

**INHIBITING FACTORS AFFECTING STUDENTS' ENGLISH SPEAKING  
ABILITY  
(A CASE STUDY AT PBI UIN AR-RANIRY)**

**THESIS**

**Submitted by**

**RINI NURLITA**

**Student of Faculty of Education and Teacher Training  
Department of English Language teaching  
Reg. No: 231324308**



**FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM-BANDA ACEH  
2018 M/1439 H**

## THESIS

Submitted to Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University Darussalam Banda Aceh  
In partial fulfillment of the requirements for *Sarjana Degree*  
(S-1) On Teacher Education

By:

**RINI NURLITA**

Student of Faculty of Education and Teacher Training  
Department of English Language Education  
Reg. No: 231324308

Approved by:

Main Supervisor,



Dr. Jarjani, S. Ag., S.S., M.Sc., M.S

Co-Supervisor,



Siti Khasinah, M. Pd

It has been defended in Munagasyah in front of the council of  
Examiners for Working Paper and has been accepted in  
partial Fulfillment of the Requirements for Sarjana Degree  
S-1 on Teacher Education

On:  
Wednesday, January 31<sup>st</sup>, 2018  
Jumadil Awal 14<sup>th</sup>, 1439 H

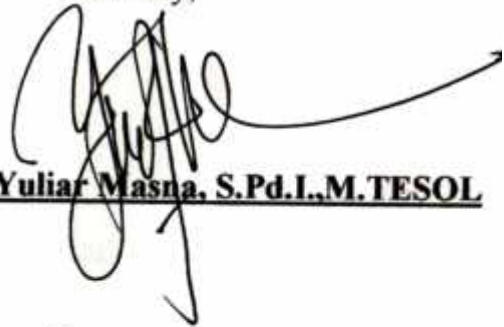
Darussalam-Aceh

Chairperson,



Dr. Jarjani, S.Ag., S.S., M.S., M.Sc.

Secretary,



Yuliar Masna, S.Pd.I., M.TESOL

Member,



Siti Khasinah, M.Pd.

Member,



Safrul Muluk, S.Ag., MA., M.Ed., Ph.D.

Certified by:  
✓ The Dean of Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University



Dr. Mujiburrahman, M.Ag.

NIP 197109082001121001

## ACKNOWLEDGEMENT



*Alhamdulillah*, after having struggled for several years studying and writing my thesis, I eventually come to the end. All these happen because of the health, strength, patience, and diligence that Allah SWT has given to me. Praise and peace be always upon the noble Prophet Muhammad SAW for having sacrifice his whole life to guide us to the right path of life.

First of all, I would like to express my greatest love and thanks to my parent Adhar Hamidi and Asma, for their love, support, motivation, patience and always caring me, for my grand parent Muhammad Ismail and Aisyah, thank you for the support, kindness, love and always understand me and give me a great memory. I dedicate big thank to My dearest Sister, Ida Riyani and Naziratulmuna, My niece also nephew Raja and Ratu for their unconditional love, support, and believe on me.

Then I would like to extend deepest gratitude to my beloved supervisors: Mr. Dr. Jarjani, S.Ag., S.S., M.Sc., M.S.and Ms.Siti Khasinah, M.Pd who have guided and supervised me on writing this thesis. My great appreciation is also addressed to my academic advisor Mr. T. Zulfikar,S.Ag.,M.Ed. and to all the lecturers both English Department and non English Department lecturers, and all of the staff of English Department.

My special thanks to my greatest friends, Deviana Putri and Syukriah for always accompany and gather with me always together in any condition for : years. Also to my housemate Nurhanifah and Nurul Masyithah, thanks for the kindness.

Further, I would like to express a great appreciation to English Department of UIN Ar-Raniry who had allowed me to conduct this research also for all knowledge and memory in my life, and to students entrance year 2014 of English Language Department for the changes to conduct and collect the data.

Banda Aceh, 09 January 2018

Rini Nurlita

## **ABSTRACT**

Name : Rini Nurlita  
Student's Number : 231324308  
Faculty/Department : Faculty of education and teacher training  
Title : Inhibiting factors affecting to students' English speaking ability (a case study at PBI UIN Ar-Raniry)  
Supervisor I : Dr. Jarjani, S.Ag., S.S., M.Sc., M.S.  
Supervisor II : Siti Khasinah, M.Pd  
Keywords : Students' speaking ability, inhibiting factors, PBI students

This study investigated inhibiting factors that affect the students' English speaking ability. The participants were the students undertaking English Speaking course at English Language Department of Ar-Raniry State Islamic University, Banda Aceh. This study employed qualitative and quantitative methods. Interview and questionnaire were used to collect data. Questionnaires were distributed to 40 students in order to find out their reactions to the factors that negatively affect students' speaking ability, whereas interview was for 4 teacher educators and 12 students in order to get more in depth data about their problems in speaking. The results show that the three higher percentage factors all the students feel to have impeded their speaking include English grammar (55.55%), English pronunciation (50%), and lack of vocabularies (41.66%), whereas other factors have lower percentage. This is similar to most common factors experienced by 12 selected students based on their lecturers' recommendation. Additionally, based on interview of their lecturers, among the most common factors were students' grammar mistakes, and lack of vocabulary. In conclusion, the findings mirror previous research findings, such as Amelia's (2017) and Doan's (2011).

