

**PROBLEMS IN SPEAKING ENGLISH BY THE FIFTH SEMESTER OF
ENGLISH EDUCATION DEPARTMENT AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR**

(A Descriptive Research)



A Thesis

*Submitted to the Faculty of Teacher Training and Education Makassar
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degree of Education in English Department.*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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ABSTRACT

TRI BINTANG NUSANTARA, 2018. *Problems in Speaking English by the Fifth Semester of English Education Department at Muhammadiyah University of Makassar.* A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar, Supervisor by UmmiKhaeratiSyam and Hj.Ilmiah.

The main objective of this research to find out speaking problems' students English at the fifth semester of English Education Department in Muhammadiyah University of Makassar. The method of this research was qualitative descriptive, which describe problems in speaking English by the students, the population of this research was conduct students at the fifth semester of English education department at Muhammadiyah university of Makassar. A sample of this research was taken by purposive sampling which consisted of 20 statements to 35 students. To get data, the researcher uses questionnaires and class observation.

Based on the research findings, the result of the research showed that students problems fluency and accuracy in speaking English. There are inhibition, that consists of students feel shy of being attention when speak English, they cannot remember anything to say and they do not have any motivation to express themselves, worried about making mistakes, afraid of being criticized when speak English incorrect, it is caused by their low understanding in grammar, low vocabullary, and low level of pronounciation mastery. The next problem is nothing to say, students afraid of being faulted, have no idea to speak English, and lazy to speak English, it is caused by uninteresting topic, and difficult topic. The problem that related with low or uneven participation is found, of the students seldom speak English in class, students uncertain speak English. The last problem is students usually used mother tongue during the lesson. The researcher concluded that the students have many problems in speaking English.

Keywords : Problems Speaking, Accuracy, Fluency

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Researcher

Tri Bintang Nusantara

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CHAPTER I

INTRODUCTION

A. Background

Teaching and Learning English as foreign language in Indonesia. In the practice of teaching and learning English, speaking is one of fundamental skills to be developed. Speaking has a function as a key for communication. Developing English speaking skills is indispensable for all learners to be able to effectively communicate in the language. Speaking is a skill which is worthy of attention in both first and second language. Learning the speaking skills is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995).

Speaking is one of the most important skills of all the four language skills (listening, speaking, writing, and reading) because individuals who learn a language are referred to as the the speakers of that language (Ur,1996). The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse,2000). However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in the field.

When we talk about speaking, we do not mean just saying the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. Unfortunately,

speaking is not an important part of teachers' exams. Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classrooms to develop their students' speaking skill (Bashir, et.al. 2011). Of the most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. Many Learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably (Bueno, et.al. 2006)

In the education field of Indonesia, English is used as the medium language or instruction in some school and universities in order to teach academic subjects and even become the main language which is used during the academic process especially in English department whose stands under the faculty of teacher and training education in some universities. However academic students to improve speaking have difficult in speaking English.

Speaking skill focuses on the students ability in producing English orally as good as they speak their native language. One of language skills that should be mastered by students is speaking. This means that everybody needs to study English. They need to speak English to practice their skill, it is useful for their future job. As in fact, it is commonly found that English Department students don't speak English fluently, or worse they don't even practice how to speak.

The researcher chooses Muhammadiyah University of Makassar because it is one of Islamic institutes which provides English as one of the main departments, and it is as the researchers collage, the researchers understanding about students here can increase their speaking ability. This factor challenges the researcher to do a research about students' speaking problem at Muhammadiyah University of Makassar.

The researcher also chooses English Education Department because at this department students should master their English as their primary subject, and they need to master English well especially in speaking because it's useful for their future job as a teacher. And the fifth semester is chosen because in that level students have to prepare themselves to practice teaching in the seventh semester. So, by understanding students' problems in speaking, they can solve it and make their teaching practice to be successful next semester.

Based on the problem above, the researcher decides to conduct a descriptive research under the title "*Problems in Speaking English by The Fifth Semester of English Education Department at Muhammadiyah University of Makassar*".

B. Problem Statement

Based on the background study above, the researcher would like to formulate the research question as follows "What are the students' problems in speaking English in the fifth semester of English Education Department at Muhammadiyah University of Makassar ?

C.Objective of the Research

Based on the problem statement, the objective of this research to find out speaking problems' students English at the fifth semester of English Education Department in Muhammadiyah University of Makassar.

D. Significance of The Research

The significance of the research are practically, the research can be contribute as : additional reference for teachers in teaching process about students' speaking accuracy and fluency problems in speaking English in the fifth semester of English Education Department at Muhammadiyah University of Makassar. So the teacher solve the problem in the class. Alternative, after the students understand about the problems, the students get help from the teacher and English Education Department to practice their English. Students could understand English speaking fluency and accuracy problems, and students could strategies speak learning English order to accelerate and enhance their speaking skill, practically, students could overcome difficult in speaking English. Theoretically, this research could be a reference for the next researcher and will give readers knowledge about the students's speaking problem.

E. Scope of the Research

The study focuses to describe what are the students problems fluency and accuracy in speaking English in the fifth semester of English Education Department at Muhammadiyah University of Makassar during the academic year 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express their thoughts effectively. There are some related research findings have been conducting studies relate to this research, there are follows:

Leong and Ahmadi (2017) about "*An Analysis of Factors Influencing Learners' English Speaking Skill*". In his study, this paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context.

Fitria (2013) in research entitled "*An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies Sunan Ampel, Surabaya*". The researcher finds the problems of the students speaking problems are inhibition, that consists of students feel shy of being

attention when speak English, worried about making mistakes, afraid of being criticized when speak English incorrect, it is caused by their low understanding in grammar, low vocabulary, and low level of pronunciation mastery. The next problem is nothing to say, students afraid of being faulted, have no idea to speak English, and lazy to speak English, it is caused by uninteresting topic, and difficult material/topic. The problem that related with low or uneven participation is found, of the students seldom speak English in class, students uncertain speak English. It is caused by their low understanding in grammar, low vocabulary, and low level of pronounciations. The last problem is mother tongue used students usually use mother tongue during the lesson, it is caused by their vocabulary is low.

