

**A STUDY OF STUDENTS' PROBLEMS IN DAILY ENGLISH SPEAKING
ACTIVITY
(The Eleventh Grade Science Students of SMAN 10 Makassar)**



A Thesis

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
degree of Education in English Department*

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MAKASSAR MUHAMMADIYAH UNIVERSITY
2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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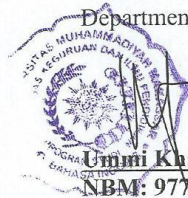
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ABSTRACT

ANDI ANNISAA HANIFAH NURSYAMS, 2018. *A Study of Students' Problem in Daily English Speaking Activity (The Eleventh Grade Students of SMAN 10 Makassar)*. A Thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Erwin Akib and Herlina Daddi.

The aimed of the research is to describe the students' problem in daily English speaking activity at SMAN 10 Makassar.

The data collection was conducted from November 2018. The data was collected from 35 students of Science Eleventh Grade at SMAN 10 Makassar in academic year 2018/2019 by using purposive sampling technique. This study used qualitative research design in collecting data. The instrument used to collect the data was questionnaire. The questionnaire consisted of 10 questions for psychological problems and 10 questions for language problems.

Based on the findings, the result of the research showed that: in students psychological problem of speaking English many students have problem in their self-confidence. The students fear of making mistakes while speaking English. They also felt nervous and afraid when they would speak English. Lack of motivation is also a problem for students who want to speak English in daily activity. Thus, the teacher must always provide motivation so students can speak English. In students language problem of speaking English many students have problem in their pronunciation. They feel difficult to differ from pronouncing vowels and consonant in English and Indonesia language that sometimes make them confused to pronounce vowel and consonant in English. Vocabulary is also a problem in students speaking English. The students are too lazy practice and too lazy open their dictionary.

Keyword: Problem Speaking, Psychological Problems, Language Problems, Daily English speaking.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah Most Gracious Merciful First of all, praise to Allah SWT, who gives His blessing and grace so that the researcher can accomplish this thesis. Shalawat is also sent to Prophet Muhammad shallallahu ‘alaihi wa sallam who had delivered the truth to human beings in general and Muslim in particular.

The researcher would like to give her gratitude, respect, and appreciation to the following people who have supported her and made this thesis possible:

1. The researcher’s beloved parents Andi Nursyam B M and Leni Maslina, for their love, support, and prayers to her.
2. The researcher also wants to express her gratitude for her siblings Andi Fahmi, Andi Amalia, and Andi Faishal or their advice, kindness, and even critique to encourage her to be better person.
3. Dr. H. Abd. Rahman Rahim, S.E., M.M., the rector of Muhammadiyah University of Makassar for his academic advisor to the researcher during the researcher’s study.
4. Erwin Akib, M.Pd., Ph.D., the Dean of Teacher Training and Education Faculty, Muhammadiyah University o Makassar for his motivation and academic to the researcher during the researcher’s study.
5. Her high appreciation and great thankful are due to consultant Erwin Akib, M.Pd., Ph.D and Herlina Daddi, S.Pd., M.Pd, for their guidance,

encouragement, motivation and their patience from the beginning until the end of writing this thesis.

6. The researcher also thank the Head of English Education Department, Ummi Khaerati Syam, S.Pd., M.Pd, for her academic advisor, also for all lectures and staff of English Education Department for giving the knowledge and guidance and help during the researcher's study.
7. Her thankfulness also goes to Abdul Rauf, ST. Nurjannah Dewi, Nurhiqma Asma Sari, Wahyuni Amaliyyah Setti, Mutmainnah Syam, Eka Taufiqah, and Urfa Adhayanti for their company at any times, togetherness, prayers, and motivation.
8. Thank you for all of the researcher's friends at English Education Department, her classmate in Hiffect Class.

Makassar, January 2019

ANDI ANNISAA HANIFAH NURSYAMS

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CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international language. It is use as a media to communicate with people around the world. Therefore, it is very important for them to learn English. There are many reasons for them to always learn English in this era of globalization, the need for English is obviously very important. Nowadays Indonesia also lives in a world that is nearly using English in many aspects of life. With English they can easily interact with foreign, get job easily, and many more.

Rika Wulandari (2010) in her research stated that English language as a language for science and technology also becomes an instrument for everyone to broaden and to move beyond particular boundaries. Because of that, people should be able to communicate in English as well as possible. Speaking is one of four important skills in English. In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially for the student. To realize this importance, the government decides that English should be learned

from elementary school to university in order to improve the quality of human resources in Indonesia.

In Indonesia, speaking English is the most aspect that must be by the students at the school. It will be important for daily life, for example, introducing Indonesia to foreign by using English, etc. Speaking English fluently to be is also important for debate competition, making conversation with foreign as the tool of commerce. So, the students at the school should be prepared all of them by making English speaking habit. In high school, English in the high school curriculum aims to teach students to communicate in English without difficulty in speaking English and making students confident for English. Students are interested in learning difficulties students in speaking English everyday so that teachers can solve the problem students in speaking English.

At the school, speaking English is the problem for the students. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Heriansyah (2016), the problems that students faced in speaking English are their less of confidence to speak and they are afraid of making errors or inaccuracy while speaking besides other problems likes their lack of vocabulary and poor pronunciation. According to dash (2012) and Floriasti (2013) stated that there are some problems that may cause low ability in speaking such as the students' knowledge, students' motivation, students' linguistic knowledge, students' personality, and speaking materials. Students usually feel difficult when they asked to speak English. There are many factors

that can induce the students get the difficulty when they speaking in English language. They do not have a confidence and they always feel nervous in daily English speaking. Besides that, the students limited in vocabulary mastery, so they feel there is not to say. Limited in motivation to learn speaking English and there is not speaking habit from the teacher also make the students getting the difficulty to speak English smoothly.

According to Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, nothing to say, low or uneven participation and mother-tongue use.

The factors above can be caused students get the difficulty when they asked to speak English. Probably, the teacher in the school doesn't know what the factors that can because students get the difficulties in speaking English language. All of the students' speaking problems should be solved by the English language teacher. The students' problem in the speaking skill must to be identified so we as the teacher can solve the problem, because speaking English ability is very useful for students to prepare their future.

Based on the problems that found by researchers, the researcher intend to conduct research about **A Study of Students Problem in Daily English Speaking Activity at SMAN 10 Makassar.**

B. Problem Statement of The Study

The research problem from this study is what are the students' problems in daily English speaking activity at SMAN 10 Makassar?