## TABLE OF CONTENTS

<b>APPROVAL OF SUPERVISORS .....</b>	<b>Error! Bookmark not defined.</b>
<b>DECLARATION OF ORIGINALITY .....</b>	<b>Error! Bookmark not defined.</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>LIST OF CONTENT.....</b>	<b>.....</b>
<b>LIST OF TABLE.....</b>	<b>.....</b>
<b>LIST OF APPENDIX.....</b>	<b>.....</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>A. Background of study .....</b>	<b>1</b>
<b>B. Research questions .....</b>	<b>3</b>
<b>C. Research aim.....</b>	<b>3</b>
<b>D. Significance of study.....</b>	<b>3</b>
<b>E. Terms used .....</b>	<b>3</b>
<b>CHAPTER II .....</b>	<b>5</b>
<b>LITERATURE REVIEW .....</b>	<b>5</b>
<b>A. Speaking English.....</b>	<b>5</b>
<b>B. Inhibiting factors in speaking.....</b>	<b>6</b>
<b>C. Factors influencing learners' speaking ability.....</b>	<b>9</b>
<b>D. Strategies to reduce inhibiting factors in speaking .....</b>	<b>12</b>
<b>E. Relevant studies .....</b>	<b>14</b>
<b>F. Concluding remarks.....</b>	<b>16</b>
<b>CHAPTER III.....</b>	<b>17</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>17</b>
<b>A. Research Design.....</b>	<b>18</b>
<b>C. Data Collection .....</b>	<b>18</b>
<b>D. Data analysis .....</b>	<b>20</b>
<b>E. Setting.....</b>	<b>22</b>
<b>CHAPTER IV.....</b>	<b>23</b>
<b>RESULT AND DISCUSSION.....</b>	<b>23</b>
<b>A. Research results.....</b>	<b>23</b>
<b>B. Discussion .....</b>	<b>35</b>
<b>CHAPTER V .....</b>	<b>38</b>
<b>CONCLUSION AND SUGGESTION .....</b>	<b>38</b>
<b>A. Conclusion.....</b>	<b>39</b>
<b>B. Suggestion .....</b>	<b>39</b>
<b>REFERENCES .....</b>	<b>40</b>

## **LIST OF TABLES**

<b>Table 4.1</b>	<b>The Result of Questionnaire.....</b>	<b>24</b>
<b>Table 4.2</b>	<b>The Result of Lecturers' Interview.....</b>	<b>25</b>
<b>Table 4.3</b>	<b>The Result of Students' Interview .....</b>	<b>26</b>



## **LIST OF APPENDICES**

- i. Appointment Letter of Supervisor
- ii. The Recommendation Letter of Conducting Research from Tarbiyah Faculty of UIN Ar-Raniry
- iii. Confirmation Letter of Conducting Research from PBI UIN Ar-Raniry
- iv. Questionnaire
- v. List of interview
- vi. Result of interview
- vii. Autobiography

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of study**

Speaking is one of the important skills in learning English. As Lazaraton (2001) argues that speaking is usually used to connect with others, understand the meaning and words. These four language skills are closely intertwined and mutually supportive of each other, for example, listening skill can support speaking, reading and writing skills, and vice versa, speaking skill can support listening, reading and writing skills. Nevertheless, some students are unable to speak English well, especially in public place like classroom.

Many studies have been carried out in order to explore the factors affecting students' speaking ability. Hamad (2013) in the context of Saudi Arabia found that at least nine negative factors that affect speaking skills, including, the weakness of English's background, sometimes students use Arabic in speaking class, the students still afraid speaking English in public or presentation class, students infrequently listen to a compact disk (CD) as a model for practice speaking skill. Besides, the class has a lot of students and make it not effective. The curriculum also influences speaking class; firstly, the curriculum is more emphasized in listening than on speaking class. Secondly, the curriculum also does not allocate enough time for students to participate actively in speaking class. In this case, the instructors gave the impact too, such as, the strategy used by instructors was lack, and lab rarely used.

Wang (2014) in context of China found that there are three factors that affect to the students' speaking ability, including, cognitive, linguistic, and affective factors. Firstly, cognitive factors include conceptualization, formulation, and articulation. Second is linguistic factors, divided into; pronunciation, grammar, and vocabulary. And the last is affective factors, include; anxiety and self restriction.

In Indonesia context, Haidara (2016) found that there were four psychological factors affecting speaking English; students anxiety, feeling shy, feeling hesitated, and feeling unconfidence. In Aceh context, Alsyah (as cited in Phonna, 2011) found some factors that were mostly faced by students of English Department at Teacher Training and Education Faculty of Syiah Kuala University, including student's less confidence, lack of vocabulary, and they usually use of mother tongue. Besides, they are hard to explain their mind in foreign language. In addition, they are fear of making mistakes and speak to native speakers.

The reviewed research findings suggest that understanding students' problem in speaking English is crucial. However, this issue has received less attention at UIN Ar-Raniry based research's experiences when speaking class. The inhibiting factors that gave bad impact to the her are; worrying about grammatical structure, fluency, vocabulary, and anxiety.

This study conducted to fill in the gap by in exploring more about the inhabiting factors that can influence students in speaking ability. This research

intends to fill the gap by investigating the factors that inhibit students from having good speaking ability.

