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AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUDENTS' DIFFICULTIES ON THE SPEAKING PERFORMANCE IN STATE ISLAMIC COLLEGE JURAI SIWO METRO

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AN ANALYSIS OF THE STUDENTS' DIFFICULTIES

[illegible]

Presented as a Partial Fulfillment of the Requirements
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ABSTRACT

AN ANALYSIS OF THE STUDENTS' DIFFICULTIES ON THE SPEAKING PERFORMANCE IN STATE ISLAMIC COLLEGE JURAI SIWO METRO

By: NURMITA

It has been known that language is system communication which uses by people of spoken or written words. Speaking is the one of skill which places in difficult area in teaching and learning process. It can be seen that students' difficulties found in teaching and learning speaking. The primary goal of this research is to analysis the students' speaking performance in State Islamic College Jurai Siwo Metro and to discover the difficulties in speaking subject of the students.

The kind of this research is qualitative. A qualitative research design was used in which the researcher collects the data in the form of words or pictures rather than numbers. The design aimed to analyze their speaking performance based on the analytic speaking criteria. On the basis of an analysis, in depth interview, observation and documentation were conducted to validate the data. Inductive logic furthermore was used to gather, group, select, and interpret the data. The population was all of the fourth semester students of English Department. The object of the study was ten (10) students handed over through purposive sampling.

Based on the result of the research, it can be conclude that frequency of speaking performance showed that pronunciation was 18.51%, grammar accuracy was 20.42%, vocabulary was 22.68%, fluency was 19.17%, and interaction strategies was 19.17%. To sum up, there were still students' difficulties in the students' speaking performance in state Islamic college Jurai Siwo Metro. So, students have to learn more to solve their difficulties and improve their speaking performance.

ABSTRAK

ANALISIS KESULITAN SISWA
PADA PENAMPILAN BERBICARA
DI SEKOLAH TINGGI AGAMA ISLAM NEGERI JURAI SIWO METRO

Oleh: NURMITA

Sudah diketahui bahwa Bahasa adalah sistem komunikasi yang digunakan oleh orang baik ucapan ataupun tulisan. Berbicara adalah salah satu kemampuan yang menduduki area sulit di proses belajar dan menganjar. Dapat dilihat bahwa kesulitan siswa ditemukan dibelajar dan mengajar berbicara. Tujuan dari penelitian ini adalah untuk mengkaji penampilan berbicara siswa di STAIN Jurai Siwo Metro dan untuk menemukan kesulitan siswa pada pelajaran berbicara.

Jenis penelitian ini adalah penelitian kualitatif, Penelitian ini menggunakan metode kualitatif karena peneliti lebih banyak mengumpulkan data dalam bentuk kata-kata dan gambar dari pada angka. Disain tersebut bertujuan untuk menganalisis penampilan berbicara mereka berdasarkan analitik kriteria berbicara. Didalam konteks analisis, interview yang mendalam, observasi dan dokumentasi dikembangkan untuk mensyahkan data. Kemudian pemikiran induktif digunakan untuk meninjau data dengan menyeleksi, mengelompokkan, memilah dan memaknainya. Adapun populasi dalam penelitian ini adalah seluruh mahasiswa semester 4 PBI. Kemudian subjek penelitian ini ialah 10 mahasiswa diambil berdasarkan *purposive sampling*.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa frekwensi dari penampilan berbicara siswa menunjukan bahwa pronunciation adalah 18,51%, grammar accuracy adalah 20,42%, vocabulary dalah 22,68%, fluency adalah 19,17%, dan interaction strategies adalah 19,17%. Kesimpulannya adalah, masih ada kesulitan siswa dalam penampilan berbicara di STAIN Jurai Siwo Metro. Jadi siswa harus belajar lebih untuk memecahkan kesulitan mereka dan meningkatkan penampilan berbicara mereka.

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Assalamu'alikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb.

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, August 6th, 2014

The writer,



Nurmita

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MOTTO

ثُمَّ جَعَلْنَٰكَ عَلَىٰ شَرِيعَةٍ مِّنَ ٱلْأَمْرِ فَٱتَّبِعْهَا وَلَا تَتَّبِعْ أَهْوَآءَ ٱلَّذِينَ لَا يَعْلَمُونَ ﴿١٨﴾

We have put you on the right way in the matter (of diving low). So follow it and do not follow the wishes of those who are ignorant (Al Jaatsiyah: 18)

DEDICATION PAGE

"I highly dedicate this undergraduate thesis to my beloved family (My mother Mrs. Manisah, my father Mr. Tumidi, my brothers are Mr. Didik Resiyanto and Mr. Hermi Suryono) and all whom I love."

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To stars with, I would like to extend my gratitude to Allah SWT for blessing, health, and also mercy because I can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad PBUH who had delivered the truth to human beings in general and Muslim in particular.

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Last but not least, my greatest gratitude also goes to my classmates, my friends in KKN and Steward Community, all people in STAIN Jurai Siwo Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, August 5th, 2014

The Researcher



Nurmita

1065317

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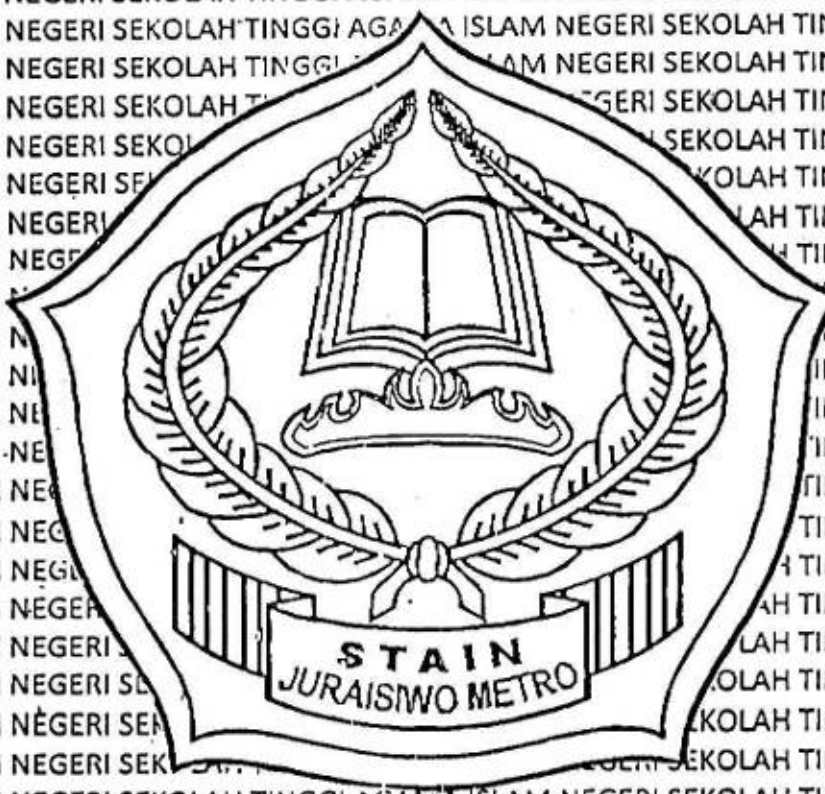
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CHAPTER I

INTRODUCTION

A. Background of the Study

It has been known that language is a system of communication which uses by people of spoken or written words. Communication system spoken can be classified as speech and storytelling, and communication system written such as memo, letter, and diary. In language it was cited by four basic skills to communicate, such factors can be classified as speaking, writing, reading, and listening.

In line with the nature of skill, skill is ability to do well; something requiring training to do well. The communication needs skill to produce good information, moreover people have to speak well by good skill. Good information means that good structure of speaking. Speaking is verbal language to convey the intention to another people ;a conversation with others, use our voice to say with others; to mention or to describe, be able to use particular language to express ourselves. To speak about information we must be spoken, Spoken is involving speaking rather than writing; speaking in the way mentioned.[1]

[1] A S Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University press, 2000, p. 1298

When people communicate to the others, commonly they made mistake and error. Mistake is an action or opinion, figure or words that is said or written incorrect and it produces the result that we did not want. An opposite, error is something in a piece of work that is incorrect which cause problems or effect the result of it; unintentionally done wrong as a result of poor judgment, an opinion or believe that is contrary to fact or to establish doctrine.[2] Mistake and error commonly happened because of lack of confidence, lack of pronunciation, less vocabulary and lack of grammar, ex: *I'm never go to Jogja* (Error in grammar), and *This shirt is colorful, interesting and also expensive* (Mistake in grammar).

