**DIFFICULTIES FACED BY ENGLISH DEPARTMENT STUDENTS INSPEAKING ENGLISH AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

*(DESCRIPTIVE RESEARCH)*



**A THESIS**

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Part Fulfillment of the Requirement for the Degree of Education in English Department

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**ENGLISH EDUCATION DEPARTMENT**

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**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2019**

# FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
## UNIVERSITAS MUHAMMADIYAH MAKASSAR
## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

## LEMBAR PENGESAHAN

Skripsi atas nama **MARWATIH RUSLAN, NIM 10535 6010 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal 22 Jumadil Awal 1440 H/28 Januari 2019 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019

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| Day/Date | Chapter | Note | Sign |
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| 15/10/19 | IV | - Raw data of intervie and Observation <br><br> - Audio | |
| 22/10/19 | IV | Change into first form <br> -> Check all grammatical <br> -> do all as suggested | |

Makassar, 08 Oktober 2018
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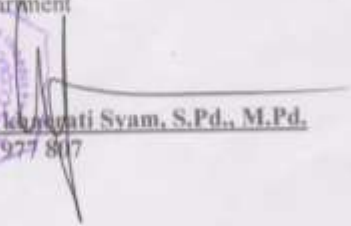**Ummi Khaerati Syam, S.Pd., M.Pd.**
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| 21/10/2018 | IV | - Deskripsikan data yang telah diperoleh dalam bentuk Observasi & interview. <br> - Semua paparan Hasil penelitian Harus diganti | |
| 07/11/2018 | IV | - Buat tabel korpur data <br> - Interpretankan berdasarkan data & teori yang dikuasai | |

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| Day/Date | Chapter | Note | Sign |
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| 17/14/18 | II | Basic theory in colecting data based on research question | ✓ |
| | III | procedure and to colect based on data collection | ✓ |
| | IV | Reanalyze finding in interview and observation | ✓ |
| 17-12-18 | | Acc | ✓ |

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Yang MembuatPernyataan,

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Makassar,   Februari 2018

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**Marwatih Ruslan**

# MOTTO

## *"HARD WORK UNTIL YOUR IDOL BECOMES YOUR RIVAL"*

I dedicated this thesis to :

My beloved parents, my siblings,

and my bestfriends, for the sincerity and support to do this thesis.

# ABSTRACT

**MARWATIH RUSLAN, 2019.**_"Difficulties Faced by English Departement students in speaking English at Muhammadiyah University of Makassar (A Descriptive Research)"_under the thesis of English Department the Faculty of Teachers Training and Education**,** Makassar Muhammadiyah University. Guided by UmmiKhaeratiSyamandMuhariefMuhsin.

This research aimed at finding outdifficulties of speaking. The problemstatement werethe factor of difficulties in speaking faced by the third semester of English department students. This research used a descriptive research. The subject of this study is the third semester of English department. The researcher used snowball Sampling Technique and the samples were 6 students. The research instruments used observation and interview.

The research findings indicated that speaking difficulties of the third semester of English departementstudent. From the data, the factor of speaking difficulty divided and classify factors into two main problems, namely internal and external factors. Internal factors those arefear of being judged, over thinking, mouth movements, and self confidence. External factor those are the length of exposure, learning environment , facilities and learning style.

**Keyword**: speaking, speaking difficulties**,** internal and external factor

# ABSTRAK

**MARWATIH RUSLAN, 2019.**“*Kesulitan yang Dihadapi oleh mahasiswa jurusan Bahasa Inggris dalam berbicara Bahasa Inggris di Universitas Muhammadiyah Makassar (Penelitian Deskriptif)”*Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Di bimbing oleh Ummi Khaerati Syam dan Muh arief Muhsin.

Penelitian ini bertujuan untuk mencari tahu factor kesulitan dalam berbicara bahasa inggris yang dihadapi oleh mahasiswa semester tiga jurusan bahasa Inggris. Penelitian ini menggunakan penelitian deskriptif. Subjek penelitian ini adalah semester ketiga jurusan bahasa Inggris. Peneliti menggunakan Snowball Sampling Technique dan sampelnya adalah 6 mahasiswa. Instrument penelitian yang digunakan yaitu observasi dan wawancara.

Berdasarkan hasil penelitian, menunjukkan bahwa sebagian besar mahasiswa semester ketiga jurusan bahasa Inggris masih kesulitan dalam berbicara bahasa inggirs. Kesulitan tersebut diklasifikasikan menjadi dua factor, yaitu faktor internal dan eksternal. Faktor internal terdiri dari: Takut dihakimi, terlalu banyak berpikir, gerakan mulut, dan kepercayaan diri. Faktor eksternal yaitu lama paparan, lingkungan belajar, fasilitas dan gaya belajar.

**Kata kunci** : berbicara, kesulitan berbicara**,** faktor internal dan eksternal

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*In the name of Allah, Most Gracious, Most Merciful*

Alhamdulillah, the writer expresses thank you very much for the gratitude Allah SubhanaWata'ala for blessing and mercy on the writer during the process until the finished writing this proposal. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SallallahuAlaihiWasallam, who has given him the best everything to complete the whole process of this work.

In writing this proposal, the writer found many difficulties, so the writer realized that the proposal a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion.     The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

1. My highest appreciation and deepest thankful to my beloved parents MuhRuslan  andMardiana, who always be my best parents. And all of my family for the attention, support and their love.

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Finally, the writer says thank you and apperceptions to everybody who had help in finishing this proposal. My almighty Allah SubhanahuWaTa'alableses us all.

Makassar, Oktober 2019

The Writer

MARWATIH RUSLAN

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# CHAPTER I

# INTRODUCTION

## A. Background

Speaking skill was one of the main point to master English because it was required to convey or express the intent communicate ideas, opinion and comments with other people in conversational situation. Brown (2004: 140) defines speaking as a product. To master the speaking skill was the most difficult in learning English.

According to Albertrayan, (2008:1), trainer and teachers who were developing students' English speaking skill often get frustrated because some students do not attempt to speak at all. when the teacher wants the students to be active they prefer to be passive. According to Morton (2006: 273) many people report that they can understand a language but they cannot speak it.

In the process of learning English a student would have barriers in learning, the barriers can caused less maximum student learning outcomes. It can happen to anyone including students who take English language courses.

Related to explanation before, the researcher can conclude that there were some difficulties faced by student when learning English. Over time, science thriving so fast that demanding people to know the latest developments in each of the field of science. Therefore researcher would like to analyze the latest development about difficulties faced by English department students in English learning especially in speaking skill.

Researcher main interest to focus on speaking difficulties under title "Difficulties faced by English department students in speaking English at Muhammadiyah University of Makassar in academic year 2018/2019.

## B. Research Questions

English department students of Muhammadiyah University have difficulty to used English language that influencing their speaking. The researcher formulate the difficulty as :

What were the factors of difficulties faced by English department students in speaking English at Muhammadiyah University of Makassar?

## C. Objective of the study

Related to the research questions, this study aimed to find out the factors of difficulties faced by English department students in speaking at Muhammadiyah University of Makassar.

