



**STUDENTS' PROBLEMS IN DEVELOPING SPEAKING
SKILL AT SIXTH SEMESTER ENGLISH EDUCATION
STUDY PROGRAM OF TARBIYAH DEPARTMENT STAIN
PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan as a Partial Fulfillment of Requirement
For Degree of Islamic Educational Scholar (S.Pd.I)*

Written by:

ASWAR HAMID
Reg No. 09 340 0003

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH DEPARTEMENT**

**STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2012/2013**



**STUDENTS' PROBLEMS IN DEVELOPING SPEAKING
SKILL AT SIXTH SEMESTER ENGLISH EDUCATION
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PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfillment of Requirement
For Munaqosah Examination*


by:

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ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTEMENT
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PADANGSIDIMPUAN
2012/2013

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Items : 5 (Five) Exemplar

Padangsidempuan, 29th May 2013
To:
Ketua STAIN Padangsidempuan
in -

Padangsidempuan

Assalamu 'alaikum Wr. Wb.

After reading, studying, and giving advice for necessary revise on thesis belong to ASWAR HAMID entitle **“Students’ Problems in Developing Speaking Skill at Sixth Semester English Education Study Program Tarbiyah Department STAIN Padangsidempuan”**. We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in STAIN Padangsidempuan.

Therefore, we hoped that he could defend his thesis in Munaqosah session.

That's all and thank you for your kind attention.


Wassalamu 'Alaikum Wr. Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

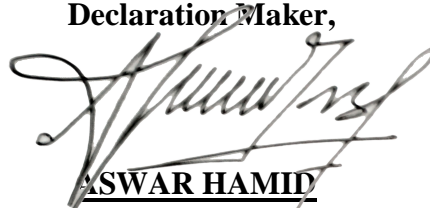
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Title of Thesis : **Students' Problems in Developing Speaking Skill
at Sixth Semester English Education Study
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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisor team and without doing plagiarism along with the students' ethnic code in article 14 subsections 2.

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Padangsidimpuan, 29 May 2013

Declaration Maker,



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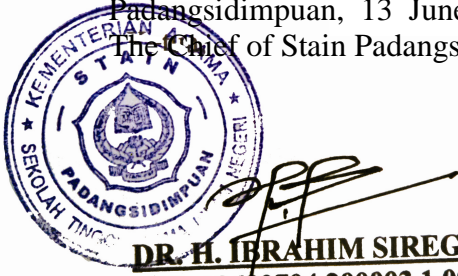
LEGALIZATION

**Thesis : STUDENTS` PROBLEMS IN DEVELOPING SPEAKING SKILL AT
SIXTH SEMESTER ENGLISH EDUCATION STUDY PROGRAM OF
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The Thesis had been accepted as a partial fulfillment of requirement for Degree of Islamic Educational Scholar (S.Pd.I) in English Program.

Padangsidempuan, 13 June 2013
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بسم الله الرحمن الرحيم

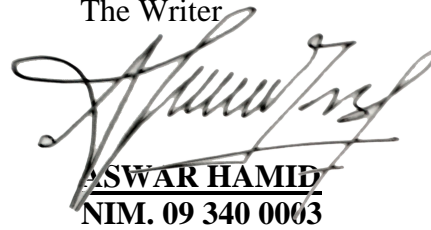
Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one gives the health, time and chance for finishing this thesis: **“Students’ Problems in Developing Speaking Skill at Sixth Semester English Education Study Program of Tarbiyah Department STAIN Padangsidempuan”**.

In writing this thesis, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

1. Special thanks are due to Mrs. Eka Sustri Harida, M. Pd, as the advisor I (one) who has helped the researcher to complete this research.
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5. Thanks are due to Mrs.Hj. Zulhimma, S.Ag., M.Pd., as the Chief of Tarbiyah Department and her staff.

6. Thanks are due to the Chief and Chief Assistant of State College for Islamic Studies (STAIN) Padangsidimpuan.
7. Special thanks are due to Aswad, Dian Febriani, Sulastri, Lonni, Pausiah, Zulpan and all my friends.

Padangsidimpuan, 13th June 2013
The Writer



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Title : Students' Problems in Developing Speaking at Sixth Semester English Education Study Program of Tarbiyah Department STAIN Padangsidempuan.

ABSTRACT

This study is talking about students' problem in developing speaking skill at sixth semester English education study program tarbiyah department STAIN Padangsidempuan. Most of students cannot speak English well. Students use their speaking skill rarely. These are caused by internal and external factors of the students.

This research is conducted by qualitative research by using descriptive method. This study aims at revealing the students' problem in developing speaking skill at sixth semester English education study program. The purpose of this study is to find out what the real problems that students face in field, and why those problems occur. The participants of this research are the sixth semester students, the speaking/speech lecturers, the leader of English education study program and the other lecturers. Next, this research uses interview and observation as instruments. The researcher analyzes the data by describing of the data and the last taking the conclusion.

Based on the research result, Students' problems in developing speaking skill at sixth semester students of English education study program STAIN Padangsidempuan from internal factors are: low motivation and self confidence, the students get difficulties in vocabulary mastery, students' pronunciation is affected by local language, students' background knowledge or education affects their performance. From external factors are: the English department has no enough lecturers. The college does not provide facility such as good language laboratory, regular English event or competition, English club, English group discussion, English zone. In conclusion, students' problems in developing speaking skill at sixth semester English education study program are complex. Hopefully, the research result can be positive input for people in charge to solve those problems.

APPENDIX I

A. RESULT OF INTERVIEW

1. Sixth Semester Students of TBI 1

A: Interviewer

B: Sudar Yanti Sormin

A : Why did you choose English section as your interest?

B : Because English section is the most interest study, by English I can speak to foreign people.

A : How did you learn speaking subject?

B : I learnt speaking subject with practice.

A : What are your difficulties in speaking?

B : My difficulties in speaking; how to speak correlate it to speaking.

The influence of Batak dialect to speaking English and low confidence.

A : What do you think the causes of those problems?

B : The causes of those difficulties are less of practicing my speaking skill, because I have no training partner.

A : How do you solve those difficulties?

B : I solve it with study.

A : Does your school provide facilities in developing your speaking skill?

B : Yes, but no so well.

A : What do you expect in developing your speaking skill?

B : I expect to have the place to practice it.

A: Interviewer

B: Suryani Harahap

A : Why did you choose English section as your interest?

B : Because I like English subject when I was child.

A : How did you learn speaking subject?

B : I practice at home, I talk with myself and then sometimes I try to talk in English with my friends in College.

A : What are your difficulties in speaking?

B : My difficulties in speaking are less confidence, I have a little of vocabularies, and sometimes, I'm so shy to speak English.

A : What do you think the causes of those problems?

B : Because I don't make a high effort to be able to speak English, also I seldom to memorize vocabularies and not practice it well.

A : How do you solve those difficulties?

B : I'll try my best I really hope that I can speak English well.

A : Does your school provide facilities in developing your speaking skill?

B : I think it doesn't enough.

A : What do you expect in developing your speaking skill?

B : I expect that the environment around me also speaking English, I meant in College, classroom because we are English students. When we will begin if it doesn't begin in since now?

A: Interviewer

B: Widya Noor

A : Why did you choose English section as your interest?

B : I choose English section because I like English since I was at elementary school.

A : How did you learn speaking subject?

- B : Sometimes it is difficult, sometimes it is fun.
- A : What are your difficulties in speaking?
- B : My difficulties are in vocabulary, my vocabulary is still less, so I don't always speak English to lecturer or friends.
- A : What do you think the causes of those problems?
- B : Because the application of English is still less, and I don't have much time to improve my speaking skill because of my side job.
- A : How do you solve those difficulties?
- B : I solve it by searching for new words and listening to English songs.
- A : Does your school provide facilities in developing your speaking skill?
- B : Yes, but the facilities are not optimal.
- A : What do you expect in developing your speaking skill?
- B : I expect that I will be able to speak English well.

A: Interviewer

B: Nondang Sari Bulan

- A : Why did you choose English section as your interest?
- B : I want to be able to speak English well.
- A : How did you learn speaking subject?
- B : First, I choose easy vocabulary that related to daily life, and the words I make to simple sentence grammatically.
- A : What are your difficulties in speaking?
- B : I'm difficult to pronounce words, and my pronunciation is affected by my dialect.
- A : What do you think the causes of those problems?
- B : Because I seldom speak English, reading English, and listening English songs.

- A : How do you solve those difficulties?
- B : I try to speak English with myself and read English book.
- A : Does your school provide facilities in developing your speaking skill?
- B : No, it doesn't.
- A : What do you expect in developing your speaking skill?
- B : I hope I can speak English well for the next semester and then I can apply it in my daily life.

A: Interviewer

B: Syafran Pasaribu

- A : Why did you choose English section as your interest?
- B : I want to work for foreign company.
- A : How did you learn speaking subject?
- B : We learnt it by describing the topic given by our lecturer.
- A : What are your difficulties in speaking?
- B : I get halting while speaking; my pronunciation is affected by my dialect
- A : What do you think the causes of those problems?
- B : Because there is no place where I can practice my speaking skill.
- A : How do you solve those difficulties?
- B : I keep practicing my speaking skill all time.
- A : Does your school provide facilities in developing your speaking skill?
- B : Yes, but it needs to make it better.
- A : What do you expect in developing your speaking skill?
- B : I expect that the College to provide such English event.

2. Sixth Semester Students TBI 2

A: Interviewer

B: Syafitri Ramadhani

A : Why did you choose English section as your interest?

B : Because English is a process of thinking, make learn English challenged.

A : How did you learn speaking subject?

B : The lecturer gave a piece of paper, discussion and speaking orally.

A : What are your difficulties in speaking?

B : I can't speak fluently.

A : What do you think the causes of those problems?

B : I got halting and not confident make my performance not good.

A : How do you solve those difficulties?

B : With exercise.

A : Does your school provide facilities in developing your speaking skill?

B : No, it does not.

A : What do you expect in developing your speaking skill?

B : I hope there will be lecturer help me to develop my speaking skill.

A: Interviewer

B: Nurhanisah

A : Why did you choose English section as your interest?

B : Because with English, I'll get job easily. I was interested in English.

A : How did you learn speaking subject?

B : The lecturer gave paper in which contain picture and the lecturer asked us to make us conversation.

- A : What are your difficulties in speaking?
- B : I can't arrange the sentence in good grammar.
- A : What do you think the causes of those problems?
- B : Because I don't
- A : How do you solve those difficulties?
- B : I must study harder in mastering grammar and read lot of books.
- A : Does your school provide facilities in developing your speaking skill?
- B : Yes, it does.
- A : What do you expect in developing your speaking skill?
- B : I hope, there will be lecturer helps me to develop my speaking skill and come on time.

A: Interviewer

B: Juliana

- A : Why did you choose English section as your interest?
- B : Because I wanna be able to speak English very well and I wanna be an English teacher.
- A : How did you learn speaking subject?
- B : The lecturer gave paper in which contain picture and the lecturer asked us to make us conversation.
- A : What are your difficulties in speaking?
- B : My difficulties in speaking in vocabulary mastery, so I confuse to speak because less vocabulary.
- A : What do you think the causes of those problems?
- B : It is caused because difficult to memorize vocabulary.
- A : How do you solve those difficulties?

B : I must learn and memorize vocabulary more and more, exercise to speak English.

A : Does your school provide facilities in developing your speaking skill?

B : Yes, it does.

A : What do you expect in developing your speaking skill?

B : I hope I can speak English well.

A: Interviewer

B: Sopianapsah

A : Why did you choose English section as your interest?

B : Because by mastering English, we can communicate with foreigner.

A : How did you learn speaking subject?

B : The lecturer gave a piece of paper, discussion and speaking orally.

A : What are your difficulties in speaking?

B : I get difficulty in arranging the sentence, because my vocabulary mastery is not good enough.

A : What do you think the causes of those problems?

B : Because vocabulary mastery is difficult for me.

A : How do you solve those difficulties?

B : By reading book.

A : Does your school provide facilities in developing your speaking skill?

B : Yes, it does.

A : What do you expect in developing your speaking skill?

B : I expect speak English well.

3. The Semester Students of TBI 3

A: Interviewer

B: Nur Adimah

A : Why did you choose English section as your interest?

B : Because, I want to change my life.

A : How did you learn speaking subject?

B : Sometimes practice and enrich vocabulary.

A : What are your difficulties in speaking?

B : When I speak I get difficulty in pronunciation.

A : What do you think the causes of those problems?

B : Less practice.

A : How do you solve those difficulties?

B : With exercise.

A : Does your school provide facilities in developing your speaking skill?

B : Yes, laboratory, library.

A : What do you expect in developing your speaking skill?

B : I hope, I have friend to speak with.

A: Interviewer

B: Sara Elmida Harahap

A : Why did you choose English section as your interest?

B : Because I like English, and I want to be an English teacher.

A : How did you learn speaking subject?

B : By using coversation between students and the lecturer in English.