Speaking error or mistake could be related to psycholinguistics, in psycholinguistics there is speech production which contains of speech errors. Speech error is such errors in production, called speech error or slips of the tongue, occur regularly in normal conversation.

One of the units of speech production is when we produce an utterance corresponding to some thought we wish to convey to others. It could be inferred that speaking influenced by speech production. Speech production is the process by which a speaker turns a mental concept into spoken utterance.[3] Spoken utterance has structures which produce good grammar in sentence also

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[2] A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 2000, p. 851

[3] Fenny Theresia, *Handout Psycholinguistics*, Metro: STAIN, 2013,p.30

good information, it should be noted that spoken utterance has relation with grammatical. Grammar is structures the form of words which contain of meaning[4]; is the rules in language to changing the form of words and joining them into sentences, Grammatical is connected with the rules of grammar, correctly following the rules. The fact shows that there are some problems in speaking such as nervousness, wrong pronunciation, and lack of grammar. Problem in speaking student which closely related with their grammar, they speak but their grammatical speaking was wrong. In addition, they speak with a focus meaning but can be difference meaning because their grammatical speaking is incorrect.

The way out of those problems are using Grammatical Books, Speaking Books and Oxford Dictionary. A Grammatical Books, Speaking Books and Oxford Dictionary have rules which connected with the grammar and speaking, they help students clarify their thought to speak well. If the students keep a Grammatical Books, Speaking Books and Oxford Dictionary as their guide during the course, they never would have to worry about grammar speech about the topic for speaking performance assignment. Because, they would have a good grammar of speaking performance by Grammatical Books, Speaking Books and Oxford Dictionary.

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[4] Leonard, Bloomfield, *Language bahasa*, Jakarta: Gramedia Pustaka Utama, 1995, p.158

The researcher has conducted pre survey in 24th December, 2013. The researcher asked some students of State Islamic College Jurai Siwo Metro to share their problem perception in speaking which related to grammar. The table below is the result of pre survey about students' perception related to grammar in speaking.

Table 1. The Students' Perception about Speaking Related to Grammar

Is Grammar a problem in your speaking performance?			
No	**Student's Name**	**Yes**	**No**
1	**ID**	✓	
2	**EL**	✓	
3	**FR**	✓	
4	**BD**	✓	
5	**IKH**		✓
6	**FN**	✓	
7	**EAL**	✓	
8	**FY**		✓
9	**ED**		✓
10	**AN**	✓	

The table above represents the students' speaking related to grammar in speaking. In response the case, the researcher would do research in students' difficulties on the speaking performance in State Islamic College Jurai Siwo Metro.

B. Focus of the Study

Speaking is considered to psycholinguistics, the language user to out of the information in the spoken language. In the result of speaking performance, the cognitive value can be analyzed.

In line with the explanation above, thus the researcher focuses to do the research: "How is the students' difficulties on the speaking performance in State Islamic College Jurai Siwo Metro?"

1. Problem Limitation

To get focus in conducting this study, the researcher limited the scope of the study only to analyze students' difficulties on the speaking performance found in the students of State Islamic College Jurai Siwo Metro.

2. Problem formulation

In inference to the background of the problem above, the researcher took the problem of

a. How is the students' difficulties on the speaking performance in State Islamic College Jurai Siwo Metro?

3. Objective and Benefits of the study

a. Objectives of the Study

To know the students' difficulties on the speaking performance in State Islamic College Jurai Siwo Metro?

b. Benefit of the Study

1) For the students

Knowing the difficulties of speaking will make the students solve their problem, it makes them more sure and confidence in speak the words and it will develop their speaking performance well.

2) For the teacher

By this analysis research can improve the teachers' creativity in teaching and learning process. Moreover, the goal of learning can be achieve by theirs variety strategies.

3) For the school

By this research, it can provide useful input in improving the quality of teaching learning process in the class.

C. Prior Research

Nowadays, based on the researches that have been conducting by many researchers, the researcher would like to take some of above researches that will be categorized with the topic discussed based on the object of the study.

In the previous research there are three researches that closely related to speaking performance. They are:

First, Ugur Recep Cetinavci and Ece Zehir Topkaya with the title *"A Contrastive Qualitative Evolution of Two Different Sequential Programs Launched at the School of Foreign Languages of a Turkish University"* in state university in Turkey. The aim of this study is students are expected to develop knowledge and skills related to language including grammar, listening, reading, writing and speaking. In this context students and teachers are challenged in considering how much accuracy should be emphasized in the learning and teaching process, which leads to rethinking and reframing to what extent and how grammar teaching/learning should take place in the language program. This research was qualitative approach.

The data were collected by interview question and analysis. Having been challenged with these questions, this paper presents an evaluation of two different regimes of grammar teaching, one that follows its own language content and another that follows the language content of the main course. To determine the value of programs, the administrator, 5 instructors and 36 students were interviewed with one-on-one and group interview techniques and 6 classroom hours were observed and relevant exam results and attendance records were compared.

It was found that the program following the language content of the main course is favored much more strongly as a positive step in the course of producing the desired learning outcomes.[5]

Second, Toni Hariyanto with the title *"Grammatical Error Analysis in Students' Recount Text"* in English Department Faculty of Language and Art Semarang University. The aim of his paper is to describe the grammatical errors on recount texts made by the twelfth students of SMA N 1 Slawi, this research was qualitative approach of which the data were obtained from the students' recount text writing. These writings were then analyzed. The grammatical errors were classified into seven groups. They were errors in producing verb group, errors in subject-verb agreement, errors in the use of articles, errors in the use of prepositions, errors in noun pluralization, errors in the use of pronouns, and errors in the use of conjunctions.

From the result in chapter IV I can conclude that the students made 235 grammatical errors which were classified into 153 errors in producing verbal groups, 3 errors in subject-verb agreement, 10 errors in the use of article30, errors in the use of preposition, 12 errors in pluralization, 23 errors in the use of pronoun, 4 errors in the use of conjunction.[6]

---

[5] Ugur Recep Cetinavci and Ece Zehir Topkaya, *"A Contrative Qualitative Evolution of Two Different Sequentiol Programs Launched at the School of Foreign Languages of a Turkish University"*, State University in Turkey, Turkish Online Journal of Qualitative Inquiry, July 2012,3(3)

[6] Toni hariyanto, *"grammatical Error Analysis in the Students' Recount Text"*, English Department Faculty of Language and Art Semarang University,2007

The last, Ahmad Madkur with the title *"Grammatical Analysis on the Abstract of Scientific Writing"* in State Islamic College Jurai Siwo Metro. The aim of his paper is to investigate grammatical errors made in writing abstract for journals in STAIN Jurai Siwo Metro. It involved 30 abstracts taken from 5 journals published by the college.

This research was qualitative in nature. The data were collected by observation and documentation, and then analyzed by Miles and Huberman model. The result showed that the frequency of grammatical errors in *concord* was 40%, *word order* was 25%, *spelling* was 17%, *parallel structure* was 12%, and *learner language* was 6%. To sum up, there were still some grammatical errors in the abstracts of scientific writing in the journals.[7]

From those researches above show that students' difficulties found in English learning and teaching especially in speaking. Therefore, the researcher interested to analyze the students' difficulties on the speaking performance, because on Brown's book pointed out fluency and accuracy are both important goals to pursue in communication language[8], it means that in communication needs comprehensions both of theories such as grammar, syntax, and discourse on their spoken out.

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[7] Ahmad Madkur, *"Grammatical Analysis on the Abstract of Scientific Writing"*, STAIN Jurai Siwo Metro,Pedagogy Vol. 1, No, 1, 2013

[8] H Douglas Brown, *Teaching by Principles*, San Francisco State University: Longman, 2000, p.268

TINGGI AGAMA ISLAM NEGERI SEKOLAH TINGGI AGAMA ISLAM NEGERI SEKOLAH TINGGI AGAMA ISLAM NEGERI



CHAPTER II

REVIEW OF THE LITERATURE

A. General Description

Language is a set of rule used by human a tool of their communication.[1] A language is speech, not writing . . . a language is set of habits . . . teach the language, not about the language . . . a language is what its native speaker say, not someone thinks they ought to say . . .language are different.[2] If we talk about speaking, we would discussion about oral skill because speaking is the skill that is needed by someone to communicate. Communicate is a process which makes individual information changed though symbol system, sign and the general behavior. [3] It is the activity which must be done together that someone must understand about the others say.

