# AN ANALYSIS OF STUDENTS' BARRIERS IN SPEAKING ENGLISH FLUENTLY
## (A Case Study at Department of English Language Education of Ar-Raniry State Islamic University)

**THESIS**

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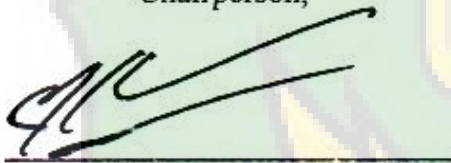for Bachelor of Education Degree in English Language Teaching

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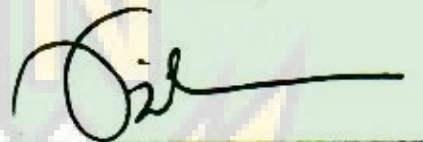
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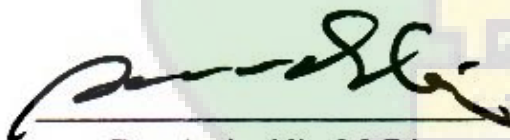Dr. T. Zulfikar, S. Ag., M. Fd       Fithriyah, S. Ag., M. Ed
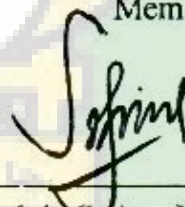
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**An Analysis of Students' Barriers in Speaking English Fluently (A Case Study At Department of English Language Education Universitas Islam Negeri Ar-Raniry Banda Aceh)**

adalah benar karya asli saya, **kecuali semua kutipan dan referensi disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 14ᵗʰ July 2019
Saya yang membuat surat pernyataan,

Tansa Harina

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# ABSTRACT

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In the field of communications, English language is required to Indonesian people to face the challenges of the ASEAN Economic Community (AEC). Based on that, English language must be actively mastered as a mean of global communication. However, there are often obstacles that hinder the fluency of language skills. These barriers can lead to a lack of maximum outcomes. So, this thesis was aimed to dig deeper toward students' barriers in speaking fluency, that still occur after passing three semester in Speaking Class (Basic Speaking, Intermediate Speaking, and English Presentation Skill), and to know their efforts in solving those barriers. It was designed under qualitative method and conducted to ten sophomore year EFL students at Department of English Language Education of Ar-Raniry State Islamic University. The data was collected through interview and analyzed by using the concept suggested by Griffee, listening to the recoding, transcribing the audio, reading the transcript, coding and writing a summary of coded data. The result shows that individual barrier is the main barriers faced by the students, and then language barrier, environment also interpersonal barriers are followed. The result of the second research question is they practice by peer or in front of the mirror and some of them using audio-visual media (YouTube videos, movie, Instagram). Therefore, there should be best effort with more effective interpretation in order to decrease students' barriers in speaking English Fluently.
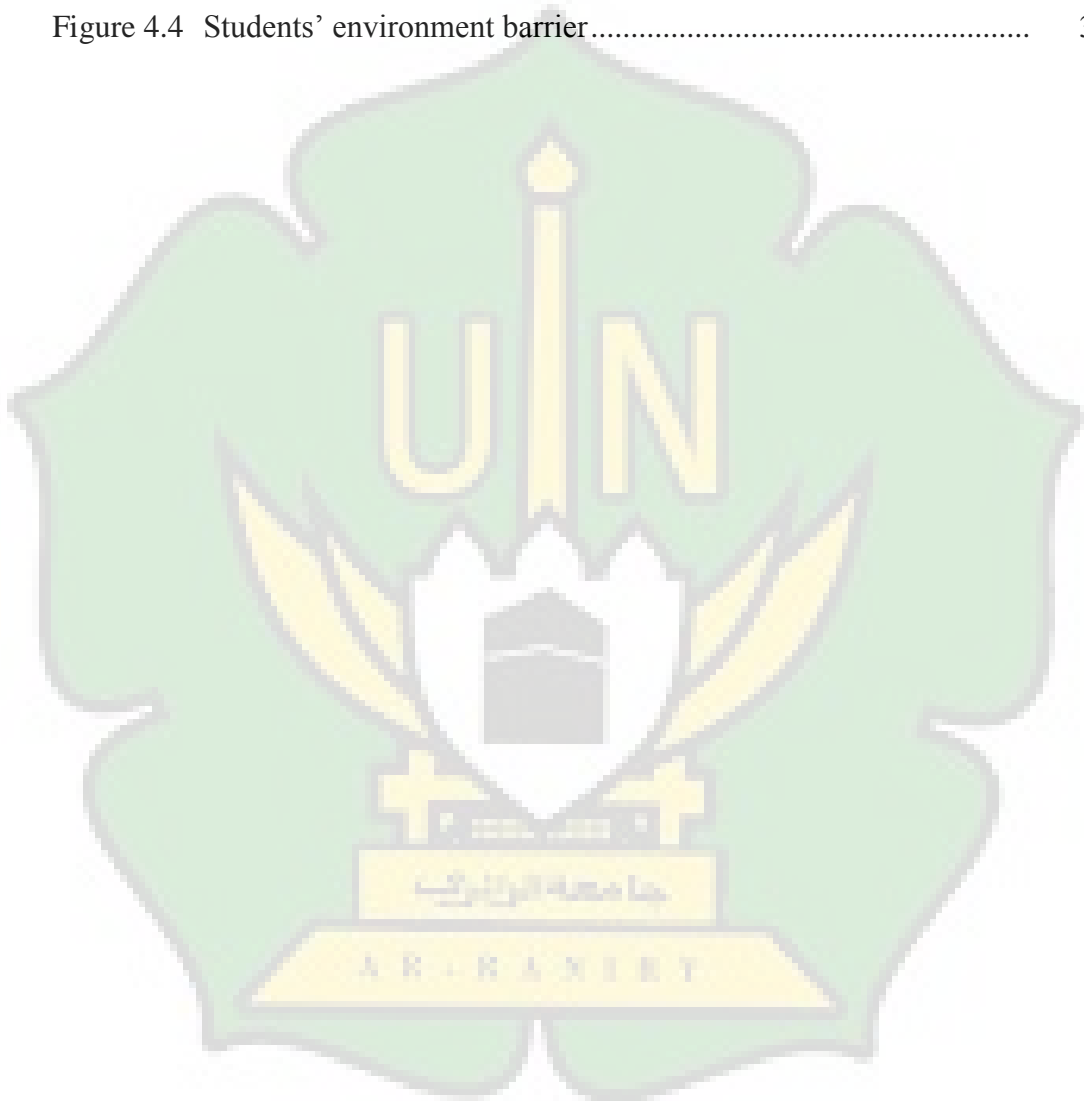
**Keywords**: *Speaking Skill, Barriers, Fluency*

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# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Currently, Indonesia face the challenges of the ASEAN Economic Community (AEC). It requires every person to prepare themselves with a reliable resource, especially in the field of communications. In this case, the roles of the English language is required both in mastering communication directly as well as communication technology. As a mean of global communication, the English language must be actively mastered both oral and written.

Communication can be conceived if someone mastered four skills language; listening, speaking, reading, and writing. It occurs as well for the learning process of English, which divides listening and reading as receptive skill, and writing and speaking as productive skill (Harmer, 2007, p. 246). However, there are three elements of language that play an important role to support these four skills, which are pronunciation, vocabulary, and grammar.

The best way of mastering English is emphasizing on learning process, such as doing exercises, discusses, and debates. Then, the students will be actively involved in presenting their opinions or ideas freely according to the real condition. Yet, learning process is not always running smoothly, there are often obstacles that hinder the fluency of language skills. These barriers can lead to a lack of maximum student learning outcomes. It can happen to anyone including the students that take English and non-English

language courses. Students from non-English backgrounds learn differently depending on the types and number of languages they speak and literate in, whereas students who have learned English course, they learn predominantly through texts (Friedrich, 2006). This means that their literacy, in terms of reading and writing, is generally more developed than their speaking and listening. Those learning difficulties can be caused by internal factors, such as interference or lack of psycho-physical ability of students, and the external environment of family, community, and school. Although both of outcomes affect to students, the external factors of the school environment have a dominant influence (UK Essays, 2013).

Based on the concept presented in the introduction, it can be concluded that there are many difficulties students encounter when learning the English language, especially as a foreign language because the language is used in any condition and certain people which is not in daily activities. Therefore, in this thesis, I interest to dig deeper into that obstacle experienced by students on language skills, especially on speaking skill, which is about an analysis students' barriers in speaking English fluently.

## B. Research questions

1. What are the students' barriers in speaking English fluently among Sophomore Year, EFL students at Department of English Language Education of Ar-Raniry State Islamic University?

2. What are the students' efforts in solving those barriers?

## C. Aims of the study

Specifically, the research is conducted to fulfill the following objectives:

1. To find out students' barriers in speaking fluency that still occur after passed three semester in Speaking Class (Basic Speaking, Intermediate Speaking, and English Presentation Skill).

2. To propose suggestions on how barriers and difficulties of speaking English in the classroom can be minimized, or eliminated.

## D. Significance of the study

This research will be conducted with the aim of knowing the students' barriers among second year EFL students at Department of English Language Education of Ar-Raniry State Islamic University in speaking English fluently, and this research assumed to help students who are obstructed in speaking English fluently, also to help them more confident to use the second language.
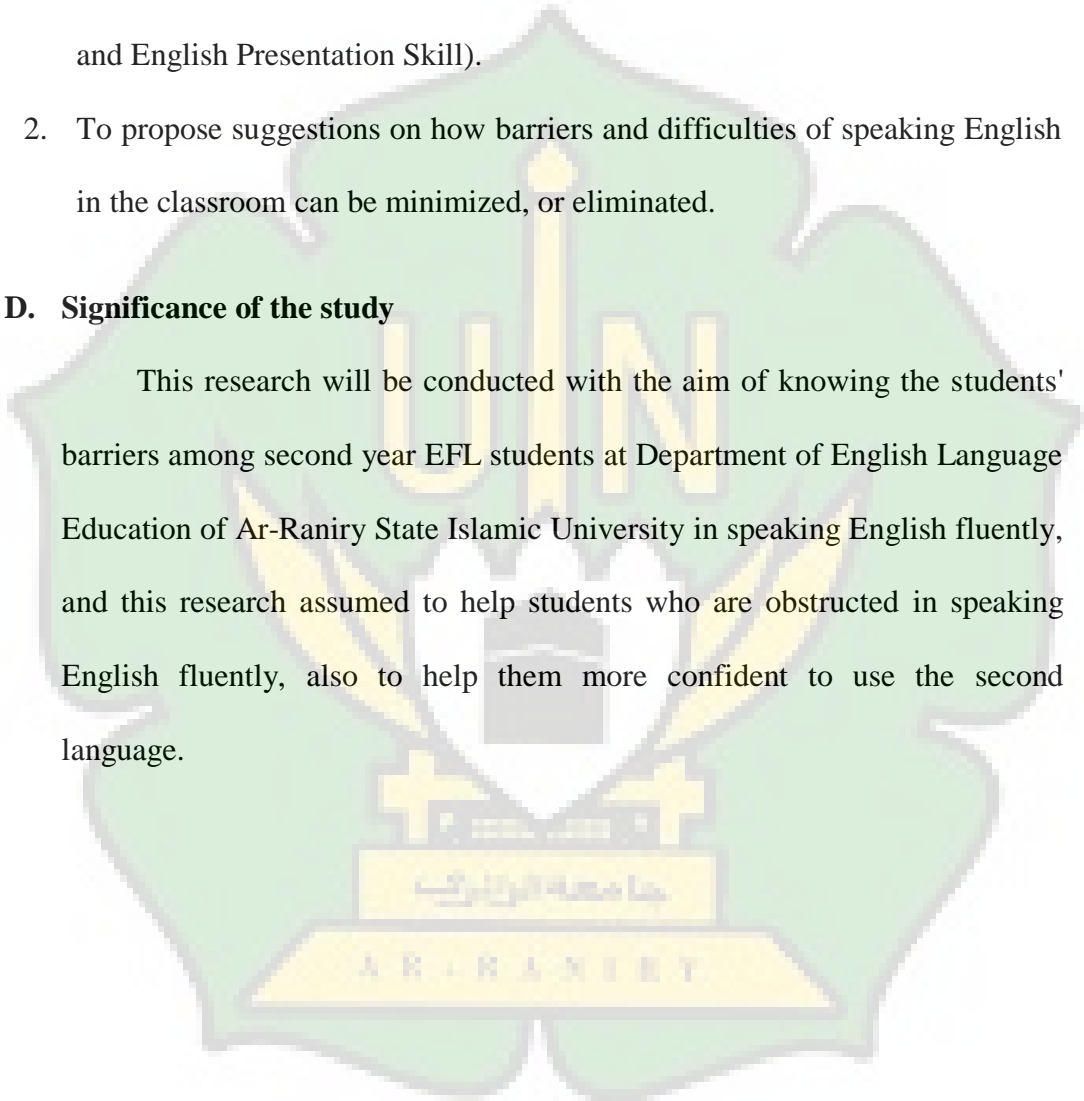
## CHAPTER II

## LITERATURE REVIEW

### A. Definition of Speaking

Speaking is a productive skill. It is an activity of producing words or sentences orally. Using this skill, people can deliver their ideas, thought, and opinion about the world. Through speaking, people can communicate with others directly or indirectly. Harmer (2007) argued that speaking is a skill which becomes the important part of daily life, and the way for people to create a social relationship as a human being. From the definitions above, it can be concluded that speaking is the most important skill of language, which is about expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain.

### 1. Concepts of Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning depend on the context in which it occurs, the participants, and the purposes of speaking.

Sue (2002) argued that speaking is the way to build a communication; it is used to share meaning through the use of words. Speaking is the important element of language and the main goal of language learners. People communicate with other people to get the information or to transmit the information. Luoma (2004) defined speaking as an interactive process of constructing meaning that involves producing, receiving and processing

information. In speaking, there are speakers, the people who speak, and receivers, the people who receive the information or something to talk.

