AN ANALYSIS OF SPEAKING DIFFICULTIES FACED BY 8TH SEMESTER STUDENTS OF CLASS A2 IN ENGLISH EDUCATION DEPARTMENT AT BATANGHARI UNIVERSITY

A THESIS

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STATEMENTS OF WORK'S ORIGINALITY

I honestly declare that the thesis entitled **"An Analysis of Speaking Difficulties Faced by 8th Semester Students of Class A2 in English Education Department at Batanghari University".** This thesis in my own writing and does not contain work of other people, expect those theory cited in bibliographies or journal as a scientific this thesis.

Jambi, September 7 2021

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MOTTO

"Compromise where you can. When you can't, don't. Even if everyone is telling you that something wrong is something right. Even if the whole world is telling you to move, it is your duty to plant yourself like a tree, look them in the eye, and say, 'No, you move'.''

Captain America

ABSTRACT

Chairunnisa, Istia Putri. 2021. *An Analysis of Speaking Difficulties Faced by 8th Semester students of class A2 in English Education department at Batanghari University.*Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, University of Batanghari, Jambi, 2021. First advisor: Dra. Hj. Wennyta, M.Pd, Second advisor: Dr. Suyadi, M.A

Keywords: *Analysis, Speaking difficulties, English department*

This research aims to find out the difficulties in speaking faced by the students of class A2 8th semester from English department at Batanghari University. The methodology approach that is used by the researcher was the mix method. Speaking test was conducted as an instrument to collect the data. The subject of the research was 14 students who were chosen from convenience sampling. The findings showed that Only 1 student who almost got the perfect score which means she did not find any difficulty in speaking, 4 students have difficulty in grammar, 4 students have difficulty in pronunciation, 1 student finds little difficulty in vocabulary, 2 students find little difficulty in fluency, and nobody has difficulties either in comprehension and task aspect. Also the result of students' level ability showed that there is only 1 student who is in the excellent level, 8 students rarely found difficulties in speaking since they are in the good level, and there are 5 students whose levels are average. So, this shows that the result of the speaking assessment are quite good but can still be improved so that they can be even better. Meanwhile for the most difficult aspects in speaking for the students of class A2 from 8th semester are grammar and pronunciation aspects.

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Jambi, September 2021

The Researcher

Istia Putri Chairunnisa

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CHAPTER I
INTRODUCTION

1.1 Background of the Research

English is considered as an international language which people used as a tool to speak with foreign people. According to Algeo and Butcher (1997), English is used today more than any other languages in history. Nowadays, people all over the world use English to communicate, give lectures, teach and learn and many other activities. In this era of globalization, English is very important not only for communication but also for getting a better job and it also has become a requirement in school or university, especially in passing tests.

In English, there are four skills: speaking, listening, reading and writing. Speaking is the most important skill because we speak our own ideas and communicate them to others. This is not as easy as it seems, because we need to manage the first language and process it in our minds, and then express it in another language. This is tricky, because if we use incorrect words, it may misunderstand the audience and create the miscommunication.

In Indonesia, where English becomes a foreign language, it has been taught at every level of education from kindergarten until university, yet many students, especially english students themselves still find it difficult to speak english properly. This has become a huge question when English students who graduated from their university are not excellent enough in speaking english, while in fact it is their major. Alonso (2018) stated "The focus on speaking skill in a second language is inherently

challenging, as it concerns one of the skills within second language data that is most difficult to capture. Compared to receptive skills, but also compared to written production, it is possibly the most difficult skill to teach, the most difficult skill to assess, and the most difficult skill to investigate." According to that explanation, it is likely that it is challenging for second language learners to express their ideas through speaking in English since it's not their mother tongue, but if they study hard and try to eliminate the difficulties, the students might be able to speak well and make it possible.

Moreover, other language factors, such as lack of vocabulary, insufficient understanding of grammatical patterns, and incorrect pronunciation, have also become the source of inconvenience and inability to speak in English class.

Furthermore, according to the self experiment of the researcher, English students at Batanghari University face obstacles in learning English. For example, since English is not spoken in english community, language exposure is restricted. Students who are majoring in English only have four to five hours a day in college, which is not enough for them to master the language. This also happens to the researcher, where the researcher realizes that she does not have enough capability in speaking even though she's already in 8th semester. Therefore, the researcher thinks that it's very important to investigate the difficulties faced by the students of English education department when it comes to speaking English and how to eliminate the problems. The researcher chooses class of A2 to be the specific object of this research after many considerations. Therefore, the thesis which titled "An analysis of speaking difficulties faced by 8th semester students of class A2 in English education

department at Batanghari University", this research attempts to find the difficulties in speaking for Indonesian students who are majoring in English at Batanghari University in speaking English. I hope this research can provide additional references for typical topics, and readers will have a good understanding of this topic.

1.2 Identification of the Problem

Based on the background of study, the researcher tries to identify the problem; English students have difficulties in speaking English even though they are already in 8th semester.

1.3 Limitation of the Problem

The author minimizes the scope of the discussion and will only focus on discussing the indicators of speaking which consists of 6 indicators such as grammar, fluency, vocabulary, pronunciation, comprehension, and task.

1.4 Formulation of the Problem

What are the difficulties in speaking faced by the students of English Education department from 8th semester at Batanghari University?

1.5 Purpose of the Problem

To find out the difficulties in speaking faced by the students of English Education department from 8th semester at Batanghari University.

1.6 Significance of the Problem

This study is expected to be beneficial for several parties as follow:

a.   For students

The research can help students to be able to perform better and eliminate the difficulties in speaking English.

b.   For lecturers

The research can help lecturers to seek solutions to overcome these difficulties. This research hopefully can also provide an input for teachers to raise their awareness of students' difficulties in speaking English in class.

c.   For institution

This research hopefully will become a review so that it can create a better curriculum in the future, in order to maximize students' learning abilities in speaking.

d.   For readers

The reader will get information and comprehension related to the difficulties of speaking English among English department at Batanghari University.

e.   For researcher

The result of this research can gain knowledge and experience of the researcher.

1.7   Definition of Key terms

In order to avoid misunderstanding of this study, the researcher defines the important terms related to the context:

1.   Speaking

Speaking language is an interactive process of constructing meaning, which involves generating, receiving and processing information (Brown 1994).

2.   English

English is the native language of people in England, but nowadays people all over the world use and speak English. (Crystal 1997)

3.   Speaking difficulties

Speaking difficulties are difficulties that speakers could have when dealing with speaking skills.