In line with the statement above, Gerald Kelly said that the speaker must be right and clear. The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express own thought and it enables us to understand those of others.[4] According to the statement above, we know that the pronunciation is the

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[1] Sanggam Siahaan, *The English Paragraph*, Yogyakarta, Graha Ilmu, 2008, p. 1

[2] Richard, Jack C, et.al. *Approach And Methods In Language Teaching*,Cambridge, University Press, 1986, p.49

[3] Wahyu wibowo, *Management bahasa*, Jakarta, Gramedia Pustaka Utama, 2003, p. 100

[4] Gerald Kelly, *How to Teach Pronunciation*, Malaysia, Bluestone Press, Charlbury, Oxfordshire, 2003, p.86

important thing in speaking. The intonation gives us the clues about the attitude of the speaker, or how he feels about what he is saying. The particulars which needed to understanding are pronunciation; adjustment in take place of tone, hinge and intonation, diction speaker target.[5] Therefore, pronunciation has big contribute to send the message or meaning in what we want to share and both of the speaker and the listener will think, ask the question and answer them.

It was cited by Johan Wibowo that by having knowledge in good grammar, is the key to perfect English conversation.[6] It can be explained that grammar is important in speaking, to produce good and perfect English conversation we have to understanding the grammar. Furthermore, the explanation about the important of grammar in speaking:[7]

> In the mid to late 1970s, egged on by a somewhat short-lived anti-grammar approach, some teacher turned away from accuracy issues in favor of providing a plethora of "natural" language activity in their classrooms. The argument was, of course, that adult second language acquisition should stimulate the child's first language learning processes. Our classroom must not become linguistics courses but rather the locus of meaningful language involvement or so the argument went. Unfortunately, such classroom so strongly emphasized the importance of fluency-with a concomitant playing down of the bits and pieces of grammar and phonology-that many students managed to produce fairy fluent but barely comprehensible language. Something was lacking.

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[5] Wahyu wibowo. Opcit, p.113

[6] Johan Wibowo, *Grammar for Easy English Speaking*, Bandar Lampung: AURA,2012, p. v

[7] Brown, *Loc.Cit*

From the quotations, it is obvious that teaching speaking include many factors that influence speaking learning. This chapter reviewed grammar as the one factor mentioned. The linguists, in the field of applied linguistics mention the function of languages are found in written or oral language.

B. Theoretical Framework

1. Spoken and written language

It was argued by Michael,Mc Carthy that discourse analysis is a vast subject area within linguistics, encompassing as it does the analysis of spoken and written language over and above concerns such as the structure of the clause or sentence.[8] It can be seen that discourse analysis is an analysis of oral and text language within linguistics. David Nunan pointed out that discourse and texts are synonyms, those are identified for purposes of analysis. It is often a language unit with a definable communicative function, such as a conversation, a poster.[9]

In term of content, spoken language has function to provide information and entertain. Written language is used to communicate with other. It is also used for action, information, and entertainment. It can be explained that the differences between spoken and written languages are not absolute. Both of spoken and written languages are interchangeable

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[8] Michael,McCarthy, *Discourse Analysis for Language Teachers,* United Kingdom: Cambridge University Press, 2000, p.32

[9] David Nunan and Ronald Carter, *Discourse Analysis*, England: Penguin Books, 1993,p.6

Although spoken language emerged before written language, written texts are much more than merely 'talk written down'. According to Halliday (1985b), writing emerged in societies as a result of cultural changes which created new communication needs. These needs could not be readily met by the spoken language. In particular, with the emergence of cultures based on agriculture rather than hunting and gathering, people needed permanent records which could be referred to over and over again. This led to the emergence of a new form of language-writing.[10]

2. Grammar of spoken and written

Sanggam Siahaan gave statement in Language that Grammar is a set of rules operating in the main of the native speakers of language.[11] It governed them to produce and interpret the sentences they use in their communication. By the grammar people intuitively know what the suitable words they must select from their mental dictionary to put into the sentence they produce. They know how to put those words in order to create some grammatically and semantically correct sentence. It means that they can intuitively know the sentences they create are acceptable or not.

In line with the statement above, he pointed out that the grammar they know how to understand the sentences expressed to them they have never

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[10] David Nunan, Ibid, p.8

[11] Sanggam Siahaan, *Issues in linguistics*, Yogyakarta: Graha Ilmu,2008, p. 25

produces, or listening, or read yet has three basic important rules, which is called grammar as a subconscious knowledge of the native speaker contains the word selection process, the sentence rewrite rule, and the concord knowledge.[12] It can be conclude that grammar is set of rules in language which produce of sentence which people intuitively use words which suitable to produce the sentences in communication.

Spoken and written languages have important differences, even more than the obvious distinction in physical form. These other differences center on usage, and arise out of the fact that speakers and writers are functioning in different communicative situations. There are also differences in language structure: the grammar and vocabulary of speech is not the same as that of writing.[13] The two modes of communication function quite differently and their status is not the same. Written materials can be legally binding and are also afforded a kind of respect which is rarely accorded to speech.

Written English provides a standard that is valued by society. Its relative permanence and wider circulation also differentiate it from speech. Electronic mail has changed writing to become more interactive and there are also mixed media which overlap speech and writing. As far as grammar goes, the spontaneity and speed of most speech

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[12] *Ibid*

[13] *http://dictionary.reference.com/help/faq/language/g20.html*

exchanges make it difficult to engage in complex planning. The pressure to think while talking means that speech contains looser construction, repetition, rephrasing, and comment clauses. Intonation and pause divide long utterances, but sentence boundaries are less clear.

Facial expression and gestures help convey meaning in speech, as do nuances of intonation, contrasts of loudness, tempo, rhythm, and tones of voice. The lexicon used in speaking is often more vague and it also includes more slang, euphemism, and other informal language. The answer, then, to the question is that the grammar is different because of the different structure and function of speech as opposed to writing.

For many years grammars have told us about the written language so that, for example, we confidently state that a sentence needs at least subject and verb, which can then be followed by an object, by complement, or by an adverbial. We know that questions are often formed by inverting the order of subject and verb *(is he your mom?)* or bringing in an operator for this function where there is no auxiliary present *(Do you love me?)*, but the following conversation seem to call some rules of this type into question:

(Conversation between four people in a kitchen are preparing for a party from R Carter and M McCarthy 1995: 208-209)

A : Now I think you'd better start the rice

B : Yeah *(4 sec)* . . . what you got there

B : Will it all fit in the one

A : No. you'll have to do two separate ones

C : Right . . . *(17 second)* what next

B : Foreign body in there

B : It's the raisins

C : Oh is it oh it's rice with raisins is it

B : [silent]

No

No no it's not supposed to be *(laughs)* erm

C : There must be a raisin for it being in there

D : Do you what a biscuit

C : Erm

D : Biscuit

C : Er yeah *(9 sec)*

D : All Right

C : Yeah *(10 sec)*

D : Didn't know you used boiling water

B : Pardon

D : Didn't know you used boiling water

B : Don't have to but it's erm . . . they recon it's erm *(inaudible)*

This transcript of informal speech is quite difficult to read, but a moment's reflection show that is not untypical of a lot of such

conversation, containing, as it does, interruptions, non sequiturs, and jokes *(there must be a raisin for it)*. What is perhaps more interesting is that certain grammatical rules seem to be completely ignored. Look at C's second utterance *(foreign body in there)*. A teacher might tell a student that such a sentence is not well formed and that hat it should be is *There's a foreign body in there*. Four lines from the bottom D says *Didn't know you used boiling water*, but a grammar book would suggest that such a sentence should be *I didn't know (that) you used boiling water*. Then *there's the biscuit*.

The first time D makes his or her offer the question is *Do you want a biscuit?*. But the second time all grammar appears to have been done away with and the question is just *Biscuit?* Yet even if this were the first question we would see nothing wrong with it in speech. People in the kitchen frequently offer things by saying *Coffee? Sugar? Glass of wine?*. Ellipsis (where words are 'left out' without destroying the meaning) is a common feature of informal conversation.

