R: Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?

S2: Saya akan memperhatikan dengan serius ketika dosen menjelaskan tentang grammar, banyak latihan soal lagi dan rajin belajar.

R: Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?

S2: Saya mencoba ngobrol didepan cermin, baru direalisasikan di dalam kelas.

R: Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?

S2: Ketika sedang speaking di depan banyak orang, harus santai dan jika membuat kesalahan itu wajar dengan itu saya akan belajar untuk tidak mengulangi kesalahan, dengan itu saya akan lebih percaya diri.

(continuance)

Third Interview

Informant   : Student 3 (S3)
Status   : Student of class F English Language Education UIN RMS
Date   : October, 28th 2022

R: Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?

S3: Alhamdulillah sudah meningkat sedikit demi sedikit

R: Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?

S3: Saya biasanya menonto film dan mendengar lagu luar negeri mbak

R: Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?

S3: Saya mengucapkan kata Bahasa Inggris lalu saya cek dan bandingkan pengucapan saya menggunakan Google Translate

R: Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?

S3: Biasanya belajar grammar dari dosen lalu mencoba mengerjakan soal tentang tenses

R: Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?

S3: Saya biasanya berlatih dulu apa yang akan saya sampaikan/katakan sebelum saya tampil di depan orang lain

R: Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?

S3: Saya akan mengungkapkan apa yang menurut saya benar dan yakin dengan diri sendiri.

(continuance)

<div align="center">

Fourth Interview
</div>

Informant   : Student 4 (S4)
Status   : Student of class F English Language Education UIN RMS
Date   : October, 28th 2022

R: Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?
S4: Sudah, setelah mempelajari speaking lebih dalam saya merasa kemampuan speaking saya meningkat.
R: Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?
S4: Menonton film dan mendengarkan lagu berbahasa Inggris. Dengan begitu saya bisa mencatat kata baru yang belum saya ketahui sebelumnya.
R: Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?
S4: Lebih memperhatikan lagi mata kuliah tentang pronunciation, lalu berlatih secara mandiri di rumah
R: Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?
S4: Saya sering berlatih dan mengerjakan soal-soal grammar.
R: Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?
S4: Perbanyak berlatih pengucapan kosa-kata yang benar, berlatih di depan cermin untuk mempelajari mimik wajah yang sesuai
R: Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?
S4: Sebelum speaking tuh saya relax-kan pikiran supaya tidak mikir yang macam-macam dan akhirnya dapat mengganggu konsentrasi saya

(continuance)

Fifth Interview

Informant   : Student 5 (S5)
Status   : Student of class F English Language Education UIN RMS
Date   : October, 28th 2022

R: Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?

S5: Lumayan lebih baik jika dibandingkan waktu semester 1

R: Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?

S5: Saya biasanya menonton film dan konten-konten digital yang berbau Bahasa Inggris

R: Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?

S5: Untuk terbiasa mengucapkan kata yang benar saya akan sering berlatih di rumah/kos

R: Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?

S5: Belajar dengan menonton youtube, buku dan banyak lagi. Saya sangat memanfaatkan teknologi dari HP

R: Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?

S5: Sering berlatih dan menyiapkan materi sebelum maju untuk praktek speaking

R: Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?

S5: Saya sering-sering belajar sih mbak supaya terbiasa speaking dengan benar dan gak perlu minder lagi

(continuance)

Sixth Interview

Informant   : Student 6 (S6)
Status   : Student of class F English Language Education UIN RMS
Date   : October, 28th 2022

R: Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?
S6: Seharusnya sudah meskipun tidak pesat

R: Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?
S6: Menonton film atau mendengarkan musik bahasa Inggris dan mencari kosa kata yang belum pernah diketahui sebelumnya

R: Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?
S6: Ketika ada native speaker berbicara saya akan mengamati dan meniru bagaimana pronounce yang diucapkan oleh native speaker

R: Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?
S6: Perbanyak mengerjakan latihan soal dan menghafal tenses

R: Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?
S6: Memastikan sebelum maju harus sudah ada persiapan yang matang

R: Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?
S6: Saya yakin dengan diri sendiri bahwa saya bisa melakukannya

(continuance)

Seventh Interview

Informant   : Student 7 (S7)
Status   : Student of class F English Language Education UIN RMS
Date   : October, 28th 2022

R: Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?
S7: Meningkat lumayan
R: Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?
S7: Biasanya saya membaca buku atau novel yang menggunakan bahasa Inggris, menoton film tanpa subtitle dan mendengar lagu bahasa inggris
R: Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?
S7: Saya biasanya menggunakan aplikasi tentang pronouncing gitu, kadang juga bertanya kepada teman saya dan sangat memperhatikan bagaimana dosen bahasa Inggris berbicara
R: Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?
S7: Saat ini upaya yang saya lakukan baru sebatas menggunakan grammarly
R: Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?
S7: Saya sih berlatih saja ya mbak, dan ketika maju ke depan untuk speaking anggap saja audiens itu hanya boneka jadi tidak perlu cemas.
R: Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?
S7: Saya sering berlatih dan ketika sudah sering berlatih maka akan tahu apa yang harus dilakukan, itu membuat saya lebih percaya diri.

