

**THE PROBLEM OF LEARNING SPEAKING FACED BY THE FIRST
SEMESTER AT UPT SMA NEGERI 11 SINJAI**

(A Descriptive Research at the X Grade of UPT SMA Negeri 11 Sinjai)



A THESIS

Submitted as the Fulfillment to Accomplish Sarjana Degree

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ABSTRACT

ZUBAIR. 2018. “*The Problem of Learning Speaking Faced by the First Semester at UPT SMA Negeri 11 Sinjai (A Descriptive Research at the X Grade of UPT SMA Negeri 11 Sinjai)*”, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by **Sulfasyah, MA., Ph.D and **Wildhan Burhanuddin, S.Pd., M.Hum**).**

This research was aimed at finding out the speaking problem and the factors that effects students’ speaking performance. The subject of the study was the grade X student at UPT SMA Negeri 11 Sinjai 2018/2019. The research instrument used in this study was questionnaires. Based on the research finding, the thesis was made. The study was expected to help students improve their performance in speaking class.

Keyword : Speaking Problem and Factor Effecting Students’ Speaking Performance

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CHAPTER 1

INTRODUCTION

A. Background

Education for the human existence is the necessity that must be fulfilled to the end of our life. Without education it is very impossible for human being to improve their life. Nowadays, education for developing countries like Indonesia is necessary to develop and it must be appropriate with the necessity of reconstruction step by step. Education becomes the first priority to the country. The progression of education will encourage something step by step going in the direction of perfect level in the global situation.

The goals of education are not only to prepare learners to “understand the world around them”, to “do the type of work needed in the future”, but also to prepare them to live in harmony with other people to “understand other people’s reaction by looking at them from their point of view” to promote the “spirit of empathy”, and to contribute to the learners’ “complete development mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality” (Delors in 1999). Similarly, it is also the ultimate goal of the National Education System of Indonesia to “develop the Indonesian people

fully” (*Departemen Pendidikan Nasional Republik Indonesia*, the National Education Department of the Republic of Indonesia, p.10). All these views on education see the need to implement a more holistic education aiming at developing the whole human.

Considering that language has both its transactional and interactional function, language is used not only as a means of communication but also as a means to relate and build relationship with other people. The expansion of communication, information, and technologies leads the people to join the global era where there are many necessities of high qualification and skills related to the ability in using some foreign languages. One of the international languages is English. English plays an important role in this era. Nowadays Indonesia also lives in a world that is nearly using English in many aspects of life. In learning English, there are at least four skills which are important to learn. They are listening, speaking, reading, and writing. All those skills are supported by some components, such as vocabulary, grammar, pronunciation, etc. Reading skill is one thing that should be mastered by the students in nearly all levels of school. In general, the purposes of reading can be reading to search for simple information, for skimming quickly, learning from texts, integrating information, writing, critique texts, and general comprehension

(Grabe and Stoller, 2002: 13). Mastering a foreign language is important in our modern society and global area. Human being needs communication to fulfill their needs in their life. People can communicate in written and oral form. They communicate and interact one another using language in spoken and oral form in daily life. 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. 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. English lesson in the class covering the four language skills, namely; listening, writing, reading, and speaking. English speaking is becoming the primary skill given to students. Speaking English as a second language for the Indonesian students need more practice, so teaching learning for the speaking has an important role in the teaching of English.

The teacher must give the speaking skill, a part of the four language skills in English Lesson. The teacher has made the teaching learning process in the

teaching of English speaking in the class. Teaching learning process in the teaching of English speaking is very important to developing the students achievement. If there is a teacher teaching, there will be students learning. It means that the operating of education in relation to the goal in school is assigned by the teaching learning process between the teacher and the learner. In fact, when the teacher made teaching learning process, the students get many difficulties. In other words, teaching and learning are two things which cannot be separated each other. In relation to the teacher's role, the teacher's role is to give guidance and aid to his students who are trying to reach their goal.

English is the first foreign language and the certain subject learned by Indonesian students. On account of its functions and purposes, English teaching is emphasized on the development on the language skill, especially speaking. Generally the indicator what students have experienced in the learning process can be seen in the change of behavior. Teaching learning process is not only to build the students intellectual skill but also to increase the knowledge, ideas, and ability. Students usually get difficulty in learning English speaking. They get difficulty to make sentences based on appropriate grammar because it is different from Indonesian. When the student learning of

speaking, they get difficulty in pronunciation, grammar, fluency, and diction on speaking English. Speaking is the most important skill, because it is one of the abilities to carry out conversation. To use an English speaking is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability of English speaking in order that they can communicate with others.