4.   Department of English

The academic department responsible for teaching English and American literature.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 The Definition of Speaking

As we know, we live in a society where everyone needs other people. Language as a tool to communicate is used to help human beings to interact with each other. Speaking is a communication process of creating meaning through producing, receiving, and processing data or information to another person (Burns & Joyce, 1997). Meanwhile Thornburry, Scott (2005:1) states that speaking is a part of daily life that we take for granted. In language teaching and learning, speaking is considered a skill to practice and master. According to Celce-Murcia (2001), speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in the group. From the statements above, we can agree that speaking is the most important skill in mastering language.

On the other hand, speaking is not as simple as it seems. We must know the rules of dialogue language. When people with similar culture and linguistic backgrounds gather together, they will easily talk to each other because they both understand the language that they use without any effort to process it. When speaking a foreign language, you may have language skills. For those who speak foreign languages, it is very important to understand the rules of the language itself. Richard (2008) says "When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with each other". This means that fluent spoken language or good oral communication skills are the core aspects of human

beings to keep in touch. Since language is a tool of communication, there is no reason why language learners cannot speak the language they are learning.

Recently, English has become the most used language all over the world. For instance, in Indonesia, English has been taught at school and university because it is considered as an important material subject that need to be learned by the students. The goal of learning English is to improve students' communicative skill, so they can talk and interact with international people all over the world. To achieve the goal, it is needed the students' effort and hard work where they have to practice English not only in the classroom but also outside the classroom. Because the more time which is given to mastery of the language, the better the result will be. The students can get used to the language and also gain more confidence as well.

2.2   Definition of Teaching Speaking

Schlechty (2004) characterizes teaching as an art of presenting understudies to act in ways that are expected to lead to learning, counting an endeavor to initiate understudies to act in ways that are expected to lead to learning. What Schlechty implied by teaching being an "art" is that teachers must make situations to facilitate learning and after that persuade learners to have curiosity in what is being transmitted to them. Furthermore, Melby (1994) states that teaching is not only the assignment of subjects or courses, but also an art that allows students to participate in the teaching process, so that students have the opportunity to fully participate in the process - the teacher accepts each student and has a good attitude towards individual differences.

Meanwhile Smith (2004) believes that teaching is the process of carrying out activities. Facts have proved that experience can effectively make students learn. Smith then said that teaching is the result of learning - learning is the teacher's responsibility, and if the student does not learn, it is the teacher's fault. He added a sentence in his statement, pointing out that teaching is engaged in certain moral tasks or activities, the purpose of which is to induce learning. From those definitions above, we can see that students get the chance in learning speaking by teachers who give them opportunity to learn properly in that subject.

On the other hand, Brown (2007) defines teaching as demonstrating or assisting others in learning how to do something, providing guidance, guiding in the study of something , providing information, causing to know or understand. Here means the students get chance in learning something they do not understand yet, where the teacher gives guidance in order the students get the knowledge. In addition, Suyadi (2017) believes that teaching English in every study program needs to meet its study program objectives in order to meet the students' needs in their target knowledge fulfillment. This means that students can concentrate on achieving the learning goals that have been determined.

2.3   Indicators of speaking

Brown (2004:157) argues that there are six indicators of speaking such as grammar, vocabulary, comprehensive, fluency, pronunciation, and task. But, for this research, the researchers only take 4 indicators to be evaluated which are grammar,

vocabulary, fluency, and pronunciation due to lack of capability that the researcher does not have.

1. Grammar

Everyone needs grammar to arrange the correct sentences in the conversation. Grammar is how words are combined, changed and managed to obtain specific meanings. It's such an important component because when the structure is incorrect, the meaning will be different and it may create misunderstanding.

Harmer (2001:12) states that grammar is interpreted as a description of the way words can change their form and can be combined into sentences in the language. Meanwhile according to Eastwood (2002), "Even though grammar changes more slowly than vocabulary, it is not a set of unalterable rules. There are sometimes disagreements about what is correct English and what is incorrect. Incorrect grammar is often used in informal speech", which means that grammar sets a rule of English learners in order they can use the best structure according to the place and the time appropriately.

Learning grammar means learning how to construct words well in sentences, when to use grammatical patterns appropriately and how to interpret sentences correctly. It assumes not only how the language is put together and how it works, but it can also illustrate the systems and patterns for selecting and combining words.

2. Vocabulary

A collection of words is known as vocabulary. To learn a second language, it is required vocabulary mastery in order to get more comprehension when explaining

something. The more the students have manyvocabularies, it's easier for the students to speak.

Vocabulary is a key component of language proficiency, according to Richards and Renandya (2002: 255), and it provides much of the foundation for how learners speak, listen, read, and write. Learners who do not have a large vocabulary or strategies for expanding their vocabulary frequently do not reach their full potential and may be discouraged from taking advantage of language learning opportunities that are available to them, such as listening to a native speaker, using language in various contexts, reading a book, or watching television.

3. Fluency

Fluency in English can be defined as flowing naturally, reasonably, and quickly when it comes to speaking. Fluency can be seen as soon as someone tries to talk in English. Hartman and Stork (1976,p. 86) stated that a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed. This means that fluent speaking refers to someone speaking quickly, but still paying attention to the continuity of the idea, and not stopping unconditionally.

4. Pronunciation

In English, as written sentences or words have a different pronunciation from the writing itself, students who learn English should be careful with misspellings because they can lead to misinterpretations that cause communication goals not to be achieved.

According to Paulston & Burder, (1976), Pronunciation is the production of a sound system. From the perspective of the speaker or the listener, the voice system doesn't interfere with communication. In addition, Richard and Schmidth (2002) defined pronunciation as a method of producing specific sounds. So that means pronunciation is a sound system that can produce a specific sound and also has a single meaning so that it will not interfere with the meaning of the communication that is established by the speaker and the listener.

Furthermore, Mulatsih (2015:295) argues, "Pronunciation is the act of giving the true sounds of letters in words, and the true accents and quantity of syllables. Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Besides that, pronunciation is the act or result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some standard of correctness or acceptability. This means that the pronunciation is passed verbally through the process, so every word has an appropriate meaning because words in English have similar pronunciation but with different meaning.

Based on the explanation above, it can be concluded that accurate pronunciation makes communication a goal. That's because some words sound similar even though they have different meanings. If the speaker pronounces a word incorrectly, the audience may be misunderstood.

5. Comprehension

Comprehension turns into an essential aspect in speaking. This measures the understanding of one learner in conversation. How great student apprehend a

language is what we call comprehension. Hornby (1995) said that comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken. As we can see, comprehension is an understanding of a language which is the goal of every student who learns that language.

6.   Task

Willis (1996) defines a task as an activity where the target language is used by the learner for a communicative goal in order to achieve an outcome. This means implementing something must be accompanied by supportive goals that will lead to its later impact or effect on something; in this case it is related to language.