## D. Significance of Study

Significances of the study in this research were given to the teachers, students, and researcher.

1. Significance of theoretical can be a reference about speaking difficulties.

2. Significance of practical information

   a. Students: they understand about their difficulties in speaking

   b. Teachers: they get information about students' speaking difficulties in classroom.

c. Researcher: this research was reference in their research that relate with topic and difficulties.

**E. Scope of the Study**

This research limited and focus to describe the difficulties faced by the English department students in speaking English at Muhammadiyah University of Makassar in academic year 2018/2019. It describe the student difficulties in speaking from external and internal factors that caused it.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

This chapter consists of previous related research findings and some pertinent ideas.

## A. Previous of Related Study

Krishnasamy (2015) showed the result of her research about Anxiety in Learning and Communicating in the English Language it can be postulated, may not require any 'special treatment' but what it does demand was the cwereful attitude of the language teachers in order to understand and to effectively diagnose this phenomenon in the learners. Then, it requires the application of modern approaches that lay emphasis on enhancing learning opportunities in an environment that was conducive to learning.

Riyaz and Mullick (2016), in their research about problems in learning English, theystates that The teachers were always under constant pressure of completing the prescribed syllabus. They didn't pay any heed to interactive activities which would have helped students in mastering the speaking skill. Lack in vocabulary was another serious problem which compromises student's fluency.

Based on the result above, the researcher can conclude that language as a means of communication instrumental important in the activity of human life, was not an exception of the activities of learning in the context of

education. Therefore, the used of the language in the communications and the interaction of learning need to get attention, especially in the teacher language.In practice both teachers and students still face many problems during the learning process. Various responses can be found in the classroom related issues, especially in the attitude of the students during the learning process.

Kurniawan, Sabaruddin, Gusweni (2018) showed the result of her research about Students' in English Speaking Skill that there were weaknesses and strengths of students; they first experience difficulties in terms of grammar, fluency and vocabulary. However, they also had the power of pronunciation to speak English and at the same time had a good understanding when they were asked a question, what they answer in sync with the intent of the question. From the result, the researcher conclude that to learn of speaking English requires a lot of memorization,  pronunciation and practice of vocabulary.

Riyaz and Mullick (2016), in their research about *Problems in learning English Speaking Skill* states that The teachers were always under constant pressure of completing the prescribed syllabus. They didn't pay any heed to interactive activities which would have helped students in mastering the speaking skill. Lack in vocabulary was another serious problem which compromises student's fluency.

SittiHadijah (2014) show that the students' ability was category low (62.93); the students have problems on grammar (42.20%), pronunciation (36.60%), vocabulary (35.20%), fluency (36%) and comprehension (34.40%); the students' reason in facing the problems on English speaking English was not only have limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack ofspeaking practice, limited time given for preparation on English speaking test, the difficulties at using and understanding the speaking material found in the English textbook.

Ahmadi (2011) in his journal about pronunciation so difficult, he states that pronunciation can be one of the most difficult parts for a language learner to master and one of the least favourite topics for teachers to address in the classroom. There were many reasons why the teaching of ESL pronunciation was currently less than optimally effective, and certainly it was wrong to blame anyone group, whether teachers, pronunciation specialists, or academics. Second language pronunciation was topic of great theoretical interest and practical relevance which unfortunately has been out of fashion for some decades.

Based on the result of the research before, the researcher conclude that the process of learning English can not separate with the emergence of various difficulties influenced by several factors. Therefore, through this study the

researcher wants to know more the difficulties faced by English department students in speaking.

**B. Some Pertinent Ideas**

**1. Concept of Speaking**

**a. Definition of speaking**

Speaking was a functional oral language skill in everyday human life, because by talking we can obtain and convey information. Harmer (2001:269) defined speaking skill as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency was required to reach the goal of the conversation.

When we talked about something of course there were many elements that we should understand those were: the topic of what the speaking about, vocabulary, grammar, and also intonation. Topic of speaking was important to be mastered by speaker because by mastering the topic the speaker would be easier to divided the important things from the topic that would be asked to the listeners. The second element was vocabulary, it was important for speaker in order to speak well at lest the speaker has enough vocabularies to express some idea. Grammar was very useful when people speaking, because grammar was able to give implicit

meaning in speaking activity. The last one was intonation; by using the appropriate intonation probably made the information successfully transferred to the listeners. All of the elements were needed to make a good understanding between speaker and listener.

English was considered the most widely used language in the world, and many people were learning this language to have better job security or communicate more effectively with more people. English may be a popular language to learn, but this does not mean it was easy to master, there were many challenges facing people while learning English.

Speaking was considered the most important language skill (big percentage language students learn English to develop speaking skills. We can used talk to explain things, complain about people's behaviour, make polite requests, or entertain people with jokes."( Richards and Renandya 2002)

Speaking was defined operationally in this study as the secondary stages students' ability to express them-selves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar, vocabulary and discourse rules of the spoken language.

According to Arpiah (2012:18) there were some of the common problems which people face when they were learning to speak English. If someone wants to become a more fluent speaker of English, and at some of the skill it was needed for effective communication. There were six

important things considered to be useful that someone can be more fluent in speaking. They were confidence; fluency and accuracy, finding the right words; showing where we were going; keeping the listeners interested and sounding natural.

From all statements above it can be concluded that speaking skill was an important skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people have belief that language mastery was able to be judged from how well someone speak. in language teaching, language was essentially speech. Someone on his or her daily life needs to be able in using English as good as possible in order to make a comprehensible situation in speaking. In addition, the language function should also be involved in this skill which it involves the used of grammar, comprehension, fluency, and all of these should be used appropriately in a social interaction. Therefore the appropriate method and technique were needed to improve students' speaking skill.

b. **The Nature of Speaking**

Brown (2001:267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that's the benchmark of successful acquisition of language was almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards et.al. (2002:204) state that effective oral communication requires the ability to used the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, non-linguistic elements such as gestures, body language, and expressions were needed in convey message directly without any accompanying speech.

Brown (2007:237) states that social contact in interactive language function was a key importance and in which it was not what  say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

From all statement above it can be conclude that speaking was the one of the language skills in oral form to express the speakers' ideas to everybody else. While, speaking was the informal interchange of thought and information by spoken words.

c.  **The Importance of Speaking**

Speaking skill was the productive skill in the oral mode. Like the other skill. Speaking was more complicate that seems at first and involves more than just pronouncing words. There were five components of speaking skill that can be define as follows pronunciation, grammar, vocabulary, fluency and comprehension. To be a good speaker the English learners have to master all of the components. However, besides those linguistic components above there were many factors that influence speaking ability. Torky (2006:5) states that if we want to improve

speaking skill, first we must be aware of ourselves, our motivations, behaviour patterns, and likely mistakes. From the statement it can be concluded that our own motivation and also our environment were the emphasis factors in improving speaking skill. If learners have a high motivation to improve their speaking skill, they would study hard and find many sources and model about speaking skill. The environment was the next important factor that influences learners speaking skill, because if people around the learners were able to speak well it would be easily for the learners copy their way to speak.