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language (Penny Ur in 1996). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication (Davies & Pearse in 1998). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

UPT SMA Negeri 11 Sinjai is one of favorite schools in Sinjai. The teaching in this school has been supported by some complete facilities, like mosque, MIPA laboratory, computer multimedia, library and so on. Although

this is a favorite school it still has problems, especially in the learning of English speaking. The objective of teaching the English lesson, especially speaking skill in the senior high school is the students have a good speaking skill. But many students at the first senior high school consider that English is a boring and uninteresting subject to learn. This situation, of course, will influence the student's speaking ability. Looking at the fact in the first year student of UPT SMA Negeri 11 Sinjai, many students can not speak English fluently. There are lot of reasons why they have bad ability in English speaking. The problem caused by the English teacher, student's learning environment, student's physical or physiological factor, etc.

In the study, the writer would like to find the factors concerning with the problems of English speaking faced by the first semester of students at senior high school in learning English, entitled **“The Problem of Learning Speaking Faced by The First Semester at UPT SMA Negeri 11 Sinjai.”**

B. Problem Statement

To help the students improve their speaking skills, it is necessary to find ways to help them overcome their problems. Moreover, the teachers need to know the factors that affect their students' speaking performance so that they

can deal with these factors to help the students improve their speaking performance. However, until now, there is no research conducted at this school about these areas.

Below is the problem statement of the research:

- a. What are the problems that the first semester of students at UPT SMA Negeri 11 Sinjai encounter when they learn to speak English?
- b. What are the factors that affect their speaking performance?

C. Objective of the Study

Based on the problems statements, the objectives of this research can be formulated as follows:

1. To describe problem that the first semester of students at UPT SMA Negeri 11 Sinjai encounter when they learn to speak English
2. To describe factors that affect their speaking performance

D. Significant of the Study

There will be at least three kinds of benefit; they are for the school concern, English teachers and researchers;

1. For the school

The result of the research will be valuable to know the English speaking learning problems and what the grading of the students learning problems in speaking

2. For the English Teacher

The result will also be advantageous for the English teachers to minimize the problem in the teaching learning process for the English speaking in junior high school.

3. For the Researchers

This finding can be used as a reference and other considerations to investigate the problems in further research.

E. Scope of the Study

The scope of the study is the problem of learning speaking and the factors effects the students speaking performance faced by the first semester at UPT

CHAPTER 2

REVIEW OF RELATED LITERATURE

A. Communicative Competence

We need linguistic competence, an adequate vocabulary and mastery of syntax to speak in another language (Nunan in 1999). However, linguistic competence is not sufficient for someone who wants to communicate competently in another language. According to Nunan in 1999, the speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when. At first, communicative competence is categorized into three components including grammatical competence, sociolinguistic competence, and strategic competence by Canale and Swain in 1980. Then, in 1983 Canale and Swain add the fourth component named discourse competence (Kumaravadivelu in 2006). In the Common European Framework in 2001, communicative competence is said to have only three components including linguistic competence, sociolinguistic competence, and pragmatic competence. In this study, communicative competence is described with four components

including linguistic competence, sociolinguistic competence, pragmatic competence, and strategic competence.

B. Factors Affecting Speaking Performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance, and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability, and feedback during speaking activities.

1. Performance Conditions

Students perform a speaking task under a variety of conditions. Nation & Newton in 2009 believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton in 2009 suggest include time pressure, planning, the standard of performance, and the amount of support.

2. Affective Factors

One of the most important influences on language learning success or failure is probably the affective side of the learner Oxford in 1990. Krashen in 1982 states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence, and anxiety.

3. Listening Ability

Speaking skills cannot be developed unless we develop listening skills (Doff in 1998). Students must understand what is said to them to have a successful conversation. Shumin in 1997 shares the ideas of Doff in 1998 by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

4. Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer in 1996). In other words, topical

knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman Palmer in 1996 state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer in 1996 believe that topical knowledge has effects on speaking performance.

5. Feedback During Speaking Activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer in 1991 asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made, and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer in 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest

that the teachers should always correct the students' mistakes positively and with encouragement Baker & Westrup in 2003.