C. Objective of The Study

The objective of the study is to describe the students' problem in daily English speaking activity at SMAN 10 Makassar.

D. Significance of The Study

Since the present study deals with students speaking problem in daily activity at SMAN 10 Makassar, the result of this research is expected to be beneficial for students, teachers, and the further researcher:

1. For the students, it is greatly expected that the result of the research can make students can improve their speaking and can interact with other person in their environment by using English language.
2. For the teachers, it is expected that the teacher can make a new strategy to solve the students' problem in English.
3. For the further researcher, it is expected that can further researcher can make this research as a reference if they want to make the similar research.

E. Scope of The Research

This research will be limited on the language problems and psychological problems in speaking daily activity by the students of eleventh grade science in SMAN 10 Makassar.

CHAPTER II

REVIEW OF RELETED LITERATURE

A. Previous Related Research Findings

A number of researches had conducted researches related to students' problem in speaking activity. There were some previous relate researches that supported this research. Some of them are presented as follows:

Aida Fitria (2013) in her research *An Analysis of Students' Speaking Problems at English Education Department, State Institute of Islamic Studies Sunan Ampel, Surabaya* aimed analyzed students' problems in speaking English and why those problems occur at fifth semester of English Education Department at IAIN Sunan Ampel Surabaya. The researcher found the problems of the students speaking problems are inhibition, that consist 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 pronunciation. The last problem is mother tongue used. Students usually use mother tongue during the lesson. It is caused by their vocabulary is low.

Another research by Alvin Nadzirotunnuha (2017) entitled *The Analysis of Students' Problems on Speaking Skill at SMP Islam Darussalam Dongko* analyze what are the students' problems on speaking skill at SMP Islam Darussalam Dongko, and to know what will the teacher do to solve the students' speaking problems at SMP Islam Darussalam Dongko. The result showed that students faced speaking problems. Based on the result showed that 56% students sometimes and 20% students often face inhibition, 54% students sometimes and 11% students face nothing to say, 51% students sometimes and 36% students often face low or uneven participation, and 35% students sometimes and 42% students often face mother tongue use. It showed that the common problems' on speaking was mother tongue use especially on the aspect of students feel that mother tongue is easier. This problems caused the other speaking problems happened, like inhibitions, nothing to say, and low or uneven participations. Based on the problems, the teachers have some ways to solve the speaking problems. For inhibition, the teacher asked the students to feel confidence when they doing speaking by giving reward. For nothing to say, the teachers give the topic that suitable to the students and give the base concept at the beginning of

learning. For low or uneven participation, the teachers give the same opportunity to all students and make a small dynamic group. For mother tongue use, the teacher the teachers habituating the students to speak English, don't give too difficult and too many topic, and change the students' mindset that English is not difficult.

Dea Aries Fitriani (2015) in her research *A Study on Student's English Speaking Problems in Speaking Performance* that research focuses on student's English speaking problems and the aim of that research is to find out the most dominant problem in speaking performance faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak in their speaking performance. The researcher used questionnaire and video recording as the tools of data collection. From the questionnaire findings, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak with mean percentage 20.70%; lack of self-confidence 20.11% and anxiety 21.27%. It is followed by linguistic problems with mean percentage 19.53%; grammar 22.16%, vocabulary 20.19%, and pronunciation 16.25%. In conclusion, psychological problem is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak.

From several previous studies there are similarities in research. The similarity of the three previous studies in general is to analyze the problem of students in speaking English. The difference is that two of them did research

focusing on the language problem of the students' problem in speaking English, while the other researchers did research focusing on the psychological problem of students speaking English problem. Thus, researchers will try to examine the two aspects are psychological problem and language problem.

B. Some Pertinent Ideas

1. Definition of Speaking

The definitions of speaking are many variations. Chaney in Kanyi (2006) gives the definitions of speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. According to Lawtie (2007) states that speaking is fundamental to human communication. According to Walter and Woodford (in Cambridge School Dictionary, 2008), "Speaking is to say something using your voice or to make a speech to a large group of people".

Speaking is an ability to express the feeling and idea which is used for communication in daily activities. Based on the information from the teacher, the students still have some problems in speaking English, even though they have been encouraged to use English every day.

Based on the definitions above, the researcher gives the definitions of speaking as an activity of producing word by sound that including speaker and listener or to communicate with other.

2. Aspect of Speaking

Speaking it's so important because speaking is a skill that can make people easily understand to what things explained. High School students'

speaking ability is expected to be good because they have learn English since some years before and they will have many performances related to oral skill in universities. But in fact, High School students' speaking ability is still low. It is difficult to them to fulfill some aspects of speaking performance. There are some aspects of speaking:

a. Vocabulary

People cannot communicate well or express their ideas and write if they have no understanding about vocabulary mystery. Vocabulary means the appropriate diction or the most important thing to communication. In speaking vocabulary used must be very familiar and it is used in everyday conversation. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

b. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Thornbury (2005) Pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended. The aim of learning pronunciation is not to achieve a perfect intonation of native accent, but

simply to get the learners to pronounce accurately enough to be easy and comfortably comprehensible to other speakers.

c. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. It is in line with explanation suggested by Heaton (1978) that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

d. Fluency

Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency the teacher allows students to express themselves without interruption. The aim is to help students speak easy and fluently. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008).

e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants

fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005).

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in orders avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

3. Problems in Speaking

The problems in speaking can be seen from two aspects. There are psychological aspect and language aspect.

a. Psychological Problems

Psychological problem are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. According to Juhana (2012), there are some psychological factors that faced by the students when they speaking in the class:

a) Fear of Mistake

Many theorists suggest that fear mistakes becomes one of the main factors of students' doubt to speak in English in the classroom. Aftat (2008) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by students' fear of being laughed at by other students or blame by the teacher. Thus, the student's low of motivation and low in

participation in speaking activity. Therefore, it is important for teachers to assure their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

b) Shyness

Shyness is an emotional thing that many students feel from at some time when they are due to speak in English class. Shyness is the one of current problem in student's speaking performance. Shyness also a problem in speaking learning class, so be aware on this aspect is also important in order to help the students do their speaking performance in the classroom, Gebhard (2000). According to Baldwin (2010) in Juhana (2012), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

c) Anxiety

Anxiety is a feeling of nervous, apprehension and nervousness with the situation of learning a foreign language, Horwitz et al (2001) in Juhana (2012). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz (1991), anxiety about speaking a definite language can affect students' performance. It can influence the quality of oral language production and make individuals perform less fluent than they really are. By the explanation above, the teacher

should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

d) Lack of Confidence

Lack of confidence usually appears when students realized that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

e) Lack of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also will influence the score of speaking performance. Zua (2008) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learner process it will increase their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