Speaking skill becomes the important aspect of language when studied the language especially English, without practicing to speak was useless. Fauziati (2010:15) points out that " mastering the art of speaking was the single most important aspect of learning a second or foreign language and success was measure in term of ability to carry out a conversation in the language". That statement can describe that speaking was a process of constructing; it covers almost all of language components. Through speaking someone can express their minds, ideas and thought freely and spontaneously.

In global era speaking ability in English was useful in many situations and places. Such as in the school, apply for job, or when someone goes to the other country because English was international language. That fact requires people to master English active in order to make verbal interaction with people around the world.

**d. Psychological factor that hinder students from speaking**

Juhana (2012) explained that fear of mistake, anxious, shyness, lack of confidence, and lack of motivation were included into psychological factors. That become the main factor which affect the students condition because it comes from the individual. Each of them was explained below :

a. Fear mistakes

Culturally, it was easy for students become afraid of making mistakes during the teaching and learning process. This human weakness of making mistake has result in failure in speaking English. Learning language means learning how to communicate though oral not only from text and translate into target language. Most of students were afraid to be laugh and do not want to be criticize or oven look silly in front of their peers. They keep silence and listen rather than expressing what in their mind is.

b. Shyness

The students were afraid to speak due to the feeling of incapable in English. They were not to intimidate by their friends of the teacher. It creates the sentiment of shyness. Students think a lot when they were faced to explore their ideas in speaking performance. The feeling of worst, incompetent, and less skilled, that all have been built if students could not uncover their shyness by confidence. Those could block the process of students' ability in oral communication.

c. Anxiety

   Anxiety was the feeling of nervousness correlated to the specific situation. When the students were dominated by this tension during  practicing English, it must obstruct students from speaking fluently. The students feel uncomfortable or even being confused and panicky every so often when they were faced in training oral language production. As the consequence, they got difficulty to catch the smoothness in speaking.

d. Lack of confidence

   There were many reasons that lead the students lacking of confidence. It can be caused by insufficient encouragement by the teacher. Teachers might be seemed as given supported to their students but they do that way based on the teachers' perception only. Most the teachers in Indonesia was still applying their teaching with physical reward. Moreover, before starting the lesson teachers usually rely on the rattan to force the students include in the classroom. It could be an image of how students learn. Unconsciously, its habit increases the fear of trying new things for students. For that reason, the students were often not confident to try to speak English.

e. Lack of motivation

   Motivation can derive from both the students and the teacher. In English language classroom, teacher mainly handle the success of communication apprehension. The method and strategy play the

important roles on how extent the students exploring and applying the target language as well. As we know that native have more places in oral communication teaching in Indonesia because the local English teachers have inadequately creativity to make a deal with.

**2. The Concept of Speaking Difficulties**

    a. **Definition of Speaking Difficulties**

Speaking difficulties were difficulties that speaker could have when the speaker not able to speak well, accurately and proficiently. According to Brianne (2006), there were two factors which influence the difficulty in speaking, they were:

1. Internal factor

    a. Fear of being judged

Fear of being judged was an example of difficulty speaking that represents a mental issue, and it common in social phobia ( but if affects nearly everyone with anxiety some way)

    b. Over thinking

Some people have difficulty speaking because they were thinking to much about it, the more they have hard time putting the words into sentences and sharing them out loud.

    c. Mouth movements

Anxiety can affect your physical movements as well. This may not sound like an anxiety issue, but anxiety can caused some

of the movements that you used to be natural to become unnatural, and some of the automatic movements to become more manual.

    d.  Self-confidence

        Confidence was believe in the students' ability to race up to your capability ( as you have demonstrated throughout the season). From the statement above can be conclude that the self confidence was someone belief against their ability in doing something.

2. External factor

    a.  Length of Exposure

        length of exposure referred to amount of time they have been studying with the language. Length of exposure to a language may also be an aspect in learning, especially in learner's achievements.

    b.  Learning Environment

        Learning environment was the space where learning occurs, which contains classroom size, size of the group, tools and devices provided.

    c.  Facilities

        To achieve success in education, it was the responsibility of educators in every child has an access to a quality of education in school facilities that provide an educational setting that was suite for teaching and learning.

    d.  Learning style

Learning style was educational conditions under which a student was most likely to learn thus, learning style were not really concern what learners learn, but rather how they prefer to learn.

## 3. Kinds of Difficulty in Speaking

There weresome kinds of difficulties that were facedby the students in speaking. The mostproblems felt by the students were: lackof vocabulary, not confident to speak, notused to talking in class, and difficult toexpress words or sentences.

The difficulties face or feel by the students in speaking can be divide into two kinds of problems namely linguistic problems and non-linguistic problems. It was strength by Hojati and Afghari (2013) maintain that speaking skills were under the influence of a number of linguistic and non-linguistic factors such as grammar, vocabulary, pragmatic variables, affective factors, and so forth, which, when combined, compound the problems of speaking skills.

1. Linguistic problems

There were three difficulties relate to linguistic problems. They were lack of vocabulary, lack of grammar knowledge, and poor pronunciation. Cause of difficulty face by the students with linguistic problems. They were lack of vocabulary, seldom memorizing vocabulary, words having more than one meaning, being confused about how to used appropriate words, lack of
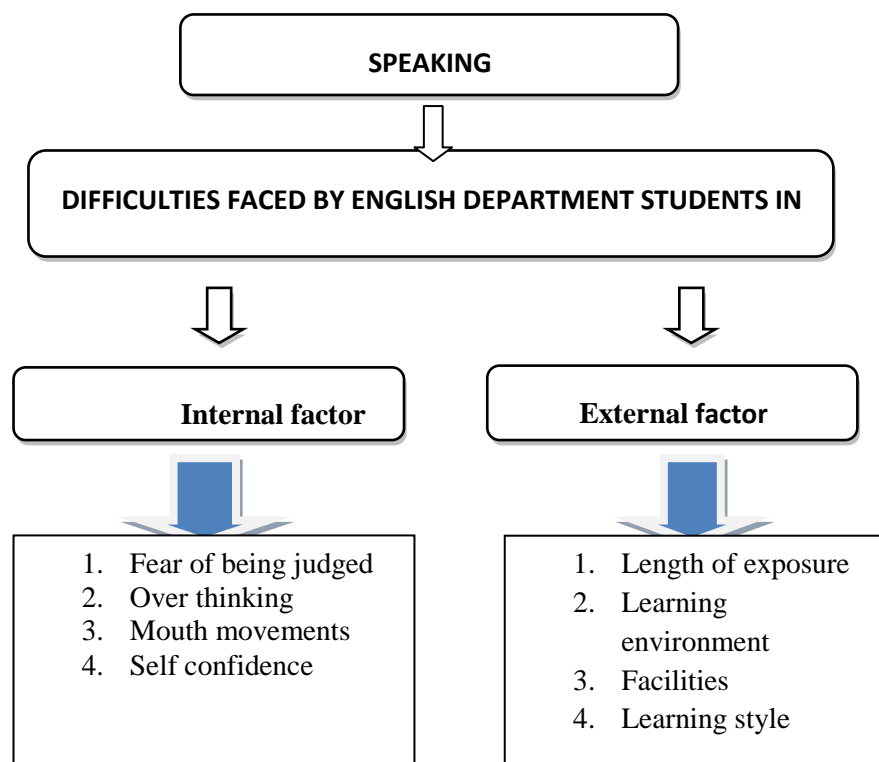
grammar knowledge, seldom reading grammar books, poor pronunciation.