C. Speaking Problem

For PennyUr in 1996, there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers in 1968 believes that the learners have nothing to express maybe because the teacher has 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 Another problem in speaking class is that participation is low or

uneven. 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. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer in 1991 suggests some reasons why students use mothertongue 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.

D. Previous Study

In this part of the study, some previous studies relating to this study will be reviewed. These studies are carried out to identify the factors affecting students' speaking performance and students' speaking problems. Park & Lee in 2005 examine the relationships between second language learners' anxiety, self-confidence and speaking performance. The participants of their study are one hundred and thirty two Korean college students who enrolled the English conversation classes. The results of their study indicated that learners' anxiety level is negatively related to their oral performance. Tanveer in 2007 investigates the factors that cause language anxiety for twenty language learners in learning speaking skills and the influence of anxiety on communication in the target language and his result is similar to what Park & Lee in 2005 figure out. The findings suggested that students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. He cities that "the higher the anxiety, the lower the performance". MacIntyre, Clément, Dörnyei, & Noels in 1998 studied the effects of self-confidence on oral performance. The results of their study showed that the learners' willingness to communicate is determined partly by their self confidence. Park & Lee in 2005 also examined the relationships between L2

learners' anxiety, self-confidence and oral performance. They reached a conclusion that self-confidence affected significantly on L2 learners' oral performance. They stated that if the learners are more confident, they would have better oral performance. Feyten in 1991 conducted a study to examine whether there is a relationship between listening ability and foreign language proficiency, between listening ability and foreign language listening comprehension skills, and between listening ability and foreign language oral proficiency skills. The results show that there is a significant relationship between listening ability and foreign language proficiency; between listening ability and foreign language listening comprehension skills; and between listening ability and foreign language oral proficiency skills. Bozorgian in 2012 carried out a study to examine the relationship of listening skill with other language skills. Lukitasari in 2008 conducted a study focusing on the students' strategies in overcoming speaking problems in speaking class. The results of her study suggest that in speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also reveal that the students' speaking performance is not good because they did not master

the three elements of speaking namely vocabulary, grammar and pronunciation.

E. Conceptual Framework

The conceptual framework below is describing the process of the research will be conducted by the researcher in finding the problem and the factors affects speaking performance faced by the first semester at UPT SMA Negeri 11 Sinjai.

The conceptual framework of this research is in the following diagram;

