

**SPEAKING PROBLEMS ENCOUNTERED BY THIRD SEMESTER
STUDENTS OF ENGLISH DEPARTMENT OF MAROS MUSLIM
UNIVERSITY ACADEMIC
YEAR 2020**

A THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUSLIM UNIVERSITY OF MAROS**

2020

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A THESIS

Submitted to the English Education Department Faculty of Teacher Training and
Education Muslim University of Maros. As a Fulfillment of the Requirement for

S1-Degree

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2020**

HALAMAN PERSETUJUAN

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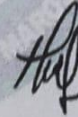
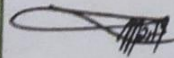
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Maros, Januari 2021

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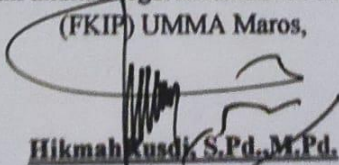
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MOTTO AND DEDICATION

MOTTO

“Do not put off work until tomorrow, if you can do it today, get it done”

(Author)

“Faith without knowledge is like a lantern in a baby's hand. But knowledge without faith is like a lantern in the hand of a thief” (Buya Hamka)

DEDICATION

I faithfully dedicate my thesis to:

1. My lovely parents, my father and my mother.
2. Thank you for the lecturers who guide me and friends who have provided assistance and support. Without the inspiration, encouragement, and support you have given me, I might be nothing right now.
3. My beloved lecturers and almamater Maros Muslim University, who made me grow up and have contributed much for my self-development.

ABSTRACT

Andi Arpa Sabirin, 2020. *Speaking Problems Encountered By Third Semester Students of English Department of Maros Muslim University Academic Year 2020* (Dibimbing oleh Suhartina dan Zul Astri)

Speaking is the action of conveying information or expressing the idea and feelings in spoken language. This research explained about analysis the students' problems encountered in learning speaking by the third semester students of English department of Maros Muslim University academic year 2020.

This research used qualitative research method. The researcher chose the third semester students of English department of Maros Muslim University as sample which consists 16 students. In collecting the data, the researcher used questionnaire and interview. The researcher used three major phases of the data analysis, they were; data reduction, data display and conclusion drawing verification.

From the data analysis, the researcher found some conclusion of students' problem learning speaking at third semester students of English department of Maros Muslim University as follows: as follow: Students have limited vocabulary, often they are confused over pronouncing words in English, lack of pronunciation, do not speak fluently, and have trouble in interpreting what the speaker is saying. Students have difficulties learning to speak. Furthermore students lack of motivation in learning English.

Key word: Speaking Problems, Descriptive Qualitative Research, Speaking.

ABSTRAK

Andi Arpa Sabirin, 2020. *Masalah Berbicara yang Dihadapi Mahasiswa Semester III Jurusan Bahasa Inggris Universitas Muslim Maros Tahun Ajaran 2020*
(Dibimbing oleh Suhartina dan Zul Astri)

Berbicara merupakan tindakan menyampaikan informasi atau mengungkapkan gagasan dan perasaan dalam bahasa lisan. Penelitian ini menjelaskan tentang analisis permasalahan yang dihadapi mahasiswa dalam pembelajaran berbicara pada mahasiswa semester III Jurusan Bahasa Inggris Universitas Muslim Maros tahun akademik 2020.

Penelitian ini menggunakan metode penelitian kualitatif. Peneliti memilih mahasiswa semester tiga Jurusan Bahasa Inggris Universitas Muslim Maros sebagai sampel yang berjumlah 16 mahasiswa. Dalam pengumpulan data, peneliti menggunakan kuesioner dan wawancara. Peneliti menggunakan tiga tahapan utama dalam analisis data, yaitu; reduksi data, penyajian data dan verifikasi penarikan kesimpulan.

Dari analisis data, peneliti menemukan beberapa kesimpulan dari problem learning speaking pada mahasiswa semester tiga jurusan bahasa inggris Universitas Muslim Maros sebagai berikut: sebagai berikut: Mahasiswa memiliki kosakata yang terbatas, sering bingung mengucapkan kata-kata dalam bahasa Inggris, kurang menguasai bahasa Inggris. Pengucapan, tidak lancar berbicara, dan kesulitan dalam menafsirkan apa yang pembicara katakan. Siswa mengalami kesulitan belajar berbicara. Selain itu siswa kurang motivasi dalam belajar bahasa inggris.

Kata kunci: Masalah Berbicara, Descriptive Qualitative Research, Speaking.

PERNYATAAN KEASLIAN

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Menyatakan dengan sebenarnya bahwa skripsi dengan judul "speaking problems encountered by third semester students of english department of maros muslim university academic Year 2020", adalah benar asli karya saya dan bukan jiplakan ataupun plagiat dari karya orang lain.

Jika kemudian hari terbukti bahwa pernyataan saya ini tidak benar, maka saya bersedia menerima sanksi akademik berupa batalnya gelar saya, maupun sanksi pidana atas perbuatan saya tersebut.

Demikian pernyataan ini saya buat atas kesadaran saya sebagai civitas akademik Fakultas Keguruan dan Ilmu Pendidikan Universitas Muslim Maros.

Maros, November 2021

Yang membuat pernyataan



Andi Arpa Sabirin

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Alhamdulillahirobbil'alamin, all praise and gratitude are made by the writer to be Almighty Allah SWT, the lord of Universe, because of His grace and blessing, the writer can complete the preparation and writing the thesis. Prayers and peace are delivered to our beloved prophet Muhammad SAW, who has illuminating this world with the light of Islam

This thesis is entitled "Speaking Problems Encountered By Third Semester Students of English Department of Maros Muslim University Academic Year 2020". This thesis is submitted as one of the fulfillment of the requirements for the award of undergraduate degree of English Education Study Program Faculty of Teacher Training Muslim University of Maros.

In doing this observation and composing this thesis, the writer could not finish the thesis alone, so the writer gets significant aids, suggestion, motivation, admonition, supports, encouragements, and attention in around of writer. Therefore, the writer would like to declare his deepest feeling of his heart for people who always care of him and he would like to deliver thankfulness in depth to:

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provide guidance and motivation to the initial idea of this research the authors submit to the revisions of this study so as to add insight into the author. From her sincerity, the writer is always to work on this a thesis even though it feels quite heavy.

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7. The students of Third Semester Students of English Department of Maros Muslim University who have participated during research.
8. Everyone who has helped and given contribution in finishing the thesis and whose names can not be mentioned on by one. The writer also apologizes in advance if he misses anybody.

However the writer realizes that this thesis has limitation in certain way and this thesis is still far from being perfect. Therefore, critique, comment and suggestion are expecting to make this thesis better. Hopefully, this thesis can provide benefit for the readers who want to enhance knowledge about problem speaking.

Maros, January 2021

Writer

Andi Arpa Sabirin

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CHAPTER I

INTRODUCTION

A. Background

In learning English, at least there are four skill in language that actually must be mastered by all of students. They are learning, speaking, reading, and also writing. All the four sections relate to one another and practicing them every day will greatly enhance the learning process. Many people tend to put more effort on certain skills and not enough on others. Interestingly enough, speaking is a skill that most people wish to be really perfect and become the focus of learning since students learn English.

Speaking seems to be the most important skills of all four abilities. According to (Ur, 1991, p. 120) four important abilities, namely: reading, writing, speaking, listening. Where speaking intuitively (speaks fluently in the subconscious mind) is most important. Where people who can speak fluently in a spoken language are called "speakers" of that language, and most foreign language learners are more interested in learning to speak. In this case speaking is the most important of the four skills. Speaking is productive skills between listener and speaker. Speaker sends information to the listener when they speak each other. Speaking is oral words, to communicate with talking, to make a speech and request. It is line with

David (in Ayu, 2018, p. 2) who state that speaking is talking fluently and lack of confident with unnatural pauses.

Referring to the above statement regarding speaking, the researcher conclude that speaking is a speaking skill and produces language and shares it with others. However, sometimes learners get difficulties especially in learning process. Students lost their words when they want to utterance the words have been stored on their mind.

Where we know speaking is the use of verbal or non-verbal symbol meanings in building up various meaning in context. Therefore the researcher concluded that in speaking is the ability to produce the language and share the (Ayu, 2018 p. 2) But in fact, researcher found the most all students at the third semester students had difficulties in learning to speak. Most of them have problems when learning speaking. Some learners might lose their true words that have stored in their minds when trying to speaking. So the researcher are interested in analyzing many things about aspects of speaking. Starting from the problem students problems encountered in speaking English.

From the results of previous research conducted by (Ayu, 2018, p. 2) in Eleventh grade of SMKN 6 Lampung, she got the main problems in speaking encountered by students are mostly found in English, especially speaking. Many factors affect it making it complicated for them to speak

English. Interviews will be conducted and extended to English teachers on a pre-data study schedule and classes in learning English will be studied, specifically the method of speaking to students of SMKN 6 Bandar Lampung.

Based on the previous research above the student's still got under average abilities in aspects of English especially speaking. The researcher found that the result of interview with the English teacher, Sri Ramdhani in SMKN 6 Lampung confirmed that most of the students in the English class could not speak English very well. He said that in the speaking section, some eleventh graders found it difficult to learn to speak most of them had lower average scores and did not pronounce the words correctly.

This make sense because teachers are still more dominant use Indonesian. In teaching researcher believe that students have understood the material presented by the teacher, as the best way to provide material to students the teacher uses Indonesian. Although the teacher has tried various ways, by guiding and giving challenges in speaking English, but sometimes students still used Indonesian. For example, when students want to go out of class used Indonesian. Although teacher have encouraged them to use English in speaking but they still use Indonesian.

Based on a previous interview conducted by the researcher, the researcher applied this research at the third semester of English department

student Muslim University of Maros. It seems researcher find the same thing, when students are shy and difficult to utterance something in English Even they want to speak in front of the class and watched by their friends the reason is when they make a mistake his friend immediately laughs. It seems that problem the students encountered were the student lack of knowledge about other important aspects of speaking learning such as grammar, pronunciation and vocabulary.

Besides that, the lack of confidence in the third semester students of the Muslim University of Maros is an inhibiting factor in fluency in speaking. This makes researcher interested in analyzing the problems encountered in the third semester at Maros Muslim University. Usually, the common problem that has meet by students when learning speaking comes from the difficulties in speaking activity that encountered by students. Problem encountered by student in speaking were divided into two main areas such as the knowledge factor and the skill factor (Ayu, 2018, p. 4)

Previously there has been research discussing problems or difficulties in learning to speak that have been done by (Rika, 2010, p. 185), on her Thesis “English speaking learning problems faced by students” in his thesis explains that students experience problems and difficulties in constructing sentences based on correct grammar. Other research was

conducted by (Paakki, 2013, p. 54) From the results of her research in analyzing Finnish and Japanese students, adult students who study English to find out information on their difficulties in learning English with the title "difficulty in speaking English" in the theory of acquisition of a second language, the findings of his study are different difficulties in speaking English and the variables that affect it.

The other research that was conducted by (Devi, 2014, p. 38) with the title "A Study of Students' problems in Learning Speaking English at The Second Grade of SMPN 1 Telaga". Her study has resulted in factors influencing success and learning problems such as low vocabulary mastery, lack of grammar and pronunciation skills, shyness, fear of making mistake, lack of trust, mother tongue dominantly used and low motivation.