## **B. Research questions**

This study addresses the following research question: What are the inhibiting factors affecting student's English speaking ability?

## **C. Research aim**

This study is aimed at finding out inhibiting factors that affect students' English speaking ability.

## **D. Significance of study**

This study is significant in that it can uncover the factors that negatively affect students' speaking ability. Given this knowledge, students will be aware of their own problems that impede their ability to speak English and teacher educators will be able to use the insights to develop their instruction.

## **E. Terms used**

To avoid misunderstanding in this study, it is necessary to clarify some terms, such as: inhibiting factors and speaking ability.

### 1. Inhibiting factors

In Oxford Advanced Dictionary, the definition of inhibiting factor is one of several things that cause or influence something. In this research, the phrase “inhibiting factor” refers to something that can give bad influence to students’ speaking ability, including, anxiety, cognitive, affective, linguistic, and so on. In this research, inhibiting factors refers to the students of PBI who have inhabiting factors in speaking.

### 2. Speaking ability

Speaking ability is an interactive process which leads to constructing meaning that involves the development of a particular type of production, reception, and information processing in its typical grammatical, lexical, and discourse patterns (Burns, Gollin & Joyce, 1997). In this case, speaking ability aim to an ability of department students of Ar-raniry in speaking English. In addition, this reserach will find out what are the inhibiting factors that influence speaking ability of the students.

## **CHAPTER II**

### **LITERATURE REVIEW**

To provide a better understanding of the study, the operational definitions of the following terms are employed: Speaking English, inhibiting factors in speaking, factors influencing learners' speaking ability, strategies to reduce inhabiting factors in speaking, relevant study, and concluding remarks.

#### **A. Speaking English**

Speaking is significant to individual's living process and experiences as the ability of seeing and walking. Speaking is probably the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same as knowing a language since speaking is the most basic means of human communication. When people speak, a great deal of respiratory system is required since it is more than just a mouth which is involved such as nose, pharynx, epiglottis, trachea, lungs and more are also needed. In addition, as mentioned above, speaking is not just making sound. Oxford Dictionary states that "speaking is to make use of a language in an ordinary, not singing, to state view, wishes etc or an act of spokesman". Meanwhile, Tarigan (2008) defines that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions or feelings. Also Bryne states that speaking is a two-way process between speaker and interlocutor and involves the productive skill of speaking and the receptive skill of understanding.

Based on the previous four definitions, it can be synthesized that speaking is the process of sharing with another person, or with other persons, one's knowledge, interests, attitudes, opinions or ideas. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking in which a speaker's idea become real to him and his listeners.

## **B. Inhibiting factors in speaking**

### **1. Anxiety**

Anxiety is one of problems faced by students in speaking performance that was defined as a feeling of uneasy suspense (Rachman, 1998). In addition, Spielberger (1983) states that anxiety is a feeling like tension, apprehension, nervousness and worry that happen to everybody who got nervous. May (1977) argues that anxiety is an emotional response to a threat to some value that the individual holds essential to his existence as a personality. Furthermore, Sillamy (1996) describes that anxiety is an affective state characterized by a feeling of insecurity, a diffused trouble. In other word, anxiety is defined as the specific negative reaction experienced in particular foreign or second language learning contexts when learners are expected to perform in the second language (Gardner and MacIntyre, 1993). Besides, Anxiety is the state of feeling nervous or worried that something bad is going happen (Hornby, 2010). In addition, worrying about being wrong, stupid or incomprehensible greatly affect learners in speaking performance (Brown, 2001). To conclude, anxiety is a feeling of being afraid to do something that can cause negative effect in speaking.

## 2. Incorrect pronunciation

According to Hassan (2014), pronunciation and intonation is a basic for good communication. Besides, Zhang and Yin (2009) state that students who have no ability in pronunciation will be difficult in communication. Szynalski (2014) also has the same idea, that good pronunciation gives good affect to the communication skill.

In many cases, especially in speaking class, most students do not have self confidence since they are afraid of using wrong pronunciation. Thus, according to Hayati (2010), students fear to speak in public area because they are afraid of making mistake, failure, langhter, and ridicule. She also argues that students are afraid of speaking in front class because they do not have good pronunciation, sound, and ideas.

another problem usually faced by student in vocabulary is pronunciation because between first language and second language have differences in producing a sound. As Zhang and Yin says that students get difficulty in pronunciation and spelling between L1 and L2 is not similar. In addition, spelling and pronunciation L1 influence the target language.



### 3. Vocabulary

Vocabulary is very important for EFL learners since the vocabulary can increase students to enrich new words to put into a sentence. If the receptive vocabulary is rather limited, learners will hardly put the vocabulary into sentence use (Nation, 2001), so it is essential for students to store a wealth of vocabulary in their long-term memory. Furthermore, Levelt (1989) states that students who have various vocabulary will be easy to speak fluently without hesitated, so, students need to enrich English vocabulary every single time.