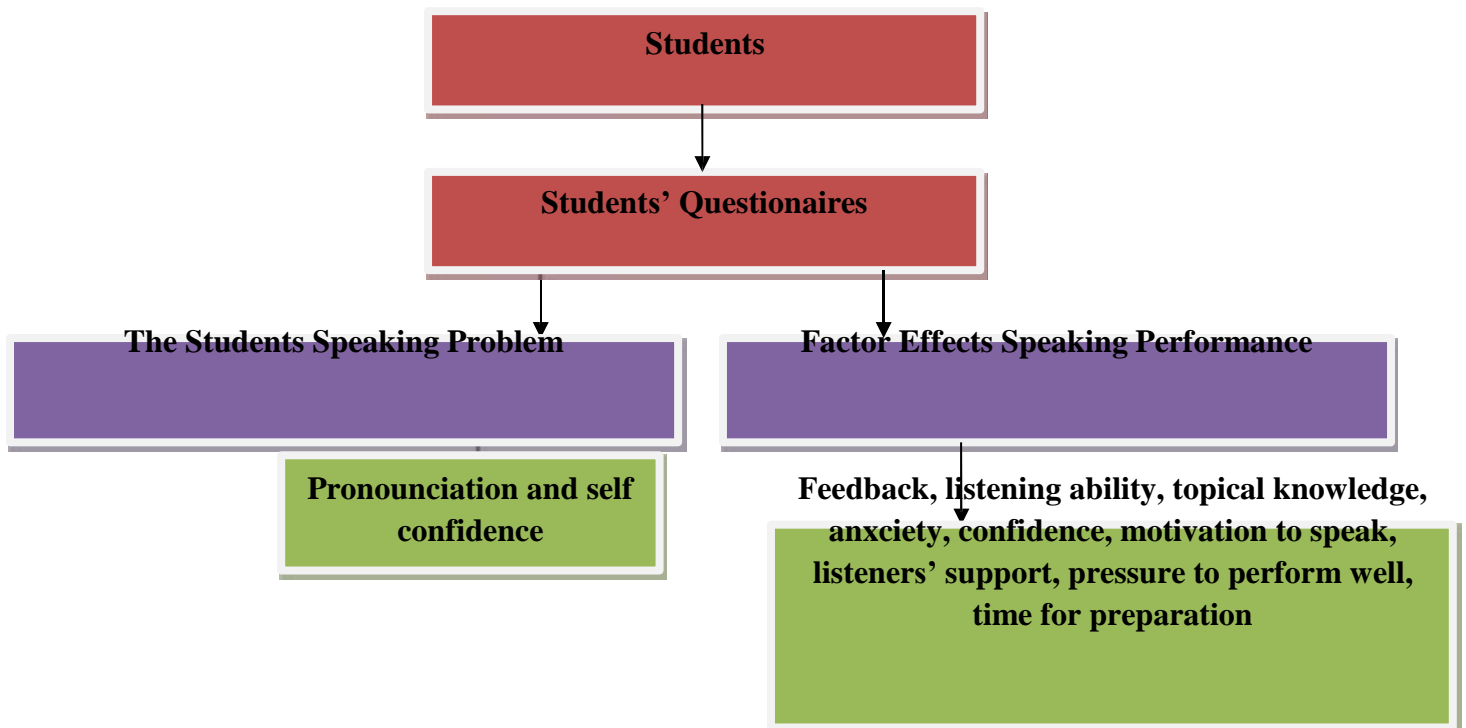


Figure 2.1 Framework

CHAPTER 3

METHODOLOGY

A. Research Design

The researcher designs the students' questionnaires than the questionnaires are given to students in the class during one period. The questionnaires is answered honestly by students based on their speaking ability and the factors affecting their speaking performance during class questionnaire.

B. Variables and Indicators

1. Variables

Remembering that variable is the very important elements of research. Independent variable of this research is the application of finding the problem of students' speaking and dependent variable is to find the students' factor effects of speaking at the first semester.

2. Indicators

The indicators of this research are being the students' speaking problem and the factor effects students' speaking performance.

C. Population and Sample

1. Population

There are one hundred and fifty five students at UPT SMA Negeri 11 Sinjai 2018/2019 academic year and five classes at the first semester.

2. Sample

The researcher takes the sample of the class X MIA 1 students at UPT SMA Negeri 11 Sinjai. There are thirty five students in the class X MIA 1 2018/2019 academic year.

D. Research Instrument

The research instrument employ to collect data for this study is the questionnaires. The questionnaires are delivered to the grade X students. The students' questions consist of 10 closed-questions designed in English. For the questionnaires, the researcher use Grade X MIA 1 Class to see how the students perform and what problems the students really encounter in speaking lessons. The researcher gives the students' questionnaire in the class during one period. Everything is answered by students based on their speaking problem and the factor affecting students' speaking performance.

E. Data Collection

The researcher explain clearly the purposes of administering the questionnaire which are to find the students' speaking problem, the factors affecting their performance, and to find ways to improve the students' speaking skills. Then the teachers instruct the students to complete it. Then, the researcher will collect the complete questionnaires.

F. Data Analysis

The researcher analyze the quantitative data derive from the questionnaires by using Excel program. Researcher will make the table and circle of quantitative data. The qualitative data are derived from the class questionnaire. What happen in this class questionnaires is imaging in detail. The researcher will also discuss the strong and weak points of this class.