Based on previous research that has successfully discussed problems in learning speaking. Researcher is interested in continuing the research and applying it to the college level where the problems to be discussed are the problems encountered by third semester students of English department of Maros Muslim University academic year 2020.

B. Research question

Base on the background above, researcher identified problem as follow:

1. What are students problem encountered in learning speaking by the third semester students of English department Maros Muslim University, academic year 2020

C. Research Objective

The research objective as follow:

1. To know the students' speaking problem by the third of semester students of English Department of Maros Muslim University academic year 2020

D. Significances of research

The significances of the research as follow:

1. As a source of information regarding problems encountered by students in learning speaking.
2. The researcher hope the students more be motivated to learn and overcome problems encountered when learning to speak.

E. Definition of Terms

1. Speaking

Speaking is the delivery of information verbally and non-verbally directly or speaking is a process in which speakers and listeners exchange ideas and ideas.

2. Problem

Problem is a situation where there are things that prevent you from achieving something or obstacles in finding a solution.

3. Problem Encountered

Problem encountered is a situation where things are considered to be obstacles or problems faced in doing something such as studying or at work.

F. Scope of the research

Scope of the research as follow:

1. Subject of the research

The subject of the research were students at third semester students of English department Muslim University of Maros academic year 2020

2. Object of the research

The object of the research was to know problem encountered by students in learning speaking by third semester students of English Education department of Muslim University of Maros academic year 2020

CHAPTER II

REVIEW OF LITERATURE

A. Definition of Speaking

In learning English there are four most important ability in learning English skill namely: listening, speaking, reading, and writing. Whole of students want to have perfect speaking skills immediately where we know the speaking process of delivering a message expressed through sound. It is difficult to accurately assess oral skills, because oral English is a complex skill that needs to be mastered. According to (Brown, 2003, p. 157) oral activities usually identify the following five components, such as:

a) Comprehension.

In oral communication discussion the obvious subjects is require to start the conversation (Ayu, 2018 p. 12)

b) Grammar.

Grammar is a system of sentences that involves a complex language that in that language can be modified and combined into sentences. Grammar is also an important factor since it may be incorrect interpretation for the distinct utterance listener.

c) Vocabulary.

According to Martin in (Ayu 2018, p.11) vocabulary is a list of meanings of words. Without vocabularies some people does not

effective in expressing their ideas. Not a lot of words can be presented without grammar, and nothing can be presented without vocabulary. It means that vocabulary is one of the most essential elements in speaking, we can not express ideas or messages without vocabulary.

d) Pronunciation

When they speak the students produce clearly pronunciation. From all the kinds of aspects of learning a foreign language the most important is pronunciation. It would be very difficult to understand, if students don't spell it right. In other side, the listener still has interpret what is students said. when students make mistakes in grammatical in verb (Lucy, 2008, p. 6). Therefore, it can be seen that good pronunciation is essential for understanding students.

e) Fluency

Fluency is someone who can speak to the same degree as a native speaker or that has fluently in speak, speed not main factor, but the most important one the appropriate placement of pause will be important, but proper placement of pauses will be important as well as placing significant syllables between pause and run time. The longer the time spent talking, the more smooth the fluently of the speaker (Thornbury, 2005, p. 6). This means that fluency may

be defined as the ability to speak accurately and smoothly. The student's goal is to gain fluency in speaking. Signs of fluency include fairness in speech and only a small amount of pause.

In a conversation there are two people who exchange ideas through talking. When people talk, they will send information from one to another (ayu, 2018, p. 12). Confidence in speaking with an abnormal placement of pauses is usually called fluency based on statement above the researcher concludes that the capacity to generate language and to exchange ideas is to talk.

B. The Function of Speaking

In communicating between speakers and listeners speaking, it functions as an intermediary to convey an idea or message. Speaking can build and maintain social relations between the transactional function that functions as an exchange of information (Jack C Richards, 2008, p. 21) Based on the above definitions described by experts, researcher conclude that speaking is a transaction, interaction and performance in the exchange of information

a). Talk as interaction.

Usually, it applies to natural conversation and contact with others and defines social functions. They will exchange greetings

when individuals meet and when they participate in small interactions and share information about themselves.

b). Talk as transaction

As a transaction it refers to situations that encourage a person to focus on what is said and done. The message is to make people focus and accurately understand accurately (Ayu, , 2018, p. 41)

c). Talk as performance.

The last type of speak, commonly referred to as a performance, in delivering information in the form of announcements, morning fresh and speeches. This usually refers to public speak. Based on definition above, it can be said that the function of speech have a lot of sense. Talk as interaction refers interaction, transaction refers transaction, performance refers to public speaking. Entire of the speak activities above functioned to guide the speaker.

C. Types of Classroom Speaking Performance.

According to (Brown, Douglas, 2001, p. 271) there are some kind of performance of classroom speaking, they are:

a) Imitative

A certain vowel sound or intonation contour is looking for by learners to define. The aim of imitation is to focus, not for

the purpose of substantive conversation, on certain elements of the language structure.

b) Intensive

Quick responses to questions or remarks initiated by teachers or students typically conducted by teacher to get feedback from pupil.

c) Transactional

Transactional language used for the purpose of conveying and sharing relevant knowledge is an extended type of receptive language.

d) Interpersonal

Dialogue between individuals is done more for the purpose of maintaining social relations than for the dissemination of facts and information.

e) Extensive

In the form of a spoken speech, summary or short speech, students at intermediate and advanced levels are required to have an extended monologue.

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

D. Types of Speaking Activities.

According to (Ayu, 2018, p. 18) students can practice their English skills in various ways. Helping them to be more active in socializing in the process of learning to communicate, not just in class but also outside more meaningful and enjoyable at the same time which states by the research such as simulations, role plays, brainstorming, information gaps, story completion, interviews, playing cards, reporting, picture narration, drawing and finding the difference. Each of the following activities will be explained as follows:

a. Discussion

Discussions can be held for different purposes after a content based lecture. Students can try to draw conclusions, brainstorm about an activity, or find alternatives in their discussion group. Before the conversation, the object of discussion activities must be determined by the instructor before the conversation. Conversation points are important for this purpose in this sense,

so that students do not waste their time chatting about trifles with each other. Each group member can be divided by the instructor or can be determined by the students themselves, but the group can be rearranged in each debate activity so that students can work with other individuals and learn to be open to different ideas. Finally, students should always be allowed to ask questions, paraphrase thoughts, show encouragement, seek guidance, and so on in a class or group discussion, whatever the purpose.

b. Role play

Role-playing is another means of bringing students to talk. Students claim to be in diverse social situations and have a number of positions in society. In role-play games, the instructor provides learners with knowledge such as who they are and what they believe or feel. Then the teacher gives directions to the students, "You are Farid, you will meet the lecturer and tell him how to complete this proposal"

c. Information gap.

Students are required to work in pairs in this event. Students would share information, where information that is not owned by partners will be owned by the other partner. Benefit of knowing gap activity is that it can solve problems or perform data collection

easily. Each partner often plays a significant role, and if the partners do not have the knowledge that others require, the mission do not be accomplished. So that this activity is very effective, which makes each individual have the opportunity to achieve goals as a whole.

d. Brainstorming.

The ideas produce by students on a particular topic within a limited time. Brain storming in group or individual, is very effective in generating ideas quickly and freely where students can exchange ideas with each other

b. Storytelling.

Students may briefly describe a story or story they read from someone else, or to tell their peers, they can create their own stories. Story telling promotes imaginative thinking. It also lets students convey concepts, including the characters and the setting of a plot, in the format of beginning, creation, and ending. Students may say riddles or jokes as well. For example, the teacher might call a few students at the very beginning of each class session to say short riddles or jokes as an opening. In this way, the teacher can not only discuss the ability of students to communicate, but also get the class's attention.

c. Interview.

Students will have interviews with different people on chosen subjects. It is a good idea for the teacher to provide learners with a rubric so that they know what kind of questions they should ask or what path to take, but students can prepare their own questions for the interview. Conducting personal interviews offers students an incentive not just in the classroom but also outside to practice their ability to communicate and makes them become socialized. Each student may introduce his or her research to the class after interviews. In addition, students will interview each other and "introduce" their companion to the class.

d. Story Completion.

For students, this is very challenging, full-class free-speaking experience and a sit-in circle. For this practice, a teacher begins telling a story, however he or she keeps narrating after a few words. Then from the stage where the previous one started, each student continues to narrate. Each student is required to add four to ten words.

e. Picture Narrating.

Several sequential pictures are the basis of this activity. Through paying attention to the criteria given by the teacher as a

rubric, students are asked to tell the story. Taking place in the sequential images. The vocabulary or constructs they need to use when narrating can be included in Rubrics.

f. Picture Describing

Another way to practice speaking is to use pictures, give students one picture and ask them to explain what the picture is about. In this activity students will form groups and be given different pictures for each group. Each group discusses the picture one person in the group explains the picture to the whole class. So that this activity can increase students' creativity in speaking skills. This method can encourage students to be more innovative in speaking in front of the class.

g. Report

Students are assigned to read an article or news before starting class and announce to their classmates whether the news they have found is important. Students should also speak about whether, in their everyday lives before class, they have encountered something worth telling their peers.

h. Spontaneous conversations.

This can be an advantage for the teacher, usually the dialogue in the classroom breaks out which makes it a place to practice

fluently in speaking, even though grammar here is not well structured, what is required is bravery. The confidence to speak openly, as used to speaking directly, will grow on its own.

E. Concept of Learning.

According to the research learning is increasing human data, or gathering information to involve those skills, especially skills such as learning English, in learning English also needs to pay attention to several aspects including speaking. According to the researcher learning is persisting that has conduct to improve performance potential. In learning requires experience that produces results as a result of student interaction with their environment.

In addition, the learning process includes activity, conscious concentration, as well as acting on activities beyond or within an organism, as well as certain types of habits, possibly improved practices. Thus, it can be interpreted that learning is the method of obtaining knowledge based on experience that requires action and behaviors that offer reasonably lasting behavioral improvement (Ayu, 2018, p. 20)

learning is closely related to school. Basically a school is an institution created so as people get a decent and equal education with others. In Brown in (Ayu, 2018, P, 29) state that breaking down the

components of the definition of learning that we can extract, as we do with language, research, and the domain of inquiry:

- a. Learning as acquisition or acquiring.
- b. Learning as a way to getting retention of information or skills.
- c. Retention implies storage system, memory, cognitive organization.
- d. Learning requires active and aware concentration on conducting tasks outside or within the individual.
- e. Consistent of learning, depends on the students.
- f. Learning requires several aspects of practice that can be improved by practice.
- g. Learning change the habit.

It would be interpreted that learning is not only at specific places, such as involving schools as institutions in sharing knowledge and using memory storage systems and involving forms of practice to change attitudes, beliefs and actions. Refer on the definition above. Researcher concludes that learning acquires new skills based on learning experiences, to involve the school as an educational institution.

F. Concept of Learning Speaking.

Purpose of learning speak is to improve student skills in fluency. In expressing ideas and thoughts is a process to show speaking skills, it means the ability to communicate verbally.

As Richard & Renandy (2002, p. 201) stated, that ability to speak like a foreign language well it will be easy task, if we can understand naturally from everything that appears. Its means that to speak well, we do not have to know that speaking does not have to be applied with grammatically correct sentences, but also to know when and where also to whom we use the sentence.

