

**AN ANALYSIS OF ENGLISH SPOKEN LEARNING DIFFICULTIES OF  
THE FOURTH SEMESTER STUDENTS AT ENGLISH EDUCATION  
STUDY PROGRAM OF BATANGHARI UNIVERSITY  
IN ACADEMIC YEAR 2016/2017**

**THESIS**

**Submitted as partial fulfillment of Requirement for English Education  
Bachelor Degree**



**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
BATANGHARI UNIVERSITY  
JAMBI  
2016/2017**



## APPROVAL

This thesis entitled “An Analysis of English Spoken Learning Difficulties of the Fourth Semester Students at English Education Study Program of Batanghari University in Academic Year 2016/2017”. Written by Ade Pirma Bahri. Students ID: 1300888203007, has been corrected and approved to be tested in front of the term of examiners.

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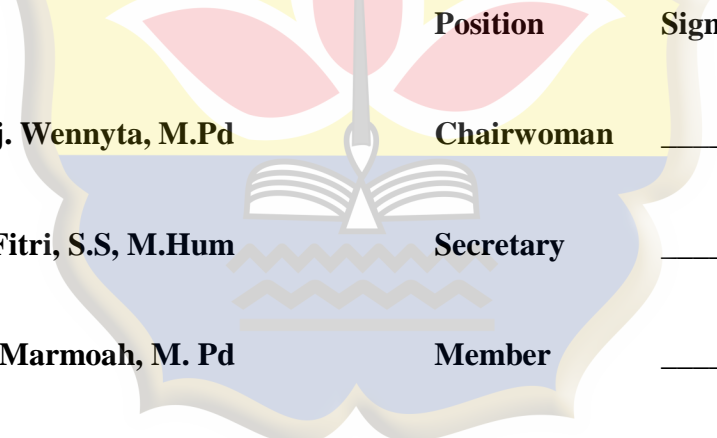
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## LETTER OF RATTIFICATION

This thesis entitled “An Analysis of English Spoken Learning Difficulties of the Fourth Semester Students at English Education Study Program of Batanghari University in Academic Year 2016/2017”. Written by Ade Pirma Bahri. Students ID: 1300888203007, accepted and approved by the examiners team of Teacher Training and Education Faculty of Batanghari University on September 25<sup>th</sup> 2017.



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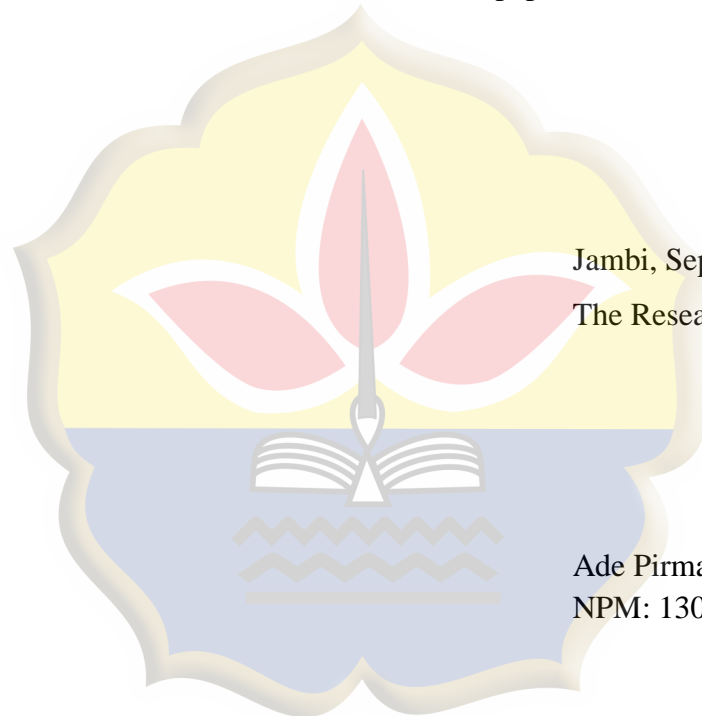
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## STATEMENT OF WORK'S ORIGINALITY

Here I present my Study which title is **“AN ANALYSIS OF ENGLISH SPOKEN LEARNING DIFFICULTIES OF THE FOURTH SEMESTER STUDENTS AT ENGLISH EDUCATION STUDY PROGRAM OF BATANGHARI UNIVERSITY IN ACADEMIC YEAR 2016/2017”**. I made this Study based on my own true experience and research, and supported by every theory from books that related to the title of this paper.



Jambi, September , 2017

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## **MOTTO**

**“A good person is not only a person who is good to everyone but also for himself/herself.”**

**(Ade Pirma Bahri)**



**This thesis is dedicated to:  
My beloved Father and Mother  
My Brothers and Sisters  
My Best Friends, Partners, Mentors and Lecturers  
My Ex Lovers who never be good enough to be with me  
and  
Everyone who thinks that I am not good enough for them  
Thank you very much for everything, I love you all.**

## ABSTRACT

Bahari, Ade Pirma. 2017. *An Analysis of English Spoken Learning Difficulties of The Fourth Semester Students at English Education Program of Batanghari University in Academic Year 2016/2017*. A Thesis. English Study Program of Teacher Training and Education Faculty. Batanghari University Jambi. The First Advisor, Dra. Wennyta, M.Pd. and The Second Advisor, Nurul Fitri, S.S, M. Hum.

**Keyword:** English Learning, Speaking Difficulty

English Learning is a process where a learner expanding his/her knowledge about English and its implementation. Speaking Difficulty is the inhibition that a learner used to face when they learn to use language orally. The purpose of conducting this research is to know about the difficulties that the students have in English spoken learning. Design of this research uses Qualitative research. The subject of the research is the fourth semester students of Batanghari University in academic year 2016/2017. The sample of this research is fifteen random samples for the interview and one speaking class for the observation. The Observation data is taken by using note and video while the Interview is taken by tape recorder. The data is analyzed using descriptive qualitative analysis. The results of this research are: the difficulties which students have in learning English spoken are vocabulary, grammar, pronunciation and their lack of speaking practice as well as ineffective learning and mother tongue use. In conclusion, the difficulties are caused by students' low vocabulary mastery, grammar, low pronunciation practice and lack of speaking practice, ineffective learning and mother tongue use. To cover these difficulties, the students should practice their English spoken ability constantly.

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2. Dra. Hj. Wennyta, M.Pd. as my first Thesis Advisor and my second Academic Advisor who has guided and suggested me patiently in completing this thesis. Thank you for all knowledge and love that you have given me. I promise that I will be as great as you in life.
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The researcher might have mistakes the other names involved in this thesis that the researcher cannot say after a better thing but prayers for them. Hoping this thesis would be of great useful for the researcher and the reader. Amin.

Jambi, September , 2017

The Researcher

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# CHAPTER I

## INTRODUCTION

### 1.1. Background

Language is a tool of human or any other living things to communicate with each other. Amberg and Vause (2012) state that “Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it.” Language is a nature ability that we get since we are baby, in our very early age, we are listen to people around us who use one or two language. This language is what we used to call mother tongue language or origin language. Each country have their own language that is also have its own variety. As an example, in Indonesia we have Indonesian language and mother tongue language, moreover, we also have another language that is made by the society. Everyday, language is growing wide with more variety and style which is unique and sometimes it would kill the language without anyone would notice it. Those extreme stream of language is also make ability in communicating takes a big role in our life.

Speaking is similarly to Communication which is always made by two persons or more, but in another situation Speaking is an ability that also we can do with or without an involvement of two persons or more. According to Hornby (1985) “speaking is making use of words in an ordinary voice; uttering words;

knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. Speaking is the ability that we need when we want to speak with somebody or a mass, a good speaking will make the user to encourage other to act according to their will''. Moreover, Nunan (2003) states that "Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person students are talking to is waiting for students to speak right then. Second, when students speak, students cannot edit and revise what students wish to say, as students can if students are waiting''. Speaking ability will be more useful when the user masters two or more language. One example that we can see in our daily life is the used of English as an International language. In Indonesia, English is taught to everyone and almost everyone wants to be able to speak English. The important of English is not merely triggered by self-willingness but also needs since Indonesia is a country which have a great potential and under development with a high quality Human Resource competition between Indonesian to Indonesian or Indonesian to foreigner. Everyone who is willing to learn to speak English would found themselves go to Courses, Extra Class, Library, English Community as well as to University where they could take English major.

This study is made due to the issue of English Department student of Teacher Training an Education Faculty in Batanghari University who have some difficulties in English spoken learning. As a student of English Department as

well as a new seed of English teacher, every student is supposed to have the comprehension to speak in English when they are having conversation to each other and communicating in the class when lecture is on taught by the professor. Unfortunately, not every student is able to speak in English with their friends or Professors by formal or informal situation. A fluency in English speaking has a very big role in English teaching. The reason is not only for making it becomes a measurement of English Comprehension but also for enhancing materials or knowledge understanding and transferring from lecture in every daily class. Speaking ability is more useful for the student to explore English thoroughly, it is possible that the student can use it to help the other student to learn to speak in English too.

Regarding to the issue, the researcher makes this research in hope that it can help English student and the researcher to understand more about the difficulties that a learner has in English Spoken learning. So, it will help us to be aware about most effective strategies in learning it. In modern world, English is not only an important language but it has turned to be a need for everyone who wants to compete with each other to achieve success. So that is why, as a citizen of Indonesia which English is a second language, we need to learn English as an International language in order to exceed and maintain the growth of our nation developments. The researcher believes that studying about the weaknesses that a student have in learning English speaking would help them to be aware about the best method which they can choose to exceed their English ability.



In this research the researcher focuses on analyzing the difficulties in learning English spoken that English students of Batanghari University have. The researcher targets the sample from the fourth semester students. The samples are taken from mixed class (A class and B class). In the sampling, the researcher uses random sampling to take the best result of my study. The researcher does the sampling by observing and analyzing the students speaking performances in the class; and interview. Therefore, the researcher wants to make a Study which entitled as **“AN ANALYSIS ENGLISH SPOKEN LEARNING DIFFICULTIES OF THE FOURTH SEMESTER STUDENTS AT ENGLISH EDUCATION STUDY PROGRAM OF BATANGHARI UNIVERSITY IN ACADEMIC YEAR 2016/2017”**

### **1.2. Formulation of the Research**

Based on the statements in the background described above, the research is created to answer the question of what are the English spoken learning difficulties of fourth semester students at English education program of Batanghari University?

### **1.3. Limitation of the Problem**

The research is pointed at the difficulties that fourth semester students of English department in Batanghari University who are still learning about English spoken.

#### **1.4. Purpose of the Research**

This research is intended to reveal the speaking difficulties that fourth semester English Education Program students of Batanghari University in learning English for academic year 2016/2017.

#### **1.5. Benefits of the Research**

This research is expected to give some advantages for:

a. Students

The paper would help the students to find out the difficulties that they currently have, it possible to help them in creating their own English Spoken learning method. They are also able to use this paper as their reading material to gain their English vocabularies and knowledge.

b. Teacher

The teacher would read this paper as resource of their knowledge and experience improvement, they are also able to use the essence to compare their own teaching style with the one that is suggested in this paper.

c. Researcher

This research will enrich the researcher knowledge and experiences.

d. Reader

To inform and increase knowledge about the difficulties that students have in learning English spoken and growing ideas about how to solve it.