2. Non linguistic problems

There were 9 some difficulties dealt with non-linguistic problems, not brave to speak, not confident to speak, afraid of speaking, afraid of making errors, afraid to mocked by friends, nervous to speak, not used to talking in class, difficult to express words or sentences, and confused how to used appropriate words.

## C. Conceptual Framework

The focus in this research was the Difficulties faced by English department students in speaking at muhammadiyah university of Makassar in academic year 2018/2019. The conceptual of framework underlying this research gave in the following diagram

```
                    ┌──────────────────────────┐
                    │         SPEAKING         │
                    └──────────────────────────┘
                                 ⇩
     ┌──────────────────────────────────────────────────────┐
     │  DIFFICULTIES FACED BY ENGLISH DEPARTMENT STUDENTS IN  │
     └──────────────────────────────────────────────────────┘
                 ⇩                              ⇩
        ┌─────────────────┐            ┌─────────────────┐
        │ Internal factor │            │ External factor │
        └─────────────────┘            └─────────────────┘
                 ⇩                              ⇩
  ┌──────────────────────────┐    ┌──────────────────────────┐
  │ 1. Fear of being judged  │    │ 1. Length of exposure    │
  │ 2. Over thinking         │    │ 2. Learning              │
  │ 3. Mouth movements       │    │    environment           │
  │ 4. Self confidence       │    │ 3. Facilities            │
  │                          │    │ 4. Learning style        │
  └──────────────────────────┘    └──────────────────────────┘
```

Based on the above conceptual framework above, the researcher intend to describe the difficulty faced by students in speaking English. First of all, the researcher observed the students activity in English learning especially in speaking skill and then identify the other skill of speaking which influence the difficulty, after that the researcher divide the difficulty into internal and external problems to describe it.

# CHAPTER III

# RESEARCH METHOD

## A. Research Design

This research used descriptive qualitative as approach. It supported by IqbalHasan (2002: 22) which states that this qualitative descriptive method was used to systematically describe the facts or characteristics of a particular population or field. Researcher describe the difficulties faced by students majoring in English speaking at the University of Muhammadiyah Makassar in the academic year 2018/2019.

## B. Object of the Research

The research object consisted of 3rd semester students majoring in English at Muhammadiyah University of Makassar. The researcher used snowball sampling technique. The object were chosen by the consideration that the people would gave valuable information and appropriate with the objective of the research. The researcher chose six students from E class

## C. Research Instruments

This study collecting data used two instruments, namely:

1. Observation

According to Hermawan, et. al. (2007: 151) "Simple observation can be interpreted as observation by used the sense of sight and not asking questions. Researcher used the Observation

Sheet as a tool to gauge the difficulties that English teachers have in speaking.

2. Interview

According to sugiono (2013: 231) interview was a two-person meeting to exchange information and ideas through questions and answers. Therefore, meaning can be built on a particular topic. Interviews can be done in a structured or unstructured way, researcher used structured interviews to saw the difficulties faced by students in English.

**D. Data Collecting Procedure**

1. Observation

Observation was the foundation of all sciences. In this study, Observations were done directly, in which researcher physically present and monitor personally what happened. Direct observation was done at the university which was the location of research on the implementation of learning English.

2. Interviews

Interviews were used as data collection techniques, if the researcher has known exactly what information obtained. Researcher greet students and asked about their willingness to participate in the study as a sample. Then the researcher began to ask basic questions before conducting in-depth interviews.

In conducted interviews, in addition to having to bring the instrument as a guide for interviews, then researcher used tools such as tape recorders and other materials that can help the conduct of the interview went smoothly.

**E. Technique of Data Analysis**

Researcher conducted data analysis refers to the three flow data analysis process. according to Miles and Huberman (2007: 16) "We assume that the analysis consists of three flow of activities that occur simultaneously namely: data reduction, data presentation, conclusion / verification". The stages can be explained as follows:

1. Data reduction

Data reduction was defined as the selection process, focusing on simplification, abstraction, and "rough" data transformation arising from written notes on the ground. After the data collected, the reduction stage was chose the principal data and separating it with the less important data for the research.

2. Display data

In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like (Sugiono, 2007: 249). In this study the researcher used a brief description in presenting the data that has been obtained, so

that obtained a picture that was easily understood from the data that has been collected.

3. Drawing conclusion

Drawing conclusion was the last step in data analysis. This was done after the data obtained was reduced and presented so that it was easy tounderstand.

# CHAPTER IV

# FINDINGS AND DISCUSSIONS

## A. Findings

In this section, the researcher describes the result of data analysis based on the observation and interview.The result of the data analysis indicates that there were factor of speaking Difficulties faced by the third semester of students of English Department at Muhammadiyah University of Makassar.

a. Data description was obtained from observation and interview

The observation and interview was con ducted at the third semester of students of English department to get more information about Reviews their Difficulties and factor caused of speaking Difficulties in speaking English.

The researchers asked students to answer several questions and recorded them transcribed. We can see the observation and interview result below:

1) Informant 1

I am afraid to be laughed when I want to speak English. My mouth is stiff when saying English words. I feel less confident because I am afraid mispronunciation. I think another people would be laugh when I make a mistake. I rarely used English except in the class if

instructed by the lecturer. I lack concentration if the class is noisy. I make a concept before speaking but usually I also speak immediately. I don't have an English course.

Table 4.1

| No. | Text | Factor | Categories |
|---|---|---|---|
| 1 | I am afraid to be laughed when I want to speak English. | Internal factor | Fear of being judged |
| 2 | My mouth is stiff when I say English words. | Internal factor | Mouth movements |
| 3. | I feel less confident because I am afraid mispronunciation. | Internal factor | Self confidence |
| 4. | I think another people would be laugh when I make a mistake. | Internal factor | Over thinking |
| 5. | I rarely used English except in the class if instructed by the lecturer. | External factor | Length exposure |
| 6. | I lack concentration if the class is noisy. | External factor | Learning environment |
| 7. | Sometimes I make a concept before speaking but usually I also speak immediately . | External factor | Learning style |
| 8. | I don't have an English course | External factor | Facilities |

Based on the table 4.1, statement of informant that she afraid to be laughed when she want to speak English, includes the category of internal factors that can be classified in more detail as "Fear of being judged". This happened because be laughed when speaking can cause fearful races or uncomfortable such as shyness. The statement that her mouth were stiff when she say English words includes the category of internal factors can be classified in more detail as "Mouth movements". This condition happened because the informant less familiarize to express the words in English. Statement of informant that she feel less confident because afraid mispronunciation, includes the category of internal factors that can be classified in more detail as "Self confidence" This condition happened because she not sure of their own abilities, especially in pronouncing words in English. The next, statement that she think another people would be laugh when she make a mistake can be classified in more detail as "Over thinking". It happened because of students too worrying about something that be the future.