Mejilla (2014) stated that speaking is one of the most important skills, it's necessary to practice this ability every day to get better results in the learning process. According to Cameron (2001), speaking is an active use of language to express meaning so that other people can make sense of their communication. It means that speaking consists of producing systematic verbal utterances to convey meanings which makes other people know what the topic is being talked clearly.

2. **Components of Speaking**

Speaking consists of three basic components, those are:

**2.1. Pronunciation**

Pronunciation is a basic quality of language learning. However, most of the second language learners will never be able to pronounce words exactly like a native speakers, they must meet certain requirements to achieve a clear English pronunciation. Poor pronunciation can lead to misunderstandings in communication.

**2.2. Vocabulary**

Vocabulary is the basic language aspect that must be mastered before mastering English skills. According to Zimmerman (cited by Subekti & Lawson, 2007), vocabulary is crucial to language and of great importance to language learners. By having a lot of vocabularies, the

learners are expected to master four skills in English, such as speaking, listening, writing, and reading.

### 2.3. Fluency

Richards (2009b, p. 14) mentioned a brave definition about fluency, "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". A more recent study about fluency adopted by Lennon's (Jamatlou, 2011, p. 11) which argued fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing.

## 3. The Importance of Speaking

Language is a tool for communication. People communicate with others, to express ideas and to know others' ideas as well. Communication takes place, where there is an interaction. Without speaking, people cannot communicate with others. People use language in a variety of situations, such as at work places and many other places. Researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one and another.

Richards (2008) argued that when people meet, they exchange greeting, engage in a small talk or even talk about recent experiences. Those things need

to be done in order to be friendly and to establish a comfortable zone of interaction with others. As a result, speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other.

4. **Speaking Barriers**

Speaking is basic function of language as communication instrument. Students who study at a school which use certain foreign language as a language of instruction, English for example, will be a good in term of speaking skill. Different from students who study at the school that do not use English as the language of instruction, they will have difficulties in using English to speak to each other. This phenomenon is generally caused by condition of school environment and media that is used in teaching them.

Jisda (2014) stated that there were many problems in learning English. First, some students were difficult to speak English very well and they could not produce some words correctly in English. It happened because they did not know how to say it. Second students were afraid of being criticized by other students and the teacher. Third they did not know how to use grammar effectively in speaking. Then, the students did not get any opportunity to train their speaking skill in the classroom. Meanwhile, Harmer (2007) also declares that there are two elements of speaking which become problems for students. Those elements are accuracy and fluency.

As cited by Shaikh (2012), McFarland said, "Communication may be broadly defined as the process of meaningful interaction among human being.

More specifically, it is the process by which meanings are perceived and understandings are reached among human being". Thus, an effective communication ensures that the communication contents are interpreted and understood in the way that it is intended to. Nevertheless, there may be some barriers in the communication system that possessed various kinds of characteristics, so that it prevents the message from reaching the receiver.

According to McFarlands' theory as cited by Jain (2008), he stated that there are some barriers of an effective communication such as language, cultural, individual, interpersonal, attitudinal, channel and organizational barriers. Language barrier is the inability to communicate using a language or do not understand when people speak others' language. This case caused by different languages, vocabulary, accent, dialect represents national or regional barriers, semantic gaps where words have similar pronunciation but multiple meanings like- round; badly expressed message, wrong interpretation and unqualified assumptions. Also, the use of difficult or inappropriate words/poorly explained or misunderstood messages can result in confusion.

Next, cultural barriers is when people of different cultures are unable to understand each other's customs. This issue is related to age, education, gender, social status, economic position, cultural background, temperament, health, beauty, popularity, religion, political belief, ethics, values, motives, assumptions, aspirations, rules/regulations, standards, priorities also can separate one person from another and create a barrier.

Third, individual barrier. It may be a result of an individual's perception and personal discomfort. Even when two people have experienced the same event, their mental perception may not be identical. This may-not-be identical issue is what called individual barrier. Style, selective perception, halo effect, poor attention and retention, defensiveness, close mindedness, insufficient filtration are the Individual or Psychological barrier.

Then, interpersonal barrier is a communication between two people or more, where the sender is sending wrong messages or each of the communicator interprets the same information but takes different conclusion depend on the variety of their thought. It is caused by wrong assumption, varied perception, inefficiency in communication skills, facial expression, difference experience, and etc..

Next, attitudinal barrier. It comes from the result of problems with staff in the organization. Limitation in physical and mental ability, intelligence, understanding, pre-conceived notions, and distrusted source divides the attention and create a mechanical barrier which affects the attitude and opinion of oneself.

Then, channel barrier. Wrong choice of channel is one of the main barriers to communication. Using a wrong medium of advertisement, or conveying a message orally when a written letter would be more appropriate, the communication might break up; it can also be from the result of the interpersonal conflicts between the sender and receiver; lack of interest to

communicate; information sharing or access problems which can hamper the channel and affect the clarity, accuracy and effectiveness. All of this issue ia able to create channel barrier.

Also, organizational barrier, includes poor organizations' culture, climate, stringent rules, regulations, status, relationship, complexity, inadequate facilities/ opportunities of growth and improvement; whereas; the nature of the internal and external environment like large working areas physically separated from others can create these barrier.

Zaineb (2010) mentioned the common organizational barriers that are part of the communication, those are: (a) Perceptual barriers. This is the barriers which arise due to differences of opinion between two people and differences of the viewpoints. However, these differences do generate a requirement for effective communication; any kind of disagreement between two people is not acceptable for the functioning of the organization. (b) Emotional barriers. It happens when people do not develop interest in communicating with their fellow employees due to the feelings of fear, mistrust, anger or annoyance, that may arise within their minds and these are stated to be emotional barriers. (c) Language barriers. Within an organization, it is vital to develop a common language in order to communicate proprly. For example, when international students come to study in India, they are not familiar with the national language, hence English is considered to be the common language that is understood by all and utilized for the purpose of

communication. (d) Cultural barriers. Within an organization, individuals belonging to different nationalities, regions, cultures, religions, castes, creed and different status groups are employed together. These people at times do familiarize themselves with other people's cultures and backgrounds, whereas other times they are not even aware. A cultural barrier occurs when people of different cultures are unable to communicate with each other efficiently and this inability may be due to various factors such as different backgrounds, languages, customs, viewpoints, ideas, notions and so forth. (e) Physical barriers. Formal and informal means of communication occurs within an organization. One of the crucial factors is proximity within an organizational structure. There is a system of hierarchy and those individuals who are placed at the higher levels of the hierarchy have closed doors, offices and cabins and are physically placed at a distance; their subordinates are in this way unable to communicate with them and this is a physical barrier to an effective communication.

Kapur (2018), also mentioned kinds of barriers to effective communication. First, environmental and physical barriers, there have been classified of barriers as follows: (a) Time. This is the barrier which is concerned with development of quicker and speedy channels of communication. For example, when communicating with somebody, if the process is time consuming such as mailing letters then it is a barrier, any kind of communication whether, it is done in a formal or an informal manner, if it is highly time consuming then it proves to be a barrier and for efficient

working, individuals need to develop a faster means of communication such as electronic mail instead of sending letters by post. (b) Space. It is vital to eliminate the unwanted distance within the communication system. If it is required, for example, it can occur in a long distance communication with phone. If two people need to discuss an important matter and one of them is in India, and the other one is in the United States of America, then the long distance conversation may not prove to be very effective, then they can send each other an email. (c) Place. The area, the environment where the communication is taking place should be clear and not over-crowded. Noise pollution can be a barrier to an effective communication, this is obvious, there is a noise, a person that cannot efficiently communicate, therefore places and areas with lesser people, proper ventilation is required for an effective communication. (d) Medium. The medium via which the process of communication is taking place should be effective and appropriate. Communication takes place in various forms; it is oral, written, audio, video, formal and informal, the medium used for the purpose of communicating should be accurate, precise and understandable.

Second, semantic or language barriers. When communicating with the other people, no matter what kind of communication means is utilized, whether it is formal or informal, it is vital to make use of appropriate words, vocabulary and language; all kinds of communication should reflect decency. Language and vocabulary that is used in communication should be understandable to both speaker and listener; if a person speaks only English

and a word is used in Spanish then he may or may not understand the word, for instance, if a person speaks only English, then it could be a possibility that he might have studied other languages such as Spanish or French. Two or more persons when they are communicating with each other should use a common language, so that everyone can understand it well.

Third, cultural barriers. Communication also takes place between people belonging to different nationalities, religions, castes, creeds, races, ethnicities etc. in other words, when two persons are communicating with each other, there may be differences in their cultural backgrounds. It is vital to overcome all the barriers that might occur within the course of communication. It is crucial to make people aware of one own culture with whom they are communicating. In the form of communication, it is vital to form an understanding and acceptance of another person's culture.

Next, perception of reality. When communicating, it is important to understand various perceptions of a situation or of an issue or a problem. There are different levels of perceptions that are involved when communicating about a particular topic, condition, problem, issue, situation, dilemma, stress or a concept. Lacking understanding about different levels of perceptions may prove to be a barrier. In order to implement effective communication, it is vital to gain the 'perception of reality' which means information about facts, knowledge, figures and actuality. While communicating, it is important to be open, flexible and transparent.

Then, psychological barriers. In the process of communication, it is vital to understand each other's mindset and mental capacity; this applies in every case whether it is a professor giving a lecture or a conversation between the employer and an employee. If someone is communicating with the other individual or a group of individuals with an attitude of disinterest or unwillingness then the process of communication will not be effective. In this case, it could be said that attitude of the communicators is inappropriate for the purpose of making the process of communication effective. It is, therefore, considered crucial to overcome the psychological barriers. Psychological barriers to an effective communication have been classified into:

a) **Academic Culture** – In academic institutions such as a university; there are different departments, each department has a chairperson, professors, students and other staff members. Communicating in an effective manner is extremely crucial within the university or in any other academic institution. For example, a professor teaches a topic and some students within the class may have different viewpoints. It is normal, it does not mean that the professor will not instruct, or communicate with those students. Within the university, there are different cultures, subcultures, nationalities, traditions, norms, values; in one classroom, it is a possibility that out of so many students, there may be few Sikhs, Muslims, Christians or Hindus, they all have to develop mutual ties and communicate effectively with each other. It is

essential in acquiring academic knowledge. A psychological barrier that might arise in the case of an academic institution are some students may face difficulties in some programs, they may find some concepts hard to understand, these are considered to be psychological barriers because they are unable to understand from a different perspective through a logical viewpoint.

b) **Communication Flow** – In accordance with the communication flow theory, individuals can communicate only up to a certain extent; the reason for this is that the knowledge they possess is limited. Directly this means that people who are smart have good communication skills as compared to people who are not very knowledgeable; this also depends upon the nature of the person, for instance, individuals who are isolated, who do not have a large social network and who do not inculcate themselves into communication with others should not be hold responsible, the reason is that they possess inadequate information that is required for effective communication. It is the individual himself who decides whether he/she possesses an efficient communication skills.

## 5. Motivation towards learning English

There are many different definitions for the term motivation. This is because the term motivation has been viewed differently by different schools of thought. As Gardner (2006, p.242) states "motivation is a very complex

phenomenon with many facets…Thus, it is not possible to give a simple definition". Narayanan (2006) said that motivation is the reason or reasons behind one's actions or behaviors. Motivation is the reasons underlying behavior (Guay, 2010). Broussard and Garrison (2004) defined motivation as the attribute that moves us to do or not to do something. Dörnyei (2006, p. 7) defines the motivation as "the direction and magnitude of human behavior" in terms of people's choices for "particular actions, their persistence and the effort they spend on it". Despite the variances in defining the concept of motivation, the pinpoints in drawing the concepts of motivation is something different and it cannot be seen, but there is a psychological construct; behavior or effort, attitudes, interest and values or desire.

A number of studies have been carried out in order to investigate the level and types English language learning motivation (Qashoa, 2006; Kyriacou and Zhu, 2008; Latifah, 2011). Qashoa (2006) investigated the motivation of learning English language in the UAE secondary schools. The findings of this study showed that the students reported higher degree of instrumental motivation than the integrative one. This is because students stated that being proficient in English might lead to obtain a better job with high paying. Kyriacou and Zhu (2008) examined the Chinese school students' motivation towards learning English language. The findings revealed that the students' learning motivation is dominated by life and job-based reasons, while they reported lower degree of integrative learning motivation.

Yang (2012) conducted a short study with 20 University Malaya Master students to gauge their attitudes and motivation in L2. The main objective of the study was to find out what makes some people acquire and learn English better than others. The findings reveal that 'learners who were highly and positively involved in their English proficiency had positive attitudes and highly motivated towards learning English'. Latifah (2011) directed a massive research with 757 learners nationwide to assess how several factors like motivation, attitude, anxiety and instrumental orientation play role in influencing learners' performance in English language course in Open University Malaysia. The study shows that the above factors are correlated with learners' performance. While personal motivation plays an insignificant impact, attitude plays a positive impact on performance in the English course conducted at Open University Malaysia.

To sum up, motivation is a key factor in a foreign language acquisition. The student with higher levels of motivation will do better than students with lower levels (Gardner, 2006). Learners' motivation can go up and down depending on the context of language learning.

# CHAPTER III

# METHODOLOGY

## A. Research Design

This research, an exploratory sequential mixed method research (MMR) design was selected in order to broadly explore students' barriers in speaking English fluently. In an effort to precisely define mixed-methods research, Johnson, Onwuegbuzie, and Turner (2007, p. 123) review various definitions for the term. Based on their review, they define mixed-methods research as:

> The type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.

Qualitative method gives valuable results to study on students' feelings and it has been very famous method used in previous studies on perception. Creswell (2013) stated that qualitative research involves the studies, which used and collect a variety of empirical materials such as case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals live. Meanwhile, Aliaga and Gunderson (2002) describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid mathematical methods; in

particular statics. Williams (2011) stated that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data.