2.4   Indicator of Successful in Speaking Class

Factors that affect one's success in learning language are the essence of learning motivation, learning opportunity, and personal learning ability. According to Hornby (1995:2) ability means mental, physical capacity, power, skill required to do something. Meanwhile, Littlewood (1998:62) states that ability is often restricted to cognitive aspects of a person 's ability to learn notably, intelligence, and set of more specific language-learning abilities.

Ur. Penny, (1996) stated that speaking is the most important skill among the four skills (listening, writing, reading, and speaking) because people who know a language are referred to as speakers of that language. This indicates that it's really important to learn the language.

According to (Ur, 19996:120), there are four characteristics of a successful speaking activity which include:

a.   Students talk a lot

The students have the chance to talk as much as possible. It will be the best if the time allocated to the activity is the student's talking time.

b.   Participation is even

The discussion in the classroom goes well by all the students giving their contributions. So, it's not dominated by only minority talkative participants but everyone in the classroom has the same chance to deliver and distribute their ideas through speaking.

c.   Motivation is high

The students find the topic interesting and it enhances the student's motivation to contribute to achieve their goals.

d.   Language is an acceptable level

The students express themselves by speaking. It's important because it's not only needed to deliver a message to another person but also to receive the message from them which builds communication in the perfect way.

Based on the explanation above, the researcher concluded that indicators of success in speaking class can be seen in the essence of learning motivation, learning opportunity, and also personal learning ability that students have. And there are four characteristics of a successful speaking activity such as student talk a lot, participation is even, motivation is high, and language is an acceptable level for the

students. When all of the criteria are fulfilled, the students are indicated as successful learners in speaking English.

2.5   Previous Studies

There are some previous studies related to this research. The first research was done by Lenis Aislinn Chua Separa, Leonila J Generales, and Ruby Jean Medina entitled "Situational Speaking difficulties of English as Second language Learners in speaking in the Philippines" which was conducted in 2020. The researchers used a content analysis of the narrative to perform qualitative research on how speaking in English becomes difficult for them in different situations. The participants of this research were 41 students of the third year students of secondary education majoring in English at the Polytechnic University of the Philippines Bataan. The result of this research showed that difficulty of fluency involves not using the language on a daily basis. Even the social status of the person with whom they associate becomes an impediment to fluency. The burden they feel is compounded by society's requirement that they be successful communicators. The alleged ban on using the first language in English class, which may entail code-switching, makes it even more complicated for the students. The similarity between this research and the researcher's is that the topic taken is about the speaking difficulties faced by the English students. Meanwhile the differences are that they used content analysis and qualitative approach in this research. In addition, they focused more on finding the causes why the difficulty can occur.

The second research was done by Nur hadiah Fitri. The research which titled "An analysis on students' difficulties in speaking English at Islamic senior high school Kota Baru Seberida" was conducted to identify the difficulties and the factors that cause students to speak English. Quantitative descriptive analysis was used in this study. As participants, 20 students from Grade IX Madrasah AliyahKotabaru were present. The method used for analysis is a questionnaire. The outcome showed that the difficulty of learners in speaking is classified into a powerful level. The average value of the academic and conversational English abilities of students is 4.05. The average linguistic barrier value is 3.66. The average value for access to opportunities for speaking is 3.53. The average value of the complexity of the speech method is 3.29 and the average negative value is 3.13 out of five aspects of the English-speaking difficulties of students. In short, there is a dominant feature found in this report, the most dominant problem of speaking difficulties is academic and conversational English skills and obstacles in linguistics. The similarity between this research and the researcher's is that both of the researchers tried to analyze the difficulties. Meanwhile, the differences are that this research chose the high school students as the subject of research, used quantitative analysis as the method, and used questionnaire as the instrument of the research.

The third study was done by Hendra Heriansyah in 2012."Speaking problems faced by the English Department students of Syiah Kuala University" is a title of the research which conducted to discuss the difficulties and also factors perceived by English department students of Syiah Kuala in learning speaking and the effort made by them to overcome the difficulties. The researcher used a qualitative method by

using observation and interview to gain the data. 10 people were chosen from 25 students to be the participants who got the lowest score in the passing grade in speaking. The findings showed that most students faced problems in having a lack of vocabulary, not being assured to talk, not getting used to talking in school, and problems in expressing words and sentences. In the meantime the factors which affect their speaking skill were linguistic issue and non linguistic issue. The similarity between this research and the researcher's is that the same topic is taken to find speaking problem which encountered by the students from English department. Meanwhile the difficulties are this research used qualitative method by using observation and interview to gain the data, and the result of the test itself were found that the factors that caused the students in having difficulties in speaking were linguistic and non linguistic issue.

2.6   Conceptual Framework

This analysis is at first started by having some understanding on English speaking. This reveals to analyze students' difficulties in speaking English. The outline of however this research is within the following figure below:

Figure 2.1: Conceptual Framework

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┌─────────────────────────────────────┐
│  Choosing the sample of the research │
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                  ↓
┌─────────────────────────────────────┐
│      Class A2 from 8th semester of   │
│           English Department         │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│             Speaking test            │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│           Analysis the data          │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│                Result                │
└─────────────────────────────────────┘
```
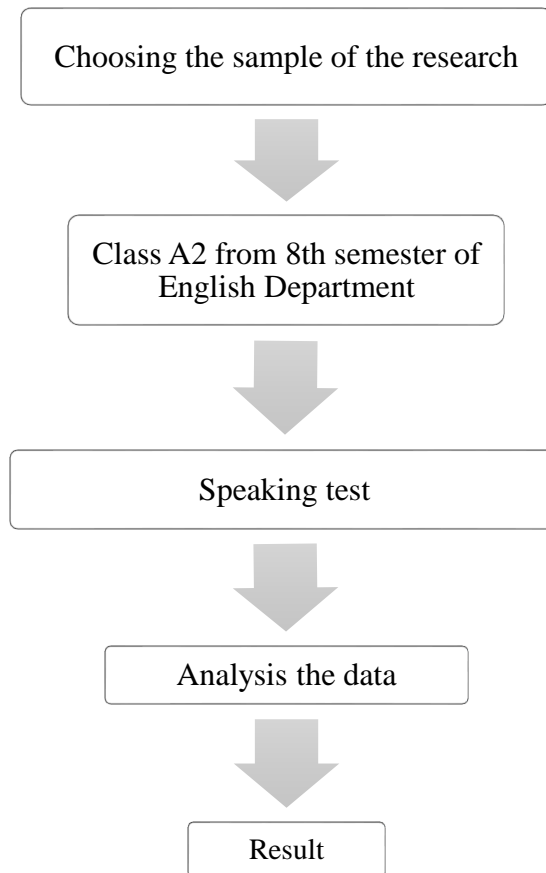
These are techniques that will be used in this research. First, the researcher chooses the sample for this research by using convenience sampling method. Next, the researcher gets the sample which is class A2 from 8th semester of English department at Batanghari University who will be the participation for this research.

Then to gain the data, the researcher will be conducting speaking test where the researcher gives some questions to the participants and they have to answer them. After getting the data, it will be analyzed by the researcher. Last, the result of this research is finally achieved.

CHAPTER III
RESEARCH METHODOLOGY

3.1   Research Design

The method that is used by the researcher in this study is a mixed approach. "Mixed method is a research design with philosophical assumptions as well as method of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination to provide a better understanding of research problems than either approach alone." (Creswell &Plano Clark 2007)

Furthermore, according to Johnson, Onwuegbuzie, & Turner (2007), mixed method research is a type of study in which a researcher or group of researchers incorporates qualitative and quantitative research methods (e.g., use of qualitative and quantitative perspectives, data collection, interpretation, inference techniques) for the purposes of broadening and deepening understanding and corroboration. For this research, the researcher uses mixed approach since it includes data for the estimation and then uses a narrative to explain the result obtained.

3.2   Setting of the research

This research will be conducted at Batanghari University which is also the researchers' college. It is located on Slamet Riyadi street (Broni), Sungai Putri, Jambi city. The writer focuses on the study for English department students. The researcher

also chooses the 8th semester students of class A2 as the subject of the research. In this research process, the writer decides the research will be in April and May 2021.

3.3   Subject of the research

The subject of this research is the class of A2 students in 8[th] semester from English education department at Batanghari University. For this research, the sample of this study was chosen from convenience sampling. Dornyei (2007) stated that Convenience sampling is a form of non-probability or non-random sampling in which members of the target population are included for the study based on criteria such as easy accessibility, geographic proximity, availability at a specific time, or willingness to participate. Based on that statement, the researcher chooses 14 students from class A2 who are willing to participate to be the subject of the research.

3.4   The Instrument of the Research

The instrument that will be used in this research is speaking assessment. According to Brown (2004:157): there are 2 general components in assessing speaking which are accuracy and fluency. Vocabulary, grammar, pronunciation, stress, and intonation are all about accuracy. This means that accuracy deals with someone's ability to use proper grammar and appropriate vocabulary to create the right sentence. In the meantime, fluency has to do with the meaning and spontaneity in speaking. For the test, the researcher will be asking some questions to see how they respond to those questions. Answer should also be given spontaneously to see how understanding they are with the question itself.

The duration for them to speak is according to every student's answer. Eventually, whatever answers the participants give will be an assessment of their speaking skills. All the answers will be recorded to minimize the errors in assessing their speaking skill by using tape recorder. Next, the answers will be evaluated by the speaking criteria which adapted from Brown (2004) to assess their speaking ability in order to get the valid data, after the score is calculated then the researcher classifies all the participants' level of speaking skill by level ability scores by Harris (1974).

3.5   Technique of Data Collection

In this research, the researcher uses a speaking test for collecting the data. The purpose of this research is to analyze the difficulties faced by English students in 8th semester when they speak English according to 6 aspects such as grammar, fluency, pronunciation, comprehension, vocabulary, and tasks. Answers to the question posed during a speaking test can be recorded by writing them down on the paper or by tape-recording the responses, or by using the both combinations.

The researcher also uses test validity to get the trustworthy data. Validity explains the extent to which the collected data covers the actual survey area (Ghauri and Grand Haug, 2005). Validity basically means "Measure what is to be measured", (Field, 2005). In this research, the researcher uses speaking assessment criteria which adapted from Brown to assess student's speaking difficulty. In this case, the researcher needs the help of an expert in the English field during the evaluation process. This is done in order to avoid deviations when giving scores to obtain the valid data. Dr. Suyadi, S.Pd, M.A as a professor who teaches English at Batanghari

University was chosen to an expert who participated in providing an assessment of the scores obtained by listening to voice recording of each student for 5 times.

3.7 Technique of Data Analysis

The data of this study is analyzed using the mixed method, before analysis did towards data result of earlier secondary data that will be used for ensuring research focus. Quantitative method is used to count calculations that will show the result of each participant. While qualitative method is used to describe in detail why students get such score in the end.

Below are techniques which are used by the researcher to analyze data:

a.   First, the researcher gives the participants questions and the students have to give the feedback. The researcher will be recording their opinion or statement about the certain topic that is given. The researcher will not argue about their thoughts no matter what opinions they will state.

b.   Second, the researcher checks and evaluates 6 aspects during their speech which are grammar, pronunciation, fluency, comprehension, vocabulary, and the last task based on speaking criteria which adapted from Brown. Then, the researcher tries to find out the speaking level of each participant using the speaking ability score adapted from Harris.

c.   Next, the researcher also needs assistance from an expert; in this case an expert in English field who can state that the research results are valid in order to avoid bias in the assessment itself.

c.   The last, the researcher finds and classifies the data, then the researcher can conclude which difficulty they faced when they speak English.

Table 3.1

The criteria of Oral English Assessment

No	Aspect	Rubrics	Score
1	Grammar	Equivalent to that of an educated native speaker.	5
		Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	4
		Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.	3
		Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	2
		Errors in grammar are frequent, but the speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	1
2	Pronunciation	Equivalent to and fully accepted by educated native speaker	5
		Errors in pronunciation are quite rare	4
		Errors never interfere with understanding and rarely disturb the native speaker. Accents may be obviously foreign.	3
		Accent is intelligible though often quite faulty.	2
		Errors in pronunciation are frequent but can be	1

		understood by a native speaker used to dealing with foreigners attempting to speak his language.	
3.	Vocabulary	Speech on a level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	5
		can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	4