## 1.6. Definition of Key Terms

### a. English spoken

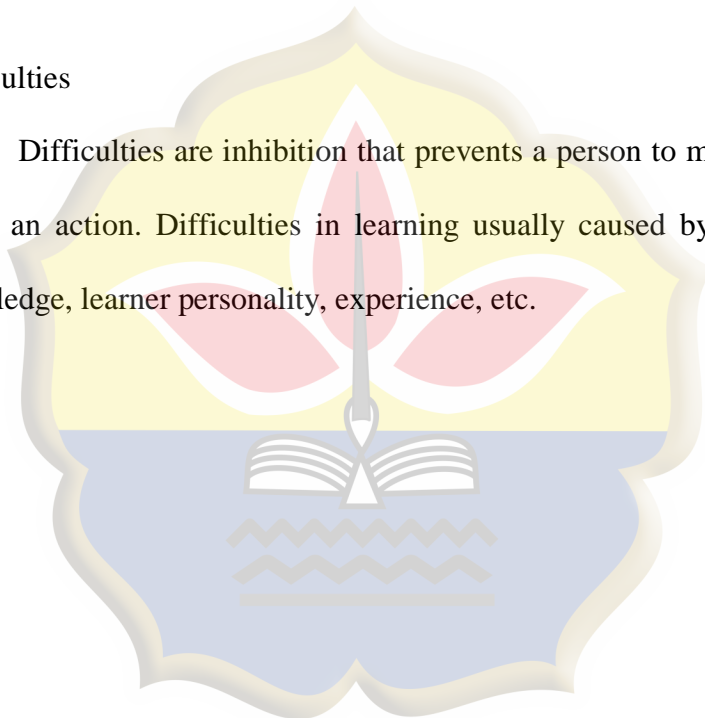
English spoken is one of the most important essences in English Language that only can be produced by oral practice.

### b. Learning

Learning is a process in action to gain experience, knowledge and skills.

### c. Difficulties

Difficulties are inhibition that prevents a person to manage success in doing an action. Difficulties in learning usually caused by several factors; knowledge, learner personality, experience, etc.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. English Learning

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is taught widely at formal schools starting from elementary school up to universities; even at informal school i.e. courses. Al-Sibai (2004) states that the use of English as a second language in oral communication is complex activities to be considered when teaching the English language. However, Ur (1996) considers speaking learning as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language.

These are fascinating questions to explore, whether their first language is English or not. If English is their mother tongue, students may have mixed feelings about the way English is spreading around the world. Students may feel pride that their language is the one which has been so successful; but their pride may be tinged with concern. When students realize that people in other countries may not want to use the language in the same way that students do, and are changing it to suit themselves. We are all sensitive to the way other people use (it is often said, abuse) 'our' language. Deeply held feeling of ownership begins to be questioned. Indeed, if there is one predictable consequence of a language become

a global language, it is that nobody owns it anymore. Or rather, everyone who has learned it now owns it – ‘has a share in it’ might be more accurate – and has the right to use it in the way they want. This fact alone makes many people feel uncomfortable, even vaguely resentful. ‘Look what the Americans have done to English’ is a more uncommon comment found in the letter-columns of the British press. But similar comments can be heard in the USA when people encounter the sometimes striking variation in English which are emerging all over the world.

Overall, we can see that English is very important nowadays. That is why English is becoming a kind of needs for everybody, especially students, so we can use it in purpose of self-development as well as communicating in daily activity with foreigner who does not speak our native language.

In the meantime, Lundquist (2012) states that there are four simple rules to follow when learning a second language:

1. *To learn to speak the language correctly, students must speak it aloud.*

It is important that students speak loudly and clearly when students are learning their target language. Students must always use spoken exercises. Students are retraining their mind to respond to a new pattern of proprioceptive and auditory stimuli. This can only be done when students are speaking aloud at full volume. One of the reasons that traditional language study methods require so much time to produce results is that silent study does nothing to train the proprioceptive sense.

2. *To learn to speak a language fluently, students must think in that language.*

The proprioceptive sense is not all students are retraining when students learn a new language. There is cognitive learning which must also take place. Traditional language teaching has emphasized cognitive learning to the exclusion of retraining the proprioceptive sense. Nonetheless, cognitive learning is an important part of the language process. For speech to occur, the mind must be actively involved in syntax development. The more actively the mind is involved, the more effective the learning process becomes. However, just as students will short-circuit proprioceptive training by silent study, so students will also limit cognitive learning if students simply read from a text rather than constructing the syntax yourself. Students must force their mind to think in the target language by using their recall memory when students are studying spoken exercises. But when students are doing sentence responses using recorded exercises, students must force their mind to develop the syntax by doing the exercise without reading from a text. Students are not thinking in their target language if students are reading a text. Making their mind work to create the answer is an important part of learning to speak a new language.

3. *The more students speak the language aloud, the more quickly students will learn to speak fluently.*

Proprioceptive retraining is not instantaneous. It will require much repetition to build the new patterns in their mind. As these new patterns develop, there will be progression from a laborious, conscious effort, to speech which is reproduced rapidly and unconsciously. When any of us speak

our first language, we do so with no conscious awareness of tongue or mouth position and the air flow through the vocal cords. In contrast, when we first attempt to make an unknown discrete sound — called a phoneme — in another language, it requires experimentation and conscious effort. Some new sounds are relatively simple. Others are more difficult. A good nasal French "on" in *bonjour* will require some careful practice for the English-speaker, but it is within reach. The six tones in Cantonese Chinese will be extremely difficult for the same English-speaker, and will undoubtedly require an immense amount of repetition in order to perfect their use. To add to the complexity, each phoneme has other phonemes or stops adjacent to it which change its sound slightly. (A stop is a break in the air flow.) The nasal "on" in "*bonjour*" is slightly different from the "on" in "*monfrere*." The objective is not to be able to write the letters representing the phoneme in the target language. The goal is not even to be able to say it with reasonable accuracy. The objective for the English-speaker learning French is to be able to say, "*Bonjour, monfrere*," so perfectly that a Frenchman would think he had just been greeted by a compatriot. That degree of perfection will require thousands — if not tens of thousands — of repetitions. Therefore — to be somewhat facetious — the more quickly students correctly repeat a particularly difficult phoneme ten thousand times, the more quickly students will be able to use it fluently. That is what is meant by the statement, "The more students speak the language aloud, the more quickly students will learn to speak fluently."

#### 4. *Students must never make a mistake when students are speaking.*

When students are learning a language using this Feedback Training Method, students are strongly reinforcing the learning process each time students speak. However, when students construct a sentence incorrectly, students have not only wasted the learning time used to construct their faulty sentence, but students must now invest even more time retraining their mind, mouth, and hearing so students can construct the sentence correctly. The more students use a sentence structure incorrectly, the longer it will take for their mind, mouth, and hearing to identify the correct syntax. Ideally, if students used only correct syntax and pronunciation, students could retrain their speech in considerably less time. Consequently, students could learn to speak the target language more quickly. Yet before students roll their eyes and declare this to be impossible, let's look at a way in which it could actually be done.

In conclusion, to learning to speak a second language, a learner should know about the nature of the language. The nature of the language are something like; the way it is expressed by the speaker and as well as the nature of the learner in learning the language. The learner should be used to the language so speaking the language aloud is one of the greatest method that a beginner can do.

## **2.2. Speaking**

Samira (2014) states that basic education aims to make the learner gain necessary skills for life by developing his/her communication skills, self- learning,



and ability to use critical thinking to deal with science and modern technology. Al-Abri (2008) also states that it is necessary to develop communication skills. English oral communication skills are part of this skill set, and thus, students should be supported to gain these skills. Learners of English often do not have opportunities to speak English outside the classroom, and for many of them, the course book is the only place where they meet English. Although speaking is considered a main language skill that students should improve, it has been widely noticed that they face many difficulties in speaking English. This study aims to find out what speaking difficulties are encountered by students. It also aims to find out the main factors that contribute to the existence of these difficulties.

Ur (1996) states that 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. Davies & Pearse (1998) adds that the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge.

From the explanations about Speaking above, we can point one most important thing to our mind that Speaking is a natural power that human have which can be used to communicate with people. The better speaking ability that students have the stronger students can be in dealing in communicating. It is clear that the students need to practice their speaking ability not only in English but also in Indonesian language, since both of them are equally important.

### **2.2.1. Oral Language Learning**

According to Willis (1996), for a language learning to take place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction. Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened. A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which are activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but on the communication of meaning (Littlewood, 1984). Harmer (1982) also argued that in a communicative task, the students' attention should be focused on the content of what they are saying, rather than the form. They should use a wide variety of language.

According to Ellis (2003), this can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication.—Through communication learners can integrate separate structures into a creative system for expressing meaning (Littlewood, 1984, p.91).

In conclusion based on the explanation above, the researcher would like to underline that learning to speak a second language is the matter of practical process of the language. As we know that language is commonly used as an oral practice. So that is why sometimes people can determine a second language learner comprehension by seeing at their ability in using the language orally.

### **2.2.2. English System Overview**

Hoge (2015) states some important parts of speaking which says that the English system is very simple and consists of three primary areas of mastery: Body, Mind, & Method. By mastering specific techniques in each area, students will powerfully improve their English speaking ability. Their speech will become faster and students will begin to speak English automatically. Each of these three areas is important and each contributes to the power of the English Teaching System.

When we talk about “Body”, we are mostly talking about emotion. Emotion is energy. Emotion is what gives us the energy and the motivation to study every day. Emotion gives us the confidence to speak. Positive emotion helps us to learn faster, while negative emotions slow our learning. To learn very quickly, we must learn to master our emotions-- and that requires mastery of our body.

In the Effortless English System, “Mind” means beliefs and focus. Our beliefs about learning, education, and our own abilities strongly influences our learning ability. Powerful beliefs lead to powerful learning, while weak beliefs lead to slow learning. Unfortunately, in school most of us learned very weak

beliefs. Therefore, most English students lack confidence. They feel nervous about English. They think they are “not good at English”. They believe that English speaking is very difficult. None of these beliefs are true.

Finally, to improve English speaking quickly students must master the Effortless English “Method”. “Method” refers to the specific teaching and learning techniques that we use in the system. In the method section, students learn exactly how to study and exactly what kinds of lessons to use. Method is very important, but students absolutely must first master Body & Mind in order to speak English easily. Remember, each part of the Effortless English System is vital-- students must master all three areas in order to master English speaking.

Based on the explanation, the students need to be aware about the essence of language. Commonly, the students who are beginners in learning English will get confuse with the system of the language if the students mother tongue is slightly different it. So, if the students want to be good in English use, they need to understand the English learning system or in another hand the cores that they need to have to develop it.

### **2.3. Speaking Difficulties**

Ur (1996) states that there are several speaking difficulties which make the English learner stuck in their learning progress. These difficulties that meant here are also included to the difficulties and factors which affect the learning process and the descent core of these difficulties are Inhibition that consists of Vocabulary lack, Grammar and Pronunciation.

