

**AN ANALYSIS OF PROBLEMS IN TEACHING-LEARNING
ENGLISH SPEAKING SKILLS
(A Descriptive Qualitative Study at the Third Semester Students
of English Education Study Program IAIN Bengkulu)**

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan (S.Pd)*
in English Education Study Program



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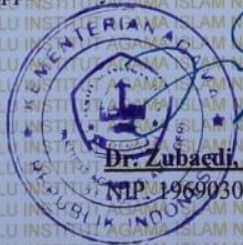
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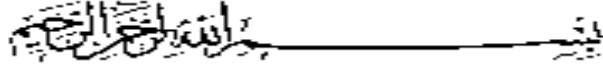
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MOTTO



لَا الشَّمْسُ يَنْبَغِي لَهَا أَنْ تُدْرِكَ الْقَمَرَ وَلَا اللَّيْلُ سَابِقُ
النَّهَارِ وَكَذَٰلِكَ يَفْهَمُونَ

It is impossible for the sun overtakes the moon, nor the night precedes
the day. Each circulates on its orbit.

(Qs. Ya-sin: 40)

NOTHING IMPOSSIBLE

(Nia Fistia)

DEDICATION

The researcher would like to dedicate this thesis to:

- ❖ Allah SWT, as the only one of my god, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, mercy, and healthy in finishing this thesis.
- ❖ My lovely father and mother, Kohar and Indra Wati. Thanks you so much for your entire struggle for me to fulfil all my necessities and through me what the bad things and the good things until I can face this life in the right way.
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I hereby sincerely state that the thesis entitled "**An Analysis of Problems in Teaching-Learning English Speaking Skills (A Descriptive Qualitative Study at the Third Semester Students of English Education Study Program IAIN Bengkulu)**" 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 sections in the form of repealing my thesis and academic degree.

Bengkulu, 2021

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Finally, the researcher realized that this research proposal was still far from being perfectness. Therefore, any suggestions and constructive criticism are always welcome for the better.

Bengkulu, February 2021

The Researcher

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ABSTRACT

Nia Fistia. 2021. An Analysis of Problems in Teaching-Learning English Speaking skills (Descriptive Qualitative Study at the Third Semester Students of English Education Program IAIN Bengkulu). Thesis. English Education Study Program, Department Islamic Education and Tadris Faculty, The State Islamic Institute of Bengkulu.

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The objective of this research was to investigate and describe problems faced by both lecturer and the students during teaching learning activities in advance speaking class. The method used in this study was qualitative approach with descriptive method. The subjects of the research were an English speaking lecturer and the students at the third semester of English Department of IAIN Bengkulu in 2020. In this study, the instruments used were non participant observation and structured interview. Data analysis used was triangulation method. The results of this study showed that the main problems faced by the lecturer got difficulty in explaining the material of advance speaking because most of the students were not familiar with new topics given by the lecturers, so the lecturers had to consumed much time. The next the lecturer could not give more detail explanations. The third the lecturer often could not do discussion directly because the class was hold online, sometimes the internet access was limited. In addition, the problems faced by students included tree factors. They are knowledge factors, psychological factor and language factors.

Keywords: Problems in Teaching Speaking, Advance Speaking Class, Problems Faced By Students.

ABSTRAK

Nia Fistia. 2021. Analisis Masalah dalam Belajar Mengajar Keterampilan Berbicara Bahasa Inggris (Studi Kualitatif Deskriptif Pada Mahasiswa Semester III Program Pendidikan Bahasa Inggris IAIN Bengkulu). Tesis. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Islam dan Fakultas Tadris, Institut Agama Islam Negeri Bengkulu.

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Tujuan dari penelitian ini adalah untuk mengetahui dan mendeskripsikan masalah yang dihadapi baik oleh dosen maupun mahasiswa selama kegiatan pembelajaran di kelas advance speaking. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan metode deskriptif. Subjek penelitian adalah dosen penutur bahasa Inggris dan mahasiswa semester III Jurusan Bahasa Inggris IAIN Bengkulu tahun 2020. Dalam penelitian ini instrumen yang digunakan adalah observasi non partisipan dan wawancara terstruktur. Analisis data yang digunakan adalah metode triangulasi. Hasil penelitian ini menunjukkan bahwa kendala utama yang dihadapi dosen adalah kesulitan dalam menjelaskan materi advance speaking karena sebagian besar mahasiswa belum mengenal topik baru yang diberikan oleh dosen, sehingga dosen harus banyak menyita waktu. Selanjutnya dosen tidak bisa memberikan penjelasan yang lebih detail. Ketiga dosen seringkali tidak bisa berdiskusi secara langsung karena kelas diadakan secara online, terkadang akses internet terbatas. Selain itu, permasalahan yang dihadapi siswa meliputi faktor pohon. Faktor tersebut adalah faktor pengetahuan, faktor psikologis dan faktor bahasa.

Kata Kunci: Masalah dalam Pengajaran Berbicara, Kelas Advance Speaking, Masalah yang Dihadapi Siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the most important thing in life, because everyone needs language as a communication tool to talk with others. It would be difficult to do it all without language. Everyone uses language as a means of communication with others to express ideas, opinions, and feelings. It means language is a communication tool to express what we are thinking about. Language can also make us receive information. Language is a communication system that uses vocal symbols with general and arbitrary meanings.¹ It can be concluded that a language is a communication tool that can express thoughts and feelings. Therefore, it is clear that language plays an important role in social life and it can be said that language is always used every day to give and receive information with others.

Moreover, there are many languages in the world. The language that has an important role in English, and it is well known that English is an international language. The language used by everyone as a language for communicating with various other countries. So, learning and understanding English is a must that cannot be avoided because by learning languages we can master international languages. However, English is a foreign language, as a foreign language in Indonesian. It does

¹ Brown, H. D. (2008). *Language Assessment: Principles and Classroom Practices*, (San Francisco: Longman

not use English as an everyday language to communicate but instead uses Indonesian.

In Indonesia education learning English has the aim at developing students' language skills. The skills that can be developed in learning English are speaking, reading, writing, and listening. Therefore students must have the ability to master four skills. Of the four skills, speaking is the most important skill which has a very influential role in learning English as a language of communication with others. Although in learning, it is not easy that must pay attention to pronunciation correctly and smoothly. This shows that English is the main subject for students to use as a language of communication with others both verbally and in writing.²

In learning English the teacher becomes an important role for a learning process and it is also known that the teacher has a function in teaching the student's teacher as a conveyor of information or knowledge in the form of subject matter to students, in addition to the teacher as a conveyor of information the teacher also has the main role of as planners, deliverers and evaluators. In connection with the learning process the teacher needs to plan activities before teaching. Such as first providing what material should be explained, how to convey, what media should be used and the teacher can choose what methods or techniques to apply, what materials are interesting in teaching students so that the classroom atmosphere becomes active and enjoyable. Several factors influence the

² Mubarok, H. (2015). *Research in Language Education: an introduction for Beginners*. Yogyakarta: Lingkar media.

teaching and learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interactions.³

Teaching and Learning is a process of interaction between teachers and students. The purpose of these interactions is to improve students' ability to learn languages such as, a recent exchange for students by allowing students to express their opinions or ideas. The use of methods is very important to support more active learning activities so that it attracts students' attention in learning.