- A : What are your difficulties in speaking?
- B : I get problems in vocabulary mastery and my pronunciation is not good.
- A : What do you think the causes of those problems?
- B : I'm lazy to practice speaking and lazy to enrich vocabulary. The environment is not improving me to speak English.
- A : How do you solve those difficulties?
- B : Practice speaking over and over.
- A : Does your school provide facilities in developing your speaking skill?
- B : Yes, it does.
- A : What do you expect in developing your speaking skill?
- B : Exercise will help to be good at speaking. Practice and practice well.

A: Interviewer

B: Nur Baiti Aslawiyah

- A : Why did you choose English section as your interest?
- B : Because, I like English. English is my favourite.
- A : How did you learn speaking subject?
- B : I learnt speaking subject as usual. I learnt speaking by practicing.
- A : What are your difficulties in speaking?
- B : Less vocabulary and less practice which make me difficult to speak.
- A : What do you think the causes of those problems?
- B : My vocabulary is less. Difficult to memorize.
- A : How do you solve those difficulties?
- B : I add my vocabulary. Practice and memorize vocabulary.
- A : Does your school provide facilities in developing your speaking skill?

B : Yes, it does. Like library and vocabulary.

A : What do you expect in developing your speaking skill?

B : I expect speak English well. It means that I hope I can speak English well.

A: Interviewer

B: Terri Halimah Harahap

A : Why did you choose English section as your interest?

B : Because English is my favourite subject, in English we have fun.

A : How did you learn speaking subject?

B : We practice in daily activity.

A : What are your difficulties in speaking?

B : Less vocabulary.

A : What do you think the causes of those problems?

B : Less practice and difficult to memorize.

A : How do you solve those difficulties?

B : Practice and memorize vocabulary.

A : Does your school provide facilities in developing your speaking skill?

B : Yes, like language laboratory.

A : What do you expect in developing your speaking skill?

B : I expect that I can speak English well.

A: Interviewer

B: Siti Efrida Hasibuan

A : Why did you choose English section as your interest?

- B : Because English is my favourite language. I always use English though just short sentence. Because in my heart, English is interesting, so I choose English section.
- A : How did you learn speaking subject?
- B : I learnt speaking subject, by practicing it.
- A : What are your difficulties in speaking?
- B : Less vocabulary and less practice.
- A : What do you think the causes of those problems?
- B : Less practice and less vocabulary.
- A : How do you solve those difficulties?
- B : Practice and memorize vocabulary.
- A : Does your school provide facilities in developing your speaking skill?
- B : Yes, like library and language laboratory.
- A : What do you expect in developing your speaking skill?
- B : I expect that I can speak English well.

4. Speaking Lecturer of Sixth Semester Students

A: Interviewer

B: Mr. Zainuddin, M.Hum

On Wednesday 15 May 2013 at 01.00 p.m.

- A : What do you think the students difficulties in speaking?
- B : The sixth semester students have various backgrounds of educations and ethnic; they had problems in pronunciation and low motivation.
- A : What do you think the causes of those difficulties?
- B : The sixth semester students have various backgrounds of educations and ethnic; so their speaking skill influenced by their local language. Batak ethnic for example, the students with this ethnic, speaking English by Batak accent, with the other word their speaking English

skill cannot be separated from the accent of Batak language. The cases with the students those who come from areas, such Java and Malay ethnic; they speak with Java and Malay accent.

A : How do you think to develop students' speaking skill?

B : Well, In my class speaking, I encouraged them to be active; I stimulated them by giving enjoyable subject such as funny story to attract their interest in speaking. For some reasons, some of them were not enthusiastic due to external and internal factors. The different background knowledge and education appeared different performance. Those who came from senior high school seemed more active in speaking compared to the students who came from traditional Islamic boarding school. I had tried my best to develop their speaking skill such as encouraging them to attend such International seminar, establishing group discussion and enlarge their knowledge by getting information from internet. But I can only see it worked just for few of them and the rest still remain. I know that the area of this town is not quite good to support the students to develop their speaking skill. This town has no tourist area where they can practice their speaking skill with the native speaker. However, the condition should not be an obstacle for them to get advance.

Mr. Zainuddin, M.Hum

5. Speech Lecturer of Sixth Semester Students

A: Interviewer

B: Mr. Hamka, M.Hum

On Wednesday 15 May 2013 at 03.00 p.m.

A : What do you think the students difficulties in speaking?

B : Well, I taught them speech subject in their fifth semester. The sixth semester students' problem in speech subject can be seen from their background knowledge or their background education. Actually, they have learnt English in junior high school, senior high school. Unfortunately, most of them have not mastered it well. Their background knowledge definitely determines they will be success in college or not. Before entering English education program, they had to

get selection which aim to get required students, nevertheless, it did not work well. In matriculation they were guided by unqualified teacher in English, that was why they did not have progression in English during matriculation period. I expect that the matriculation must be guided by professional English teacher or lecturer.

A : What do you think the causes of those difficulties?

B : In speech subject, i urged that the students to apply full Englis. Another language was extremely prohibited. The purpose was to encourage students to learn hard to master hir or her subject matter. Actually, they had already lots of experiences from semester one up to semester four, the had studied grammar I, grammar II, grammar III, speaking I, speaking II, speaking III. So, they had no reason to say that they were not able to speak, because they had learnt all of the aspects of speaking. All the aspects were connected each other. As the matter of fact, so many of them did not do it well due to internal and external factors. I really concern that the students need to master the traditional grammar, because however, that is the important basic English. If they have good basic, they will be good for the next level. As for internal factors, I saw that the students were low motivation and self confidence. Those can be caused by not being used to practice their speaking skill.

A : How do you think to develop students' speaking skill?

B : I had tried my best to develop their speaking skill such as encouranging them to attend suct International seminar, establishing group discussion and enlarge their knowledge by getting information from internet. But I can only see it worked just for few of them and the rest still remain. I know that the area of this town is not quite good to support the students to develop their speaking skill. This town has no tourist area where they can practice their speaking skill with the native speaker. However, the condition should not be an obstacle for them to get advance.

Hamka, M.Hum

6. THE LEADER OF ENGLISH EDUCATION STUDY PROGRAM

A: Interviewer

B: Mrs. Rayendriani Fahmei Lubis

On Wednesday 16 May 2013 at 03.00 p.m.

- A : What do you think the students difficulties in speaking and why?
- B : Well, Students' problem in speaking could be shy and afraid of being ashamed was the main factor for discouraging them in speaking. I can see that some of them are good in English speaking, but as I said before, their motivation was also low to develop their speaking skill. I reminded them many times to use English not local language in order to get them used to in speaking at least in the office but sometimes they ignored me.
- A : How do you think to develop students' speaking skill?
- B : I can only motivate them to advance their speaking skill over and over. I have discussed with other lecturers to form some regulations which purpose is to develop students' speaking skill such as English area or English day where they will not be allowed to speak except English. I also encourage the students to establish English club or English group discussion but until now I have not seen realization. Whenever they do that I will totally support them as long as it is positive activity that can be useful for their progress.
- A : There are any differences in activeness among those classrooms, what are the causes?
- B : Well, indeed, we classified them when in recruitment new students based on their background knowledge and education. We placed the better students into classroom one, we knew that from interview test and their value list, that is why we can see the differences of their activeness, in classroom one, most students came from Senior High School in the city, it probably the reason why they are better in English compared to the others.

Rayendriani Fahmei Lubis, M.Ag

APPENDIX II

B. List of Observation

1. Classroom 1 (TBI-1)

No.	The application of Speaking Skill	Always 100%	Often 75%	Usually 50%	Sometimes 25%	Never 0%
1.	Students use their speaking skill while studying English subject.		✓			
2.	Students use their speaking skill while interacting with their English lecturer.			✓		
3.	Students use their speaking skill while interacting among them in formal situation.			✓		
4.	Students use their speaking skill while interacting among them in informal situation.				✓	
5.	Students use their speaking skill while interacting with their English lecturer in informal situation.			✓		

Padangsidimpuan, Thursday 16 May 2013

Sojuangon Rambe, M.Pd

2. Classroom 2 (TBI-2)

No.	The application of Speaking Skill	Always 100%	Often 75%	Usually 50%	Sometimes 25%	Never 0%
1.	Students use their speaking skill while studying English subject.			✓		
2.	Students use their speaking skill while interacting with their English lecturer.			✓		
3.	Students use their speaking skill while interacting among them in formal situation.				✓	
4.	Students use their speaking skill while interacting among them in informal situation.				✓	
5.	Students use their speaking skill while interacting with their English lecturer in informal situation.				✓	

Padangsidempuan, Monday 13 May 2013

Fitri Rayani Siregar, M.Hum

3. Classroom 3 (TBI-3)

No.	The application of Speaking Skill	Always 100%	Often 75%	Usually 50%	Sometimes 25%	Never 0%
1.	Students use their speaking skill while studying English subject.				✓	
2.	Students use their speaking skill while interacting with their English lecturer.				✓	
3.	Students use their speaking skill while interacting among them in formal situation.				✓	
4.	Students use their speaking skill while interacting among them in informal situation.				✓	
5.	Students use their speaking skill while interacting with their English lecturer in informal situation.				✓	

Padangsidempuan, Tuesday 14 May 2013

Mahyuddin, M.Hum



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Padangsidimpuan, 06 Mei 2013

Nomor : Sti.14/I. B.4/PP.00.9/590/2013

Lamp. : -

Hal : *Mohon Bantuan Informasi
Penyelesaian Skripsi.*

Kepada Yth,
Ketua STAIN Padangsidimpuan
di-

tempat.

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

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NIM	: 09. 340 0003
Jurusan/Prog.Studi	: Tarbiyah/TBI
Alamat	: Jl. SM. Raja Gg. Budiman No. 104 Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Students' Problem in Developing Speaking Skill at English Education Study Program of Tarbiyah Department STAIN Padangsidimpuan "**.

Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

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1. Bina Skripsi



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SURAT KETERANGAN

Nomor : Sti.14/I.B.4/PP.00.9/725 /2013

Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama : Aswar Hamid
NIM : 09. 340 0003
Semester : VIII (delapan)
Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris
Alamat : Jl. SM. Raja Gg. Budiman No. 104 Padangsidimpuan

adalah benar mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan dan telah menyelesaikan penelitian di STAIN Padangsidimpuan, dengan judul skripsi “ **Students’ Problem In Developing Speaking Skill At English Education Study Program Of Tarbiyah Department At STAIN Padangsidimpuan** “

Demikian Surat Keterangan ini diperbuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 3 Juni 2013

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a tool of communication, and it is one of the very important roles in social relationship among human beings. Relationship occurs through communication and communication occurs through language. Language is applied while interacting among people. Language should be understood between speaker and listener. To create a good communication, language should be spoken fluently and comprehensible. That is why a speaker and a listener should use the same language in order to have a good communication. However, there are so many countries with different languages in this world. Different languages of people from around the world made problems in communication. For solving this problem, there should be a language which can be understood by all people all over the world. Therefore, international community has already dealt with English as the first international language.

English is the most popular among the other international languages. Generally, it is applied in international relationship of nations. Nowadays, it has commonly be taught and learnt in all of countries in the world, includes Indonesia. English as one of the international languages is very important since it requires as a bridge of communication.

Furthermore, English is a global language; people use it as a medium to communicate with other people from many different countries. In the context of English, communicative competence included four major aspects categorized in two main ways that is receptive competence and productive competence. Receptive competence consists of two different modes of language behavior, namely listening and reading; and productive competence consists of two modes namely speaking and writing.

As the matter of fact, many students of sixth semester cannot speak English well and they rarely use their speaking skill in environment of English education study program, the researcher states that based on the researcher's pre-observation. Nevertheless, they are prepared to be an English teacher. It is an ironical case, as candidate of English teacher cannot speak English well. This condition may give bad effect for the students because they will be unqualified English teacher in the future. As a part of the students, the researcher feels pity about that condition, the researcher concerns to reveal those factors of the difficulties in order to find out solutions to overcome those problems.

In learning process especially, there are many things that can become problems for students. They are categorized into two categories; internal and external factors. Internal factors can be physic condition and healthy,

motivation, while, external factors can be the condition of school, family, or social life.¹

Firstly, internal factors come from the students themselves, this concern with personality factors. Students' confidence was one of those factors. The students got difficulty to express their ideas due to unconfident or they are afraid of being mocked. In addition, their discipline in using English might be low it might be due to their motivation in learning English is low and also it might be because some of them chose unsuitable section for their interest. Secondly, external factors come out from students, this concerns their environment, facilities to support their study especially in speaking probably limited such as language laboratory, supporting parents and teaching learning technique in their school.

Teaching learning technique is the important factor to the success of language learning for all aspects in education. The students' problem in speaking such as they use their speaking skill rarely, passive, they are not able to response such question. Some of them just wanted to have good mark from their lecturers and ignore the progress of their ability in speaking. Therefore, students' problems need to be revealed so that lecturers could help them to overcome these problems by applying appropriate ways.

¹Munawir Yusup, *Pendidikan Bagi Anak Dengan Problema Belajar* (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2003), P. 6.