Syamsir (2018) in research entitled "*The Speaking Learning Strategies of EFL Students at Muhammadiyah University of Makassar*". The study aimed to investigate the speaking learning strategies used by EFL students to minimize filler, and investigate the speaking learning strategies used by EFL students to improve self-convidence. Based on findings, the result of the research showed that make pauses, repeat the previous word and saying similar words (synonym) appeared to be the most applied startegies followed by speak lower strategy as the speaking learning startegies to minimize filler by the EFL students in the third semester at Muhammadiyah University of Makasssar in the academic year of 2016/2017.

The next previous study by Tuan and Mai(2015) about "*Factors Affecting Students' Speaking Performance at Le Thanh Hien High School*". The purpose of

this study was to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation. Based on the research findings some recommendations were made. In reality, many language learners find it difficult to express themselves in spoken language in the target language. The study was expected to help students improve their performance in speaking classes.

Based on the explanation above, the researcher can give concludes that the problems speaking English by the students of English Education Department. In this study have a similarity with the previous research. That, the research can help students to know the problems faced by the students English Education Departement in speaking English, and in this research have different with previous research it is place of the research, the reseacher will do a research in the fifth semester at Muhammadiyah University of Makassar.

B. Some Partinent Ideas

1. Definition of Speaking

There are a lot of definitions of the word *speaking* that have been suggested by the researchers in language learning. According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Futhermore, Brown (1994) and Burns and Joyce (1997) define speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

According to Bygate (1987), define speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Another definitions comes from Eckard and Kearny (1981), Florez (1999), Howart (2001), and Abd El Fattah Torky (2006) defined speaking as a two-way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to expresss the speaker ideas in order to exchange information, so the listener understands what the speaker means.

2. The Importance of Speaking

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of langugae outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994) listening and speaking are learner's language tools.

Efrizal (2012) and Nasiri & Purhossein Gilakjani (2016) express that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Richards and Rodgers (2001) state that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance. According to Ur (2000) of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skill. Students can express their emotions, ideas, say stories, request, talk, discuss, and show the various functions of language. Speaking is of vital importance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements have been supported by Baker and Westrup (2003) who said that learners who speak English very well can have greater chance for better education, finding good jobs, and getting promotion.

Previous researches approve that persons cannot learn a language without many opportunities for meaningful repetition. Oral language interactions and the opportunity to produce the language in meaningful tasks provide the practice that is very important to internalizing the language. Asher (2003) supports the idea that very soon after teachers model the language, learners like to imitate what have been said. Krashen (1988) examined the relation between listening and speaking skills. He stated that when students speak, their speaking provides evidence that they have acquired the language. This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

When students learn English, speaking is significant to support their ability to apply the language. Speaking skill has been very important to the success of human beings. The significance of speaking skill is observed in the daily activities of persons. Speaking is an interactive activity and it occurs under the real time constraints. That is, persons can use words and phrases fluently without very much conscious thinking. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

3. Characteristics of Speaking Skill

According to Mazouzi (2013) learners' activities should be designed based on an equivalence between fluency and accuracy achievement. Both fluency and accuracy are important elements of communicative approach. Classroom practice can help learners develop their communicative competence. So they should know how the language system works appropriately.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking performance is accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury(2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly.

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know

the stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively.

4. Speaking Problems

According to Tuan & Mai(2015), there are some problems for speaking skill that teachers can come across in helping students to speak in the classroom. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use.

Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do not have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little

time for talking because just one student talks at a time and the other students try to hear him/her. In the speaking class, some learners dominate the whole class while others talk very little or never speak.

The problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class.

Hyland (1997) investigated learners from eight disciplines at five Hong Kong institutions. The findings of his research indicated that proficiency in English was a significant factor in the academic success of an English environment. The findings also showed that the learners' language difficulties were related to the productive skills of writing and speaking. Evans and Green (2007) examined the language difficulties experienced by the students at a Hong Kong university. The results of this study represented that the students' difficulties centered on the academic speaking such as grammar, fluency, and pronunciation and the academic writing like style, grammar, and cohesion.

5. Factors Affecting Speaking Skill

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Listening ability is the third factor. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

Topical knowledge is the fourth factor. Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman and Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

The fifth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker and Westrup (2003) supported the above statement and said that if learners are always corrected, they will be demotivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking.

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Phonology is a difficult aspect of language learning for EFL learners. As we know, English is not a phonetic language. That is, pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes

pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words.

EFL learners should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways. Grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Latha, 2012). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them. But the mistakes non-native speakers commit are those that change the meaning of utterances they want to convey and can create some problems for their understanding (Mahripah, 2014).

Motivation can influence and be influenced by the components of language learning. According to Merisuo-Storm (2007), an integrative and friendly view towards the people whose language is being learned makes sensitize learners to the audio-lingual aspects of language and making them more sensitive to pronunciation and accent of language. If learners have an unfriendly attitude towards the language, they will not have any substantial improvement in acquiring the different features of language. The above sentences support the view that just

communicative competence is not sufficient for learners to improve their speaking skill. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

The fear of speaking English is pertinent to some personality constructs like anxiety, inhibition, and risk taking. Speaking a language sometimes results in anxiety. Sometimes, extreme anxiety may lead to despondence and a sense of failure in learners (Bashir, et.al. 2011). According to Woodrow (2006), anxiety has a negative effect on the oral performance of English speakers. Adults are very careful to making errors in whatever they tell. In their opinion, errors show a kind of unawareness which can hinder them to speak English in front of other people. Speaking anxiety may originate from a classroom condition with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners often dominate the slow and weak ones. The weak learners do not usually want to talk in front of the strong ones which leads to their silence during the whole class activity.

All human beings make a series of defenses to protect the ego. Due to the fact that committing mistakes is a natural process of learning a language, it certainly causes potential threats to one's ego. These threats disappoint the learners to talk English and prefer to be silent rather than being criticized in front of a large number of people (Brown, 2000). Risk-taking is pertinent to inhibition and self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill (Mahripah, 2014).