It should be note that Biber et al. said on Jeremy Harmer's Book with the title The English Language Teaching that the grammar of speech has its own constructional principles; it is organized differently from writing. Spoken English has its own discourse markers too, for example:[14]

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[14] Jeremy Harmer, *The Practice of English Language Teaching*: Longman, p, 14

a. Frequent non-causal units (e.g. *Mmmm, No, Uh huh, Yeah*)

b. A variety of tags not found in written style, such as question, tags (see D2)

c. Interjection (e.g. *ah, oh, wow, cor* (BrE))

d. Hesitators (*er, umm, erm*)

e. Condensed questions (e.g. *More milk?, Any luck?*)

f. Echo questions (e.g. *Oh did you say San Francisco?, White chocolate hot cocoa?*)

g. Response forms (e.g. *yeah* or *sure* to acknowledge a request)

h. Fixed polite speech formulae (e.g. *Happy birthday!, Congratulations!*)

From the explanation above we can conclude that we need different grammar rules for speech and writing as Carter and McCarthy suggest.

C. Speaking

Speaking is so much a part of daily life that we take for granted.[15] Every day people produce words to communicate with the others, the average person produces tens of thousands of words a day although some people produce more than that a day in the human activity. The human activity is called the communication always change so it is possible that there is relevancy between the language teaching learning process.

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[15] Scott Thornbury, *How to Teach Speaking*, (England: Longman, 2005), p.1

Speaking is one of the skills that have to be mastered by student in learning English. The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language "on the spot".[16] When teach the speaking, all of the students are hopped express their idea saying what they feel. The research prepared the material based on the daily activity of the students or just around the students so it is easier to be understand by the students.

According to Sanggam, speaking is a productive language skill.[17] Meanwhile, according to O'grady as quoted by Sanggam, speaking is a mental process. It means that it is linguistics form, such as: word, phrases, and sentence used to convey a message to a listener.[18]

Father looking from Nastion and Jhonathan, speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.

According to Brown this type of speaking has several important features. These features have implications for teaching. Let us look at each of them in turn. They are including:[19]

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[16] Jeremy Harmer, Opcit, p.269

[17] Siahaan Siahaan, Opcit, p. 95

[18] Ibid

[19] Nation and Newton, *Teaching ESL/EFL Listening and Speaking*, ESL & applied Linguistics series, (New York, London: Routledge, Taylor & Francis group, 2009), p. 122

1. It is transactional. That is, its purpose is to communicate information rather than to maintain social contact as is the case with most interactional speaking.
2. It involves taking a long turn. That is, it is not usually presented as a dialogue but requires speaking for several minutes in a comprehensible and organized way.
3. It is influenced by written language. Often it will involve speaking from notes and will involve academic vocabulary.
4. The speaking is done in the learner's "careful" style in clear and deliberate way with opportunity for the speaker to monitor the production.
5. It often need teaching as it is a skill that is not a part of typical language use.

Pronunciation is the act of articulating a sound or word.[20] In teaching speaking, the teacher hopes that the students can do the pronunciation practice in the class. Pronunciation refers to the candidate's to produce comprehensible utterances to fulfill the task requirements, it is refers to the production of individual sound, the appropriate of words, and use of intonation to convey be intended meaning.[21] By the pronunciation, the people know the ability of speaker said. Because one and the other peoples are different what they wants.

Speaking as one of the important skill in English has analytic speaking criteria. The analytic speaking criteria as follow:[22]

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[20] Brown, Opcit,p.267

[21] Scott Thornbury, Opcit, p.128-129.

[22] Cyril J. Weir, *Language Testing and Validity*. New York. PALGRAVE MACMILLAN, 2005, p.195-196.

Criteria		score
Fluency	Generally natural delivery, only occasional *halting when searching for appropriate* words/expressions.	4
	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.	3
	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	2
	The student speaks so little that no 'fluent' speech can be said to occur.	1
Pronunciation	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.	4
	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.	3

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	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	2
	Words are unintelligible.	1
Vocabulary	Effective use of vocabulary for the task with few inappropriacies.	4
	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.	3
	Limited use of vocabulary with frequent *inappropriacies.*	2
	Inappropriate and inadequate vocabulary.	1
Grammatical accuracy	Very few grammatical errors evident.	4
	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	3
	Speech is broken and distorted by frequent errors.	2
	Unable to construct comprehensible sentences.	1
Interactional strategies	Interacts effectively and readily participates and follows the discussion.	4
	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.	3

	Interaction ineffective. Can seldom develop an interaction.	2
	Understanding and interaction minimal.	1

1. Fluency is the ability to speak foreign language easily and well.
2. Pronunciation is the way in which the language or a particular word or sound is pronounced.
3. Vocabulary is the word that people use when talking about the particular subject.
4. Grammatical accuracy is ability to correct following the rules of grammar skillfully without making mistake.
5. Interaction strategies, in this criterion, the term 'interactional strategies' means using strategies such as initiating the discussion, asking for clarification, expanding the topic, turn taking and concluding the discussion.

D. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language 'on the spot'.[23]

[23] Jeremy Harmer, Opcit, p.269

1. **Language features**

Among the elements necessary for spoken of English production (as opposed to the production of practice examples in language drills, for example), are the following:

a. **Connected speech:** effective speakers of English need to be able to not only produce the individual phonemes of English (as in saying *I would have gone*) but also to us fluent 'connected speech' (as in *I'd've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contractions and stress pattering). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

b. **Expressive devices:** native speakers of English change tae pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to intensity. Students should be able to deploy at least some of such supra segmental features and devise in the same way if they are to be fully effective communicators.

c. **Lexis and grammar:** spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of

certain language function. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking contexts such as a job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

d. **Negotiation language:** effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2. **Mental/social processing**

If part of speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

a. **Language processing:** effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meaning that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons for including speaking activities in language lessons is to help students develop habits of rapid language processing in English.

b. **Interacting with others:** most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

c. **(On-the-spot) information processing:** quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it. The longer it takes for 'the penny to drop' the less effective we are as instant communicators. However, it should be remembered that is this instant response is very culture-specific, and is not prized by speakers in many other language communities.

E. How to speak well

It has been said that English is an easy language to learn, but a difficult one to master. Speaking functional English is something many people take for granted, but speaking it well is a rare and powerful ability. Whether English is your native tongue or a second or third language for you, you can improve your fluency and the power of your speech.[24] In inference to the statement above shows that whatever our language background and the position of our English

[24] *http://www.ehow.com/how_5363782_speak-english-well.html*

language we can drilled our English language and also our speech by rehearse our speaking performance step by step and continually.

1. **Read**

   Powerful literature is one of the best ways to improve your vocabulary and grammar, as well as giving you a good exposure to many of the idiomatic expressions and cultural references that fluent speech relies upon. Countless expressions in modern English derive from Shakespeare and the Bible.

2. **Listen**

   Just as written literature can be a valuable source for learning grammar and vocabulary, so too can listening to spoken English. Listening to a language helps you develop an ear for what sounds right and what doesn't. Classic movies and famous speeches are good for this. But listening is even more important in conversational English because conversation is dialogue. You need to know what your audience is saying in order to respond appropriately and intelligently. The ability to listen is often more important in conversation than the ability to speak.

3. **Slow Down and Think**

   Clear thinking is fundamental to clear speaking; you must understand what it is you are trying to say before you say it. This is especially a problem for native speakers of English who might feel frustrated that they are being misunderstood when in fact the ideas themselves are not fully developed.

Taking the time to consider carefully your thoughts will often make them much easier to convey.

4. Practice

Whether you're trying to master conversational English as a second language or trying to develop the skills of rhetoric and oratory as a native speaker, you must engage in frequent, intensive practice. Take every opportunity to converse with intelligent and articulate people and don't be afraid to imitate them. Ask them to correct your pronunciation, grammar or vocabulary. It is also worthwhile to practice alone, in front of a mirror. Memorize a speech, or a soliloquy from a play, or a poem, and recite it frequently, varying the inflection and tone of voice to see what effect you can have. By rehearse our speaking we can see that in time, the words we will say will flow more naturally and clear.

F. Speaking Difficulties

There are some problems that make speaking difficult for students[25]:

1. Clustering

According to Brown, "Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering".