To solve these problems the researcher needs to find out the real problems that students have in developing their speaking skill, after finding the problems the researcher expects the lecturers and students will be able to overcome those problems. As example, if the problem is about the lack of motivation to speak, the lecturers can motivate them and create the most effective way to stimulate them, so they will be more interested in practicing their speaking. On other hand, if the problem is about technique or method of teaching, the lecturers ought to use certain technique to stimulate students to practice their speaking, because appropriate strategy might support them in achieving speaking skill. Students had to be taught by using good method, good technique, establishing such group discussion or English club will probably develop their speaking skill. From above discussion, the researcher is interested in conducting a descriptive qualitative research of which purpose is to describe and reveal the problems that students face in developing their speaking skill. Hopefully, the problems can be overcome to increase their achievement in speaking skill. This research is entitled **Students' Problems In Developing Speaking Skill At Sixth Semester English Education Study Program Of Tarbiyah Department STAIN Padangsidimpuan.**

B. Focus of the Research

This research focuses on Students' Problems in Developing Speaking Skill at Sixth Semester English Education Study Program of Tarbiyah Department STAIN Padangsidimpuan.

C. Formulation of the Problem

To make this research clear, the researcher formulates the problem based on the focus of the research as follows:

1. What are the real problems that students faced in developing their speaking skill at sixth semester of English Education Study Program STAIN Padangsidimpuan?
2. Why do those problems occur at sixth semester of English Education Study Program STAIN Padangsidimpuan?

D. Objectives of the Research

Derived from the formulation above, the objective of this research are:

1. To know what the real problems those students faced in developing their speaking skill at sixth semester of English Education Study Program STAIN Padangsidimpuan.
2. To know why those problems occur at sixth semester of English Education Study Program STAIN Padangsidimpuan.

E. Significances of the Research

This research is expected to be useful for:

1. Institution of STAIN, to give advanced information about the problems that students have in developing their speaking skill, it will be useful for the progress of the institution in education program.
2. Lecturers, to have practical and theoretical information about problems that students have in developing their speaking skill, and try to solve them.
3. The leader of English Education Study Program, to know the problems and its solving ways in developing students' speaking skill in the field of English Education Study Program.
4. Further researchers, expected to develop information and knowledge for those who would be interested in doing research related to further the same and different study.

F. Definition of Key Terms

To avoid misunderstanding and vagueness of words and sentences, here the researcher clarifies the use terms in the thesis as follows:

1. Students' problem
 - a. Student: a person who is studying at a university or college.
 - b. Problem: a question that cannot be answered by using logical thought or mathematics.

So, students' problem is difficulty that students get, or any unfulfilled expectation of students.

2. Developing: to gradually grow or become bigger, more advanced, stronger, and better.
3. Speaking Skill
 - a. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.
 - b. Skill: an ability to do something well.

Thus, Students' Problem in Developing Speaking skill can be concluded as the difficulties that students get to make their speaking skill better.

G. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, consists of background of the problem, is about the problems in the field and the reason why those problem occur. Focus of the research, is this research focuses on the problems that students have in developing their speaking skill, emphasis on the development not the process of teaching and learning of speaking skill. Formulation of the problem is about what the researcher wants to find out. Objective of the research is about the purpose of the research in the field. Significances of the research, is about whether this research is important or useful to be done and Definition of operational variables is about the explanation of variable's key term.

Chapter two, consists of the theoretical description is about the explanation of theories related to the research. Review of related finding is about the previous researchers who had ever done the same case of research. Conceptual framework is about the table procedure of the research.

Chapter three consists of Research methodology is about the method which is used in conducting this research. Research methodology consists of schedule and place of the research it is about when and where this research was done. Population and sample is about the participants involved in this research. Instrument of research is the tool which is used to collect the data. The techniques of data collection are the way how to collect the data. The techniques of data analysis are the way how to analyze the data after being collected. Outline of the thesis is the procedures of writing in this thesis.

Chapter four consists of the research result which is talking about the result which is found after conducting the research in field. Data analysis is the way how to analyze the data after being collected. Description of data is about the researcher describes the data based on the real fact. Discussion is the researcher talks about the result of the research connected to theories, the previous research, the implication of the research etc. The threat of research is the obstacles that the researcher got while conducting the research.

Finally, chapter five consists of conclusion, the researcher makes conclusions from the result of the research and suggestion, the researcher gives

suggestions by offering the ways to overcome those problems which have been revealed.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Literature Review

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follow:

1. Student

A person who is studying at a university or college especially an older child.¹ A person engaged in study one who is devoted to learning a learner; a pupil; a scholar; especially, who attends a school, or who seeks knowledge from professional teachers books; as, the students of an academy, a college, or a university; a medical student; a hard student.² From the definition the researcher concludes that, student is someone who goes to school or college to study such lessons or subjects from teacher formally.

2. Problem

A perceived gap between the existing state and a desired state, or a deviation from a norm, standard, or status quo. Problem is a thing that is difficult to deal with or to understand. Problem is an obstacle which makes it difficult to achieve a desire goal, objective or purpose if reverts to a situation,

¹AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010), p. 1484.

²Exo Crew, "ARD Accurate & Reliable Dictionary", retrieved from <http://ardictionary.com/Student02>, accessed at 12 February 2013, at 8.00 PM.

condition or issue that is yet unresolved. In a broad sense, a problem exists when an individual became aware of a significant difference between what actually is what desires are.³ So, the researcher concludes that problem is something which may need to be solved due to unfulfilled expectation.

3. Students' Problem in Speaking

The five biggest problems in English speaking skill according to Admin:

a. Focus on grammar

This is the biggest mistake of all, the most common, and at worst. Research shows that learning grammar is basically the actual 'harm' English speaking ability. Why? Because English grammar is very complex to memorize and use logically, and real conversation takes place fairly quickly. You do not have much time to think, remember hundreds or thousands of grammar rules choose the right one and use it.

Your left-brain is not able to do so. You must learn grammar intuitively/ spontaneously/ naturally and unconsciously, like a child learning to talk. You can do this by listening (listening) a lot of correct English grammar, and your brain gradually and automatically learn the use of proper English grammar.

b. Forcing talk

English learner and English teacher tried to force to speak before the learner is ready. As a result most of the learners speak English very slowly - with no confidence and no fluency. Forcing speech is a big mistake. Do not push to talk. Focus first on listening and be patient. Speak only when you are ready to talk - that is, when you can talk easily and naturally. Before that, do not apply to talk.

c. Only the formal study of English / academic

Unfortunately most of the English learners only learn formal English found in textbooks and in school. The problem is-native speakers of English do not use language like this in most situations. When talking with friends, family, or co-workers, native-speakers use English everyday full of idioms, phrasal verbs, and slang. To

³Kaoma, "Problem", Retrieved from <http://en.wikipedia.org/wiki/problem>, accessed at 12 February 2013, at 08.00 pm.

communicate with native-speakers, you should not rely only on textbooks; you have to learn English common/everyday.

d. Trying to perfect

Learner and teachers often focus on the error. They are afraid of making mistakes. They corrected the error. They feel nervous if done wrong. However, no one is perfect. Even though fixed-native speakers make mistakes all the time. So do not worry. Rather than focusing on the negative focus on communication. Your goal is not to talk to "perfect", your goal is to express and convey ideas, information, and feelings in a clear and understandable. Focus on communication, focus on the positive. You will automatically correct the error over time.

e. Relying on English lessons at school/ college

Most English learner depends entirely on the school/college. They thought that teachers and schools accountable for their success. This is not true. You are responsible for your own success in learning the language. A good teacher can only help, but ultimately you have to step that is responsible for your own learning-activity. You need to find effective lessons and materials. You should hear (listening) and reading (reading) every day. You have to manage your emotions and stay motivated, and spirit. You must be positive and optimistic. There is no teacher who can make you learn. Only you can do it. Although the above errors are very common, but the good news is that all these errors can be fixed. When you stop doing these mistakes, you have to change the way you learn English. You will learn faster, your speaking will get better, you will enjoy learning English.⁴

Based on explanationabove, the researcher concluded that in developing students' English speaking skill; do not focus on grammar, do not worry about making mistake while speaking, do not force the students to speak English when they are not ready, do not speak English only in formal situation but speak every time and everywhere, ignore the error while expressing your expressions. Finally, students are responsible for them to succeed in

⁴Admin, "Essentials of Speaking" ,retrieved from <http://www.nclrc.org /essentials/speaking /stratspeak.info/2011/11/28/5. html> accessed at 6 March 2013, at 09.00 pm.

learning English not the others. Teacher can only give them guidance for their own success.

4. Speaking Skill

Language skills are divided into two; receptive and productive skills which are intended to be achieved by students. Nunan says, “Language generated by the students (in speech or writing) was referred to productive. Language directed at the students (in reading or listening) was called receptive.”⁵

It will be explained about definition of speaking skill, aspects of speaking, assessing of speaking skill, difficulties in speaking, teaching speaking in the classroom, principles for teaching speaking skill and objectives of teaching speaking.

a. Definition of Speaking Skill

Lexically, speaking is the use of language to talk and exchange something to somebody in conversations orally.⁶ Speaking is fundamentally an instrumental act.⁷ Speaking skill is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a

⁵David Nunan (ed.) *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 48.

⁶Eri Kurniawan, et al, *English in Vocational Context*, (Bandung: Grafindo Media Pratama, 2008), p. xi-xii.

⁷Clark and Clark, *Psychology and Language*, (New York: Harcourt Brace Jovanovich Inc, 1977), p. 223.

sequence of ideas fluently. The ability is used in essentially normal communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.⁸

Allah states in Holy Qur'an Surah Thaha: 44

فَقُولْ لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى (44)

Means: *And speak to him mildly, perhaps he may accept admonition of fear (Allah)*".⁹

This verse ordered us to speak to Allah for wishes, and Allah may grant those wishes if human ask gently. It relates to speaking skill while speaking human should be aware to their manner in speaking.

As an addition, Allah states in Holy Qur'an Surah Al-Imran: 104

الْمُفْلِحُونَ هُمْ وَأُولَئِكَ الْمُنْكَرِ عَنِ وَيَنْهَوْنَ بِالْمَعْرُوفِ وَيَأْمُرُونَ بِالْخَيْرِ إِلَى يَدْعُونَ أُمَّةً مِّنْكُمْ وَلَتَكُنْ

Means: *"There should be among you who speak into goodness, ask for kindness and prevent to badness. So, they are advantageous people"*.¹⁰

This verse ordered the believers (Muslim) to speak or to preach and ask people to get into the right way. That is why every Muslim has obligation to ask for goodness and forbid to do bad thing.

⁸Robert Lado. *Language Testing The Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240-241.

⁹*Noble Qur'an in English Language*, (Madinah: King Fahd Complex for the printing of the Holy Qur'an, n.y.), p. 417.

¹⁰Yousef Ali Abdallah, *The Glorious Qur'an*, (French: Beirut Publisher, 2009), p. 236.

Further, Allah states in the next verses of Holy Qur' an Surah AL-

Imran: 110

لَوْ بِاللّٰهِ تَوَكَّلْتُمْ عَلٰى مَنَاسِكِ الْفَيْسِقُونَ وَاَكْثَرُهُمُ الْمُؤْمِنُونَ مِّنْهُمْ لَهُم خَيْرٌ اَلْكَانَ الْكَتَبُ اَهْلُ اَمْنٍ وَّ

Means: “You are the best ummah born for mankind, preach to do good thing, prevent to do bad thing, and believe in Allah. If only they (babblers) had believed, it would have been better for them, some of them are believers, but most of them are unbelievers.”¹¹

Moreover, the prophet Muhammad said in hadits that is conveyed

by Buchori Muslim, he said:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ يَوْمَ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُوتْ

Means: “For those who believe in God (Allah) and the last day, then he/she ought to speak the truth, if he/she cannot speak the truth, he/she had better not speak.”¹²

From hadits above the great prophet Muhammad urged that his followers to speak with other based on the truth not based on lies.

Furthermore, speaking is one of important aspects in communication besides listening. Byrne says “Speaking is an activity involving two or more participants as hearers and speakers.”¹³ Speaking does not only have to convey idea, feeling and message, but also speaking

¹¹ *Ibid.*, p. 256.

¹² Ahmad Sunarto, *Terjemah Hadits Shahih Muslim*, (Bandung: Penerbit Husaini, 2002), p. 358.

¹³ Byrne. D, *Teaching Oral English*, (London: Longman, 2000), p.8.

have many aspects. According to Hymes, “The word SPEAKING is an acronym for which (S) is for setting, (P) is for participant, (E) is for ends, (A) is for act sequence, (K) is for key, (I) is for instrumentalities, (N) is for norm, (G) is for genre.”¹⁴

Houghton Mifflin Company Says, “Speaking is the utterance of intelligible speech, speech production is the utterance, vocalization, the uses of uttered sound for auditory communication, speech is also the exchange words they were perfectly comfortable together without speech”.¹⁵

Moreover, speaking should be taught as it is used in real life where people use it for communication to express feeling, ideas and emotion. Speaking also serves as the natural means of communication between member of community both for expression of thought and as a form of social behavior.

So, speaking teacher should make the students’ practice by giving them opportunities to use English in real life, helping them gaining confidence in using English to express their thoughts, feeling and ideas. Teachers could also give students chance to relate what they had talked about with their own views, opinion, interest, and knowledge because to

¹⁴Ronald Wardhaugh, *Introduction to Sociolinguistic* (Brazil: Blackwell, 1986), p. 272.