(continuance)

Eighth Interview

Informant : Student 8 (S8)
Status   : Student of class F English Language Education UIN RMS
Date   : October, 28th 2022

R: Apa menurut anda kemampuan speaking Bahasa Inggris anda telah meningkat?
S8: Jika dibandingkan dengan sekolah sebelumnya saya rasa speaking saya sudah mengalami peningkatan
R: Apa yang anda lakukan untuk menambah jumlah kosa kata Bahasa Inggris yang anda miliki?
S8: Saya berlatih terus dengan menambah kosa kata Inggris lewat teks-teks Bahasa Inggris yang mungkin saya temui. Jika ada kata yang tidak saya ketahui maknanya, saya akan mencari arti kata tersebut di kamus.
R: Upaya apa yang anda lakukan untuk memperbaiki cara pengucapan/pelafalan kata dalam Bahasa Inggris?
S8: Mendengarkan pengucapan Bahasa Inggris dari sumber-sumber yang ada seperti dari sosial media dan tv, selain itu juga memperhatikan dosen, teman bahkan native speaker saat sedang berbicara menggunakan Bahasa Inggris
R: Upaya apa yang anda lakukan untuk lebih menguasai grammar rules Bahasa Inggris?
S8: Berlatih menyusun kata-kata menjadi kalimat sesuai grammar Bahasa Inggris lalu mengecek kembali agar tidak ada yang salah
R: Bagaimana cara yang anda lakukan agar tidak malu ketika speaking Bahasa Inggris?
S8: Sebelum mengucapkan kata dalam Bahasa Inggris saya harus memastikan bagaimana pengucapan yang benar agar saya tidak cemas jikalau sudah benar maka saya akan merasa yakin.
R: Bagaimana cara yang anda lakukan untuk meningkatkan kepercayaan diri ketika sedang berbicara Bahasa Inggris?
S8: Memperbaiki pelafalan Bahasa Inggris saya sesuai dengan pelafalan yang benar dan coba untuk mempraktekannya. Jika sudah tau bagaimana cara pengucapan yang benar pasti kita yakin saat akan speaking

Appendix 2: Questionnaire

"EXPLORING STUDENTS' PROBLEMS IN SPEAKING AT THE THIRD SEMESTER OF ENGLISH EDUCATION STUDY PROGRAM UIN RADEN MAS SAID SURAKARTA"

Petunjuk:

1. This questionnaire is written for collecting data and research purpose only.
2. This questionnaire does not influence your English score
3. You are required to give cross (√) for the correct answer based on yourself in some opinions:

      SD: Strongly disagree (sangat tidak setuju)
      D   : Disagree (tidak setuju)
      U   : Uncertain (tidak pasti)
      A   : Agree (setuju)
      SA: Strongly agree (sangat setuju)

4. Every statement in this questionnaire is relate to English speaking skills
5. Thank you for your participation

No	Pertanyaan	SD	D	U	A	SA
1.	Saya takut mendapat kritik dari dosen atau teman ketika saya berbicara dalam Bahasa Inggris					
2.	Saya takut ditertawakan oleh teman jika saya berbicara dalam Bahasa Inggris					
3.	Saya memilih diam di kelas Speaking karena tidak tahu cara mengucapkan kata yang benar					
4.	Saya bingung dan membutuhkan waktu untuk menyusun kalimat dalam Bahasa Inggris					
5.	Saya merasa kesulitan untuk berpartisipasi saat kegiatan diskusi dalam Bahasa Inggris					
6.	Saya jarang memberi respon kepada dosen ketika menanyakan sesuatu dalam kelas speaking					
7.	Saya lebih nyaman berbicara menggunakan Bahasa Indonesia					
8.	Dosen lebih banyak menggunakan Bahasa Indonesia daripada Bahasa Inggris saat pelajaran					
9.	Kurang kosa kata Bahasa Inggris adalah masalah yang saya hadapi ketika speaking Bahasa Inggris					
10.	Saya takut salah berbicara karena tidak menguasai cara pengucapan kata dalam Bahasa Inggris yang benar					
11.	Saya mengalami kesulitan dalam berbicara Bahasa Inggris karena kurang menguasai tata Bahasa Inggris					
12.	Saya takut membuat kesalahan saat berbicara Bahasa Inggris karena kekurangan kosa kata.					
13.	Saya tidak tahu pengucapan kata-kata dalam Bahasa Inggris yang benar					
14.	Saya mengalami kesulitan ketika menyusun kalimat dalam Bahasa Inggris karena belum menguasai tata Bahasa Inggris					
15.	Saya kehilangan kepercayaan diri ketika saya salah dalam berbicara Bahasa Inggris lalu orang lain membenarkannya.					
16.	Saya tidak percaya diri berbicara Bahasa Inggris di depan dosen dan teman yang jago dalam speaking					
17.	Saya merasa malu jika harus berbicara menggunakan Bahasa Inggris					
18.	Saya malu jika berbicara Bahasa Inggris di depan dosen dan teman-teman					
19.	Saya cemas apabila sedang berbicara dalam Bahasa Inggris					
20.	Saya gugup ketika berbicara Bahasa Inggris dengan orang lain					