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[25] H. Douglas Brown, Opcit, p.252

One of difficulties of speaking is clustering. When we speak, we do not use word by word. We should use phrase or clauses when speaking English. Clauses are common constituents, but phrases within clauses are even more easily retained for comprehension.

2. Redundancy

Spoken language has a good redundancy. When conversation occurred, speaking can use rephrasing, repetition, elaboration and a little insertion of "you know" and "I mean". It can help the hearer to process meaning by offering more time and extra information. The speaker also has an opportunity to make meaning clearer through the redundancy of language.

3. Reduced Forms

Reduced forms are one special problem in speaking. Reduction can be phonological (*"cudja" for "could you"*), morphological (contractions like *"you're"*), syntactic (elliptical forms like *"when will you go to Surabaya?" tomorrow, maybe"*) or pragmatic (if you want to leave the door open to someone who has just come into your room "it's pretty cold outside"). These reductions are very difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language.

4. Performance Variables

In spoken language hesitations, pauses, backtracking, and corrections are common. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they can easily interfere with

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In spoken language hesitations, pauses, backtracking, and corrections are common. Native listeners are conditioned from very young ages to weed out such performance variables, whereas they can easily interfere with

comprehension in second language learners. Everyday casual speech by native speakers also commonly contains ungrammatical forms. Some of these forms are simple performance slips. For example, "We arrived in a little town that there was no hotel anywhere" is something a native speaker could easily self- correct. Other ungrammaticality arises out of dialect differences ("I don't get no respect") that second language learners are likely to hear later.

5. Colloquial Language

Learners who have been exposed to standard written English language sometime find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced form, and shared cultural knowledge are all manifested at some point in conversations. Colloquialism appears in both monologues and dialogues.

6. Rate of Delivery

Another important characteristic of fluency is rate of delivery. One of task in teaching spoken English is to help learners to achieve an acceptable speed along with other attributes of fluency. Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and at times, delivered with few pauses.

7. Stress, Rhythm and Intonation

Stress, rhythm and intonation are the most important characteristic of English pronunciation because English is stress-timed rhythm of spoken

English and its intonation patterns convey important messages. English is stressed time language. English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. Such, the sentence "The PREsidents is interested in eLIMinating the emBARgo", with four stressed syllables out of eighteen.

8. Interaction

Interaction will play a large role in speaking. Speaking is especially subject to all rules of interaction: negotiation, clarification, attending signals, turn taking, and topic nomination, maintenance, and termination. So, when we learn speaking, we also learn how to respond another speaker to avoid misunderstanding between speaker and listener.

TINGGI AGAMA ISLAM NEGERI SEKOLAH TINGGI AGAMA ISLAM NEGERI SEKOLAH TINGGI AGAMA ISLAM NEGERI



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Kind of the research is Qualitative in the form of field qualitative. According to Robert K. Yin "Qualitative research first involves studying the meaning of people's lives, under real-world conditions. People will be performing in their everyday roles or have expressed themselves through their own diaries, journals, writing, and even photography."[1] It means that qualitative research conducted in the human life naturally.

It was cited by Nancy and Gary that qualitative research explores phenomena in people's natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.[2] It can be understood that qualitative research has many sources that contribute in natural setting to conduct this research. It would be inductive that take general source into a result as a particular perspective.

In this research, the researcher considered the phenomenon of cognitive domain in language learning. The researcher decided to use qualitative approach to investigate and to analyze the students' difficulties on the speaking

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[1] Robert K.Yin, *Qualitative Research from Start to Finish,* New York London: The Guilford Press. 2011, p. 8

[2] Gary and Nancy, *Fundamentals of education Research*, London: Falmer Press, 2005, p. 126

performance .The research would be conducted in State Islamic College (STAIN) of Jurai Siwo Metro.

In the qualitative research, a discussion about participations and site might include four aspects identified by Miles and Huberman: setting (where the research will take place), the actors (who will be observed or interviewed), the events (what the actors will be observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting).[3]

Furthermore, the researcher would use purposive sample as the participants. Purposive sample is sampling technique of data source based on certain consideration. That is handed over to researcher and based on research objective.[4] The research chose the fourth semester students of State Islamic College (STAIN) of Jurai Siwo Metro. By the reason that they got grammar 1, grammar 2, grammar 3, speaking 1, speaking 2, speaking 3 lecture, direct and indirect speech in the previous semester and they are studying the grammar 4 and speaking 4 in this semester.

B. Data Source

For gathering information, it is a must to discover important and accurate data from qualified source. As it is explained by Sugiyono that "there are

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[3] Jhon W.Creswell,*Research design :Qualitative,Quantitative,andmixedd methods approaches* (2nd Ed),New Delhi:Sage Publications,2003, p. 185

[4] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*,Bandung, Penerbit Alfabeta,2009, p. 219

basically two kinds of sources, namely primary sources and secondary sources. Primary sources is firsthand information. Then secondary sources provide second hand information".[5] In this research, the primary source was the students' grammatical speaking on their speaking performance. Then, the secondary source were from books, articles, English dictionary, encyclopedia, and documentation that were related to the research would be gaincd.

C. Data Collection Technique

The important part of research planning is to formulate the instrument of collecting the data based on the problem which researched.[6] It means that the data collection technique is very needed in conducting research. Because the main purpose of a research is getting the data. Many kinds of technique explained by Sugiyono such in depth interviewing, direct observation, document review and triangulation (both of three). Through triangulation technique can build on the strengths of each type of data collection while minimizing the weakness in any single approach.

Therefore, the data would be gained through several techniques in triangulation as follows:

1. Interview

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[5] Sugiyono, Ibid, p. 225
[6] Ibid, p. 224

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic. [7] From the quotations, it can be noted that the data must be memorized and controlled over the line of questioning.

The researcher would use the depth interview, by the reason that the participants are not equally as the interview. Hence, they would be enjoy to answer the questions. The writer would use open-ended questions. In the open ended-questions, the researcher would varies some questions in the form of 5WH/1H questions that allow the participants answer in free thought, suggestions, and detailed answer. As it was explained by Creswell "These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants".[8]

2. Observation

Jhon W.creswell explained that "observations, in which the researcher takes field notes on the behavior or activities of individuals at the research site". The researcher chose participant observation. Sugiono said that "in participant observations, the researcher observes what people do,

[7] Ibid, p. 231
[8] Jhon W Creswell, Opcit, p. 188

listen to what they say, and participates in their activities"[9]. The researcher would observe the participants directly, and then notes what they do, say, and act.

3. Documentation

Documentation is a passed event note. It can be writing, picture, or monumental works of someone.[10] It means that documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, etc. The printed students' value can be used to support the researcher to note the event or information related to students' grammar in speaking performance.

D. Data Analysis Technique

The analysis and interpretation of data represent the application of deductive and inductive logicto the research process. As it was cited by Sugiyono "Qualitative data analysis technique is inductive as an analysis based on the data are gotten then it is developed into hypothesis."[11] Consequently, the researcher would use inductive logic in research process. The process of data analysis would involve sense out of text and image data. Creswell explained the data analysis technique in the following steps:[12]

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[9] Sugiyono, Opcit, p. 227
[10] Ibid, p. 240
[11] Ibid, p. 245
[12] Jhon W Creswell, Opcit, p. 191

1. Gathering the data

Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2. Grouping the data

Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

3. Selecting / Displaying

The researcher should display multiple perspectives from individuals and be supported by diverse quotations and specific evidence.

4. Interpretation

A final step in data analysis involves interpretation or meaning of the data. "What were the lesson learned" captures the essence of this idea.

E. Approach

Research approach is the problems splitting strategy of the account observation and accurate observation is conducted to organize the field fact and fact summary to gain understanding, explaining, predicting, and managing the condition. In this research, the researcher used qualitative research.

Qualitative research has some characteristics. First, qualitative research uses multiple methods that are interactive and humanistic. The multiple

methods can be applied appropriately to the participant. Second, qualitative is fundamentally interpretative. The researcher described the participant, interpreted the data, and then drew the conclusion about the data pretended. Third, the qualitative research is descriptive. The data collected is the form of words of picture rather than number. Forth, qualitative research is analyze, their data inductively. The last, the qualitative research are concerned with the process rather than simply with outcomes or products.