¹⁵Houghton Mifflin. Dictionary of the English Language, (American: The American Heritage, 2003), ([http:// www. Dic. Die. Net/ speaking](http://www.Dic.Die.Net/speaking)). Accessed at 12 February, 2013 at 08.00 PM.

be able to speak English correctly, students had to listen what the other says, imitate what the lecturers said.

b. Aspects of Speaking

There are many aspects that should be involved in speaking ability. One of them is that speaking involves learning to use expressions that go with different situations well in order that the speaker produces them automatically at the appropriate situations.

In mastering the speaking skill, teacher must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech.¹⁶ Sue C. Camp and Marilyn L. Satterwhite said that Communication used spoken words to exchange ideas and information; examples of oral communication include one on-one conversation, meeting, voice mail message and tele-conferencing. Spoken language can be sent instantaneously and they usually result in some immediate feedback. The disadvantages to oral communication are that there is little opportunity to reflect on what is said. There is also no written record.¹⁷

From above explanation the researcher concluded that to exchange ideas or information in communication people use spoken word to get respond immediately, but it had disadvantages in reflecting on what was

¹⁶Anas Syafei, *Pronunciation Theory and Practice* (Jakarta: Depdikbud, 1988), p. 1.

¹⁷Sue C. Camp and Marilyn L. Satterwhite, *College English and Communication* (New York: Mc. Graw- Hill, 2004), p. 5.

said and no written word. Oral communication involved two or more participants.

c. Assessing of Speaking Skill

According to Arthur Hughes that there are five categories to measure speaking skill such as: accent, grammar, vocabulary, fluency, and comprehension.¹⁸

1) Accent

The term accent is used to refer to the speech of someone who speaks a language non-natively.¹⁹ For example a French person speaking English is described as having a French accent.

The Accent can be identified looks like this:²⁰

- a) Pronunciation frequently unintelligible
- b) Frequent gross errors and a very heavy accent make understanding difficult
- c) "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

¹⁸Arthur Hughes, *Testing for Language Teachers*, (USA: Cambridge University Press, 1990), p. 111.

¹⁹Nirmala Sari, *An Introduction to Linguistic*, (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

²⁰Victoria Neufeldt, *Webster New World College Dictionary-3rd*, (New York: Simon & Schuster Inc, 1995), p. 7.

- d) Marked “Foreign Accent” and occasional mispronunciations, which do not interfere with understanding.
- e) No conspicuous mispronunciations, but would not be taken for a native speaker.

So, accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken.

2) Grammar

Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics). Grammar is necessary for communication; it gives us the format of structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:²¹

- a) Grammar almost entirely inaccurate phrases.
- b) Constant errors showing of very few major patterns and frequently preventing communication
- c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

²¹*Ibid.*, p. 286.

- d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
- e) Few errors, with no pattern of failure.

So, grammar is the way how to construct English sentence in a good grammatical construction and be aware errors of grammar while arrange sentence in speaking to avoid misunderstanding.

3) Vocabulary

Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc.²²It is used for communication or expression, in particular art, skill and others.

Vocabulary can be identified looks like this:²³

- a) Vocabulary inadequate for even the simplest conversation.
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
- c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
- d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

²²*Ibid.*, p. 1494.

²³David Nunan, *Op., Cit*, p.258.

- e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

Vocabulary is more than a list of target language of words. A spoken word is a sound or sequence of sounds, which communicate those “ideas” precisely, a speaker should express them with precise words rather than general words.

4) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches.²⁴ Fluency is probably best achieved by following the stream of speech to flow then, as some of over beyond comprehensibility the rivers bank of instruction on some detail of phonology, grammar, or discourse will channel the speech on more purposeful course.

Fluency can be identified looks like this:²⁵

- a) Speech is no halting and fragmentary that conversation is virtually impossible
- b) Speech is very slow and uneven except for short or routine sentences

²⁴*Ibid.*, p. 55.

²⁵H. Douglas Brown, *Op., Cit*, p. 268-270.

- c) Speech is frequently hesitant and jerky: sentence may be left uncompleted
- d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
- e) Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

So, definition of fluency is derived as the ability of an individual to speak without under hesitation.

5) Comprehension

Hornby states that: "Comprehension is the mind's act or power of understanding".²⁶ Comprehension is the capacity for understanding ideas, fact, etc. A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:²⁷

- a) Understands too little for the simplest types of conversation
- b) Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
- c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing

²⁶A.S.Hornby, *Advanced Learners Dictionary Current English*, (London: Oxford University, 2000), p. 234.

²⁷Victoria Neufeltd, *Op., Cit*, p. 286.

- d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
- e) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

Based on the above statement, in the academic context, the teachers needed to have clear understanding about what aspects were going to assess. There were many experts talking about aspects of speaking assessment. To know students' skill in speaking there were some aspects that needed to measure whether their speaking skill had been categorized good.

Lecturers should be aware about those aspects in assessing students' speaking skill in order that students' performance in speaking may get developed. Further, students ought to concern about those aspects and provide themselves in order to get good assessment in speaking. The followings were some components and rubrics of speaking test from some experts.

O'Malley explains that there are three components of scoring in speaking test, they are structure, fluency and vocabulary.²⁸ Furthermore, Brown explains that the teacher should prepare certain

²⁸O'Malley, J.M. & Pierce L.V, *Authentic Assessment for English Language Learners*, (New York: Addison Wesley, 1996), p.68.

form when evaluate students' speaking performance. The form includes: type of speech required, grammatical correctness, appropriate vocabulary, fluency and pronunciation, and information transfer.²⁹

Since there were many opinions about method and how to assess the students' speaking abilities, it was necessary for the researcher to choose the components that would be used to students' speaking ability. In the research, the aspects that were chosen to be assessed based on Harris' theory, those were: pronunciation, fluency, accuracy and comprehension. Harris in Ramdhiani says that:

The indicator pronunciation refers to how well the students can pronounce English word; the indicator of accuracy how correct the students in using grammar/structure; the indicator of fluency refers to how fluent the students speak and the indicator of comprehension refers to how well the students can deliver the content clearly or give the information of the topic in details. The reasons to choose those aspects are to help the teachers explain the level of students' speaking skill easily and objectively.³⁰

According to AnasSyafei, in mastering the speaking skill, for example, must train and equip the learner with a certain degree of accuracy, and fluency in understanding, responding, and in expressing himself in the language in speech.³¹ While, speaking is a productive skill that can be directly and empirically observed, those observations

²⁹H. DouglasBrown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p.21.

³⁰Ramdhiani, *Developing Speaking Skill to Advance Level.Under Graduate Paper of UPI Bandung*,(Bandung: UPI Bandung, 2004),p. 26.

³¹AnasSyafei.*Op., Cit*, p. 1.

are invariably colored by the accuracy and affectivities of a test take listening skill, which necessarily compromises the reliability and validity of an oral production.

Relevant to above description, the researcher concluded the indicator of speaking are: Fluency and accuracy indicate while fluency in many communicative language course is an initial goals in language teaching, accuracy is achieved to some extent by allowing students to focus on the element of phonology, grammar, and discourse in their spoken output. This criterion is identified highly by uttering patterns of spoken language accurately.

Grammar indicates a concerned with the pattern and arrangement of unit established and organized on criteria other than those referable to phonetic feature alone. Pronunciation indicates the way of articulation a language or word which spoken. Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc. It is used for communication or expression, in particular art, skill. Performance indicates the process or manner performing when we are speaking anything.

d. The Goals of English Teaching Speaking Skills in English Education
Study Program of Tarbiyah Department STAIN Padangsidempuan

In generally, the goals of English teaching in English Education Study Program of Tarbiyah Department STAIN Padangsidempuan is to

provide students communicative English ability in context of their program and their daily life as the demand of global world. Therefore, based on the syllabus of the English Education Study Program of Tarbiyah Department STAIN Padangsidempuan, the objectives of teaching speaking are:³²

1) Speaking I

- a) Students are able to speak in greeting, getting information, making friends, hoping, asking and giving direction fluently, correctly and well structured.
- b) Students are able to express excuses, polite expression, rejection, asking and answering question, hobbies, talking, likes and dislikes, time questions, restaurant staffs, age and marital status, activity, life planning, department store, etc.

2) Speaking II

Students are able to speak in:

- a) Talking time
- b) Accepting and refusing
- c) Describing things
- d) Apologizing

³²EkaSustriHaridaet. al, *Silabus Mata KuliahTarbiyah English Section TBI* (Padangsidempuan: STAIN Padangsidempuan, 2010), p. 24 & 54.

- e) Expressing feeling
- f) Making exclamation
- g) Finding address
- h) Giving opinion and instruction
- i) Giving direction
- j) Opening and closing ceremony

However, the fact in field of English section, students did not fulfill the competency above due to particular factors. Those factors could be internal and external factor.

e. Students' Difficulties in Speaking

Harmer in Yulianti argues that:³³

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of the people, especially when they are being asked to personal information and opinion. Frequently, too, there is a worry about speaking badly, and therefore losing face in front of their classmates.

Based on above explanation, said that students are less confident when they are conveying or sharing their opinion in front of the class or classmate. Therefore, there are several aspects which make students difficult in developing speaking abilities. Brown describes the several aspects are clustering; redundancy; reduced form; performance variables:

³³YuliantiT, The Students' Strategies in Solving Speaking Difficulties. *Under Graduate of UPI Bandung*, (UPI Bandung: Unpublished, 2008) p. 18.

colloquial language; rate of delivery; stress, rhythm and intonation; and interaction.³⁴

First is clustering. It refers to fluent speech. Clustering is used to arrange the output of learner. It can be done cognitively and physically. Second is redundancy. The speaker has an opportunity to make meaning clear through the redundancy of language. Third is reduced form. Brown explains that in the spoken language, there has many reduced form, such as construction and elisions.

The fourth is performance variable. In speaking, there is a process of thinking as speaker speaks which allow him/ her to manifest a certain number of hesitation, pauses, backtracking and correlation. The speaker can actually be taught how to pause and hesitate. Fifth is colloquial language. It is better when teacher can provide colloquial language in teaching and learning process. It allows students to follow and use it in their daily conversation.

Next aspect is rate of delivery. It is an important characteristic of fluency. One important task in teaching English is to help students achieve an acceptable speed along with other attributes of fluency. Seventh are stress, rhythm and intonation. These are the important characteristic in English pronunciation. The stress-timed rhythm of

³⁴H. DouglasBrown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, (New York: Longman 2001), p. 270.

spoken English and its intonation patterns convey important messages. The last aspect is interaction. Interaction is the process of delivering messages from the speaker to the listener.

From above explanation the researcher concluded that there are some aspects that make students difficult in developing their speaking skill, they are: clustering, redundancy, reduced form, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation and interaction.

f. Teaching Speaking in the Classroom

Teaching speaking in the classroom should be considered the number of essential factors which influence the students' behavior in learning language. They are including contexts of teaching which deals with proficiency, age and socio-cultural factors; principles of teaching; and objectives of teaching speaking.

1) Context of Teaching Speaking Skill

- a) Proficiency: ACTFL (American Council on Teaching Foreign Language) proficiency guidelines described elementary stages which are cited in Brown in term of low, mid and high as follows:³⁵

(1) Low: oral production consists of isolated words perhaps a few high frequency phrases.

³⁵H. Douglas Brown, *Op.Cit.*,p.102-103.

- (2) Mid: oral production continues consists of isolated words and learned phrases within very predictable areas of need, although quality is increased.
- (3) High: able to satisfy partially the requirements of basic communicative exchange relying by heavily on learned utterances but occasionally expanding these through simple recombination of their elements. Students can ask questions or make statements involving learned material.
- b) Age: Teaching across age is being considerations absolutely by practitioners' now-days. It is according to Shumin in Richard and Renandya said that age is one of the most commonly cited determinant factor of success failure in second language or foreign language learning.³⁶ According to age level, teaching belongs to high school age children whose ages range between 12 and 18.
- c) Social: Foreigner language learners' categories placed students learning in various challenges including use of language for communication.

g. Principles for Teaching Speaking Skill

³⁶JackC.Richards&WillyA.Renandya (eds), "Factors to Consider: Developing Adult EFL Students' Speaking Abilities",*Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: CambridgeUniversity Press, 2001), p. 205.

Assumption about teaching speaking mostly concerns on real communicative and motivational learning. Lazaraton in addition states that, Oral skills classes at all levels are often structured around functional uses of language.³⁷

However, the difficulty that is found by teacher in the classroom is the difficulties to students speak in English, not to use their mother tongue. Harmer assumed that those can be handled by setting clear guidelines, choosing appropriate tasks, creating an English atmosphere and using persuasion and other in-document to promote the use of English and explain clearly what is expected by students.³⁸

In summary, teaching speaking at elementary level of proficiency should consider several factors as pointed out by Brown, they are in the following:³⁹

- 1) Students' cognitive learning process should be engaging in plenty repetition of a limited a number of words, phrases and sentences and getting students to use practiced language for genuinely meaningful purposes.

³⁷AnneLazaraton, "Teaching Language Skill", MarianneCelce-Mercia(ed) *Teaching English as a second or Foreign Language*, (USA: Heinle-Heinle Thomson Learning, 2001), p. 105.