Statement of informant that she rarely used English language includes the category of internal factors that can be classified in more detail as "Length exposure". It happened because students less familiarize herself using English in daily lives. The next, statement that she lack concentration if the class is noisy, includes the category of external factors that can be classified in more detail as "Learning environment". It happened because conducive whether or not the

learning environment, it   influences the process of students in understanding the material. The last, statement that she don't have an English course includes the category of external factors that can be classified in more detail as "Facilities" This condition happened because students' lack motivation in learning English. In this regard, there were many facilities that can be used as learning references.

2) Informant 2

If I am laughed when I make a mistake, it makes me embarrassed. I feel nervous speaking English because lack of preparation. I translate beforehand said I want to say before I speak English.Sometimes I thought excessive when I would speak English. I rarely used English language with my family. I less concentration if my class mates invite me to speak.There is no reference to the patented study but I joined the course.

Table 4.2

| No. | Text | factor | categories |
|---|---|---|---|
| 1. | If I am laughed when I make a mistake, it makes me embarrassed | Internal factor | Fear of being judged |
| 2. | I feel nervous speaking English because lack of preparation. | Internal factor | Self confidence |
| 3. | I thought excessive when I would speak English. | Internal factor | Over thinking |
| 4 | I translate beforehand said I want to say before I speak English | External factor | Learning style |
| 5 | I rarely used English language with my family. | External factor | Length exposure |
| 6 | I less concentration if my class mates invite me to speak. | External factor | Learning environment |
| 7 | There is no reference to the patented study but I joined the course. | External factor | Facilities |

Based on the table 4.2, statement of informant that she is shy when make a mistake and be laughed, includes the category of internal factors that can be classified in more detail as "Fear of being judged". This condition happened because the shame when make a mistakes in pronunciation or other mistakes, it can be made the informant afraid to try speak in English. The next, statement that she feel nervous speaking English because lack of preparation, includes the category of internal factors that can be classified in more detail as "Self confidence." it happened because lack of preparation made the students nervous about

speaking English in front of in front of many people it appears less confidence. In addition, the informant said that she thought  excessive when she is speak English, that includes the category of internal factors that can be classified in more detail as "Over thinking".It  happened because students too let the doubt and anxious to control her mind.

Statement of informant that she translate the words before speak English, includes the category of external factors that can be classified in more detail as "Learning style". This condition happened because  lack of vocabulary mastered that makes informant can not to express a sentence or a language . she also rarely used English language with her family, it includes the category of external factors that can be classified in more detail as "Length exposure". This condition happened because they don't get used to speaking English in everyday life, students were more comfortable speaking their mother tongue. In addition, she less concentration if her classmates invite to speak,  itincludes the category of external factors that can be classified in more detail as "Learning environment". This condition occurs because of the learning environment was unfavorable. The last, she have not reference to the patented study but she joined a course, it includes the category of external factors that can be classified in more detail as "Facilities". This condition happened because the students motivation in learning English is still lacking. In this regard there were many facilities which can be used as a reference for learning in

addition to English language courses such as books, dictionaries, YouTube etc.

3) Informant 3

I am afraid of being criticized and laughed right when I speak English. I stammer when I speak English. I lack confidence in speaking English. I often thought of something excessively when I would speak English. Before I spoke I made a concept first . I rarely used English language for communication. I have a dictionary application

Table 4.3

| No. | Text | Factor | Categories |
|---|---|---|---|
| 1 | I'm afraid of being criticized and laughed right when I speak English. | Internal factor | Fear of being judged |
| 2 | I stammer when I speak English. | Internal factor | Mouth movements |
| 3 | I lack confidence in speaking English | Internal factor | Self confidence |
| 4 | I often thought of something excessively when I would speak English. | Internal factor | Over thinking |
| 5 | Before I spoke I made a concept first . | External factor | Learning style |
| 6 | I rarely used English language for communication . | External factor | Length exposure |
| 7 | I have a dictionary application | External factor | Facilities |

Based on the table 4.3, there are several statement of informant that includes the category of internal factors like she afraid of being criticized and laughed right when she speak English,  it that can be

classified in more detail as "Fear of being judged" This condition happened because students were afraid of being ridiculed when making mistakes. she stammer when speak English, it can be classified in more detail as "Mouth movements" . This condition happened because students not accustomed to pronouncing speak English until when students speak she was falter. she lack confidence in speaking English  it can be classified in more detail as "Self confidence". This condition happened because students shy to express her  viewpoint in English. she often thought of something excessively when she would speak English, it can be classified in more detail as "Over thinking". This condition happened because the students were concerned with what will be another student said.

In addition, there are several statement of informant that includes the category of external factors like she made a concept first Before speak English, it can be classified in more detail as"Learning style".This condition happened because of the inability of students to remember the vocabulary she wants to used speak English.She rarely used English language for communication,  it can be classified in more detail as "Length exposure". This condition occurs because students were more comfortable speaking Indonesian or regional languages. She have a dictionary application it can be classified in more detail as "Facilities".This condition happened because students' curiosity in

learning English is still lacking. In this regard, there were many facilities

that can be used as learning references besides dictionaries.

4) Informant 4

when I speak English, my mouth is stiff or difficult to speak. I am

afraid of being blamed when speaking English in front of many people.

When he wants to speak English I make a concept  first and then the

concept that I had memorized. I often think too much when I speak

English. I rarely used English to speak. I find it difficult to speak English

caused by learning environment. I have taken courses but only 4 months

because I have a lot of activities

Table 4.4

| No. | Text | factor | Categories |
|---|---|---|---|
| 1 | when I speak English, my mouth is stiff or difficult to speak. | Internal factor | Mouth movements |
| 2 | I am afraid of being blamed when speaking English in front of many people. | Internal factor | Fear of being judged |
| 3 | When he wants to speak English I make a concept  first and then the concept that I had memorized. | External factor | Learning style |
| 4 | I often think too much when I speak English. | Internal factor | Over thinking |
| 5 | I rarely used English to speak. | External factor | Length exposure |
| 6 | I find it difficult to speak English caused by learning environment. | External factor | Learning environment |
| 7 | I have taken courses but only 4 months because I have a lot of activities | External factor | Facilities |

Based on the table 4.4, there are several statement of informant that includes the category of internal factors like her mouth was stiff or difficult to speak it can be classified in more detail as "Mouth movements". This condition occurs because of anxiety which makes it difficult to move her mouth to speak English. she was afraid of being blamed when speaking English in front of many people, it can be classified in more detail as "Fear of being judged". This is because shyness when making mistakes makes students afraid to try to speak in English. She make a concept first and then she memorized the concept" it can be classified in more detail as "Learning style" . This condition happened because studentseasily forget what they want to say so make a concept first and then memorize it. She often think too much when speak English, it can be classified in more detail as "Over thinking". This occurs becausethe student was very worried if the other students used the phrase that pleasant to hear or to argue.