CHAPTER 4

FINDINGS AND DISCUSSION

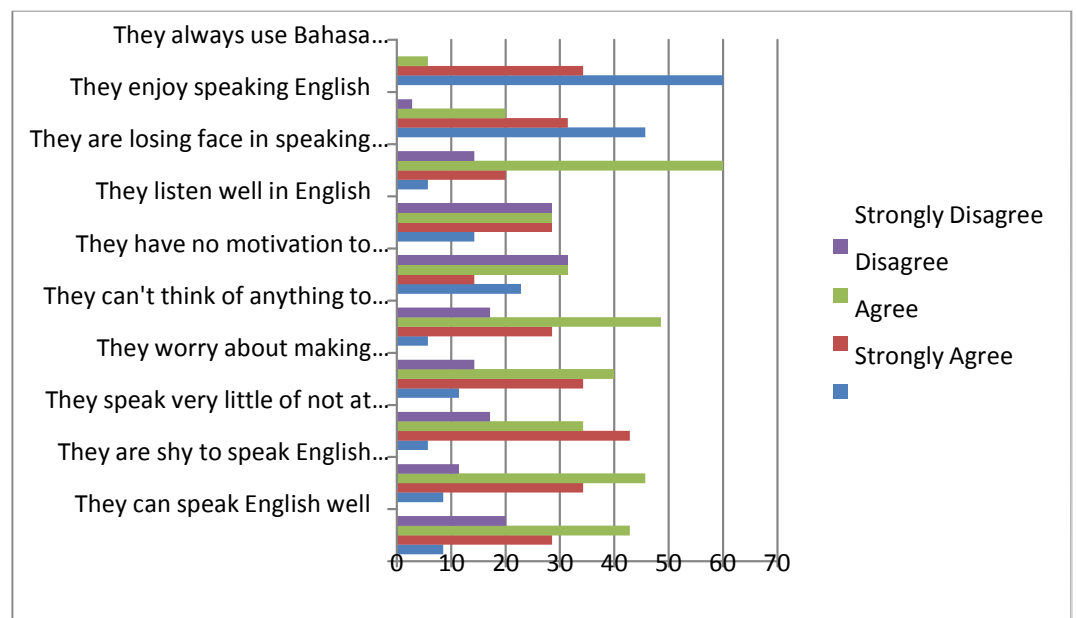
This chapter consists of findings of the research and discussion. This findings of the research present the result of the problem of students' learning speaking and the factors that effect student' speaking performance. And the discussion of the research covers further explanation of the findings.

A. Findings

1. The Questionnaire Result

This questionnaire was applicated at the Grade 1 at UPT SMA Negeri 11 Sinjai and the findings can be seen clearly in the table 1 below:

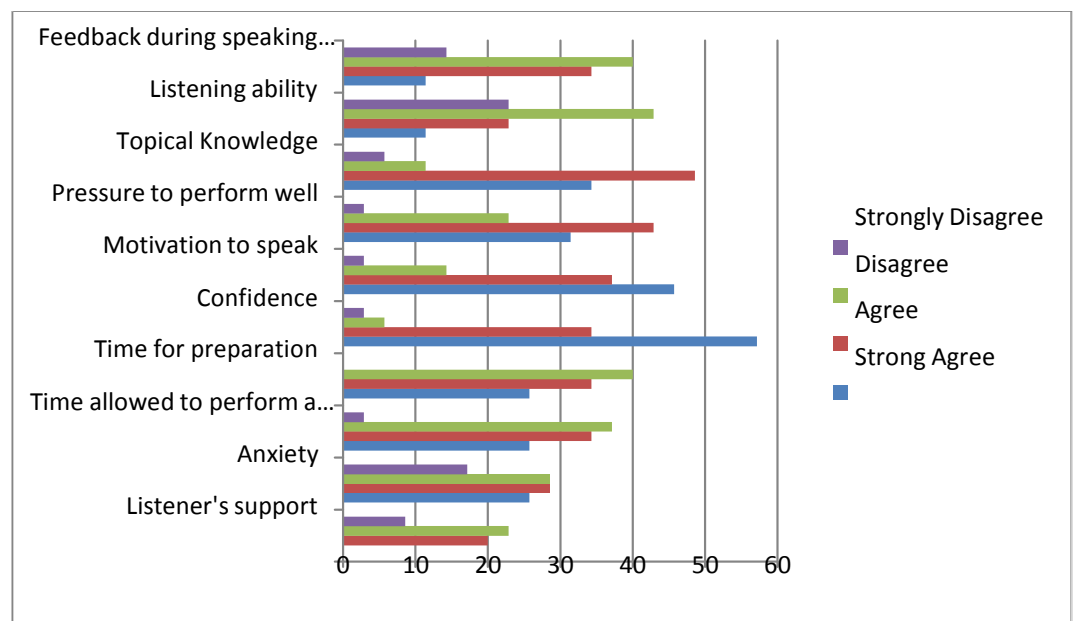
a. What are the Problem that the Students at UPT SMA Negeri 11



When being asked about which problems they encountered in speaking classes, a majority of the students 42,86% highly agreed on the fact that student speak very little or not at all in English. 28,57% of the students speak well in English. 34,29% of the student worry about making mistakes when speaking English. 60% of the students said that they strongly agreed often use Bahasa Indonesia in speaking class. 22.85% of the student claimed that they have no motivation to express their self in speaking class. When taking part of speaking activities, there are 34,29% of the students are shy of the attention that their speech attracted. 20% of the students agreed that they are fearful of criticism or loosing face in speaking English.

b. What are the Factors that Effect Students' Speaking Performance

This is the result of the factor effecting students' speaking performance.