Souriyavongsa (2013) states that speaking problems faced by students is caused by limitation of vocabulary. Students have a number of trouble in communication to each other in second language. Lack of vocabulary is one of components students reluctant to speak in English. As Larsen-Freeman (2001) states that the main problems faced by students in practicing speaking is their poor of vocabulary and grammar. Students are unable to provide ideas easily without both components. Besides, Decarrico (2001), believes that due to limited knowledge of vocabulary, students do not have self confidence to speak English. In other word, students should renew their unfamiliar word becomes new vocabulary that they can use in daily conversation.

Heick (2014), in his research, says that many students reluctant to read book or dictionary because of reading is tiring and boring. They prefer to watch rather than read. Even, reading is the key to increase vocabulary. Besides, reading also has other benefits for them, such as, they have new unfamiliar words, sentence structure, and

meaning of the words. According to Chou (2011), limited vocabulary of the students because of they do not regularly read a book or dictionary. Eventhough, students will encounter a number of word if they read extensively.

### **C. Factors influencing learners' speaking ability**

English learners' speaking ability is influenced by various factors. As Wang (2014) states that speaking ability is affected by cognitive, linguistic, and affective factors.

#### **1. Cognitive factors**

The speaking processes include conceptualization, formulation, and articulation. 1) Conceptualization is the information that can be chosen to express the meaning. Regarding to this problems, conceptualization requires to an idea. Students need a lot of idea in order to express their information, so, it need vocabulary to provides enough word and arrange the sentence. According to Hawthorne (2004), he says that in order to communicate well in second language, students have to acquire a number of words and should be familiar how to use them appropriately. Another opinions proposed by Braze et al (2007). They argue that the knowledge of vocabulary is found to be a causal aspect in daily communication. All those theorists proposed that mastering a lot of words is necessary for students in order to speak fluently. 2) Formulation deals with using grammatical structure appropriately. Learning second language becomes difficult since the mother tongue structure influence the grammar pattern of second language. Besides, its impact to structure of

sentence. In line with this, Ting, Mahadhir & Chang (2010), argue that a second language would be impact in grammatical structure strongly. 3) Articulation requires the speaker pronounces the articulatory organ (Levelt, 1989). Articulation and pronunciation is strongly connect in order to provides good communication skill. Hayati (2010), says that pronunciation, sound, and ideas are three basic components in order to get self confident to speak in public. Students who have good pronunciation become easy to expres their ideas and fluently in speaking. In addition, Szynalski (2014) states that good pronunciation is necessary in communication skill. Thus, without good pronunciation, right sound, and ideas students are not allow to increase their communication immediately. To conclude, there three components based on cognitive factors that must mastered by EFL learners in speaking ability; conceptualization, formulation, and articulation.

## 2. Linguistic factors

According to Bygate (2005), it is not easy to EFL to use the accurate pronunciation, grammar, and vocabulary. In addition, Liu (2005) says that good understanding of grammar will allow students to be flexible when speaking. Using the correct grmmar in speaking is significant to avoid misunderstanding and to help the other person easy to understand. Students should be careful of these categories, especially in grammatical structure, vocabulary, and pronunciation. In order to convey hearing, EFL learners must have grammatical knowledge of words and sentences. They must understand how words are segmented into various sound, and how sentences are stressed in different ways. Thus, linguistic factors enables speakers

to use and understand accurately and unhesitatingly, which contributes to their fluency. 1) Pronunciation is important because if the speaker mispronounce of the words the listener also will misunderstanding about the words. Learners often make mistake in sounds, stress, and intonation. 2) Besides, Grammar is a key role in learning English structure. The learners are difficult to produce right grammatical structure in speaking. According to Souriyavongsa (2013), many students difficult express their idea in speaking they have limited knowledge of grammar. Thus, grammar in early studies has been found to be one of the most important aspect that the EFL learners find difficult in learning foreign language. In his study, Abidin (2007) found that most students agree with statement “When I want to speak, I am not sure which tense to use”. 3) Vocabulary is also important to students since it is a basic in speaking. Soriyavongsa (2013) states that one of the negative factors faced by students is limitation of vocabulary. They have a lot of trouble in communication because of poor vacabulary, so, that is why students are silent rather than speak in English class.

### 3. Affective factors

Speaking ability is influenced by affective factors. Both anxiety and self restriction affect a lot to speaking ability. First, anxiety is worrying about being wrong, stupid, or incomprehensible. Besides, students in anxiety become lost their words when speaking. According to MacIntyre and Gardner (1991), there are three groups of anxiety; trait anxiety, state anxiety, and situation-specific anxiety. 1) trait anxiety is an anxious feeling which relatively permanent and steady. 2) state anxiety

defines as an unpleasant emotion that experienced at a particular moment in time, as a response to a definite situation, for example, prior to an examination. 3) situation-specific anxiety is focuses on the situation in which anxiety happen. Second, self restriction, according to Wang (2014) self restriction is an opinion that they can lost face if they speak wrong. This happens in Asian culture, especially in Indonesia. Most student are afraid to speak in public, bearing in their mind “silent is gold”. In addition, they prefer to keep silent rather than speak. They reluctant to speak to avoid losing face in front of their friend. In many case, student usually laughter and ridicule to their friend when speak hesitatingly, such as, wrong intonation, vocabulary, or pronunciation. It is usually happen in Indonesia which is very difficult to change.