It is appropriate to use mixed methods when the use of qualitative research or quantitative research alone is insufficient for gaining an understanding of the problem (Creswell, 2014). In order to know the specific reason why the participants hard to speak English fluently, I uses an open-ended interview and survey questions to gain the data. Interviews are a widely used tool to access people's experiences and their inner perceptions, attitudes, and feelings of reality (Wildemuth, 2016), while survey question is a central goal to obtain valid data that accurately represent a predetermined population (Singleton & Straits, 2009).

**B. Participants**

The study will be conducted at Ar-Raniry State Islamic University, Banda Aceh. The populations of this study are the fourth semester students of English Department which have 230 students. The reason why researcher choose fourth-semester students because they have already passed three semesters in Speaking Class which mean that they have already faced a variety of different learning process to increase their ability in speaking. The fourth-semester students have already got the result from their learning process that presented on their GPA.

In selecting the sample, I used purposive sampling technique and take 10 students who received grade A in English Presentation Skill.

## C. Method of data collection

According to Harrel and Bradly (2009), interviews are discussions, usually one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics. This interview aims to get the more information toward the student's problem in speaking English fluently by asking questions to one by one of them and getting more specific information by using survey question to ensure the bias answer in interview section. This method reveals more comprehensive description about students' barriers in speaking English fluently. Each participant takes 15-20 minutes to be interviewed. In addition, the writer will record the interview process to help in analyzing and understanding the meaning of each sentence from the participants.

## D. Analysis of data

According to Creswell (2009, p.245), "data analysis in qualitative research will proceed hand-in-hand with other parts of developing the qualitative study, namely, the data collection and the write-up of findings".

In interview section, the data was analyzed by using the concept suggested by Griffee (2005). There are five steps of data analysis, first, listening to the recording and transcribe the interview, read the transcripts several time to make sure with what is being said and then coding entails reading the transcript until certain themes become apparent. After coding the writer writes a summary of the coded data. The last step is writing a memo, it is important because the writer has short term memory. Then, the data of

survey questions was analyzed and reported on the basis of quantitative data. All of these steps are believed to lead her to be able to comprehensively wrap the data up and accurately convey the information of the data.

# CHAPTER IV

## DATA ANALYSIS AND DISCUSSION

This chapter discusses about the description and presentation of the research findings based on the research problem concerning the students' barriers in speaking English fluently and their efforts to solve the barriers faced by sophomore year of EFL students at Department of English Language Education of Ar-Raniry State Islamic University. Each will be presented in the following section.

### A. Research Findings

This study was completed at Department of English Language Education of Ar-Raniry State Islamic University, which is one of the famous for Islamic University in Aceh. The purpose of this research is to find out the students' barriers in speaking fluency that still occur after get through Basic Speaking Class, Intermediate Speaking Class, and English Presentation Skill Class. Also, to propose suggestions on how barriers and difficulties of speaking English in the classroom can be minimized, or eliminated. All the data were collected from interview.

### 1. Students' barriers in Speaking English Fluently

I conducted the interviews by focusing in communication barriers based on McFarland (2008) and Kapur (2018) theory and the obstacles that often occur to students. This research will discuss about individual barrier, language barrier, interpersonal barrier and environment barriers.

a. **Individual barrier**

Individual or psychological barrier is an individuals' perceptual and personal discomfort. People have different styles of communication. People also have personal feelings, desires, fears, hopes, likes, dislikes, attitudes, views and opinions. The meaning assign to a message depends upon the emotional or psychological status of both the parties involved in the process of communication. As what I has observed, some students have more than one barrier to their speaking English fluently. They stated that:

> My barriers is… am… apa yaaa.. not have like.. I'm not sure to answer but.. I don't really have the barriers but I assumed that with the barriers is lack of vocabulary and.. we don't really have punctuation or something like a.. I don't know.. maybe just that ? hmm (Student 1)

From the interview above, I saw the student having pretty good self-confidence. She answered the other questions quite well. It was just that the student had difficulty to answer the questions about the obstacles of speaking English fluently. Because she felt there were no obstacles to herself, but according to her, lack of vocabulary was the reason for the difficulty of speaking English fluently.

> I often thinking that grammar will affect speaking. Actually I'm not that good at grammar and when I speak, at the end of sentence, I always ask to myself, "do I say it with the right grammar?". So I think my barrier in speak English fluently is grammar (Student 2)

The speaker above spoke English fluently and had a good British accent. Even so, the obstacle in speaking English fluently which is the right use of grammar, she thought.

Pronunciation, maybe? It's like so hard to understand.. because emm.. there is some word like.. hard to understand but.. because they have the same sound, like linking word and lack of vocabulary (Student 3)

The interviewee confirmed that pronunciation is the barrier for her to speak English fluently. Sometime she felt confused how to pronounce some words that had the same sound or to translate a linking word when she spoke with other people. Also, she admitted that lack of vocabulary was the second barrier commonly happens.

My barriers in speaking is am.. I think it's like.. most of the people like have some words in their mind but when they trying to speak, it's just lost.. yeah, they got blank. I think I also have that kind of issues. so yeah I think that is the most thing that I still felt sometimes when I try to speak. And maybe the first thing that commonly say that why people got blank is feeling nervous but from my perspective, it's because they really have many words to say to speak in the Public's so because of that they get confused what word they will spoke or tell to the people. So, yeah, they think a lot (Student 4)

Depending on that answer, the student knew his barrier directly. Feeling nervous was the caused that he could not speak English fluently sometimes. He was blank or forgot what he going to say. This issues also followed by thinking a lot about what to tell to the people.

Lack of vocabulary, yes, that's the biggest problem. Exactly, because eee.. primarily learning grammar, pronunciation? I think, we as Acehnese.. Acehnese people we know.. we know although bad pronunciation and also ee.. we will understand if we know the content what she said. But if the vocabulary is the big ee… is a big problem, we have to solve it together. Because we don't know what she/he gonna say and we don't know how to help because we also don't know what they wanna say (Student 7)

In this study, the informant and I spent more than 27 minutes. During the interview, the interviewees experienced little difficulty in expressing her opinions. It turned out that her barrier is lack of vocabulary and it was difficult for her to unite a word with other words.

Feeling nervous is my first barriers. Sometimes I think that nervous and anxiety shot me in time when I have to speak English in front of people. I don't feel like… I don't have a lot of vocabulary or lack of vocabulary but every time I have to speak, I speak like I can speak fluently, that's my friends said to me. But in the deep of my heart and my body, I was like.. start shaking and sweating over and over hahahaha. And sometimes I also have no confidence to myself. I feel like, is the audience understand what I mean? Or do they understand what I say? and yeah, still a lot of questions like that on my head (Student 8)

Based on the interview, her barriers were felling nervous and lack of confidence. She said that she started shaking and sweating while speaking English. Also, some negative question on her head made her difficult to presenting the information.

The result of the interview showed that students' main psychological barrier was lack of confidence, nervous, lack of vocabulary, feel unable to speak precisely, grammar-error, feel having problems in presenting information in order. Then, to make sure which part in individual barrier they faced, I asked four survey questions about individual barrier.
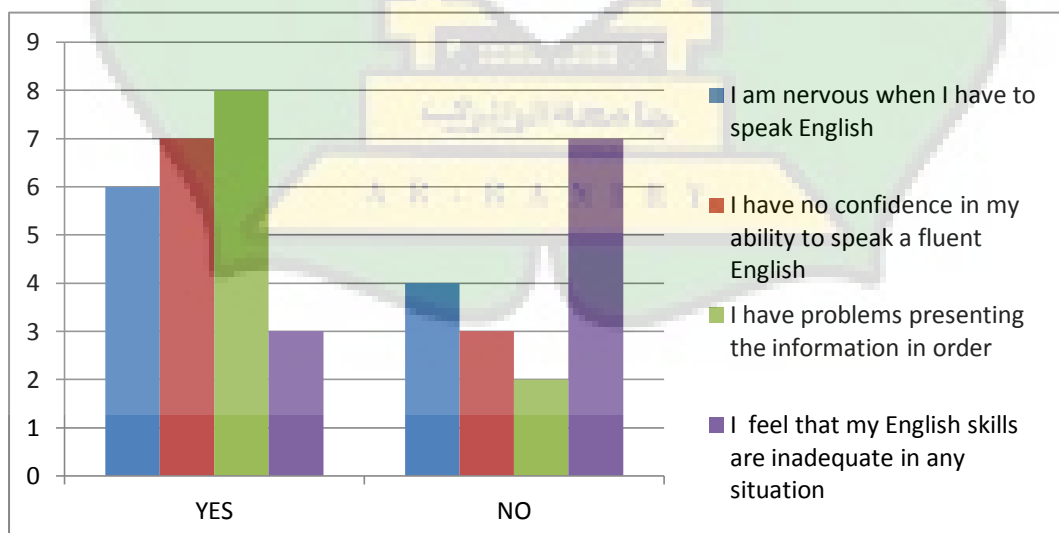


*Figure 4.1   Students' individual barrier*

The result shows that the student having individual barrier in speaking English fluently which they did not mention in interview section. 6 students admittedly feel nervous when they have to speak English, whether in or out of the classroom. Also, 8 out of 10 students confirmed that they feel having problems presenting information in order and just 3 students feel confidence in their ability to speak English fluently. In spite of that, 7 out 10 students still think that their English skills are adequate in any situation. From the data above, it can conclude that the student have two or more barriers they faced in part of individual barrier.

**b. Language Barrier**

There are some studies which have investigated the speaking difficulties encountered by EFL. One of them is Al Hosni (2014) who investigated speaking difficulties encountered by grade 5 students in basic education schools in Oman. The result showed that students struggle to find the appropriate vocabulary item when trying to speak in English, which reflects their insufficient vocabulary repertoire. Evans and Green (2007) examined the language difficulties experienced by the students at a Hong Kong University. The results of this study represented that the students' difficulties centered on the academic speaking such as grammar, fluency, and pronunciation. At the same case about language barrier, the result of my research is out of 9 students thought that choosing proper words in oral English learning is very difficult and their proficiency is good enough to present individual assignment and speaking task in front of the classroom. Also, some of them still have to translate from Bahasa to English when they speak even

they have passed three semester in Speaking Class and got A in English Presentation Skill Class. The data showed below:
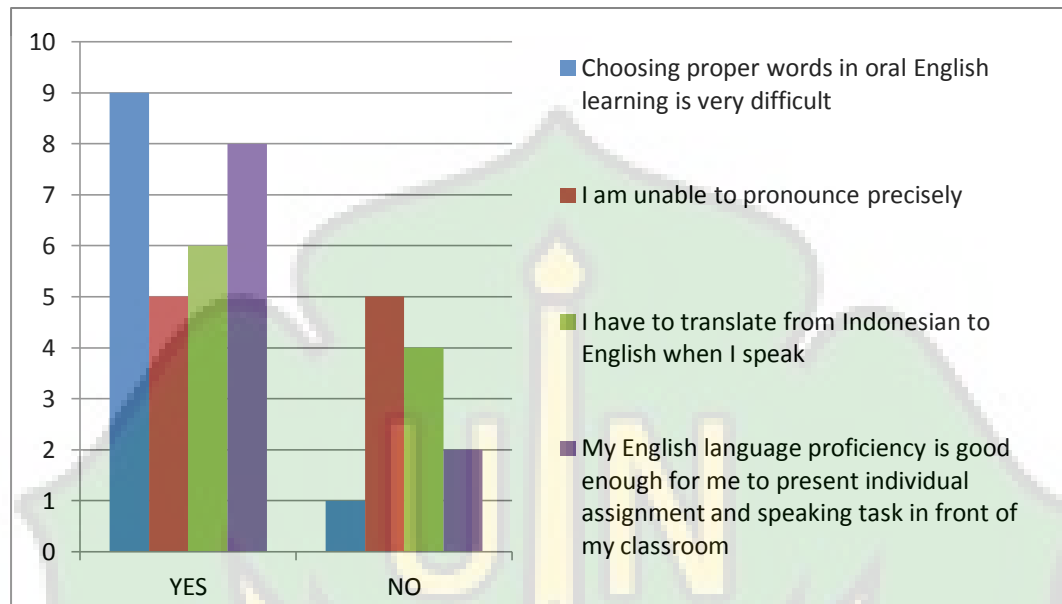


*Figure 4.2   Students' language barrier*

Language difficulties affect students in different ways as they continue to build their own personal meanings and make sense of the acculturation process. In spite of that, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features (Kumaravadivelu, 2003, p. 27).

c.  **Interpersonal Barrier**

Interpersonal barrier is a form of communication obstacles that takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swept their roles as sender and receiver which communicate in unclear manner each other. The interviewee said that:

Lack of vocabulary, yes, that's the biggest problem. Exactly, because eee.. primarily learning grammar, pronunciation? I think, we as Acehnese.. Acehnese people we know.. we know although bad pronunciation and also ee.. we will understand if we know the content what she said. But if the vocabulary is the big ee… is a big problem, we have to solve it together. Because we don't know what she/he gonna say and we don't know how to help because we also don't know what they wanna say (Student 7)

Based on that answer, lack of vocabulary can caused difficulty in speaking fluently and giving information in order which broke a clear conversation between two people or more.