³⁸JeremyHarmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p. 132-133.

³⁹H. DouglasBrown, *Op.,Cit.*,p. 111-113.

- 2) The role of teacher is the only initiator of language. Pair-work and group work are effective techniques for taking students focus off teacher and for getting them into an interactive frame of mind.
- 3) Teacher talk: teacher input in the class is crucial. Teacher English needs to be very clearly articulated.
- 4) Authenticity of language: language should be authentic. Utterances are limited to short, simple phrases.
- 5) Fluency and accuracy: fluency is a goal at this level. Students need to practice freely and openly without fear being corrected. Teacher needs to give some treatment of selected of grammatical and phonological errors.
- 6) Students' creativity: teacher gets students to be creative within confines of a highly controlled repertoire of language.
- 7) Technique: group and pair activities are excellent techniques as long as they are structured and very clearly defined with specific objectives.
- 8) Speaking goals: speaking functions are meaningful and authentic communication task.

h. Objectives of Teaching Speaking Skill

Teaching speaking as learning centered is seen as a process in which learners use what knowledge or skills they have in order to make a sense of the flow of new information. Silberman commented that when learning was active, the learner was seeking something, that called by learning centered as had been proposed to be conducted in teaching oral skill.⁴⁰

The objective of teaching speaking skill is communicative efficiency. The NationalCapitalLanguageResourceCenter cited that in speaking activities learner should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.⁴¹

So, the researcher made a conclusion for objectives of teaching speaking skill as learning centered, learning is just not mental process it is a process of negotiation between individual and society. Finally, the objective of teaching speaking skill is communicative efficiency.

B. Review of Related Findings

⁴⁰Silberman, Mell, *Active Learning*, (Massachusetts: Allyn & Bacon, 1996), p. 4.

⁴¹NCLRC, Teaching Speaking: Goals and Techniques for Teaching Speaking, *The Essentials of Language Teaching*, 2003.

There were researchers who had done the same research. The research was done in MTsNSialagundiKecamatanSipirok. The researcher's name is Laila Sari Matondang with her research's title: **"Teacher's Problems in Teaching Speaking at Grade VIII in MTsNSialagundiKecamatanSipirok."** She found that communicative language teaching could improve students' speaking skill. She found some problems the teachers had in teaching speaking at grade VIII in MTsNSialagundikecamatanSipirok, they were; Providing subject matter and media study, defining learning objectives, lack of student discipline, lack of student interest in learning speaking.⁴²

The other researcher was HotmaidaHarahap with her research's title: **"Teachers' Problems in Developing English Speaking Skills At Madrasah AliyahSwasta (MAS) Al-Ansor Boarding School "**. She found that there were some teachers' problems in developing English speaking skill they are; the school lack of supervision to teacher in teaching speaking. The students were not interested to learn of English. Media instruction, language laboratory and books about English especially speaking inadequate.⁴³

Based on their researches which focused on teacher's problems, the researcher focused on students' problems. They conducted research in Islamic Junior High School and Islamic Boarding Senior High School, while, the

⁴²Matondang, Laila Sari, Teacher's Problem in Teaching Speaking at Grade VIII in MTsNSialagundiKecamatanSipirok. (*Thesis*: STAIN Padangsidempuan, 2012), p. 57.

⁴³Harahap, Hotmaida, Teachers' Problems in Developing English Speaking Skills At Madrasah AliyahSwasta (MAS) Al-Ansor Boarding School ManunggangJulu, (*Thesis*: STAIN Padangsidempuan, 2011), p. 61-62.

researcher conducted a research in State College for Islamic Studies Padangsidempuan. Even though the places are different but our researches are in the same cases. Hopefully, this research could complete and contribute a finding in speaking to enrich knowledge in language teaching for students and teachers.

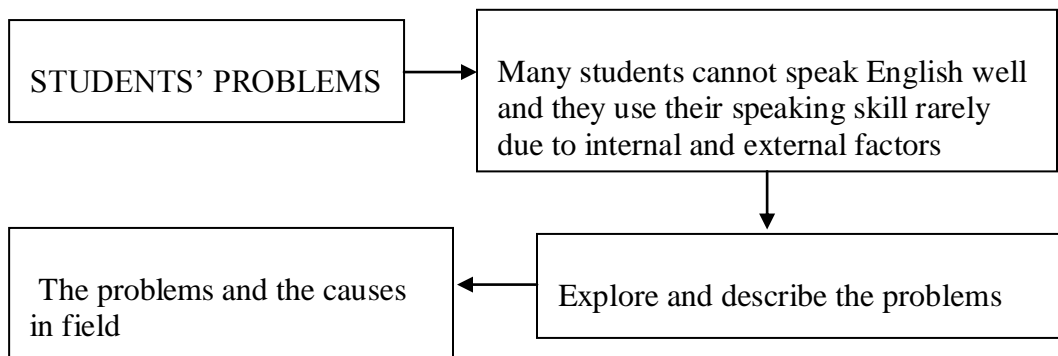
C. Conceptual Framework

In speaking, there is process of communication between speaker and listener, speaking is a process in which speaker express his ideas, thoughts, opinions, perceptions. It is necessary to explore and describe students' problems in speaking in order to develop students' speaking skill and purpose to get communication well.

The researcher thought that it is necessary to use conceptual framework to show a certain assumption about research topic. This research focused on students' speaking problems either internal factors or external factors which made difficulties to the students in developing their speaking skill.

Actually, the researcher focused on revealing those problems and the causes why those problems occur in the field, after finding the problems the researcher analyzed the findings and discuss the result of the research, at last, the researcher made conclusion and suggestion.

So, the researcher conducted a research based on the framework bellow:



CHAPTER III

RESEARCH METHODOLOGY

To get the result of this research clearly and systematically, the researcher used the method of the research which was suitable with the research plan in the field. Research methodology was needed in scientific writing due to its characteristic as an academic writing. Method of the research would also avoid this writing from unstructured writing and to make this writing easy to read.

A. Research Design

This research conducted through qualitative research, Gay and Airasian state: “qualitative approach is based on the collection data and analysis of no numerical data such as observation, interviews, and other more discursive sources of information.”¹Based on the method, this research used descriptive method. SuharsimiArikunto stated that the qualitative research having the character of descriptive, its meaning to narrate a situation and take a conclusion, hence in general research having the character of descriptive represent research of non-hypothesis so that in research step needn't there is hypothesis.²SaifuddinAzwar,

¹L.R.Gay&PeterAirasian, *Educational Research: Competence for Analysis & Application* (USA: Prentice Hall, 2000), p. 8.

²SuharsimiArikunto, *.ProsedurPenelitian*, (Jakarta: RinekaCipta, 1993), p. 107.

stated that descriptive research is an analyzing and presenting fact systematically so that easier to be comprehended and concluded.³

From the above quotation, researcher concluded that the descriptive research means to analyze or make sense perception about situation or events. In this case the researcher described the problems that students had in developing their speaking skill and then analyzed the fact in the field systematically.

B. Location and Schedule of the Research

a. Location of the Research

This research conducted at STAIN Padangsidempuan located on Jl. H. T. Rizal Nurdin Km. 4,5 Sihitang Padangsidempuan. This subject of research was at the sixth semester of students English education study program 2012/2013 academic years.

b. Schedule of the Research

This research had been conducted since February 2013 until May 2013. The researcher did pre-observation after the title was approved. Then the researcher started writing proposal research which had been approved on 4 April 2013. After that, the researcher went to the field to get the data it took about 2 weeks. After getting data, the researcher wrote the result of the research, it completed on May 2013.

³Saifuddin Azwar, *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar 2004), p. 6.

C. Participants

The researcher used purposive sampling to determine the participants in this research. Gay and Airasian stated that in purposive sampling, also referred to as judgment sampling, the researcher selects a sample based on his or her experience or knowledge of the group to be sampled.⁴

The participants of this research were the sixth semester students of English education study program, they had three classrooms, and each classroom was taken 5 students as source of information or sample. Next participants were the lecturers of speaking and speech subject, they were Mr. Zainuddin, M. Hum and Mr. Hamka, M. Hum. The leader of English Education Study Program, Mrs. Rayendriani Fahmei Lubis M. Ag. All of the participants who were involved to collect the data needed in conducting this research include the other lecturers. In summary, the participants of this research were anyone who involved giving the data needed.

D. The Instruments of the Data

Further, Suharsimi Arikunto says that the instrument of the research is the facility which is used by the researcher in collecting data.⁵ To get the data in this research, the researcher used instrumentation such as:

- a. Observation

⁴L.R. Gay & Peter Airasian, *Op., Cit*, p. 138.

⁵Suharsimi Arikunto, *Op., Cit*, p. 106.

Observation is a technique of data collecting is done through an observation, accompanied by register-recording of a state or the target object's behavior. Observation conducted to find and learn situation and condition in field that related to the need of research. Something likes activities of students in classroom, out classroom and school environment, and all aspects that related on problems and efforts of students and lecturers in developing English speaking skills at English Education Study Program of STAIN Padangsidempuan.

The researcher conducted observation to observe students' activities related to the application of their speaking skill, the data were obtained through observation as follows:

1. How often the students use their speaking skill while studying in English subject.
2. How often the students use their speaking skill while interacting in formal and informal situation.

The researcher expected that to acquire the data from the real situation in the research field through the list of observation in the appendix, to find and learn situation and condition in the field that related to need of research.

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.⁶ So interview is oral question and answer between two people or more directly. Interview is given for students at sixth semester of English education study program, speaking and speech lecturers and the leader of English education study program. The questions were appropriate with the list of interview.

Interview was done for getting data about problems and the causes of students in developing English speaking skills. Researcher's interview was unstructured interview. The respondents were given freedom in expressing their opinions. This interview was conducted on respondents who might be considered to provide valid information.

Participants were interviewed about:

- 1) Students
 - a) Why they choose English section as their interest.
 - b) How they learnt speaking subject.
 - c) What their difficulties in speaking.
 - d) Why those difficulties occurred.
 - e) How they solved those difficulties.
 - f) Whether the College provides facilities in developing their speaking skill.

⁶L.R.Gay & Peter Airasian, *Op., Cit.*, p.8.

- g) What they expected in developing their speaking skill.
- a. Speaking/Speech Lecturers.
 - a) How they taught speaking / speech subject.
 - b) What they thought the students' difficulties in learning speaking/speech subject.
 - c) What they thought the causes of those difficulties.
 - d) How they thought the way to develop students' speaking skill / speech ability.
- 3. The leader of English Education Study Program.
 - a) What students' problems in developing their speaking skill.
 - b) How to develop students' speaking skill.

E. The Technique for Collecting Data

The technique of data collection is a term used to describe a process of preparing and collecting data. The purpose of data collection is to obtain information to keep and record, to make decisions about important issue, to pass information on to others.

To collect data in this research, the data were collected by:⁷

- a. Reviewing all available data from the data source.
- b. Conducting the data from reduction performed by making abstractions.
- c. Arrange the units and then categorized in the next step.

⁷*Ibid.*,p. 173.

- d. Make a severely of data validity.

In this research, the researcher reviewed available data from students, lecturers, other lecturers and the leader of English Education Study Program.

F. Technique of Data Analysis

After collecting data, researcher analyzed the data by using some steps. L.R.Gay stated that there are steps in analyzing qualitative data, they are: Data managing, reading/memorizing, describing, classifying, interpreting and representing the finding in a report.⁸

- a. Managing data is used to organize and check the data for its completeness.
- b. Reading/memorizing is used to read the transcript or field note to get sense of data.
- c. Describing data is used to provide a true picture of the setting and even that took place in it so the researcher and the reader have an understanding of the context in which the study took place.
- d. Classifying is used in ordering field notes or transcriptions in two categories that represent aspect of data.
- e. Interpreting is used to interpret the data explicitly by the writer.
- f. Representing is finding above the writer concludes that all of them will be taken as data analysis.

⁸*Ibid.*, p. 219.

Data analysis is performed descriptively, that is analyzing and presenting the facts in a systematic and thus easier to understand and be concluded. As for the concluding stages of data is done by way of inductive logic that processes the data set of observations made toward a theory, and analysis of the dynamics of the observed phenomena, the use of scientific logic.⁹

The data was explained after looking at the implementation of students' speaking skill at sixth semester of English Education Study Program STAIN Padangsidempuan.

The steps research in analyzing the data, guided by the opinion from Lexy J. Moleong, conducted by three stages:¹⁰

- a. Preparation or processing units (Unity Zing) consists of:
 - 1) Completeness checks the identity of respondents.
 - 2) Examination of the completeness of data.
 - 3) Examination of the types of data entry.
- b. Tabulation (categorization), consisting of:
 - 1) Coding according to the classification of the topics discussed.
 - 2) Namely the problem of students in developing speaking at sixth semester of English education study program STAIN Padangsidempuan.
- c. Interpretation of data is done through:
 - 1) Describe data systematically.

⁹SaifuddinAzwar, *Op., Cit.*, p. 5-6.

¹⁰Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Jakarta: PT. RemajaRosdakarya, 2004), p. 190-200.

- 2) Establish a conceptual category and reality and is illustrated in the exposure draft.
- 3) Draw a conclusion by using the method of inductive thinking.