#### **D. Strategies to reduce inhibiting factors in speaking**

In order to overcome the problems in speaking, some strategies are proposed to the EFL based on experts. First is to overcome lack of vocabulary. According to Nation (2002) suggest that students need to expand the vocabulary, pronunciation, meaning, and usage by memorizing as many as possible. Besides, Decarrico (2001) states that memorizing vocabulary and understand meaning should be learned at the same time, so, students know how to use it in real life communication. Further, he also proposes several ways to enrich vocabulary, such as, reading English book, novel, magazine, newspaper, playing word games, using dictionary, and so on. Students can decide one of ways that is suitable for them. Hunt and Beglar (2002)

suggest to use flash cards as a fun media which students are asked to write a word on the front of the cards and its English definition at the back. In addition, students have to learn more information about each word. By doing this, they believe that students can enrich vocabulary faster. Second, strategies to overcome lack of grammatical knowledge. According to Nawaz (2015), the environment in the class room should be comfortable and facilitating for students. Classroom should not be teacher's centered but students' centered. Besides, students need to be diligent to practice grammar regularly. Third is some solution to overcome anxiety. According to Haidara (2016), students need to stop worrying much about what other person sees their spoken English. In addition, students should think that English language is easy to understand. Besides, they have not think much about mistakes, but find the way how to improve speaking. Then, instructors should motivate students to speak, and overcome their fear of speaking by using different strategies such as: cultural debate topic, discussions, role-play in the class room, it can exercise their pronunciation and ideas easily. The last is solutions to avoid mispronounce, according to Dan (2006), to know how to pronounce the words correctly, so, they need to listen carefully before they pronounce every single word in a sentence. This exercise can be done by listening electronic dictionary in android application, listening English songs, or watching movies. In addition, Johnson (2014), defines that practice is one of the ways that can improve their pronunciation. Students need to practice frequently, at least 30 minutes each day. After doing these exercises, students will get some benefits such as gaining

a good model of pronunciation from the native speakers and comprehending culture in second language country.

### **E. Relevant studies**

According to Fitria (2013), students were unable speak in English because; they related to inhibition, nothing to say, low or never participation and mother tongue used. It is because they do not master the three primary elements of speaking namely, vocabulary, grammar, and pronunciation. As a result, students were not master English well.

The causes of students' speaking problems in speaking English based on Al Hosni's (2017) findings were; they are lack of necessary vocabulary items, lack of grammar, lack of sentence formation skills which result in using their mother tongue. The result also showed that the students perceived the pronunciation, grammar, and fluency are very difficult for students in speaking English. In addition, Doan (2011) mentions there were six problems faced by students in speaking, students are unable to remember words or phrase, making grammar mistakes, making pronunciation error, thinking in mother tongue then translate into English, and unable to express their ideas well.

Based on Amelia's (2017) research's finding, there are five negative factors faced by students in speaking, grammar, pronunciation (accent), vocabulary, fluency, and comprehension. Furthermore, other problems showed from the interview result.

The students responded that they faced problems in speaking such as, students fear of making mistake, losing face to speak in front of many student, nothing to say (students have no idea, less of motives to speak), low participation (students less confident to speak English), and mother tongue used .

Hamad (2013) in the context of Saudi Arabia found that at least nine negative factors that affect speaking skills, including, students' weakness in English. Sometimes they use Arabic in speaking class, fear to speak in front of class. Besides, curriculum more concentrated on listening than speaking class. Curriculum did not allocate enough time to speaking class. Besides, the class has a lot of students and making it ineffective. The instructors were lack of strategy, they rarely used Lab as a tool in speaking class.

Regarding to this problem, in the context of China, Wang (2014) found that there are three factors that affect to the students' speaking ability, including, cognitive, linguistic, and affective. First is, cognitive factors include, conceptualization, formulation, and articulation. 1) conceptualization is an information can be chosen to express the meaning. 2) formulation is the words choose which is appropriate used in grammatical structure. 3) articulation, include the way learners produce the sound appropriately. Second is linguistic factors divided into; pronunciation, grammar, vocabulary. 1) pronunciation is an enormous aspect in speaking because if the speaker mispronounce of the words the listener also will misunderstand about the words. Students often make mistake in sounds, stress, and



intonation. Besides, Grammar is a key role in learning English structure. The learners are difficult to produce right grammatical structure in speaking if EFL learners have not enough knowledge of grammatical structure. Therefore, Vocabulary is also important to students. Since vocabulary is one of basic for speaking or communication skill, consequently, students need to increase their vocabulary in order to speak fluently without hesitate. And the last is affective factors, include; anxiety and self restriction. Anxiety is a worrying about being wrong stupid or affraid very much that can affect the learners in speaking performance, so, that can make EFL learners lost their words. Self restriction is an opinion that they can lost face if they speak wrong, so, they reluctant to speak English.

#### **F. Concluding remarks**

Since speaking well in English is crucial for English language. Many students effort to speak English well. Even, they faced many problems in speaking English. Regarding to this problem, there are three basic inhabiting factors that affect to EFL learners in speaking, such as, cognitive, linguistic, and affective.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter encompasses several components of methodology including research design, research participants, data collection, data analysis and setting used in this study to analysis the inhibiting factors affecting students speaking ability at the Department of English Language Education of Ar-Raniry State Islamic University.