The problem that often arises is the lack of creativity of a teacher. Besides the use of a monotonous method will have an impact on the lack of student attention to the subject itself plus students' interest in subjects that require students to use English in learning especially the ability of English is measured from the results of speaking skills or oral communication.

Conditions in the classroom and atmosphere are also a limiting factor in media use. From the use of media must also pay attention to the audience when and where should the media be applied in other words the media must adjust to the situation and conditions. The use of learning methods or techniques that are expected to motivate students to learn was independently, creatively and effectively. In addition, this interesting method or technique is expected to reduce students' boredom in learning, especially learning English.

³ Harmer, J. (2003). *The Practice of English Language Teaching*. *ELT Journal* (3d ed, Vol. 57). Cambridge Longman.

In teaching and learning activities there are also problems with students, there are still students who are afraid of speaking English in the classroom, and have no ideas in expressing their arguments or opinion. Therefore, teachers must be clever to make students speak in teaching and learning activities such as speaking activities provide training opportunities for students practicing speaking in the classroom, activities giving speaking assignments where students are allowed to use a mixture of Indonesian and English. This activity is to provide feedback for teachers and students. Thus, that if the activities are carried out in learning many students have the opportunity to speak actively and little by little so that the vocabulary of English is stored in their brains.

Thus, it can be said that the success of the learning process can be achieved in teaching and learning the success of the teaching and learning process is influenced by supporting components such as methods, techniques, materials, learning media and the atmosphere in the classroom.

Based on preliminary study at Department of English, at the third semester, class on October 9th, 2020, the researcher observed the way the teacher taught. The researcher ensured that the teaching method used by the teacher was the discussion method. When teaching, teacher was still dominant to use English. The lecturer used the media of books to teach. The researcher saw there are other media in the class such as Blackboard and In Focus. The teacher used the media.⁴

⁴ Observation of Department of English, fourth semester on October 9th 2020 at 7.35 a.m.

Based on the results of interviews with lecturer on October 9th, 2020, the lecturer said, in the experience, he taught some students had problems in speaking skills. From the assessment of the language, he said that students had lack vocabulary in speaking, and pronunciation. Their fluency in speaking in English was also not smooth, and students are still afraid to speak.⁵

Based on from interview with one of students, the researcher got information that the student felt anxious and afraid to making mistakes. She had difficulty in expressing idea it verbally. For example, when she wants to say what is on his mind he stops talking because there are obstacles or do not find words and expressions that are suitable and appropriate.⁶

Through research that has been done, namely from observations and interviews conducted by the researcher, he revealed that all students experience various difficulties in English language skills. A common problem faced by students is a lack of vocabulary, while also being afraid of making mistakes which is the main cause of the problem, to prevent them from speaking. Although students have tried to overcome their problems in learning to speak, their efforts have not been sufficient and successful.⁷

⁵ English Lecturer at IAIN Bengkulu. Interviewed on October 9th 2020 at 9.10 a.m.

⁶ English Student at IAIN Bengkulu. Interviewed on October 9th 2020 at 09.45 a.m.

⁷ Hendra. (2014). *Speaking Problems faced by The English Department students of syiah Kuala University*. Syiah Kuala University. No. 9-11.

Through research that has been done, which is found that teachers face problems in teaching speaking English in class, namely the problem of teachers not being able to control classroom management, students lacking in vocabulary, students who lack confidence. But the teacher can solve problems through methods: active speaking, giving assignments, questions, and responding, while the techniques used by the teacher are, storytelling, reporting, answering and asking questions, exchanging ideas, presentations, discussions, losing lyrics, finding a new vocabulary, debate, challenge, and listen to music.⁸

Based on the facts above, the researcher are really interested in doing research to find out the problems that occur when speaking English. Therefore, this thesis is titled “An Analysis of Problems in Teaching-Learning English Speaking skill (Descriptive Qualitative Study at the Third Semester Students of English Education Program IAIN Bengkulu)”.

B. Identification of Problems

Based on the background of the problem above, several problems can be identified as follows:

1. Lack of teacher role in teaching using the English Language.
2. The techniques and materials that teachers apply are less attractive in teaching
3. There is a lack of interaction between the teacher and students
4. Students are afraid to make mistakes using the English language

⁸ Nanang. (2017). *Teacher problems on teaching speaking skill in agriculture class at eleventh grade of SMK N 1 kadawung*. Thesis, Surakarta: Islamic Education and Teaching training Faculty, state Islamic Institute of Surakarta.

5. Students want to ask questions in the English language
6. The students are afraid to issue their opinions in the English language.

C. Limitation of the Problem

In this study, the researcher will focus on the Analysis of Problems in Teaching-Learning English Speaking skills A Descriptive Qualitative Study at the Third Semester Students of English Education Study Program IAIN Bengkulu.

D. Research Questions

The Research Questions can be specified as followed:

1. What are the problems with teaching-learning English speaking in Advanced that teacher face when teaching in class?
2. What are the problems of students speaking skills in the teaching and learning activities in the classroom?

E. Objectives of the Research

The Objectives of the Research are:

1. To find out the problems in speaking skills students face when teaching and learning activities in class.
2. To find out the causes of problems with speaking skills when teaching and learning activities.

F. Significances of the Research

Hopefully, the result of this research will be essential for the following:

1. For Lecturers, this information can help lecturers to better understand various speaking skills problems experienced by Students.
2. For students, they can also get more information about the causes that trigger Students problems when they speak English.

G. Definition of Key Terms

1. Teaching and learning

According Aprida, Learning is interpreted as a process of behavior change as a result of the interaction of individuals with their environment. Changes in behavior towards learning outcomes are continuous, functional, positive, active, and directed. The learning process is the interaction of students with educators, with learning material, delivery methods, learning strategies, and learning resources in a learning environment.

2. Speaking

According to Nunan, speaking means saying words verbally, communicating as by speaking, making requests, and giving speeches.

CHAPTER II

LITERATURE OF RIVIEW

A. Teaching English as a Foreign Language

Language is a set of rules by human as a tool of their communication. It means language is very important to human life. All interaction and activities will be run with language. Language is system for expression of meaning and primary function of language is for interactional and communication. Language means by which the human personality express itself and fulfills its basic need for social interaction with other persons.

Setiyadi states that language is a system for the expression meaning. It means that human communication life is a system of giving and receiving information based on speech sound that needs language as the main one. There are many languages in the world, one of them English.⁹

English has been acknowledged by the most countries in the world as an international language and it has large influence to human life. For the example in Indonesia, English became one of the materials subject at school and as a part of national exam. In teaching English as foreign language, the teacher should have known what teacher should do. Brown states that teaching is showing or helping someone to learn how to do

⁹ Setiyadi. (2006). *Teaching English as A Foreign Language*. Yogyakarta: Graha Ilmu.

something providing with knowledge, and causing to know or to understand.¹⁰

It means that teaching is the process of transferring knowledge to the learners. Teaching also can make the learners know about something new in their life.

Even though in reality the students still find the difficulties in learning English because of the different rule with Indonesian language. It becomes a big homework for the teacher should be mastered English very well then the students and try to never judge when they have a mistake, because it can makes the students shy and afraid to make a mistake. Besides, our mother tongue has become a gap to master English. The difficulties in loosing mother tongue accent, limited vocabulary and the difference of language rule become a big gap in understanding the English.