In addition, there are several statement of informant that includes the category of external factors like she rarely used English to speak, it can be classified in more detail as "Length exposure". This happened because students lack to memorizedvocabularyand students did not have friends topractice speaking English. She was difficult to speak English caused by learning environment, it can be classified in more detail as "Learning environment". It cause by the condition of the class that make a fuss so les conducive to concentrate. She have taken courses but only 4 months, it can

be classified in more detail as "Facilities". This condition happened students motivation in speaking English  still less.In addition to learning English, you do not have to take a course but there were manyotherfacilitiesthat can be used as references to speak English.

 5)Informant 5

I sometimes fear criticism when speaking English. when nervous, I am not fluent in pronounce the words in English. I used the concept more often when I want to speak English. I lack confidence if I have not mastered the concept. When I was told to go to fish experience I am worry about what I say is not in accordance with the draft and not in the order. I rarely used English to communicate with friends, family etc. My friends mostly used Indonesian. I sometimes forget to bring a book.

Table 4.5

| No. | Text | Factor | Categories |
|-----|------|--------|------------|
| 1. | I fear criticism when speaking English. | Internal factor | Fear of being judged |
| 2. | when nervous, I am not fluent in pronounce the words in English. | Internal factor | Mouth movements |
| 3. | I used the concept more often when I want to speak English. | External factor | Learning style |
| 4. | I lack confidence if I have not mastered the concept. | Internal factor | Self confidence |
| 5. | When I was told to go to fish experience I am worry about what I say is not in accordance with the draft and not in the order. | Internal factor | Over thinking |
| 6. | I rarely used English to communicate with friends, family etc. | External factor | Length exposure |
| 7. | My friends mostly used Indonesian. | External factor | Learning environment |
| 8. | I sometimes forget to bring a book. | External factor | Facilities |

Based on the table 4.5, there are several statement of informant that includes the category of internal factors like she fear criticism when speaking English it can be classified in more detail as"Fear of being judged". This happened because students were shy to speak English in front of many people. She is not fluent in pronounce the words in English when nervous, it can be classified in more detail as"Mouth movements". This condition happened because students do not practice the pronunciation of the English language correctly. she lack confidence if

have not mastered the concept" it can be classified in more detail as "Self confidence". This condition happened  because there is competition between students so as to reduce the level of confidence in students who were not fluent in English and were afraid to compete with friends who were far more fluent. she is worry about what I say is not in accordance with the draft and not in the order  it can be classified in more detail as"Over thinking". This condition occurs because students think too negatively about themselves, such as feelings that were not ready to appear in public because they master the topic , do not know what to say etc.

There are several statement of informant that includes the category of external factors like she used the concept more often when she want to speak English, it can be classified in more detail as"Learning style".This condition happened because of the inability of students to remember the vocabulary he wants to used to speak English. She rarely used English to communicate with friends, family etc" it can be classified in more detail as "Length exposure". This condition happened because the environment around students is more dominant using Indonesian or regional languages. Her friends mostly used Indonesian, it can be classified in more detail as"Learning environment". This condition occurs because it is difficult to express the word or sentences. She sometimes forget to bring a book it can be classified in more detail

as"Facilities".This condition is caused due to lack of motivation or mint learning of students.

6) Informant 6

My first difficulty was lack of confidence. I am afraid to be laughed when I speak English. Sometimes I combine English language with Indonesian. I sometimes think of something to excess when would speak English. I was more often used English that I can communicate more smoothly with others. Most of my friends more used the language of their respective regions than used the English language.  I learned English through the WhatsApp group. If I want to speak English, I make a concept first.

Table 4.6

| No. | Text | Factor | Categories |
|---|---|---|---|
| 1. | My first difficulty was lack of confidence. | Internal factor | Self confidence |
| 2. | I am afraid to be laughed when I speak English. | Internal factor | Fear of being judged |
| 3. | Sometimes I combine English language with Indonesian. | External factor | Learning style |
| 4. | I sometimes think of something to excess when would speak English. | Internal factor | Over thinking |
| 5. | I was more often used English that I can communicate more smoothly with others. | External factor | Length exposure |
| 6. | Most of my friends more used the language of their respective regions than used the English language. | External factor | Learning environment |
| 7. | I learned English through the WhatsApp group. | External factor | Facilities |

Based on the table 4.6 there are several statement of informant that includes the category of internal factors like she is afraid to be laughed when speak English, it can be classified in more detail as"Fear of being judged". This condition happened because students were embarrassed if they make mistakes so that students were afraid to try to speak in English. She over thinking when she would speak English, it can be classified in more detail as "Over thinking". This condition happened because students feel worried about what other students would say. She was lack of confidence, it can be classified in more detail as"Self confidence ". This condition happened because lack of preparation that makes students

nervous speaking English in front of many people, so appears  lack of confidence

There are several statement of informant that includes the category of external factors like he combine English language with Indonesian,  it can be classified in more detail as"Learning style". This condition happened because lack of vocabulary that students know .he was more often used English that he can communicate more smoothly with others, it can be classified in more detail as"Length exposure". This condition happened because lack of desire or motivation of students to used English language in their daily lives. Most of him friends more used the language of their respective regions than used the English language, it can be classified in more detail as"Learning environment". This condition happened because students less familiarize themselves using English either by classmates and other people. he learned English through the WhatsApp group" it can be classified in more detail as"Facilities". This condition happened because students' curiosity in learning English is still lacking. In this regard, there were many facilities that can be used as learning references besides whatsapp groups

**B.  Discussions**

In this part, discussion deals with the interpretation of findings derived from the  interview about the difficulty of speaking faced by the student in third semester student of English Department at Muhammadiyah University of Makassar.

Based on the findings,  main factor of the speaking difficulties faced by third semester students of English department at Muhammadiyah university of Makassar, the researcher conclude the factors as internal and external factor. The description as the following:

1. The Internal factor

  a. Fear of being a judge

      Fear of being judged is one part difficulty in speaking that is focused from internal factors. According to Brianne (2006) Fear of being difficult to speak that represents a mental issue, and it is common in social phobia. This theory is also known to be the result of research in which it is known that there are still many students who feel afraid in criticism and laughed when speaking English. In this regard, fear of criticism and ridicule is a social phobia that can be classified as a fear of being judged.

  a.  Over thinking

      Over thinking is part of difficulty in speaking that focused from internal factors. Over thinking is the ability to create thoughts that should not exist or predict a series of events in a negative way. This can be a difficulty factor in speaking English. According to Brianne (2006) Some people have difficulty speaking because they have a hard time putting the words into sentences and sharing them out loud. This theory is also supported by most of the students creating thoughts that should not exist or over thinking before speaking English.

  b.  Mouth movements

Mouth movements is one part difficulty in speaking that focused from internal factors. Most of the students are nervous when speaking English, causing stiff students to say English words. In addition, nervousness can also cause the mouth to move faster than normal so that what students say is less clear. This is supported by the opinion of Brinne (2006) who said that anxiety can affect your physical movements as well. This is not sound like an anxiety issue, but it can be caused by some of the movements that you use to become unnatural, and some movements to become more manual.

c. Self confidence

According to Thantaway (2005: 87), self-confidence is a mental state or psychological self that gives a strong belief in himself to do or do an action. However, in this study found some students who lack confidence or are not confident in their own ability in English. This is what causes self confidence to be a difficult factor in speaking English.