In survey question section, I also got the new information from each student about their interpersonal barrier. Their answer is:
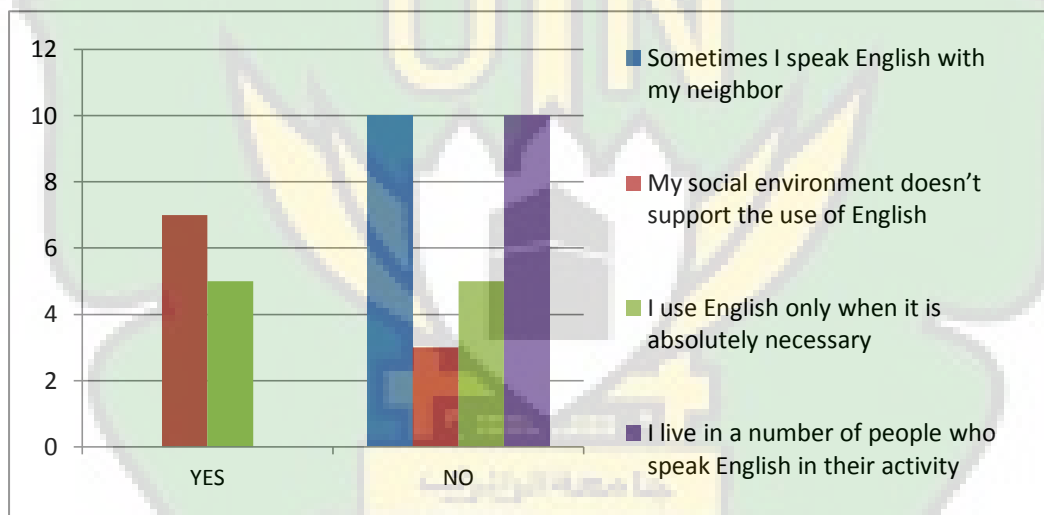


*Figure 4.3  Students' interpersonal barrier*

From that data, half of them use English only when it is absolutely necessary because they knew that their social environment does not support the use of English. Then, 10 students confirmed that they did not live in a number of people who speak English in their activity and also speak English with their neighbors. Based on that answer, I conclude that they speak English rarely or just when they have to.

d.  **Environmental Barrier**

Environmental barriers to communication are any part of the environment or surroundings that can prevent communication or getting in touch with another person or something else. There is a huge number of environmental barrier communications. Time, place, space, climate and noise are the generally accepted barriers to communication. These factors are powerful enough to block or alter the communication of a message completely. One of ten interviewees said that:

> I think, its environment. Because I live in Aceh, Indonesia and really difficult to speaking English in my city (Student 6)

Based on the statement above, I concluded that environment also took place in barriers in speaking fluently. In addition, it was known that the informant had difficulty speaking English in her city. So that made the informant difficult to speak English with the surrounding environment.
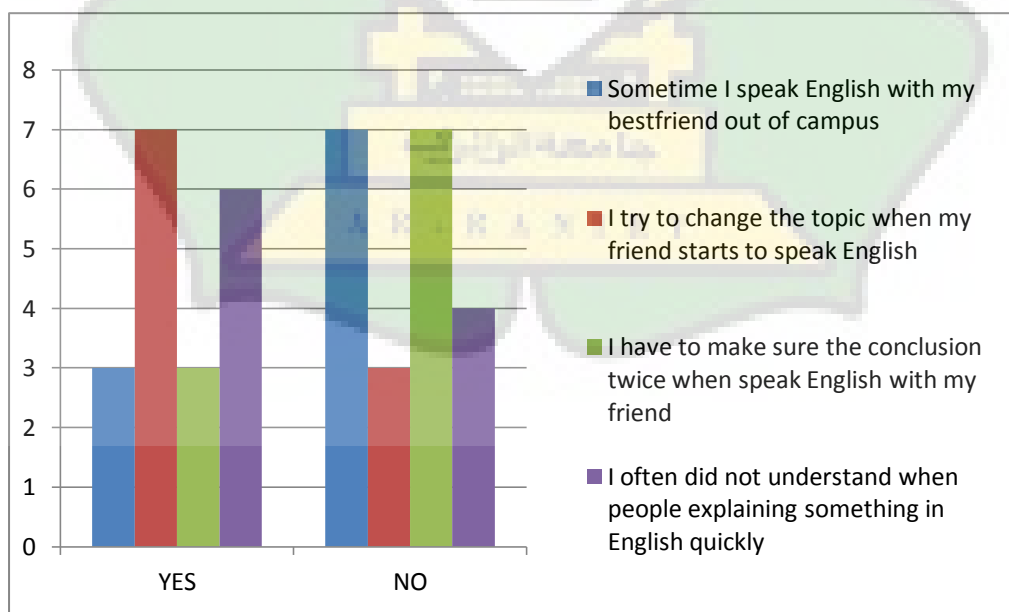
In survey question section, the answer is:



*Figure 4.4   Students' environmental barrier*

7 from 10 students agreed that they try to change the topic when their friend starts to speak English and they did not have to make sure the conclusion twice when using English to communicate. It means that they understand when their friends talk about but they feel unwillingly to speak in English.

## 2. Students' Efforts in Solving Their Barriers

Even though the students had passed Basic Speaking, Intermediate Speaking, and English Presentation Skill with excellent score, students remained get the difficulties in speaking English fluently. After asking about their barriers, the writer asked how they solve their difficulties. I will sorted from general to specific categorized answer based on their answer.

### a. Practice

Practice is a cognitive strategy that involves a direct manipulation of learning techniques, such as practice. The terms of practice is consisted of two meanings, the first is practicing alone. Practicing alone is talking to self, speak in front of the mirror, and the second is by peers.

> I don't really know because.. but I guess… having a lot of practicing and learning more like.. me maybe. Yeah, I have a several friends, I have a few friends weather is the native speaker or am.. or in the English Teaching Department students. Yeah I really have few friends. Even though they're not English Teacher Department student, but they like to talk in English. Yeah.. yeah, it's cool. I can do it with them. Or maybe sometimes if I want to speak English and I have nobody, I can.. like.. talking to myself in front of the mirror or imagine that I have a friend and I have some topic to talk like TED Talk, you have.. you make some topic to talk yeah its good for improving you English Speaking skill. ( Student 1)

It is clearly confirmed by the informant that speaking comprises unpredictable matters. The natural conversation automatically flows out of the mouth of the

speaker, not memorized or learnt like poems will improve speaking skill ability. Loe (2007) stated that the learner should be able to understand and produce correctly complex texts and messages both orally and in writing in daily life situations, using linguistic and non-linguistic resources in order to get a satisfactory and fluent communication.

> I always tell to myself that.. "that's okay to say anything in English with or without the right grammar because all you have to do is speak. Grammar is important, but then I realize when I keep asking to myself "did I say it with the right grammar just now?", it will make me scared to speak. So now, I'm trying to always just speak, with or without the right grammar. (Student 3)

Lifrieri (2005) affirmed that a proper and positive attitude is imperative for achievement in language learning. Therefore, it is inevitable to possess an appropriate understanding of motivation and attitude of the students to build a good proficiency in speaking.

> We just learn more and practice more and keep practicing and learn from our mistakes. Also, I have friend to practice my speaking but not always we practice it. So I practice my speaking in front of the mirror. I speak English with my friends, maybe just when we are at the classroom (Student 4)

Interpersonal dialogue is regarded as maintaining social relationships not for transmission of facts and information involves factors like: casual register, colloquial language, slang, ellipsis, sarcasm and a covert "agenda" (Brown, 2007). In order to improve second language skills, learners should practice regularly and expand their general vocabulary, then they can improve their domain of vocabulary by listening from simple sentences to complex sentences.

> Well, my effort is probably like I still do in these days is like just speak without thinking. So if you have the word that comes to your mind, just speak it. You know like.. you don't have to be scared if you if the word is

wrong. There are some people to correct it to you. So I just speak without thinking and keep going on. Like just we speak in Bahasa, we just speak, not thinking. Because it is speaking, right? In my perspective, as long as they understand, well, that's ok. (Student 5)

From the statements above, it is showed that one of their strategies to improve their speaking skill is by practice, every student has different way of practice, some students practice by peers while some is practice alone. This reason was based on the situation that the students face. Overall, most of students had huge consideration to improve their English speaking skill by practicing not only in the classroom but also outside of class, when they had free time or an opportunity to do a practice.

## b.  Audio -visual media

Audio- visual media is a great help in stimulating and facilitating the learning of foreign language (Cakir, 2006. P. 68). The more students listen to and watch the audio visual media that is played, the better the students learn foreign language. Furthermore, Kindle (1998, cited in Fakogbon, 2011) stated that audio visual media is considered as high complexity media included movies, videotapes, CD-ROMs and youtube. However, in this research, I found Youtube as a dominant media and followed by movie.

Youtube is considered by the researchers as an alternative strategy to enhance students' speaking skill. According to Khalid (2012, p. 527), youtube is a video sharing website on which users can upload, share and view videos. While, movie is one of art that usually contains someone's life story, fiction, and biography as an entertaiment to the people. Based on the interview, some of students prefered to use youtube and movie as media to solve their barriers which is proven below:

"Solving? hmm like I said before.. hahah I just read some caption on Instagram, watching video, movie because I think that's a good way to enrich vocabulary." (Student 6)

Vocabulary always becomes the essential part of English as a foreign language. Every person who learns a language must learn the vocabulary of the language in order to make the learning process easier. Without vocabulary mastery, learning a language becomes a very hard thing to do and communication in second language cannot happen in any meaningful way. I think that the use of short text like writing or reading caption on Instagram is one of an interesting way to help students to find out the keys to remember and grasp many new vocabularies.

I have lots of movie that I watch for example, harry potter is a good one for learning British but I prefer American accent. Then, gesture. That's the best way for me to hide my anxiety and nervous. Because by gesturing, moving or something like that can reduce shaking and sweating slowly. Also, it can make me more calm minutes by minutes. Until confidence come to me after speak 10-15 minutes in shaking and sweating (Student 7)

"I am always watching ted talk or English TV and then I watching the Youtube, and I suggest you to do the same thing like me, maybe, to reduce barrier in speaking fluently" (Student 8)

Wilson (2000) illustrated that learners expressed a preference for action or entertainment films in the language classroom indicating that these particular audio visual materials could be employed successfully as a significant classroom motivational tool. Moreover, movies and TV entertainment provide authentic cultural and language input. Besides youtube, students of the third semester in english department also watch  movie in their free time as a media to help them encourage their ability in speaking and in listening as well.

**B. Discussion**

The purposes of this research were to find out the barriers in speaking English fluently that were faced by the students of English Department Education at Ar-Raniry State Islamic University. In this study, there were many data from the participants' answer that founded to enrich the findings of this research, but I connected those data to the research questions of this research and divided those data into some themes.

Based on the data analysis, it was found that there were four major themes related to learners' barriers in speaking English fluently by the learners who got great score in speaking class. The findings above showed that the learners faced barriers in each categories; individual barrier, language barrier, organizational barrier, and interpersonal barrier. The barriers that dominant are individual barrier, such as nervous, lack of vocabulary, inability to speak precisely, grammar-error, feeling having problems in presenting information in order. The highest obstacle for the participant is feeling nervous or anxiety.

Anxiety is a common debilitating feeling which affects students in a variety of ways (Occhipinti, 2009). This is also frequently happening to foreign language learners in many grades from high schools to universities. This symptom is generally influenced by the lack of confidence in the individual of the students. Çapan and Şimsek (2012) concluded in their research that anxiety as an emotional barrier is a crucial obstacle which influences the process of learning. EFL learners spend more time on listening rather than speaking, they are

very quiet and afraid of speaking due to anxiety. There are other terms to refer to it, nervous and fear.

Nervous is a psychological state that causes a person to feel discomfort in social situations in ways that interfere with enjoyment or that cause avoidance of social contacts altogether. Nervous can vary from mild feelings to moderately uncomfortable in social circumstances to debilitating levels of anxiety that interfere in people with the process of socialization (social withdrawal). Meanwhile, a great fear that many people have is speaking in front of a group or audience. The primary reason is that they are afraid of looking foolish in front of other people. Speaking in front of others, consistently counts as one of the foremost fears of individuals. Indeed, many students place speaking presentation ahead of death itself in their relative ranking of fears. It is no wonder, then, that many students tend to avoid situations where they are expected to speak or perform in front of the class, for example, a student may struggle through, or seek to avoid altogether, only to practice a little presentation in front of his or her friends.

Most of those English learners always complain about problems such as being anxious, being nervous, being worried of making mistakes, feeling nervous, and feeling frustrated while performing in English speaking. Wallace and Roberson (2009) stated that emotional barriers mostly result from the personality of the person and the most difficult ones to change the attitude. The learner may be too nervous to communicate or may be afraid of interlocutor. Especially, speaking

anxiety is very common among EFL learners. Additionally, learners may not like the topic and it leads to the lack of motivation and getting bored.

Next, in language barrier, out of 9 students think that choosing proper words in oral English learning is very difficult and their proficiency is good enough to present individual assignment and speaking task in front of the classroom. Also, some of the students still have to translate from Bahasa to English when they speak even they have passed three semester in Speaking Class and got A in English Presentation Skill Class. Failure to communicate properly and the seriousness of risk can have negative consequences; wrong interpretation and unqualified assumptions. The simplistic definition of the language barrier as a problem of "miscommunication" becomes replaced by a cycle of effects that explain not only how the miscommunication occurs but also how it can escalate. Misunderstandings are aggravated by the need to avoid a loss of face; considered stupid or ill informed.

In addition, the participant also had barriers in interpersonal barrier which is can be part of organizational barrier. As we know, environment also takes place in speaking fluently and should be clear. When two people or groups of people are involved in communicating with each other and if the second language is used that is unclear to all individuals, then their objectives will not be fulfilled and the process of communication will not be effective. Escribano (2004) stated that lack of word knowledge can sabotage the production of thought. Poor word knowledge in the target language causes encoding the message in a wrong way. If they even

force themselves to think in the target language, this does not make a significant difference. Negative transfer of L2 is again very common issue. False cognates may enforce students. Especially, in the beginning of the process of learning a foreign language, learners frequently come across this kind of problem.

## CHAPTER V

## CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions based on the research findings at Department of English Language Education of Ar-Raniry State Islamic University.

## A. Conclusions

The observations showed that students' main barrier was individual barriers; nervous, lack of vocabulary, feel unable to speak precisely, grammar-error, underestimated in presenting information in order, lack of confidence. The students confirmed that individual barrier was the main barriers they face, and then language barrier, environment also interpersonal barriers followed. Since they did not feel able to speak English in a natural way, and thinking about how to pronounce correctly a word or how to use the correct grammar structures, they said that it was difficult to grow the confident.