C. Conceptual Framework

The conceptual framework cover the reserach variables and indicators. It is put a scheme to show interrelation among others variables :

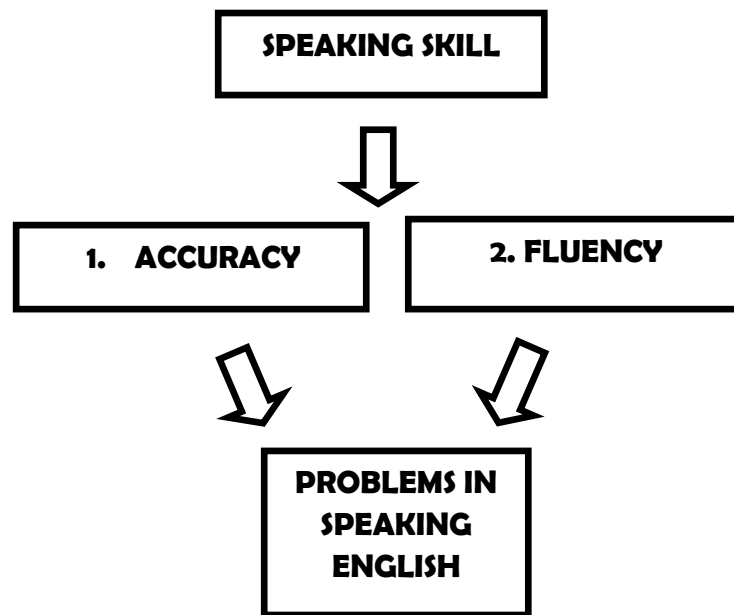


Figure 2.1: Conceptual Framework

The conceptual framework above speaking skill. There are shows characteristics of speaking skill and there are fluency and accuracy. Both of fluency and accuracy are important elements of communicative approach. In this research to find problems in speaking English. The researcher used observation and distributing questionnaires in the class English Education Department in fifth semester at Muhammadiyah University of Makassar during academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the title, the researcher was qualitative descriptive method because it is comparable to collect the data from the students. According to Grove (2003) stated that descriptive qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figure.

The current status of phenomenon in this study was students' problems in speaking fluency and accuracy in speaking English at fifth semester in English Education Department students at Muhammadiyah University of Makassar during the academic year 2017/2018.

B. Population and Sample

1. Population

The researcher conducted at fifth semester of English Education Department in Muhammadiyah University of Makassar as the population of this research. There were 10 classes which consisted of 35 students for each class. So, the total number of sample 350 students.

2. Sample

The researcher used purposive sampling as the technique for selected sampling. Purposive sampling is one of the most common sampling strategies, group participants according to preselected criteria relevant to a particular

research question. The sample of this research took one classes of ten classes to be the sample of this research, the sample in this research was E class, and the number of sample was 35 students.

C. Instrument of the Research

Instrument is methodological research tool was used research. The research instruments employed to collect data for this study was used questionnaire and class observation. The questionnaires was delivered to 35 students, the researcher was used closed questionnaire because by using closed questionnaire the answer was organized. The researcher was used Likert scale to measure some different things such as attitude, opinion, perception from someone or group toward the social phenomena in a research. The options in the questionnaire consisted of 5 options, those are strongly agree, agree, undecided, disagree, and strongly disagree. In this case, questionnaire used to get information about students problems in speaking English at fifth semester of English education department at Muhammadiyah University of Makassar.

And then, the researcher was used class observation to see process learning activities students in the class, how the students perform and what are the problems the students really encountered in speaking lessons.

Time	Content	Students' Activiyies
	1. Warm up	
	2. Pre-Speaking	
	3. While-Speaking	
	4. Post-Speaking	
	5. Homework	

Table 3.1 Observation Sheet

D. Procedure of Data Collection

In conducting this research, the researcher first was designed the classroom observation sheet. After that the researcher asked for permissions from the lecturer who was charge one classes, the researcher observed class in 90 minutes.

Secondly, the researcher was used the data collected through questionnaires, then the data was analysed by calculating the number of students' respond to find out the frequency and percentage of students' preferences based on the analysis result of the questionnaire. These procedures waschosen as the most suitable means of collecting, analyzing, and evaluating the amounts about problems students in speaking English.

The data analysis from this research as follows:

1. After classroom obeservation, the research distributing questionnaire to 35 students to answer the questionnaire. The students was given 20 minutes to answer the questionnaire in the classroom.
2. The research was collected and analyzed the information from the respondents to obtain the data.

3. The research was calculated the answer which have been obtained through questionnaire.
4. The research was concluded the answer which drawn in the options have majority of being choosen.
5. Elaborating the answer descriptively.

E. Technique of Analysis Data

The data obtained from the test was analysed by Likert scale procedure indicated whether one strongly agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD) with each statement. The score was determine by summing the point of value of each statement. The technique of analyzed data in the research was used descriptive percentage. The technique was used asses variable of the research. The researcher classify their collect data from observation class and questionnaire, data dollection from questionnaires is Likert Scale was used to assess and calculated data which obtain from questionnaires.

Scale	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Table 3.2 Degree of Likert Scales

(Sugiono, 2011:136)

The researcher analysed by using the percentage technique, the researcher was used the following formula.

$$P = \frac{F}{N} \times 100$$

Explanation :

P = Percentage

F = The frequency of items

N = Total respondent

(Sudjana, 2002: 67)

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Research Findings

The findings of this research deals with scoring classification of students' questionnaire and observation in the class. The aim of this study was to know the students problems in speaking English by the fifth semester of English Education Department at Muhammadiyah University of Makassar. The data from the questionnaire used formula in chapter 3 to know the percentages of the students and together with questionnaires, the researcher used class observation too see how students the teachers carried out speaking lessons, how the students performed and what problems the students really encountered in speaking lessons. The researcher observed one clases. Everything observed, heard, and experienced during class observation was recorded carefully detail in observation sheet.

Questionnaire Result

From the data result there are many students found problems students fluency and accuracy in speaking English. However, all of it coming to the students when they are speaking in English language. We can see the questionnaire result below.