		able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	3
		has speaking vocabulary sufficient to express himself simply with some circumlocutions.	2
		speaking vocabulary inadequate to express anything but the most elementary needs.	1
4	Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers	5
		Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency	4
		can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	3
		Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information	2

		(No specific fluency description. Refer to the other four language areas for implied level of fluency.)	1
5.	Comprehension	Equivalent to that of an educated native speaker	5
		Can understand any conversation within the range of his experience	4
		Comprehension is quite complete at a normal rate of speech	3
		Can get the gist of most conversations of non-technical subjects (topics that require no specialized knowledge)	2
		Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	1
6	Task	Speaking proficiency equivalent to that of an educated native speaker.	5
		Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations. Can handle informal interpreting from and into language.	4
		Can participate effectively in most formal and informal conversations on practical, social, and professional topics.	3
		Able to satisfy routine social demands and work requirements; needs help in handling any complication or difficulties.	2
		Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requirement. (Should be able to order a simple meal, ask for shelter or lodging, ask and give directions, make purchases, and tell time.	1

Adapted by Brown (2004)

Every student's total speaking score was determined by adding the six aspects

of speaking together (fluency, pronunciation, grammar, vocabulary, comprehension,

and task). Individual test scores percentage for each student were calculated using a

formula from Gay (1981).

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

P= Percentage of student's level
F= Student's total score
N= Maximum score

The students' skill scores from the test were then classified to assess their ability

level. As a result, the following classification was used:

Table 3.2
The Level of Speaking Ability

No.	Test Score	Level Ability
1	80%-100%	Excellent
2	60%-79%	Good
3	50%-59%	Average
4	0%-49%	Poor

Adapted by Harris (1974)

As it can be seen from the table above, there are four levels of speaking ability.

If the student who got 80% to 100% in their test score means they are in the highest

level which is excellent. Meanwhile the students who got 0% to 49% score means

their level in the lowest which is poor. To make it more clear, the researcher gives

one example. The example, a student who got total score 20 then the score get

divided by 30 which is the maximum score and then it gets multiplied by 100%, the final result will be 67%. It means that the student's level is in the good level.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.1 Research Findings

This chapter explains in detail the results of the data obtained from the speaking test which was conducted on class A2 students from the 8th semester of Batanghari University English education class. The test aimed to determine the participants' abilities in speaking English that will show the current situation of how English students speak the language itself. At first, the researcher wanted to conduct the test for all the students from that class which consists of 22 students, but due to the covid 19 pandemic and how hard it was to reach all the students, eventually the test could only be done to 14 students who were willing to do it. The researcher collected the data from April to June.

The finding also includes the level of all participants in speaking English which is accumulated by each aspect getting summed up then the result will be divided by 30 which is the maximum score and then getting multiplied by 100% . As an example, if the student gets the 4 points in each aspect, the student's total score is 24 then it divided by 30 and it multiplied by 100%, which result is 80% means that he got the highest level in the speaking test that indicates him excellent in using English.

4.1.1 Result from the Speaking Test

In order to obtain the information, the researcher conducted a speaking test in which the researcher ask some questions that related of their abilities in speaking since they have been spending almost four years in this university. Each aspect will be checked by the researcher, and if there is no check mark means that

the participant receives a score of 0. Then, the researcher shows the data in the table below based on the information gathered by the researcher:

Table 4.1

The Students' Speaking Result

Student	Grammar					Pronunciation					Vocabulary					Fluency					Comprehension					Task					Total score
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1				✓						✓					✓			✓							✓				✓		29
2				✓				✓					✓				✓						✓					✓			21
3		✓					✓					✓					✓						✓					✓			15
4	✓						✓						✓				✓						✓					✓			17
5		✓					✓						✓				✓						✓					✓			18
6			✓			✓							✓				✓						✓					✓			17
7			✓				✓						✓				✓						✓					✓			20
8		✓					✓						✓			✓							✓					✓			19
9		✓					✓						✓				✓						✓					✓			19
10			✓				✓						✓				✓						✓					✓			20
11			✓					✓					✓				✓						✓					✓			21
12		✓				✓							✓			✓							✓					✓			15
13			✓				✓						✓				✓						✓					✓			20
14			✓			✓							✓			✓							✓					✓			16

Here's the researcher also writes down how the speaking test went for each student who has participated in this research:

Before giving the questions, the researcher asked the students to introduce themselves. After that, the researcher gives the first question "Do you think you are capable enough in speaking English since you are the last semester students in University?" And the second question "There are 6 aspects in speaking such as grammar, pronunciation, fluency, vocabulary, comprehension, and the last task. From those aspects that I mentioned, which aspect that you think is the hardest one to learn and why?

Student 1

Student 1: Hello, my name is EN. I'm from Mexico. Now I'm almost graduating from Unbari university. (Introducing herself)

Student 1: I think i am able to speak English, I am able to communicate, you know I am able to communicate in the basic and formal situation. Also, mmmm I can read, I think a little bit more than basic, like articles, Sometimes, my grammar is not good enough. Also let's say if there are topics with a very high high vocabulary like science vocabulary or medical vocabulary. Of course, those kinds of vocabulary they are not really really familiar with, but if i ask a little bit i can understand. So, I think I am able to communicate, to speak, eeI think I am a B2 mmm yeah since the last time I checked the exam I'm a B2. It means I am intermediate. I'm not like in the first stage, I'm in the middle, we can say because C1 and C2 are really for high eee profile. That's it. (Answer for the first question)

Student 1: I want to speak eee, of course because in English it is not the same way you write it and you speak and I thinkthat's the difficult thing. You know, you have to memorize those kinds of things. Like it's impossible, like mmm let's say t-shirt *(teshirt)* t-shirt, you know like, ee because those kinds of things, you have to know how to read it, there are some ee words like, the tongue you need to make and I think that's the most difficult, like choir, it is c h o i r. If you read, it is *choir* but the right pronunciation is "kwayer". And I think this is the tricky thing in english like mmm, you write in some way but you don't read the some way and it's not like Spanish. My mother tongue is Spanish. I read Spanish really really one hundred percent, you write it like that, this the way you read it. I think everybody can read in Spanish. And I think that's the most difficult but for

me writing is the most difficult because I don't like too much to write. I don't enjoy it too much and also because it involves the grammar. And sometimes, like, you know for me preposition, conjunction, this kind of things I have a little bit problem, sometimes I don't know what to use which one, and that's it. I think that's the difficult but yeah absolutely the pronunciation because it's not the same way you write and you speak in many words. (Answer for the second question).

Student 2

Student 2: Hi, my name is UA. I am from class A2 of 8th semester majoring in English education at Batanghari University.