Like learners who come from different background, teacher also has different teaching style such as methodical planner, flexible teacher, responsive, or improviser. An enthusiastic personality may neglect learners needs: a quieter teacher may be more responsive but also less colorful and memorable. A careful planer may lack the spontaneity and flexibility necessary to respond to learners' needs, while improvised lesson may be chaotic or lack clarity and focus.¹¹ It means that teacher

¹⁰ Brown, H. D. (2000). *Principle of Language Learning and Teaching*. San Francisco: Pearson Education. P.5

¹¹ Brown, H. D. (2000). *Principle of Language Learning and Teaching*. San Francisco: Pearson Education. P. 8

should have times to explain and give information to the students and other times to encourage students to solve their problem.

If the students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon lose their interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general motivation and making the English language classroom a fun and dynamic place to be.

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others.

It is clear that the purpose of teaching learning English as a foreign language is to make the students master the language. To make that happens, the students should actively get involved in teaching learning process and do a lot of practices. The teacher also should manage the class in good way and be creative in teaching learning.

B. Concept of Teaching Speaking

1. Definition of Teaching Speaking

The way for teacher to transfer their knowledge to the students is usually called teaching. As Sudjana states that *pengajaran merupakan interaksi antara guru dan siswa dalam proses*

interaksinya - Teaching is an interaction between teacher and students in its interaction process.¹² The teacher is doing his activities that called teaching, whereas the students who are doing their activities that called studying or learning. While, teaching speaking is top train, students to communicate how to use language for communication, for transferring ideas, thought, or even feelings to the other people.

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

- a. Speaking activities provide rehearsal opportunities chances to practice real life speaking in the safety of the classroom.
- b. Speaking task in which is students try to use any or all of the language they know provide feedback for both teacher and students. The more students have opportunities to activate the various elements of language.¹³

Futhermore, language activities in the speaking class should focus on language individually. This requires the teacher not only to create warm and humanistic classroom atmosphere. Thus, also to provide each student to speak with clear language is really important. The teacher should speak to

¹² Nana, S. (2000). *Dasar-Dasar proses belajar mengajar*. Bandung: PT. Sinar Baru Algensindo. P.1

¹³ Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Educated Limited. P.123.

carry out the students in certain situation when the ideas have an oral command of the language need to describe the topic.

As Brown states that the procedures of teaching speaking are:

a. Pre teaching I

Simulate student to be interest in planning task.

b. While teaching

a. Setup the initial pair work and give the students five to ten minutes to discuss, add to, or modify the list of suggestions.

b. When the initial discussion is over, you should facilitate the setting up of groups. Allows the group a maximum of twenty minutes to complete the planning task.

c. Post Teaching

Chair the report back session in which each group presents its suggestions. Make posters available to help the groups present their ideas.¹⁴ As the teacher those steps in teaching speaking is paramount importance to get the maximal goal in leaning process. Because in teaching and learning process consist many aim in it especially in teaching speaking, mastered the speaking ability and pronunciation correctly are being the target in learning at least students brave to speaking with others in class.

¹⁴ Brown, H. D. (2003). *Language Assessment Principle and Classroom Practices*. San Francisco: Longman. P.278

2. Teacher's Problems in Teaching Speaking

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

- a. Students will not talk or say anything.

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

- b. When students work in pairs or groups they just end up chatting in their own language.
- c. When all the students speak together it gets too noisy and out of hand and loses control of the classroom.¹⁵

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

- a. Group Work: Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

¹⁵ Alan, M. (2004). *Classroom Problems in Teach*. British: Council.

- b. Easy Language; Simple language can make the students easier to speak for longer without hesitation and gives them sense a accomplishment.
- c. Interesting Topic: Choosing a topic according to the interests of the class ensures students motivation.
- d. Clear Guidelines Feedback reveals. the result of the discussion and motivates each student to follow the guidelines.
- e. English monitor: A monitor can be appointed to each group to remind students speaking their mother tongue to switch back to English.¹⁶

In the explanation above, the teacher must be able to manage the class. Then, the teacher can make some actions that can make students quiet and embarrassed, such as: first working in groups can help shy students interact more comfortably. Secondly, using the second simple language can also help students better understand the material. Third choose interesting topics which can make students more interested in the material, fourth try student feedback to express results after discussion and motivate each student, fifth class monitoring is another way to prevent students from speaking in their native language. The teacher can monitor students and calm down bad students and focus them on assignments without disturbing the rest of the students who are working well.

¹⁶ Penny, M. (2006). *Assessing young language Learners*. Cambridge: Cambridge University press. P.121-122

3. The Factor Inhibiting Speaking Skills

Inhibiting factors in students' speaking skills or in the aspect of learning activities during lectures, the lack of assignments can ultimately make students reluctant to practice at home. Giving meaningful assignments according to the topic of discussion is essential in a learning process. This is because the relevant assignment will provide more opportunities for students to practice and produce their speaking skills.¹⁷

Furthermore, the lack of use of instructional media which makes students less optimal in improving their speaking skills is also following the theory. Harmer in his book entitled *The Practice of English Language Teaching* states that learning media should be following the learning objectives and topics of discussion to make it easier for students to understand the material.¹⁸ The difficulty level of the material is too high and too low, the novelty of the teaching materials is not sufficient, and the material is inadequate with the current needs of students (lack of need assessment). Teachers need to know what students need regarding their speaking competence. The preparation of teaching materials should be preceded by the need for analysis so that the topics and competencies achieved are expected to match what is needed by students and following their level of English proficiency.

Furthermore, the inhibiting factor for increasing the student's

¹⁷ Dini, K. (2016). *Hampering factor of English department students speaking skills*. Journal Pendidikan vokasi universitas Brawijaya. 20-21.

¹⁸ Harmer, J. (2007). *The practice of English language Teaching (4th edition)*. Essex: Pearson Longman.

speaking ability from the aspect of lecturer personality shows that the negative character which also negatively affects the student learning process is the attitude of the lecturer who is too serious, emotional, too relaxed, moody, and jokes too much. Based on the Teacher and Lecturer Law No. 14 of 2005, a teacher or lecturer must have four competencies, namely personal competence (personality and personal characteristics), social competence (ability to socialize with others), pedagogical competence (related to teaching), and professional competence (related to the study being taught).

The next inhibiting factor has to do with the use of English. As the language of instruction during the learning process in the classroom shows that the lack of use of English as the language of instruction is the main factor why students do not get the opportunity to practice and produce for speaking activities. In other words, the dominating use of Indonesian is the reason why students do not get enough input during the speaking learning process. Language learners must get comprehensible input which is interpreted as meaningful input.¹⁹ Input, in this case, can mean anything in English, be it spoken or written, which can be used as learning material such as conversation models, sample texts, or any other use of English that can be heard, seen, or read.

Therefore, the adequate use of English in the classroom can be an input for students. If Indonesian is still dominantly used in the classroom,

¹⁹ Krashen, S. (2000). *The Input hypothesis*. Essex: Longman.

students do not get meaningful input. That Language Exposure or the use of English in the environment around students is very important to help students improve their language skills.²⁰ Concerning speaking skills, the more exposure and comprehensible input they get, the greater the opportunity for them to practice and produce English orally.