Brown (2001) states that the problems in speaking are:

a) Clustering

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

b) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c) Reduced Form

Contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English. Students who don't learn colloquial constructions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d) Performance Variable

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

e) Colloquial Language

Make sure your students are reasonably well acquainted with the words idiom and phrases of colloquial language and that they get practice in producing these forms.

f) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important thing messages.

h) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

b. Language Problem

An issue which has been extensively discussed in the literature concerns the level of Indonesian learners' EFL speaking proficiency. A number of reports show that Indonesian learners commonly have not

attained a good level of oral English proficiency. Mukminatien (1999) found that student of English department have a great number of errors when speaking. The errors include pronunciation (tenses, preposition, and sentence construction), vocabulary (incorrect word choice), fluency (frequent repair), and interactive communication (difficulties in getting the meaning).

As the explanation above, the researcher takes the theory from Penny Ur (1996) that be classified into four parts that include Psychological problem and language problem. This theory will be simpler to analyze the student's speaking difficulty.

According to Penny Ur (1996), the student's speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

a) Inhibition

The students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

b) Nothing to Say

Learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students

to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

c) Low or Uneven Participation

In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

d) Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. Harmer (1991) suggests some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

4. Characteristics of Successful Speaking Activity

Ur (1996) explains some characteristics of successful speaking activities which include learners talk a lot, participant is even, motivation is high, and language is of an acceptable level. Each characteristic is explained as follows:

a. Students talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by students talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.

b. Participant is even

Classroom discussion is not dominated by a minority of talked active participants. It means that all students get a chance to speak and contributions are fairly evenly distributed.

c. Motivation is high

Students are ambitious to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

d. Language is of an acceptable level

Students express themselves in utterances that are relevant, easy comprehensible to teach others and of acceptable level of language accuracy. Speaking is the ability to use the language in ordinary way by speech. It is not only a matter of transferring some messages to other persons but is also communication, which needs more than one person to communicate with. When people speak, they construct ideas in words,

express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean. If the learners do not have speaking skill, do not understand the English words that are said by the speaker, do not acknowledge the language, they cannot grasp meaning of what the speaker mean. In that condition, they cannot be said successful in learning English, because they do not have a meaningful interaction of English conversation. Due to it, students who want to speak English well need to learn and practice it as much as possible. As proverb says 'practice makes perfect'. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately.

5. Components of Speech Process

There are seven components of Speech process that is speaker, listener, message, Channel, context, interference, and feedback.

a. Speaker

The speaker is simply the person who is delivering, or presenting the speech.

b. Listener

The listener is the person or persons who have assembled to hear the oral message.

c. Message

The message is what the speaker is discussing or the ideas that she/he as she/he covers a particular topic.

d. Channel

The channel is simply the means by which the message is sent or transmitted.

e. Context

The background of speech communication it depends on the physical location or the occasion of the presentation.

f. Interference

The obstacle that gets in the way of the message and interferes with the listeners' ability to hear what is being said. It could be mental, physical, or physiological.

g. Feedback

The state where in the audience are sending a message of their own. It could be verbal or non-verbal.

6. The Ways to Cope with Speaking Problems

According to Juhana (2012), possible solution to solve the psychological problem as follows:

a. The solution to solve fear of mistake

To overcome the feeling for fearing mistake in speaking, between teachers and students should there are chemistry and the teacher should build the students concentration and good atmosphere in the class, so the students will feel comfortable when they speak English. Like the suggestion from Zua (2001) to overcome the feeling fear mistake. First,

the emotional between teacher and students should be built. It's mean that the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, the teacher should improve the students' concentration when learning English. The last, the teacher should create a harmonious atmosphere that can reduce students' problem.

b. The solution to solve the shyness

In terms of solution to overcome shyness, the teacher should create the good way to solve the students' shyness. Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this way, students' shy are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar.

c. The solution to solve the anxiety

Students' anxiety when they speaking can be solves by giving motivation the students and creates an ease environment. According to Keramida (2009) motivating the students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

d. The solution to solve lack of confidence

The solution to solve the students' lack of confidence, Ye Htwe (2007) shares the strategy to build students' confidence. He says that

maximizing students' exposure to English is a good way to build the students' confidence.

e. The solution to solve the students' lack of motivation

The solution to solve the students' lack of motivation, teacher can do activities like promoting students' awareness the importance of English, enhancing students' interest in English, and developing their self-confidence. Aftat (2008) suggest that to encourage the students' motivation, teachers should provide constant encouragement and support as well ask question that reveal the basis of a students' problems. Doing this becomes very important, because encouragement also gives students a feeling of secure and welcome in their learning.

Beside the theory above here presented the other theory about solving for speaking problems. According to Penny Ur (1996), there are some solving that can the teacher do to solve the speaking problems. Those are:

a. Group work

Group work increases the amount of time available for oral practices and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

b. Easy language

Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential

vocabulary can be pre-taught or reviewed before the activity enabling students to fill- out their speech with more interesting sentences and rich language.

c. Interesting topic

Choosing a topic according to the interests of the class ensures student motivation. If the material and task instructions are presented clearly and enthusiastically students will be more likely to meet the challenge set for them.

d. Clear guidelines

Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

e. English monitors

A monitor can be appointed to each group to remind students speaking their mother tongue to switch back to English. A lack of classroom management and discipline will encourage students, who do not feel that there is resistance to their mother tongue, to easily revert back to it as soon as they have problems expressing themselves.

C. Conceptual Framework

The focus in this research is the speaking problem of the eleventh grade science program students at SMAN 10 Makassar.

The conceptual of framework underlying this research give in the following diagram.