The ability to obtain language lessons is the most important aspect of speech ability. In addition in writing, reading and listening, this is part of the purpose or skill of teaching English in the classroom. This is supported by Brown in (Ayu, 2018, p.30) who said that speaking using language in a normal voice; say the words; know and be able to use the language; express themselves with words; made a speech. It means that students must also master speaking as one of the purposes of studying English, in addition to mastering listening, reading, and writing. Speech skills is one of the way are to expressing idea in using language. In addition, speaking ability are difficult to make assess with precision, because speaking ability are complicated skills to acquire. The five

important components are commonly has valid in the research of speech mechanisms that have been previously clarified, such as vocabulary, grammar, pronunciation, fluency and comprehension. (Ayu, 2018, p. 30)

Base on the statement above, researcher concluded that speaking encompasses all aspects without exception, mastering of grammar, vocabulary, pronunciation, fluency and comprehension.

G. Concept of Problems in Learning Speaking.

1. Problems definition

The problem is something that is difficult to understand and needs to be resolved. This problem occurs because expectations are not expected. In order to find a solution to the problem, we must understand the cause of the problem (Ayu, 2018, p.28)

It can be concluded that the problem is a difficult situation, where a person or thing faced by a person needs to be handled or resolved.

2. Problems in Learning.

There are several reasons that learning difficulties occur. It can be seen from the response of students to the actions of their teacher, from other influences within the classroom, or from outside. According to Harmer in (Ayu, 2018, p. 32), problem in learning as follows:

- a. Family: family has a big influence on students in learning speaking where the family provides motivation and assistance in learning.

- b. In early education greatly affects students in learning where students first know the basic of speaking material.
- c. Students have their own self-esteem in this case sometimes students will try their best to learn to maintain their self-esteem, or those who are afraid of making mistakes will fall in student self-esteem.
- d. Bored, teaching methods that are somewhat cut off make students bored in learning so that it affects involvement in the teaching and learning process
- e. External factors: Any external factors may influence the actions of students as well. They are incapable of thinking while they are sleepy. This can result in students being too calm or too tense whether the classroom is too hot or too cold.

In short, problems in learning are important to detect such as inside and outside the classroom or basically problems occur by students' families, with prior learning experiences, consider themselves topics that they might not do. Besides the problems above there are problems outside of themselves, classroom temperature is rather hot, or other problems.

Another expert (Kumaravadivelu, 2006, p. 30) stated that the problem in learning refers to students being influenced by learner internal and external factors, the following factors:

- a. Personal aspects: gender and fear.
- b. Negotiating aspects for: communication and understanding.
- c. Strategic variables: techniques for learning and strategies for communicating.
- d. Adaptive factors: behaviors and inspiration.
- e. Intelligence aspects: awareness of languages and knowledge of meta-languages.
- f. Environment factors: context of education and society.

In short, problems in learning based on (Kumaravadivelu, 2006, p. 30) result of the learner factor and outside of the learner factor. In addition to internal variables, there are external factors or learner factors, such as tactical factors, knowledge factors, negotiating factors and environmental factors. Learning factors or internal factors are human factors and affective factors. Based on several explanations about problem in learning. There are similarities and contradictions.

Based on the explanation of the learning problem above, there are similarities and contradictions, therefore the authors conclude that there

are two board factors that influence learning, namely: Internal factors such as age, anxiety, nationality, self-confidence, attitude, motivation, and external factors. Such as family, other education, learning technique and classrooms.

3. Problems in Learning English.

According to Praveen and Patel in (Ayu, 2018, p. 34) problem in learning English are the problem as follow:

- a. Encouragement: the words children learn to structure their perceptions and monitor their mental actions and behavior.
- b. Reinforcement makes every reaction intense.
- c. Attention: Student mental process that determines the role of student engagement in the teaching process of learning.
- d. Stored: the human brain is store of memory.
- e. Habit forming: We should use it in practice if we want to understand a language. The result of learning is the development of new habits.

Based on several explanation above, the researcher concluded that something influences of learning English is caused by learning outcomes of the learner, the learner motivation, positive response, process in giving attentions, a human brain, and new habitual action.

4. Problems in learning to speak

Students' problems in learning to speak usually originate from the difficulty of speaking activities encountered by students, such as when speaking they are afraid to make mistakes. This is one of the problems of students in learning to speak usually comes from the difficulty of speaking activities faced by students, a factor of the skills themselves. This is supported by the state of Thornbury in (Ayu 2018, p.36) where the difficulties faced by students are divided into two parts, namely:

- 1) Knowledge factors: the students are still not familiar with elements of language that make development. There is a lack of language knowledge and a lack of interactive language practice, since we know that English is a complicated language. Knowledge of English that should be learned by learners in order to properly understand English itself, such as knowledge of grammar, spelling, or vocabulary, will precisely help the learning of learners, meaning that learners will not experience great learning difficulties. In addition, after getting knowledge of language, it would be better if the students study further, it is important to improve speaking skills. If the students never practice, it is very difficult for them to learn English quickly.

2) Ability factor: Inadequate student ability automatically influences fluency. As a result, it can also impact on specific aspect like lack of self-confidence which can hinder smooth progress.

According to (Juhana, 2012, p. 101), there are a few variables that included in psychosocial processes associated with the second language acquisition among them are as follows:

1. Lack-motivation

In learning, motivation is needed so that students can be enthusiastic in learning.

2. Anxiety

Uneasy, mixed feelings that can make students feel doubtful and afraid.

3. Self-confidence

Self-confidence is a fearless feeling where students feel motivated and optimistic and feel on top.

4. Shyness

Shyness is one of the problems faced by a student while learning a foreign language and element that makes them unwilling to speak in English class.

5. Fear of mockery or laughter by their friends.

Based on the statement above, some of reasons and factors makes the students experience problem in learning English, especially speaking. Therefore, in order for students to be interested and motivated the teacher must be good at creating a fun atmosphere for students. In overcoming problems like what has been stated above where students have high self-confidence, and motivation to overcome them is like giving high support to students in teaching and gave the motivated in learning speaking, and finally gave the best encouragement. Therefore, the learning process at the class can take place comfortably because students do not have more difficulty learning to speak.

Those are the five rules that students should know in speaking English, they must know the rules of the English language. Grammar, vocabulary, pronunciation, interpretation, and fluency are involved in the various components of speech. The description is as follows:

a) Pronunciation

Pronunciation is the style of speech a language. Teachers need to ensure that students can be understood when speaking during learning. In producing a proper articulation in spelling refers to the style of pronunciation itself. For example the students say week/weak/ and then the researcher asks the students not /weak/ but /week/.

b) Grammar

In analysis of a language's form or structure, and grammar is a collection of conceptual and procedural laws regulating the arrangement of sentences, phrases and terms in all kinds of languages.

c) Vocabulary

Vocabulary is a word structure that makes up a language. Where when speaking the words are used. The vocabulary contains certain diction that are used in communicating

d) Comprehension

At the normal comprehension rate of speech, understanding is very complete. For oral communication, a subject definitely needs both to respond and start the speaking.

e) Fluency

Fluency is the ability to express a language quickly and consistently that makes people or opponents can understand and understand language easily. Fluency is the fluidity of the rhythm in which when speaking, tones, syllables, words and phrases are combine together.

5. Causes of Problem in Learning Speaking

According to (Zhang, S, 2009, p. 91), the incompetent in communicating English verbally is not mastering most of the skills in learning English. That statement can be concluded that the incompetence of students in learning languages makes it one of the factors that makes it a problem in learning English especially speaking. So they feel Fear of mistakes in grammar preparation caused they do not mastering the vocabulary that complements in conversation.

According to Ur in (Ayu, 2018, p. 18) there are some factors that making problem in speaking, as follows:

1. Students who are inhibited are anxious with making mistakes, afraid of ridicule, or actually shy.
2. Students have their own ways to express themselves and their motives.

3. Low or unequal participation. One student can only talk. At one point, owing to large classes and a propensity to dominate certain pupils, some said very little or nothing.
4. Use of the mother tongue. Students who have the same mother tongue tend to use it because it is simpler and accustomed to use their mother tongue, this happens because of unfavorable environmental conditions.

Based on the description above, researcher concludes that, in learning to speak, there are four causes such as obstacles, nothing can be said, high participation to use of mother tongue, making these four things are the most difficulties that are often faced by students in unclear speaking skills. Beside, grouping, reduced form, performance variables, and mother tongue that is too attached makes it difficult to master speaking. These difficulties are related to linguistic problems. But the researcher did not discuss it in detail.

CHAPTER III

RESEARCH METHOD

A. Research Design

In research analysis, researcher adopted a qualitative research. Based on McMillan and Schumacher in (Ayu 2018, p. 32) stated that qualitative research depicts and analyzes individual and collective social actions, beliefs, thoughts and perceptions. In addition, qualitative research is very effective in obtaining specific cultural information about the values, opinions, behavior, and social context of a particular population.

Researcher conclude that qualitative research is a method of research to obtain data by observing individuals or individual phenomena in their natural environments. This thesis uses qualitative analysis focused on the description above and the researcher acts as a researcher and functions as an observer. Therefore in this study the researcher explains the difficulties that students encountered in learning to communicate.

B. Location and Time of Research

According to (Sugiyono, 2016, p. 24) there is no easy way to determine how long the research is carried out. But the duration of the study will depend on the existence of data sources and research

objectives. This will also depend on the scope of the research, and how the research organizes time spent. It can be concluded that the preparation requires quite a long time and through several stages.

This research was conducted at the Muslim University of Maros with a focus on problems faced by students, academic year 2020. The study was conducted on Sunday, 19 November 2020. Researcher focused on the speaking skills of students and student's problem encountered in learning speaking.

C. Research Subject

In this research, the subject is the all the third semester of English department of Maros Muslim university academic year 2020. Where the third semester consists of 16 students. In this research the researcher used purposive sampling technique. According to (Marguarite, 2006, p.140) purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that research may decide to use depends on the objectives of the study. This means that in this study the researcher chose the subject according to the needs and objectives of the study. The researcher take one class and one English teacher as a subject of this research. The data obtained from all the third semester of English department of Maros Muslim

university academic year 2020 that consist of 38 students as the sample of this research. The consideration of taking this class not based on the average score of the students but based on specific knowledge about the topic under study. Where the third semester students of the English Department of the Muslim University of Maros have passed a certain subject, namely speaking 1, 2, and 3.

D. Technique of Collecting Data

In this research, the researcher adopted collecting data technique. Data collection techniques are the methods adopted to obtain data or facts that occur on the subject of research. In collecting data, researcher used the following techniques:

1. Interview

Two people who have a conversation where the other person digs up information by asking questions from the other person, called an interview Moleong (2010: 106). Interviews are data collection techniques that are carried out by two or more people exchanging information through questions and responses. Interviews are used to collect data from Lecturer as supporting instruments. Researcher interviewed the lecturers about the students problems encountered in learning to speak. In addition,

interviews are using to obtain a deeper understanding of the causes of learner problems encountered in learning to speak.

2. Questionnaire

Questionnaire is method of collecting data that is achieved by providing participants a set of questions or written statements (Sugiyono, 2018, p. 199). In this study, the researcher provide questionnaire at the whole of the third semester of English department Muslim University of Maros academic year 2020.

E. Research Instrument

Research instrument is a particular method used by researcher as a research tool. In this instrument of inquiry the natural object is human. In addition, the research instrument is a technique used by the researcher to gather data in order to optimize the research and obtain better results, in the sense of being more complete and comprehensive, because it would be easier to interpret. In this study, the researcher used two methods: interviews and questionnaires. The definition of the instrument is as follows.