Related to the inhibiting factors for increasing speaking ability in English orally, the way of giving feedback and the substance of the feedback given influences the students' speaking skills. The embarrassing and terrifying way for students made them embarrassed and afraid to practice speaking. Research conducted by Park & Lee shows that the feelings of stress, fear, and anxiety experienced by students affect their speaking ability.²¹ Concerning the way of giving feedback, delivery in a good way without humiliating and embarrassing students can have a positive impact on students' mentalities which will later be able to impact students' motivation in learning English.

4. Concept of Learning

Learning subsumes new information into existing structure and memory system, and the resulting associative link creates stronger retention learning-taking in isolated bits.²² To be considered learning a change in performance must come about as a result of the learner's interaction with the environment. Learning requires experiences. How these experiences

²⁰ Krashen, S. (2000). *The Input hypothesis*. Essex: Longman. Page 28

²¹ Park, H., & Lee, A.R. (2005). *L2 Learners' Anxiety, self-Confidence and Oral Performance*. 10th conference of Pan-Pacific Association of applied Linguistic. 107-208.

²² Brown, H. D. (2003). *Language Assessment Principle and Classroom Practices*. San Francisco: Longman. P.56

are presumed to bring about learning distinguishes different learning theories.

Additionally, learning process involves activeness, conscious focus as well as acting upon events either outside or inside an organism, and also some forms of practices, perhaps reinforced practices. Thus, it can be interpreted that learning is a process of experience to acquire knowledge carried out with activeness and practice that brings changes in behavior that are relatively permanent.

5. Concept of Learning Speaking

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

As Richard states that the ability to speak a second or foreign language well is very complex task if we try to understand the nature of what appears to be involved.²³ It means that, to speak well, we have to know that speaking not only to apply the grammatically correct sentences, but also to know when and where also to whom we use the sentences.

Speaking ability is an important aspect and beneficial skill in learning language. It is a part of the goal or skill in learning English in the curriculum besides writing, reading, and listening. It is supported by Brown who say that speaking is making use of language in ordinary voice;

²³ Jack C. R., and Willy A. R. (2002). *Methodology in Language Learning Teaching*, (5th ed). New York: Longman. P 7-8

uttering words; knowing and being able to use a language; expressing oneself in words; making a speech.²⁴ It means that besides mastering listening, reading and writing, the learners should also master speaking as one of goal of learning English. Speaking skill is the ability to use the language for expressing idea. In addition, speaking skill is a difficult one to assess with precision, because, speaking is a difficult skill to do. The following five components are generally recognized, in analysis of speech process such vocabulary, pronunciation, fluency and as grammar, comprehension that already explained before.

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

6. Elements of Speaking

Speaking is a skill of conveying words and sounds of articulation to express or to deliver ideas, opinions, or feelings. It is to be realizing that good English speaking is influence by mastering the speaking elements. Speaking elements are crucial things which could not be separated each other. They are unity. The ability to speak fluently presupposes not only knowledge of language features, but also depends on social processing. Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

²⁴ Brown, H. D. (2003). *Language Assessment Principle and Classroom Practices*. San Francisco: Longman. P.157

a. Language Features

1. Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.
2. Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face to face interaction).
3. Lexis and grammar: teachers should, therefore, supply a variety of phrase for different function such as agreeing to disagreeing, expressing surprise, shock or approval.
4. Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

1. Language processing: effective speaker needs to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey, the meanings that are intended. Language processing

involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2. Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
3. (on the spot) information processing: quite apart from our response to others feeling, we also need to be able to process the information they tell us at the moment we get it.²⁵

Based on the explanation above, can be seen that speaking engages complex things to do that is why students need to learn speaking.

C. Concept of problems in learning Speaking

1. Definition of Problem

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

²⁵ Harmer, J. (2003). *The Practice of English Language Teaching*. London: Longman.

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

2. Problems in Learning

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

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

is too hot or too cold this may result in students being too relaxed or too nervy.²⁶

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

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

- a. Individual factors: age and anxiety.
- b. Negotiation factors: interaction and interpretation.
- c. Tactical factors: learning strategies and communication strategies.
- d. Affective factors: attitudes and motivation.
- e. Knowledge factors: language knowledge and metalanguage knowledge.
- f. Environmental factors, educational and social context.²⁷

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

²⁶ Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Educated Limited. P.126-128

²⁷ Kumaravadivelu. (2006). *Understanding Language Teaching From method to Posmethod*. London: Lawrence Erlbaum Associates Publisers. Pdf p.30

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

3. Problems in Learning English

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

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

values, and the motivation of learners in relation to other learner factors and the learning outcome.²⁸

In short, to get new information in English subject someone has to be conscious about the problem which happens because of the differences in age characteristics and previous language learning, everyone's shortage, learner feeling and attentions in the class, focused on social attitudes, values, motivation, and also relationship.

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

- a. Motivation: thought speech that child learns to organize his perception and regulate his behavior and mental activities.
- b. Reinforcement: makes any response powerful.
- c. Attention: mental process of students which decides the role of students' involvement in the teaching learning process.
- d. Memory: human brain is a storehouse of memory.
- e. Habit formation: if we want to learn language we should take in practice. Acquiring new habit is the result of learning.²⁹

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

²⁸ Stern, (1991). *Fundamental Concept of Language Teaching*. New York: Oxford University. P.361

²⁹ Praveen, M., and Patel, M. E. (2008). *English Language Teaching*. Jaipur: Sunrise publishers. Pp. 41-45

Based on several explanations about problems in learning English, the researcher concluded that from the two experts above the same opinion that is something that affects learning English is a learning factor, where the factors that occur are the factors of age, language skills and other cognitive factors such as the human brain, responses, and also personality factors such as attention, motivation, and habitual actions.

4. Problems in Learning Speaking

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

- a. Knowledge factors, the learners do not yet know aspects of language that enable production. They are lack of knowledge of the language and lack of practice of interactive speaking itself for we know that English is-a complex language. The knowledge about English that should be mastered by learners in order to understand about English itself wholly, such as the knowledge of grammar, pronunciation, or vocabulary, exactly will support the students' learning, so the students will not face great difficulties in learning. In addition, after having knowledge about language, it is better for the students to practice more, for it is important factor to improve

speaking proficiency. If the students never practice, it is rather impossible for them to master English easily in learning.

- b. Skill factors: the students' knowledge is not sufficiently automated to ensure fluency. As result may also be affective factors such as lack of confidence which might inhibit fluency.³⁰ Although we have enough knowledge and often practice by ourselves, but we do not have confidence to perform in front of many people, we will still have difficulty exactly in learning speaking. Hence, to be a good speaker, we should have enough confidence. Finally, we will have good skill of speaking and become a good speaker.

There are three aspects of language enable production, they are: pronunciation, grammar, and vocabulary. That three aspects should mastered by the students to improve their skill in learning speaking. Besides, teacher also should-be able to encourage the students to explore themselves to develop speaking skills. It can be practiced by trying to interact with others in the class. So, they can be challenged to expose their ability in speaking support from their teacher. In this case the teacher may also give the opportunity to explore the student by giving a theme and students will be practiced using picture as a media, and also students can communicate in the target language.³¹

There are some factors that included in psychological factors that related with second language learning among them are as follows:

³⁰ Scott, T. (2005). *How to Teach Speaking*. New York: Pearson Education Limited.