#### **A. Research Design**

This research used qualitative and quantitative approach. According to Mackey and Gass (2005), qualitative refers to research that is based on descriptive data that does not make (regular) use of statistic procedures. Besides, quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. This research used case study because only students experienced problem in speaking English will be researched in details. Case study is generally aim to provide a holistic description of language learning or use within a spesific population and setting (Mackey & Gass, 2005). The researcher use case study because it can allow researcher to focus on inhibiting factors that affect students speaking ability. The data was gained by using questionnnaire and interview technique.

## **B. Participants**

According to Creswell (2008), research participants refer to the subjects who are believed to have an ability to provide the researcher gains information which is related to research questions. Population of this research were the students entrance year 2014 and lecturers. In this research, the researcher used purposive sampling as a technique to achieve the information. Purposive sampling is a technique based on certain consideration or criterion (Griffiee, 2012). Therefore, the participants of this study was students from entrance year 2014. The researcher selected them because they had already studied each level of speaking subjects; Speaking I, II, III to Public Speaking.

## **C. Data Collection**

This study employed the following instruments in collecting data, including questionnaire and interview.

### **1. Questionnaire**

This research, used questinnaires in order to collect the data based on the research question. Questionnaire refers to a set of questions that was designed in the pieces of paper in order to get some information from respondents.

The research participants for this research were selected purposively. To collect data on this research used close-form questions. The questionnaire composed of three predetermined for the example, “Making mistake in pronunciation”, students are

possible to answer either *Seldom, Sometimes, or Often*. Besides, the questionnaires consist of 10 questions that was adapted and adopted from Wang (2014).

According to Subana and Rahadi (2000), there are two types of questionnaire, those are structure or close form types of questionnaire and unstructured or open form questionnaire. Here are the detailed explanations of the two kinds of questionnaire:

a. A structure or close form questionnaire contains of the questions and alternatives answer to them. The answers provided for each questionnaire should be exhaustive answers of all possible responses and at the same time mutually exclusive. A structured or close form includes suggested answer. Thus, the respondents should choose the chosen answer.

b. An unstructured or open form does not include suggested answer. The respondents were given subjective question, in which the respondents are given an opportunity to answer the question freely, based on their opinion.

Therefore, this research used close-form questions with three predetermined response categories (*Seldom, Sometimes, or Often*) on various statements regarding to inhibiting factors in speaking ability. To obtain the information of the students' problem in speaking.

## 2. Interview

Interview is also important to use because it can collect data for the students who experienced in speaking problems. The interview was conducted by asking to

speaking's lecturer about who, how, and why inhabiting factors in speaking happen in PBI UIN Ar-Raniry. In addition, the interview also aim to students who recommended by lecturers. Thus, from four Public Speaking's lecturer, they recommended 12 students who experienced in speaking problems. Besides, this study investigate inhabiting factors affecting students' English speaking ability of the English department students.

#### **D. Data analysis**

Regarding to this research, the resresearcher used questionnair and interview as the instruments in collecting the data.

##### **1. Questionnaire**

Before doing interview with speakings' lecturer and students who had inhibiting factors in speaking, the questionnaire were distributed to students entrance year 2014 PBI UIN Ar-Raaniry who got lower score in Public Speaking class, composed of 40 students. Besides, the researcher used the percentage formula as follows:

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

Explanation:

P = Percentage

F= Frequency of Respondents

N = Number of Sample

100%= Constant Value

The data was analyzed using descriptive analysis tool to find out the most inhibiting factors affecting to students. In addition, in analyzing trend in questionnaire, the research analyzed it conventionally.

### 1. Interview

Data from interview was analyzed by using Miles and Huberman's method. According to Miles and Huberman (1994), qualitative data analysis consists of three concurrent flows activity, namely: data reduction, data display, and conclusion drawing/ verification. Firstly, the researcher asked to the lecturers of Speaking English what were difficulties faced by students in Speaking class, and they recommendation who got low score in Speaking class. Then, the data reduced and eliminated invalid data because not all data are useful and support the research. After that, the data organized in the form of narration based on lecturers of speaking class. The findings and discussion in this study are presented in chapter 4. Finally, the the conclusion were drawn from the categories of data.

This interview was conducted with students who had difficulties in speaking class, based on lecturers' recommendation. Firstly, all data from interview with students was recorded. The recorded data will then be transcribed. All transcripts were then reduced by removing unnecessary data and keeping the relevant ones. From the extracts took the source themes according the categories. Furthermore, the conclusion were drawn from the categories of data.

**E. Setting**

This study took place at the Department of English Language Education of Ar-Raniry State Islamic University (UIN Ar-Raniry). It is located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter focuses on the data analysis including the findings and the result of the study. The result of questionnaire and interview from lecturer and students are also presented. The result of data analysis denotes to answer the research question and draws out some points and issues for discussion.

#### **A. Research results**

As has been described in Chapter Three, the data for this study were collected through questionnaires and interviews. Data from questionnaires were collected to see the factors that commonly impede all the students in using English orally, whereas data of in-depth interviews to find out the problems commonly experienced by the low-achievement and less skillful students in speaking English

##### **1. Results of questionnaires**

The finding for the questionnaires distributed to all student-participants are depicted in Table 4.1 below. The questionnaire answered by 36 students of PBI UIN Ar-Raniry.