1. I still have difficulty in speaking English.

Table 4.1. Students' difficulty in speaking English

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	2	5.71
2	Agree	22	62.86
3	Undecided	4	11.43
4	Disagree	5	14.29
5	Strongly Disagree	2	5.71
Total		35	100

Based on the table 4.1 above, the result reveal that there were 35 students respond “*I still have difficulty in speaking English*”. The result indicates 2 students or 5.71% of the students whose srongly agree and 22 students or 62.86% were agree with the statement. Meanwhile, the were 4 students or 11.43%, whose undecided with the statement and 5 students or 14.29% whose answered disagree, and 2 students or 5.71% answered strongly disagree with the statement. It shows that most of the students have difficulty in speaking English.

2. I have difficulty speaking English because I still have difficulty making sentences and don't understand tenses.

Table 4.2 Students' difficulty make a sentences

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	5	14.29
2	Agree	19	54.28
3	Undecided	6	17.14
4	Disagree	5	14.29
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.2 and chart above, the result that were 35 students respond “*I have difficulty speaking English because I still have difficulty making sentences and don't understand tenses*”. The result indicates that were 5 students

or 14.29% of the students answered strongly agree with the statement and 19 students or 54.28% whose agree with the statement. Meanwhile, there were 6 students or 17.14% whose undecided with the statement and there were 5 students or 14.29% whose answered disagree from the total number of students. None of the students whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

3. My Vocabulary is still lacking so I have difficulty in speaking English.

Table 4.3 Students' has still lacking vocabulary

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	2	5.71
2	Agree	21	60
3	Undecided	6	17.14
4	Disagree	6	17.14
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.3 above, it can be seen that there were 35 students respond “My Vocabulary is still lacking so I have difficulty in speaking English”. There were 2 students or 5.71% from the total number of the students whose strongly agree with the statement. The other 21 students or 60% from the total number of the students were agree with the statement. Meanwhile, there were 6 students or 17.14% whose answered undecided with the statement and 6 students whose answered disagree or 17.14% from the total number of students. None of the students whose answered strongly disagree with the statement. The result show 60% students choose agree with statement is vocabulary is still lacking so students have difficulty in speaking English.

4. I still have difficulty in pronouncing English sentences.

Table 4.4 Students' have difficulty pronounce English sentences

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	2	5.71
2	Agree	9	25.71
3	Undecided	9	25.71
4	Disagree	11	31.42
5	Strongly Disagree	4	11.45
Total		35	100

Based on the table 4.4 above, the result that there were 35 students whose respond the statement "I still have difficulty in pronouncing English sentences". There were 2 students or 5.71% from the total number of the students whose strongly agree with the statement. The other 9 students or 25.71% from the total number of the students were agree with the statement. Meanwhile, there were 9 students or 25.71% whose undecided with the statement and 11 students or 31.42% whose answered disagree, and 4 students or 11.45% answered stongly disagree with the statement. It shows that most of the students prefer to choose undecided with the statement.

5. I lacked confidence to speak English because I am feel fear that my sentence arrangement would be wrong.

Table 4.5 Students' worried about mistake

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	11.45
2	Agree	11	31.42
3	Undecided	15	42.85
4	Disagree	5	14.28
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.5 and chart above, it can be seen that there were 35 students respond *“I lacked confidence to speak English because I am feel fear that my sentence arrangement would be wrong”*. There were 4 students or 11.45% from the total number of the students whose strongly agree with the statement. The other 11 students or 31.42% from the total number of the students were agree with the statement. Meanwhile, there were 15 students or 42.85% whose answered undecided with the statement and 5 students whose answered disagree or 14.28% from the total number of students. None of the students whose answered strongly disagree with the statement. The result show 42.85% students choose undecided with the statement.

6. I really like speaking English in the class and I feel can speak English actively in the 5th semester.

Table 4.6 Students’ feel can speak English actively in the 5th semester

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	2	5.71
2	Agree	11	31.44
3	Undecided	18	51.43
4	Disagree	4	11.42
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.6 above, the result reveal that there were 35 students respond *“I really like speaking English in the class and I feel can speak English actively in the 5th semester”*. The result indicates 2 students or 5.71% of the students whose srongly agree and 11 students or 31.44% were agree with the statement. Meanwhile, the were 18 students or 51.43%, whose undecided with the statement and 4 students or 11.42% whose answered disagree, and none students

answered strongly disagree with the statement. It shows that most of the students choose undecided with the statement.

7. I feel that my English skills are still passive because I don't practice in class.

Table 4.7 Students' seldom practice English in the class

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	7	20
2	Agree	14	40
3	Undecided	6	17.14
4	Disagree	7	20
5	Strongly Disagree	1	2.86
Total		35	100

Based on the table 4.7 and chart above, the result that were 35 students respond "*I feel that my English skills are still passive because I don't practice in class*". The result indicates that were 7 students or 20% of the students answered strongly agree with the statement and 14 students or 40% whose agree with the statement. Meanwhile. There were 6 students or 17.14% whose undecided with the statement and there were 7 students or 20% whose answered disagree from the total number of students, and 1 students whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement that students feel English skill has still passive because seldom to practice in the class.

8. The ability to listening for interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English.

Table 4.8 Students' listening for interlocutor is still lacking

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	0	0
2	Agree	21	60
3	Undecided	10	28.58
4	Disagree	4	11.42
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.8 above, the result that there were 35 students whose respond the statement *“The ability to listening for my interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English”*. None students answered strongly agree with the statement. And there were 21 students or 60% from the total number of the students were agree with the statement. Meanwhile, there were 10 students or 28.58% whose undecided with the statement and 4 students or 11.42% whose answered disagree, and none students answered stongly disagree with the statement. The result show 60% students choose agree with statement is the ability to listening for my interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English.

9. My class environment and my English classmates did not apply everyday English conversation, so did'nt practice my English language skills.