In addition, they are also afraid of making mistakes. Because most of them think that people may laugh at them if they mispronounced some words as in Indonesia is referred to ―Takut salah; then they preferred not to interact in English until they knew for sure that they were not making any mistakes. However, even if practice cannot make you perfect, at least it can make you speak fluently.

Another issue was that students thought that English is complicated and difficult, so they already put a barrier since they don't make any effort and they tell themselves that they do not have the ability to learn that language. All that formerly mentioned are widely observable on English learners in Indonesia, and teachers should encourage students to overcome this barrier, since they understand that in any learning process making mistakes is unavoidable, and people always learn from their mistakes. In addition, some students' perception of the language can be negative and appears as a barrier too, for example many students expressed

that speaking English outside the classroom is a style of people who just like to —show-off, since using English makes students feel uncomfortable while speaking or interacting with each other.

To sum up, most of those English learners always complained about problems such as being anxious, being nervous, being worried of making mistake, feeling shy, and feeling frustrated while performing in English speaking.

**B. Recommendation**

An effective communication is a part and parcel of any successful organization. A communication should be free from barriers to be effective. Communication is a two way process where the message sent by the sender should be interpreted in the same terms by the recipient. The characteristics of effective communication are as follows:

1) **Clarity of Purpose**: The message to be delivered must be clear in the mind of sender. The person to whom it is targeted and the aim of the message should be clear in the mind of the sender.

2) **Completeness**: The message delivered should not be incomplete. It should be supported by facts and observations. It should be well planned and organized. No assumptions should be made by the receiver.

3) **Conciseness**: The message should be concise. It should not include any unnecessary details. It should be short and complete.

4) **Feedback**: Whether the message sent by the sender is understood in same terms by the receiver or not can be judged by the feedback received. The

feedback should be timely and in personal. It should be specific rather than general.

5) **Empathy**: Empathy with the listeners is essential for effective verbal communication. The speaker should step into the shoes of the listener and be sensitive to their needs and emotions. This way he can understand things from their perspective and make communication more effective.

6) **Modify the message according to the audience**: The information requirement by different people in the organization differs according to their needs. What is relevant to the middle level management might not be relevant to the top level of management. Use of jargons should be minimized because it might lead to misunderstanding and misinterpretations. The message should be modified according to the needs and requirements of the targeted audience.

7) **Change another students' negative beliefs and attitudes towards mistakes and build a supportive learning environment**: Positivity is a key component a positive learning environment. Interacting with students in a positive manner, exhibiting positive behaviors, and maintaining a positive attitude is one of the most important steps for creating a positive learning environment and producing successful students. Positivity is one of the most powerful agents of change for establishing and maintaining a positive learning environment at school and in the classroom.

I offers some tips to the teachers or lecturers in overcoming students' psychological barriers based on the experts' suggestions, such as:

- Re-arrange seating often so they make new friends and re-shuffle again until the student befriends all of his classmates.

- Encourage responses from them specifically during class presentation.

- Give special tasks to especially shy students to make them feel important and make them responsible students.

- Engage in private conversations if necessary to monitor their progress and report them to the students' parents.

- Exhibit the good artwork or assignment of your shy students to develop their self-worth and confidence.

- Give them specific roles in the classroom that will initiate interactions too among them as students.

- Peer Involvement, teacher can ask some peers or students to become confederates and help shy children cope.

- Teachers can create activities that require the formation of small group and cooperative learning activities. Considering that shyness can sometimes be the symptom of a psychological issue or a troublesome home life, parental involvement can be the key.

- Make the classroom environment a non-threatening place

- Introduce opportunities for students to speak English outside the class.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**
**Nomor : B- 3516/UN.08/FTK/KP.07.6/03/2019**

**TENTANG**
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

| | | |
|---|---|---|
| Menimbang | : a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-13914/UN.08/FTK/KP.07.6/12/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. |
| | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

| | | |
|---|---|---|
| Mengingat | : 1. | Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; |
| | 2. | Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; |
| | 3. | Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; |
| | 4. | Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; |
| | 5. | Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; |
| | 6. | Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; |
| | 7. | Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; |
| | 8. | Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; |
| | 9. | Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; |
| | 10. | Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum; |
| | 11. | Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh; |

| | | |
|---|---|---|
| Memperhatikan | : | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018 |

**MEMUTUSKAN**

| | | |
|---|---|---|
| Menetapkan | : | |
| PERTAMA | : | Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-13914/UN.08/FTK/KP.07.6/12/2018 tanggal 22 Januari 2018 |

KEDUA

Menunjuk Saudara:
1. Dr. T. Zulfikar, M. Ed        Sebagai Pembimbing Pertama
2. Alfiatunnur S.Pd., M.Ed.       Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Tansa Harina** |
| NIM | : | **140203057** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **An Analysis of Students' Barriers in Speaking English Fluently (A Case Study at Department of English Language Education of Ar-Raniry State Islamic Universtiy)** |

| | | |
|---|---|---|
| KETIGA | : | Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018; |
| KEEMPAT | : | Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2019/2020 |
| KELIMA | : | Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini. |

Ditetapkan di:   Banda Aceh
Pada Tanggal:   18 Maret 2019
a.n. Rektor
Dekan

Muslim Razali

Nomor : B-3731/Un.08/FTK.1/TL.00/03/2019                    20 Maret 2019
Lamp  : -
Hal   : Mohon Izin Untuk Mengumpul Data
        Menyusun Skripsi

Kepada Yth.

Di -
    Tempat

Dekan  Fakultas Tarbiyah dan Keguruan (FTK) UIN  Ar-Raniry  Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

| | | |
|---|---|---|
| N a m a | : | Tansa Harina |
| N I M | : | 140 203 057 |
| Prodi / Jurusan | : | Pendidikan Bahasa Inggris |
| Semester | : | X |
| Fakultas | : | Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : | Jl.Seulanga Lr.E No.19 Beurawe Kota Banda Aceh |

Untuk mengumpulkan data pada:

**Universitas Islam Negeri Ar-Raniry Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**An Analysis of Students' Barriers in Speaking English Fluently (A Case Study at Department of English Language Education of Ar-Raniry State Islamic University)**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode:    6871

## SURAT KETERANGAN
Nomor: B-260/Un.08/PBI/TL.00/07/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-3731/Un.08/FTK.I/TL.00/03/2019 tanggal 20 Maret 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama         : Tansa Harina
NIM          : 140 203 057
Fak / Prodi  : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**An Analysis of Students' Barriers in Speaking English Fluently (A Case Study at Department of English Language Education of Ar-Raniry State Islamic University).**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 10 Juli 2019
Ketua Prodi Pendidikan Bahasa Inggris,
Sekprodi,

Saiful Akmal

List of questions:

1. How is your daily activity ?
2. Why you choose English Department as your major ?
3. Please read the direction below!



4. Have you ever practiced speaking outside the classroom?
5. How often do you practice speaking?
6. Do you make preparations before speaking class?
7. What did you do before speaking class?
8. When is the right time for you to practice speaking?
9. How do you practice speaking? do you have friends talking?
10. Do you practice English every day?
11. What is the media that help you in speaking learning process ?
12. What do you do to improve your pronunciation?

13. What do you do to improve your vocabulary?

14. What do you do to make your grammar better?

15. What do you do to improve your fluency in speaking?

16. What do you do to improve your comprehension in speaking?

17. What is your barrier in speaking English fluently?

18. What is your effort in solving those barriers?

Yes or no list questions:

19. I am nervous when I have to speak English
20. I am unable to pronounce precisely
21. I have problems presenting the information in order
22. I have to translate from Indonesian to English when I speak
23. My social environment doesn't support the use of English
24. I have no confidence in my ability to speak a fluent English
25. My English language proficiency is good enough for me to present individual assignment and speaking task in front of my classroom
26. Choosing proper words in oral English learning is very difficult
27. I use English only when it is absolutely necessary
28. The purpose of improving oral English is to get a high mark in final examination
29. I do not feel that my English skills are inadequate in any situation.

| NO | QUESTION | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|----|----------|----------------|-------|----------|-------------------|
| 1 | I do not speak English fluently | | | | |
| 2 | I am nervous when I have to speak English | | | | |
| 3 | I am unable to pronounce precisely | | | | |
| 4 | I am unable to speak with correct grammar | | | | |
| 5 | I am unable to select the right words or vocabulary when I speak English | | | | |
| 6 | I have problems presenting the information in order | | | | |
| 7 | I have to translate from Indonesian to English when I speak | | | | |
| 8 | Difficulty in expressing my thoughts and opinion in English is one of the barriers for me that affects my improvement in English language | | | | |
| 9 | My social environment does not support the use of English | | | | |
| 10 | I have no confidence in my ability to speak a fluent English | | | | |
| 11 | I can write effectively in English | | | | |
| 12 | My English language proficiency is good enough for me to interact with friends during community and organization attachment | | | | |
| 13 | My English language proficiency is good enough for me to present individual assignments and case studies to the public | | | | |
| 14 | My English language proficiency makes me more confident to interact academically with foreign lecturers/guests in the school | | | | |
| 15 | My English language proficiency is adequate for me to pass my overall examinations | | | | |
| 16 | My English language proficiency makes me shy to express my intellectual thoughts with my peers and lecturers | | | | |
| 17 | Choosing proper words in oral English learning is very difficult. | | | | |
| 18 | The oral English achievements mainly rely on teachers. | | | | |
| 19 | I cannot choose the proper words in expressing meaning in oral English. | | | | |
| 20 | Oral English teachers' teaching methods always affect my oral English performances | | | | |
| 21 | I think the most influential barrier is lack of good oral English teaching environment | | | | |
| 22 | I am always worried in oral English learning | | | | |
| 23 | I use English only when it is absolutely necessary | | | | |
| 24 | When using English it is important for me to sound fluent | | | | |
| 25 | The purpose of improving oral English is to get a high mark in final examination. | | | | |

26.  In which kind of situations do you feel your English skills are inadequate?

You can choose several options

1 When reading in English

2 When writing in English

3 In situations which require listening comprehension
(e.g. on the telephone)

4 When discussing with native speakers of English

5 When discussing with non-native speakers of English

6 When in situations that require knowledge of specialist terminology or jargon

7 When travelling abroad

8 In all kinds of situations

9 Elsewhere, where?_____

10 I do not feel that my English skills are inadequate in any situation

# 1
Participant (suci)

List of questions:

1. How is your daily activity ?
2. Why you choose English Department as your major ?
   - Because, actually, I didn't pass my first choice which is an architecture in Unsyiah and I.. I did, I did it, I passed it but I passed in the.. what we call ? how to say that in English?  UMB which is the last.. the last.. the last way to enroll that but because because of the high tuition so I have another plan which is in UIN Ar-Raniry which I haven't  heard that before… I.. I ever heard that before in high school but I never imagine that I'm studying in there until now. So, how how did it become English Department because I love English and I'm not sure that I don't I enjoyed teaching or something but I like to learn English so much since in elementary school so I decided to choose this apartment.

3. Have you ever practiced speaking outside the classroom?
   - Yes, I ever. I often practiced speaking outside of the classroom. I recently I joined an application and it's like an application in mobile phone which called Coach Surfing which is service thing for the foreigners who visit Banda Aceh and I served them a place to stay a place to sleep and then I guide them to strolling around Banda Aceh. So, I think yeah, I really often speaking English outside the classroom.

4. How often do you practice speaking?

- It is quiet often… because because not only with the Foreigners or the native speaker which is it's really good to practice English. I also did it with my friend, with my several friends. I have a friend she is from English Teaching Department too and she liked to speak English in daily. So, we try to speak English well even though we need to mix.. mix am..or do that in bilingual but yeah it's really often. But I can measure that it's about 75% or 80%

5. Do you make preparations before speaking class?

- Am… when I have a speaking class, I really need to pay attention to the syllabus which is what we're gonna we're gonna have for the class, what what the the.. subject.. I mean what the material is. Especially when I have a task like need to practice it in front of, like the homework or pre-test or midtest so yeah, sure.. because I gotta have a good score right ? so, yeah. I have to practice it.

6. What did you do before speaking class?

- I usually check the grammatical first because I'm not really into the grammartical but when I'm speaking like.. when I'm writing or doing grammar test, yeah its an exceptional but when speaking sometimes I don't really into the grammatical. So I think em.. the best thing that I need to prepare is about the grammatical and also searching for the another vocabulary. Yes, I need to expend more vocabulary because it's very very.. really really important I think for speaking. You really have something knowledge about the vocabulary.

7. When is the right time for you to practice speaking?

- everytime. I think its everytime. It don't have particular time. I think that everytime we can do it daily in the basic in the daily life and.. actually you can do that for serveral time in every day. It doesn't have special time to study.

8. How do you practice speaking? do you have friends talking?

- Yeah. I have a several friends, I have a few friends weather is the native speaker or am.. or in the English Teaching Department students. Yeah I really have few friends. Even though they're not ETDs but they lve to talking in English. Yeah.. yeah, it's cool. I can do it with them. Or maybe sometimes if I want to speak Englsh and I have nobody, I can.. like.. talking to myself in front of the mirror or imagine that I have a friend and I have some topic to talk like TED Talk, you have.. you make some  topic to talk yeah its good for improving you English Speaking skill.

9. Do you practice English every day?

- Emm.. not really but sometimes it might be five days a week ? yeah, its really often but not always.

10. What is the media that help you in speaking learning process ?

- I think like I said before, the Coach Surfing application is really good to help you. Because you know that you will improve the speaking skill fastly by talking with the native speaker and its really really helps. I swear. I really meant it. Since I used that application its really help me though, and not only... if you don't want to hosting the foreigners

you can hang out with the native speaker and when we hang out we talk about culture, all about aspect, all about something we can talk about and its really interesting and its really helps.