Table.4.1 The result of questionnaire

Question No.	Inhibiting Factors	F	Seldom (%)	f	Sometimes (%)	F	Often (%)
2.	Grammatical error	7	19.45%	19	38.89%	20	55.55%
1.	Pronunciation mistake	8	22.22%	10	27.78%	18	50%
3.	Lack of vocabulary	9	25%	12	33.34%	15	41.66%
5.	Using substitution word	8	22.24%	14	38.88%	14	38.88%
4.	Pause and hesitation	5	13.88%	28	50%	13	36.11%
6.	Feel uncomfortable with new classmate	9	25%	14	38.89%	13	36.11%
10.	Feeling shy	13	36.11%	10	27.78%	13	36.11%
7.	Anxiety	8	22.22%	16	44.45%	12	33.33%
8.	Word choice	13	36.11%	12	33.34%	11	30.55%
9.	Nothing to say	7	19.45%	18	50%	11	30.55%

Table 4.1 shows that inhibiting factors affecting students speaking ability at PBI UIN Ar-Raniry. It shows that factor number 2 (Grammatical error) places the highest factor of all that inhibit students to speak English (55.55%). Besides, students also faced problem in pronunciation until 50% of 36 students. In contrast, students only 30.55% choose “word choice” and “nothing to say” as the lowest problem in coloum “Often”. In other hands, students had an obstacle in “word choice” and “feeling shy” until 36.11%, so, they rarely faced problem in that two categories.

Thus, in this questionnaire result, the problem that faced by student in speaking class were devided into three categories, higher, middle, and the lowest. First categories were faced by students mostly, such as, grammatical error, pronunciation mistake, and lack of vocabulary. The middle group of problems were,

students often using substitution word, afraid talking with new classmate, speak with pause and hesitation, and feeling shy. Meanwhile, students are faced these problems just a few percent of them, like; students cannot use word choice, nothing to say, and worrying about making mistake when talking in front of class.

## 2. Results of interviews

Regarding the result of interview, the following table presents the recapitulation of the kind of problems the students faced in speaking English.

Table 4.2. The result of Lecturers' Interview

No.	Inhibitng Factors	Number case
1.	Grammatical Error	3
2.	Lack of vocabulary	3
3.	Anxiety	2
4.	Self confidence	2
5.	Nervous	2
6.	Pronunciation	1
7.	Nothing to say	1
8.	Compulsion by parents	1

Table 4.2 above describes that “Grammatical error” and “Lack of vocabulary” were the dominant problem faced by students. There were almost all of lecturers felt that students in speaking class had those problems frequently. As lecturer 02 stated “The main obstacle that faced by students in speaking class were lack of vocabulary and grammatical error”. Continued by lecturer 03 also agree that grammar was one of problem in speaking, she said “After lack of vocabulary, they also less of background knowledge of grammar”. Lectuer 04 also explained “ students were difficult to transfer their ideas because of their grammatical structure were limited. They were

also limited vocabulary, even, it was the easy topic. As Liu, 2005 argued that good understanding of grammar will allow students to be easy and directed when speaking. Using the correct grammar in speaking is important to avoid misunderstanding and to help the other person easy to understand. Soriyavongsa (2013) stated that one of the inhibiting factors faced by students is limitation of vocabulary. They have many troubles in speaking because of poor vocabulary, so, that is why students were silent rather than speak in English class. While other problems like “Anxiety”, “Self confidence”, and “Nervous”, 2 from 4 lecturers agree that students also faced those problems in speaking performance. The lowest obstacle that faced by students were “Mistaken in pronunciation”, “Nothing to say”, and “Compulsion by parents”.

Table 4.3. The Result of Students’ Interview

Question No	Inhibiting Factors	Number of Case
1.	Pronunciation mistake	12
7.	Grammatical error	11
8.	Pause and hesitation	11
7.	Nothing to say	11
2.	Word choice	10
3.	Lack of vocabulary	10
4.	Feeling shy	9
5.	Anxiety	7
9.	Other factors (feeling shy with girl and often speak in Bahasa)	2

Table 4.3 above describes that “Pronunciation mistake” was the dominant problem faced by students. There were all of students who felt pronunciation mistake. While other problems like “Grammatical error”, “Pause and hesitation”, and

“Nothing to say” faced by 11 students. It is supported by Szynalski (2014) argued that without good pronunciation, students would be difficult to speak English well. On contrary, students had no difficult in anxiety because they had enough self confident to speak infront of class. It can be concluded that students had a lot of problems in pronunciation mistake. Meanwhile, the fewest problem in speaking was anxiety.

Based on the result of interview with 4 lecturers and 12 students from students entrance year 2014 of PBI UIN Ar-Raniry, it was found 11 problems faced by students in speaking ability. They were make mistake in pronunciation, word choice, lack of vocabulary, feeling shy, anxiety, grammatical error, pause and hesitation, nothing to say, and other factors.