The research approach is case study. It has characteristics as follow. Among the characteristics are: (1) Case study takes place in the natural study; (2) Case study employs multiple methods as interview, observation and documentation; (3) Case study views social phenomenon; (4) Case study examines the issue holistically; and (5) Case study is fundamentally interpretative.


STAIN
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CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro is one of State Colleges for Islamic Studies (PTAIN) in Indonesia which is located in Lampung Province. As all Islamic high educations, STAIN Jurai Siwo was founded to graduate students who have quality in developing Islamic religious science and general science. It is described in its motto "always preaching the truth".

STAIN Jurai Siwo Metro was established based on Presidential Decree No. 11 dated June 30, 1997. Starting from the idea of elite and religion figures to establish Islamic Institution of Higher Education, Tarbiyah and Syari'ah was formed under the shelter and the responsibility of Yayasan Kesejahteraan Islam Lampung (YKIL) in Tanjung Karang. YKIL was established in 1961 and lead by Raden Muhammad Sayid.

On October 1964, the Ministry of Religious Affairs switched private status of Tarbiyah faculty to became state through the Ministry of Religious Affairs Decree No. 86/1964. It was, then, legalized as the branch of Tarbiyah faculty of IAIN Raden Fatah Palembang. Moreover, Tarbiyah and Syari'ah Faculty were also established in Metro in 1967. Since then, Tarbiyah Faculty

of Metro was transformed into a long-distance class of Tarbiyah Faculty of IAIN Raden Fatah Palembang in Tanjung Karang.

In 1965, YKIL brought up three faculties as the preparation to found Government Institute for Islamic Studies (IAIN) in Lampung. Such faculties are Tarbiyah, Syari'ah, and Ushuludin Faculty. Nevertheless, YKIL had wide function, compensation and construction toward the existing faculties. Hence, an institute was formed by the name Perguruan Tinggi Islam Lampung (YAPERTI) which runs on August 27, 1966. The official members of YAPERTI were K.H. Zakaria Nawawi as chief, Rafi'un Rafdi and R.H A.Basyid as Secretary.

Some efforts were done by YAPERTI to realize the founding of IAIN Al Jami'ah in Lampung. Firstly, it was made state-owned faculties in private status. Next, YAPERTI formed a state-owned committee maker and penjami'ahan committee which were officially ratified by the Ministry of Religious Affairs through the Decree No. 162/67 on December 16, 1967.

The personals are: (1) H. Zainal Abidin Pagar Alam (Regional Leader Governor Level I in Lampung) is as chief, (2) R. H. A. Basyid and Muhtar Hasan. SH (Sekda Level I in Lampung) are as secretary, (3) H. Zakaria Nawawi is as exchequer. Finnaly, IAIN Al'jami'ah was founded based on the Ministery of Religious Affairs Decree No. 187/68 which was named "Institute Agama Islam Negeri Al Jami'ah Al Islamiah Al Humiah Raden

Intan Lampung" together with the making state-owned Syari'ah and Ushuludin Faculty in Tanjung Karang and Tarbiyah Faculty in Metro.

In 1968, The long distance class of Tarbiyah Faculty in Metro Lampung Tengah was become branch of Tarbiyah Faculty of IAIN Raden Intan after IAIN Raden Intan Lampung was officially opened. It was decided through the Ministry of Religious Affairs Decree No. 188.

Furthermore, The Ministry of Religious Affairs released the Decree No. 397, 1993 about Organization and Administration of IAIN Raden Intan. Then the STATUTA of IAIN was noted on the Ministry of Religious Affairs Decre No. 411, 1993. IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung. Then, the Ministry of Religious Affair went out a handbill of Director General of Bina Masyarakat (BIMAS) Islam about Settlement of Institutional Faculties IAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN) on August 21, 1996.

Each STAIN was asked for giving name which was its special characteristic in its domiciling region. There five names were given to STAIN Metro, such name as STAIN Raden Imba Kusuma, STAIN Lampung, STAIN Sosrosudarmo, and STAIN Jurai Siwo. Then, STAIN Jurai Siwo was chosen as the name of STAIN Metro. It was based

on the reason that was domiciling in Lampung Tengah which had culture of nine clans (marg/turunan) known "Jurai Siwo". Furthermore, it was approved by the elite figures (Punyimbang) Lampung Tengah on May 20, 1997. It can be stated that "Jurai Siwo" could be eternalized as the name of STAIN Metro. Thus, 33 institutes of STAIN in Indonesia were ratified by the Ministry of Religious Affairs on June 30, 1997.

Rapid advances in science and technology has driven STAIN Jurai Siwo Metro to be better performance. Institutionally, STAIN Jurai Siwo Metro had two faculties namely Syari'ah and Tarbiyah Faculty. Syari'ah Faculty covers D3 Banking of Moslem (PBS), Islamic Economy Department (EI), and Islamic Law Department (AS). Then, Tarbiyah Faculty includes Islamic Elementary School Teacher Education Program (PGMI), Arabic Department (PBA), Department of Islamic Religious Education (PAI), and English Department (PBI). Additionally, STAIN Jurai Siwo Metro has made remarkable progress by launching the bilingual campus.

2. The Profile of English Department

English Department (PBI) is S1 degree of Tarbiyah Faculty in State Islamic College (STAIN) of Jurai Siwo Metro. In 2002, the English Department previously was known as Diploma 3 (D3). In response to the stakeholders, Diploma 3 appropriately was needed for higher level education. Thus, it was converted to S1 degree of English Department based

on Directorial Decree of College for Islamic Studies No: Dj.I/220.C/2007 on May 28, 2007.

A vision of integrating Islamic values and academic excellent is mutually developed by the English Department of State Islamic College (STAIN) of Jurai Siwo Metro. In this regard, the students are expected to be professional educator in the modern era, as well as in the wide bargaining. To achieve this, such vision is implemented throughout several missions, as follow ; (1) the English Department strives for students' personality by exploring knowledge, understanding, and mastery of Islamic values to be implemented in religious and national context, (2) the English Department creates humanistic, democratic, and modern academic atmosphere, (3) the English Department stimulates professional ethic of basic science theoretically and practically, (4) the English Department applies an integrated educational system to give an eligible contribution of its educational development.

The English department is established to devote the particular goals, such as: (1) The students are exercised to be a deep understanding English teacher toward religious, knowledge, technology, and art. Indeed, they are hoped to be agent of change in society, (2) The students are presented to be a professional English teacher who can expand the English Subject within fully Islamic motivation, (3) The students are taught a highly English

mastery in order to give an available contribution toward Islamic culture and society at large.

In line with the vision, mission, and aim above, some integrated aspects are focused by the English Department to assess the students' performance. The integrated aspects are named as cognition, psychomotor, and affection. Interestingly, the researcher conducted the research of an analysis of the students' difficulties on the speaking performance that extends to affective aspect. The research is hoped to be exerted in achieving the aim of the English Department.

B. General Description of Research Data

1. Pronunciation

In this description of research data, the researcher use the code for the students. The coding (N1) was to represent of student Number 1, and so on.

Yesterday I went to my grandfather house (N1)

I went go grandfather house yesterday (N1)

When I study about grammar I'm very confuse because I don't know about tenses and less vocabulary (N2)

Tenses and vocabulary make me confuse when study about grammar (N2)

I will meet him in front of the class (N3)

She said that I will meet him in front of the class (N3)

I will send the letter yesterday (N4)

He said that sent to letter yesterday (N4)

You call me (N5)

You can call me (N5)

She is reading book in library (N6)

She said that she reading a book in the library (N6)

He is eating in the restaurant (N7)

He said that he is eating in the restaurant (N7)

I will go home now (N8)

She said I will go home now (N8)

Pleas open your book (N9)

She said that she want me to open the book (N9)

I want to go home now (N10)

She say if she want to go home right now (N10)

Based on the data above, by transcription, there are so many understanding that caused by wrong pronunciation. N1, N2, N4 and N10 said these sentences in wrong pronunciation. (N1 and N10) yesterday I went /go/, the correct pronunciation is /gəʊ/. Then, I want to /go/ home now, the correct pronunciation is /gəʊ/. (N2) when I study about grammar I'm very /confuse/, the correct pronunciation is /kənˈfjuːz/.