2. The External factor

a. Length exposure

The length of the exposure they have studied with the language. The length of exposure to learning is also an aspect of learning, especially in learner's achievements. The more often students listen or use English, the more fluent students will be in speaking English. Based on the findings, it shows that students rarely interact using

English or listening to things about English so that length exposure is a factor in difficulty speaking.

b. Learning environment

Learning environment is one part difficulty in speaking that is focused from external factors. The most important thing in language learning is the practice of using the language itself by referring to the language learning method that is being able to use the language into everyday language. Therefore, environmental factors determine the interest and motivation of English education students in improving their speaking skills. However, the result shows that the student learning environment does not support because there is no cohesiveness in supporting each other to speak English. They are more likely to use Indonesian or regional languages.

c. Facilities

The existence of learning facilities as supporting learning activities is certainly very influential on student learning outcomes and achievements, because the existence and conditions of learning facilities can affect the smoothness and sustainability of children's learning processes, it is in accordance with the opinion of Dalyono (2001: 241) which states that "The completeness of learning facilities will help students in learning, and the lack of tools or learning facilities will hinder their learning progress." However, the result shows that most students only have one or two study

references, while there are many to understand or speak English. sources that can be used as learning references.

d. Learning style

Learning style is one part of difficulty in speaking that is focused from external factors. Each student has a different learning style due to different levels of ability to capture a lesson or information dismissed by others.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion of the findings, and the second one deals with suggestions that cover recommendation concerning the implication of the findings and for further related researcher.

## A. Conclusion

Based on the research findings and discussions in the previous chapter, the researcher comes to the following conclusions.

1. Speaking skill is one of the main points to master English because it is required to communicate ideas, opinion and comments with other people in conversational situation. It cannot be denied that there were still some difficulties faced by students in speaking, compared with other skill which do not require direct used e.g. listening, reading and writing. Thus, the research problem and objectives were to know student problem speaking faced at the third semester of English department in Makassar Muhammadiyah University.

2. Speaking skill is an important skill to be mastered when someone learn about language especially foreign language. Speaking skill becomes the most important skill since people have belief that language mastery is able to be judged from how well someone speak. In global era speaking ability

in English is useful in many situations and places. Such as in the school, apply for a job, or when someone goes to the other country because English is international language. According to Brianne (2006), there were two factors which influence the speaking problem. They were internal and external factors.

3. This study used descriptive research and population and sample select the third semester of students English department in Makassar Muhammadiyah University, thus the total samples were 6 students.

The researcher has found the factor of speaking difficulty divided and classify factors into two main problems, namely internal and external factors. Internal factors those were fear of being judged, over thinking, mouth movements, and self confidence. External factor those were the length of exposure, learning environment , facilities and learning style.

## B. Suggestion

Based on the conclusion above, the researcher would like to offer suggestions as follows:

1. The teachers should pay attention more about students' difficulties because the difficulties have significant roles for improving students' speaking skill.

2. The teachers should also give higher motivation for the students to practice their speaking skill and to know how important English speaking is.

3. The students of the third semester should have an English meeting club where they can practice their speaking skill.

4. As the condition of students in speaking, they were often shy or even scared being laughed by their friends. Giving them suggestion and motivation can encourage students and change their personality better than before.

Further researches need to be conducted and explored more about the difficulties in speaking faced by the students.

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APPENDICES

## Transcibe of Interview

1.      Name: Nurhidayah

Semester / Class: 3 / E

Q      : Do you have difficulties encountered when speaking English?

A      : Each person must have their own difficulties in speaking English,

          including me. for example, sometimes the preparation of the words  is

          still reversed

Q      : Are you afraid of criticism or laugh at the time you speak

          English? Why?

A      : Scared. Because as I said before, sometimes my arrangement is

           often reversed and that makes me afraid to be laughed at when

          I want to speak  English.

Q      : For example, if you speak English in front of many people, do

           you feel  nervous?

A      : Yes I am nervous about speaking English in front of manypeople.

Q      : When you are nervous, do you speak English well and fluently?

A      : No. Sometimes my mouth is stiff when saying English words

Q      : Do you feel confident when speaking?

A      : I lack confidence in speaking English

Q:      Do you think about something excessively when you speakEnglish?

A      : Yes, thinking about something excessively, sometimes I think this way,

          what if I am wrong and laugh at when speaking English.

Q    : Do you often use English to communicate with friends, family etc.?

A    : not except in the class if instructed by the lecturer.

Q    : Do you think your learning environment can cause difficulties speaking English?

A    : yes, for example if the class is noisy, I can't concentrate

Q    : Do you have learning references such as dictionaries, books, websites etc.?

A    : I have a dictionary application.

Q    : How do you learn something easily especially in speaking English? Is it conceptualized or use another method?

A    : I conceptualized before speaking.

2. Name         : Nurhikmah Ismail

Semester / Class: 3 / E


Q      : Do you have   difficulties encountered when speaking English?

A      :  yes. One of them is a lack of vocabulary so when I want to speak

          English I translate it first.

Q      : Are you afraid of criticism or laugh at the time you speak English? Why?

A      : If I am criticized, it will not be a problem for Sis, but if it is laughed at

          when the pronunciation is wrong, it sometimes makes me embarrassed.

Q      : For example, if you speak English in front of many people, do you feel

          nervous?

A      :  Sometimes I feel nervous speaking English in front of many people

Q      :  When you are nervous, do you speak English well and fluently?

A      : Sometimes my mouth stuttered.

Q      : Do you feel confident when speaking?

A      : Not confident if I lack preparation

Q      : Do you think about something excessively when you speak English?

A      : yes I think too much when I speak English.

Q      : Do you often use English to communicate with friends, family etc.?

A      : I rarely use English

Q      : Do you think your learning environment can cause difficulties speaking

          English?

A      : Yes. I lacked concentration when I was invited to talk by my classmates.

Q      : Do you have learning references such as dictionaries, books, websites

          etc?

A      : If the patented study reference does not exist, I will take the course.

3. Name: Ayupurnamasari

   Semester / Class: 3 / E

Q       : Are you afraid of criticism or laugh at the time you speak English? Why?

A       : I'm being criticized and laughed right when I speak English.

Q       : When you are nervous, do you speak English well and fluently?

A       : sometimes I am a stammer when I speak English.

Q       : Do you think about something excessively when you speak English?

A       : yes. I often think of something excessively when I would speak English.

Q       : Do you often use English to communicate with friends, family etc.?

A       : No, because friends and family use Indonesian or regional languages
          more often so they rarely use English for communication

Q       : Do you have study references such as dictionaries, books, websites or
          take                                                     courses?

A       : I have a dictionary application.

Q       : How do you learn something easily especially in speaking English? Is it
          conceptualized or use another method?

A       : Before I spoke I made a concept first.

4. Name: Idatul hasana

   Semester / Class: 3 / E

Q     : Are you afraid of criticism or laugh at the time you speak English? Why?

A     : Yes I am afraid of being blamed when speaking English in front of many

        people.

Q     : When you are nervous, do you speak English well and fluently?