So, to analyze the data the researcher applied technique of data analysis guided by L. R. Gay, it was describing data, this technique was suitable for analyzing data in qualitative research with descriptive method.

G. Checking Trustworthiness

In ensuring internal validity, the following strategies will be employed:¹¹

- a. Triangulation of data – Data will be collected through multiple sources to include interviews, observations and document analysis.
- b. Member checking – The informant will serve as a check throughout the analysis process. An ongoing dialogue regarding my interpretation of the informant's reality and meanings will ensure the truth value of the data.
- c. Long terms and repeated observations at the research site – Regular and repeated observations of similar phenomena and setting will occur on-site over a four month period of time.
- d. Peer examination – a doctoral student and graduate assistant in the Educational Psychology Department will serve as peer examiner.

¹¹JhonW.Creswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches* 2nd ed. (London: Sage Publication, 2003) p. 203-204.

- e. Participatory modes of research – The informant will be involved in most phases of this study, from the design of the project to checking interpretation and conclusion.
- f. Clarification of the researcher bias – At the outset of this study researcher bias will be articulated in writing in the dissertation proposal under the heading.

From explanation above about the strategies to ensure internal validity of the data, the researcher used participatory modes of research strategy to check the accuracy and the credibility of the data. This strategy was suitable for this research because the participant were involved in all of the process of research from the design of the project to checking interpretation and conclusion. So, the researcher got the validity of the data from the participant, and it minimized the error of the data.

CHAPTER IV

RESULT OF RESEARCH

A. Findings

1. General Findings

a. Setting

This research was conducted in STAIN Padangsidimpuan which address is at Jl. H. T. Nurdin Km 45 Sihitang, Padangsidimpuan. STAIN Padangsidimpuan was built in 1968 in Padangsidimpuan, North Sumatera. For the first time, the name of this college was IAIN Padangsidimpuan. Then, IAIN was claimed to move to the capital of North Sumatera, Medan. So, IAIN Padangsidimpuan was changed to be STAIN Padangsidimpuan on March 2th, 1997.¹

STAIN Padangsidimpuan is one of the prides College and the need of society around Padangsidimpuan town, because STAIN Padangsidimpuan is the only one state college around the regency. Moreover, academically, there is not any distinction between STAIN Padangsidimpuan and IAIN.

b. Equipment and Facilities

¹Tim Penyusun, *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2010), P. 1.

Equipments and facilities are the factors which establish in the implementation education effort to achieve the college's objectives maximally. There are some equipments and facilities in STAIN Padangsidempuan. Generally, this college especially for TBI has some equipments and facilities as follows:

Table 5: Facilities of STAIN Padangsidempuan

FACILITIES			
No	Object	Number	Condition
1.	Mosque	1	Good
2.	Meeting Hall	1	Good
3.	Library	1	Good
4.	Language Laboratory	1	Not Good enough
5.	Computer Laboratory	1	Good
6.	TBI Class Rooms	9	Good
7.	TBI Office	1	Good
8	Dormitory	2	Good

From the condition information of facilities above, the researcher concluded that they were categorized well generally. However, the condition of the language laboratory was not good enough because the device such as earphone did not work well. This condition become problem due to the significant role of language laboratory to support the development students' speaking skill, because listening comprehension cannot be separated with speaking skill.

c. Situation of lecturers of TadrisBahasaInggris STAIN Padangsidimpuan.

Teacher is one of factors supports students to get success in teaching and learning process. Teacher has significant role in creating well educated person. Especially in English Education Study Program, the student is prepared to be a professional English Teacher. The data of lecturers of English Education Study Program STAIN Padangsidimpuan as follows:

Table 6: English Lecturers

No.	Lecturers	Graduation	Subject
1.	Drs.FitriadiLubis, M.Pd.	S-2 UNP	BahasaInggris
2.	RayendrianiFahmeiLbs, M. Ag.	S-2 IAIN	BahasaInggris
3.	Zainuddin, M.Hum.	S-2 USU	Speaking Introduction to

			Literature
4.	EkaSustriHarida,M.Pd.	S-2 UNP	Research Methodology
5.	FitriRayaniSiregar, M.Hum.	S-2 UNIMED	BahasaInggris
6.	Hamka, M.Hum.	S-2 UNIMED	Pronunciation Practice
7.	Eli NondangSaragih, S.S.	S-1 USU	Translation I
8.	SojuangonRambe, M.Pd.	S-2 UNP	Teaching English As Foreign Language
9.	YusniSinaga, M.Hum.	S-2 UNIMED	Structure and Grammar
10.	Aprianti, M.Hum	S-2 UNIMED	BahasaInggris
11.	Nursaima, M.Hum.	S-2 UNIMED	BahasaInggris
12.	HabibRahmansyah, M. Hum	S-2 UNIMED	English for Specific Purpose
13.	HusniahRamadaniPlg, M. Hum	S-2 UNIMED	Sociolinguistics
14.	Mahyudin, M. Hum	S-2 UNIMED	Semantic & Pragmatic
15.	SyamsiahDepanilanSrg, M.Pd	S-2 UNP	Dictation

Source: *Database of TBI lecturers 2013*

The above table is a description of lecturers who teach in English Education Study Program STAIN Padangsidempuan. So, all of lecturers in this year are 15 lecturers which consist of 6 men and 9 women. Actually, all lecturers have been qualified in teaching students because they have mostly post graduated degree. As like Government regulation, a lecturer must have post graduated degree, but as the matter of fact, there is still lecturer in English Education Study Program with the first degree. Additionally, some of the lecturers are assistance status. As conclusion, the lecturers in English education study program are not enough yet. This condition might decrease the effectiveness of teaching and learning activities that could not achieve the purposes of education particularly in English education study program.

d. Condition of Students

In learning process, students are the factor who have a role as a target in education. The data of sixth semester students of English education study program as follows:

Table 7: Situation of Students

No	Class	Male	Female	Total
1	TBI-1	5	29	34
2	TBI-II	2	28	30

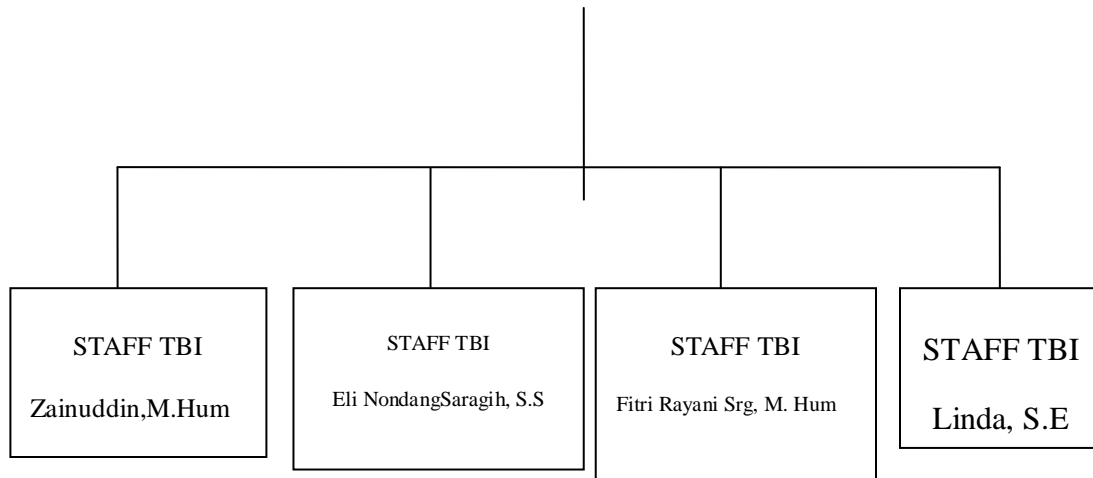
3	TBI-III	4	31	35
Total		11	88	99

Based on the description of the table above, all of the students were 99 students which consist of 11 male and 88 female in 2012/2013 academic year. The researcher found much different numbers between male and female.

e. Structure Organization of TadrisBahasaInggris in STAIN Padangsidimpuan

The Leader of English Department

RayendrianiFahmeiLubis, M.Ag



From the structure organization of Tadris Bahasa Inggris (TBI) above, the researcher found that, some of the lecturers had side assignment in administration. The researcher assumed that was not effective for lecturer to have another assignment besides lecturing.

The number of lecturers was also not enough for the number of students; they were only nine lecturers of English Education Study Program for teaching approximately 500 students.

2. Specific Findings

- a. **The description of the students' problems in developing speaking skill at sixth semester of English Education Study Program STAIN Padangsidimpuan.**

- 1) Observation

Based on observation conducted by researcher at sixth semester students of English education study program, the use of speaking skill was commonly low. The researcher had done observations in their classrooms which consist of three classrooms the researcher found that there was difference of students' activeness in speaking among those three classrooms.

At the first observation was conducted in Tadris Bahasa Inggris 1 (TBI 1) on Thursday 16 May 2013. The observation aimed to observe the students' application of their speaking skill. They were studying micro teaching with Mr. Sojuangon Rambe, M.Pd when the researcher observed. The researcher found that the students did not use their speaking skill while practicing the teaching simulation.²

For more information, the researcher interviewed Mr. Sojuangon whether he obligated or not the students to use their speaking skill while practicing the teaching simulation. He answered that he gave freedom to students to use English and Indonesian or mixing language while practicing the teaching simulation. He added that the essential of teaching simulation focused on training students to teach well not practicing language.³

²*Researcher's observation*, Micro Teaching Subject TBI1, on Thursday 16 May 2013 at 09 AM.

³*Interviewed with* Mr. Sojuangon Rambe, Micro Teaching Subject TBI 1, on Thursday 16 May 2013, at 11 AM.

The previous observation was conducted in TadrisBahasaInggris 2 (TBI 2) on Monday 13 May 2013. The students studied Micro Teaching Subject guided by Mrs.FitriRayaniSiregar, M.Hum. The students conveyed their subject by using English at the beginning or only when opening the class, after that they changed the language into Indonesian.⁴

Rather similar with Mr. Sojuangon's statement, Mrs. Rayani stated that she encouraged the students to use English while in teaching simulation but it was not an obligation, because the main goal of teaching simulation was to train students in applying the good way of teaching. However, she added that, for those who were able to teach fully in English, he or she would get better appreciation for example he or she would get higher score.⁵

Further observation was conducted in classroom three, TadrisBahasaInggris 3 (TBI 3) on Tuesday 14 May 2013, while they were studying Semantic & Pragmatic with Mr.Mahyuddin, M.Hum. The subject was conducted mostly in English by Mr. Mahyuddin. During the lecturing, the students listened carefully their lecturer while explaining in English which was mixed with Indonesian. At the end of

⁴*Researcher's observation*, Micro Teaching Subject TBI 2, on Monday 13 May 2013, at 09 AM.

⁵*Interviewed with* Mrs.FitriRayaniSiregar, Micro Teaching Subject TBI 2, on Monday 13 May 2013, at 09 AM.

the lecturing, the lecturer asked the students to respond and then there was a student who responded not in English but in Indonesian.⁶

After the class the researcher asked Mr. Mahyudin about the use of English in his class. He said that at the beginning of lecturing he gave the students options whether they ought to use English fully, Indonesian or bilingual in lecturing, the students chose bilingual for some reasons.⁷

Next observation was to find out the use of students' speaking skill in informal situation. The researcher conducted observation in TBI 1 on Thursday 16 May 2013, the researcher observed them before going to start their next subject, it was in informal situation. The researcher found that some of them were interacting in English but the rest were interacting in Indonesian and even worse in batak language.⁸

The next day on Friday 17 May 2013, the researcher observed the students' activities of TBI 2. They were interacting each other in their classroom in breaking time before their next class. The researcher found that most of them were interacting in Indonesian and batak language, there were a few of them who spoke English but only in short sentence and in a few moment. They spoke only common

⁶*Researcher's observation*, Semantic & Pragmatic Subject TBI 3, on Tuesday 14 May 2013, at 10 AM.

⁷*Interviewed with Mr. Mahyudin*, Semantic & Pragmatic Subject TBI 3, on Tuesday 14 May 2013, at 10 AM.

⁸*Researcher's observation* in TBI 1, on Thursday 16 May 2013 at 10.15 AM

words, such as; I don't know, I don't care, by the way or something like that.⁹

The last observation was in classroom three or TBI 3. The researcher observed in their classroom right after Mr. Mahyudin's class on Tuesday 14 May 2013. The researcher watched their activities in informal situation. In this classroom the researcher did not hear any English spoken during their interaction. Almost all of them spoke Batak language. The researcher considered this class as the most inactive students in speaking English among the others.¹⁰

After conducting observation about the use of the students' speaking skill in formal and informal situation, the researcher concluded that:

- a) Most of students did not use their speaking skill in English subject.
- b) Only few of them who used their speaking skill in informal situation.
- c) The researcher found the different activeness of students in speaking among those three classrooms. The students of TBI 1 were the most active in speaking, followed by TBI 2 in the second place and the last was TBI 3.

2) Interview

In this discussion, the researcher afforded to reveal the real problems in which students got in developing their speaking skill. The

⁹Researcher's observation in TBI 2, on Thursday 16 May 2013 at 09.00 AM.