Table 4.9 Students' enviroment not apply English conversation

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	2	5.71
2	Agree	20	57.15
3	Undecided	7	20
4	Disagree	4	11.43
5	Strongly Disagree	2	5.71

Total	35	100
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Based on the table 4.9 and chart above, the result that were 35 students respond “*My class environment and my English classmates did not apply everyday English conversation, so did’nt practice my English language skills*”. The result indicates that were 2 students or 5.71% of the students answered strongly agree with the statement and 20 students or 57.15% whose agree with the statement. Meanwhile. Therewere 7 students or 20% whose undecided with the statement and there were 4 students or 11.43% whose answered disagree from the total number of students, and 2 students or 5.71% whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

10. My memory is still lacking in making English sentences delivered to me so that it is difficult to repeat someone’s sentence.

Table 4.10 Students’ memory is still lacking in making English sentences

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	11.43
2	Agree	10	28.58
3	Undecided	11	31.42
4	Disagree	10	28.57
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.10 and chart above, it can be seen that there were 35 students whose involved to respond the statement “*My memory is still lacking in making English sentences delivered to me so that it is difficult to repeat someone’s sentence*”. There were 4 students or 11.43% from the total number of

the students whose strongly agree with the statement. The other 10 students or 28.58% from the total number of the students were agree with the statement. Meanwhile, there were 11 students or 31.42% whose answered undecided with the statement and 10 students whose answered disagree or 28.57% from the total number of students. None of the students whose answered strongly disagree with the statement. It shows that most of the students choose agree, undecided, and disagree with the statement.

11. I lack the topic to display my English language skills.

Table 4.11 Students’ lack the topic to display English language

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	11.44
2	Agree	13	37.14
3	Undecided	4	11.43
4	Disagree	13	37.14
5	Strongly Disagree	1	2.85
Total		35	100

Based on the table 4.11 and chart above, the result that were 35 students respond “*I lack the topic to display my English langugae skills*”. The result indicates that were 4 students or 11.44% of the students answered strongly agree with the statement and 13 students or 37.14% whose agree with the statement. Meanwhile, 4 students or 11.43% whose undecided with the statement and there were 13 students or 37.14% whose answered disagree from the total number of students, and 1 students or 2.85% whose answered strongly disagree with the statement. It showed that most of the students prefer to choose agree 37.14% and disagree 37.14% with the statement, the result same with agree and disagree with the statement that I lack the topic to display my English langugae skills.

12. I panicked and fidgeted when I had to speak without concept and preparation in class.

Table 4.12 Students' panicked and fidgeted when speak without concept and preparation in class

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	7	20
2	Agree	13	37.14
3	Undecided	5	14.29
4	Disagree	10	28.57
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.12 above, the result that there were 35 students whose respond the statement "*I panicked and fidgeted when I had to speak without concept and preparation in class*". There were 7 students or 20% from the total number of the students whose strongly agree with the statement. The other 13 students or 37.14% from the total number of the students were agree with the statement. Meanwhile, there were 5 students or 14.29% whose undecided with the statement and 10 students or 28.57% whose answered disagree, and none students answered stongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement that students panicked and fidgeted when to speak without concept and preparation in class.

13. I am often corrected by lecturers and my friends when my English sentence is wrong.

Table 4.13 Students' often corrected by lecturers and friends

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	3	8.58
2	Agree	13	37.14
3	Undecided	11	31.43
4	Disagree	6	17.14
5	Strongly Disagree	2	5.71

Total	35	
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Based on the table 4.13 above, the result that there were 35 students whose respond the statement *“I am often corrected by lecturers and my friends when my English sentence is wrong”*. There were 3 students or 8.58% from the total number of the students whose strongly agree with the statement. The other 13 students or 37.14% from the total number of the students were agree with the statement. Meanwhile, there were 11 students or 31.43% whose undecided with the statement and 6 students or 17.14% whose answered disagree, and 2 students or 5.71% answered stongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

14. I need motivation to train my confidence so I dare to appear in English without fear of being wrong.

Table 4.14 Students’ need motivation to train confidence to speak English

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	18	51.44
2	Agree	13	37.14
3	Undecided	2	5.71
4	Disagree	2	5.71
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.14 above, the result that there were 35 students whose respond the statement *“I need motivation to train my confidence so I dare to appear in English without fear of being wrong”*. There were 18 students or 51.44% from the total number of the students whose strongly agree with the statement. The other 13 students or 37.14% from the total number of the students

were agree with the statement. Meanwhile, there were 2 students or 5.71% whose undecided with the statement and 2 students or 5.71% whose answered disagree, and none students answered stongly disagree with the statement. It shows that most of the students prefer to choose strongly agree with the statement that students need motivation to train my confidence so I dare to appear in English without fear of being wrong.

15. I still felt embararrassed and did not believe in speaking English because I was afraid my sentence would be wrong and would be laughed.

Table 4.15 Students' feel embararrassed when speak English

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	4	11.43
2	Agree	14	40
3	Undecided	6	17.14
4	Disagree	11	31.43
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.15 above, the result that there were 35 students whose respond the statement “*I still felt embararrassed and did not believe in speaking English because I was afraid my sentence would be wrong and would be laughed*”. There were 4 students or 11.43% from the total number of the students whose strongly agree with the statement. The other 14 students or 40% from the total number of the students were agree with the statement. Meanwhile, there were 6 students or 17.14% whose undecided with the statement and 11 students or 31.43% whose answered disagree, and none students answered stongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

16. I am often participate in classes when speaking English.

Table 4.16 Students' often participate in classes when speaking English.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	8	22.86
2	Agree	8	22.86
3	Undecided	13	37.14
4	Disagree	6	17.14
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.16 above, the result that there were 35 students whose respond the statement *"I am often participate in classes when speaking English"*. There were 8 students or 22.86% from the total number of the students whose strongly agree with the statement. The other 8 students or 22.86% from the total number of the students were agree with the statement. Meanwhile, there were 13 students or 37.14% whose undecided with the statement and 6 students or 17.14% whose answered disagree, and none students answered stongly disagree with the statement. The result show 37.14% students choose udecided with the statement.

17. When learning speaking English in class, I still lacked of the time to prepare the material to be displayed so that the results were not satisfactory.