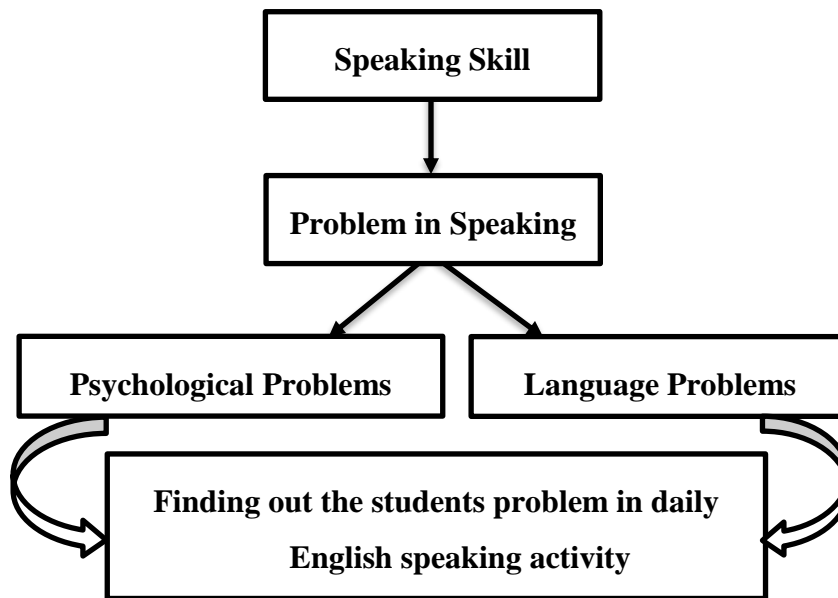


Figure 2.1 Conceptual framework

Based on the conceptual research, the researcher will analyze students' speaking problems through questionnaire. Then, the researcher will identify what are the students' problems in speaking whether they are psychological problems or language problems.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design is all the necessary process in the planning and execution of the research, which helped the research in collecting and analyzing the data. In this research, the researcher used descriptive research with a qualitative approach. According to Fraenkel and Wallen (2009), “Qualitative descriptive method is to document an event, situation, or circumstance of interest.” According to Mohammad Adnan Latief (2013) Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. Descriptive research refers to the research that described a phenomenon or else a group under study.

The researcher assumed that by using qualitative method in this research was appropriate. The researcher wanted to know, to understand the students’ problems, and to describe the result of students’ problems.

B. Population and Sample

1. Population

Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Similarly, Salkind (1994) proposed that population is a group of potential participants to whom the researcher wants to generalize the result of the study, As mentioned by Mcmillan (1996) A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research can be generalized. While the population of this research covered by students of eleventh grade science program (IPA¹, IPA², IPA³, IPA⁴, IPA⁵, IPA⁶) in SMAN 10 Makassar. The reason why the researcher choose SMAN 10 Makassar because there were many students did not have a confidence and they always felt nervous in daily English speaking.

2. Sample

According to Hanlon and Larget (2011) Sample is a subset of the individuals in a population; there is typically data available for individuals in samples. According Sugiyono (2008) "the sample is part of the number and characteristics possessed by the population". The researcher used purposive sampling technique. Purposive was used because there is participant criterion. The criterion was students who have low score in speaking skill.

There were six classes (IPA¹, IPA², IPA³, IPA⁴, IPA⁵, IPA⁶). The researcher chose one, it was IPA³ as a sample and the number of sample is 35 students consist of 24 female and 11 male.

C. Research Instrument

The instrument that used in this research was questionnaire. According to Sugiyono (2008) "Questionnaire is a technique of data collection conducted by giving a set of questions or written statement to the respondent to be answered". Questionnaire was used to measure the students' problems they faced in speaking class. Questionnaire compose was checklist questionnaire. The students only gave check to the column that provided. The questionnaires consisted of 20 questions about speaking problem.

D. Data Collecting

The researcher collected the data by distributing the questionnaire about speaking problems to all students at SMAN 10 Makassar. The researcher entered to the subject class in this research and explained to the students how to fulfill the questionnaire. After all questionnaire collected, the researcher calculated how many percent students that answer strongly agree, agree, undecided, disagree, and strongly disagree.

E. Technique of Data Analysis

To analyze the data, the researcher employed the formulas as follows:

1. The Likert Scale scoring

Table 3.1 Likert Scale

NO.	Scale	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Undecided	3
4.	Disagree	2
5.	Strongly Disagree	1

(Sugiyono, 2012:136)

2. After the researcher collected the fulfilled of questionnaire, the researcher counted the total answer for each answer category which exist in each aspect.
3. Then, the data obtained from the questionnaire analyze by using the percentage techniques.

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

Explanation:

P= Percentage

F= The Frequency of items

N= Total respondent

(Sudijono, 1999)

4. After calculated percentage of the data from questionnaire, the researcher interpreted the data conduct the information and predicted the result of student problems' in psychological and language aspect in speaking skill.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this section, the researcher described the result of data analysis based on the problem statement mentioned in chapter 1 there is the students' problems in daily English speaking activity at SMAN 10 Makassar. From the questionnaire that distributed to all students, the researcher can get the data what kind of the students' speaking problem and how many percent students that have the speaking problem. The data from the questionnaire used formula in chapter 3 to know the percentages of the students' problem. Each of findings described and provided with supporting data. The following section presented details findings of the study.

1. Student's Psychological Problems in Daily English Speaking

There are the result data from the questionnaire that obtained by the researcher:

a. I am too shy to speak English

Table 4.1 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	3	8,57
2.	Agree	14	40
3.	Undecided	8	22,86
4.	Disagree	9	25,71
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.1 above, percentages of data showed that there were 35 students responds, there were 3 students or 8,57% 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 agree with the statement. Meanwhile, there were 8 students or 22, 86% from the total number of the students answered undecided with the statement. There were 9 students or 25, 71% answered disagree with the statement and 1 student or 2, 86% answered strongly disagree with the statement. The result showed 40% students answered agree with the statement I am too shy to speak English.

b. I worry when I have to speak without a concept and preparatory

English class

Table 4.2 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	20
2.	Agree	15	42,86
3.	Undecided	11	31,43
4.	Disagree	2	5,71
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.2 above, percentages of data showed that there were 35 student's responds, there were 7 students or 20% from the total number of the student's whose strongly agree with the statement. The other 15 students or 42, 86 % from the total number of the students agree with the statement. Meanwhile, there were 11 students or 31,43% from the total number of the students answered undecided with the statement and 2 students or 5,71% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result show 42, 86% agree with the statement is I worry when I have to speak without a concept and preparatory English class.