³¹ Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Educated Limited. P.269

a. Lack of Motivation

Motivation is the power of some who will achieve something.

b. Anxiety

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

c. Self-confidence

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

d. Shyness

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

e. Students' fear of ridicule or laughter.³²

Based on the statements above, many factors and reasons that make students have difficulties in learning speaking. Therefore, a teacher must be able to make the atmosphere in the classroom as interesting and comfortable as possible so that students' difficulties in learning English can be easily overcome. The ways to overcome are such as teaching the students in order to have a high confidence, giving them motivation in learning English, and latter giving them great support. Therefore, the learning process in class can take place comfortably so that students have a little difficulty in learning to speak.

³² Juhana. (2012). *Psychological Factors that Hinder Students from Speaking in English Class*. Journal of Education and Practice), Vol 3, No 12.

5. Causes of Problem in Learning Speaking

There are many factors that cause of problem in speaking, and they are as follows:

- a. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy.
- b. Nothing to say. Students have no motive to express themselves.
- c. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some students to dominate, while others speak very little or not at all.
- d. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.³³

In addition, Brown states that points out that clustering, reduced forms, performance variables, and colloquial language are the cause of factors that make speaking difficult. These difficulties related to linguistic problems will be explained in this below:

(1) Clustering

Fluent speech is phrasal not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

³³ Penny, M. (2006). *Assessing young language Learners*. Cambridge: Cambridge University press. P.120

(2) Reduced forms

Contractions, elisions, reduced vowels, etc all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

(3) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent, we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

(4) Colloquial language

Students should be reasonably well acquainted with the words, idioms, and phrases of colloquial language and get practice in producing these forms.³⁴

Based on the explanation above the researcher concluded that there are four cause of problems in learning speaking such as inhibition, nothing to say, lows participation and mother tongue use. Those four things are

³⁴ Brown. H. D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.

most of difficulties that students often encounter in learning speaking skill. Beside that, clustering, reduced forms, performance variables, and colloquial language are the cause of factors that make speaking difficult. These difficulties related to linguistic problem.

D. Concept of Speaking

1. Definition of Speaking

Speaking is a very important skill to communicate, from talking to being able to express opinions, ideas, feeling to others. Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and fluency. Speaking is the activity to express thought and feeling orally.³⁵

Speaking is the way in which the talkers allow one another to have their say by the series of signal, given by tone of voice, and hand gesture or a facial expression.³⁶ The speaker who has taken the active position to take the role makes a corresponding series of verbal responses. In addition, speaking is showed that not only by voice but facial expression to make talkers more correspond and make conversation became clear.

Based on the above, speaking not only produces sound with the speech organ, but also controls and participates in it. Continuing to talk will share information with, knowledge, ideas, and opinions. In addition,

³⁵ Brown, H. D. (2008). *Language Assessment: Principles and Classroom Practices*, San Francisco: Longman

speaking cannot be discussed from the listening aspect, because it is Help listen to the listener.

2. The Function of Speaking

The function of speaking is to deliver some messages or ideas from the speaker to the listener. According to Richard, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to maintain and establish social relations, and the transactional functions, which focus on the exchange of the information, There are three functions of speaking. They are talk as interaction, talk as transaction, and talk as performance.³⁷

a. Talk as Interaction

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

b. Talk as Transaction

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

³⁷ Jack, C. R. (2008). *Teaching Listening and Speaking*. New York: Cambridge University Press. P.21

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

c. Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This usually refers to public talk. That is, talk which transmits information before pan audience such as public announcements, morning talks and speeches. From the resolution explained above, it can be discussed above, speaking above, speaking above, speaking above, speaking in conversation in public conversation. All speak to be able to help and guide people in speaking activities.

3. Types of Classroom Speaking Performance

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

to the kinds of oral production that students are expected to carry out in the classroom:³⁸

a. Imitative

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

b. Intensive

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

c. Responsive

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

d. Transactional (dialogue)

³⁸ Brown, H. D. (2008). *Language Assessment: Principles and Classroom Practices*, San Francisco: Longman. P.271

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

e. Interpersonal (dialogue)

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

f. Extensive (monologue)

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

Based on the quote above, all types have strengths and weaknesses in each process of learning speaking skills. The teacher must be creative and innovative. Of course, teachers need more interesting media and techniques to support them in achieving their goals.

4. Micro Skills of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Brown states that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to

accomplish pragmatic goals through an interactive discourse with other language speakers.³⁹ Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.⁴⁰

The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs.

Learners begin with the smallest units of language, individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

Brown adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that

³⁹ Brown, H.D. (2001). *Principle of Learning and Teaching*. New York: Longman. P.267

⁴⁰ Brown, H.D. (2001). *Principle of Learning and Teaching*. New York: Longman. P.237

the pieces of language should be given attention for more that make up to the whole. Furthermore, he mentions micro skills of oral communication:

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- d. Produce reduced forms if words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one`s own oral production and use various strategic devices –pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- h. Use grammatical word classes (nouns, verbs, etc.), systems (e.g, tense, agreement, and pluralization), word order, patterns, rules and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.⁴¹

⁴¹ Brown, H. D. (2008). *Language Assessment: Principles and Classroom Practices*. francisco: Longman. P.142

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

C. Previous Studies

There are previous studies discuss the problems and causes of students who use English speaking skills.

First, In this study, the researcher found that some of the abilities of students could not speak using English, even in simple sentences. There are only a few students who have good English speaking skills. This study also found students who lack vocabulary, limited grammar knowledge in pronunciation, shame, nervousness, fear of making mistakes, lack of confidence, limited practice, dominant mother tongue, and low student motivation in learning. Meanwhile, the teacher can solve the problem namely with more practice, increase vocabulary mastery, increase motivation and use interesting strategies.⁴²

Second, Through research that has been done, which is found that teachers face problems in teaching speaking English in class, namely the problem of teachers not being able to control classroom management, students lacking in vocabulary, students who lack confidence. But the teacher can solve problems through methods: active speaking, giving

⁴² Devy, N. S. (2014). *A study of Students in Learning English Speaking at The Second Grade of SMP Negeri 1 Telaga*. Thesis. Cirebon: faculty of tarbiyah an teaching science of Syekh nurjati state institute for Islamic studies

assignments, questions, and responding, while the techniques used by the teacher are, storytelling, reporting, answering and asking questions, exchanging ideas, presentations, discussions, losing lyrics, finding a new vocabulary, debate, challenge, and listen to music.⁴³

Third, through research that has been done, namely from observations and interviews conducted by researchers, he revealed that all students experience various difficulties in English language skills. A common problem faced by students is a lack of vocabulary, while also being afraid of making mistakes which is the main cause of the problem, to prevent them from speaking. Although students have tried to overcome their problems in learning to speak, their efforts have not been sufficient and successful.

From the previous studies, there is a difference with that research. The researcher tries to analyze the problems of students speaking English during teaching and learning activities because it must be known what causes the problems faced by students in speaking English, and the teacher can find out strategies in overcoming speaking problems. The researcher will take samples from teachers and students.