When the students were asked to choose the factors affecting students' speaking performance among the factors listed, 42,86% viewed the pressure to perform well as the most influential factor. 28,57% of the students thought that anxiety could affect their speaking performance. 34,29% of them agreed that time allowed to perform a speaking task could affect the results. Topical knowledge was thought to be an affecting factor by 48,57% of the students. 45,71 % of students strongly agreed thinking that motivation to speak could influence their speaking performance. 57,14% of the students said that confidence affected their speaking performance. There are 34,29% thought that time for preparation could affect their performance.

The table of quantitative data from the students questionnaire can be seen as below;

STUDENTS	QUESTIONERS								TOTAL
	STUDENTS PROBLEM				FACTOR EFFECTS				
	SA	A	D	SD	SA	A	D	SD	
STUDENT 1	2	3	5	0	8	1	1	0	20
STUDENT 2	0	4	6	0	1	8	1	0	20
STUDENT 3	0	5	3	2	1	2	5	2	20
STUDENT 4	2	2	3	3	7	2	1	0	20
STUDENT 5	3	4	2	0	3	4	2	1	20
STUDENT 6	1	1	2	6	5	2	3	0	20
STUDENT 7	3	0	1	6	7	0	3	0	20
STUDENT 8	3	3	4	0	4	5	1	0	20
STUDENT 9	3	4	1	2	3	5	0	2	20
STUDENT 10	4	4	1	1	5	5	0	0	20
STUDENT 11	1	5	3	1	3	4	3	0	20
STUDENT 12	4	1	3	2	0	2	4	4	20
STUDENT 13	2	3	5	0	1	0	6	3	20
STUDENT 14	3	5	2	0	3	5	1	1	20

STUDENT 15	1	4	4	1	0	2	4	4	20
STUDENT 16	0	3	7	0	1	6	3	0	20
STUDENT 17	2	1	6	1	2	2	5	1	20
STUDENT 18	0	5	5	0	4	3	3	0	20
STUDENT 19	0	4	4	2	0	3	3	4	20
STUDENT 20	2	2	3	3	4	4	2	0	20
STUDENT 21	3	2	2	3	7	0	2	1	20
STUDENT 22	1	3	6	0	3	5	2	0	20
STUDENT 23	7	3	0	0	4	4	2	0	20
STUDENT 24	2	0	3	5	7	0	3	0	20
STUDENT 25	2	2	6	0	5	4	1	0	20
STUDENT 26	5	5	0	0	2	5	3	0	20
STUDENT 27	1	2	2	5	1	2	4	3	20
STUDENT 28	3	2	4	1	5	4	1	0	20
STUDENT 29	1	3	4	2	2	5	2	1	20
STUDENT 30	2	3	2	3	4	2	3	1	20
STUDENT 31	2	5	3	0	3	4	3	0	20
STUDENT 32	0	3	5	2	4	2	3	1	20
STUDENT 33	0	4	6	0	0	6	4	0	20
STUDENT 34	1	2	6	1	2	5	3	0	20
STUDENT 35	0	2	5	3	0	5	5	0	20
TOTAL	66	104	55	55	111	118	92	27	700

The table above reveals about the total of the quantitative data from the students questionnaire result. SA is strongly agree, A is agree, D is disagree, and SD is strongly disagree.

The total of quantitative data based on the table can be seen to the diagram as below;