c. I get nervous when I do not understand every word the language teacher says

Table 4.3 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29
2.	Agree	13	37,14
3.	Undecided	10	28,57
4.	Disagree	6	17,14
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.3 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% 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 agree with the statement. Meanwhile, there were 10 students or 28, 57% from the total number of the students answered undecided with the statement. There were 6 students or 17, 14% answered disagree with the statement and 1 student or 2, 86% answered strongly disagree with the statement. The result showed 37, 14% students answered agree with the statement I get nervous when I do not understand every word the language teacher says.

d. I am afraid to speak to foreigners because I think will not understand my pronunciation

Table 4.4 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29
2.	Agree	15	42,85
3.	Undecided	10	28,57
4.	Disagree	5	14,29
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.4 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 15 students or 42, 85 % from the total number of the students agree with the statement. Meanwhile, there were 10 students or 28,57% from the total number of the students answered undecided with the statement and 5 students or 14,29% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result showed 42,85% answered agree with the statement I am afraid to speak to foreigners I think will not understand my pronunciation.

e. I am afraid that people will laugh at me if I mistakes while speaking English

Table 4.5 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	8	22,86
2.	Agree	15	42,85
3.	Undecided	6	17,14
4.	Disagree	5	14,29
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.5 above, percentages of data showed that there were 35 students responds, there were 8 students or 22,86% from the total number of the students whose strongly agree with the statement. The other 15 students or 42, 85 % from the total number of the students agree with the statement. Meanwhile, there were 6 students or 17, 14% from the total number of the students answered undecided with the statement. There were 5 students or 14, 29% answered disagree with the statement and only 1 student or 2, 86% answered strongly disagree with the statement. The result showed 42, 85% students answered agree with the statement I afraid that people will laugh at me if I mistakes while speaking English.

f. I want to speak as fluently as a native speaker, but I find it difficult

Table 4.6 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	9	25,71
2.	Agree	19	54,29
3.	Undecided	3	8,57
4.	Disagree	3	8,57
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.6 above, percentages of data showed that there were 35 students responds, there were 9 students or 25,71% from the total number of the students whose strongly agree with the statement. The other 19 students or 54, 29 % from the total number of the students agree with the statement. Meanwhile, there were 3 students or 8, 57% from the total number of the students answered undecided with the statement. There were 3 students or 8, 57% answered disagree with the statement and 1 student or 2, 86% answered strongly disagree with the statement. The results show 54, 29% answered agree with the statement I want to speak as fluently as a native speaker, but I find it difficult.

g. I lose my self-confidence when I make mistake and someone corrects my English

Table 4.7 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29
2.	Agree	19	54,29
3.	Undecided	4	11,42
4.	Disagree	7	20
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.7 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 19 students or 54, 29 % from the total number of the students agree with the statement. Meanwhile, there were 4 students or 11, 42% from the total number of the students answered undecided with the statement and 7 students or 20% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result most of the students or 54, 29% answered agree with the statement I lose my self-confidence when I make mistakes and someone corrects my English.

h. The more I learn to excel, the more I understand

Table 4.8 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	15	42,86
2.	Agree	16	45,71
3.	Undecided	2	5,71
4.	Disagree	1	2,86
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.8 above, percentages of data showed that there were 35 students responds, there were 15 students or 42,86% from the total number of the students whose strongly agree with the statement. The other 16 students or 45, 71 % from the total number of the students agree with the statement. Meanwhile, there were 2 students or 5,71% from the total number of the students answered undecided with the statement. There were 1 student's or 2, 86% answered disagree with the statement and 1 student or 2, 86% answered strongly disagree with the statement. The result show 42, 86% answered agree and 45, 71% answered strongly agree with the statement the more I learn to excel, the more I understand.

i. Even if I am well prepared for language class, I feel anxious about it

Table 4.9 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29
2.	Agree	18	51,42
3.	Undecided	8	22,86
4.	Disagree	3	8,57
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.9 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 18 students or 51, 42 % from the total number of the students agree with the statement. Meanwhile, there were 8 students or 22, 86% from the total number of the students answered undecided with the statement. There were 3 students or 8, 57% answered disagree with the statement and 1 student or 2, 86% answered strongly disagree with the statement. The most of students answered agree with the statement even I am well prepared for language class, I feel anxious about it,

j. I am embarrassed to volunteer in an English class

Table 4.10 Students' Psychological Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	10	28,57
2.	Agree	15	42,86
3.	Undecided	3	8,57
4.	Disagree	5	14,29
5.	Strongly Disagree	2	5,71
Total		35	100

Based on the table 4.10 above, percentages of data showed that there were 35 students responds, there were 10 students or 28,57% from the total number of the students whose strongly agree with the statement. The other 15 students or 42, 86% from the total number of the students agree with the statement. Meanwhile, there were 3 students or 8, 57% from the total number of the students answered undecided with the statement. There were 5 students or 14, 29% answered disagree with the statement and 2 student or 5, 71% answered strongly disagree with the statement. The most of students answered strong agree and agree with the statement I am embarrassed to volunteer in English class.

2. Students' Language Problems in Daily English Speaking

There are the result data from the questionnaire that obtained by the researcher:

a. I always forget to say a final sound of each word

Table 4.11 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	1	2,86
2.	Agree	12	34,28
3.	Undecided	15	42,86
4.	Disagree	5	14,29
5.	Strongly Disagree	2	5,71
Total		35	100

Based on the table 4.11 above, percentages of data showed that there were 35 students responds, there was only 1 students or 2,86% from the total number of the students whose strongly agree with the statement. The other 12 students or 34, 28% from the total number of the students agree with the statement. Meanwhile, there were 15 students or 42, 86% from the total number of the students answered undecided with the statement. There were 5 students or 14, 29% answered disagree with the statement and 2 student or 5, 71% answered strongly disagree with the statement. In this question more students answer undecided.

b. I was embarrassed when the teacher rebuked me for not fluent in speak English

Table 4.12 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14
2.	Agree	17	48,57
3.	Undecided	5	14,29
4.	Disagree	7	20
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.12 above, percentages of data showed that there were 35 students responds, there were 6 students or 17,14% from the total number of the students whose strongly agree with the statement. The other 17 students or 48, 57% from the total number of the students agree with the statement. Meanwhile, there were 5 students or 14, 29% from the total number of the students answered undecided with the statement and 7 students or 20% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result showed most of the students answered agree with the statement I embarrassed when the teacher rebuked me for not fluent in speak English.