11. What do you do to improve your pronunciation?

- I suggest you to listening more and more and more. We need to listening more and more to the native speaker from the movie or.. em.. I don't really sure for the music because the music is kind of slang pronoun but it also good. But its better to listen more on youtube and kind of TED talk and am.. some presentation in English and also movies.

12. What do you do to improve your vocabulary?

13. What do you do to make your grammar better?

14. What do you do to improve your fluency in speaking?

- More practice. Practice, practice and practice. The often you.. okay at the first you will not really fluent but after.. after you got really often practice with your friend, maybe.. with the foreigners or.. someone, yeah you will have a fluentcy by itself

15. What do you do to improve your comprehension in speaking?

16. What is your barrier in speaking English fluently?

- My barriers is… am… apa yaaa.. not have like.. I'm not sure to answer but.. I don't really have the barriers but I assumed that with the barriers is lack of vocabulary and.. we don't really have punctuation or something like a.. I don't know.. maybe just that ? hmm

17. What is your effort in solving those barriers?

- I don't really know because.. but I guess… having a lot of practicing and learning more like.. yeah.. hehehe

Yes or no list questions:

18. I am nervous when I have to speak English N
19. I am unable to pronounce precisely N
20. I have problems presenting the information in order N
21. I have to translate from Indonesian to English when I speak N
22. My social environment doesn't support the use of English N
23. I have no confidence in my ability to speak a fluent English N
24. My English language proficiency is good enough for me to present individual assignment and speaking task in front of my classroom Y
25. Choosing proper words in oral English learning is very difficult Y
26. I use English only when it is absolutely necessary N
27. I do not feel that my English skills are inadequate in any situation. Y
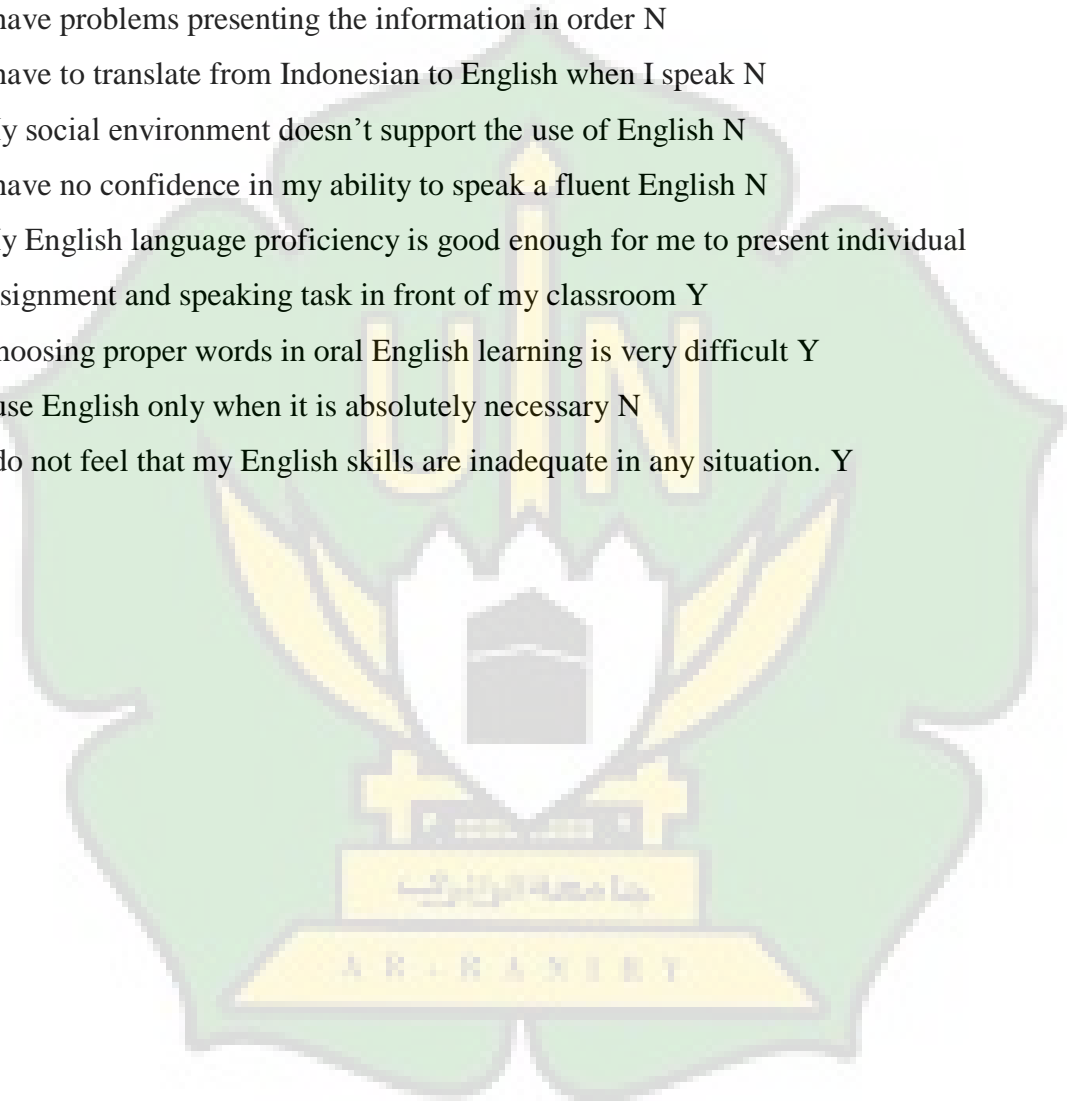
# 2 Participant sinta

List of questions:

1. How is your daily activity ?

    - my daily activity I wake up at 5 and price Subaru everyday when I go to take a bath and prepare to go to college after that I drink first because breakfast is aggregation activity before I start my day I go to college by motorcycle and I meet my friends in the college. Blazer from morning actually 8 p.m. until 1 p.m. then I go back to my house to lunch and praise my principal life East lunch breakfast or dinner on time because very important to get healthy after lunch if I don't have any class I go to take a rest because I must go to the BR30 chakra and in Carson Calif I'm still sick and next I bet abec antec about entry Madrid actually I read the Holy Quran after Prima great intuition then I repeat the lesson and do homework if they're and the last I sleep at 11:00 and before I sleep and before sleep I'm browsing on social media or Google

2. Why you choose English Department as your major ?

    - because I want to be a professional teacher and not only a teacher but more than that in this era and was really important to improve myself everywhere and many of places such as office in business, tour guide or traveling need to English speaking skill

3. Please read the direction below!

    - question number 3 I will try to pin Street and turn left and I will admit that they're building on the right side but go past at our building and go straight on I will make intersection but only pass it on Ghost Recon then across post office there is a bank but I I go past the post office and turn lights to metal supposed to rain I will meet restaurant opposite

library but opposite and take the second corner to turn life I will I will pass the hotel and go straight on and turn right and turn right on the right side behind Hotel

4. Have you ever practiced speaking outside the classroom?

- Yes I have

5. How often do you practice speaking?

- Not often.. ya not often but seldom

6. Do you make preparations before speaking class?

- Yes, I do

7. What did you do before speaking class?

- I tried to speak alone or watching any video depend on subject

8. When is the right time for you to practice speaking?

- At night

9. How do you practice speaking? do you have friends talking?

- I practice by video I like to watch in YouTube about song storytelling comedy in English I can I can practice by it because I don't have friends talking

10. Do you practice English every day?

- No, I dont

11. What is the media that help you in speaking learning process ?

- YouTube or something like TED application

12. What do you do to improve your pronunciation?

- I write some vocabulary in Google Translate then I listened how pronoun of the vocab

13. What do you do to improve your vocabulary?

- I read some news article short story then I read somewhere somewhere on the right or left side paper and look for in dictionary

14. What do you do to make your grammar better?

- I wrote many.. many of sentences depend on subject example adjectives clause I try to make the example I tried to make the sentence of addictive clause

15. What do you do to improve your fluency in speaking?

- I got new vocabulary and use it also Sing a Song Sing a Song in English

16. What do you do to improve your comprehension in speaking?

- I memorized many of vocab because if I don't have vocabulary, I will stuck in comprehension in speaking

17. What is your barrier in speaking English fluently?

- I think, its environment. Because I live in Aceh, Indonesia and really difficult to speaking English in my city

18. What is your effort in solving those barriers?

- however I must keep study hard in campus and seriously in study English

Yes or no list questions:

19. I am nervous when I have to speak English N
20. I am unable to pronounce precisely Y
21. I have problems presenting the information in order Y
22. I have to translate from Indonesian to English when I speak N
23. My social environment doesn't support the use of English Y
24. I have no confidence in my ability to speak a fluent English N

25. My English language proficiency is good enough for me to present individual assignment and speaking task in front of my classroom N
26. Choosing proper words in oral English learning is very difficult Y
27. I use English only when it is absolutely necessary N
28. I do not feel that my English skills are inadequate in any situation. N

# 3 Participant AYU

1. How is your daily activity ?

   I go to college from Sunday to Friday. Usually I get up at 6 a.m and get ready to go to college. I go to english departmen at Syiah Kuala University (ato ubah uin boljug). If there's an additional class, I usually go home at 5 p.m. If there's no additional class, I go home at 2 a.m. On weekend, I tend to spending time at home, cleaning, or I'll hang out with my friends.

2. Why you choose English Department as your major ?

   I like learning english since I was in middle school. I usually learn english by watching movies or hearing songs in english. I also like to be friended with foreigner. Therefore, I choose english department as my major. Because I know, that english is needed everywhere and could be a very useful soft skill.

3. Please read the direction below!

   if you want to go to the museum and you are from the parking lot then you have to turn right to the Pine Street after you go straight forward and then you will find the two-way junction you should turn left heading to the heading straight forward and then you will find a four-way Junction you should turn left again if you find the post office there then you are on the right Street it called Oak street then you have to walk straight forward then he will find the Museum right in the corner on your right side.

4. Have you ever practiced speaking outside the classroom?

   Yes I do. I often speaking english with my foreigner friends.

5. How often do you practice speaking?

   Not really often. Only when I talk to my foreigner friends.

6. Do you make preparations before speaking class?

   Yes. I often prepare what topic should I speak. I usually make some points of what I want to say, and then I expand that point myself.

7. What did you do before speaking class?

   Prepare some points of what I want to say.

8. When is the right time for you to practice speaking?

   Every time is always the right time

9. How do you practice speaking? do you have friends talking?

   Yes I do.

10. Do you practice English every day?

    Not really.

11. What is the media that help you in speaking learning process ?

    Movies, songs, or american vlogger I found on youtube

12. What do you do to improve your pronunciation?

    Speak much in english, and get used to it

13. What do you do to improve your vocabulary?

    I watch movies with english subtitle. If I found any vocab I don't know, I'll search for it on google translate.

14. What do you do to make your grammar better?

    By practicing toefl.

15. What do you do to improve your fluency in speaking?

    Talk to my foreigner friends.

16. What do you do to improve your comprehension in speaking?

Get used to use english in daily life (still working on it).

17. What is your barrier in speaking English fluently?

I often thinking that grammar will affect speaking. Actually I'm not that good at grammar and when I speak, at the end of sentence, I always ask to myself, "do I say it with the right grammar?". So I think my barrier in speak English fluently is grammar

18. What is your effort in solving those barriers?

I always tell to myself that.. "that's okay to say anything in English with or without the right grammar because all you have to do is speak. Grammar is important, but then I realize when I keep asking to myself "did I say it with the right grammar just now?", it will make me scared to speak. So now, I'm trying to always just speak, with or without the right grammar.

Yes or no list questions:

19. I am nervous when I have to speak English

Yes

20. I am unable to pronounce precisely

No

21. I have problems presenting the information in order

No

22. I have to translate from Indonesian to English when I speak

No

23. My social environment doesn't support the use of English

No

24. I have no confidence in my ability to speak a fluent English

No

25. My English language proficiency is good enough for me to present individual assignment and speaking task in front of my classroom

Yes

26. Choosing proper words in oral English learning is very difficult

No

27. I use English only when it is absolutely necessary

No

29. I do not feel that my English skills are inadequate in any situation.

No

# 4

List of questions: Participant Shiyfa

1. How is your daily activity ?

   My daily activity rarely that emm only go to campus and then go home and then go to campus again and then go home.. maybe sometimes if we have assignments, we make assignments with our friends ee usually that only at eh.. in the campus or outside the campus. Because I don't have any activity outside the campus

2. Why you choose English Department as your major ?

   Am.. I don't know why but I think this language department emm I choose this because English is international language and I want to go aboard maybe and this is emm I don't know but I choose this department because I want to go aboard.

3. Please read the direction below!



4. Have you ever practiced speaking outside the classroom?

   Yes, usually I practice with my friend in the campus and.. with the mirror. I talk to myself with the mirror in the bedroom.

5. How often do you practice speaking?

   I just in the weekend, not everyday. Sometimes in Saturday or Sunday

6. What did you do before speaking class?

   Maybe I prepared what the topic we gonna talk in the class. Maybe we read the topic, we must understand about the topic and then we try to speak in front of audience

7. When is the right time for you to practice speaking?

   Maybe only when I taking bath ? hahahah

8. How do you practice speaking? do you have friends talking?

   Yes I have friend to practice my speaking but not always we practice it. So I practice my speaking in front of the mirror. I speak English wih my friends maybe just when we are at the classroom

9. Do you practice English every day?

10. What is the media that help you in speaking learning process ?

    Youtube. Okay, I think she is a…I forget her name.. maybe lessie ? she is the foreigners. In her youtube that she has a tips how to be the fluence speak English or how to improve our speaking skill and other about English.

11. What do you do to improve your pronunciation?

    Hmm I think that's I lear in the youtube and practice like listen and then tray to practice and so on

12. What do you do to improve your vocabulary?

That's the same too. If we have a new vocabulary we must practice, we must use in our daily conversation.