Kelas : 3F

No	Pertanyaan	SD	D	U	A	SA
1.	Saya takut mendapat kritik dari dosen atau teman ketika saya berbicara dalam Bahasa Inggris			✓		
2.	Saya takut ditertawakan oleh teman jika saya berbicara dalam Bahasa Inggris				✓	
3.	Saya memilih diam di kelas Speaking karena tidak tahu cara mengucapkan kata yang benar				✓	
4.	Saya bingung dan membutuhkan waktu untuk menyusun kalimat dalam Bahasa Inggris				✓	
5.	Saya merasa kesulitan untuk berpartisipasi saat kegiatan diskusi dalam Bahasa Inggris			✓		
6.	Saya jarang memberi respon kepada dosen ketika menanyakan sesuatu dalam kelas speaking			✓		
7.	Saya lebih nyaman berbicara menggunakan Bahasa Indonesia				✓	
8.	Dosen lebih banyak menggunakan Bahasa Indonesia daripada Bahasa Inggris saat pelajaran		✓			
9.	Kurang kosa kata Bahasa Inggris adalah masalah yang saya hadapi ketika speaking Bahasa Inggris				✓	
10.	Saya takut salah berbicara karena tidak menguasai cara pengucapan kata dalam Bahasa Inggris yang benar			✓		
11.	Saya mengalami kesulitan dalam berbicara Bahasa Inggris karena kurang menguasai tata Bahasa Inggris					✓
12.	Saya takut membuat kesalahan saat berbicara Bahasa Inggris karena kekurangan kosa kata.			✓		
13.	Saya tidak tahu pengucapan kata-kata dalam Bahasa Inggris yang benar			✓		
14.	Saya mengalami kesulitan ketika menyusun kalimat dalam Bahasa Inggris karena belum menguasai tata Bahasa Inggris					✓
15.	Saya kehilangan kepercayaan diri ketika saya salah dalam berbicara Bahasa Inggris lalu orang lain membenarkannya.					✓
16.	Saya tidak percaya diri berbicara Bahasa Inggris di depan dosen dan teman yang jago dalam speaking				✓	
17.	Saya merasa malu jika harus berbicara menggunakan Bahasa Inggris				✓	
18.	Saya malu jika berbicara Bahasa Inggris di depan dosen dan teman-teman				✓	
19.	Saya cemas apabila sedang berbicara dalam Bahasa Inggris				✓	
20.	Saya gugup ketika berbicara Bahasa Inggris dengan orang lain				✓	

Kelas : 3F

No	Pertanyaan	SD	D	U	A	SA
1.	Saya takut mendapat kritik dari dosen atau teman ketika saya berbicara dalam Bahasa Inggris			✓		
2.	Saya takut ditertawakan oleh teman jika saya berbicara dalam Bahasa Inggris				✓	
3.	Saya memilih diam di kelas Speaking karena tidak tahu cara mengucapkan kata yang benar				✓	
4.	Saya bingung dan membutuhkan waktu untuk menyusun kalimat dalam Bahasa Inggris				✓	
5.	Saya merasa kesulitan untuk berpartisipasi saat kegiatan diskusi dalam Bahasa Inggris			✓		
6.	Saya jarang memberi respon kepada dosen ketika menanyakan sesuatu dalam kelas speaking			✓		
7.	Saya lebih nyaman berbicara menggunakan Bahasa Indonesia				✓	
8.	Dosen lebih banyak menggunakan Bahasa Indonesia daripada Bahasa Inggris saat pelajaran			✓		
9.	Kurang kosa kata Bahasa Inggris adalah masalah yang saya hadapi ketika speaking Bahasa Inggris				✓	
10.	Saya takut salah berbicara karena tidak menguasai cara pengucapan kata dalam Bahasa Inggris yang benar				✓	
11.	Saya mengalami kesulitan dalam berbicara Bahasa Inggris karena kurang menguasai tata Bahasa Inggris				✓	
12.	Saya takut membuat kesalahan saat berbicara Bahasa Inggris karena kekurangan kosa kata.				✓	
13.	Saya tidak tahu pengucapan kata-kata dalam Bahasa Inggris yang benar			✓		
14.	Saya mengalami kesulitan ketika menyusun kalimat dalam Bahasa Inggris karena belum menguasai tata Bahasa Inggris				✓	
15.	Saya kehilangan kepercayaan diri ketika saya salah dalam berbicara Bahasa Inggris lalu orang lain membenarkannya.			✓		
16.	Saya tidak percaya diri berbicara Bahasa Inggris di depan dosen dan teman yang jago dalam speaking			✓		
17.	Saya merasa malu jika harus berbicara menggunakan Bahasa Inggris		✓			
18.	Saya malu jika berbicara Bahasa Inggris di depan dosen dan teman-teman			✓		
19.	Saya cemas apabila sedang berbicara dalam Bahasa Inggris				✓	
20.	Saya gugup ketika berbicara Bahasa Inggris dengan orang lain				✓	

Appendix 3: Documentation