Student 2: I think I'm capable enough in speaking since I already learned it for four years. Mmm, even though may be my capability is way far from those who are native but I think I'm confident with my skill. I can understand what people are trying to say and I can give them the feedback and that's what the meaning of communication. (Answer for the first question.)

Student 2: Okay, so I think it's grammar because sometimes it's still kinda confusing for me. There are when I have no idea which rules of grammar I should use but I think … as long as people understand what I mean, it won't make a big problem . Eeee, actually all those aspect that eee you mentioned before have their own difficulties but for me the hardest aspect to learn is grammar. It means that I have to learn harder and harder every day. Okay, that's it. (Answer for the second question.)

Student 3

Student 3: Assalamu'alaikum warohmatullahi wabarokatuh. Halo, my name is FA. I'm in A2 2017. I live in Jelutung, Jambi.

Student 3: Not really, but I can speak English. (Answer for the first question)

Student 3: I think pronunciation because there are some words that are the same but, but have different meanings that make pronunciation difficult. Another thing that make it difficult for me to speak English is because (read as *bikaus*) of the lack of practice in everyday life. Maybe if I get use to speaking English in everyday life, I get use to it and without difficulty speaking English. And I think it's the same for the others there's no pair (read as *peer)* interaction that makes ee make it difficult from ee for someone to speak English. Yes, that's it. Thank you. (Answer for the second question).

Student 4

Student 4: Hello, Ti. My name is Ys. I'm from English education A2 and I am is one of your friend in your class.

Student 4: If I'm learn, I'm capable but if I'm not learn I cannot. But in this topic, a little I capable in speaking English, I think. (Answer for the first question.)

Student 4: One from six aspects that I'm found the hardest to learn is grammar ee because you must remember the rule of the grammar. For example, when you use the present continous, future, and the other tenses, you must know the rule of these grammar. But I think if you only know about grammar but lose

vocabulary, it means zonk hhh *(laughter)* so you must increase vocabulary and don't forget to use grammar. (Answer for the second question.)

Student 5

Student 5: My name is Ef. I'm from class A2 English education.

Student 5: I think I'm not mmm capable enough in speaking English because to be honest *(read as hanes)* I'm never improve my skill, I'm never improve my grammar, my vocab, so my ability in speaking English is not good. (Answer for the first question).

Student 5: In my opinion, the hardest aspect in speaking English is grammar. Because for me, grammar is difficult to remember. Maybe the other aspect like pronunciation is easier than grammar to learn. And mmm I really confused to use the right grammar and conversation in the sentence, so the difficult one is grammar for me. (Answer for the second question).

Student 6

Student 6: Okay, let me introduce myself. My name is AW. You can call me A. I'm from the ee faculty *(read as fekulity)* of English language education in Batanghari University.

Student 6: I think I can speak English but not very well. It's not fluent (read as *fluenc*) because I do not confident (read as *confidenc*) to use English in the public and also I don't know much too about vocabulary and that's also my problem in speaking English. (The answer for the first question.)

Student 6: I think the most difficult aspect is fluency, because it's not very difficult to speaking English in here because most people use local language like *bahasa jambi*, bahasa, so it's not easy to speak fluent (read as *fluenc*) English.

May be that's the difficult aspect for me. Thank you. (The answer for the second question.)

Student 7

Student 7: Okay, thank you so much for inviting me. I will introduce myself. Mmm, my name is Rl. I am 21 years old.

Student 7: I think no, because my, mm , I feel my speaking skill is not good until now. Eee but if I just try to speak English just for general, I think I'm enough for that. But for the fluently and for the advanced, I think my speaking skill is not good enough. (Answer for the second question)

Student 7: For me, the hardest one to learn eee. I think grammar. Because until now to learn grammar is not easy for me. For example, in grammar have ee many (*read as mani)* subjects, many vocabulary, many mmmm, and also if the subject and to be in grammar is not in just one meaning. It can be a different meaning. I think grammar is the hardest one to learn.

Student 8

Student 8: Hello *(read as halo)*. My name is Rm. I am 23 years old. I live in Jambi.

Student 8: Hmm, i'm not sure about that because I often practice my English skill with other people, so that's why I think I have enough capability about it. (Answer for the first question)

Student 8: Hmm for me, the hardest aspect that comes to learn speaking is grammar because well I want to try to speak, I want to try to arrange some words in my mind correctly before I talk. And if I think I make mistake about my

grammar, I will stop to speak English and continue with my mother tongue. I know the pronunciation, fluency, vocabulary, etc also the hardest one but grammar for me, the grammar is more harder than them. And the other reason, sometimes I think it doesn't matter how bad my grammar but I just feel not confident if I'm not speak gramatically. (Answer for the second question)

Student 9

Student 9: Okay, so my name is Ma. I'm from Batanghari university at semester 8th and I got English education. So, I live in Palmerah lama, Jambi City. What else? I was born on May 23 1996 and now I'm 25 years old.

Student 9: For me, I'm not really good in English, especially in speaking because I have to learn more about that, because I think my vocabularies list, and then my pronunciation, and also my grammar is not that good enough, but it's not too bad and mm I'm trying to be better and better in English, of course, and the most important, in mmm speaking. (Answer for the first question).

Student 9: For me, it's grammar and pronunciation because both (*read as but)* of them are my weakness. And also in English, the way we write and then the way we speak *(read as speik)* sometimes it's different, that's why we have to really memorize every each word and then make sure we really mastery every words to speak well in English. And then, we should, you know, watch our (*read as awer)* grammar to see if our speaking is good enough or not. Then, to see if we are good enough in English,of course. So that's why for me grammar and pronunciation are really hard to learn but if we have a mastery about them, we would good in English and then we would look so cool if we can speak another language. (Answer for the second question).

Student 10

Student 10: Hi, my name is Af from A2 semester 8th.

Student 10: About my ability to speak English I'm, not sure about that because sometimes I understand what other people are saying but it's hard to respond. I think my English skill is still fifty-fifty.

Student 10: From six components in English, the hardest one to learn is grammar because ee I'm still really confused how to put verb and sentence ee it's sometimes make me afraid to say a sentence for fear if my grammar is wrong ee actually that's one of the thing that eee progress in the progress of my ability in english.

Student 11

Student 11: Ya, I'm Y and I'm a student from English faculty of university of Batanghari.

Student 11: I can speak English but not that capable because sometimes it's hard to me to find the word that I'm gonna say like mm the vocabulary, yeah, I'm not rich of that. Mm, it's hard to me to find or to remember the words that I wanna say, yeah. Just like that. (Answer for the first question)

Student 11: Mmm, the hardest one to learn for me is grammar because so many rules so many tenses that I ca't remember. Okay, that's it. Oh yeah, may be I said before that it's hard for me to remember the vocabulary but the grammar is mmm harder than vocabulary because grammar have to learn, have to remember, have to think, have to organize it, and not in learn vocabulary we have, we just have to remember the words. Yeah, that's it. (Answer for the second question.)

Student 12