(N4) he /said/ the correct pronunciation is /sed/. (N6) she said /bok/ and /library/ the correct pronunciation are /bʊk/ and /ˈlaɪbrəri/. (N7) she said /lestorant/ the correct pronunciation is /ˈrestərɑ:nt/. (N8) she said /said/ and /go/ the correct pronunciation are /sed/ and /gəʊ/. And (N9) she said /bok/ the correct pronunciation is /bʊk/. Because pronunciation was intelligible, though one is conscious of define accent. (N1), (N2), (N4), (N6), (N7), and (N8) have foreign accent and (N5) and (N9) very hard to understand because of pronunciation problems, must frequently be asked to repeat. (N3) and (N10) have foreign accent, they spook so clearly and correctly.

Based on the analysis above, the phenomena which mostly happen in pronunciation are often conveying in orally students' idea. Almost of the students have a good pronunciation even sentences spontaneously. Accent is a way of pronouncing the words a language that shows which country, area or social class a person comes from.

Pronunciation is difficult area for students and teacher. To improve the pronunciation in English involved many things. Stress and intonation in words and sentences. These mean that thinking which syllables need to put emphasize on in order to make the meaning clear and show how we fell about the subject we are talking about.

2. Grammatical accuracy

Yesterday I went to my grandfather house (N1)

I went go grandfather house yesterday (N1)

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Tenses and vocabulary make me confuse when study about grammar (N2)

I will meet him in front of the class (N3)

She said that I will meet him in front of the class (N3)

I will send the letter yesterday (N4)

He said that send to letter yesterday (N4)

You call me (N5)

You can call me (N5)

She is reading book in library (N6)

She said that she reading a book in the library (N6)

He is eating in the restaurant (N7)

He said that he is eating in the restaurant (N7)

I will go home now (N8)

She said I will go home now (N8)

Pleas open your book (N9)

She said that she want me to open the book (N9)

I want to go home now (N10)

She say if she want to go home right now (N10)

The data above shows us that many errors in applying tenses. For instance, the student N1 used double verb in the sentence and not used *to,* N1 said *...I went *go grandfather's house yesterday*, the correct sentence is *I went to grandfather's house yesterday.* Next, N2 had adjective form but she used verb form, N2 said *...I'm very *confuse because....*, the correct sentence is *I'm very confused because.....*

Then, N4 had modal form but in adverb of time she used past form, N4 said ... *I will send the letter *yesterday*, the correct sentence is *I will send the letter tomorrow*, and N6 and N10 had singular form but she didn't add- is and s, N6 said ... *she said that she *reading a book in the library*, the correct sentence is *...she said that she is reading a book in the library.* N10 said *...she say* if she want* to go home* now, the correct sentence is ... *she says if she wants to go home now.*

It happened because the student difficult to remember the correct verb form, and they unconscious used wrong verb. N9 in the second sentence not used pronoun of *your book* and not added-s.... *she want* me to open *the book*, the correct sentence is *...she wants me to open my book.*

In other hand, N3, N5, N7, and N8, had the correct form. They used the correct subject and verb agreement. N3, N5 and N8 had modal and

she used verb one, N7 had present continuous and she used to be and verb-ing.

From the data above, the students used various vocabulary in applying the pattern of the tenses, but they made errors in applying tenses. The students made the sentence orally. Hence, the learner tried to make the unique sentence in direct and indirect speech.

3. Vocabulary

Yesterday I went to my grandfather house (N1)

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He said that he is eating in the restaurant (N7)

I will go home now (N8)

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She said that she want me to open the book (N9)

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She say if she want to go home right now (N10)

We have been known how important vocabulary when we learn about language. Finding the exact words for the idea that want to express is important for becoming fluent and confident speaker. It was usual for learners of English if they fell that they don't know enough words. Not have a wide vocabularies could be serious problem in someone's confident as a speaker. Most of the students used the appropriate vocabularies in their sentences. They used vocabulary and idioms virtually that of native speaker.

N9 used the incorrect vocabulary in this sentence, *she want* me to open the book.* He used the inaccuracy vocabulary, conversation somewhat limited because of inadequate vocabulary. The correct one is: *she asked me to open the book.*

4. Fluency

Fluency is the ability of the speaker to mobilize the system to express meaning in real time.[1] Fluency means being ability to communicate your ideas without having to stop and think too much about what you are saying. Speaking fluency is the power to read quickly and accurately. The more fluent speak, the more he or she automatically groups and recognizes words. Fluency in speech this refers to the speaker's ability to continue a conversation without too much hesitation. Complex fluency involve being able to communicate appropriately in a given situation without making errors.

N1, N3, N5, N6, and N10 had fluency as fluency and effortless as that of native speaker. N2 and N7 had speed of speech seems to be slightly difficult by language problems. N4, N8 and N9 had speed and fluency more difficult by language problems. Those happened because of students' frequency in speaking English. The more students speak, the more they fluency.

5. Interaction Strategies

Interaction strategies is like discussion, asking and giving clarification, expanding the topic, turn taking and concluding the discussion. This means that there is interaction between the students

[1] Miroslaw pawlak,et.al. *Speaking and Instructed Foreign Language Acquisition*, Canada: Multilingual Matters,2011,p.247

each other, so the process in learning and teaching becomes interactive process.

N1, N3, N5, N6, and N10 had good interaction on the way then made the sentences. N2 and N7 had slightly difficult in interaction when they made the sentences. Then, N4, N8, and N9 had problem in interaction when they made the sentences. It happened because they nervous and the frequency students' interaction in speaking English performance. The more they practice perform and interact with others, the more they confident and speak as well as a native speaker.

Based on the observation that was conducted by the researcher, the observation held on June 10, 2014. The researcher observed the students activities in speaking class. The lecturer used certain topic in the learning process, the students have to make paragraph based on the topic, and they have to understand, memorize and know their paragraph.

Then, they practiced or performed it in front of their lecturer and their friends. The lecturer gave the topic some days before they practice it in the class, so the students could prepare their paragraph and performance as good as possible. Occasionally, the students found difficulties in delivering their sentences, because of nervous, lack of confident, pronunciation, grammar, vocabulary and fluency.

The interview held on several days, June 10, 11, and 19, 2014 at STAIN Jurai Siwo Metro. The interview referred to 10 students.

The researcher provided the participants based on qualification of foreign language informants and several certain qualification. Interviewing is an important way to researcher to check the accuracy of to verify or refute the impression gained to observation.

The researcher use informal interview, this type of interview tend to resemble casual conversation pursing the interest of both the researcher and informants as the research participants as the research participants in turn.

The characteristic of the research strategy is open ended question. The features of this strategy, the interviewee are asked the same basic questions in the same order. Question are worded in a completely open-ended format. The participants answered the same question. Thus, increasing comparability of the communicative responses.

The standardized wording of the relevant questions may constrain and limit naturalness and relevance of questions and answers. That used prepared question about speaking but the answers were on the students' opinion and the interview. The students represented the fourth semester, interview includes 10 questions related to speaking.

These are tenth questions relevance to speaking

1. What do you think about speaking subject?
2. Do you have a problem in speaking subject?

3. If you have problem. What is your problem in your speaking subject?
4. Why it can be a problem in your speaking subject?
5. What are you doing when you get that problem in your speaking subject?
6. Are you often practice English in the class? Where you often practice English?
7. Is the condition in your class support your speaking performance?
8. What are the instruments that you prepared in speaking performance?
9. How do you improve your English speaking performance into your activities or class?
10. What is your hope for your speaking performance for the future?

These are the result formulation of the interview

1. Related to question number one "what do you think about speaking subject?" these are the responses, almost of the responses gave the same opinion that speaking is very difficult because lack of grammar, lack of vocabulary, nervous, and they can't to say the many things on their mind. Students 5 stated the opinion that speaking is good for our practice in speaking.