13. What do you do to make your grammar better?

The first is hmm maybe about we learn the grammar and we practice in writing. We must a lot of practice in writing to make our grammar better. Maybe the times a week I did some exercise in grammar book to practice my grammar.

14. What do you do to improve your fluency in speaking?

Maybe we must practice, practice to improve our speaking.

15. What is your barrier in speaking English fluently?

Pronunciation, maybe? It's like so hard to understand because there is some word like hard to understand because they have the same sound, like linking word and lack of vocabulary

16. What is your effort in solving those barriers?

We just learn more and practice more and keep practicing and learn from our mistakes

Yes or no list questions:

17. I am nervous when I have to speak English N
18. I am unable to pronounce precisely N
19. I have problems presenting the information in order Y
20. I have to translate from Indonesian to English when I speak Y
21. My social environment doesn't support the use of English Y
22. I have no confidence in my ability to speak a fluent English N
23. My English language proficiency is good enough for me to present individual assignment and speaking task in front of my classroom N
24. Choosing proper words in oral English learning is very difficult Y
25. I use English only when it is absolutely necessary Y
26. I do not feel that my English skills are inadequate in any situation. N

# 5
Participant Zoda

List of questions:

1. How is your daily activity ?

2. Why you choose English Department as your major ?

3. Please read the direction below!



4. Have you ever practiced speaking outside the classroom?

5. How often do you practice speaking?

6. Do you make preparations before speaking class?

7. What did you do before speaking class?

8. When is the right time for you to practice speaking?

9. How do you practice speaking? do you have friends talking?

10. Do you practice English every day?

11. What is the media that help you in speaking learning process ?

12. What do you do to improve your pronunciation?

13. What do you do to improve your vocabulary?

14. What do you do to make your grammar better?

15. What do you do to improve your fluency in speaking?

16. What do you do to improve your comprehension in speaking?

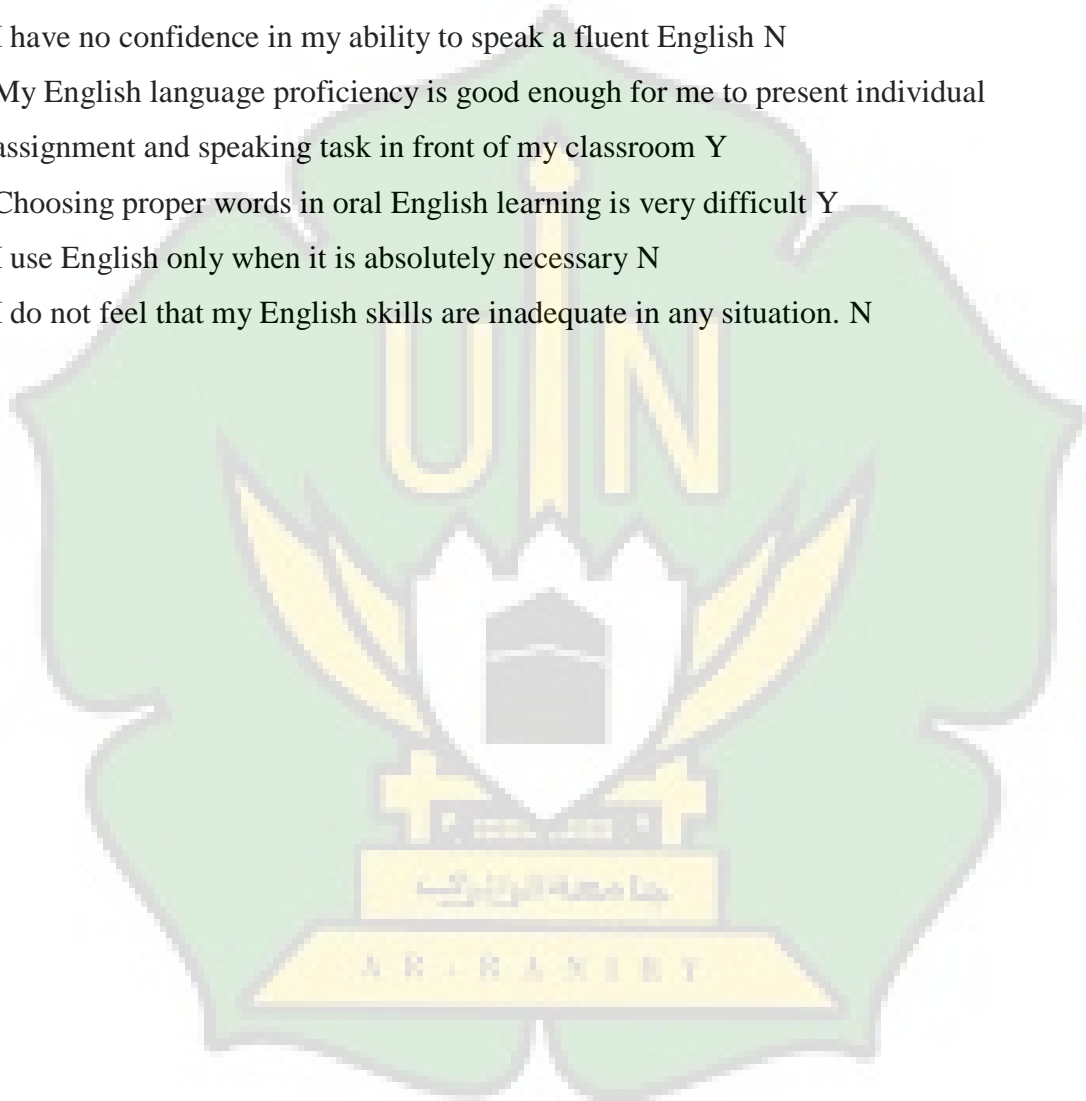17. What is your barrier in speaking English fluently?

My barriers in speaking is am.. I think it's like.. most of the people like have some words in their mind but when they trying to speak, it's just lost.. yeah, they got blank. I think I also have that kind of issues. so yeah I think that is the most thing that I still felt sometimes when I try to speak. And maybe the first thing that commonly say that why people got blank is feeling nervous but from my perspective, it's because they really have many words to say to speak in the Public's so because of that they get confused what word they will spoke or tell to the people. So, yeah, they think a lot.

18. What is your effort in solving those barriers?

Well, my effort is probably like I still do in these days is like just speak without thinking. So if you have the word that comes to your mind, just speak it. You know like.. you don't have to be scared if you if the word is wrong. There are some people to correct it to you. So I just speak without thinking and keep going on. Like just we speak in Bahasa, we just speak, not thinking. Because it is speaking, right? In my perspective, as long as they understand, well, that's ok.

Yes or no list questions:

19. I am nervous when I have to speak English N

20. I am unable to pronounce precisely N

21. I have problems presenting the information in order Y

22. I have to translate from Indonesian to English when I speak N

23. My social environment doesn't support the use of English Y

24. I have no confidence in my ability to speak a fluent English N

25. My English language proficiency is good enough for me to present individual assignment and speaking task in front of my classroom Y

26. Choosing proper words in oral English learning is very difficult Y

27. I use English only when it is absolutely necessary N

28. I do not feel that my English skills are inadequate in any situation. N

# 6
Participant Nisa

List of questions:

1. How is your daily activity ?
2. Why you choose English Department as your major ?
3. Please read the direction below!



4. Have you ever practiced speaking outside the classroom?

5. How often do you practice speaking?

6. Do you make preparations before speaking class?

7. What did you do before speaking class?

8. When is the right time for you to practice speaking?

9. How do you practice speaking? do you have friends talking?

10. Do you practice English every day?

11. What is the media that help you in speaking learning process ?

12. What do you do to improve your pronunciation?

13. What do you do to improve your vocabulary?

14. What do you do to make your grammar better?

15. What do you do to improve your fluency in speaking?

16. What do you do to improve your comprehension in speaking?

17. What is your barrier in speaking English fluently?

Lack of vocabulary, yes, that's the biggest problem. Exactly, because primarily learning grammar, pronunciation? I think we as Acehnese people we know although bad pronunciation and also we will understand if we know the content what she said. But if the vocabulary is the big problem, we have to solve it together. Because we don't know what she/he gonna say and we don't know how to help because we also don't know what they wanna say

18. What is your effort in solving those barriers?

Solving ? hmm like I said before.. hahah I just read some caption on Instagram, watching video, movie because I think that's a good way to enrich vocabulary.

Yes or no list questions:

19. I am nervous when I have to speak English N
20. I am unable to pronounce precisely Y
21. I have problems presenting the information in order Y
22. I have to translate from Indonesian to English when I speak N
23. My social environment doesn't support the use of English N
24. I have no confidence in my ability to speak a fluent English Y
25. My English language proficiency is good enough for me to present individual assignment and speaking task in front of my classroom Y
26. Choosing proper words in oral English learning is very difficult Y

27. I use English only when it is absolutely necessary N

28. I do not feel that my English skills are inadequate in any situation N

# 7

Participant Tansa hehe

List of questions:

1. How is your daily activity ?

2. Why you choose English Department as your major ?

3. Please read the direction below!



4. Have you ever practiced speaking outside the classroom?

5. How often do you practice speaking?

6. Do you make preparations before speaking class?

7. What did you do before speaking class?

8. When is the right time for you to practice speaking?

9. How do you practice speaking? do you have friends talking?

10. Do you practice English every day?

11. What is the media that help you in speaking learning process ?

12. What do you do to improve your pronunciation?

13. What do you do to improve your vocabulary?

14. What do you do to make your grammar better?

15. What do you do to improve your fluency in speaking?

I like to watching western movie, and I love to repeat some word with the same dialect what the character is said. And am.. sometime to read the journal, I copy and paste in one page then move it to google translate and try to pronounce like the woman in google translates' sounds like. That's how the way improving my fluency.

16. What do you do to improve your comprehension in speaking?

-

17. What is your barrier in speaking English fluently?

Feeling nervous is my first barriers. Sometimes I think that nervous and anxiety shot me in time when I have to speak English in front of people. I don't feel like I don't have a lot of vocabulary or lack of vocabulary but everytime I have to speak, I speak like I can speak fluently, that's my friends said to me. But in the deep of my heart and my body, I was like.. start shaking and sweating over and over hahahaha. And sometimes I also have no confidence to myself. I feel like, is the audience understand what I mean? Or do they understand what I say? and yeah, still a lot of question like that on my head

18. What is your effort in solving those barriers?

I have lots of movie that I watch for example, harry potter is a good one for learning british but I prefer American accent. Then, gesture. That's the best way for me to hide my anxiety and nervous. Because by gesturing, moving or something like that can

reduce shaking and sweating slowly. Also, it can make me more calm minutes by minutes. Until confidence come to me after speak 10-15 minutes in shaking and sweating
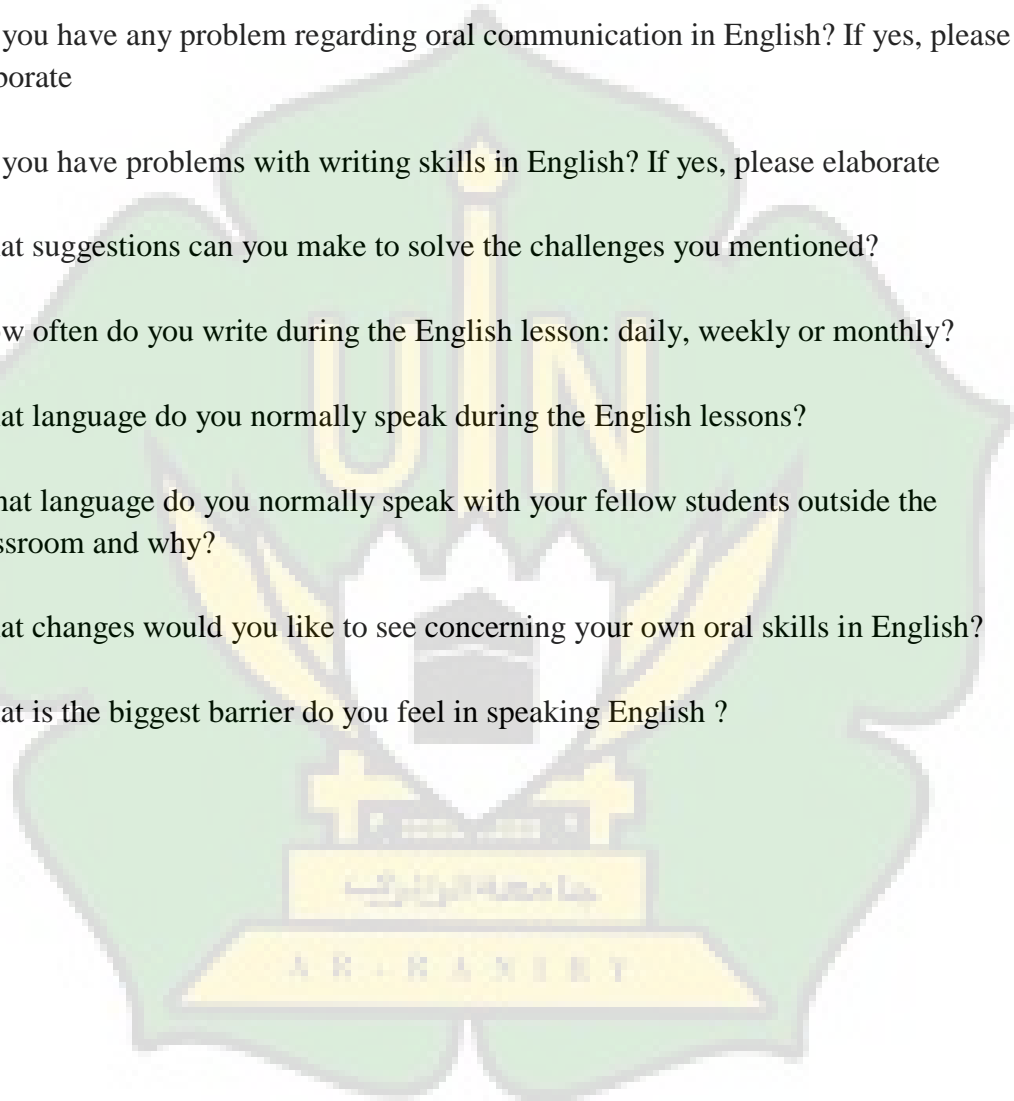
Yes or no list questions:

19. I am nervous when I have to speak English Y
20. I am unable to pronounce precisely N
21. I have problems presenting the information in order Y
22. I have to translate from Indonesian to English when I speak Y
23. My social environment doesn't support the use of English Y
24. I have no confidence in my ability to speak a fluent English Y
25. My English language proficiency is good enough for me to present individual assignment and speaking task in front of my classroom Y
26. Choosing proper words in oral English learning is very difficult Y
27. I use English only when it is absolutely necessary Y
28. I do not feel that my English skills are inadequate in any situation. Y
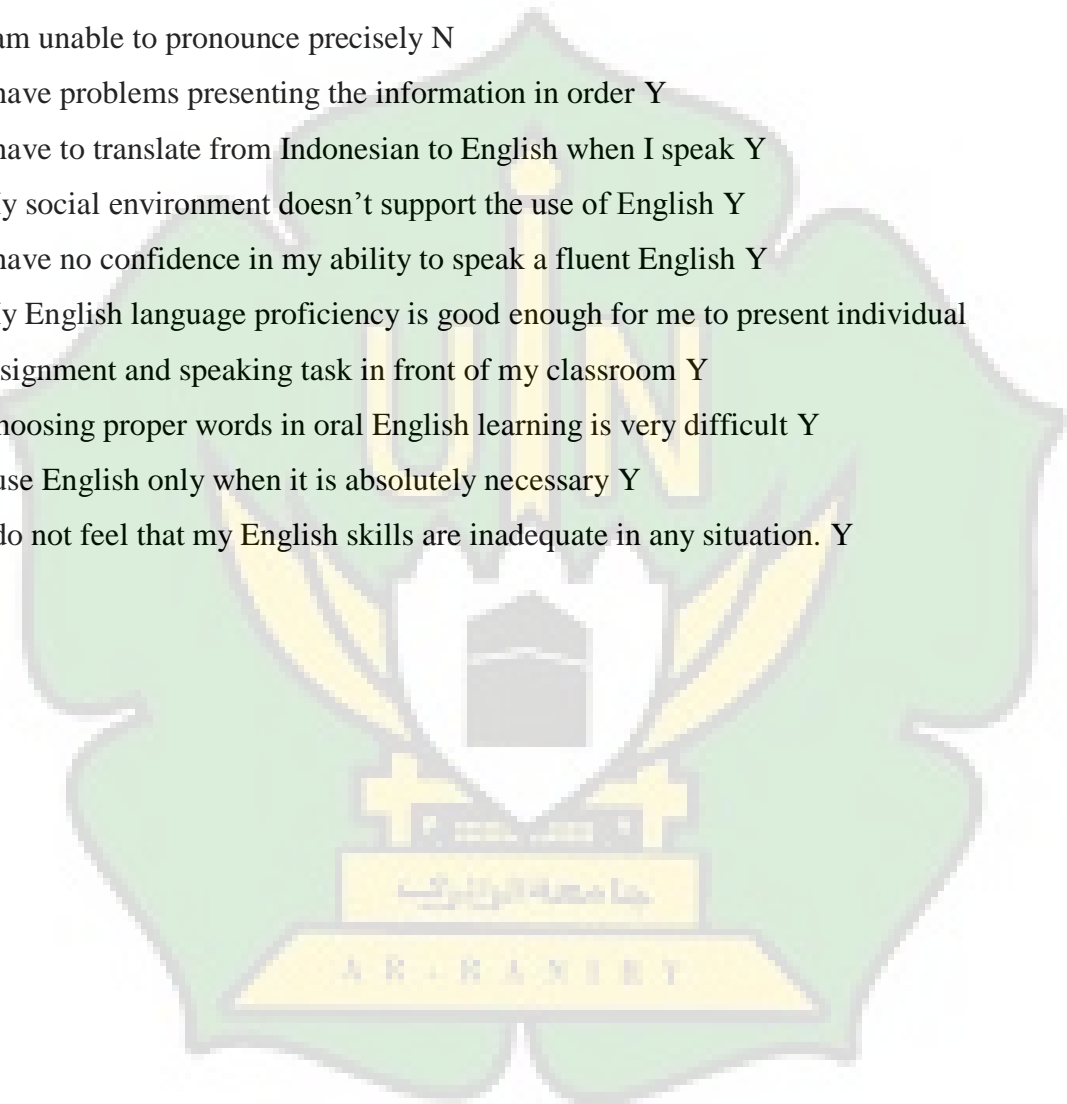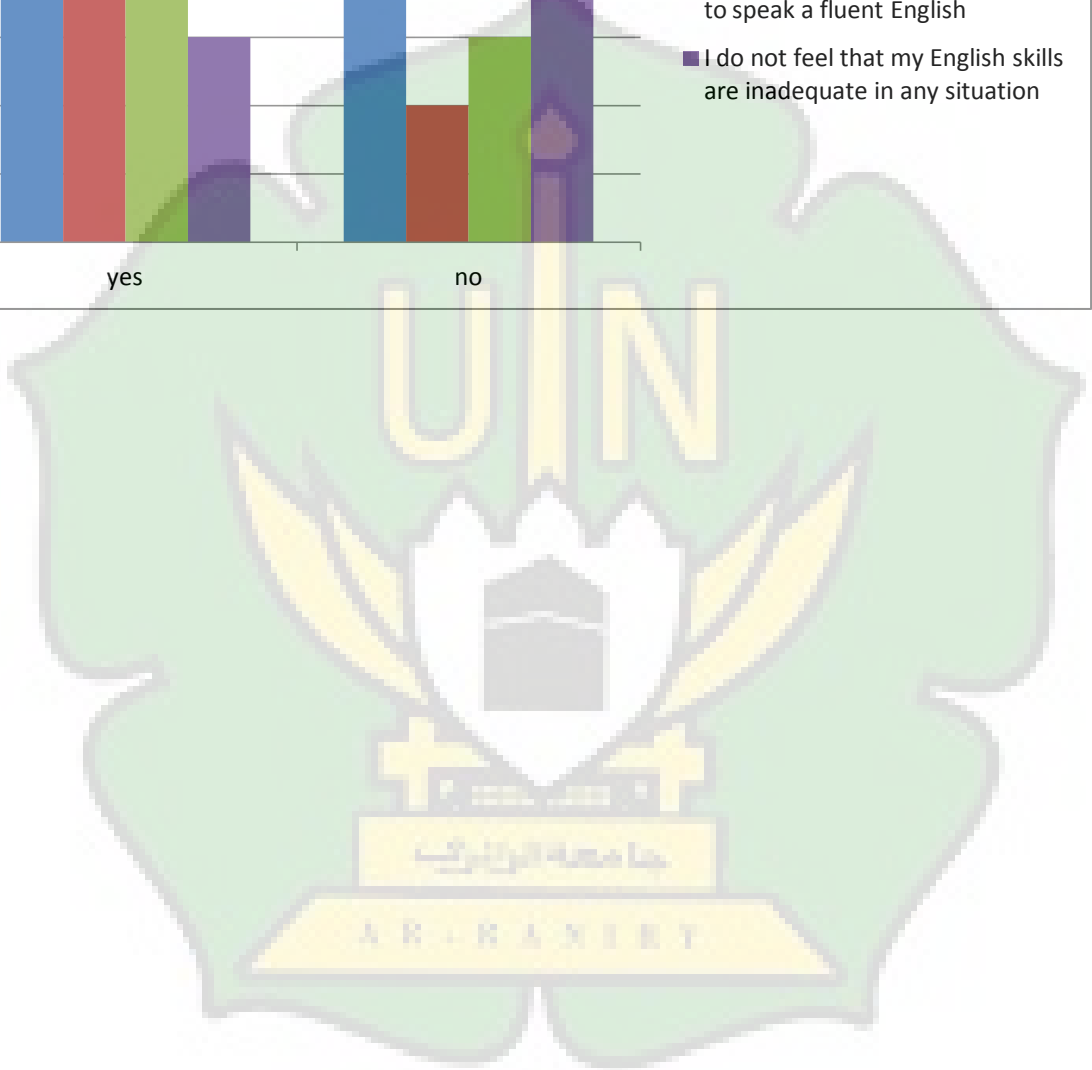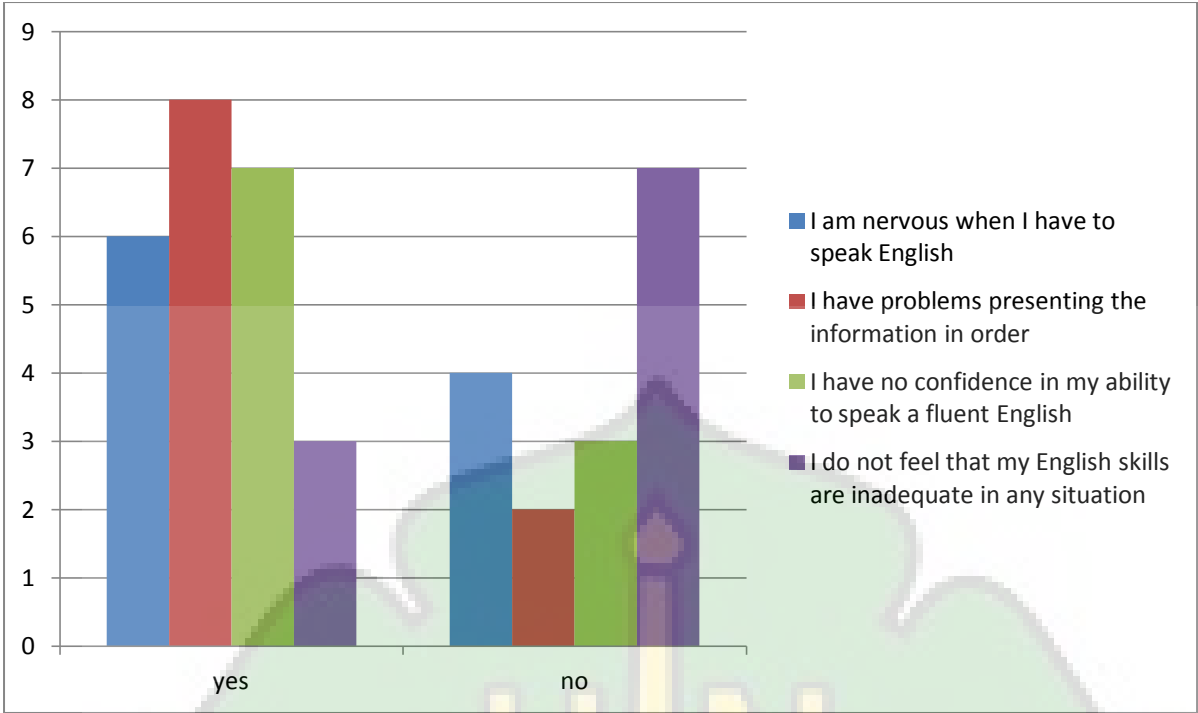
INTERVIEW

List of questions:

1. Did you ever fail any English course at this institution? If yes, what do you think were the challenges that made you fail?

2. What are the challenges do you face in public speaking course?

3. Do you have any problem regarding oral communication in English? If yes, please elaborate

4. Do you have problems with writing skills in English? If yes, please elaborate

5. What suggestions can you make to solve the challenges you mentioned?

6. How often do you write during the English lesson: daily, weekly or monthly?

7. What language do you normally speak during the English lessons?

8. What language do you normally speak with your fellow students outside the classroom and why?

9. What changes would you like to see concerning your own oral skills in English?

10. What is the biggest barrier do you feel in speaking English ?

| | I am nervous when I have to speak English | I have problems presenting the information in order | I have no confidence in my ability to speak a fluent English | I do not feel that my English skills are inadequate in any situation |

# Curriculum Vitae

## Data Pribadi

| | |
|---|---|
| Nama | : Tansa Harina |
| Nama Panggilan | : Ina |
| Tempat, Tanggal Lahir | : Lhoksemawe, 16 September 1996 |
| Alamat | : Jl. Seulanga No. 19, Beurawe |
| Jenis Kelamin | : Perempuan |
| Pendidikan | : Strata 1 Pend. Bahasa Inggris |
| Kebangsaan | : Indonesia |
| Status | : Menikah |
| Agama | : Islam |

## Pendidikan

2019 – Lulus dari Universitas Islam Negeri Ar-Raniry
2014 – Lulus dari SMA Negeri 1 Lhokseumawe
2011 – Lulus dari SMP Swasta Al-Alaq
2008 – Lulus dari SD Swasta Al-Alaq
2002 – Lulus dari TK Swasta Al-Alaq

## Pengalaman Organisasi

- Wakil Bid. Kesenian OSIS tahun 2013
- Bendahara Bid. Kesenian OSIS tahun 2012
- Sekretaris OSIS tahun 2009-2010

## Penghargaan

- Certificate as Participation of Micro Teaching Seminar and Workshop 2017
- Duta Wisata III Kota Lhokseumawe tahun 2016
- Duta Wisata Kategori Sosial Media tahun 2016
- Finalis Duta Mahasiswa GenRe Putri Aceh 2016
- Program Pembinaan Pembelajaran Karakter, Tahsinul Quran, Muhadatsah, Conversation, Mentoring dan Fiqh Ma'had Al-Jami'ah UIN Ar-Raniry 2015
- Juara Harapan I Future Language and Art for Smart Students of High School (Flash) Revival 2010

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## Kemampuan

Microsoft Word ★ ★ ★ ★ ☆
Mc. Power Point ★ ★ ★ ★ ★
Mc. Excel ★ ★ ★ ☆