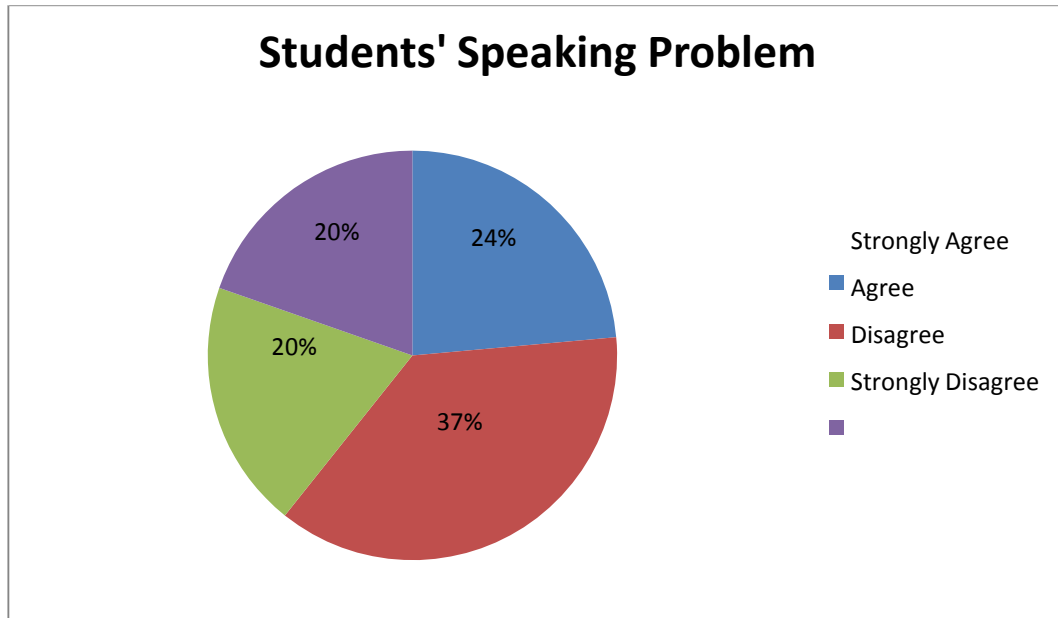


Figure 4.1 Students' Speaking Problem

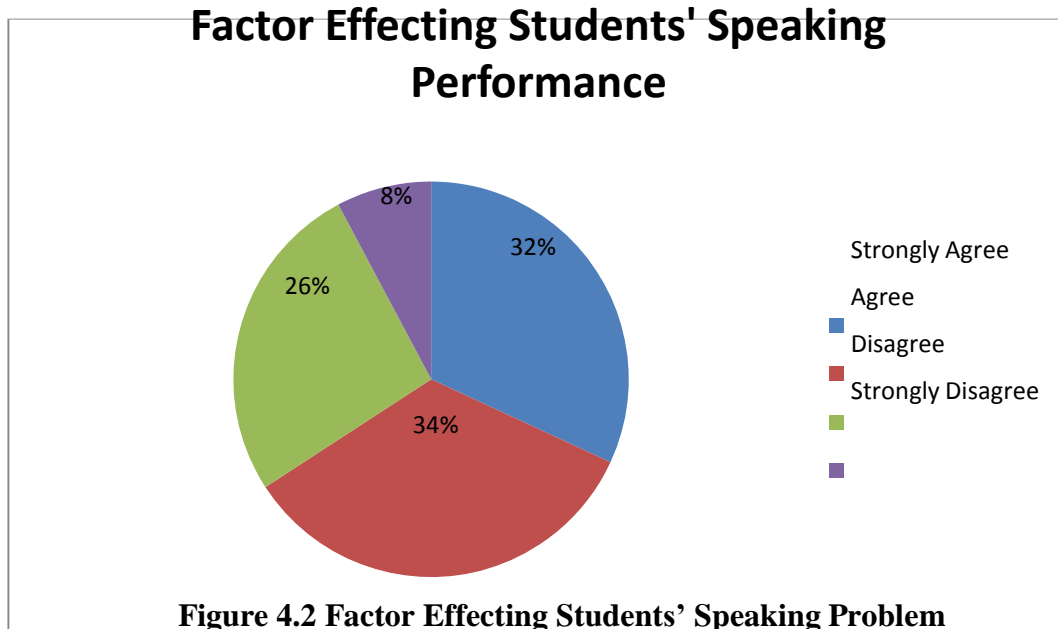


Figure 4.2 Factor Effecting Students' Speaking Problem

B. Discussion

Generally speaking, there is a consistent among data from students' questionnaire.

1. The problems that the students at UPT SMA Negeri 11 Sinjai Class X MIA 1 encounter when they learn speaking

In the current study, the findings from the questionnaires delivered to the students showed that when the students learn speaking, they encountered some problems. The most common speaking problem is that the students speak very little or nothing in speaking classes. Most of the students said that they don't speak well in English. Moreover, they often use Bahasa Indonesia and there are 22, 85% of students strongly agreed that they have no motivation to express themselves in English. The students reported that there are 34,29% shy to speak English with other people. A significant number of students also claimed that they are fearful of criticism or losing face.