1. Interview

The interview is a method of collecting data in the form of a conversation to obtain respondent information (Esterberg, Kristin G, 2002, p. 37). Based on (Sugiyono, 2018, p. 194), interviews

provide a means of writing to obtain a better knowledge of how learner understand a condition or phenomenon that can be gained by studying. It means in collecting data by interviewing sources in obtaining complete information data.

Researcher interviewed the lecturer about their opinions about the problems encountered in learning to speak. Furthermore, this interview aims to complete the questionnaire data and get more data related to this research. The topic of the interview can be explained as follows:

Table 1.1
Specification of Interview

Aspect (s)	indicator	No item	Total item
To know the students problems encountered in learning English espesifically speaking.	The Lecturer opinion about the student problem in learning to speak.	1	1
The student's problem encountered in learning to speak.	Students' problem encountered in learning speaking	2	2
The students' problem occur in learning to speak.	The student's cause of problem encountered in learning to speak.	2,3,4,5 ,6,7,8,9 ,10,11, 12	12

2. Questionnaire

Researcher used questionnaires as a method of collecting data from respondents by providing written questions. The type of questionnaire that researcher used in this study was a mixed questionnaire. According to (Arikunto, 2010, p, 194) a questionnaire is a method of collecting the required data, using written questions to the subject under study, where the questionnaire divided into three, namely closed questionnaire, open questionnaire and mixed questionnaire. Researcher used a mixed questionnaire. This type of questionnaire is a combination of a close and open questionnaire where there are questions that have been prepared for alternative answers, but respondents can reveal their own answers/reasons to express their opinions.

The format of the questions, researcher adopted multiple choices and give answer. Where students are given a choice of answers and choose one of them that agrees with these choices and students are given the opportunity to provide reasons for the answer. This method will help researcher to conduct natural analysis and grouping to compare the results of various student answer choices.

In this case the researcher adopted a questionnaire to obtain data on the problems encountered by students in learning to speak. The researcher's description of the questionnaire is as follows:

Table 2.1
Questionnaire description

Questionnaire composition	Number of Question	Total
To know students problem encountered in learning to speak.	1,2,3,4,5,6,7,8,9,10, 11,12	12
Total		12

F. Research Implementation Procedures

Researcher follow the research procedures in the following steps to collect the specific results, they are:

1. Researcher gave questioner to the third semester student of the English Education Department of Muslim Maros University.
2. After give questionnaire researcher interviewed the lecturer to understand his opinion on the problem of students encountered during studying English specifically in speaking.
3. The last, the researcher analyzed and conclude the Interview and questionnaire data.

Firstly, the researcher analyzed the research problems. After that the researcher used interviewed and questionnaire, to find out the students problem encountered in learning English specifically in learning to speak.

Second, the researcher reviewed the literature. It means that researcher have certain base of theories relating to research. Theory that researcher use in this study is the theory of problems encountered in learning to speak.

The last of procedure the study is determined for the objective of this study. Purpose of the study is the answer to the research problem made by researcher. Collecting data is the next procedure. By interviewing and providing questionnaires, researcher collect data. The final thesis written a paper after the researcher completes all his Researcher process.

G. Validity of the data

The researcher revealed the details as the actual life of the participant in the qualitative analysis. In order to provide a more definitive conclusion, this qualitative analysis employed some methodologies to preserve the authenticity of the results. Triangulation is employed to make the data accurate. Qualitative

validity means that the investigator has been tested for the consistency of the foundation by following such techniques.

Triangulation is the approach used to improve the validity of evidence in qualitative analysis. There are six forms of triangulation, as follows:

1. Triangulation of places is triangulation that use different locations with identical details which make data collection more detailed with similar data.
2. Data collected at the first day where the interviewer will provide more valid data. In addition, in different times or conditions, it can be achieved by experimenting of interviews, analyses or other methods. If the test results generate various data, so it is performed again before that evidence is discovered (Sugiyono, 2007: 274).
3. Data analysis in triangulation theory is obtained on the basis of various hypotheses or analyzing the similar data for different theories.
4. In the triangulation, researcher used different methods to collect data that were similar to the use of the triangulation method.
5. In the triangulation of methods, for separate techniques, both quantitative and qualitative, data obtained from the same learning process the researcher gathers all data from the approach.

In this research, the researcher used an interview and questionnaires. The interviewed is focused on lecturer opinion about problems encountered by students in learning to speak. Questionnaire was conducted to obtain the data that student problem encountered in learning speaking.

H. Data Analysis Technique

To obtain regularity in the form of research, data processing is a method of arranging data. According to Miles and Huberman in (Ayu 2018, p. 54) there are three activities in data processing were are data reduction, data display, and drawing conclusions or verification (Sugiyono, 2007: 246). Thus an explanation of the research data analysis process as follows:

1. Data Reduction

Reducing data involves summarizing, choosing the main aspects, focusing on the relevant items, checking for themes and patterns. This provides a better view of the data to be minimized which makes it possible for researcher to gather more data and look for it if necessary. (Sugiyono, 2007: 247). In this case the researcher selects data from the results of interviews with lecturer and gives questionnaires to students

2. Data Display

With a data display that showed data will be easier to explain what happened during the study. After that it can be understood that in the presentation of data in addition to using text can also form non-verbal languages such as charts, graphs, floor plans, matrices, and tables. In the presentation of data and the process of collecting information has been regulated in certain categories.

Several activities carried out by researcher in presenting the following data:

a. Interviewing the Lecturer

In this case, the researcher conduct interviewed the lecturer to get opinion and information about what causes student's problems in learning to speak and causes of problems in learn to talk. To find out what problems the students encountered in learning to speak, the researcher conducted an interview.

b. Provide Questionnaire

In this step a questionnaire is given to students. Where this step is taken to find out what problems students face when learning to speak and what causes problems that appearing in speaking process. From the data display, the researcher concluded that they answered from all the research question in this study.

3. Conclusion or Verification

The next step is to verify the data which is the final step of the data analysis technique carried out by the researcher. Data verification is carried out to draw conclusions that are still provisional in nature, and will change if the data lacks strong evidence. The drawing of preliminary conclusions, supported by valid and consistent evidence when the researcher back from the research area and analyzes the evidence, the data that has been collected can be trusted (Sugiyono, 2007: 252)

Verification is associated with drawing conclusions, requires revising as much data as is needed to cross-check or verify the conclusions that emerge. In addition, verification refers to stepping back from the researcher's conclusion in consider what the analyzed data means and to assess its

implications for the questions. Process that explaining the responses to research purpose and research question.

In this section, the researcher draws conclusions and verifies responses the research questions that have been made by comparing questionnaire data and interview data in the display of data. Researcher thus draw conclusion on the student's problem encountered in learning to speak in the third semester.

CHAPTER IV

RESULT AND DUSCUSSION

A. Result Of Research

Researchers have provided questionnaires to students and conducted interviews with student lecturer to support data on the problems students face in their presentations. Questionnaire and interview is conducted by online to find out the problem encountered by the students in learning English, especially in speaking. In collecting the data, the researcher used online questionnaires and interview. The data analyzed were identified as described in the following discussion.

This research is conducted on 03rd of November 2020. Before conducting the research, researcher has provided the material of research procedure.

In the research procedure, the first researcher gave the student questionnaire, then after the student filled out the questionnaire the researcher interviewed the lecturer about his opinion about the problems students faced in learning to speak to complete the research data to find out the problems students faced in learning to speak. Occasionally they are still confused in pronouncing it correctly in English word for instance "weak" and "week" researcher found that experience less self-confidence because students are afraid or offended or laughed at.

Researcher concluded after evaluating the results that the students do have some difficulty learning to speak. Some of them who experience problem at the beginning of learning both of internally such as lack of vocabulary or afraid of laughed at when mispronounced the words even the sentences.

a. Result of interview

The researcher aimed to find out the students problems encountered in learning English specifically in speaking. Base on lecturer opinion that had been interviewed. There are 12 questions delivered by the researcher where those question concern with students problems encountered in learning speaking. We can see in the discussion below:

1. Question: Do you agree that students had lack of vocabulary?

Answer : Yes, I agree because the fact that most of students only use the same vocabulary continuously

2. Question : Do you agree that students do not know how to pronounce well in English?

Answer : No, i disagree because most of students especially in third semester have good pronunciation

3. Question: Do you agree that students difficult to distinguished words that have the similar pronunciation?

Answer : no, I disagree because as i see they can differentiate the word pronunciation well

4. Question : Do you agree that students cannot form the sentences well?

Answer : no, in my opinion, they didn't difficult to make a sentence, they only cannot express what they want to say

5. Question: Do you agree that students felt confused to arrange the correct sentences in their conversation?

Answer: no, they already know how to make a correct sentences

6. Question: Do you agree that students cannot imitate pausing, rhythm, stress and intonation well?

Answer : no, I disagree because some of them in this third semester have known well how to speak with intonation and stress.

7. Question: Do you agree that students do not comprehend/ understand what the speaker said?

Answer: no, I disagree because they understand well what their friends said when the other speak English in the class

8. Question: Do you agree that lack of confidence is one of causes of students' problems in mastering speaking skill?

Answer : yes, I agree because of lack of confidence that make them shy to speak English

9. Question: Do you agree that fear of making mistakes is one of causes of students' problems in mastering speaking skill?

Answer : yes, I agree because they think too much with the error of grammar or pronunciation and it leads them to not confidence in speak English

10. Question: Do you agree that anxiety is one of causes of students' problems in mastering speaking skill?

Answer: yes, I agree because anxiety is one of factors causes students do not want to speak English

11. Question: Do you agree that shyness is one of causes of students' problems in mastering speaking skill?

Answer: yes, I agree because of shy they cannot be confidence in speak English.

12. Question: Do you agree that lack of motivation is one of causes of students' problems in mastering speaking skill?

Answer: yes, I agree because motivation is very important for students. The motivation can be from their family, friends or society

B. Result of Questionnaire

In this step, the researcher used questionnaire to support the result of interview. Where the questionnaire had been provided to the whole

Third Semester of Students of the English Department Faculty of Teacher Training Muslim Maros University consisted of 16 students. The aimed of Questionnaire to found the whole of problem encountered in learning to speak. In addition, the questionnaire consists of 12 questions. There are 12 questions delivered by the researcher where those questions concern with problems encountered by the students in learning to speak. The results of the questionnaire that has been applied were:

1) Students 1:

- Number 1: Do you think the lack of vocabulary in English is one of the problems encountered in learning speaking?
Answer: yes, lack of vocabulary, were: vocabulary is the main foundation of speaking, the more vocabulary I can master, the more flexible I can speak. If I were at the beginner level, I would not have worried, I continued to speak as naturally as possible. Do not get too busy judging Vocab you do not know about. Mix your Speaking with Indonesian vocabulary.
- Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?
Answer: yes, Pronunciation and various dialects of language, because English has been used in many countries, there will be differences in terms of pronunciation and also the accent of the language used, for example the difference between British English and American English. Broadly speaking, it doesn't really matter which type of English I use because the most important thing is the conveyance of the message between me and the other person. However, the preference for various languages is sometimes a trend among adolescents who are learning English. For example, there are teenagers who like American English because it seems practical and light.
- Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?
Answer: yes, This makes me worried about what the speaker said, because the sounds mentioned may differ from what we understand, for example, to and two; whether and the weather; hear and here; buy and with; there and

them; witches and ones; throw and through. This will lead us to misunderstand what the speaker meant. I think if we can understand the context in which the equality of sound is talking, that won't be a problem for us.