Student 12: "Hello, Istia. I will introduce myself. My full name is Tp, My nickname or you can call me T. My birthday is 21 Oktober1998 and now I'm 22 years old. I live in Jambi. I'm from Riau. I'm a student while working.

Student 12: Ee. I think for me I'm not a capable for speaking English. I mean just a little because ee I'm not hard study to eh for speaking. (/Answer for the first question)

Student 12: Of the aspects you mentioned, for me the most difficult is grammar and pronunciation mm because I'm still confused in arranging the right sentence (*read as sentenc*) in English. Putting grammar in every sentence *(read as sentenc again)*. And in pronoun, eh pronunciation the difficulty is that sometimes several *sentence (read as sentenc again)* have sounded the same.

Student 13

Student 13: Okay, hello, my name is Np. People call me P or N for a little bit formal. Now I'm student at Batanghari university and now I am at 8^{th} semester, so my job desk is arranging my thesis.

Student 13: I think for the daily conversation, I'm capable enough to speak but in the formal situation like debate ee teach, I think I still have problem with it because my vocabulary mastery is not perfect as the native. I think that's my opinion. (Answer for the first question).

Student 13: I want to ask *(read as aks)*, what is comprehensive? Is that the ability of comprehence the, for example the text or something? (asking the context for the word comprehensive in the second question).

Student 13: Yea I think the answer of mine is comprehension because I have the problem to understanding the text, for example not an easy text. I mean the journal, the thesis that have, that has higher vocabulary so when I do that, I have to open the dictionary to understand what this words means, yeah I think vocab eh comprehensive is the hardest aspect for me to learn English. Because I think grammar is not as hard as we think. (Answer for the second question).

Student 14

Student 14: Hello, let me introduce myself. My name is Tf. I'm from class A2 English education in the 8th semester.

Student 14: Mmm, I think I can I'm capable in speaking but not really. But I think I can understand eee only hhh a little bit. (Answer for the first question).

Student 14: Grammar. It's more hard to learn ee because (read as *bikaus)* I need to mm know about the structure (read as *strukcur*) and it makes me eee confused sometimes and I don't know is, is that present tense or future (read as *fyutur*) tense but if I learn I think I can understand about it yeah. Mmm, okay, just it. Mmmm, I think pronunciation is hard because (read as *bikaus*) I don't how to say the true words. Yeah, just it, thank you. (Answer for the second question).

4.1.1.1 Based on Indicators

Here's the researcher explains why all the participants got such score in each indicator:

1. Grammar

Student 1 and student 2 who got the perfect score did not make any grammatical error when answering the researcher's questions. Student 6, student

7, student 10, student 11, student 13, and student 14 got 4 score since their errors in grammar are quite rare. Student 6 made mistake when he said "I do not confident" Since confident is an adjective, the verb that is supposed to use is "am". Student 7 said "If the subject and to be in grammar is not in just one meaning" which she used the incorrect to be. Student 10 did a swapped sentence structure where she said "it's sometimes make me afraid" instead of saying "sometimes it makes me afraid". Student 11 did an error when she said "in learn" because gerund is supposed to be used after preposition. Student 13 made 1 grammatical error as well which is "this words means". Student 14 made a mistake by saying "it's more hard" where the right sentence is supposed to be "it is harder".

Student 8 and student 9 got 3 score in this indicator since their control of grammar are good. The errors that the student 8 did were "more harder" and "if I'm not speak" which are incorrect. The errors that student 9 did were when she said "My vocabulary list, and then my pronunciation, and also my grammar is not that good" and "we would good in English". The first sentence is wrong because she mentioned more than 1 aspect where she supposed to use to be "are" and the second sentence is wrong because she supposed to used "be" before the adjective.

Meanwhile student 3, student 5, and student 12 got 2 score because they can do the basic grammar even though they do not have confident control of the grammar. Student 3 made some errors in grammar such as " I'm in A2 2017" where she used the wrong preposition. Next she also said "Another thing that make it difficult", this is incorrect because another thing is singular so it is needed the "s" in the word make, so the right sentence will be "Another thing that makes

it difficult". Student 5 made some errors as well where she said "I'm never improve my grammar" and "I really confused". Where the first error can be fixed by removing the word "am" which has function here as the to be. In another hand, the second error needed the word "am" before the word "really" which functioned as verb. Student 12 also made errors in grammar by saying " I'm not a capable", " I'm not hard study",

Lastly, the student 4 got 1 point in this indicator. Student 4 made frequent grammatical mistakes by saying "I am is one your friend","If I'm learn, I'm capable, if I'm not learn, I cannot", "One from six aspects that I'm found".

2.   Pronunciation

Student 1 and the student 11 both got perfect score in this indicator since did not make any mispronunciation. Their pronunciations are very clear and correct.

Meanwhile student 2, student 4, student 5, student 7, student 8, student 9, student 10, and student 13 all got 4 score in pronunciation aspect since their errors in pronunciation are quite rare. Student 2 mispronounce the word "all" as ''al" (in *Bahasa* spelling), and she also unable to pronounce the word "think" perfectly. Student 4 also had the same problem with student 2 because she's unable to pronounce the word "think" perfectly. Student 5 mispronounced the word "to be honest". Student 7 also could not pronounce the word "think" correctly and also mispronounced the word "many", but after realizing her mistake, she used the proper pronunciation in the next "many". Next, the student 8 did an error pronunciation by saying "halo" rather than "hello". Student 9 made pronunciation error by pronounce the word "speak" and made it sound like "speik", and also she has a difficulty in pronouncing the word "our" and pronounced it exactly like

"hour". Student 10 pronounced the word "because" as "bikaus". Student 13 mispronounced the word "ask".

Furthermore, student 3 and student 12 got 2 score in this indicator since their accent are intelligent even though quite faulty. Student 3 made errors when she said the word "because", "Another thing", and "pair". Student 12 was having difficulty when she said "sentence", "because", and "English".

Last, student 6 and student 14 got the lowest score which is 1 because their errors are frequent. Student 6 wrongly pronounced the word "faculty", "think", "fluent", "confident", and "vocabulary". Student 14 made some errors in pronunciation by saying "think", "structure", "and", "future", and "because".

3.   Vocabulary

Student 1 is the only person who got the perfect score in this indicator since it was not difficult for her to find the correct words. Meanwhile all the students except student 5 and student 3 got 3 score because their vocabulary are broad enough that they rarely had to grope for a word. They just needed a little time to continue their words. In another hand, the student 3 got the 2 score since she has speaking vocabulary sufficient.

4.   Fluency

The student 1 got the 5 score in fluency aspect as well since she is very fluent in speaking English. Meanwhile for those students who got the 3 score are all the students except student 1, student 12, and student 14. In another hand, student 12, and student 14 only got 2 score since they were having a little problem with their fluency.

5.   Comprehension

The student 1 got 5 score since she's equivalent to that of an educated native speaker. Meanwhile all the students except student 1 got the same score which is 3 since their comprehension is quite complete at normal rate of speech.

6.   Task