Inhibition (*vocabulary lack, grammar and pronunciation*) is the most heavily recruited difficulties during the early stages of second-language acquisition, thereby facilitating retrieval of the weaker, foreign language in the face of the otherwise overwhelming dominance of the native vocabulary. Students are lack of vocabulary, poor grammar knowledge and worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom. Anderson (1994) states that inhibition finding is consistent with interference dependence, the finding that retrieval only inhibits related traces to the extent that they pose a considerable threat of interference in speaking.

In conclusion, there are, in fact, more difficulties in learning spoken ability that a learner used to face when they were learning. The most common mistakes that learner do are their lack of vocabularies and they are also, in a lot of cases, making mistake in speaking because they are confused by the grammar rule such as tenses. Sometimes, they have difficulties in learning English spoken ability because they are not used to it that makes them having difficulties in producing the correct vocabulary of the language.

### **2.3.1. Vocabulary**

Jack (2009) states that different speaking activity such as conversation, group discussions and speeches make different types of demands on learners. They require different kinds and levels of preparation and support and different

criteria obviously have to be used in assessing how well students carry them out. Hetrakul (1995) states that vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary. Example:

*An interviewee was trying to explain one or two things to the interviewer but he did not know about the English word for things that he meant. At the end, he stopped speaking for brainstorming then hesitating and saying the word in his own mother tongue.*

Nation (2001) states the aspects of vocabularies knowledge as in the following table:

#### **What Is Involved in Knowing a Word**

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What does other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must people use with this one?
	Constraints on use (register, frequency...)	Where, when and how often would people expect to meet this word?	Where, when and how often can people use this word?

Knowing a word is not an all or nothing situation; it is a complex concept. According to Dale (1989, as cited in Taylor, 1990) the extent of knowledge a person has about individual words can range from a little to a lot and it also includes qualitative connotations about words. Dale (1989, as cited in Taylor, 1990) provides a description of the extent of word knowledge in terms of 5 stages:

1. The student has no knowledge about the word.
2. The student has a general sense of the word.
3. The student has a narrow, context-bound knowledge about the word.
4. The student has a basic knowledge of the word and is able to use it in many appropriate situations.
5. The student has a rich, de-contextualized knowledge of the word and can use it in various appropriate situations.

Knowing a word implies knowing many things about the word: its literal meaning, its various connotations, its spelling, derivations, collocations, frequency, pronunciation, the sort of syntactic constructions into which it enters, the morphological options it offers and a rich variety of semantic associates such as synonyms, antonyms, homonyms (Nagy and Scott, 2000, as cited in Taylor, 1990).

For example, a learner who knows the word “write” will know that its past tense is “wrote” and its past participle is “written”. The learner would know that “written” is spelled with double “t”. The learner will also know when and how to use the various auxiliary verbs appropriately. The learner would know that “writing” is a verb that is used in the present continuous tense and that

“writing” can also serve as a noun: e.g. the writing is on the wall. The learner would be aware of the various synonyms of writing such as compose, drop a line, record, scribe and draft and also know that its collocations are subject to syntactic modifications such as write effectively and effective writing. The learner will also be able to use the word within various registers. These various aspects are related to the depth of word knowledge, which is as important as learning many words (breadth of word knowledge). English learners have been shown to be lacking in depth of word knowledge, even for frequently occurring words (Verhallen and Schoonen, 1993, as cited in Taylor, 1990).

In conclusion, the vocabulary mastery is very important because when a learner wants to have a fluent speaking in another language, he/she is supposed to have enough amount of vocabulary so they can speak their idea in the language without too much hesitation.

### **2.3.2. Grammar**

English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally. Example:



*A foreign student was speaking awkwardly with incorrect grammar. He was trying to fix the grammar and keep repeating the sentences he said and getting confuse.*

*Incorrect : He go to the schools by school's bus*

*Correct : He goes to the school by school's bus*

Fitikides (1961) mention about grammar mistakes that a learner used to do in English speaking as well as writing. The mistakes that usually happen are such like; Misused forms, incorrect omissions, unnecessary word, unnecessary preposition, use of infinitive, misplaced words, wrong tense, confused words, etc. Misused mistakes are often made by using the wrong preposition after certain words. The following list includes the words which most often give trouble.

Example:

a. Misused

*Incorrect : Your house is similar with mine.*

*Correct : Your house is similar to mine.*

*Note: commonly student puts 'with' after 'similar' that created based on the student mother tongue structures of language.*

b. Misuse of the infinitive

*Incorrect : He went away instead to wait.*

*Correct : He went away instead of waiting.*

*Note : after the word 'instead' should be followed by 'of', not by 'to', then gerund.*

c. Wrong tense

Incorrect : Did you went to school yesterday?

Correct : Did you go to school yesterday?

*Note: 'went' needs to be changed to present verb 'go' because 'Did' is the verb indicator of past tense.*

Incorrect : Rachel asked me what I am doing.

Correct : Rachel asked me what I was doing.

*Note: when the verb in the main clause is in the past tense, use a past tense in subordinate clauses.*

d. Confusion of gender

Incorrect : Jack is a man. She is wearing blue now.

Correct : Jack is a man. He is wearing blue now.

e. Using the third person singular after can, must, etc., instead of the infinitive without 'to'.

Incorrect : I can speaks English very well.

Correct : I can speak English very well.

*Note: after the verbs can, must, may, shall, and will, use the infinitive without to, and not the third person of the present tense.*

f. Using 'will' instead of 'would' in a subordinate clause.

Incorrect : He said (that) he will come tomorrow.

Correct : He said (that) he would come tomorrow.

*Note: 'will' change to 'would' in subordinate clause when the verb in the main clause is a past tense.*

g. Using the present perfect instead of the simple past tense.

Incorrect : I have seen a good film yesterday.

Correct : I saw a good film yesterday.

*Note: use the simple past tense (and not the present perfect) for an action completed in the past at a stated time. When a sentence has a word or phrase denoting past time, like yesterday, last night, last week, last year, then, ago, etc., always use a simple past tense.*

h. Using the simple past tense instead of the present.

Incorrect : I saw Parthenon of Athens.

Correct : I have seen the Parthenon of Athens.

*Note: if we are speaking of the result of a past action rather than of the action, we must use the present perfect tense when somebody says, I have seen Parthenon, he or she is not thinking so much of the past act of seeing it, it is the present result of the past action.*

i. Using the past tense instead of the past perfect.

Incorrect : The train already left before I arrived.

Correct : The train had already left before I arrive.

*Note: use the past perfect when the time of one past action is more past than that of another. Put the action which was completed first in the past perfect and the second action in the past tense.*

j. Using the future in a clause of time, instead of the present tense.

Incorrect : I will see you when I shall come back.

Correct : I will see you when I come back.

*Note: if the verb in the main clause is in the future, the verb in the time clause must be in the present tense.*

- k. Using the future in the if clause instead of the present tense.

Incorrect : If he will ask me, I will stay.

Correct : If he asks me, I will stay.

*Note: use the present tense in a future conditional in the 'if' clause and future tense in the main clause. But the future tense may be used in an 'if' clause a request; if you will give me some money I will buy you a drink.*

In conclusion, when we talk about speaking in a language, some people would say that Grammar is not too important because the essence of speaking is the idea and how the idea is conveyed to the person or people they are talk to. In fact, those kinds of mindset commonly put learner into a confusing situation where they are confuse of using the right grammar in their speaking that might lead them to decrease their own performance in speaking and their confidence.

### **2.3.3. Pronunciation**

Pourhossein (2011) states general observation suggests that it is those who start to learn English after their school years are most likely to have serious difficulties in acquiring intelligible pronunciation, with the degree of difficulty increasing markedly with age. This difficulty has nothing to do with intelligence or level of education, or even with knowledge of English grammar and vocabulary. Of course there is no simple answer to why pronunciation is so difficult to learn - indeed there is a whole range of theoretical perspectives on the question. What is generally accepted among psycholinguists and phonologists

who specialized in this area, is that the difficulty of learning to pronounce a foreign language is cognitive rather than physical, and that it has something to do with the way 'raw sound' is categorized or conceptualized in using speech. Many learners of English as a second language have "major difficulties" with English pronunciation even after years of learning the language.

Factors affecting the learning of pronunciation:

a. Accent

An accent is "the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially" (Crystal, 2003, p. 3). Accentedness, a "normal consequence of second language learning" (Derwing & Munro, 2005, p. 383), is a "listener's perception of how different a speaker's accent is from that of the L1 community" (p. 385). Many adult learners of English have foreign accents that identify them as non-native speakers. Some linguists support the idea, known as the Critical Period Hypothesis, that a learner needs to begin learning the language before age 7 to develop native-like pronunciation (Lenneberg, 1967). However, more recent research suggests that environment and motivation may be more important factors in the development of native-like pronunciation than is age at acquisition (Marinova-Todd, Marshall, & Snow, 2000).

An understanding of the features of learner accents and their impact on intelligibility can help teachers identify and address characteristics of learner pronunciation (Derwing & Munro, 1997). The

primary aim is that students be understood. Good pronunciation is needed for this, but a “perfect accent” is not (Harmer, 1991).

b. Stress, intonation, and rhythm

Munro and Derwing (1999) observed that even heavily accented speech is sometimes intelligible and that prosodic errors (i.e., errors in stress, intonation, and rhythm) appear to affect intelligibility more than do phonetic errors (i.e., errors in single sounds). For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm (Crystal, 2003; Low, 2006; Munro & Derwing, 1999).

Languages have been classified as either stress timed or syllable timed. In stress-timed languages (e.g., British and American English, German, Dutch, Thai), “stressed syllables fall at regular intervals throughout an utterance” (Crystal, 2003, p. 245), and rhythm is organized according to regularity in the timing of the stressed syllables. That is, the time between stressed syllables is equal because unstressed syllables are spoken more quickly and vowel reduction occurs. For example, the sentence “Tom runs fast” is made up of three stressed syllables, as indicated by the letters in boldface. The sentence “Meredith can run fast” is made up of six syllables, but only three of them are stressed. The unstressed syllables -e-, -dith, and can are spoken quickly and vowel

reduction occurs, so the time between the stressed syllables tends to be equal, and both sentences take approximately the same amount of time to say.

In syllable-timed languages (e.g., some non-native varieties of English, such as Singapore and Malaysian English, and languages such as Tamil, Spanish, and French), syllables are said to be equal in timing (Crystal, 2003). All syllables are nearly equally stressed, vowel reduction does not occur, and all syllables appear to take the same amount of time to utter. Recent phonetic research has shown that languages cannot be strictly classified as syllable timed or stress timed. A more accurate description is that they are stress based or syllable based; that is, they are not completely in one category or the other, but tend to have more stress-timed or syllable-timed features (Low, 2006).

Stress-based rhythm is achieved through the presence of reduced vowels for unstressed syllables in a sentence. Function words (e.g., articles, helping verbs, prepositions) typically have reduced vowels instead of full ones, and the reduced vowel version is known as a weak form. For example, in the sentence “Bob can swim,” the words Bob and swim have the major stress, and can, which is unstressed, is pronounced [kin]—its weak form. The distinction between stress- and syllable-based languages is important, especially if an adult English language learner speaks a first language that is different rhythmically from stress-based British or American English.