¹⁰Researcher's observation in TBI 3, on Tuesday 14 May 2013 at 10 AM.

researcher had conducted interview with students, speaking/speech lecturers, the leader of English education study program and the other lecturers to get the data needed in this research. To validate the data the researcher conducted deep interview with participants to minimize the data error. However, the researcher realized that could not avoid doing mistakes. In this interview the researcher conducted purposive sampling to get sample from population. The researcher took five persons from each classroom to be interviewed about their difficulties in developing speaking skill.

a) Sixth Semester Students of TBI 1

The researcher interviewed in the first classroom, and the researcher got the result like their answers as follows:

First, SudarYantiSormin stated that her difficulties in speaking were firstly, grammar construction; she got difficulties in constructing the element of speech while practicing her speaking skill. Secondly, the influence of Batak accent or her local language; the last was her self confidence was low. She said that the causes of those difficulties were less of practicing her speaking skill, because she had no training partner.¹¹

¹¹*Interview with SudarYantiSormin, The student of TBI 1, on Monday 12 May 2013, at 02.05 PM.*

Next, Widya Noor stated that her problem in speaking was lack of vocabulary. She said that the cause of problem because she had no much time to enrich her vocabulary due to her another business. She expected that to have extra time to practice her speaking skill, but she had part time job as broadcaster in a radio station. Which made her did not have much time for that.¹²

Further, Nondang Sari Bulan stated that her difficulty in speaking was her pronunciation was affected by her local language. She said that she got the difficulty because she spoke, read and listen to English material rarely.¹³

Then, SuryaniHarahap stated that her difficulty in speaking were less of self confidence; lack of vocabulary. She added that the causes of those difficulties were; she did not maximize her effort to master English. She memorized vocabulary rarely and she did not practice her speaking skill maximally.¹⁴

At last, SyafranPasaribu said his difficulties in speaking were his pronunciation was still affected by his local language; he still got nervous and awkward while speaking. The causes of those difficulties were there was not place where he could practice his

¹²*Interview with*Widya Noor, The student of TBI 1, on Monday 12 May 2013, at 02 PM.

¹³*Interview with*Nondang Sari Bulan, The student of TBI 1, on Monday 12 May 2013, at 02.10 PM.

¹⁴*Interview with*SuryaniHarahap, The student of TBI 1, on Monday 12 May 2013, at 02.15 PM.

speaking skill such as English club; his practice was still lack with native speaker.¹⁵

From those interviews with students of TBI 1 above the researcher commented that their dominant problems in speaking were concerned about lack of vocabulary, low of self confidence and local dialect which affected their pronunciation.

b) Sixth Semester Students of TBI 2

The next classroom, the researcher interviewed the students in the second classroom, and the researcher got the result like their answers as follows:

The first, PutriHadijahReskiah explained her problem in speaking was she got halting while interacting with her friends and lecturers. She added, it was caused by she got nervous while speaking. Sometimes she was afraid of making mistake, which made her nervous.¹⁶

The second, SyafitriRamadhani told her difficulty in speaking were less practice which made her tongue awkward in pronouncing English words, and made her halting while speaking.

¹⁵*Interview with Syafran Pasaribu*, The student of TBI 1, on Monday 12 May 2013, at 02.20 PM.

¹⁶*Interview with Putri Reskiah Hadijah*, The student of TBI 2, on Monday 13 May 2013, at 02.00 PM.

The causes were she was low of self confidence and the environment did not support to develop her speaking skill.¹⁷

The third, Nurhanisah reported her problem in speaking that she got difficulty in constructing sentences with correct grammar. It caused by her grammar mastery was not good yet. To choose appropriate words in speaking was her main problem.¹⁸

The next, Juliana stated her difficulty in speaking concerned her vocabulary mastery, and sometimes she did not know what to speak due to less vocabulary. It caused that she got difficulty to memorize English words.¹⁹

The last, SapiaNapsah talked about her difficulty in speaking. She said that she got problem in arranging sentences due to her vocabulary mastery was not good enough and she got difficulties in arranging English sentences grammatically. While speaking, she kept silent to find appropriate words to say.²⁰

After interviewing the students of TBI 2, the researcher concluded that their main problem in speaking skill was in vocabulary mastery. They got difficulty in constructing sentences and finding appropriate words when they would like to speak due to they were lack of vocabulary.

PM.¹⁷*Interview with Syafitri Ramadhani*, The student of TBI 2, on Monday 13 May 2013, at 02.05

¹⁸*Interview with Nur Hanisah*, The student of TBI 2, on Monday 13 May 2013, at 02.10 PM.

¹⁹*Interview with Juliana*, The student of TBI 2, on Monday 13 May 2013, at 02.15 PM.

²⁰*Interview with Sapia Napsah*, The student of TBI 2, on Monday 13 May 2013, at 02.20 PM

Beside, their problem in vocabulary mastery, self confidence became essential because low of confidence made them nervous and halting when they applied their speaking skill in their daily activities either formal or informal situation.

c) Sixth Semester Students of TBI 3

Finally, the researcher interviewed the students in the third classroom, and the researcher got the result like their answers as follows:

Firstly, NurAdimah answered that she had problem in pronunciation when she spoke in English, it was hard for her to pronounce English words, because she did not accustom in pronouncing English words due to her background from traditional Islamic boarding school where they used to speak Arabic rather than English.²¹

Secondly, Terri HalimahHarahap said that she got problem in speaking because she had less vocabulary. She was reluctant to start speaking English; she said that she became afraid of being

²¹*Interview with NurAdimah* The student of TBI 3, on Tuesday 14 May 2013, at 02.00 PM

mocked while speaking by her friends, so that she preferred using Indonesian to using English.²²

Rather similar with TerriHalimahHarahap, SitiEfridaHasibuan stated that her difficulties in speaking were less vocabulary and less practice. She desired to develop her speaking skill but did not find such place where she could practice her speaking skill, and she wondered to find the way to memorize vocabulary easily.²³

Moreover, NurBaitiAswaliya said that her problem the same with her those previous friends. She considered less vocabulary was the main problem for her so that made her difficult to convey her idea or opinion in English. She said that she did not know how to enrich her vocabulary, because she got difficulty in memorizing.²⁴

The last student was SaraElmidaHarahap, she commented that she also had gotten problem with vocabulary mastery and another problem was, she was not good at pronouncing English words. For some reasons, she stated that she was lazy to practice her speaking

²²*Interview with Terri HalimahHarahap*The student of TBI 3, on Tuesday 14 May 2013, at 02.05 PM.

²³*Interview with SitiEfridaHasibuan*The student of TBI 3, on Tuesday 14 May 2013, at 02.10 PM.

²⁴*Interview with NurBaitiAswaliya*The student of TBI 3, on Tuesday 14 May 2013, at 02.15 PM.

skill, lazy to enrich her vocabulary due to the environment did not support in developing her speaking skill.²⁵

From the result of interview with students of TBI 3 above, the researcher described their problems was dominant in vocabulary mastery and the next problem was difficulty in pronunciation. As like the previous case the difficulty in pronouncing English words affected by students' local language such as their tongue used to speak with their mother tongue.

The influence of local dialect indeed became the problem for those who learn English. However, it could be minimized by practicing English spoken over and over, listen to the native speaker and afford to speak as their way.

Furthermore, the researcher interviewed Speaking/Speech lecturers, the leader of TBI and the other lecturers by asking questions what students' problems in developing their speaking skill.

a) Speaking lecturer

For getting the accurate of the data, the researcher interviewed the students' speaking lecturer. It was to synchronize all the participants' ideas to find out the real problems in field.

²⁵*Interview with Sara ElmidaHarahap* The student of TBI 3, on Tuesday 14 May 2013, at 02.20PM.

As the speaking lecturer, Mr.Zainuddin, M. Hum had significant role in teaching and developing students' speaking skill. When the researcher interviewed him, he answered like this:

The sixth semester students have various background of educations and ethnics, so their speaking skill influenced by their local language. Batak ethnic for example, the students with this ethnic, speak English by Batak accent, with the other word their speaking English skill cannot be separated from the accent of Batak language. The same cases with the students those who come from other areas, such as Java and Malay ethnic; they speak with java and Malay accent.

In my speaking class, I encouraged them to be active; I stimulated them by giving enjoyable subject such as funny story to attract their interest in speaking. For some reasons, some of them were not enthusiastic due to external and internal factors. The different background knowledge and education appeared different performance. Those who came from senior high school seemed more active in speaking compared to the students who came from traditional Islamic boarding school.

I had tried my best to develop their speaking skill such as encouraging them to attend such International seminar, establishing group discussion and enlarge their knowledge by getting information from internet. But I can only see it worked just for few of them and the rest still remain. I know that the area of this town is not quite good to support the students to develop their speaking skill. This town has no tourist area where they can practice their speaking skill with the native speaker. However, the condition should not be an obstacle for them to get advance.²⁶

The interview with Mr. Zainuddin as the Speaking lecturer of sixth semester students strengthened the researcher's conclusion before, concerned

²⁶*Interview with Mr. Zainuddin M. Hum, Speaking Lecturer on Wednesday 15 May 2013 at 01.00 PM.*

students' problems in developing speaking skill such as the influence of local language on students' speaking; the students needed such medium or place where they could practice their speaking skill.

b) Speech lecturer

The researcher considered to interview the speech lecturer to validate the data in this research. Actually speech subject had the same component with speaking subject. They were different in application, speaking had two or more participants, with other word it was two ways direction. Meanwhile, speech was one way direction. The participant was only the speaker.

The researcher conducted an interview with Mr.Hamka as the sixth semester students' speech lecturer. The result as like this:

Before entering English education program, they had to get selection which aim to get required students, nevertheless, it did not work well. In matriculation they were guided by unqualified teacher in English, that was why they did not have progression in English during matriculation period. I expect that the matriculation must be guided by professional English teacher or lecturer.

Actually, they had already lots of experiences from semester one up to semester four, they had studied grammar I, grammar II, grammar III, speaking I, speaking II, speaking III. So, they had no reason to say that they were not able to speak, because they had learnt all of the aspects of speaking. All the aspects were connected each other.

As the matter of fact, so many of them did not do it well due to internal and external factors. I really concern that the students need to master the traditional grammar, because however, that is the important basic English. If they have good basic, they will be good for the next level.

As for internal factors, I saw that the students were low motivation and self confidence. Those can be caused by not being used to practice their speaking skill.

I have suggested the students and the authority to develop students' speaking skill by establishing English club, group discussion or English zone. For the authority, I do expect that she make a regulation to realize those plans, in order to motivate students to care about their progress.²⁷

From above statement, the researcher found that the students' problem according to Mr. Hamka. Students' background knowledge became important thing. It included mastering traditional grammar or basic tenses. The students did not master them well so that they got difficulties in speaking subject and speech subject. He added that from internal factor they were low motivation and self-confidence.

c) The leader of English department

The researcher also interviewed Mrs. RayendrianiFahmeiLubis, M. Ag the leader of TBI, to know her opinion about students' problem in developing speaking skill, the causes of the problems and how to develop their speaking skill.

She said:

Students' problem in speaking could be shy and afraid of being mocked because their self-confidence was low, they did not have initiative to start speaking either with

²⁷Interview with Mr. Hamka, M. Hum, Speech Lecturer on Wednesday 15 May 2013 at 03.00 PM.

their lecturer or their friends even though they could do that. Being ashamed was the main factor for discouraging them in speaking. I can see that some of them are good in English speaking, but as I said before, their motivation was also low to develop their speaking skill. I reminded them many times to use English not local language in order to get them used to in speaking at least in the office but sometimes they ignored me.

I can only motivate them to advance their speaking skill over and over. I have discussed with other lecturers to form some regulations which purpose is to develop students' speaking skill such as English area or English day where they will not be allowed to speak except English. I also encourage the students to establish English club or English group discussion but until now I have not seen the realization. Whenever they do that I will totally support them as long as it is positive activity that can be useful for their progress.²⁸

For more information, the researcher questioned her about the differences of activeness in speaking among those three classrooms. The differences of students' activeness in speaking could be seen from list of observation in the appendix. She answered like this:

Indeed, we classified them when in recruitment new students based on their background knowledge and education. We placed the better students into classroom one, we knew that from interview test and their value list, that is why we can see the differences of their activeness, in classroom one, most students came from Senior High School in the City, it is probably the reason why they are better in English compared to the others.²⁹

From Mrs. Rayendriani's statement, the researcher might conclude that students' problems in developing skill were not so different with the

²⁸*Interview with Mrs. RayendrianiFahmeiLubis, M.Ag, The Leader of English Education Study Program, on Thursday 16 May 2013 at 03.00 PM.*

²⁹*Ibid.*,p. 66.

previous lecturers. She emphasized on their self confidence and motivation which made them shy in practicing their speaking skill. Concerned with developing students' speaking skill, she had encouraged the students to speak in English, for more effective, she planned to form such regulation to obligate students in speaking English.

After all interviews above, the researcher concluded generally the students' problem in developing speaking skill as follows:

- a) Students got difficulties in constructing the part of speech grammatically while practicing their speaking skill.
- b) Students got difficulties in vocabulary mastery.
- c) Students' pronunciation was affected by local language.
- d) Students' self-confidence was low.
- e) Students got halting in speaking.
- f) Students got difficulty to pronounce English words.
- g) Students had no place to practice their speaking skill in College such as English club, English group discussion and English event.

b. The reasons why those problems occurred at sixth semester of English Education Study Program STAIN Padangsidimpuan.