Table 4.17 Students' still lacked time to prepare the material to be displayed

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	7	20
2	Agree	13	37.15
3	Undecided	6	17.14
4	Disagree	7	20
5	Strongly Disagree	2	5.71
Total		35	100

Based on the table 4.17 and chart above, the result that were 35 students whose respond the statement *“When learning speaking English in class, I still lacked of the time to prepare the material to be displayed so that the results were not satisfactory”*. The result indicates that were 7 students or 20% of the students answered strongly agree with the statement and 13 students or 37.15% whose agree with the statement. Meanwhile, 6 students or 17.14% whose undecided with the statement and there were 7 students or 20% whose answered disagree from the total number of students, and 2 students or 5.71% whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

18. I chose to participate in speaking English when I was appointed by the lecturer and because without other choices.

Table 4.18 Students’ chose to participate in speaking English when she/he was appointed by the lecturer

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	17.14
2	Agree	15	42.86
3	Undecided	7	20
4	Disagree	7	20
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.18 and chart above, the result that were 35 students whose respond the statement *“I chose to participate in speaking English when I was appointed by the lecturer and because without other choices”*. The result indicates that were 6 students or 17.14% of the students answered strongly agree with the statement and 15 students or 42.86% whose agree with the statement.

Meanwhile, 7 students or 20% whose undecided with the statement and there were 7 students or 20% whose answered disagree from the total number of students, and none students whose answered strongly disagree with the statement. It shows that most of the students prefer to choose agree with the statement.

19. I still use mother tongue when learning in class.

Table 4.19 Students' still use mother tongue when learning in class.

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	6	17.14
2	Agree	11	31.43
3	Undecided	8	22.86
4	Disagree	8	22.86
5	Strongly Disagree	2	5.71
Total		35	100

Based on the table 4.19 and chart above, the result that were 35 students whose respond the statement *"I still use mother tongue when learning in class."*. The result indicates that were 6 students or 17.14% of the students answered strongly agree with the statement and 11 students or 31.43% whose agree with the statement. Meanwhile, 8 students or 22.86% whose undecided with the statement and there were 8 students or 22.86% whose answered disagree from the total number of students, and 2 students or 5.71 whose answered strongly disagree with the statement. It showed that most of the students prefer to choose agree with the statement that students has still use mother tongue when learning in class.

20. I really want to improve my English language skills to prepare my needs in finding a job later.

Table 4.20 Students' want improve English language skills

No.	Opinion	Frequency	Percentage (%)
1	Strongly Agree	21	60
2	Agree	11	31.43
3	Undecided	0	0
4	Disagree	3	8.57
5	Strongly Disagree	0	0
Total		35	100

Based on the table 4.20 and chart above, the result that were 35 students whose respond the statement “*I really want to improve my English language skills to prepare my needs in finding a job later.*”. The result indicates that were 21 students or 60% of the students answered strongly agree with the statement and 11 students or 31.43% whose agree with the statement. Meanwhile, none students whose answered undecided with the statement and there were 3 students or 8.57% whose answered disagree from the total number of students, and none of the students whose answered strongly disagree with the statement. It shows that most of the students prefer to choose strongly agree with the statement.

Observation Result

Class observation were carried out to see how students really performed and what problems they had in speaking classes. The following problems are the most common ones in the class observed :

- 1) Students' attention, when preparing lessons plans for our debate classes, it is an effective way to help the students begin to think in English and to

review previously introduced material.

- 2) When the students were asked to work in group, not all of them were eager to contribute their opinions in English. Some of them participated actively but the others spoke very little or not at all.
- 3) They tended to use Indonesian and mother tongue when they discussed in groups.
- 4) While the students were making performances, the other students in class did not listen attentively. They even chatted with the people next to them when their classmates were speaking.
- 5) The students looked very nervous when they spoke in front of the class. Sometimes, they did not know what to say and kept silent.
- 6) They read what they had written on a piece of paper. They did not remember the structures and vocabulary to speak naturally.
- 7) Whenever the students made mistakes, the teacher stopped them and corrected the mistakes.
- 8) The students had to do a lot of things in a forty-five minute period. They were always in a hurry because they were given limited time for every task.

B. Discussions

The result of this descriptive research dealt with the answer of the problem statement which aimed to know about problems in speaking English by the fifth semester of English education department at Muhammadiyah University of Makassar. Generally speaking, there was a consistent among data from questionnaire, and class observation..

Based on the data analysis collected through questionnaire, it was found that the majority of the students agree with the statement students problems fluency and accuracy in speaking English.

1. Students Problems Fluency in Speaking English

The result of the questionnaire shows that students at the fifth semester face some problems that make them do not actively in speak English. Such as inhibition, most of them face this problem. They feel shy, afraid and worried about making mistake when speak English. These findings are supported by Ur (1996) statement that learners are often inhibited about trying to say things in classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts. If the students always feel that personality feeling, the students will have difficult time to practice their English.

Based on the data analysis collected through questionnaire, who do not active in speak English is also that some of them more difficult to pronounce words clearly. They are still difficult to differ in pronouncing vowel and consonant. It is caused in pronouncing vowels and consonant between Indonesian and English are different so sometimes it made them confuse to pronounce vowel and consonant in English. The teacher should be able to identify and correct the students' sound that they are mispronouncing.

In writers opinion, there is possibility that the students do not frequently and regularly practice how to pronounce words . It was because they seldom practiced the way to pronounce words in their daily life. So, besides it made their

tongue was difficult to pronounce in English, their vocabulary also did not increase.

Next, many students do not speak English during the lesson. It may be caused by some factors that make them de motivated to speak English. Whereas, motivation is important factor for learning. Students who have motivation will express their idea briefly. Thus a person might be motivated by the enjoyment of the learning process it self. So, teachers have important role to motivate the students, because teacher as the center of learning process who can creat an atmosphere in class. If the teacher is creative and the material is interesting, the students will have spirit and motivation to join the lesson

The last, students still use mother tongue in the class. If the students do not speak English during the lesson, an English environment will not be created. Usually students use mother tongue when they do not know the words in English, and the topic/material is difficult, it is caused of the students do not master the vocabulary in the topic. So, they use mother tongue to make their speaking clearer. As Ur (1996) states that in classes where all, or a number of, the learners share the same mother tongue, because it is easier, it feels unnatural to speak one another in a foreign language.