- Number 4: Are you felt that you are lacking in form sentence in English?
Answer: yes, I find it difficult because I think the grammar is so difficult that I find it difficult to make English sentences.
- Number 5: Are you still confused in composing sentences when having a conversation?
Answer: Yes, I feel confused by making conversational English sentences other than grammar, which I do not really know about vocab, which is also a problem for me when making English conversations.
- Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?
Answer: yes, because I rarely practice English and English
- Number 7: Do you feel that students still do not understand or capturing what the speaker said??
Answer: no, I think I can understand it
- Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak?
Answer: This shyness and unconfident arises because of inadequate English language skills and this is normal, because everyone can feel this. Always try to study and learn and do not give up hope to improve your English skills.
- Number 9: Are you fell the reason problems that you encountered in learning speaking is a fear of making mistake?
Answer: yes, yes, I often fill in the pauses in speaking with a certain voice, for example with emmmmm, hmmm, and so on. These voices are called fillers. On the one hand, fillers are very helpful for getting ideas in the middle of the conversation. But what if it is continuously can certainly make speaking sound boring. To overcome this, it is necessary to practice speaking to minimize filler, it is more effective if assisted by a partner and of course do this exercise as often as possible.
- Number 10: Do you felt the problems encountered in learning speaking is a anxiety?
Answer: yes, Actually, I personally really like speaking, especially practicing myself speaking English in front of a mirror or having dialogues with friends using English. However, the problem that often arises is that many students find it difficult to speak English, there are many reasons for these problems. The most common problem is that students are often not fluent in speaking English, well that is due to a lack of habit to speak English, the second student often seems to think first about what to talk about, the third is the lack of vocabulary they have.

- Number 11: Do you feel the shyness one of the causes of problems encountered in learning to speak?
Answer: yes, because I felt shy if I made mistakes
- Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?
Answer: no, because my parents always motivated me

2) **Students 2:**

- Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?
Answer: yes, if lack of vocabulary, how can a speaking be perfect.
- Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?
Answer: Yes, but learning makes understanding.
- Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?
Answer: yes, No, I'm not that good at pronunciation yet. Examples such as "hear" and "here"
- Number 4: Are you felt that you are lacking in form sentence in English?
Answer: Yes, maybe lack of tenses.
- Number 5: Are you still confused in composing sentences when having a conversation?
Answer: No, because we already have basic English.
- Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?
Answer: Yes, what should to be done, just do it. Fluency problem or unmanageable. The main thing is self-confidence.
- Number 7: Do you feel that students still do not understand or capturing what the speaker said?
Answer: yes, maybe the vocab you have is still reduced.
- Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak
Answer: Yes, for fear of making mistake, nervous, and laughed at.
- Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?
Answer: yes, not too confident in speaking.
- Number 10: Do you felt the problems encountered in learning speaking is a anxiety?
Answer: No, worry will only make what is already mastered disappear.
- Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?
Answer: No, life is a process. Success also takes a process. Not a protest! If shyness is the main reason to master speaking, when can you understand?
- Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: Yes, sometimes, people who do not get motivation from others, are also people who are lazy to find out about knowledge.

Students 3:

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: Yes, because having memorized vocabulary can make it easier for us to speak, it is necessary

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: Yes, because there are some words or sentences that do not match the writing and pronunciation.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer Yes, because there are words that have the same sincerity but have different pronunciation

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: No, because the sentences we made were predictable

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: No, because I often practice English conversation

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: no, I think I am fluent in English

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: no, because I can understand it

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: Yes, because there is a concern about mistakes in pronunciation.

• Number 9: Are you fell the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: Yes, because of a lack of confidence

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: no, I am not felt anxiety

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: Yes, because it's all about self-confidence

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: Yes, because more motivation can lead to being more eager to learn.

3) Students 4:

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you

faced in mastering speaking skill?

Answer: Yes, because I can only be able to write while speaking I am lacking in that matter.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: no, Because for this problem I can learn through my own sibilings and social media.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: Yes, Because sometimes I find it difficult when there is a different accent from other countries so that's why.

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: yes, Because I usually forget how to write the correct form, so I am less capable in this matter.

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: Yes, Because I am lacking in mastery of vocabulary and it makes me confused about basic speech.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: Yes, because to get a good rhythm and intonation, sometimes I get confused whether this is the intonation or should I be like the English.

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: yes, because there are many kinds of accents from various countries so it is difficult for me to understand what they are saying.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: Yes, because I am afraid of the ridicule of people who usually make me uncomfortable speaking in public.

• Number 9: Are you fell the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: yes, because sometimes I want to do speaking in front, but I feel less confident about it.

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: yes, because I do not want to be called arrogant by the people around me so that's what worries me.

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: Yes, Sometimes I feel embarrassed to show my talent, because I want to do it but can not.

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: Yes, because even though I am motivated, sometimes I get bored, usually

I find it difficult to go back to doing this routine.

4) Students 5:

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: Yes, because to communicate we need to know and understand a lot of vocabulary.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: No, because I know enough how to pronounce English words

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: No, I have.

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: yes, it's a little difficult to make the correct sentence.

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: no, I think I can make sentences when I am in conversation

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: yes, because I do not understand it

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: Yes, sometimes it is very difficult to understand what the other person is saying, especially if the accent is different.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: Yes, because public speaking really determines the quality of speaking.

• Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: No, for me mistakes are opportunities to get better.

• Number 10: Do you felt the problems encountered in learning speaking is an anxiety?

Answer: Yes, because it can interfere with concentration

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: Yes, it is the same as feeling anxious, of course it will disturb concentration

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: no, because my parents, teacher and my friend always motivated me.

5) Students 6:

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes, the lack of vocabulary will make it difficult to speak.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: Yes, several words sometimes have the same pronunciation.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: Yes, it makes us laugh if we do not really study phonology

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: Yes, especially when we are told to make sentences that play tenses.

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: Yes, sometimes, we are required to make difficult sentences.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: Yes, I have a lot to learn pronunciation

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: Yes, sometimes there are some vocabulary words we think we just listen.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: No, as much as possible we should be able to feel confident.

• Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: Yes, sometimes, there are circumstances where the fear of being wrong is a problem in mastering Speaking.

• Number 10: Do you felt the problems encountered in learning speaking is an anxiety?

Answer: no, we should be able to get used to speaking English.

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: No, if we feel ashamed we can never face the problems we face, especially speaking.

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: yes, without motivation in learning English, we will find it difficult to foster enthusiasm for learning.

6) Students 7:

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes If the vocabulary is lacking, how can you be perfect in speaking?.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: no, Learning makes us understanding..

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: Yes, I'm not very good at pronunciation yet.

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: yes, Maybe lack of tenses..

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: no, because it already has basic English.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: no, what should to be done, just do it. The problem of fluency or not can be arranged. The main thing is self-confidence.

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: yes, Maybe we are still had lack of vocabulary.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: yes, fear of making mistake, nervous, and laughed at.

• Number 9: Are you fell the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: Yes, I lack of confident in speaking.

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: No, Worry will only make what is already mastered disappear.

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: No, shamed just inhibit us

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: yes, sometimes, people who do not get motivation from other people are also people who are lazy to find out about knowledge.

7) **Students 8:**

• Number 1: Do you think the lack of vocabulary in English is one of the problems encountered in learning to speak?

Answer: Yes, because sometimes we understand what other people say but we do not know how to reply because we do not know what to say in English.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: Yes, sometimes I have problems with my pronunciation because it's a little difficult to pronounce.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: Yes, sometime.

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: Yes, because I do not understand tenses well.

- Number 5: Are you still confused in composing sentences when having a conversation?

Answer: Yes, of course, because I do not understand the tenses well, I still often feel confused.

- Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: no, I knew it

- Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: No, I can better understand what other people say in English but I have a shortcoming when it comes to pronouncing Indonesian sentences into English again.

- Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: yes, sometime.

- Number 9: Are you fell the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: no, because I want to learn English, especially speaking.

- Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: no, I do not feel anxiety.

- Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: no, because if we want to learn we do not need to shy

- Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: no, because there is support from friends and family.

8) **Students 9:**

- Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes, the lack of vocabulary will make it difficult to speak.

- Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: Yes, several words sometimes have the same pronunciation.

- Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: Yes, it makes us laugh if we do not really study phonology.

- Number 4: Are you felt that you are lacking in form sentence in English?

Answer: Yes, especially when we are asked to make sentences that play tenses.

- Number 5: Are you still confused in composing sentences when having a conversation?

Answer: yes, sometimes, we are required to make difficult sentences

- Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: Yes, I have a lot to learn pronunciation

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: Yes, sometimes there are some vocabulary words we think we just listen to.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: No, as much as possible we should be able to feel confident..

• Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: Yes, sometimes, there are circumstances where the fear of being wrong is a problem in mastering Speaking.

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: no, we should be able to get used to speaking English.

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: No, if we feel ashamed we can never face the problems we face, especially speaking.

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: yes, with motivation want encourage us to study even harder.

9) **Students 10:**

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes, lack a lot of vocabulary makes us stammer because we do not know what to say.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: no, because there are many ways to practice pronunciation, one of which is through dictionary.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: Yes, depending on if the word is in a sentence it will be easier to distinguish it based on the context of the sentence.

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: No, because I've mastered a little grammar in English

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: Yes Sometimes still confused about what to say.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: yes, because I still find it difficult to determine the correct rhythm, stress and intonation when speaking English.

• Number 7: Do you feel that students still do not understand or capturing what the

speaker said?

Answer: Yes, especially if the pronunciation is too fast, like a native speakers.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: Yes, fear of being wrong is one reason for the lack of confidence in speaking English.

• Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: Yes, because most Indonesians still often correct someone's English in an inappropriate way, so many people, including myself, are afraid of being wrong in practicing English.

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: no, I think I am not felt anxiety in learn English

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: No, because embarrassment in speaking English will only hinder us from mastering speaking

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: No, because I have high learning motivation to learn English.

10) Students 11:

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: Yes, because we often know what we want to say but are constrained because we do not know what to say in English.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: Yes, sometimes I have problems with my pronunciation due to a little problem on my tongue.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: no, I can pronounce English well

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: Yes, because I do not understand tenses well. Often the structure of my sentences is not perfect.

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: Yes, of course, because I do not understand the tenses well, I still often feel confused.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: no, because I usually learned English

• Number 7: Do you feel that students still do not understand or capturing what the

speaker said?

Answer: No, I can better understand what other people say in English but I have a shortcoming when it comes to pronouncing Indonesian sentences into English again.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: no, I am confidence with myself

• Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: no, because I want to learn English, especially speaking

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: no, I do not felt anxiety

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: no, because if we want to learn we do not need to shy

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: no, because my teacher and my friend always motivated me.

11) **Students 12:**

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes, because if we do not master vocabulary, it will be difficult for us to learn speaking, but if we are already fluent in vocabulary, speaking will be easier

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: yes, because there are still some words that I haven't learned to pronounce, and it's a bit difficult, if we pronounce our words wrong it could be that people will misinterpret what we say.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: yes, I find it difficult because there are several words that pronounce the same thing but have different meanings, therefore I have to be more careful when pronouncing English words and sentences.