All the students except student 1 got 3 score in the task aspect. With their ability in speaking English, they can participate effectively in most formal and informal conversations on practical, social, and professional topics. Meanwhile student 1 whose score is the highest among all the student got 4 score in this indicator since she would rarely be taken as for a native speaker but she can respond appropriately even in unfamiliar situations.

4.1.1.2 Based on Student's Levels

Next, after the score which students achieved from the test got accumulated then it should be divided by the maximum score which is 30 and then it should be multiplied by 100% to classify every student's level of speaking abilities which formula is taken from Gay (1981).

Table 4.2

The result of Students' level

Name	Total score	Percentage score	Level
Student 1	29	97%	Excellent
Student 2	21	70%	Good
Student 3	15	50%	Average

Student 4	17	57%	Average
Student 5	18	60%	Good
Student 6	17	57%	Average
Student 7	20	67%	Good
Student 8	19	63%	Good
Student 9	19	63%	Good
Student 10	20	67%	Good
Student 11	21	70%	Good
Student 12	15	50%	Average
Student 13	20	67%	Good
Student 14	16	53%	Average

Here the researcher also describes the speaking ability score of each student which determines their respective level as following: Student 1 who reached 97% for her speaking ability percentage gets the excellent level which means that her speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker. This also shows that student 1 has the highest level among the other 13 students. Meanwhile, student 2, student 5, student 7, student 8, student 9, student 10, student 11, and student 13 are in the good level which indicated their abilities in the second highest level. On another hand, student 3, student 4, student 6, student 12, and student 14 are in the average level where their scores are in 50 % to 59% which means their levels are average.

4.2 Discussion

From the results of the data presented, it can be seen that there are some difficulties which the students of English education department are facing when it comes to speaking English.

Some students still have difficulty in grammar when determining which tenses to use for certain situations that make them feel nervous when conveying their ideas. Even the basic structure of present tense is still too confusing for them to be understood which make them sometimes describing it by using the past tense, or use the present future to tell about what is still happening, etc. In addition, some students find it difficult to decide which to be to use when expressing their ideas.

Some who are experiencing difficulties in pronunciation aspect are making some mispronunciation of words. For instance, a participant was wrongly pronounced the word "our" as *"hour"* besides, another participant was mistakenly pronounced the word "because*"*. In addition, the effect of individual's accents also affects how the words getting pronounced. Many students who are unable to pronounce the word "think" perfectly. Other participants were also experiencing problem because some of them pronounced the words with very Indonesian style. Sometimes it can be understood, sometimes it can be a problem.

Next, some students are having difficulties in fluency as well. This is closely related to the poor vocabulary mastery which causes a long pause to find the right words to say afterwards. Some participants only need few seconds to be able to continue the sentence, some needed few minutes with lots of "mmmm".

When it comes to comprehension aspect, all the participants have good understanding. They can answer to the researcher question without having to ask for the repetition and also they are capable to give the exact respond as what researcher expected. Meanwhile the last aspect in the speaking ability criteria is the task aspect, which almost of the participants got 3 points because they have the ability in participating in most formal or informal situation by using their English, meanwhile only one person who is able to communicate in new environment with her English even though she is rarely taken as a native speaker.

Furthermore, some students appeared to restrain themselves by speaking more and just briefly responding to the researcher's questions instead. This should be taken into consideration further so that students can enhance their courage and confidence as well for their speaking skills.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data presented in the previous chapter, the researcher would like to conclude the result of all students' difficulties from speaking test as follows: Only 1 student who almost got the perfect score which means she did not find any difficulty in speaking, 4 students have difficulty in grammar, 4 students have difficulty in pronunciation, 1 student finds little difficulty in vocabulary, 2 students find little difficulty in fluency, and nobody has difficulties either in comprehension and task aspect.

In addition, the researcher also would like to conclude the students' level abilities: There is only 1 student who is in the excellent level, 8 students rarely found difficulties in speaking since they are in the good level, and there are 5 students whose levels are average. So, this shows that the result of the speaking assessment are quite good but can still be improved so that they can be even better. Meanwhile for the most difficult aspects in speaking for the students of class A2 from 8th semester are grammar and pronunciation aspects.

5.2 Suggestion

After giving conclusion of the research, the researcher would like to make the following suggestions:

1.   For the students of 8th semester in the English department at Batanghari University, improving speaking ability can be done not only in the class, but also outside the class. More practice is needed in order to master the six aspects of speaking.

2.   For the lecturers, to help the students in having a good ability in speaking skill, the right teaching technique is required. The lecturer is also expected to encourage and motivate the students to have courage when it comes to speak English.

 3.   For the institutions, considering fluency and vocabulary as aspects in speaking which are important for the English students, university may need to offer these two courses in the future.

4.   Other researchers, this study is likely to aid other researchers as a source of information or inspiration future research in this topic.

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APPENDIX

Speaking test

1. Please introduce yourself!

2. Do you think you are capable enough in speaking English since you are the last semester students in University?

3. There are 6 aspects in speaking such as grammar, pronunciation, fluency, vocabulary, comprehension, and the last task. From those aspects that I mentioned, which aspect that you think is the hardest one to learn and why?

Students' Test Result

Student	Grammar 1	2	3	4	5	Pronunciation 1	2	3	4	5	Vocabulary 1	2	3	4	5	Fluency 1	2	3	4	5	Comprehension 1	2	3	4	5	Task 1	2	3	4	5	Total score
1					✓					✓				✓						✓					✓				✓		27
2	✓						✓				✓					✓					✓					✓					9
3	✓						✓				✓					✓					✓					✓					8
4		✓					✓					✓					✓				✓								✓		7
5	✓						✓				✓					✓						✓				✓					8
6		✓						✓			✓						✓				✓					✓					14
7			✓				✓						✓						✓				✓					✓			19
8			✓					✓				✓					✓					✓					✓				15
9			✓					✓				✓						✓				✓					✓				15
10		✓						✓				✓					✓					✓					✓				15
11	✓							✓				✓					✓						✓				✓				12
12			✓																												17
13		✓							✓				✓					✓					✓					✓			10
14				✓				✓					✓																		18
15	✓										✓					✓					✓					✓					5

August 27, 2021

Dr. Suyadi, S.Pd, M.A.

The Lecturer of Batanghari University

Jambi

Dear, Sir.

The undersigned, An English major student taking up Bachelor degree in Batanghari University-Faculty of Teacher Training and Educational sciences, is currently processing a thesis entitled "AN ANALYSIS OF SPEAKING DIFFICULTIES FACED BY 8TH SEMESTER STUDENTS OF CLASS A2 IN ENGLISH EDUCATION DEPARTMENT AT BATANGHARI UNIVERSITY".

In connection with this, the researcher will be needing assistance with regard to the validation of her speaking assessment necessary for the study. Knowing that you are most fit and capable to provide such, the undersigned has chosen and would like to ask approval to be the evaluator.

The researcher is highly anticipating your kind approval regarding this matter.
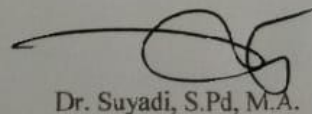
Thank you very much.

Best regards.

Istia Putri Chairunnisa

The Researcher

Confirmed by

Dr. Suyadi, S.Pd, M.A.

The Lecturer

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