c. I find it difficult to say a few words correctly

Table 4.13 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14
2.	Agree	20	57,14
3.	Undecided	5	14,29
4.	Disagree	3	8,57
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.13 above, percentages of data showed that there were 35 students responds, there were 6 students or 17,14% from the total number of the students whose strongly agree with the statement. The other 20 students or 57, 14% from the total number of the students agree with the statement. Meanwhile, there were 5 students or 14, 29% from the total number of the students answered undecided with the statement. There were 3 students or 8, 57% answered disagree with the statement and 1 student or 2, 86% answered strongly disagree with the statement. The results show 57, 14% answered agree and only 17, 14% students answered strongly agree with the statement I find it difficult to say a few words correctly.

d. I felt nervous when the teacher asked me to use English

Table 4.14 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14
2.	Agree	15	42,86
3.	Undecided	9	25,71
4.	Disagree	5	14,29
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.14 above, percentages of data showed that there were 35 students responds, there were 6 students or 17,14% from the total number of the students whose strongly agree with the statement. The other 15 students or 42, 86% from the total number of the students agree with the statement. Meanwhile, there were 9 students or 25,71% from the total number of the students answered undecided with the statement and 5 students or 14,29% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result is almost half of the students answered agree or 42, 86% with the statement I felt nervous when the teacher asked me to use English.

- e. **I find it difficult to speak because my grammar of understanding is limited**

Table 4.15 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	4	11,43
2.	Agree	18	51,42
3.	Undecided	8	22,86
4.	Disagree	5	14,29
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.15 above, percentages of data showed that there were 35 students responds, there were 4 students or 11,43% from the total number of the students whose strongly agree with the statement. The other 18 students or 51, 42% from the total number of the students agree with the statement. Meanwhile, there were 8 students or 22, 86% from the total number of the students answered undecided with the statement and 5 students or 14, 29% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The results show in this question 51, 42% students answered agree with the statement I find it difficult to speak because my grammar of understanding is limited.

f. If I do not know how to say something in English, I find it difficult to concentrate

Table 4.16 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	7	20
2.	Agree	16	45,71
3.	Undecided	7	20
4.	Disagree	4	11,43
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.16 above, percentages of data showed that there were 35 student's responds, there were 7 students or 20% from the total number of the students whose strongly agree with the statement. The other 16 students or 45, 71% from the total number of the students agree with the statement. Meanwhile, there were 7 students or 20% from the total number of the students answered undecided with the statement. There were 4 students or 11, 43% answered disagree with the statement and 1 student or 2, 86% answered strongly disagree with the statement. The results showed almost half of students or 45, 71% answered agree with the statement and the result show the students answered 20% for strongly agree also undecided.

g. I find difficult to speak because of my limited vocabulary

Table 4.17 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	5	14,29
2.	Agree	18	51,42
3.	Undecided	8	22,86
4.	Disagree	4	11,43
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.17 above, percentages of data showed that there were 35 students responds, there were 5 students or 14,29% from the total number of the students whose strongly agree with the statement. The other 18 students or 51, 42% from the total number of the students agree with the statement. Meanwhile, there were 8 students or 22, 86% from the total number of the students answered undecided with the statement and 4 students or 11.43% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The result showed most of students or 51, 42% answered agree with the statement I find it difficult to speak because of my limited vocabulary.

h. It is difficult for me to speak in complete sentence

Table 4.18 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14
2.	Agree	13	37,14
3.	Undecided	11	31,43
4.	Disagree	5	14,29
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.18 above, percentages of data showed that there were 35 students responds, there were 6 students or 17,14% 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 agree with the statement. Meanwhile, there were 11 students or 31,43% from the total number of the students answered undecided with the statement and 5 students or 14, 29% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The results showed in this question only 37,14% students answered agree with the statement it is difficult for me speak in complete sentences.

i. I am not fluent in English when I speak in front of class

Table 4.19 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	6	17,14
2.	Agree	13	37,14
3.	Undecided	11	31,43
4.	Disagree	4	11,43
5.	Strongly Disagree	1	2,86
Total		35	100

Based on the table 4.19 above, percentages of data showed that there were 35 student's responds, there were 6 students or 17, 14% 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 agree with the statement. Meanwhile, there were 11 students or 31, 43% from the total number of the students answered undecided with the statement. There were 4 students or 11, 43% answered disagree with the statement and 1 student or 2, 86% answered strongly disagree with the statement. The result in this question showed only 37, 14% students answered agree with the statement I not fluent in English when I speak in front of class.

j. I speak slowly because I always translate from Indonesia to English before I speak English

Table 4.20 Students' Language Problems

No	Opinion	Frequency	Percentage (%)
1.	Strong Agree	9	26,71
2.	Agree	11	31,43
3.	Undecided	11	31,43
4.	Disagree	4	11,43
5.	Strongly Disagree	0	0
Total		35	100

Based on the table 4.20 above, percentages of data showed that there were 35 students responds, there were 9 students or 26,71% from the total number of the students whose strongly agree with the statement. The other 11 students or 31, 43% from the total number of the students agree with the statement. Meanwhile, there were 11 students or 31,43% from the total number of the students answered undecided with the statement and 4 students or 11,43% answered disagree with the statement. None of the student's whose answered strongly disagree with the statement. The results show in this question 31, 43% students answered agree also undecided with the statement I speak slowly because I always translate from Indonesia to English before I speak.

B. Discussion

This section presents the discussion based on the findings of the study. The result of this research dealt with answer of the problem statement which aimed to know about student's problems in daily English speaking activity of the eleventh grade science students of SMAN 10 Makassar.

1. Students Psychological Problems in Speaking English

The results of the questionnaire showed that students at the eleventh grade science of SMAN 10 Makassar faced some problems that make them do not actively speak in English. Based on the data analysis from the questionnaire the students are not active in speaking English because of a lack of self-confidence when they speak English in front of the class. They are afraid of being laughed at by their friends when they say wrong words in English. Thus making them afraid to volunteer in speaks English in daily life or in front of class.

The research finding are in line with the theory from Juhana (2012) about the kinds of psychological problem on speaking that faced by students, those are fear mistakes, anxiety, shyness, lack of confidence and lack of motivation. Aftat in Juhana (2012) said that fear mistakes is influenced by students' fear of being laughed at by other students or being criticized by the teacher. Gebhard (2000) in Juhana (2012) said that shyness is the most problem in speaking. Anxiety also become the students' problem on speaking and make the students feel not comfortable when they doing speaking. The data above also suitable with theory from Penny Ur (1996) that students

speaking problem is inhibition. Inhibition is the students feel worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

Furthermore, many students do not speak English during the lesson. It may be caused by some factors that make them de motivated to speak English. Meanwhile motivations are important factor for learning. Students who have motivation will express their idea briefly.