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: no, I do not have any trouble when I memorize a lot of English words and I can distinguish the structure so it will be very easy to make sentences.

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: No, I do not feel confused because every day I learn to get to know the meaning and meaning of every English word and sentence.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: yes, because the pronunciation, stress, and of each word I have not learned much

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: no, I understand when someone speaks English I understand what they are saying.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: No, because self-confidence is not related to speaking mastery if we already know the meaning of each word and are already fluent in arranging words in English then we will master speaking well.

• Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: No, I never feel afraid to make mistakes because if I know my mistakes then I will study well and improve my speaking (speaking) in English

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: No, I never feel afraid to make mistakes because if I know my mistakes then I will study well and improve my speaking (speaking) in English

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: no, I do not feel anxious about mastering speaking, it's just that I still have to learn more to recognize English words and structures.

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: yes, because when there are many who provide motivation, we will be more active in learning and mastering speaking (speaking)

12) Students 13:

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes, the lack of vocabulary will make it difficult to speak.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: yes, the lack of vocabulary will make it difficult to speak.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: Yes, sometimes I am fooled when I find something like that

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: Yes, especially when making sentences based on tenses.

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: yes, a little confused when you want to make sentences to have a conversation.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: no, I think I can speak fluently especially when reading.

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: yes, there is still a lot of vocabulary that I do not know

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: No, as much as possible we should be able to feel confident.

• Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: Yes, sometimes, there are circumstances where the fear of being wrong is a problem in mastering Speaking.

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: No, I never feel afraid to make mistakes because if I know my mistakes then I will study well and improve my speaking (speaking) in English

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: no, we should be able to get used to speaking English.

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: yes, motivation is needed to increase enthusiasm for learning in learning.

13) **Students 14:**

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes, vocabulary is the main foundation of Speaking, the more vocabulary I master, the more flexible I will speak. If I was at the beginner level, I wouldn't worry, I just kept talking as naturally as possible. Do not get too busy judging Vocabs you do not know about. Mix your Speaking with Indonesian vocabulary.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: yes, Pronunciation and different dialects of language, because English has been used in many countries, there will be differences in terms of pronunciation and also the accent of the language used, for example the difference between British English and American English. Broadly speaking, it doesn't really matter which type of English I use because the most important thing is the conveyance of the message between me and the other person. However, the preference for various languages is sometimes a trend among adolescents who are learning English. For example, there are teenagers who like American English because it seems practical and light.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: yes, in this case I do not know what the speaker said, because the sound mentioned was probably different from what we understood, for example too, to and two; whether and weather; hear and here; buy and by; there and their; witch and which; threw and through. This will make us misunderstand what the speaker meant. I think that if we can understand the context that the sound equation is talking about,

it won't be a problem for us.

- Number 4: Are you felt that you are lacking in form sentence in English?

Answer: yes, I find it difficult because I think grammar is so difficult that I find it difficult to make English sentences.

- Number 5: Are you still confused in composing sentences when having a conversation?

Answer: Yes, I feel confused by making conversational English sentences other than grammar, which I do not really know about vocab, which is also a problem for me when making English conversations.

- Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: yes, I cannot fluent in English

- Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: yes, because I felt difficult to understand English.

- Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: This embarrassment and insecurity arises because of inadequate English language skills and this is normal, because everyone can feel this. Always try to study and learn and do not give up hope to improve your English skills.

- Number 9: Are you fell the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: Yes, Often I fill in the pauses in speaking with a certain voice, for example with emmmmm, hmmm, and so on.

- Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: Actually, I personally really like speaking, especially practicing myself speaking English in front of a mirror or having dialogues with friends using English. However, the problem that often arises is that many students find it difficult to speak English, there are many reasons for these problems. The most common problem is that students are often not fluent in speaking English, well that is due to a lack of habit to speak English, the second student often seems to think first about what to talk about, the third is the lack of vocabulary they have.

- Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: no, we should be able to get used to speaking English.

- Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: yes, motivation is needed to increase enthusiasm for learning in learning.

14) **Students 15:**

- Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: Due to the lack of vocabulary that I can master, it will make me unable or not fluent in speaking English.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: no, I speak English fluently because I often listen to English songs.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: yes, Sometimes I find it difficult to distinguish the word " which is the same in pronunciation.

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: yes, because I lack vocabulary, sometimes it's difficult to make sentences in English.

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: Yes because of the lack of vocab that is owned.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: yes, because they do not know the meaning so sometimes the intonation is not right

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: yes, sometimes I understand what other people say is inversely proportional to if I were told to speak.

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak

Answer: yes, It was right because he lacked confidence

• Number 9: Are you felt the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: Yes, because I am afraid what if what I say is wrong if I talk to other people.

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: No, It is not anxiety that is the problem faced in speaking but self-confidence

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: yes, shyness usually appear when we are asked to speak • Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: yes, lack of motivation in learning English, a person will feel that he has no purpose and direction in which he should go.

15) **Students 16:**

• Number 1: Do you feel that lack of vocabulary is the one of the problems that you faced in mastering speaking skill?

Answer: yes, the lack of vocab cannot be denied.

• Number 2: Do you feel that you are still lacking in proper pronunciation practice that makes it one of the problems you face in learning to speak?

Answer: yes, the pronunciation and multiple dialects of the language, as English is spoken, confuses us.

• Number 3: Do you think the lack of language is one of the difficulties you have encountered in learning to speak?

Answer: yes, I felt confuse to distinguish.

• Number 4: Are you felt that you are lacking in form sentence in English?

Answer: yes, I felt difficult because I think grammar is so difficult that I find it difficult to make English sentences.

• Number 5: Are you still confused in composing sentences when having a conversation?

Answer: Yes, I felt confused by making English conversation sentences other than grammar which I have not mastered very well in vocab which is also a problem for me when making English conversations.

• Number 6: Do you feel that you cannot speak fluently, because you cannot imitate pausing, rhythm, stress and intonation well?

Answer: yes, I think it is very difficult for me.

• Number 7: Do you feel that students still do not understand or capturing what the speaker said?

Answer: yes, because I lack of understanding in English

• Number 8: Do you feel that without confidence is one of the students problems encountered in learning to speak?

Answer: yes, shyness and unconfident arises because of inadequate English language skills

• Number 9: Are you fell the reason problems that you encountered in learning speaking is a fear of making mistake?

Answer: yes, I am afraid to make mistakes and requires practice people.

• Number 10: Do you felt the problems encountered in learning speaking is a anxiety?

Answer: No, It is not anxiety that is the problem faced in speaking but self-confidence

• Number 11: Do you felt the shyness one of the causes of problems encountered in learning to speak?

Answer: Yes, because I felt anxiety to speaking English.

• Number 12: Do you agree that lack of motivation is one of causes of the problems encountered learning in speaking?

Answer: yes, because nobody support me to learn English especially speaking

B. Result of Data Analysis

a. Data reduction

In qualitative analysis, data reduction is the first step. The researcher summarized, selected and focused on important items and ignored the things that were listed as not important (Sugiyono, 2012, p.341)

This refers to the selection of data used in the research. Researcher used interviews and questionnaires to gather data in this research. The key methods in this analysis are the questionnaire, while the supporting tools are interviews. In this case researcher used two methods to expose the difficulties students faced in learning speaking, they were: Interview and questionnaires. In addition to explaining the causes of student problems encountered speaking skills, researcher used interview with Lecturer and questionnaires to students.

1. Interview

From the results of interviews, the researcher had conducted interview with lecturer to find out students problems encountered in learning to speak. Interview was done as a supporting instrument.

During the interview, the researcher asked 12 questions to the lecturer. The questions were focused on the view of the lecturer on the causes of difficulties faced in learning to speak: fear of mistakes, shyness, insecurity, low of confidence, and motivation. Researcher do not need to

drop or decrease interview details with English teachers based on the outcome of interview results, because the data is in accordance with the desired analysis results

2. Questionnaire

From the results of questionnaires that was completed by learner. Researcher found that student responses were varied. Questionnaire consisted of twelve questions. Questionnaire was used to collect data about the students problems encountered in learning to speak.

The contents of the questionnaire are vocabulary, pronunciation, grammar, fluency and comprehension. Most of students accept that learning to speak problems are as follows:

- a. Students had lack of vocabulary.
- b. Students had low of knowledge about how to pronunciation.
- c. Students felt difficulty to form sentence without good grammar.
- d. Some students sometimes do not know when to pause, the use of the right intonation, emphasis and rhyme.
- e. Low of comprehension, make the students understanding in what the opponent said in conversation

Furthermore, the students problems encountered in learning to speak is: fear of mistakes, embarrassment, anxiety, and lack of confidence and low of motivation.

b. Data display

Data display is the second stage in the qualitative analysis model (Sugiyono 2012, p.341). Views can be extended pieces of text or diagrams, plots, graphs, tables or matrices to present a better form of arranging thought about even more textually embedded data, additional higher categories or patterns can appear at the show stage from data that goes beyond that first found during the initial data reduction process. In this stage it collects data analysis from each instrument.

1. Inter view

Researcher used interviews to support data. Interviews were conducted to find out the lecturer's opinion about the students problem encountered in learning so speak. There are twelve questions that researcher asked the lecturer's opinion about the students problem encountered in learning to speak. We can see in the discussion below:

1. Question: Do you agree that students had lack of vocabulary?

Answer : Yes, I agree because the fact that most of students only use the same vocabulary continuously

2. Question : Do you agree that students do not know how to pronounce well in English?

Answer : No, I disagree because most of students especially in third semester have good pronunciation

3. Question: Do you agree that students difficult to distinguished words that have the similar pronunciation?

Answer : no, I disagree because as i see they can differentiate the word pronunciation well

4. Question : Do you agree that students cannot form the sentences well?

Answer : no, in my opinion, they didn't difficult to make a sentence, they only cannot express what they want to say

5. Question: Do you agree that students felt confused to arrange the correct sentences in their conversation?

Answer: no, they already know how to make a correct sentences

6. Question: Do you agree that students cannot imitate pausing, rhythm, stress and intonation well?

Answer : no, I disagree because some of them in this third semester have known well how to speak with intonation and stress.

7. Question: Do you agree that students do not comprehend/ understand what the speaker said?

Answer: no, I disagree because they understand well what their friends said when the other speak English in the class

8. Question: Do you agree that lack of confidence is one of causes of students' problems in mastering speaking skill?

Answer : yes, I agree because of lack of confidence that make them shy to speak English

9. Question: Do you agree that fear of making mistakes is one of causes of students' problems in mastering speaking skill?

Answer : yes, I agree because they think too much with the error of grammar or pronunciation and it leads them to not confidence in speak English

10. Question: Do you agree that anxiety is one of causes of students' problems in mastering speaking skill?

Answer: yes, I agree because anxiety is one of factors causes students do not want to speak English

11. Question: Do you agree that shyness is one of causes of students' problems in mastering speaking skill?

Answer: yes, I agree because of shy they cannot be confidence in speak English.

12. Question: Do you agree that lack of motivation is one of causes of students' problems in mastering speaking skill?

Answer: yes, I agree because motivation is very important for students. The motivation can be from their family, friends or society

This can be seen from the results of interviews with lecturers regarding the problems faced by students in learning to speak, were: Lack of vocabulary, low of grammar, and students can formed sentence properly, and then the students problem encountered in learning speaking were: unconfident, low of motivation afraid of making mistake, shyness, and anxiety.