An understanding of whether a learner's first language is stress based or syllable based will help a teacher plan appropriate pronunciation exercises. In examining the role of stress—"the degree of force used in producing a syllable" (Crystal, 2003, p. 435)— in intelligibility, Field (2005) asked trained listeners to transcribe recorded material when the variables of word stress and vowel quality were manipulated. He determined that when word stress is erroneously shifted to an unstressed syllable, without a change in vowel quality, utterances are significantly less intelligible than when only vowel quality is manipulated. Native and non-native English speakers responded similarly when judging the intelligibility of words with misplaced word stress.

O'Brien (2004) reported the results of research on the importance of stress, intonation, and rhythm for a native-like accent in German. Native speakers of German were asked to rate American university students reading aloud in German. It was found that the native speakers focused more on stress, intonation, and rhythm than on individual sounds when rating speech samples as native-like. Implications of this research for classroom instruction are that teachers need to spend time teaching learners the rules for word stress, intonation, and rhythm in English, as well as focusing on individual sounds that may be difficult for the learners in their classes.



c. Motivation and exposure

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005; Marinova-Todd et al., 2000; Masgoret & Gardner, 2003).

The review by Marinova-Todd et al., (2000) of research on adult acquisition of English concluded that adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Moyer (2007) found that experience with and positive orientation of the language appears to be important factors in developing native-like pronunciation. In a study of learners of Spanish, Shively (2008) found that accuracy in the production of Spanish is significantly related to age at first exposure to the language, amount of formal instruction in Spanish, residence in a Spanish-speaking country, amount of out-of-class contact with Spanish, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions.

d. Attitude

It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This phenomenon has led many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition. In a study on pronunciation accuracy of university students studying intermediate Spanish as a foreign language, Elliot (1995) found that subjects' attitude toward acquiring native or near-native pronunciation as measured by the Pronunciation Attitude Inventory (PAI), was the principal variable in relation to target language pronunciation. In other words, if the students were more concerned about their pronunciation of the target language, they tended to have better pronunciation of the target allophones (Elliot, 1995). This study echoed earlier research done by Suter (1976), which found that students who were "more concerned" about their pronunciation (p. 249) had better pronunciation of English as a Second Language (Elliot, 1995).

When discussing the attitude of the second language learners in relation to their pronunciation and second language acquisition, it is necessary to note the work done by Schumann (1986) on acculturation and its role in the process of language learning. His acculturation model defines that learners will acquire the target language to the degree that they acculturate (Celce-Murcia, et al., 1996). According to Schumann,

acculturation refers to a learner's openness to a target culture as well as a desire to be socially integrated in the target culture. His research (1976, 1986) on acculturation examines the social and psychological integration of immigrant students as a predictor of the amount of English language they acquire and use. Schumann maintains that the acquisition and use of English is a measure of the degree to which students have become acculturated to the host culture.

Acculturation, according to Schumann (1986), refers to the social and psychological contact between members of a particular group and members of the target culture. The more interaction (i.e., social/psychological closeness) a group has with the target group, the more opportunities will result for the group to acquire and use English. Conversely, less interaction (i.e., social/psychological distance) results in less acquisition and use of English. The group's amount of contact with the target culture has an effect on the amount of English acquired and used. Sparks and Glachow's work (1991) on personality found similar results. They state that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. They refer to Gardner and Lambert's research on motivation wherein two types are highlighted.

The first type of motivation is instrumental, which is motivation to learn the L2 for the value of linguistic achievement. Second is integrative motivation, which describes the desire to continue learning about the

second language culture. According to Gardner and Lambert students with integrative motivation would be expected to work harder to develop communication skills in the second language because they are more likely than their less interested counterparts to seek out native speakers of the language.

e. Instruction

Foreign language instruction generally focuses on four main areas of development: listening, speaking reading and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the introductory level. Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students, that pronunciation of a second language is not very important (Elliot, 1995). Furthermore, Pennington (1994) maintains that pronunciation which is typically viewed as a component of linguistic rather than conversational fluency is often regarded with little importance in a communicatively oriented classroom.

According to Elliot (1995), teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. Or maybe, teachers feel justified neglecting pronunciation believing that for adult foreign language learners, it is more

difficult to attain target language pronunciation skills than other facets of second language acquisition. Possibly, teachers just do not have the background or tools to properly teach pronunciation and therefore it is disregarded (Elliot, 1995). Teachers have taught what they thought was pronunciation via repetition drills on both a discrete word or phrase level, or give the students the rules of pronunciation like the vowel in a CVC pattern, when given an e at the end, says its name. For example, when an e is added to the word bit (CVC) the pronunciation of the “short i”, becomes long and therefore “says its name”. This type of instruction is meant to help students with decoding words for the purpose of reading rather than pronunciation. For example, students are rarely given information about the differences between fricatives and non-fricative continuants, or the subtleties between the trilled or flapped /r/ between Spanish and English (Elliot, 1995). This particular information is often left up to the students to attain on their own.

Researchers have explored the question of whether explicit instruction helps these second language learners. Such studies have generated inconsistent results. Suter (1976) reported an insignificant relationship between formal pronunciation and students’ pronunciation of English as a Second Language (Elliot, 1995). Murakawa (1981) found that, with 12 weeks of phonetic instruction, adult L2 learners of English can improve their allophonic articulation (Elliot, 1995). Nuefield and Scheiderman (1980) reported that adults are able to achieve near native

fluency and it can be developed in a relatively short time without serious disruption to the second language teaching program with adequate pronunciation instruction (Elliot, 1995). It is necessary to note at this point that even though there seems to be quite a contradiction in the range of results presented, the diversity of those results may be due to the differing designs of the particular experiments.

Some pronunciation studies focus specifically on the instruction of supra-segmental. Derwing, Munro and Wiebe (1997) conducted research in which ESL learners who had been studying for an average of ten years, participated in a speaking improvement course that focused on the supra-segmental features of pronunciation (e.g. stress, rhythm, intonation). Thirty-seven native listeners transcribed speech samples (true/false sentences) taken at the beginning of a 12-week course in order to assess the learners' intelligibility. Each sample was rated in order of comprehensibility and degree of accentedness. In the end, there was a significant improvement in the intelligibility, and better ratings over time of comprehensibility and accentedness. They showed that 30 language learners could alter their pronunciation in a reading task (Derwing & Rossiter, 2003).

f. Age

The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like

pronunciation. According to the “Critical Period Hypothesis” proposed by Lenneberg (1967) there is a biological or neurological period which ends around the age of 12; after this period it becomes extremely difficult to attain the complete mastery of a second language especially pronunciation. Conversely, Bialystock (1997), and Bongaerts, Planken and Schils (1997), among others have shown that adult learners are capable of achieving native-like in an L2. However, the degree of pronunciation accuracy, according to Avery and Ehrlich (1992), varies considerably from one individual to another. To them, this discrepancy in pronunciation among adult learners means that ESL classroom time can profitably be devoted to improving students’ pronunciation.

g. Personality

Non-linguistic factors related to an individual’s personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher’s control (Miller, 2003), all have their share in the development of pronunciation skills. In addition, the degree of exposure to and use of the target language can support or impede pronunciation skills development. For example, learners who are outgoing and confident and get involved in interactions with native speakers are liable to practice their foreign language pronunciation (Avery & Ehrlich, 1992).

Conversely, some learners feel uncomfortable trying out new speech rhythm and melody patterns (Miller, 2003), while others feel stupid

pronouncing “weird” sounds, and with time, they decide that it is futile and impossible to learn English pronunciation (Laroy, 1995). In this respect, Miller (2003) believes that changing – and not changing – speech patterns is affected by how much responsibility the student takes, how much the student practices outside of class, and how ready the student is.

h. Mother tongue influence

Avery and Ehrlich (1992) claim that the sound pattern of the learner’s first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by non-native speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. For example, non-native speakers’ production of English rhythm was investigated in several studies (Wenk, 1985; Machizuki-Sudo, Kiritani, 1991). These researchers concluded that the transfer from the learners’ native language influenced their production of English-like stress alternation across a phrase. In this respect, Avery and Ehrlich point out that the sound system of the native language can influence the learners’ pronunciation of a target language in at least three ways.

First, when there is a sound in the target language which is absent from the learners’ native sound inventory, or vice versa, learners may not be able to produce or even perceive the sound(s). Second, when the rules of combining sounds into words (i.e., phonotactic constraints/rules) are different in the learners’ mother tongue from those of the target language,



they cause problems for learners because these rules are language specific as they vary from one language to another. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may transfer these patterns into the target language. In summary, while there are other factors that influence the learner's L2 pronunciation acquisition (Graham, 1994), the factors reviewed above may help ESL/EFL teachers consider what learners from different backgrounds are likely to face when learning English as a second language. These factors would enable the teachers to identify the difficulties in the pronunciation of the target language experienced by non-native speakers in order to help them overcome their foreign accent and consequently improve their pronunciation. In addition, they would also enable teachers to provide efficient pronunciation instruction and design their teaching methodology according to students' needs.

Example:

*A student was pronouncing arrived that should be pronounced [ə'raɪvd] but the students said [əraɪvd]. The cause is the articulation is not good enough, because they used their own dialects and get affected by it.*

In conclusion of the explanation, the researcher can conclude that there are so many reasons or factors that affect the pronunciation of learner when they want to speak. Those factors are commonly found in a country where English is not a second language. This matter is usually caused because the learner are not used to the second language listening. Their poor vocabulary mastery and their condition

processing sounds of the language make them to have poor ability in producing the correct pronunciation.

From the reading above, we can see that there are several difficulties that English learner students face when they are trying to learn about English spoken. Those inhibitions are included to their lack of vocabulary about native language vocabulary which is very unfamiliar to them. The grammar in English is also one of the biggest reason for their inhibition, English grammar structure to Indonesian structure is quiet a far. A lot of Indonesian students usually get confused by grammar that caused by their poor knowledge about it. Even a lot of students still do not understand about English grammar basic. Then in pronunciation, the students are usually having a trouble in pronouncing word that is differently pronounce from Indonesian pronunciation. Those confusing difficulties are the inhibitions that prevent them from becoming fluent in English spoken.

#### **2.4. Previous Study**

This research had ever been studied by some experts all around the world. **The first** is a journal by Jason West “I still cannot speak English”. In the journal, he was mentioning some points of English speaking factors such as; why do we talk? How we all learn to speak, the psychology of speaking English and what stops people speaking.

In his case study, he was researching two persons which has significant aspect for his study. They are Jane, an adult Chinese English learner (27) on EnglishClub.com and Liliana, a new member of Facebook group called “I still can’t speak English”. Jane was recruited via an offer that West made in an online

forum. Jane downloaded the MP3 recordings of her conversations and put them on her iPod before listening again a few times. This process of storing the recordings online meant that they were secure yet accessible. It was really like building Jane's own highly personal audio-lingual English course, All West did on the calls was respond to Jane's questions and have a pleasant conversation as a fluent English speaker would. He did not teach her in the conventional sense and correction only occurred as part of natural desire to establish mutual understanding. He would spell words sometimes and help Jane with her pronunciation when it interfered with understanding. They worked blind, using audio only; so he never saw Jane's face.

After sixth lesson West edit together clips from the first and sixth conversations to compare Jane's speaking performance. This created the 'before and after' podcast that shows how much she improved in that short period of time. Differently with Jane, in the 'before' clip from Liliana and West first conversation, Liliana struggles a bit and students can hear the nervousness in her voice. The 'after' clip is from her last session with him (session 20) the lesson on dreams and dreaming.