2. The Factor that Effects Students' Speaking Performance

With regard to the first research question, the results indicated that there are variety of factors that affect the students' speaking performance. A majority of the students said that their speaking performance is affected by topical knowledge. The next two important factors mentioned are motivation to speak and listener's support. Besides, the students' feedback during speaking activities is also reported to affect

the students' speaking performance. Finally, confidence is considered to be a factor that had influence on students' performance.

The results from student questionnaire is most of the students think that their speaking performance is affected by topical knowledge. The next important factor is listening ability. In addition, the students think that they need to be confident to perform well. Last but not least, the students reported that their performance was also affected by feedback during speaking activities and the pressure to perform well.

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to investigate the problems that the students at UPT SMA Negeri 11 Sinjai experienced in speaking lessons and the factors affecting their speaking performance. The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they use Bahasa Indonesia instead of English when they discuss in groups or in pairs; (4) their participation is low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

B. Suggestion

Basing on the results of the study, some recommendations are made for the students at UPT SMA Negeri 11 Sinjai. As for the teachers, they should first improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks. Secondly, they 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. Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives. Moreover, speaking skills should be included in tests and exams because the students will be more motivated to learn speaking skills because they are tested. 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.

As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they 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 of Bahasa Indonesia to make it a habit.

Hopefully, the study can contribute to the improvement of English teaching and learning at UPT SMA Negeri 11 Sinjai.

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Students' Questionnaire

Speaking Problem

Answer the questions below by circling a number in every questions!

Nama :

Kelas :

NIS

No. Urut :

UPT SMA Negeri 11 Sinjai

No	Questionnaires	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I speak well in English	1	2	3	4
2	I am shy to speak English with other people	1	2	3	4
3	I speak very little or not at all in English	1	2	3	4
4	I worry about making mistakes when speaking English	1	2	3	4
5	I can't think of anything to say in English	1	2	3	4
6	I have no motivation to express my self in speaking class	1	2	3	4
7	I listen well in English	1	2	3	4
8	I am losing face in speaking class in English	1	2	3	4
9	I enjoy speaking English	1	2	3	4
10	I always use Bahasa Indonesia in speaking class	1	2	3	4

Factors Affecting Speaking Performance

Answer the questions below by circling a number in every questions!

No	Questionnaires	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I can respond what people say to me in English	1	2	3	4
2	My listening ability is good in English	1	2	3	4
3	I think that topical knowledge affects my speaking performance in English	1	2	3	4
4	The pressure to perform well influences my speaking performance in English	1	2	3	4
5	Motivation to speak influences my speaking performance in English	1	2	3	4
6	Confidence affects my speaking performance in English	1	2	3	4
7	Time for preparation can effect my speaking performance in English	1	2	3	4
8	Time allowed to perform a speaking task can effect the result	1	2	3	4
9	I think that anxiey can effect my speaking performance in English	1	2	3	4
10	Listener's support can effect my speaking performance in English	1	2	3	4

The Pictures During the Research



Picture 1.1 Presenting the Students



Picture 2.1 Researcher's introducing self



Picture 3.1 Students' Introducing Self



Picture 4.1 Describing the Questionnaires and Its Purposes



Picture 5.1 Giving the Questionnaires to Students



Picture 6.1 More Explanationing the Students' Questionnaires



Picture 7.1 Collecting the Students' Questionnaires



CURRICULUM VITAE



The researcher, Zubair was born on 9ndSeptember, 1995 in Sinjai, Sulawesi Selatan. He is the only one child of Burhan Anton and Tina. He began his study at SD 52 Pude in 2001. He continued his study at SMP Negeri 2 Sinjai Selatan in 2007. He registered and joined his Senior High School in 2010 at SMA Negeri 2 Sinjai Selatan until he finished in 2013. Afterwards, he continued his study in Muhammadiyah University of Makassar, he registered as a student of English Department in 2013. He could finish his study in 2019 with the thesis under title **“THE PROBLEM OF LEARNING SPEAKING FACED BY THE FIRST SEMESTER AT UPT SMA NEGERI 11 SINJAI”**. (*A Descriptive Research at the X Grade of UPT SMA Negeri 11 Sinjai*).