2. Related to question number two "do you have a problem in speaking subject?" All of the student answered that they have problems in speaking subject.
3. Related to question number three "if you have problem, what is your problem in speaking subject?" students 1, 3, 6 and 8 stated that they have problems in vocabulary and grammar, students 2, 5, and 7 have problem because they difficult to practice speaking directly, they forgot what they want to say. Students 4, 9 and 10 they stated that they nervous.
4. Related to question number four "why it can be problem in your speaking subject?" students 1, 3, 6 and 8 stated that they have problems in vocabulary and grammar because they forgot the formula of tenses then they difficult to use the suitable words when they speak and student 6 stated that she dislike English, students 2, 5, and 7 have problem because they difficult to practice speaking directly, they forgot what they want to say. Students 4, 9 and 10 they stated that they nervous when they want to say, so they can't out of their mind.
5. Related to question number five "what are you doing when you get that problem in your speaking subject?" students 1 stated that she memorized, wrote, and found the meaning. Students 2 stated that she studied hard and memorized vocabulary, student 3

stated that she asked her friends and memorized it. Students 4, 5, 6, and10 stated that they studied hard, student 7 stated that she practiced. Then, students 8 stated that she confused and nervous, the last student 9 stated that she tried to say everything, don't care about the correct sentences.

6. Related to question number sixth "are you often practice English in the class? Where you often practice English? Students 1, 2, 5, 6, 7, 8, 9, and 10 stated that they often practice English in the class and they commonly improve their speaking not only in the class but also in their house, boarding house and their own bed room. Students 3 and 4 stated that they not often practice English in the class and the commonly improve their speaking performance in the house, reading and asking with their friends.
7. Related to question number seventh "Is the condition in your class support your speaking performancc?" Students 1, 2, 5, 6, 7, 8, 9, and 10 stated that in their class support to improve their speaking performance. Students 3 and 4 stated that their class didn't support them to improve their speaking performance.
8. Related to question number eight "what are the instruments that you prepared in speaking performance? Students 1, 2, 3, 4, 5, 6, 7, and 9 stated that they found the material based on the topic, made the text, memorized, understood and checked the grammar

and vocab. Students 8 and 9 also stated like the other but the first thing they prepared is mental and confident.

9. Related to question number eight "how do you improve your English speaking performance into your activities or class? Student 1 stated that singing and sharing with her friends. Students 2, 3, 4, 5, 6, 7, 8, 9, and 10 stated that they practice the material in the class, house and in front of mirror before practice in the class.
10. Related to question number tenth "what is your hope for your speaking performance for the future? All of the students stated that they hope they could make their speaking more good, fluently, good in grammar, vocabulary not nervous.
11. Based on the result of interview above, it could be conclude that the students have difficulties in speaking subject. They were less comprehension on the understanding meaning, lack of vocabulary, lack of grammatically, pronunciation, fluency, nervous, and interaction.

C. Description of Data Analysis

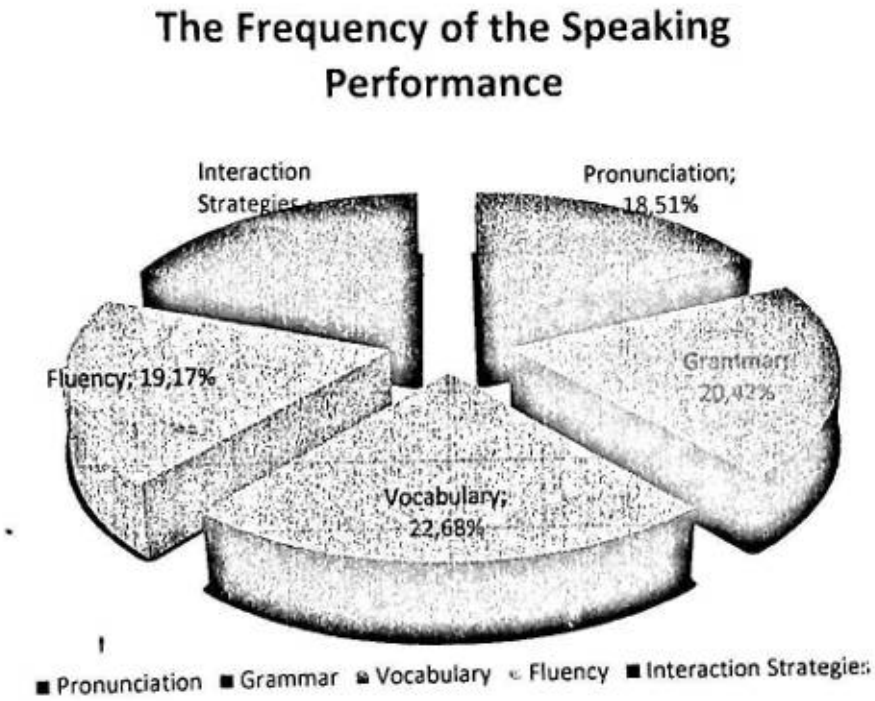
1. The Students' Speaking Performance Result

From the data analysis of analytic speaking criteria, show the result of description explain some examples of speaking performance:

No.	The students' code	Students' speaking performance result					
		pronunciation	*grammar*	*vocabulary*	*fluency*	*Interaction* strategies	Total
1	N1	4 17.39%	4 17.39%	5 21.73%	5 21.73%	5 21.73%	23
2	N2	4 19.04%	4 19.04%	5 23.80%	4 19.04%	4 19.04%	21
3	N3	4 16.66%	5 20.83%	5 20.83%	5 20.83%	5 20.83%	24
4	N4	5 25%	4 20%	5 25%	3 15%	3 15%	20
5	N5	3 13.04%	5 21.73%	5 21.73%	5 21.73%	5 21.73%	23
6	N6	4 17.39%	4 17.39%	5 21.73%	5 21.73%	5 21.73%	23
7	N7	4 18.18%	5 22.72%	5 22.72%	4 18.18%	4 18.18%	22
8	N8	4 20%	5 25%	5 25%	3 15%	3 15%	20
9	N9	3 17.64%	4 23.52%	4 23.52%	3 17.64%	3 17.64%	17
10	N10	5 20.83%	4 16.66%	5 20.83%	5 20.83%	5 20.83%	24
Total		185.17%	204.28%	226.89%	191.71%	191.71%	100%
Percentage		18.517%	20.428%	22.689%	19.171%	19.171%	100%

2. The Frequency of the Students' Speaking Performance

From the data above shows the frequency of the students' speaking performance. These the frequency of the students' speaking performance as follows:



a. The frequency of pronunciation in speaking was 18.51%
b. The frequency of grammar in speaking was 20.42%
c. The frequency of vocabulary in speaking was 22.68%
d. The frequency of fluency in speaking was 19.17%
e. The frequency of interaction strategies was 19.17%

From the result describes that students gave the examples orally as their speaking performance. In frequency of speaking performance pronunciation was the lowest in percentage than the other. But, from the result we can see that they were often speak English although they have problems in each other. Speaking performance is the appropriate way to teach speaks especially to communicate. So, pronunciation, vocabulary, grammar, fluency, and interaction strategies are very important for us to communicate.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher eagerly would like to conclude this research as follow:

The students found difficulties in applying in speaking performance. The frequency of students' speaking performance are pronunciation was 18.51%, grammar was 21.56%, vocabulary was 22.68%, fluency was 19.17%, and interaction strategies was 19.17%.

From the conclusion above, it shows that speaking performance is the easiest way to teach fluently, pronunciation, grammar, vocabulary, and interactional strategies. By widely used, speaking performance will increase the students' capability in fluency, pronunciation, grammar accuracy, vocabulary, and interactional strategies.

B. Suggestion

Through this research, the researcher would like to constructively give suggestion for:

1. The college and the lecturer
   a. To follow up this research, the college should organize some programs to solve the students' difficulties on the speaking performance.
   b. The lecturers who are going to teach speaking had batter to know more about the way of teaching speaking performance.
2. For the next researcher

   The researcher should enhance her knowledge to support her research.

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Curriculum Vitae



Nurmita was born in West Metro on June 26th , 1992, and spent her childhood in Mulyosari, a small village in West Metro. Ethnical speaking, she comes from Javaese family descent. She is the last daughter of the husband/wife spouse Tumidi and Manisah. She lives in Metro to finish her study and get a job.

She took her elementary school at SDN 2 Mulyosari West Metro for six years, and then she took her junior high school at SMPN 9 Mulyosari West Metro for three years. Having graduated from junior high school she continued her study in Senior high school at SMA Utama Wacana Metro and was finished in 2010. After graduating from senior high school she decided to continue her study in university or college at STAIN Jurai Siwo Metro. To merely study in the classroom is not enough for her, accordingly she joined the Steward Community to increase her English performance. She hope that one day she can continue her study to master of degree.

PERPUSTAKAAN STAIN JURAI SIWO METRO