A     :when I speak English, my mouth is stiff or difficult to speak.

Q     : Do you think about something excessively when you speak English?

A     : I often think too much when I speak English.

Q     : Do you often use English to communicate with friends, family etc.?

A     : I rarely used English to speak.

Q     : Do you think your learning environment can cause difficulties speaking

        English?

A     : yes. Find it difficult to speak English caused by learning environment.

Q     : Do you have study references such as dictionaries, books, websites or

        take   courses?

A     : I have taken courses but only 4 months because I have a lot of activities

Q     : How do you learn something easily especially in speaking English? Is it

   conceptualized or use another method?

A     : When he wants to speak English I made a concept first and then the

   concept that I had memorized.

5.Name: Nirvana

Semester / Class: 3 / E

Q     : Are you afraid of criticism or laugh at the time you speak English? Why ?

A     : I fear criticism when speaking English.

Q     : When you are nervous, do you speak English well and fluently?

A     : When nervous, I am not fluent in pronounce the words in English.

Q     : Do you feel confident when speaking?

A     : I lack confidence if I have not mastered the concept.

Q     : Do you think about something excessively when you speak English?

A     : When I was told to go to fish experience I am worried about what I am not in according to the draft and not in the order.

Q     : Do you often use English to communicate with friends, family etc.?

A     : I rarely used English to communicate with friends, family etc.

Q     : Do you have study references such as dictionaries, books, websites or take courses?

A     : There is a dictionary application because it is easy to carry everywhere.

Q     : What about books etc?

A     : I sometimes forget to bring a book.

Q     : How do you learn something easily especially in speaking English? Is it conceptualized or use another method?

A     : I use the concept more often when I want to speak English.

6. Name: Zulkifli

Semester / Class: 3 / E

Q  : Are you afraid of criticism or laugh at the time you speak English? Why ?

A  : I am afraid to be laughed when I speak English.

Q  : When you are nervous, do you speak English well and fluently?

A  : Sometimes I combine English language with Indonesian.

Q  : Do you think about something excessively when you speak English?

A  : I sometimes think of something to excess when would speak English.

Q  : Do you often use English to communicate with friends, family etc.?

A  : I can communicate more smoothly with others.

Q  : Do you think your learning environment can cause difficulties speaking English?

A  : yes because most of my friends used the language of their regions more than the English language.

Q  : Do you have study references such as dictionaries, books, websites or take courses?

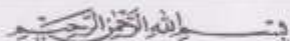A  : I learned English through the WhatsApp group.

# DOCUMENTATION

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Nomor      : 1050/FKIP/A.1-II/IX/1439/2018
Lampiran  : 1 (Satu) Rangkap Proposal
Hal           : **Pengantar LP3M**

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

*Assalamu Alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang
namanya di bawah ini :

Nama         : **MARWATIH RUSLAN**
NIM           : 10535 6010 14
Jurusan     : Pendidikan Bahasa Inggris
Alamat      : Bilacaddi Kab. Takalar

Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian
skripsi.

Dengan judul : **Difficulties Faced by English Department Students in Speaking English at Muhammadiyah University of Makassar**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb*

Makassar,   September 2018
Dekan

**Erwin Akib, M.Pd., Ph.D.**
NBM. 860 934

وَعَلَيْكُمُ السَّلاَمُ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

| | | |
|---|---|---|
| Nomor | : 2332/Izn-05/A.1-II/IX/39/2018 | 04 Muharram 1440 H. |
| Lamp | : 1 (satu) rangkap Proposal | 14 September 2018 M |
| Hal | : Izin Penelitian | |

Kepada Yth,
Saudara : **Marwatih Ruslan**
No.Pokok : **10535 6010 14**
Fakultas/ Program Studi : **FKIP / Bahasa Inggris**
Di –
Tempat

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar Nomor: 1050/FKIP/A.1-II/IX/1439/2018 Tanggal 14 September 2018, menerangkan bahwa mahasiswa tersebut di atas diberi izin untuk melakukan Penelitian di Universitas Muhammadiyah Makassar dan diharuskan menyerahkan satu rangkap hasil penelitiannya yang berjudul; **"Difficulties Faced by English Department Students in Speaking at Muhammadiyah University of Makassar."**

Yang akan dilaksanakan dari tanggal 15 September s/d 15 Nopember 2018

Sehubungan dengan hal tersebut, yang bersangkutan akan melaksanakan penelitian/ Pengabdian Masyarakat sesuai ketentuan yang berlaku.

Demikian atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa

السَّلاَمُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

Ketua LP3M,

**Dr.Ir. Abubakar Idhan, MP.**
NBM 101 7716

Tembusan yth;
1. Rektor Unismuh Makassar
2. Arsip

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بســـــم اللّه الرحمن الرحيـــم

## KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa     : **MARWATIH RUSLAN**

NIM     : **10535601014**

Judul Penelitian     : *"DIFFICULTIES FACED BY ENGLISH DEPARTMENT STUDENTS IN SPEAKING ENGLISH AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR"*

Tanggal Ujian Proposal     : **5/9/2018**

Tempat/Lokasi Penelitian     : **Universitas muhammadiyah makassar**

| No | Hari/tanggal | Kegiatan Penelitian | Nama Dosen | Paraf Dosen |
|---|---|---|---|---|
| 1 | Rabu 31/10/18 | Observasi | Awalia Azis Spd., M.Pd | |
| 2 | Rabu 07/11/2018 | Observasi & Interview | Awalia Azis.Spd M.pd. | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Makassar , 07 desember 2018

Mengetahui,

Ketua Jurusan

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

ERWIN AKIB M.pd., Ph.D
NBM. 860 959

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

## SURAT KETERANGAN PENELITIAN
Nomor : 0032/FKIP/05/A.5-VI/XII/1440/2018

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

| | | |
|---|---|---|
| Nama | : | **Marwatih Ruslan** |
| NIM | : | 10535 6010 14 |
| Jurusan | : | Pendidikan Bahasa Inggris |

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2018/2019 terhitung sejak 31 Oktober 2018 s/d 07 November 2018 dalam rangka penyusunan Thesis dengan judul:

*"Difficulties Faced By English Departmen Studens In Speaking English At Muhammadiyah University of Makassar"*

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

06 Rabi'ul-Akhir 1440 H

Makassar,

13 Desember 2018 M

Dekan,
FKIP Unismuh Makassar,

**Erwin Akib, M.Pd. Ph.D**
**NBM. 860 934**

Terakreditasi Institusi
BAN-PT

# CURRICULUM VITAE



**MARWATIH RUSLAN** was born on September 25th, 1996 in Takalar. She is the first child from two sisters Siti Fatimah Ruslan and Inas Butsaina Ruslan from the marriage of his parents Muh Ruslan and Mardiana.In 2002 the writer registered as student elementary school SD Inpres Takalar Kota and she graduated in 2008. Junior High School at SMP PGRI 2 Takalar in Takalar regency and she graduated in 2011. Then, Senior High School at SMA Negeri 1 Takalar in Takalar regency and graduated in 2014. The writer registered to study of English Education Department in Muhammadiyah University of Makassar.