In the second clip she controls the conversation and talks with minor input from West for almost three full minutes whilst she tells him a story about one of her previous English teacher and his dream about her. The last 10 minutes of their session 18 and West thought the conversation was a nice discussion and Liliana sounded so happy with her course that West wanted to create a separate shorter clip to post online.

In West's research it has been proved that lowering the anxiety of students when they are doing speaking is very important because it will help them in making a good conversation even a fluent speaking. The only weakness that this method have is that if the student doesn't have enough knowledge about English such as vocabularies, it will not work so well. Lack of vocabularies will bring anxiety to the student, so it will be better to do it as we enrich the student vocabularies too.

**The second** research is a research that entitled as "Speaking Difficulties Encountered by Young EFL Learners" by Samira Al Hosni. In her research, The present study is a case study. Only one cycle 2 basic education school is involved. The population consisted of grade 5 teachers and students in basic education schools in Oman. Four English teachers and three classes from one school were involved. Three instruments were used in the present study, and they are lesson observations, interviews, and curriculum analysis. Curriculum analysis of the grade 5 basic education (English for Me) textbooks is done to find out the role that curriculum may contribute to the problem of speaking difficulties.

This study revealed that the main speaking difficulties encountered by grade 5 students are linguistic difficulties, mother tongue use, and inhibition. Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations. There are five main factors that

contribute to the existence of these speaking difficulties: teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations. The study shows that teachers believe in the importance of teaching speaking, yet they do not spend enough time for that because of the shortage of time because priority is given to the coverage of the textbook topics, which emphasize teaching reading and writing rather than speaking. The teaching strategies that are used by the teachers emphasize teaching the form of the language, which is indicated by focusing on teaching grammar rules and vocabulary items. Students are required to produce short accurate sentences while the communicative use of the language is almost neglected. In addition, teachers think it is very important to use L1 in order to give the meaning of some words and explain the grammar rules. They believe that using L1 is very necessary to make sure that the students understand the meaning and get the point. Besides, it was found that grade 5 text books do not provide students with frequency of opportunities to use English communicatively, and they do not include sufficient tasks that are particularly designed for speaking. Moreover, the classroom is the only place where most students are exposed to English. Extracurricular activities that aim to improve students' speaking skill are very rare and limited to the English assembly, which is conducted once a week.

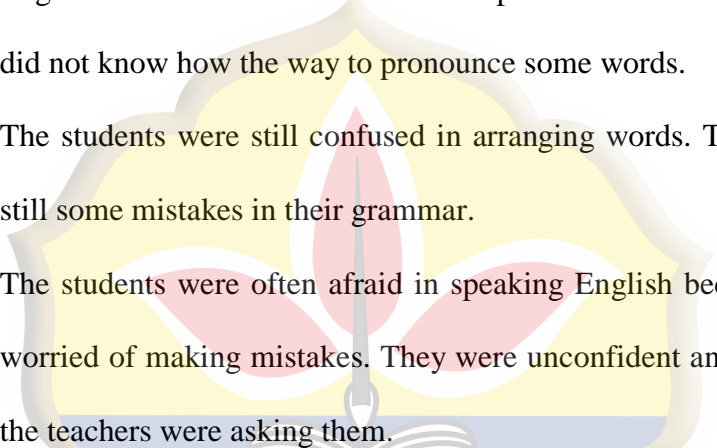
In Indonesia, English is already put into one of the basic education for students. English education has so many variations which are divided to be formal (school) and informal (course). The strength in this research is that it helps us to find out about the factors that make difficulties in learning English. But

unfortunately this research will not work so well to another country which has different education system and the teachers teaching method is also different to each other.

**The third** research is the “Students’ Difficulties in Speaking at The Tenth Grade of SMAN 1 Sine in 2014/2015 Academic Year” by Sheila Yolanda Pradya Afisa, a student of Muhammadiyah University of Surakarta. She uses the theory from Ur (1996) that says that the difficulties of learning English are inhibition, nothing to say, uneven or low participant and mother tongue use. In doing this research, the researcher uses descriptive qualitative research. Researcher takes descriptive research because she describes the students’ difficulties in speaking English at SMAN 1 Sine. Besides, the researcher also want to know what is the students’ difficulties in speaking English and what factors contribute to the difficulties in speaking English by the students. The type of the research is descriptive research. The subject of this research is the English teacher and the tenth grade students of SMAN 1 Sine. The object of this research is to describe the students’ difficulties in speaking English and to describe the factors that contribute the difficulties in speaking English by the students. The method of collecting data was observation, recording, and interview. The data are taken from the subject of the research in the form of teaching learning process, interview and recording.

In the result of her research, the difficulties of learning English spoken are:

- ✓ **In relation to difficulties in speaking English faced by the students, there are four difficulties in speaking faced by students, namely:**

- 
- a. The student's low vocabulary mastery resulted from their limited knowledge of meaning and small vocabulary has led them to difficulties in understanding the conversation. In speaking English students need to master a lot of vocabulary, because by mastering a lot of vocabulary they would study speaking easily.
  - b. The students have difficulties in pronouncing certain words because English words are different between pronunciation and writing. They did not know how the way to pronounce some words.
  - c. The students were still confused in arranging words. Then, there were still some mistakes in their grammar.
  - d. The students were often afraid in speaking English because they were worried of making mistakes. They were unconfident and nervous when the teachers were asking them.

✓ **Factors that Contribute to the Difficulties in Speaking English**

✓ **The Quantity of the Students in Learning Speaking English**

It is also a difficulty faced by the teacher because the quantity of the students was too many. The teacher felt difficult to manage the learning speaking English. To solve the problems, the teacher always makes a group and gives pictures in every group when learning speaking English process. The students may be beginning to speak from the easier word from the pictures.

### ✓ **Student's Psychological Factors**

It is related to the confidence. The teacher has an important role to the students in speaking English activities. The teacher has the responsibility to make the student active in teaching learning process. The teachers must grow the student's courage and the teachers have responsibility to make more activity in learning speaking English.

Based on the previous study I added, the researcher found that there are some similarities and differences between the researcher theory and previous study theory. First, the similarities are the researcher also uses qualitative research that included to interview and observation techniques as well as its instruments. Two theories are also taken from Ur (1996). They also discuss the same focus which is; Speaking difficulties. Those theories are also have the same purpose to find out about the difficulties of English spoken learning.

The second, the differences are the result of the research that is different since the sample and the location that are taken in each research also different. In West research, he uses the sample from society random English learners, while Samira uses Oman junior high school students and Yolanda uses Indonesian high school students.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents overall design of the study, research subject, data collection techniques and instrument, data collection procedures and data analysis.

#### **3.1. Research Design**

The design of this research is qualitative. According to Holly (2017), Qualitative research is the research where the researcher can learn about the subject by participating and/or being immersed in a research situation. The purpose of qualitative research is to analyze the object in the natural condition; the object is analyzed without any manipulation. So that is why the researcher will observe the fourth semester students in the class. Moreover, the researcher will also invite them in an interview by English or Indonesia to make sure that the researcher can make the result of the research become clearer.

#### **3.2. Subject of the Research**

This research takes in Batanghari University which is located in Broni, Jambi City. The subjects are taken from fourth semester mixed class (A class and B class) of English Education Program of Teacher Training and Education Faculty. The researcher uses random sampling. The researcher takes fifteen random students to be invited to the interview and one speaking class to be observed. The targeted subject is Speaking lesson. The most obvious result from

the interview and observation will be added as the main discussion for this research.

### **3.3. Data and Source of Data**

#### **a. Types of Data**

There are two types of data that the researcher uses for this research;

##### **1. Primary data**

The first primary data is transcriptions of the interview about investigation with the students' difficulties in English spoken learning and it is also included the observations notes where the researcher observes them in the class.

##### **2. Secondary data**

Pictures, records and videos are taken as documentations of the research process.

#### **b. Source of Data**

The primary source of data in this research is the fourth semester students in speaking subject classes.

### **3.4. Technique of Data Collection**

#### **a. Observation**

Holly (2017) states that observation is an ethnographic research that offers an orientation to understand the process and structure of a social setting and employs research techniques consistent with this orientation. It is the study of both explicit and tacit cultural knowledge. In this research, the data

collection will be conducted through a direct and indirect observation with the students in the class while they are speaking English in the class. The main point of this observation is to see how the students' weaknesses in speaking that could point on the difficulties in English spoken learning.

b. Interview

The second technique is Interview and the type is General Interview Guide Approach which means that the guide approach is intended to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach.

In order to do this type of interview, the researcher interviews the fifteen students one by one and asks them about inhibition focused questions. In purpose to make the result become more objective, the researcher uses related books and also observation results as the supporting.

To achieve those goals above, the Inhibition focused questions are adapted from Ur's (A Course in Language Teaching, Practice and Theory, 1996) as resulted as follows:

1. Do you have difficulties in learning English vocabularies?
2. Do you have difficulties in using English vocabularies?
3. How many vocabularies you learn in a week?
4. Are you confused with the spellings and sounds of English vocabularies?
5. What are parts of Vocabularies that make it hard for you to learned?
6. Do you have difficulties in learning Grammar?

7. Do you have difficulties in using Grammar?
8. Have you understood about Grammar structure in speaking practical?
9. Have you understood about the basic essence of Grammar tenses like; time signals etc.?
10. Are you confused with the practical use of Grammar in speaking?
11. What are parts of Grammar that make it hard for you to learn?
12. Do you have difficulties in learning English Pronunciation?
13. Do you have difficulties in using English Pronunciation?
14. Have you learned about Consonants and Vowels pronunciation before?
15. Do you think that pronunciation is hard?
16. What are parts of pronunciation that make it hard for you to learn?

### **3.5. Technique of Data Analysis**

In analyzing the data, the researcher adapted the method of analyzing an interview by Valenzuela and Shrivastava (2016) which are resulted as the following steps:

1. Collecting the data from Observation and Interview
2. Reduction and Completion data
3. Putting the data into the table to make the data reading become easier
4. Identifying the Inhibition or the difficulty in learning that found from the data that included to Vocabulary, Grammar and Pronunciation difficulties
5. Analyzing the data by using the tables
6. Discussion

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **4.1. Finding**

This chapter present findings and discussion of English spoken learning difficulties of the fourth semester students at English department of Batanghari University in academic year 2016/2017 After the researcher doing several observations and interview to the students of fourth semester which was focused to their difficulties in learning English spoken. The researcher found ideas that could answer the question of what are the difficulties in learning English spoken of fourth semester English department students.

#### **4.2. Result of Observation**

At the beginning of observation, the researcher sat in the corner of the class, taking notes about everything that happen in the class before the professor came to the class. In the middle of the class, the researcher also taking notes about the students performances and reaction to English speaking subject. Their responses to their classmates' performances were also included. The students were divided to be several groups that consist of three persons in each group.