⁴³ Nanang. (2017). *Teacher problems on teaching speaking skill in agriculture class at eleventh grade of SMK N 1 kadawung*. Thesis, Surakarta: Islamic Education and Teaching training Faculty, state Islamic Institute of Surakarta.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research method used in this research is a descriptive study using a qualitative approach. Qualitative research is a method that describes and understands the meaning of an individual or group of people from social problems and which is presented with words. And descriptive research is a method used to describe a research result but not inferring more broadly. This qualitative descriptive study can be concluded that this research method describes the problem with the facts that occur in a group of individuals and presents it with words.

In descriptive qualitative research, the researcher would see the problems experienced by students. In this case, the researcher supports the problem Analysis of problems in Teaching-Learning English Speaking skill A Descriptive Qualitative Study at the Third Semester Students of English Education Program IAIN Bengkulu.

B. Research Subject

In this study, the subjects were students of third-semester students of IAIN Bengkulu and speaking lecturer. The researcher only took one class, namely class A as the research subject among other classes. Class A consists of 30 students. The reason for choosing this class is because TBI A class speaks English more frequently than others. So they have a lot of

experience speaking. This is the reason why the researcher chose the third semester as the research subject.

C. Technique of Data Collection

The step for data collection is the main step of research to get data. Without knowing data collection techniques, the researcher will not get data that meets the set standards.

Data collection steps according to Creswell include efforts to limit research, information gathering through observation, interviews, visual materials, and efforts to design protocols for recording and recording information. In this study, researchers used observation, interviews, and documentation as research instruments.⁴⁴ The following are instruments:

1. Observation

Observation is a step of data collection with a field to observe the activities of individuals at the study site. In this step the researcher records or records the activities of the students. Observation would be done by researcher as non-participants include only observing the activities of student participants.

2. Interview

The second data collection technique is the interview. In qualitative interview, the researcher can conduct several options in interviews, namely face to face with participants, interview them by telephone, or engage in focus group interview.

⁴⁴ Creswell. (2015). *Research Design: Qualitative approach, Qualitative, and Quantitative*. California: Sage publication.

3. Documentation

In this study, data collection also uses documentation to obtain important data. Documentation is a method used to obtain data and information in the form of books, archives, documents, writing numbers and pictures in the form of reports and information that can support research.

D. Instruments of the Research

The research instrument is a tool for collection data in research. Furthermore, a research instrument is a facility used by the researcher to collect data so that research can easily get better results, in a more complete and systematic sense so that it will be easy to analyze. In this study, the researcher used observation, interview, and documentation as research instrument. The following are instruments:

1. Observation

In this case, the observation is done by observing the behavior of students when speaking skills using English students take place.

The role of the researcher in observation is non-participants. The researcher observed students in class A, especially students who discuss or communicate. As the observation progresses, the researcher observes to recognize how the students condition is and what problems and causes of the problems they face when the presentation or discussion takes place in class. Furthermore, from observation researcher can find what are the causes and problems faced in speaking skills.

2. Interview

In this case, before conducting interviews, the researcher will interview students and lecture. For students who will be interviewed, the researcher chooses several students who experience problems that often occur when speaking in English, for example experiencing difficulties, fear, and anxiety who exhibits signs and anxiety as an interviewee. Furthermore, students who voluntarily become participants will be interviewed by the researcher.

The researcher explained in advance how the interview and interview process was conducted in the student's mother tongue, to get the answers the students wanted to say without hindrance. The questions were to be interviewed about problems faced by students when speaking in English. Then, the researcher interviewed the lecturer to find out how the teaching and learning activities faced by the lecturer.

3. Documentation

In this study, data collection also used documentation to obtain important data. The documentation used to collect data is then reviewed. The documentation used in this research is the book, and the camera.

4. Data Analysis Technique

There are three phases of data analysis following the qualitative analysis framework developed by miles and Huberman namely, firstly data

reduction, second data display and third Overview of Conclusion or verification.⁴⁵

1. Reduction of Data

The first, data reduction, according to Miles and Huberman, data reduction refers to the process of selecting, focusing, equipping, extracting, and transforming data. In data reduction, the researcher choose data that contains observation interviews. Then from the summary of the analysis can be seen important information, grouping data, and can choose the data needed and arrange the data in the correct format, so that the results and conclusions can be meaningful.

2. Display of Data

The second phase is data display, in the second phase; it provides an organized and compressed collection of information that allows for conclusion drawing. The researcher displays reduced data to facilitate data interpretation.

So in the data display that is, the format that presents or appearance of data that has been collected previously to the reader.

3. Overview of Conclusion or Verification

The third, Overview of conclusion or verification is to reconsider the previous analysis data, if the conclusions found in the initial stages are supported by strong evidence in a consistent sense then it can be verified for data. In this phase, the researcher Conclude from data in a table format.

⁴⁵ Miles, M.B., Huberman, A.M. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. USA: Sage Publications.

The researcher uses the triangulation strategy, to find out the data validation. According to Miles and Huberman, triangulation is a tactic to verify findings using various sources and modes of evidence.

The researcher examined various sources, such as data observations and repeated interview responses to get valid findings from this study.

BAB IV

RESULT AND DISCUSSION

This chapter presents the results of the study and the discussion of research findings.

A. Results

This chapter presents the results of data analysis on students' speaking problems in class and the problems faced by speaking lecturer in advance speaking class. The data was obtained from observation, interviews an English speaking lecturer and the students during class activity.

1. Problems with Teaching Learning English Speaking in Class.

a. Result from Observation

The researcher conducted observation during learning English speaking activity in December 2020. The researcher began to carry out it by getting permission from the institution. After obtaining permission from the campus to conduct research, the researcher asked permission from the English lecturer who taught the advance speaking subject.

During observation the Researcher found the teaching learning activity was done with a zoom application. The lecturer used it because it was Covid-19 pandemic during 2020 academic year. The observation activity or indicators involved all steps of the learning process of the learning process carried out by a lecturer in speaking skills or advanced speaking subjects in the third semester.

In observation period, the researcher also noted types of activity during speaking class. The data showed the lecturer provided training opportunities to practice speaking in real life in classroom. The researcher got information related to speaking teaching and learning process in line with Brown where teaching procedures was pre-teaching, while teaching, post-teaching.

In the process of learning advance speaking, researcher problems faced by a lecturer in applying good speaking skills for his students. The main problem was the students did not speak or say anything because they had very limited with the topics given to the students because the topic was related to current issues and related to academic speaking activity so the lecturer had to spend a lot time to stimulate or built up students' vocabulary. The lecturer had to divide the students into some groups but it was not effective because the students were not active enough to discuss the given topics, they tend to silent and making noisy. It made the lecturer got the difficulty control the class. The next problem was limited internet access and limited time because the application, zoom which was used by the lecturer was disconnected in 40 minutes meanwhile the class duration was more than 100 minutes so the lecturer had to back to zoom login, and have to share the new link to students, and a few students who were back to meeting.

1. Instructional Media

The first indicator observed was the media used by the lecturer during teaching and learning process, it was found that the lecturer uses several books as teaching materials for students, the lecturer uses such as PowerPoint as a guide in the learning process. (See appendix 1,)

2. Teaching materials

Based on the data which was collected, the researcher found the lecturer has given several books to students as a guide in the learning process, the lecturer often used power point, and other teaching aids in the learning process. (see appendix 1,)

3. Tasks or exercises

Related to exercises, it was found the the lecturer gave assignments in accordance with the guide topics to be taught in the learning process, secondly the lecturer gave students to speak or asked for their opinions, the lecturer gives students the opportunity to discuss, and the lecturer gave the same assignment or training to students. (See appendix 1,)

In the learning process of speaking skills in class 3A of English study program IAIN Bengkulu, the researcher observed that a speaking skill lecturer applied three indicators that the researcher observed such as, In the speaking skill learning process, the lecturer used audio lingual and visuals to help the learning process. In the process of learning speaking skills, the lecturer has provided learning guides such as books. In the process of

learning speaking skills, lecturers use PowerPoint tools for the continuity of the learning process.