There are several questions that the lecturer did not agree with, namely: students confused how to pronounce properly in English, students problem to distinguish words and pronounce a similar word, students, experience difficulty in determining pauses, rhythms and emphasis of intonation. So that students do not understand what the speaker is saying, so that it is difficult to construct sentences in having a conversation.

Where the lecturer's opinion from the interview results were: that most of the third semester students are quite good at pronunciation, students are able to distinguish pronunciation well, some third semester students are able to speak with the good intonation and stress, because

they understand. When their friends speak English, they are able to make sentences.

2. Report of Questionnaire

The researcher used a questionnaire for the students as the main data that supported by the results of the interview. Questionnaire was made almost the same as the questions in the lecturer interview. It tries to achieve a better understanding of the challenges faced by students in learning to speak. Questionnaire was given to all Third Semester of English Department Students Faculty of teacher training university of Muslim Maros.

Researcher can explain that student responses vary and a questionnaire is made to support the observation and interview data, based on the questionnaire filled out by students.

Researcher can recognize student problems with this technique and the causes of student problems encountered in learning to speak. The questionnaire has given to all the Third Semester of English Department Students Faculty of teacher training University Muslim Maros. The questionnaire was distributed to students online. Here are the answers to the student questionnaire:

In order for the research results to be perfect, the researcher made a questionnaire that served as supporting data after the interview. Where the questionnaire consists of 12 questions. Researcher could identify student problems and the causes of problems encountered by students in learning to speak. The questionnaire has been given to all 16 students of the third semester of the English Department of the Teaching Faculty of the Muslim University of Maros. Questionnaires are given to students online. Following are the answers to the student questionnaire.

1. Do you think one of the problem encountered in learning speaking is lack of vocabulary?

In the third semester, students of the English Department of the Teaching Faculty of the Muslim University of Maros, from the results of the interviews, all students stated that the lack of vocabulary was one of the problems faced in learning speaking. The researcher concluded that communication skills were problematic for all students due to a lack of vocabulary.

2. Do you agree that in learning English, not knowing the correct pronunciation is one of the languages encountered by students in learning speaking?

Based on the data above, it shows that students still lack confidence in pronunciation more dominantly than capable and confident students in pronouncing English well in class. It can be concluded that more than half of the students still lack confidence in English pronunciation.

3. That you fell in distinguish word that that have similar pronounce in learning English?

From the data above, almost all students still have difficulty distinguishing words that have the same pronunciation in English and the rest are students who have no difficulty in distinguishing words with the same pronunciation in English. From the data above, it can be seen that almost all students still experience problems in distinguishing words that have the same pronunciation in speaking.

4. Do you think the expression cannot be formed well in English? From the data above, it can be seen that students still have difficulty in composing sentences in English. There are still more students than students who are able to write sentences properly and correctly. The researcher concluded that most of the students had problems composing sentences in English with the correct tense.

5. Are you still confused in composing sentences when having a conversation?

From the data above, it can be seen that there are still many students who have difficulty constructing the correct sentences in conversations compared to those who can. The researcher concluded that most students still had difficulty composing sentences when they wanted to start a conversation in English.

6. Can you think you can not sound like a native speaker because you cannot imitate pause, pacing, intonation and stress?

From the questionnaire number six data, it can be seen that many students still have difficulty pronouncing with good intonation, emphasis and rhythm. Whereas only a few students did not have difficulty pronouncing with good intonation, emphasis and rhythm. It can be concluded that most students have difficulty pronouncing words with good intonation. But not a few can pronounce it well.

7. That you felt lack of comprehend or understanding what the speaker says. It would be cause misunderstanding?

From the data above, students have difficulty understanding words more dominantly than students who can understand when they hear someone speak in English. It can be concluded that only a few of the students could understand well during the conversation.

8. Do you feel that without confidence is one of the student's problems encountered in learning to speak?

From the data above, it shows that students who agree will be less confident when performing or speaking can inhibit the development of students in mastering speaking skills in English more dominantly, while students who think this is not one of the causes. The researchers concluded that there are still many students who believe that lack of trust is a problem in speaking mastery.

9. Do you agree that fear to make mistakes is one of causes of the problems that you faced in mastering speaking skill?

From the data above, it can be seen that, there are more Semester III students of the English Department of the Teaching Faculty of the Islamic University of Maros who agree that the fear of making mistakes becomes a problem when students do not dare to try so they cannot make mistakes and develop skills by learning from mistakes. Whereas only a few students said that it was not the main cause and were not afraid of making mistakes. It can be concluded that almost all students of the same age, if they lack confidence, will hinder students from developing their English language skills.

10. Do you felt the problems encountered in learning speaking is a anxiety?

From the data above, it shows that a small proportion of students agree that anxiety is the cause of speech impediment and most students think that anxiety is not the main factor in mastering speaking. In this case it is concluded that only a small proportion of students experience anxiety in learning to speak so they hesitate and feel they will make mistakes when having conversations in English.

11. Do you felt the shyness one of the causes of problems encountered in learning speaking?

From the data above, only a small proportion of students expressed embarrassment when they wanted to speak English, while most students did not feel ashamed and stated that shyness would only prevent them from developing to speak English well. It can be concluded that students who agree that shame is not a problem faced in learning to speak are more dominant than those who feel embarrassed.

12. Do you felt the lack of motivation is one of causes of problems in encountered in learning speaking?

Based on the data above, there are more students in the third semester of the English department of the Muslim University of Maros for the 2020 academic year who agree that lack of motivation is one of the problems and only a few feel that lack of motivation is not the main thing. Problems in

learning to speak. Researchers concluded that most students agree that motivation is the main thing in learning, especially speaking.

No	Question	Answer
1	Do you think one of the problem encountered in learning speaking is lack of vocabulary?	Yeah, lack of vocabulary will make it difficult to speak.

From the data above, researcher concluded that student's problem encountered in learning speaking because they had low mastered vocabulary.

No	Questionnaire	Answered
2	Do you agree that in learning English, not knowing the correct pronunciation is one of the languages encountered by students in learning speaking?	Yes, several words sometimes have the same pronunciation.

The results revealed that students find it difficult to say English terms when they needed to. Often the same pronunciation fools them. It would be impossible for students to pronounce the words accurately as native ones by pronouncing the same thing.

No	Questionnaire	Answered
3	That you fell in distinguish word that that have similar pronounce in learning English?	Yes, sometimes I get fooled when I find something like that

This data shows that in distinguishing words, which have the same pronunciation, students still have difficulty.

No	Questionnaire	Answered
4	Do you think the expression cannot be formed well in English?	Yes, especially when making sentences based on tenses.

From these data shows that there was a lack of grammar among the Students.

This resulted in being one of the problems faced by students so that they were unable to compose sentences correctly.

No	Questionnaire	Answered
5	Do you feel you're still uncertain about arranging the right sentence in conversation?	Yes, we are still a little confused in making sentences in conversation.

From the data, it shows that when students lack understanding of vocabulary questions, students still feel confused in constructing sentences while speaking.

No	Questionnaire	Answered
6	Can you think you can not sound like a native speaker because you cannot imitate pause, pacing, intonation and stress?	No, I can speak fluently especially when reading.

From the data displayed, one of the data shows that students do not felt stuck in speaking English, especially in pronunciation.

No	Questionnaire	Answered
7	That you felt lack of comprehend or understanding what the speaker says. It would be cause misunderstanding?	yes, there is still a lot of vocabulary that I do not know

From the data above, it shows that students feel that many vocabularies are not mastered.

No	Questionnaire	Answered
8	Do you feel that without confidence is one of the student's problems encountered in learning to speak?	Yes, for fear of being wrong, nervous, and being laughed at

The data above shows that the problem encountered in learning to speak is a lack of confidence. Students nervous and being laughed at. In this case makes students improve their speaking skills in speaking English.

No	Questionnaire	Answered
9	Do you agree that fear of mistakes is a problem encountered in learning speaking?	Yes, sometimes, there are circumstances where the fear of being wrong is a problem in mastering Speaking.

This data shows that students are afraid of making mistakes because other students will laugh at them.

No	Questionnaire	Answered
10	Do you felt the problems encountered in learning speaking is an anxiety?	Yes, not too confident in speaking that make me anxiety.

This data shows that students feel insecure in speaking, as well as anxiety in making mistakes.

No	Questionnaire	Answered
11	Do you felt the shyness one of the causes of problems encountered in learning speaking?	No, if we feel ashamed we will never be able to face the problems we face, let alone talk

The data showed that the students said that if they felt nervous, they just made us fall and cannot improve their Language skills skill. So when they try to talk in English, they feel shy. Students claim that being embarrassed just weakens them in saying English.

No	Questionnaire	Answered
12	Do you felt the lack of motivation is one of causes of problems in encountered in learning speaking?	Yes, it would make us tried to learn English, and difficult to understand English, if we do not have encouragement.

This data shows that students who do not have any motivation at all will become lazy and bored in learning English, so that the quality of their speaking is lacking in English.

Based on the questionnaire data above, the researcher concludes that most of the problems are: inadequate vocabulary, ranging from low understanding to lack of fluency and limited grammar. Besides that, fear, embarrassment, anxiety, lack of self-confidence and lack of motivation are among the advanced problems that students encounter in learning to speak.

C. Conclusion and Verification

In this case, data processing, and drawing conclusions, have arrived at the third part of the qualitative data analysis Sugiyono theory in (Ayu, 2010 p, 77) In this section the display data will be loaded and discussed in depth in this section to produce more detailed results. In addition, the discussion and findings are included in one section: student problems encountered in learning to speak and the reason of problems encountered by students in learning to speak. During interviews and questionnaires, researcher found the students problem encountered as follows:

1. Students problems encountered in learning speaking.

- a) Students' low level of vocabulary mastery makes students not know how to pronounce it correctly in English and they cannot distinguish English words that have the same pronunciation.
- b) Students had a lack of grammar, so they cannot form sentences properly when they want to speak in English.
- c) Students speak English less fluently, because they cannot imitate pauses, rhythm, stress and intonation well.
- d) Students do not know/understand what the speaker said.

Based on data above, in addition the student problems encountered in learning speaking, the researcher can explain the following:

- a) When performing, when having a conversation, students are afraid of making mistakes in sentence composition
- b) When they made mistakes in English, some students feel shy.
- c) Some students when asked to speaking in English, felt anxiety.
- d) Students feel lack of confident while speaking.
- e) Low of motivation in learning to speak English.

D. Discussion

In this part of the research, the researcher wants to discuss the findings of the problems encountered by students, where the researcher finds the students problems encountered when learning to speak as the main formulation in this research. This research was produced by research participants. This research was produced by participants from semester III students of the Muslim University of Maros, Department of English, the 2020 academic year.

Researcher have conducted research by giving questionnaires to students and interviews with English lecturers to find out the problems faced in learning English, especially in speaking.

As long as the researcher conducted the research, researcher found the fact that students had problems learning to speak were: the students feel confused in constructing English sentences, because of the lack of vocabulary, as a result students are also confused in pronouncing words properly. In addition, the students also lacked fluency, and words in English were still difficult to understand. Besides, the researcher took some conclusion about the student's problem encountered in learning to speak were are: fear of making mistake, shamed, unconfident, anxiety, and low of motivation. In addition, when students learn to speak there are also other sources of problems, namely environmental aspects, this arises because

students do not have an appropriate environment to help their in learning to speak.