The researcher has prepared the worksheet table and put the data in the notes to the following table:

**Table 4.1. The Observations result**

Group code	Description	Inhibition		
		Vocabulary	Grammar	Pronunciation
Group A	The students started the presentation with a few vocabulary	✓		
	The students spoke quietly	✓		✓
	The students read their assignment report in the speaking class presentation	✓	✓	
	The students pronunciations were incorrect like; 'TH' sound pronounced as 'T'	✓		✓
Group B	The students pronunciation were better than the previous group (Group A)			✓
	The students only read some of the report but grammar were still incorrect	✓	✓	
	One of the students spoke a little Javanese			✓
Group C	The students presentation was so short, only some known vocabularies used	✓		
	The students pronunciation were incorrect like; 'D' sound pronounced as 'T'			✓
	The students read their assignment report in the speaking class presentation	✓	✓	
Group D	The students used numerous vocabularies			
	The students did a little incorrect pronunciation like; putting an extra 'S' at the end of word			✓
	The students had some incorrect word in grammar like; the recipe <u>has change</u> .			✓
Group E	The students pronunciation were incorrect like; putting extra 'S' at the end of word, using 'D' sound in 'TH' (them, that, etc.)			✓
	The students used present tense for a past action like; when they bring it to....		✓	
	The students used appropriate vocabularies			
Group F	The students used some same vocabularies	✓		
	The students were only reading some parts of their report	✓	✓	
	The students' grammar was incorrect like; <u>That's start when...</u> Correct: That's started when...		✓	
	The students pronunciation were not clear enough			✓

Source: Adapted from Ur "A Course in Language Teaching, Practice and Theory" (1996)

#### **4.2.1. Vocabulary**

The students were showing that they had difficulties speaking that caused by Vocabulary mastery. This statement is supported by Hetrakul (1995) who states that in speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily. Some students were found speaking quietly to cover their unconfident about the vocabulary use they had that made their pronunciation become unclear. Vocabulary mastery was very important in any speech, their current knowledge about pronunciation caused their confidence decrease. The unconfident made them become shy and spoke so quiet that made them end up of pronouncing incorrect pronunciation. The researcher also noticed that the students did not have enough preparation or simply having difficulties with the vocabularies because the students continued their presentation by reading the paper of their presentation until the end of the performance. The researcher also saw that the students were seemed memorizing the text they made. They tried to speak English without using the papers they made even though the researcher could see that sometimes they put their eyes on to the papers. There were so many reasons for this matter but Vocabulary lack was surely included to one of the biggest caused.

#### **4.2.2. Grammar**

The students were found having difficulty in using grammar for speaking. They looked confuse and nervous about making the right structure of the sentence with the right tenses. The mistakes they did were like using present tense in sentence where it needed to be in past tense or past to present tense. They were

also having mistakes in the use of words that have difference such like gender, singular and plural words; He or She, Her or His, Goose or Geese, Data or Datum. This statement of difficulties is supported by Fitikides (1961) who states about grammar mistakes that a learner used to do in English speaking as well as writing. The mistakes that usually happen are such like; Misused forms, incorrect omissions, unnecessary word, unnecessary preposition, use of infinitive, misplaced words, wrong tense, confused words, etc. The students inability in using grammar was also shown in the way they used their papers as their reading to make their speech was in correct structure but unfortunately when the students were reading their assignments paper, the researcher still found some incorrect and mistakes in the grammar. Those mistakes were pointing out the students' difficulty and comprehension in using grammar.

#### **4.2.3. Pronunciation**

Pronunciation was one of the difficulties that the students had when they were performing the presentation, even though they have advancing their English education to fourth semester but they still have incorrect pronunciation in their speaking. Pourhossein (2011) states general observation suggests that it is those who started to learn English after their school years are most likely to have serious difficulties in acquiring intelligible pronunciation, with the degree of difficulty increasing markedly with age. This difficulty has nothing to do with intelligence or level of education. In performances, when the students were trying to say a word in English they did not hit the correct vowel and consonant sounds. In the performance there were several incorrect pronunciation for words that have 'TH'



(vibration and non vibration) in them like; thinking, that, this or thank, etc. that they pronounced as simple 'T' sound for non-vibrating 'TH' or sometimes 'D' sound for the vibrating 'TH'. They seemed to try to sound like an English native but unfortunately sometimes it made them sound a little bit awkward. The students seemed to be unconfident with the right pronunciation so some of them were covering their weakness by speaking quietly. The action they did were causing the pronunciation became unclear and reducing the intonations of their pronunciation. The other things they did incorrectly about their pronunciation was the way they put extra 'S' at the end of the words such like; Justs it, I thinks. They did these mistakes for several times. Their tongues were sound stiff and vibrating that caused by so many factors of speaking difficulties such Pronunciation comprehension.

As the additional information through the observation:

1. The students in the class were not giving responses or questions to the groups' performances.
2. The one who spoke English in the class was only the students that had the performance. The other student who did not presenting was talking in Indonesian.
3. There were no intentions to make discussion about the topic of the presentation.
4. Their confidence affecting their pronunciation.
5. They were confused about grammar because they did not understand about its' basic essence.

### 4.3. Result of Interview

After the researcher got the result of the interview with fifteen students of fourth semester, the researcher found the data as follow:

**Table 4.2. The Interview result**

No	Questions	Responses			Remark
		Yes	Sometimes	NO	
1	Do you have difficulties in learning English vocabulary?	15	-	-	Inhibition
2	Do you have difficulties in using English vocabulary?	12	3	-	Inhibition
3	Are you confused with the spellings and sounds of English vocabulary?	14	1	-	Inhibition
4	Do you have difficulties in learning Grammar?	10	3	2	Inhibition
5	Do you have difficulties in using Grammar?	12	2	1	Inhibition
6	Have you understood about Grammar structure in speaking practical?	14	-	1	<b>Non Inhibition</b>
7	Have you understood about the basic essence of Grammar tenses like; time signals etc.?	11	3	1	<b>Non Inhibition</b>
8	Are you confused with the practical use of Grammar in speaking?	14	1	-	Inhibition
9	Do you have difficulties in learning English Pronunciation?	14	1	-	Inhibition
10	Do you have difficulties in using English Pronunciation?	15	-	-	Inhibition
11	Have you learned about Consonants and Vowels pronunciation before?	14	-	1	<b>Non Inhibition</b>
12	Do you think that pronunciation is hard?	15	-	-	Inhibition
<b>Total data</b>		<b>160</b>	<b>14</b>	<b>6</b>	

Source: Adapted from Ur "A Course in Language Teaching, Practice and Theory" (1996)

According to the table above, the researcher found that the English students of fourth semester of Batanghari University were still had high frequency of difficulties in learning English especially for English Spoken.

In the vocabulary matters, the students were still having difficulty in learning vocabulary. They found that they were confused about the vocabulary. The difficulty was getting bigger when they had to learn new words with new spellings. The knowledge about vocabulary which was not enough had made them become nervous and confused not only in speaking but also writing and listening. When the students were trying to speak English, the nervous of speaking were affecting their speech and forget about words they supposed to say. New words also sometimes made them hard to understand about the conversation line. Some of the students said that they learned for about seven to fifteen vocabularies a week. Unfortunately, not all vocabularies they had learned were recorded in their memory.

In grammar, the difficulty that the students had was still so high. Ten from fifteen students that were interviewed said that they had difficulties in learning English grammar. Some of them were saying that sometimes they found parts of grammar which was hard to be learned. In another hand there were some students who did not have problem with learning English grammar but unfortunately they had problem in using the grammar practically. Many of fourth students said that they had difficulties in using grammar in writing especially when they had to use it in speaking. The most difficult in grammar was the tenses. They were confused about making the structures which used past tense, perfect tense, continues tense,

perfect continues and past perfect continues tense. These tenses difficulties made them become confused when they were trying to speak English. Even though, in the interview the students were saying that they had already understood about the basic essence of vocabulary such as simple tenses or time signals (past, present and future), but they still could not made the right use of grammar in speaking practice. Almost all of the students in the interview were having problem with grammar as oral practice.

The pronunciation, in the matters of pronunciation, almost all of the students in the interview were having difficulty in pronunciation learning or practice. They had trouble learning it due to some aspects of pronunciation that included to the use of accents when they heard lecturer or their friends spoke in different accents. Moreover, the learning trouble would become bigger when they heard English native speakers' speaking. These problems were found because there were so many accents of English like American or Australian or British accents and each accents had different intonation, sounds, rhythm, Speakers' voices. The students were also had problem with pronunciation because they used to speak Indonesian to make the conversation that students' had became clearer. In the interview, the students told that they had already learned about English consonants and vowels sounds but sadly, learning English pronunciation was still so hard for them. Based on the interview result above, the researcher could see that the biggest frequency of difficulty which students' were the pronunciation.

According to the analysis above, the researcher could conclude that almost all of the students from random samples had difficulty in learning English

Vocabulary, Grammar and Pronunciation as oral practice and also written. These difficulties were also the reasons why the students occasionally became confused when they spoke English. This conclusion is supported by Ur (1996) who states about Inhibition in Speaking. It is also supported by the result of Afisa's research result in 2014 (Difficulties in Speaking at The Tenth Grade of SMAN 1 Sine in 2014/2015 Academic Year) which states that the difficulties of what students had in speaking were low Vocabulary mastery, English Grammar and Structure and Pronunciation as well as afraid in making mistakes.

#### **4.4. Discussion**

According to the observation and interview that the researcher had done would be able to answer the question of what are the difficulties that the students' had in learning English spoken.

##### **4.4.1. Vocabulary**

The first difficulty that made the students having problem in learning English spoken was their 'vocabulary'. Majority, the students did not have enough vocabulary to make conversation in English. They were easy to get confused by native English vocabulary. It had made them became a passive speaker especially when they were talking to their teacher or friends who had better amount of vocabulary. Some of the students said that they learned for about seven to fifteen vocabularies a week. Unfortunately, not all vocabularies they had learned were recorded in their memory. In this matter, the caused was because the students were not practicing the new vocabularies that they learned in conversation. They

also did not use those vocabularies in self practice so they forget the vocabularies easily. In English conversation the students were easily distracted by new vocabulary that put them to nervous states where they did not know about the meaning of the word or how to response to it or even use the word to another expression. This vocabulary lack had affected their confidence so sometimes they would rather spoke in Indonesian when they wanted to convey an idea in an English use conversation or discussion. Then the students would always felt shy and nervous when they had to speak English in front of another people. They were afraid that they would make mistakes like accidently say something in Indonesian to replace the English word they were trying to say which make people judge them. Otherwise, there were some students who got enough vocabulary and mental to face those worry of being wrong and laughed.

The vocabulary problems were also not merely about how the students understood about the meaning of the word but they supposed to know about the spelling of it too. Unfortunately, a lot of students still had problem with spelling words. It was like what we had been talking before in the previous chapter that there were a bunch of reasons that made the students become unconfident and afraid and lack of vocabulary was one of the reason. So how the students overcome this difficulty? There was no other way but to improve the amount of their English vocabulary by reading, listening or watching movies in English. Moreover, the vocabulary learning would be more effective when they practice it directly with another English speaker. It would also be easy to remember the vocabulary they had learned if they also practice it. Jack (2009) states that

different speaking activities such as conversations, group discussions and speeches make different types of demands on learners. They require different kinds and levels of preparation and support and different criteria obviously have to be used in assessing how well students carry them out. While Hetrakul (1995) states that vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily.