In the learning process, the lecturer certainly provided opportunities for students to speak or express their opinions in English on learning speaking skills. In the learning process, the lecturer provided opportunities for students to discuss with friends or other students in doing or completing assignments that have been given by a lecturer. In the learning process the lecturer gave the same assignment or exercise to students in learning speaking skills.

4. Problems Faced by Students during Teaching and Learning Activities in the Classroom.

a. Result of Class Observation

As previously stated, the researcher did observation related to teaching-learning English for advance speaking that teacher face when teaching in class IAIN Bengkulu in December. In this occasion, Researcher found the lecturer used a zoom application because it was the Covid-19 pandemic situation in the 2020 academic year. After that the researcher looked at the steps of the learning process of the learning process carried out by a lecturer in advanced speaking subject in semester III courses. The following are indicators of observations of students' teaching speaking problems in class:

b. Inhibition

In this problem the indicators observed by the researcher, namely, first students were worried about making mistakes when speaking English, secondly students had difficulty in choosing words when speaking English, the third students got difficult to write sentences in the Arabic language that correspond to a systematic language when speaking in an English language. (See appendix 2,)

c. Nothing to say

In this indicator researcher found that the student was more silent when the learning process is taking place, second the student was unable to develop self-explanatory topics, third the students had difficulty to develop ideas using and they got problems with English language.

d. Low or uneven participation

According to observation, the data showed that the students pay less attention to the lecturer who was giving learning in class, second the students were difficult to respond the, third during the learning process there were only a few students who was active in interactions such as questions and answers with lecturers. (See appendix 2,)

e. Mother Tongue Use

In this indicators researcher got some information during the learning process was ongoing, the students still often used mother language where they often used their first language when they were discussing with their classmates. Based on the results of observations in class 3A IAIN Bengkulu,

researcher found it caused the students got problems with the ability to speak English in teaching and learning activities. (See appendix 2,)

In summary, based on the data which was obtained from the observation, the data show that both the lecturer and the students faced problems during the activities in advance speaking subject. The lecturer got main problem in managing class activity because the facility was not supporting, an example, internet access was not stable and zoom application disconnected in 40 minutes only while the class duration was much longer than it. Then the students were not concerned enough when lecturing began and when they were asked to discuss even the class was noisy. On the other side, the lecturer was made preparation before the teaching activity, he had given and shared the material to the students, and he prepared power point as an aids.

To sum up, based on the results of observations, it was found that the students had problems with the ability to speak English, the students also had problems with their psychological factor such as motivation, anxiety, self-confidence, feelings of shame, fear of teasing or laughter.

2. Result of Interview with the Lecturer

As previous discussion, the interview was also done in December 2020 at the third semester students of English Department IAIN Bengkulu. In doing the interview, researcher met directly to both lecturer and English speaking lecturer. Based on the interview data show that the problems faced by the students and the lecturer are as the follows:

a. Knowledge Factors

Data 1 :

Researcher : When you teach English at Class, Do you often give a challenging topic for your students?

Lecturer : Challenging topics, you mean interesting topics or difficult topics?

I am not really sure but I think I always gave topics which relates to their level of speaking skill. Now they are taking advance speaking skill, of course I gave them the topics which bring them to their academic career and profession in the future. They are trained to be good presenter, get prepared for scholarship like speaking for IELTS.... (see appendix 4,)

The data above described the way for the lecturer to teach speaking skills to students. Based on the data the lecturer eoften gave challenging topics to students. Then the lecturer always gave topics related to their speaking skill level which would lead the students to their future academic careers and professions, and the students were trained to be good presenters, preparing for scholarships just like speaking for IELTS.

b. Skill Factor

Data 2 :

Researcher : When you give topics, do you think your students have to take time to understand it?

Lecturer : I think they would get difficulty if I asked them to do spontaneous or direct response because they had to work and found some information from many resources. So I always give the time to think and to do the task. (see appendix 4,)

According to data above, it was inferred that the students needed any longer time to speak; they had to read some related resources, and they had

to think about how to organize their speech or their sentences. (*See appendix 4,*)

c. Psychological Factor

Based on the interview the researcher found that psychological factor was one of problems face by students. The sample data was as follow:

Data 3:

Researcher : Have you ever found your students seemed nervous when you gave a chance to speak up?

Lecturer : To be honest I think it often happened, but not all of students felt so. Nervous I think is normal, and it happened only in a few first minutes, but sometimes I also find any students who were nervous at the first minutes to the last minutes. It means that they need to be more relaxed and to more practice.

(See can appendix 4,)

As mentioned by the lecturer, it indicated that he often found his students nervous when they students were required to speak. It was commonly happened not only at the first minutes. However, it can be the factor which could break students' concentration.

In short there were three main problems faced by the students during advance speaking activities; they are skill factor, psychological factor and knowledge factors. Based on the interview with the lecturer, the students could not show good performance in speaking or could not doing the task well because they were not familiar with vocabulary related to topics , they often did self correction with their grammar and even they got difficulty in pronouncing word, and sometimes they slips of the tongue

with their first language. Then it took longer time for the students to speak with given topics; they had to discuss and needed to find the information from other resources before speaking. The last problems are faced by the students was their psychology; they were often nervous and lack of confidence to speak up and sometime they refused to speak up.

3. Result of Interview with Students

To support the data which were collected from the lecturers as stated before researcher also did interview with the students. In this case the researcher used the indicator which was as in observation. The data samples were as follow:

a. Knowledge Factors

Data 4 :

Researcher : When Learning English in Class, Do you like the topic given by the lecturer?

Student : yes I just like a few topics.

Researcher : What general topics are covered?

Students : There were many topics given about presentations, debate and others. I like the topics that I think easy for me because it can help me to speak longer. (See Appendix 5,)

The data above informed that the students get difficulty when they were given topics which was they did not know. They could enjoy their speeches if the topics were familiar for them, but on the other hand when the topics were new issues most of them get difficulty.

b. Skill factors

As stated form the data before, sometimes students got difficulty to explore their oral communication when they did not understand

English well. It could make the students refused to speak when they are given an opportunity. As described in the following data:

Data 5:

Researcher : When you are given a topic, do you think you should take the time to understand it?

Student : yes of course, I need to understand the topic.

Researcher : Do you feel like you have problems with grammar when you have to speak English?

Student : Yes, sometimes when I want to speak it stops myself because I forget the sentence I want to say. (See appendix 5,)

The data above captured if the students got problem with their grammar and it made them to end up their speech when they had to think about grammar while they were speaking. And the students spent much time to think about either grammar or the contents of their talks which was related to the topic.

c. Psychological

As earlier mentioned, psychological was one variable or problems faced by the students when they had to speak in front of their class during advance speaking activity. They were often nervous, unconfident and rejected the chance or an opportunity to speak.