The results of this study are different from the results of previous studies. Previous research found the biggest students' psychological problem was anxiety, while the results of this study found the biggest students psychological problems was the lack of self-confidence.

Therefore, students' speaking problems above, the teacher should give more motivation for students to learn more and master the vocabulary, so that they can understand the English material. The teacher ask the students to feel confidence when they speaking. The teachers also don't blame the students directly when they speaking, but the teachers give the correction generally. The teachers always give a reward when the students doing speaking. In essential, the teachers as a motivator and facilitator for students.

2. Students Language Problems in Speaking English

Based on the research finding of this thesis, the researcher found that there are language problems of students in speaking English at the eleventh grade science of SMAN 10 Makassar. The result of the questionnaire showed

the language problems of students speaking English. There are pronunciation, vocabulary, grammar, fluency, and interactive of communication.

Meanwhile, the data analysis from the questionnaire the students are not active in speaking English because of 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 difficulty of saying English words can be caused by the fact that they rarely train their tongue to say the word. Thus, that their tongues cannot pronounce English words correctly.

The research findings are in line with the theory from Dea Aris Fitriani (2015) “Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary”. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar.

The researcher also found vocabulary as the language problems in speaking English. Vocabulary is the most important thing when we want to speak English. If we don't know the vocabulary in English we will never be able to speak English. Khan (2005) once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. Thus, before wanting to speak English you must first learn and master the English vocabulary so that you can speak English fluently.

In addition, many students also do not active speak English because of grammar. Usually students are also afraid of speaking English because of the grammar that always makes students dizzy. English grammar is very difficult to learn. According to Celce-murcia (2001) grammar become difficult because learners do not learn structures one in a time. They have no idea if they think too long about grammar when they make good sentences. Students must learn more about English grammar so that they can speak English fluently.

The results of this study are different from the results of previous studies. Previous research found the biggest students' language problem was grammar, while the results of this study found the biggest language problem of students was the pronunciation.

In summary, students speaking problems many students are problematic in the pronunciation of the English word because they rarely practice the tongue saying the English word. Then, the lack of knowledge of student's vocabulary because it is rare to open a dictionary to memorizes vocabulary. Grammar is also a big problem for students to speak in daily English activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There is the conclusion from the research problem “what are the students’ problems in daily English speaking activity at SMAN 10 Makassar”. Based on the result of the study, the researcher concluded that: the result showed that many students have problem with their confidence, the students afraid of making mistakes while speaking English. They also felt nervous and worried when speaking English. The students also have problem on lack of motivation. The teacher should give students motivation so that students are motivated to be more fearless in speaking English.

Language problem is pronunciation. This problem is element of speaking that makes the students difficult to speak English well. Most of the students are difficult to pronounce words clearly. They feel difficult to differ from pronouncing vowels and consonant in English and Indonesia language that sometimes make them confuse to pronounce vowel and consonant in English. Then, most of the students say that this element make them difficult to speak

English well. There are some causes why the students get difficulties in term vocabulary. Firstly, the students are too lazy to practice speaking, sometimes they embarrassed in practicing speaking English with their friends. Secondly, they are too lazy open their dictionary. They only use the dictionary if the find difficult or strange words in the lesson material. The last is grammar. Students' difficult to speak English well is grammar. The students frequently speak English in inaccurate oral grammar. They do not completely master the tenses in grammar.

B. Suggestion

Based on the result of the study, the researcher gives some suggestion:

1. For students

The students have to understand that speaking is important. So, the students should improve their speaking ability by doing speaking more often or make a speaking activity as a habit. The students also should change their mindset that English is difficult. It will make the students motivate to learn more about English language, especially on speaking skill.

2. For teacher

For English teachers, they should always guide the students' speaking activity by always giving motivation and habituating the students to often speak by using English language in daily activity so students can feel confident when speaking English. The teachers also should give the best

solving when the students face the problem especially the speaking skill, so that the students' speaking ability will be improved.

3. For other researcher

This research is far from the perfectness, so for other researcher should prepare well before and during the research. The other researchers also can conduct the research about the analyzing the problems at the other skill at SMAN 10 Makassar, so that all of the students' problems on English lesson can be analyze and can be solved.

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APPENDICES

APPENDIX 1

Analysis of Item in Questionnaire

Psychological Problems

Statement	Opinion					Total
	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (DG)	Strongly Disagree (SD)	
1	3	14	8	9	1	35
2	7	15	11	2	0	35
3	5	13	10	6	1	35
4	5	12	13	5	0	35
5	8	8	6	12	1	35
6	9	19	3	3	1	35
7	5	12	11	7	0	35
8	15	16	2	1	1	35
9	5	13	13	3	1	35
10	5	11	11	6	2	35
Total	67	134	88	54	8	

Language Problem

Statement	Opinion					Total
	Strongly Agree (SA)	Agree (A)	Undecided (UD)	Disagree (DG)	Strongly Disagree (SD)	
1	1	12	15	5	2	35
2	6	17	5	7	0	35
3	6	20	5	3	1	35
4	6	15	9	5	0	35
5	4	18	8	5	0	35
6	7	16	7	4	1	35
7	5	18	8	4	0	35
8	6	13	11	5	0	35
9	6	13	11	4	1	35
10	9	11	11	4	0	35
Total	56	153	90	46	5	

APPENDIX 2

**DAFTAR SISWA SMA NEGERI 10 MAKASSAR
TAHUN AJARAN 2018/2019**

KELAS: XI MIA 3

No	No.induk	Nama siswa
1	1721789	AKBAR
2	1721790	ALIVIA SARWINA
3	1721791	ANGGUN KINANTI
4	1721792	APRILIYA PUTRI RAMLI
5	1721793	ARHAM
6	1721794	ARMANSYAH
7	1721795	DEVI AMALIA
8	1721796	EMMI
9	1721797	FIRMAN APRIANSA PUTRA
10	1721798	GABRIEL SENDANA
11	1721799	HAERUNNISA ILHAM
12	1721800	HARDIAN DWI CAHYANI
13	1721801	HASNENGI
14	1721802	IMRAN WIJAYA ARSYAD
15	1721803	KARMILA
16	1721804	M. FARID HERMAN
17	1721805	MUH. YUSRIL SAPUTRA
18	1721806	MUHAMMAD RADITYA FEBRYAN
19	1721807	NADHIRA DIRGAYU AGUSTINA A. M
20	1721808	NUR RAHMAWATI SALIM
21	1721809	NUR SAPITRI
22	1721810	NURALIZA SABILA
23	1721811	NURSAKINA
24	1721812	NURUL ANNISA