#### **4.4.2. Pronunciation**

The pronunciation was the most difficulty that every EFL students (English as Foreign Language) had. The students had difficulty in learning it and of course it would cause them to have difficulty in using it. They usually had the problem with consonant sounds and confused about making the vowels sounds. The student used to pronounce 'TH' vibrating or non-vibrating sound with 'D' sounds or 'T' sounds. They also sometimes like to put 'S' word at the end of every word or sentence they said. This difficulty was grown mostly because they rarely listen to English native speaker and never practice the pronunciation in home or with friends. An understanding of whether a learner's first language is stress based or syllable based will help a teacher plan appropriate pronunciation exercises. In examining the role of stress—"the degree of force used in producing a syllable" (Crystal, 2003, p. 435)— in intelligibility, Field (2005) asked trained listeners to transcribe recorded material when the variables of word stress and vowel quality were manipulated. He determined that when word stress is erroneously shifted to an unstressed syllable, without a change in vowel quality,

utterances are significantly less intelligible than when only vowel quality is manipulated.

As we know that there were several factors that could affect English pronunciations and these factors had made the students become confused. These factors were such like; accents, as we know that English is an international language so that was why English had many accents, like American accent, British accent, Australian accent and Singapore accent. Moreover, in pronunciation there were also included to Stress, intonation, and rhythm. These three parts of pronunciation lesson were the hardest parts that students usually having problem to learn. They usually made mistake about what English vocabulary sounds like. The difficulties were also get affected by the students vocabulary mastery that continued to their listening comprehensions. Another factor was between Indonesian and English word spelling and its sounds.

In Indonesian language, every word was pronounced based on Indonesia alphabets. While in English, the students needed to pronounce the words in unfamiliar English alphabets and sometimes also with pronunciation which were not the same with its origin English alphabets sounds. What the students should do to overcome this problem were making themselves used to English sounds, learning the basic alphabet pronunciation would also help a lot, they need to practice their listening skills and improve their vocabulary mastery too. They needed to get used to English like it was their own second language that they used in their daily activity. The students also could learn to speak louder so it would help them to practice their pronunciation. The students also need to think in the



language. An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially” (Crystal, 2003, p. 3). Accentedness, a “normal consequence of second language learning” (Derwing & Munro, 2005, p. 383), is a “listener’s perception of how different a speaker’s accent is from that of the L1 community” (p. 385). Many adult learners of English have foreign accents that identify them as non-native speakers.

#### **4.4.3. Grammar**

The students were still confuse by the use of past tense, present tense, perfect tense, continues tense and moreover for perfect continues. They only understand a very little knowledge of grammar. Even though, grammar or structure was not a significant part that student had to learn about when they wanted to begin to speak English but it still had an effect to students’ difficulty problem. Some students were not having a big problem with learning English Grammar but it became different when they had to speak English. The students who wanted to speak English would feel so nervous about making mistake with their structure of sentences. Sometimes the students needed to repeat their speech when they felt that they made mistake in their speech. This would also give them more nervous and low confidence about their English spoken ability.

The structures of English sentences which were so different with Indonesian structure also making the students confused and stress. They usually had a hesitation in their speech because they were trying to figure out about the correct grammar for their speech. They were afraid they would be laughed or

judge by the one they are talking to or judge by them. Actually, their weaknesses were easy to be fixed if only they could understand about the key of making sentences based on time which are divided to three; past, present and future, and type of sentences; verbal and nominal sentence, as well as its structures. This problem is supported by Fitikides (1961) who mentioned about grammar mistakes that a learner used to do in English speaking as well as writing. The mistakes that usually happen are such like; Misused forms, incorrect omissions, unnecessary word, unnecessary preposition, use of infinitive, misplaced words, wrong tense, confused words, etc.

#### **4.4.4. Lack of Practice, Ineffective Learning and Mother Tongue Use**

This was the biggest issue that Batanghari university English student had now. They rarely or even never practice their English. They were usually merely use English in special occasion when they had a mood to speak English or when they were about to perform a presentation about their assignment. Based on the observation and interviews, we also could see that the students preparation about assignments were very little. Their English practice was also very poor. They did not do any meaningful practice with their English spoken ability. Some of them only wanted to be fluent in English but they did not do anything much for it. The role of English spoken practice was still extremely important.

The students had to practice their English spoken comprehension if they wanted to speak. Unfortunately, in speaking class, almost all student become a silent learner. They turned to be a passive learner and merely taking lesson and instruction that the professor said. They did not have enough motivation nor

intention to make conversation in English. In the speaking class, we also could find some students who still use Indonesian. It was hardly caused by the mindset which said that it would be easier to say what they wanted to say if they said it in their native language. This mother tongue use was also affecting the other student who was about to learn to speak English to do the same thing. English student needed to know how to speak English, they need to know about what they need to do to be able speak fluently. Practice or preparation, ineffective learning and mother tongue use were the difficulties that almost all of the students had and a lot of them do not aware about these issues. They were clueless about what they need to do to break the line of influent English spoken comprehension.

So how the students could learn to speak English and pass the difficulties they found? From every explanation above, the researcher could say that the students needed more passion, preparation, practice and as well as confidence that grown by these three factors. If only the students could see their positive side in learning English as their passion and challenge, the researcher believed that they would make a significant progress with their English. Especially when the students practice their English orally, it would make their English grow even better. There were so many ways to improve students' English comprehension and they also had different effectiveness that depends on the students.

West (2013) stated methods that a English learner need to do to overcome their weaknesses. The first thing that suggested to do was having an effective method because if they did not have any effective method in learning English they would had inhibition on the progress. Nowadays, in Indonesia the English lesson

that usually taught in schools and course was mostly like grammar and written lesson so when they tried to speak English they would unawarely made sentences as if they were going to write them. So they translated and created whole sentences in their head. When they were in a conversation and had to respond quickly to keep the communication going, the more they tried to create grammatically perfect sentences the more pressure they experience. It also made the student became more unconfident with their own ability when they made mistakes with their sentences. All language learners needed some time to absorb and get used to the basic line of communication in English. It was fine for them not to talk and just read and listen. The more they did this and the more they understood of what they read and heard the better. This was how they got going and laid their foundations for speaking. If they were a real beginner and had never studied English before the best thing they could do was to start reading like small child and get used to the sounds and patterns of very simple sentences. They did not need to know grammar but if they really wanted something to be a bit clearer it was fine to look up the grammar or someone explanation.

In West (2013) explanations the steps that a learner can take to improve their ability in speaking are:

Correction, through most courses teachers, professor or classmates correct students' accuracy and pronunciation, often in front of other students in the class. This can cause problems because students who get very little opportunity to speak anyway are faced with a severe test of their ability to speak accurately in front of all of their friends and the teacher. Everyone needs some correction, but the wrong

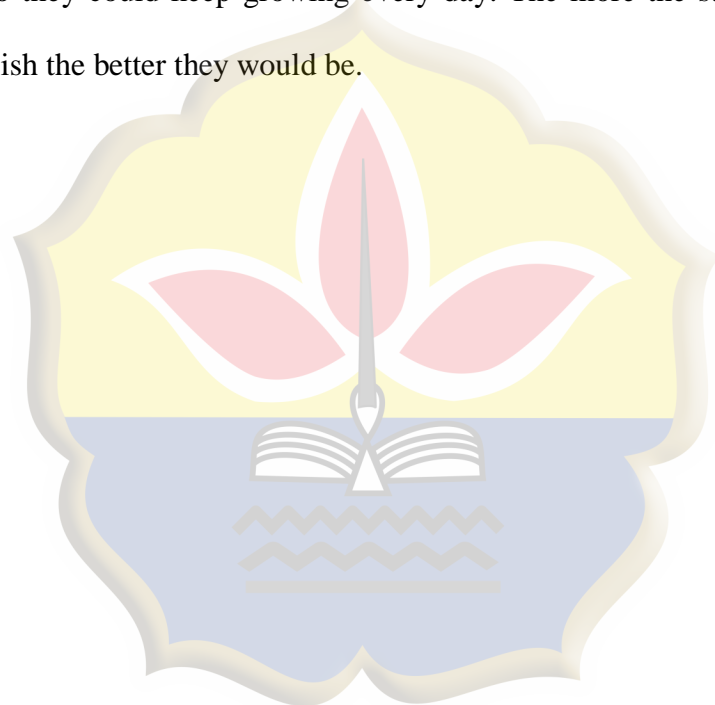
kind of correction can be very damaging to the students' confidence and when the damage has been done badly it will be hard to repair it.

Personalization, every conversation that students made is unique. Even if they try to have exactly the same conversation separately with three different people each conversation will be very different. So if they record and listen to the conversation again they will, naturally, be personalized to the students because the students will see the kind of things that they need to do in a conversation by putting and omitting conversation to make the conversation become more effective and alive.

The last is Transparency. In learning English or every second language, students need to get comfortable using the conversation. So how do they make sure they can practice properly when they have the opportunity to speak with a fluent English speaker who is happy to help them? They also have to prepare their own self before speaking. They need to be aware that it is fine to make mistakes. What is important about speaking is not how awesome and perfect they speak but how good they can convey their ideas in a conversation. Having three or four similar practice conversations with different people but based upon the same lesson and language means that they will become less anxious each time they have a successful conversation and their confidence will start to grow. they will begin to enjoy using English.

From those explanations above, the researcher would like to line up every difficulty that the students had in learning English and especially for English spoken which were low vocabulary mastery, low understanding of English

Grammar and as well as low English Pronunciation practice. The difficulties were easily to be solved by the students if they aware about them as well as if they got their friends and professors help. The students needed to believe that they could overcome the challenge they faced to learn English and able to improve their English by studying and practicing it in Batanghari University with their friends or professor or even with another university students who had the passion of English so they could keep growing every day. The more the students practiced their English the better they would be.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on discussion before, the researcher presents several items or conclusions about the difficulties that the students had in learning English speaking:

1. Students' low Vocabulary mastery

There were a lot of students who did not have enough vocabulary so they could make a conversation in English as it would help them to learn to speak English easier. They were not having a good basic vocabulary to support their study in Batanghari University and did not do anything that meaningful to improve the amount of vocabulary that they had mastered. The current vocabulary they had was only made them to understand about small conversation between friends.

2. Low Pronunciation practice

The students were still confused with the English native pronunciation. They were confused by how the correct pronunciation produced. They were also got confused by the accents of English that were usually heard or used in so many places in the world. They were used to their own current accents that had led them to confusion when they heard another accent of English with a different stress, intonation and rhythm. They were also felling difficulties in pronouncing new words. The mistake

in pronunciation that they usually made was replacing ‘vibrating TH’ and ‘Non-vibrating TH’ with another consonant. These pronunciation difficulties they had usually appeared when they were getting nervous which triggered by condition such like; talking to their English teacher or professor or talking to someone who put them under pressure.

### 3. Grammar

Grammar or structures were the parts were their confusion getting worse. The students push themselves to speak in a correct way so they would not be laughed or judge by their friends or professors. It had triggered their nervous and hesitation. Usually the students were repeating the sentences that they had said to fix it. Even though, grammar or structures were not the most significant problem in learning to speak English. It still had a bad effect against the confidence of the students so it will be better if the students knew about the basic lessons of grammar. Unfortunately, majority, Batanghari university English students were still confuse about it. They were seemed to still wondering about past tense, present tense, continues tense and perfect tense.