Data 6 :

Researcher : When you are given the chance to speak directly, do you feel confident?

Students : I still have fear and insecurity when speaking directly.

Researcher : Have you ever resisted changing to speak out because you were afraid?

*Students : yes I have, even I often feel nervous.
(See appendix 5,)*

The data which was taken from interview with students above implied that it was common problems in teaching learning English, the students seemed fear or afraid, nervous, and unconfident when they had to present or say in the class room. It then sometimes made students avoid speaking even though they actually understood the topic well. *See appendix.....for more data.*

In conclusion, based on the data which were collected from the students interview, the problems faced by the lecturer and the students were in line with the data from observation. The main problem faced by the lecturer was class management, class facility; internet access meanwhile students got problems with their language competence, psychological factor and their background knowledge toward the topics during advance speaking.

B. DISCUSSIONS

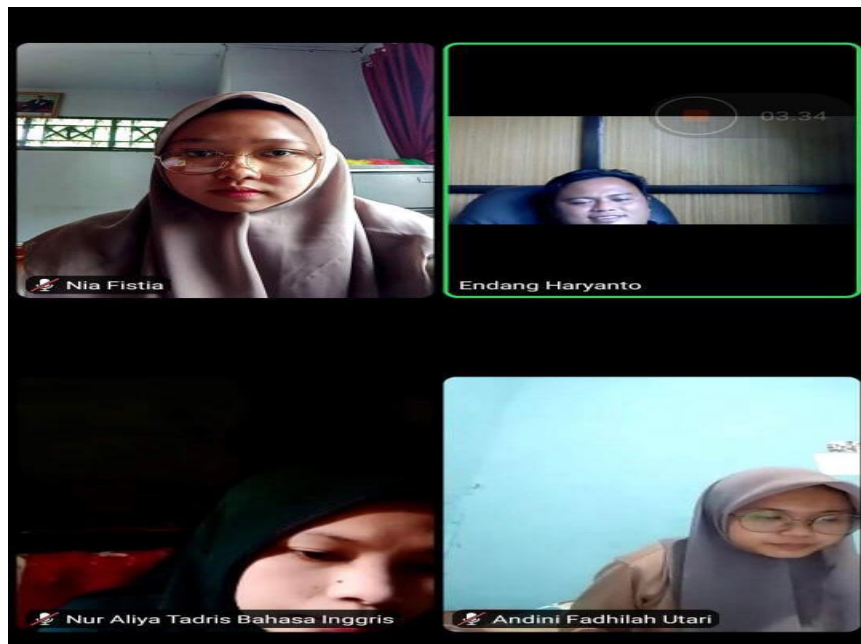
Based on the data and data interpretation above, the problems during advance speaking class were categorized as follows:

1. Lecturer Problems in Teaching Advance Speaking

As mentioned in literature review, there are some problems which were common. Brown 2003 stated the problems could be the students tended to use their own language when they work in team or group discussion, and the students were not active enough even they prefer to be silent or saying nothing. The problems also appeared in advance speaking class either data from interview or the data from observation. In

addition, in this study, researcher found other problems occurred during the activity in advance class where the students seemed noisy during the class. It made the lecturer had to work hard to get the solution. Since the class was done virtually via zoom, he had always forbid students to active or to mute the sounds, they were allowed to speak when they were asked only. Then the new problem came, the students were all silent. In this situation the students were given time by lecturer to think or work individually, then they had to come with their ideas. The next, lecturer divided students into some group, then they were asked to discuss and they were required to activate zoom application. In this situation the some students look more active meanwhile the others were still silent. At the end of the class lecturer gave the chance to show their group discussion result.

Based on the interview and class observation, the phenomenon happen was because this is *pandemic COVID-19* the class was only done through zoom. In this situation, the lecturer got the problems with internet access, and the zoom only could be used for limited minutes only. Sometimes, when the lecturing had been doing, the zoom directed disconnected. It made both students and teacher lost concentration. Then, the zoom started back, but some of students did not back to the meeting. And they had to continue the materials however the students seemed not interested and not motivated any more. The activity was as in the picture below:



The picture I: sample of class activity

The picture above showed that the lecturer asked students to understand the given topics and allowed them to convey results of their efforts. Based on observation, teaching activity steps were similar as normal class, the lecturer divided the activity in accordance with the theory; brainstorming, main activity and giving conclusion. During speaking activity the lecturer also had hand book, and other sources as main resources but the students also allowed to access contents of material such as surfing the internet or video in you to be.

2. Students' Problems during Advance Speaking Subject

Based on interview and observation the researcher found that the problems faced by the lecturer and the students were in line with the theory as in literature review. During advance speaking activities; they are skill factor, psychological factor and knowledge factors. Based on the

interview with the lecturer, the students could not show good performance in speaking or could not doing the task well because they were not familiar with vocabulary related to topics , they often did self correction with their grammar and even they got difficulty in pronouncing word, and sometimes they slips of the tongue with their first language. Then it took longer time for the students to speak with given topics; they had to discuss and needed to find the information from other resources before speaking. The last problems are faced by the students was their psychology; they were often nervous and lack of confidence to speak up and sometime they refused to speak up.

Based on the data in study, the researcher think that the main problems with students were knowledge factor because when they were given the topic they always spent much time to find the contents of the topics and when they were asked about the topics almost of the students did not know them.

The next main problem was psychological factor. It can be seen from how the way presents and speak. They often could speak with good range grammar but they seem not sure if their sentences were correct how they looked nerves and did self correction.

To sum up, the main problems faced by the students were in line what had been stated by Thurnbury (2005), the factors were skill factors, knowledge factor, language factor, nothing to say, mother tongue, etc.⁴⁶

⁴⁶ Scott, T. (2005). *How to Teach Speaking*. New York: Pearson Education Limited.

BAB V

CONCLUSION AND RECOMMENDATION

This chapter would present the conclusion and the recommendation as the reflecting of background, literature review, the result and discussion which are stated at previous chapter.

A. CONCLUSION

Based on the data which were analyzed, it showed that the problems faced by both lecturers and students during the learning activities in the advanced speaking class involves two major problems. The first was problem faced by the lecturer. The lecturer got difficulty in managing class activity because the class was noisy, the Students was not active enough, the facility was limited, and the lecturer found obstacles when he asked students to work in team or groups. The students pay less attention to the instruction. The last the lecturer could not do more interaction with students. In addition, the problems faced by the students were limited background knowledge toward the topics which were presented during advance speaking activity so the students often being silent and even refused to talk. In some other cases, the students had problems with their psychological; they were unconfident to speak, so they were nervous when they spoke up even though they had background knowledge about the topics of the lessons. The last problem was the students admitted if they got difficulty in arranging good sentences, limited vocabulary and had

problem with sound production. It can be inferred that they had problem with language skill or language competence.

B. RECOMMENDATION

1. For Students

Based on the above conclusion, the researcher recommends students to enrich their knowledge, to be more critical, and analytical toward all current issues as supporting and main information for their future career. The next the students need to increase their English competence or ability because it would help them to get better performance.

2. For Next Research

Since this study discussed about problems faced by the students and lecturer in speaking class, this is expected to be sources of information either for similar or interdisciplinary discussion because the researcher do believe this research still need deep discussion with the future researcher because this study still have weaknesses.

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