1. The result of observation:

- a) Most of students did not use their speaking skill while studying in English subject.

The reasons: The students got difficulties in speaking based on the result of interview. The lecturers did not obligate them to use English. Based interview with Mr.SojuangonRambe, Mrs.FitriRayani, Mr.Mahyudin when conducted observation in their class.

(See on page 50-52)³⁰

- b) Only few of them who used their speaking skill in informal situation.

The reason: The different background knowledge and education influenced their performance. Based on interview with Mr. Hamka. (See on page 62-63)³¹

- c) The researcher found the different activeness of students in speaking among those three classrooms. The students of TBI 1 were the most active in speaking, followed by TBI 2 in the second place and the last was TBI 3.

The reason: Based on interview with the leader of English Education Study Program, that they were classified when in recruitment new students based on their background knowledge and education. Theywere placed the better students into classroom

53. ³⁰*Interviewed with Mr. SojuangonRambe, Mrs. FitriRayani, MrMahyudin. Op., Cit, p. 50-*

³¹*Interviewed with Mr. Hamka.Op.,Cit,p. 62-63.*

one based on interview test and their value list. Their classroom is according to their abilities.³²

2. The result of interview:

- a) Students got difficulties in constructing the part of speech grammatically while practicing their speaking skill.

The reasons: the causes of those difficulties were less of practice their speaking skill, their grammar mastery was not good yet. Based on interview with SudarYantiSormin and SapiaNapsah. (See on Page 55&58)³³

- b) Students got difficulties in vocabulary mastery.

The reasons: They got difficulties in memorizing, they did not know a good technique in memorizing vocabulary.

Based on interview with Widya Noor, SitiEfridaHasibuan, NurBaitiAswaliya, (See on Page 55&59)³⁴

- c) Students' pronunciation and fluency were not good.

The reasons: Students' pronunciation was affected by local language. They got halting while speaking.

Based interview with SudarYantiSormin, Nondang Sari Bulan, SyafranPasaribu, NurAdimah and Mr. Zainuddin. (See on Page 55, 58, 60-61)³⁵

³²Interviewed with Mrs. RayendrianiFahmeiLubis, M.Ag. *Op., Cit*, p.63-65.

³³Interviewed with SudarYantiSormin and SapiaNapsah. *Op., Cit*, p. 55, 558.

³⁴Interview with Widya Noor, SitiEfridaHasibuan, NurBaitiAswaliya. *Op., Cit*, 55,59.

- d) Students' performances were not good in speaking.

The reasons: Because their self confidences were low.

Based on interview with SudarYantiSormin, PutriHadijahReskiah, TerriHalimahHarahap, Mrs. Rayendriani, Mr.Hamka. (See on Page 55, 57, 58, 63, 64)³⁶

- e) Students got difficulty to pronounce English words.

The reason: They were not accustomed in pronouncing English words.

Based on interview with Nondang Sari Bulan, SyafranPasaribu, SyafitriRamadhani, NurAdimah, and Mr. Zainudin. (See on Page 55-58 & 60)³⁷

- f) Students got problems to develop their speaking skill in College.

The reasons: The College did not provide good facilities to develop their speaking skill such as good language laboratory, English club, English group discussion and English event.

Based on general findings. (See on Page 45)

Based on interview with SyafranPasaribu, Sara ElmidaHarahap, Mr. Zainuddin, Mr. Hamka and Mrs. RayendrianiFahmeiLubis.

(See on Page 56, 59, 60-64)³⁸

³⁵*Interview with SudarYantiSormin, Nondang Sari Bulan, SyafranPasaribu, NurAdimah and Mr. Zainuddin. Op., Cit, p. 55, 58, 60-61.*

³⁶*Interview with SudarYantiSormin, PutriHadijahReskiah, Terri HalimahHarahap, Mrs. Rayendriani, Mr. Hamka. Op., Cit, p. 55, 57, 58, 63, 64.*

³⁷*Interview with Nondang Sari Bulan, SyafranPasaribu, SyafitriRamadhani, NurAdimah, and Mr. Zainudin. Op., Cit, p.55-58 & 60.*

To check the trustworthiness of data above, the researcher used Participatory modes of research (deep interview). It is the technique of validating data. The researcher checked the result of the all interviews with the participants. If the answers from all participants had similarities it meant that the data were already valid.³⁹

After interviewing all the participants, the researcher concluded that the validity of the data had already been valid, because the researcher had validated the data by comparing the result of the interview from all participants, the researcher found that the sameness of answer concerned students' problem in developing speaking skill at sixth semester English education study program STAIN Padangsidempuan.

B. Discussion

After analyzing the collection of data and studying the real condition in the field, the researcher found the students' problems in developing speaking skill at Sixth semester of English Education Study Program in STAIN Padangsidempuan. Most of the students' speaking skill was poor. They used their speaking skill rarely, caused by some difficulties that they faced. Those difficulties occurred due to internal and external factors.

³⁸*Interview with* Syafran Pasaribu, Sara Elmida Harahap, Mr. Zainuddin, Mr. Hamka and Mrs. Rayendriani Fahmei Lubis. *Op., Cit*, p. 56, 59, 60-64.

³⁹*Interview with* Sixth Semester Students of TBI, Mr. Zainuddin, Mr. Hamka and Mrs. Rayendriani Fahmei Lubis. *Op., Cit*, p. 56, 59, 60-64.

Muhibbin Syah stated that the learning difficulties can be caused by two factors, they are: the first, internal factor (factors from the child it self) involve; physiology factors such as healthy; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.⁴⁰

From internal factor, the students were low of motivation and self-confidence; those were known through observation and interview in field. These factor were essential in speaking, being confident to speak was one of the most important thing to develop speaking skill successfully. In this case, the students were low confidence and motivation based on their answers after being interviewed by the researcher and strengthened by their lecturers and the leader of English education study program.

Further, students got difficulties in speaking such as; in aspect of grammar, they got difficulty in constructing sentences. In aspect of fluency, they got halting. In aspect of accent, their pronunciations were affected by local language. In aspect of vocabulary, they got difficulty in vocabulary mastery. So, the theory of assessing speaking skill stated by Arthur Hughes in chapter II was not fulfilled by the sixth semester students of English department, it meant they indeed had problems in speaking.

⁴⁰Muhibbin Syah. *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

From external factor, based on general findings and observation, their environment did not give enough support to develop their speaking skill. For example, the language laboratory was not in good condition, whereas it had very significant role in developing students' speaking skill. The number of English lecturers was not enough to handle all students.

Furthermore, the college did not provide such place where they can practice their speaking skill such as English club, English event, and English area. Actually, the leader of English education study program had urged them to do that as she stated before, but it did not run well.

In addition, based on interview, the students specifically had difficulties in vocabulary mastery, the local language influenced their pronunciation and they got difficulty in constructing sentence grammatically. Those problems caused by their background knowledge were not strong before they moved to higher education. The students got difficulties in speaking because they were not aware in their previous education particularly in English.

Compared to the previous researches, this research had different findings, because this research focused on students' problems rather than teachers' problems like previous researches in related findings. Those differences were also caused by the different places of research; this research was conducted in college while the previous researches conducted in Islamic Senior High Boarding School and Islamic Junior High School.

Giving motivation by the academic agents was very useful to accelerate this problem. A huge interest of student in learning would be a powerful weapon in dealing with their own problems. The lessons they got in college would not be enough to feed their needs. Then, by practicing the speaking skill as much as possible directly ascertained would also be very helpful in solving this problem. After the problems being revealed, it would be easier to find solutions in developing students' speaking skill.

C. Threats of the Research

In conducting this research, the researcher realized that there were so many threats of the writing procedures. It started from the titled until the the end of this writing. The researcher realized that to conduct a qualitative research would take long time research. Due to the limitation of time and finance, this research was conducted in short time which made it far from perfection.

In conducting the interviews, the results obtained might be less valid, due to the students who might not be too serious in answering any questions from the interview, there was a mutual cheating, and bias, psychological support in activities such interview and the limited time available.

However, the researcher had done the best in this research. The researcher was very aware of the threats that exist in this thesis, but with hard work, this thesis could be fully resolved. Therefore, to get a fix for this thesis, the researcher expected support from lecturers, friends and readers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of general findings and specific findings (observations interviews) which done by the researcher about the students' problems in developing speaking skills at sixth semester English education study program STAIN Padangsidimpuan concluded as follows:

1. The real problems in the field are: Most of sixth semester students of English education study program STAIN Padangsidimpuan do not quite often use their speaking skill in the classroom, outside classroom and college environment either in formal situation or informal situation; Only particular classroom and particular students who use English speaking quite often in the classroom and outside of classroom and in their daily activity in the college.

So, the extent of students' speaking skills at sixth semester students of English education study program STAIN Padangsidimpuan does not get development.

2. The reasons why those problems occur

from internal factors are: low motivation because the environment does not support; Low self confidence because the students do not get used to use their speaking skill; The students get difficulties in vocabulary mastery because they do not know a good way to memorize vocabulary; Students' pronunciation

affected by local language because they used to use their mother tongue; Students' background knowledge or education affects their performance.

From external factors are: The college is still less of English lecturers; The college does not provide good language laboratory in which it is essential to support speaking development; There is no place in the college such regular English event or competition, English club, English group discussion and English zone, where they can develop their speaking skill.

B. The Suggestions

Based on the above conclusions, the researcher offers some suggestions as follows:

1. For English Education Study Program STAIN Padangsidempuan in order to provide better facilities for English material especially in developing speaking skill, for example professional English lecturers, good language laboratory, regular English event or competition, English club, English group discussion, English zone and the books about English, so that they can be stimulated in studying and developing their speaking skill
2. For the lecturers in order to pay special attention about students' progress learning and developing their speaking skill. To keep motivating students to move forward in their study. The lecturers must increase their capability, credibility and professionalism in teaching. The lecturers are model, motivator

and advisor for students so that it could help students to create professional English teacher in the future.

3. For the leader of English Education Study Program STAIN Padangsidimpuan, in order to concern about the development of English program's quality by providing human resource and facilities needed.
4. For students, in order to be aware about their purpose in studying, study hard to get success in their study, improve their weakness to get better in mastering English especially in speaking skill. Finally, as Islamic students, they must become good Muslim; they are prepared to be Islamic professional English teacher. Therefore, they have to prepare themselves as good as possible.

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TABLE OF CONTENTS

PAGE OF TITLE	
LEGALIZATION OF ADVISOR SHEET	
AGREEMENT OF ADVISOR SHEET	
DECLARATION LETTER OF WRITING OWN THESIS	
LEGALIZATION OF EXAMINER SHEET	
LEGALIZATION OF CHIEF SHEET	
ACKNOWLEDGEMENT	
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF APPENDIXES.....	x
CHAPTER I. INTRODUCTION	
A. Background of the Problem	1
B. Focus of the Research	5
C. Formulation of The Problem	5
D. Objective of the Research	5
E. Significances of the Research	6
F. Definition of Key Terms	6
G. Outline of Thesis	7
CHAPTER II. REVIEW OF RELATED LITERATURE	
A. Literature Review	10
1. Students	10
2. Problem	10
3. Students' Problems in Speaking.....	11
4. Speaking Skill	13
a. Definition of Speaking Skill.....	13
b. Aspects of Speaking	17
c. Assessing of Speaking Skill	18
d. The Goals of English Teaching Skill	25
e. Students' Difficulties in Speaking	27
f. Teaching Speaking in Classroom	29
g. Principles for Teaching Speaking Skill	31
h. Objectives of Teaching Speaking Skill	33
B. Review of Related findings	34
C. Conceptual Framework	35
CHAPTER III. RESEARCH METHODOLOGY	
A. Research Design	37
B. Location and Schedule of the Research	38

1.....	Locati	
on of the Research		38
Schedule of the Research		38
2. Participants		39
3. The Instrument of the Data		39
1.....	Observ	
ation		39
2.....	Intervi	
ew		41
4. Technique for Collecting Data.....		42
5. Technique of Data Analysis		43
6. Checking Trustworthiness		45

CHAPTER IV. RESULT OF RESEARCH

A. Findings		47
1. General Findings		47
a.	Setting	
.....		47
b.	Equip	
ment and Facilities		48
c.	Situati	
on of Lecture of TBI		49
d.	Condit	
ion of Students		51
e.	Structu	
re of Organization of TBI		53
2. Specific Findings		54
a.	The	
Description of the Students' problems in developing		
skill at sixth semester of English Education Study		
Program		54
b.	The	
reasons why those problems occurred		70
B. Discussion		70
C. Threats of the Research		76

CHAPTER V. CONCLUSION AND SUGGESTION

A. The Conclusions	78
B. The Suggestions	79

REFERENCES

APPENDIXES

CURRICULUM VITA

LIST OF APPENDIXES

Appendix 1 Result of Interview

Appendix 2 List of Observation

Appendix 3 Documentation of Observation and Interview

Appendix 4 Curriculum Vitae