In this study, the researcher also found that there were differences in perspective between lecturer and students, where the lecturer felt that the students had mastered speaking, but some students still felt that they were lacking in speaking, especially in terms of distinguishing pronunciation, making sentences and conversations.

Based on the result of problems above, Researcher concluded that the main problem faced by students is not only a lack of vocabulary, less of pronunciation and a lack of confidence, but also environmental factors based on Thornbury's theory in (Ayu 2018, p. 84) it can be seen where students in the environment usually use their mother tongue and when they make mistakes or stammer in speaking in English, sometimes people around will laugh. In learning English, there was a lack of self-confidence, fear of mistakes, shyness, anxiety, and lack of motivation, specifically in speaking skills that are supported by the theory of (Juhana 2017).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of data analysis that was carried out in Third Semester of English Department Students faculty of teacher training of Muslim University Maros the academic year 2020, were the result as follows:

1. Students have limited vocabulary, often they are confused over pronouncing words in English, lack of pronunciation, do not speak fluently, and have trouble interpreting what the speaker is saying. Students have difficulties learning to speak. In addition, students rarely practice speaking English and usually only use their mother tongue. Not only that students also have psychological reasons such as confusion, fear of making mistake, and students have low motivation in learning foreign languages. This factor usually occurs when students afraid of making mistakes, because they are afraid their peers will laugh at them. Environmental factors are also one of them where students do not have a good environment to support them in learning to speak. Where some students are still tied to their mother tongue, so they are still more inclined/used their mother tongue.

B. Suggestions

Based on research that has been carried out, the researcher provides several suggestions as follows:

1. Students

- a. For students to improve their vocabulary and pronunciation properly, students should use a dictionary that they can easily understand so that they can develop their language, grammar, and context.
- b. In learning speaking students should try to speak well even though sometimes there will be mistake but this can be a lesson and with practice speaking with more time, to increase their fluency.
- c. In practicing speaking students must build self-confidence.
- d. Students must be more creative and motivated to learn and practice English, especially speaking skills.
- e. Students should not be ashamed or afraid of making mistakes in learning to speak.

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Appendix 1

Interview transcript with English lecturer Muslim University of Maros

- Respondent : Lecturer
- Name : Nurul Fachrunnisa, S. Pd., M. Pd
- Interviewer : Andi Arpa Sabirim
- Day/date/year : Wednesday, November 25th 2020
- Place : Home (WhatsApp messenger)
- Question : Apakah Anda merasa siswa kekurangan kosakata?
- Answer : Yea, saya merasa mereka masi kekurangan dengan pemakaian kosa kata yg hanya itu sja dan tdk bervariasi.
- Question : Apakah Anda merasa siswa kurang lafal dalam berbicara bahasa Inggris?
- Answer : Tidak, saya merasa bahwa sebagian besar mahasiwa semester 3 lumayan bagus dlm hal pronunciation
- Question : Apakah Anda merasa siswa memiliki masalah dalam membedakan pengucapan kata-kata yang mirip?
- Answer : Tidak, saya merasa mahasiwa sdh mampu membedakan pronunciation dgn baik
- Question : Apakah Anda merasa siswa masih kesulitan menulis kalimat dengan baik?
- Answer : Tdk, saya rasa mereka tdk kesulitan membuat kalimat hanya mereka takut utk mengekspresikannya
- Question : Apakah Anda merasa siswa masih bingung dalam menyusun kalimat yang benar dalam percakapan?
- Answer : Tidak, mereka sdh mampu membuat kalimat

- Question : Apakah Anda merasa jeda, ritme, stres, dan intonasi tidak boleh ditiru dengan baik oleh siswa?
- Answer : Kurang setuju, utk mahasiswa semester 3 ini beberapa sdh mampu berbicara dgn intonasi dan tekanan yg benar
- Question : Apakah Anda merasa siswa masih belum memahami atau menangkap apa yang dikatakan pembicara?
- Answer : Tidak setuju, krn mereka mengerti ketika temannya speak English
- Question : Apakah Anda merasa bahwa kurangnya rasa percaya diri pada siswa menjadi alasan mengapa siswa mengalami kesulitan dalam pengucapan bahasa Inggris?
- Answer :Iya, tdk percaya diri yg membuat mereka malu utk berbicara English
- Question : Apakah Anda merasa bahwa masalah yang Anda temui dalam belajar berbicara adalah takut melakukan kesalahan?
- Answer : Setuju, mereka terlalu memikirkan kesalahan pd grammar maupun pronunciation yg membuatnya tdk berbicara English
- Question : Apakah Anda merasa masalah yang dihadapi dalam belajar berbicara adalah kecemasan?
- Answer : Setuju, cemas adlh salah satu faktor mahasiswa tdk ingin berbicara English
- Question : Apakah Anda setuju bahwa rasa malu merupakan salah satu penyebab kesulitan siswa dalam menguasai keterampilan berbicara?
- Answer : Setuju, malu krn mereka tdk percaya diri
- Question : Apakah Anda merasa kurangnya motivasi akan menjadi masalah siswa dalam belajar berbicara?
- Answer :Iya, saya merasa motivasi sgt penting baik itu dari keluarga, teman, ataupun lingkungan sekitar.

Appendix 2

ANGKET/QUESTIONNAIRE

Respondent :

Day/Date :

Location : Third semester students of English department Maros Muslim University

Angket ini ditujukan untuk menggali permasalahan yang dihadapi oleh siswa saat belajar bahasa Inggris terutama dalam speaking. Berilah tanda silang pada huruf (a) atau (b) dan berikan alasan anda memilih jawaban tersebut.

1. Menurut Anda, apakah salah satu masalah dalam belajar berbicara adalah kurangnya kosakata?

a. ya

b. tidak

Alasan:

2. Apakah Anda setuju bahwa dalam belajar bahasa Inggris, tidak mengetahui pengucapan yang benar merupakan salah satu bahasa yang dihadapi siswa dalam belajar berbicara?

a. ya

b. tidak

Alasan:

3. Bahwa Anda merasa salah kata yang memiliki pengucapan yang mirip dalam belajar bahasa Inggris?

a. ya

b. tidak

Alasan:

4. Apakah menurut Anda ekspresi tidak dapat dibentuk dengan baik dalam bahasa Inggris?

a. ya

b. tidak

Alasan:

5. Masih bingung menyusun kalimat saat bercakap-cakap?

a. ya

b. tidak

Alasan:

6. Menurut Anda, apakah Anda tidak dapat terdengar seperti penutur asli karena Anda tidak dapat meniru jeda, intonasi, tempo, ketegangan, dan tekanan?

a. ya

b. tidak

Alasan:

7. Bahwa Anda merasa kurang memahami atau memahami apa yang dikatakan pembicara. Ini akan menyebabkan kesalahpahaman?

a. ya

b. tidak

Alasan:

8. Apakah Anda merasa bahwa tanpa rasa percaya diri adalah salah satu masalah yang dihadapi siswa dalam belajar berbicara?

a. ya

b. tidak

Alasan:

9. Apakah Anda setuju bahwa salah satu penyebab masalah yang Anda temui dalam belajar berbicara adalah rasa takut salah?

a. ya

b. tidak

Alasan:

9. Apakah Anda merasa masalah yang dihadapi dalam belajar berbicara adalah kecemasan?

a. ya

b. tidak

Alasan:

10. Apakah Anda merasa kurangnya motivasi merupakan salah satu penyebab masalah yang dihadapi dalam belajar berbicara?

a. ya

b. tidak

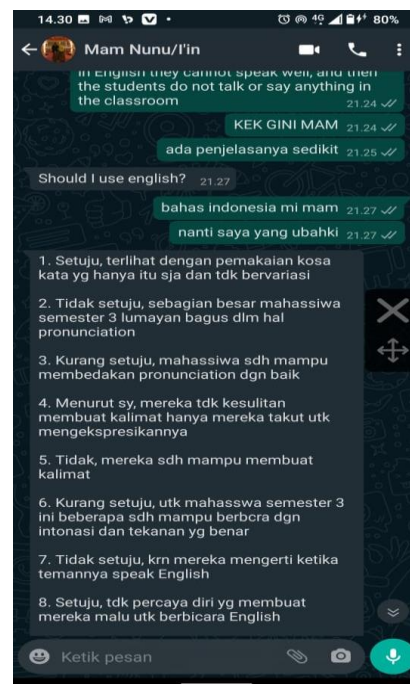
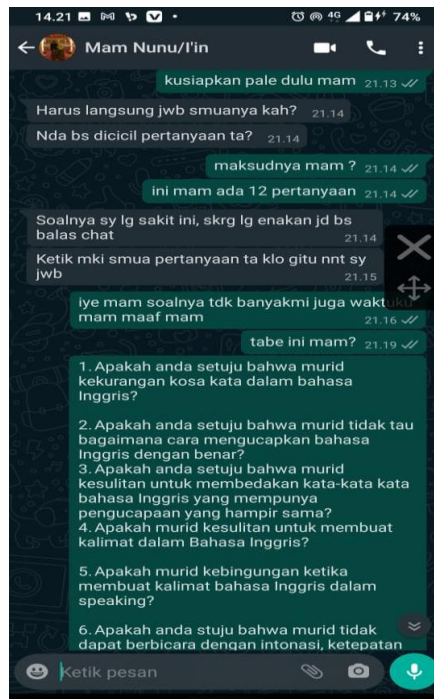
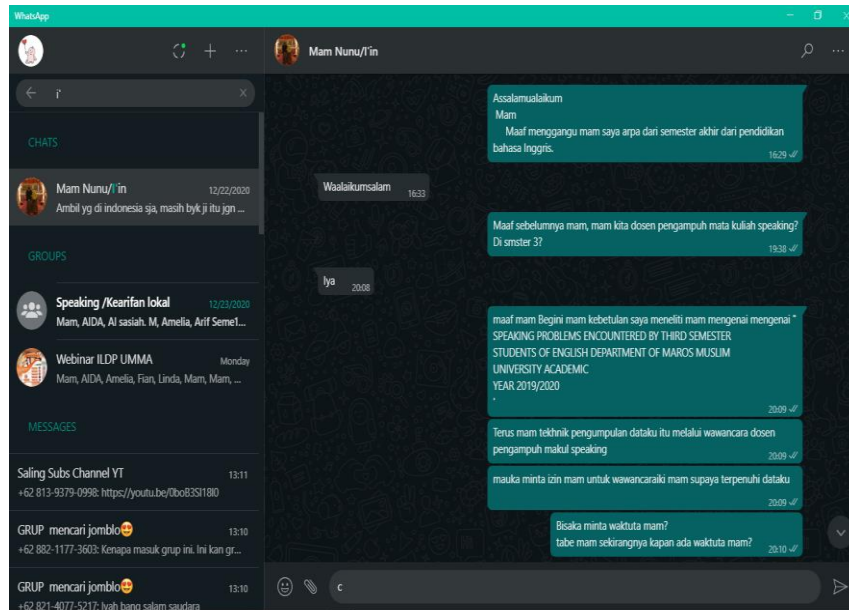
Alasan:

Appendix 3 Documentation

Documentation when writer was conducting Questionnaire and Interviewed.

Interview:

Interviews were conducted indirectly using the WhatsApp application due to the conditions of the Covid-19 virus outbreak.



Questionnaire:

Questionnaire were conducted indirectly using the WhatsApp application due to the conditions of the Covid-19 virus outbreak.