25	1721813	NURUL WARDA
26	1721814	NURWAHIDAH
27	1721815	RACHMYHIDAYATUL MULYA
28	1721816	RADIATUL ADAWIAH
29	1721817	RAHMAWATI ASIS
30	1721818	RESKY ANIZAH RAHMAN
31	1721819	RICHARDUS RECKY TANGNGA
32	1721820	SITI MUTIA RAMADHANI
33	1721821	SRI WAHYUNI SAPUTRI
34	1721822	SYAHRANI DWI ANDINI
35	1721823	UMMI KALSUM JUFRI

APPENDIX 3

QUESTIONNAIRE (Psychological Problems)

Nama :

Kelas :

Hari/Tanggal :

Petunjuk

Bacalah terlebih dahulu sebelum menjawab. Silahkan beri tanda centang (√) pada pernyataan-pernyataan yang sesuai dengan kondisi Anda.

- Sangat setuju : SS
- Setuju : S
- Ragu-ragu : RR
- Tidak setuju : TS
- Sangat tidak setuju : STS

NO	STATEMENT	SS	S	RR	TS	STS
1	Saya terlalu malu untuk berbicara bahasa Inggris (I am too shy to speak English)					
2	Saya panik ketika saya harus berbicara tanpa konsep dan persiapan dikelas bahasa Inggris (I worry when I have to speak without a concept and preparatory English class)					
3	Saya gugup ketika saya tidak mengerti setiap kata yang diucapkan guru bahasa Inggris					

	(I get nervous when I do not understand every word the language teacher says)					
4	<p>Saya takut berbicara dengan orang asing karena saya pikir tidak akan mengerti pelafalan saya</p> <p>(I am afraid to speak to foreigners because I think will not understand my pronunciation)</p>					
5	<p>Saya takut orang akan menertawakan saya jika saya salah ketika berbicara bahasa Inggris</p> <p>(I am afraid that people will laugh at me if I mistakes while speaking English)</p>					
6	<p>Saya ingin berbicara selancar penutur asli, tetapi saya merasa sulit</p> <p>(I want to speak as fluently as anative speaker, but I find it difficult)</p>					
7	<p>Saya kehilangan kepercayaan diri ketika saya melakukan kesalahan dan seseorang mengoreksi bahasa Inggris saya</p> <p>(I lose my self-confidence when I make mistake and someone corrects my English)</p>					
8	<p>Semakin saya belajar untuk berprestasi, semakin saya banyak mengerti</p> <p>(The more I learn to excel, the more I understand)</p>					
9	<p>Walaupun saya siap untuk pelajaran bahasa Inggris, saya tetap merasa cemas</p>					

	(Even if I am well prepared for language class, I feel anxious about it)					
10	Saya malu untuk mengajukan diri menjawab dikelas bahasa Inggris (I am embarrassed to volunteer in an English class)					

(Quoted and Adapted
from Ariful Arifin, Budi
Utomo, and Nurhadi)

APPENDIX 4

QUESTIONNAIRE (Language Problems)

Nama :

Kelas :

Hari/Tanggal :

Petunjuk

Bacalah terlebih dahulu sebelum menjawab. Silahkan beri tanda centang (√) pada pernyataan-pernyataan yang sesuai dengan kondisi Anda.

- Sangat setuju : SS
- Setuju : S
- Ragu-ragu : RR
- Tidak setuju : TS
- Sangat tidak setuju : STS

NO	STATEMENT	SS	S	RR	TS	STS
1	Saya selalu lupa untuk mengatakan suara terakhir dari setiap kata (I always forget to say a final sound of each word)					
2	Saya malu ketika guru menegur saya karena tidak lancar berbicara bahasa Inggris (I was embarrassed when the teacher rebuked me for not fluent in speak					

	English)					
3	<p>Saya merasa sulit untuk mengucapkan beberapa kata dengan benar</p> <p>(I find it difficult to say a few words correctly)</p>					
4	<p>Saya merasa gugup ketika guru bertanya kepada saya menggunakan bahasa Inggris</p> <p>(I felt nervous when the teacher asked me to use English)</p>					
5	<p>Saya merasa sulit untuk berbicara karena tata bahasa pemahaman saya yang terbatas</p> <p>(I find it difficult to speak because my grammar of understanding is limited)</p>					
6	<p>Jika saya tidak tau bagaimana mengatakan sesuatu dalam bahasa Inggris, saya merasa sulit berkonsentrasi</p> <p>(If I do not know how to say something in English, I find it difficult to concentrate)</p>					
7	<p>Saya merasa sulit untuk berbicara karena kosakata saya yang terbatas</p>					

	(I find difficult to speak because of my limited vocabulary)					
8	Sulit bagi saya untuk berbicara dalam kalimat lengkap (It is difficult for me to speak in complete sentence)					
9	Saya tidak lancar berbicara bahasa Inggris ketika saya berbicara di depan kelas (I am not fluent in English when I speak in front of class)					
10	Saya berbicara perlahan karena saya selalu menerjemahkan dari Indonesia ke bahasa Inggris sebelum saya berbicara bahasa Inggris (I speak slowly because I always translate from Indonesia to English before I speak English)					

(Quoted and Adapted from Ariful Arifin, Budi Utomo, and Nurhadi)

APPENDIX 5

DOKUMENTATION







CURRICULUM VITAE



The researcher, **Andi Annisaa Hanifah Nursyams** was born on May 07th, 1996 in Bandung, West Java. She is the first daughter from four siblings from the marriage of Andi Nursyam B M and Ai Maryani. She began her study at SD Al-Ikhlas and graduated in 2008. Then she continued her education at SMPN 26 Bandung and graduated in 2011. Afterwards, she continued her study at SMAN 10 Makassar and graduated in 2014. In year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *A Study of Students' Problems in daily English Speaking Activity (The Eleventh Students Grade at SMAN 10 Makassar)*.

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