### 4. Lack of practice, ineffective learning and mother tongue use

Finally, a lot of English student were lack of practice, having ineffective learning method and usually used their mother tongue in daily activities where they supposed to practice their English spoken ability to make it fluent. They rarely practice their English with their friends or even themselves when they were alone. Some of the students did not have any



method in learning English and some of them were having one or two method but the method they currently used seemed not working because they were never really use it and practice their English spoken. There were also many students liked to use Indonesian or their mother tongue when they were talking to their classmates or professor. These difficulties were something that the students made and things that always be inhibitions for their own progress in learning English in Batanghari University.

## **5.2. Suggestion**

From the finding and discussion above, the researcher would like to give some suggestions:

a. For the Lecturer:

The Lecturers should not merely give the students good lessons materials but they also should use a good teaching method and some motivation. Teaching the students about the lesson is important but giving them clue about what to do is also important.

b. For the Students:

The students need to be aware of what they need to do. They need to know about what they do not have that make their English learning is difficult and then do things to solve it. They might not realize it yet, but practicing English with friends is the most effective way in learning it. It will be even better if they also practice it with an English advance learner.

c. For the reader:

Hopefully, this research will help the reader to understand about important points that included and this research will be useful for the targets that had been researched. And wishfully, there will be other researchers who investigate similar topics so this study will be continued and there will be a better result.



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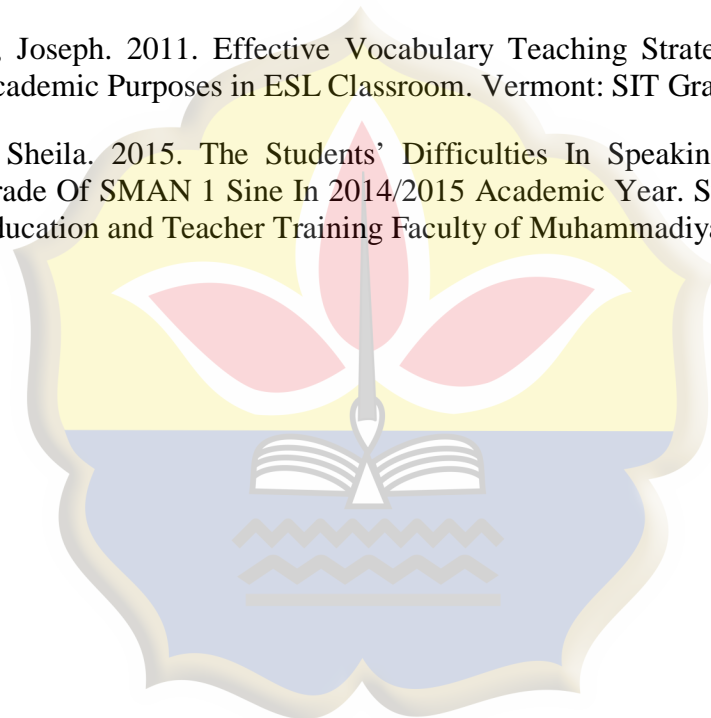
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## Appendix I: Students Performances in Speaking Class



## Appendix II: Students Interview



### Appendix III: Observation

Indicator	Inhibition and Example		
	Vocabulary	Grammar	Pronunciation
The students started the presentation with a few vocabulary	Short greetings: good morning/afternoon, we are from group A... (then start the presentation by reading the report from the title to end)		
The students spoke quietly	Doubt in vocabulary spelling sometimes mad the student to be shy in the pronunciation		Spoke quietly made the students making wrong pronunciation or simply clueless about the pronunciation.
The students read their assignment report in the speaking class presentation	Reading might caused by the lack of vocabulary in explaining the topic	Reading helps the students to escape from grammar mistake	
The students pronunciations were incorrect like; 'TH' sound pronounced as 'D' or 'TH' sound pronounced as 'T' as well as pronounce an 'S' at the end of word		The extra 'S' also determined as the grammatical mistake that caused by lack of pronunciation comprehension	That /'ðæt/ was read as /dæt/, Think /θɪŋk/ pronounced as /tɪŋk/ <u>Justs it</u> , it's always like <u>thats</u> , I <u>have a friends</u> , my <u>friends is</u> shy.
The students only read some of the report but grammar were still incorrect	Reading might caused by the lack of vocabulary in explaining the topic	Incorrect: <u>The cat bring</u> the fish... Correct: The cat brings the fish...  Incorrect: <u>That's start when</u> ... Correct: That's started when...  Incorrect: The recipe <u>has change</u> ... Correct: The recipe has changed...	
One of the students spoke a little Javanese			The students speak a little bit unclear because he used Javanese accent, rhythm and Intonation
The students used present tense for a past action like in a story telling		Incorrect: When they bring it to... Correct: When they brought it to...	

## Appendix IV: Transcript of Interview

### Student A

**The researcher:** Do you have difficulties in learning English vocabulary?

**The student:** Yes, I have

**The researcher:** Do you have difficulties in using English vocabulary?

**The student:** Of course I have

**The researcher:** How many vocabularies you learn in a week?

**The student:** Maybe ten until twenty vocabulary (vocabularies)

**The researcher:** Are you confused with the spellings and sounds of English vocabulary?

**The student:** Yes, confuse about it

**The researcher:** What are parts of Vocabulary that make it hard for you to learn?

**The student:** Like spelling new words and new words

**The researcher:** Do you have difficulties in learning Grammar?

**The student:** Yes I have

**The researcher:** Do you have difficulties in using Grammar?

**The student:** Of course, I have to

**The researcher:** Have you understood about Grammar structure in speaking practical?

**The student:** Just a little bit about grammar structure practical

**The researcher:** Have you understood about the basic essence of Grammar tenses like; time signals etc.?



**The student:** Sometimes, just a little bit about time signals and the other like that

**The researcher:** Are you confused with the practical use of Grammar in speaking?

**The student:** Yes, I confuse

**The researcher:** What are parts of Grammar that make it hard for you to learn?

**The student:** Maybe about perfect and then past perfect continues, something like that

**The researcher:** Do you have difficulties in learning English Pronunciation?

**The student:** Yes I have

**The researcher:** Do you have difficulties in using English Pronunciation?

**The student:** Yes I have too

**The researcher:** Have you learned about Consonants and Vowels pronunciation before?

**The student:** Yes

**The researcher:** Do you think that pronunciation is hard?

**The student:** Pronunciation is so hard for me because to remember about the words I must study hard so it make **(makes)** pronunciation so hard for me.

**The researcher:** What are parts of pronunciation that make it hard for you to learn?

**The student:** Maybe about accent and.... justs **(just)** it

Student B

**The researcher:** Do you have difficulties in learning English vocabulary?

**The student:** Yes I have

**The researcher:** Do you have difficulties in using English vocabulary?

**The student:** Yes

**The researcher:** How many vocabularies you learn in a week?

**The student:** Maybe fifteen vocabulary (**vocabularies**)

**The researcher:** Are you confused with the spellings and sounds of English vocabulary?

**The student:** Maybe I think like that

**The researcher:** What are parts of Vocabulary that make it hard for you to learn?

**The student:** Spelling, like spelling

**The researcher:** Do you have difficulties in learning Grammar?

**The student:** Yes I have

**The researcher:** Do you have difficulties in using Grammar?

**The student:** Yes I have

**The researcher:** Have you understood about Grammar structure in speaking practical?

**The student:** Uuu, little bit

**The researcher:** Have you understood about the basic essence of Grammar tenses like; time signals etc.?

**The student:** ummm...I... yes

**The researcher:** Are you confused with the practical use of Grammar in speaking?

**The student:** Yes

**The researcher:** What are parts of Grammar that make it hard for you to learn?

**The student:** Past continues tense

**The researcher:** Do you have difficulties in learning English Pronunciation?

**The student:** Yes I have

**The researcher:** Do you have difficulties in using English Pronunciation?

**The student:** Yes I have

**The researcher:** Have you learned about Consonants and Vowels pronunciation before?

**The student:** Yes I have

**The researcher:** Do you think that pronunciation is hard?

**The student:** Yes I think sometimes

**The researcher:** What are parts of pronunciation that make it hard for you to learn?

**The student:** Accents like British accent, intonasi (**Intonation**), and mother tongue

### Student C

**The researcher:** Do you have difficulties in learning English vocabulary?

**The student:** Yes I do

**The researcher:** Do you have difficulties in using English vocabulary?

**The student:** Yes I do

**The researcher:** How many vocabularies you learn in a week?

**The student:** Maybe seven until ten

**The researcher:** Are you confused with the spellings and sounds of English vocabulary?

**The student:** Yes I am

**The researcher:** What are parts of Vocabulary that make it hard for you to learn?

**The student:** Uuu, like spelling

**The researcher:** Do you have difficulties in learning Grammar?

**The student:** Yes, some of them like uuu.. Perfect..past perfect

**The researcher:** Do you have difficulties in using Grammar?

**The student:** Yes I do

**The researcher:** Have you understood about Grammar structure in speaking practical?

**The student:** Yes some of them like simple past, simple present

**The researcher:** Are you confused with the practical use of Grammar in speaking?

**The student:** Some of them

**The researcher:** What are parts of Grammar that make it hard for you to learn?

**The student:** Like uu Perfect and others

**The researcher:** Do you have difficulties in learning English Pronunciation?

**The student:** Yes I do

**The researcher:** Do you have difficulties in using English Pronunciation?

**The student:** Yes I do

**The researcher:** Have you learned about Consonants and Vowels pronunciation before?

**The student:** Yes I have

**The researcher:** Do you think that pronunciation is hard?

**The student:** Some of them

**The researcher:** What are parts of pronunciation that make it hard for you to learn?

**The student:** Uuu like spelling

Student D

**The researcher:** Do you have difficulties in learning English vocabulary?

**The student:** Yes I have

**The researcher:** Do you have difficulties in using English vocabulary?

**The student:** Yes

**The researcher:** How many vocabularies you learn in a week?

**The student:** Ten or fifteen

**The researcher:** Are you confused with the spellings and sounds of English vocabulary?

**The student:** Yes

**The researcher:** What are parts of Vocabulary that make it hard for you to learn?

**The student:** Spelling

**The researcher:** Do you have difficulties in learning Grammar?

**The student:** Yes

**The researcher:** Do you have difficulties in using Grammar?

**The student:** Yes

**The researcher:** Have you understood about Grammar structure in speaking practical?

**The student:** No I haven't

**The researcher:** Have you understood about the basic essence of Grammar tenses like; time signals etc.?

**The student:** Yes

**The researcher:** Are you confused with the practical use of Grammar in speaking?

**The student:** Sometimes

**The researcher:** What are parts of Grammar that make it hard for you to learn?

**The student:** umm simple... no, no, no... unless simple present and past tense, I think all of tenses is hard to (**for**) me

**The researcher:** Do you have difficulties in learning English Pronunciation?

**The student:** Yes

**The researcher:** Do you have difficulties in using English Pronunciation?

**The student:** Yes

**The researcher:** Have you learned about Consonants and Vowels pronunciation before?

**The student:** Yes

**The researcher:** Do you think that pronunciation is hard?

**The student:** Yes it's hard

**The researcher:** What are parts of pronunciation that make it hard for you to learn?

**The student:** Accent and mother tongue because I use Indonesian so...