2. Students Problems Aqquracy in Speaking English

Based on the research finding of this thesis, the researcher finds that there are some causes of students' problems in speaking English by the fifth semester at Muhammadiyah University of Makassar. The result of the questionnaire and class observation shows the causes of students' speaking problems that most of the

students do not completely master the three primary elements of speaking they are vocabulary, grammar, and pronunciation.

Students feel afraid to speak English in the class because of the interference of grammaring speaking. Many of them think that grammar is the most difficult component. They do not master grammar well so it make them feel shy and afraid to speak English. They have no idea if they think too long about grammar when they make good sentences.

Grammar is sometimes defined as the way words are put together to make correct sentences. Grammar is an important role in the language where it can guide the speaker to the purpose he wishes to when he is delivering ideas through language. Moreover, grammar will make someone's communication clearer and more accurate. In short, correct grammar will avoid misunderstanding among the people or students in their communication.

The researcher also finds vocabulary as the causes of students' speaking problem. This is ironic because vocabulary constitutes the main element that should be mastered by every student if he wants to be able to speak English well. In the other hand, if a student or someone wants to speak English, he must firstly master vocabulary before mastering other elements of speaking. Based on Burns and Joyce's (1997) that is vocabulary or content words is the first recognizable elements of spoken language to develop.

It indicates that there are two possible reasons. Firstly, the students seldom practice their English. Secondly, the students are lazy to open dictionary. Next, the

other caused are the material is not interesting and the teacher is not innovative, these cause make students lose their motivation and loose their interest. In this case, the teacher should motivate the students by using some techniques to keep motivation up. If the right activities are taught in the right way, speaking in class can fun, raising general motivation and making the English language classroom a fun and dynamic to do.

Another cause is related to their mother tongue. Based on data questionnaire that the researcher gets, some of them use their mother tongue when they did not know the words in English. They also use their mother tongue when the material is difficult, in difficult material some of them do not master the vocabulary, so it inhibit the students to be active in English.

Based on the fact above, it is not surprising that many students speak English less fluently. All of them are because most of the students are not really enthusiastic to practice their English. The causes of problems mentioned before make some of the students become passive and unconfident in speaking English in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion, it could be concluded that there are some problems in speaking English by the fifth semester at Muhammadiyah University of Makassar. The result of the study, there are some students' problems in practicing speaking English. The problems students' in practicing speaking English are inhibition, nothing to say, low or uneven participation and mother tongue used. It is because they do not master the three primary elements of speaking namely, vocabulary, grammar, and pronunciation.

As a result many students do not active in practicing speaking English. There are some causes why the students get difficulties in term vocabulary. The students are too lazy to practice speaking, sometimes they embarrassed in practicing speaking English with their friends. They are too lazy open their dictionary. They only use the dictionary if the find difficult or strange words in the lesson material. They do not completely master the tenses in grammar. As a result, they speak English in unorganized way and frequently confused others when they presented ideas. It makes them shy and afraid to speak English.

B. Suggestions

Based on the findings at the previous chapter, it is necessary to give valuable suggestion for the students, and lecturers . This suggestion hopefully will

become consideration for them to improve the quality of the students' speaking ability, accuracy, fluency, and also the speaking course, particularly in English Department.

1. The teacher should help their students overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding students not to worry about making mistakes and giving them clear instructions and sufficient guidance.
2. Another suggestion is that the teachers should give students more opportunities to speak English in class by using some speaking activities that require students to speak. Furthermore, the teachers should decide carefully when and how to correct the students' mistakes so that the students are not fearful of making mistakes and the flow of the students' conversation is not destroyed. In addition, the teacher should encourage students to participate in speaking activities. Finally, the teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students have more exposure to the language.
3. The students should practice speaking English outside the classroom more often by doing the speaking tasks in the textbook at home with their classmates, joining speaking club where they can use English to

communicate and speaking on their own in front of a mirror. Finally, they should use English in the class instead to make it a habit. Hopefully, the study can contribute to the improvement of English teaching and learning at Muhammadiyah university of makassar.

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APPENDIX

APPENDIX I

Analysis of Items in Questionnaire

Statement	Opinion					Total
	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (DG)	Strongly Disagree (SL)	
1	2	22	4	5	2	35
2	5	19	6	5	0	35
3	2	21	6	6	0	35
4	2	9	9	11	4	35
5	4	11	15	5	0	35
6	2	11	18	4	0	35
7	7	14	6	7	1	35
8	0	21	10	4	0	35
9	2	20	7	4	2	35
10	4	10	10	11	0	35
11	4	13	4	13	1	35
12	7	13	5	10	0	35
13	3	13	11	6	2	35
14	18	13	2	2	0	35
15	4	14	6	11	0	35
16	8	8	13	6	0	35
17	7	13	6	7	2	35
18	6	15	7	7	0	35
19	6	11	8	8	2	35
20	21	11	0	3	0	35
Total	114	282	153	135	16	

OBSERVATION SHEET

Observer Name : Tri Bintang Nusantara
Observer Class : BG 5 E
Campus Name : Muhammadiyah University of Makassar
Subjects : Debate
Date and time : Tuesday, November 6th, 2018

Aim :

1. Seeing the condition of students problems in speaking English.

Directions :

1. Observer must be in a position that does not interfere with learning but can still monitor every activity carried out by students.
2. The Observer provides an assessment in accordance with the following instructions:

Time	Content	Students' Activities
	6. Warm up	
	7. Pre-Speaking	
	8. While-Speaking	
	9. Post-Speaking	
	10. Homework	

QUESTIONNAIRE

This questionnaire aims to collect data about the difficulties you face and things that are considered to affect your difficulties in speaking English. For this reason, you are expected to give a real answer so that the research results can be obtained subjectively. Your honesty and sincerity are the hopes of the researcher and at the same time your contribution in this research. For your participation, the authors say thank you very much.

The survey questionnaire is designed to find “ *Problems in Speaking English by The Students English Education Department in Fifth Semester at Muhammadiyah University of Makassar*”.

Instructions

Please check the statements that match your condition. Questionnaire consists of 20 questions.

SA = ***Strongly Agree***

A = ***Agree***

U = ***Undecided***

DS = ***Disagree***

SD = ***Strongly Disagree***

Name :

NIM :

Class :

No.	STATEMENT	SKALA LIKERT				
		SA	A	U	DS	SD
1.	<p>Saya masih mengalami kesulitan dalam Berbahasa Inggris.</p> <p>(I still have difficulty in speaking English)</p>					
2.	<p>Saya kesulitan berbicara bahasa Inggris karena saya masih kesulitan membuat kalimat dan tidak memahami perbedaan tenses (grammar).</p> <p>(I have difficulty speaking English because I still have difficulty making sentences and don't understand tenses)</p>					
3.	<p>Kosa kata (vocabulary) saya masih kurang sehingga saya kesulitan dalam Berbahasa Inggris.</p> <p>(My Vocabulary is still lacking so I have difficulty in speaking English)</p>					
4.	<p>Saya masih mengalami kesulitan dalam mengucapkan kalimat Bahasa Inggris.</p> <p>(I still have difficulty in pronouncing English sentences)</p>					
5.	<p>Saya kurang percaya diri untuk berbicara bahasa Inggris karena takut jika susunan</p>					

	<p>kalimat saya salah.</p> <p>(I lacked confidence to speak English because I am feel fear that my sentence arrangement would be wrong)</p>					
6.	<p>Saya sangat menyukai berbicara Bahasa Inggris dikelas dan saya merasa sudah bisa berbicara bahasa Inggris secara aktif disemester 5.</p> <p>(I really like speaking English in the class and I feel can speak English actively in the 5th semester)</p>					
7.	<p>Saya merasa kemampuan bahasa Inggris saya masih Pasif karena saya kurang melakukan praktik dikelas</p> <p>(I feel that my English skills are still passive because I don't practice in class)</p>					
8.	<p>Kemampuan mendengarkan (Listening) saya untuk menanggapi lawan bicara saya masih kurang, sehingga saya kesulitan merespon seseorang atau lawan bicara saya dalam Berbahasa Inggris .</p> <p>(The ability to listening for interlocutor is still lacking, so that I have difficult responding to someone or interlocutor in English)</p>					

9.	<p>Lingkungan kelas dan teman sejurusan bahasa Inggris saya kurang menerapkan percakapan bahasa Inggris sehari-hari, sehingga kurang melatih kemampuan berbahasa Inggris saya.</p> <p>(My class environment and my English classmates did not apply everyday English conversation, so didn't practice my English language skills)</p>					
10.	<p>Daya ingat saya masih kurang untuk mengingat kalimat bahasa Inggris yang disampaikan kepada saya, sehingga sulit mengulang kalimat seseorang.</p> <p>(My memory is still lacking in making English sentences delivered to me so that it is difficult to repeat someone's sentence)</p>					
11.	<p>Saya kekurangan topic untuk menampilkan kemampuan Berbahasa Inggris saya.</p> <p>(I lack the topic to display my English language skills)</p>					
12.	<p>Saya panik dan gelisah ketika saya harus berbicara tanpa konsep dan persiapan dikelas.</p> <p>(I panicked and fidgeted when I had to speak without concept and preparation in class)</p>					

13.	<p>Saya sering dikoreksi oleh dosen dan teman saya ketika kalimat dalam Bahasa Inggris saya salah.</p> <p>(I am often corrected by lecturers and my friends when my English sentence is wrong)</p>					
14.	<p>Saya membutuhkan motivasi untuk melatih kepercayaan diri agar berani tampil berbahasa Inggris tanpa takut salah.</p> <p>(I need motivation to train my confidence so I dare to appear in English without fear of being wrong)</p>					
15.	<p>Saya masih merasa malu dan tidak percaya diri berbicara bahasa Inggris karena saya takut kalimat saya salah dan akan ditertawakan.</p> <p>(I still felt embarrassed and did not believe in speaking English because I was afraid my sentence would be wrong and would be laughed)</p>					
16.	<p>Saya sering berpartisipasi didalam kelas ketika pembelajaran speaking.</p> <p>(I am often participate in classes when speaking English)</p>					
17.	<p>Ketika pembelajaran (speaking) dikelas saya</p>					

	<p>masih kekurangan waktu untuk menyiapkan materi yang akan ditampilkan/performance saya sehingga hasil kurang memuaskan.</p> <p>(When learning speaking English in class, I still lacked of the time to prepare the material to be displayed so that the results were not satisfactory)</p>					
18.	<p>Saya memilih berpartisipasi untuk berbicara Bahasa Inggris ketika saya ditunjuk oleh dosen dan tanpa pilihan lain.</p> <p>(I chose to participate in speaking English when I was appointed by the lecturer and because without other choices)</p>					
19.	<p>Bahasa ibu masih sering saya gunakan ketika proses pembelajaran dikelas.</p> <p>(I still use mother tongue when learning in class)</p>					
20.	<p>Saya sangat ingin meningkatkan kemampuan Berbahasa Inggris saya untuk mempersiapkan kebutuhan dalam mencari pekerjaan kelak.</p> <p>(I really want to improve my English language skills to prepare my needs in finding a job later)</p>					

DOCUMENTATION



CURRICULUM VITAE



TRI BINTANG NUSANTARA, was born in Luwuk on 14th April 1996, as a third children from three sisters. Her father name is Drs. H. Moh.Djuri Mang'Nga and her mother name is Hja. Nurmiati Makka. The writer has begun in elementary school in SDN MaahasLuwuk for finishing elementary level on 2002 until 2008. At same year, the writers continue her study in SMP Negeri 3 Luwuk and finished on 2011. Then in the same year, the writers go up into SMA Negeri 3 Luwuk and finished on 2014. Futhermore, the writer continue her study in the Muhammadiyah University of Makassar on 2014 and registered as a student in English education department faculty of teacher training and education.