By conducting interview, this research intended to know the most frequent inhibiting factors that students encounter in speaking. It was known that every learners had different problem in learning process. Based on research fiinding on interview, below are several inhibiting factors affecting to students speaking ability that faced by students mostly.

a. Pronunciation mistake

Some of the students assumed that pronunciation was very difficult because English was not their mother tongue. Thus, they often made pronunciation mistake when they spoke because they did not use the language in daily life, they only used

language in speaking class. Some of respondent said that they often make mistake in pronunciation because other friends ridicule when they were wrong in pronunciation. Respondent (01) assumed “Yeah, I have problem in pronunciation. It’s become a joke in the speaking class when I pronounced a word or sentence not appropriately”. In addition, Respondent (08) said “When speaking performance, they were a lot of my friends who were correct about my pronunciation, its good. Even made me nothing to say to continue the sentence”. Respondent (09) also said “Sometimes I made mistake in pronunciation and I became shy and reluctant to speak”.

According to the explanation above, it can be concluded that almost all of respondents believed that pronunciation was one of obstacle in learning speaking.

#### b. Grammatical error

Grammar is one of linguistic factors that affect students in speaking ability. Grammar is a pattern of language that should be used appropriately. According to Ur (1996), grammar is how to create a sentence into a good pattern.

Thus, grammar is a description of the rules that direct how sentences are formed. In fact, many student especially EFL students claim that grammar was difficult part to master. Hence, they often make some grammar mistake while speaking. Respondent (01) answered “Yes, it was hard for me to speak using grammar properly, as I know the native speaker prefer to speak naturally”. Respondent (08) stated “ Yeah, I difficult to arrange a sentence into good grammatical structure when I speak”. Other Respondents also stated “One of many

obstacle in learning speaking was grammar”. Respondent (11) said “ I always good in grammar class but I cant speak accurately by using grammar”. Respondent (12) also stated “ That’s my problem, I confused how to use tenses and I dont understand”. In short, its hard to students to speak using grammar correctly. Besides, they had difficulty to arrange the word into right sentence, as a sequence, they speak spontaneously without thinking about grammar anymore.

#### c. Pause and hesitation

The seventh factors that affect students’ speaking ability based on this research were pause and hesitation. They usually think what is the next sentence, so, they speak hesitatingly. Respondent (08) stated “It often happen to me, such as, I lose any vocabulary, as a consequence, I was quite for a while to think what is the next word”. Respondent (09) stated “Yes of course, because I think about the next word”. Other assumption also explained by respondent (01) “Yes, I done, but it depend on the level of anxiety”. Thus, all of Respondents are agree that pause and hesitation are one of problem in speaking performance.

Regarding to this problem, students who have problem in hesitation is caused of they were thinking about the next word, sentence, and topic. They need time to arrange some word to avoid sentence error or irrelevant topic.

#### d. Nothing to say

Even the students were not inhibited, they often complain that they cannot think of anything to say. Tuan and Mai (2015) state that many students have nothing

to say cause of the topic chosen by lecturer was not interesting or not suitable for them. Respondent (04) stated “It depend on the topic, if the topic is interesting, it is easy to speak”.

Students who have nothing to say in speaking is related to problem mastering vocabulary. In addition, students were hard to explain their words caused of they limit of vocabulary. Respondent (09) and (12) said that limitation of vocabulary can cause to an idea, besides, its became nothing to say anything in speaking performance. Other assumption explained by respondent (10) “ I didn’t have any idea if I asked speak spontaneously”. Moreover, repondent (11) “I had some idea, but its hard to expain”. In addition, some students need preperation before he speak, as respondent (01) stated “It was hard for me to speak without any preparation, so, I need preparation to get some idea”.

From all description, it can be conluded that students had nothing to say because of their background knowledge of vocabulary was less, so, they haven’t any idea to speak infront of public. Moreover, they also need preparation to collect many ideas based on topic chosen by lecturer.

#### e. Word choice

According to Hawthorne (2004), he says that students have to master a number of word, so, it will be easy for them to choose appropriate word to communicate well. Word choice is needed in speaking ability in order to make good communication in daily life. Even, many students encounter problem in word choice,

they confuse to use appropriate word in some topic. Respondent (02) stated “The word has many sinonim, so its make me confuse. For example when I should use *quickly* and *fastly*”. Respondent (11) assumed “Sometime I have problem in word choice, like I do not know when I have to use *use* and *wear* in my class performance”. Respondent (06) stated “Of course I have problem in word choice, I do not know how to use appropriate word when I speak”. Respondent (07) also has the same idea “its complicated me when I fit this word and that word into a sentence”. Additionally, respondent (08) said “ My problem in word choice is when I have no preparation to perform before or the topic is not issue I liked”. Respondent (09) stated the same idea like other respondents “I have difficulty in word choice when I have to speak in formal or academic section”.

Meanwhile, two of respondent said that word choice is not an obstacle in speaking skill. Respondent (04) stated “I think word choice is not my problem in speaking, I speak spontaneously, so, an idea flows itself, as long as the idea relevant to the topic”. Respondent (05) assumed another idea “sometimes I have an idea, but again, I do not know how to pronounce it appropriately”.

In conclusion, many respondents agree that word choice was one of problems that they faced in speaking. Eventhough, few of them said that word choice was easy.

#### f. Lack of vocabulary

The students also had other linguistic problems in speaking besides grammatical error. As Sadtono (1997) says that the linguistic problem includes all the



difficulties found in the target language itself encountered by someone who was studying a language. Other linguistic problems beside grammatical error is vocabulary. As respondent (02) said that “ I rarely use English in daily conversation so that was why I have not master many vocabulary. Thus many of my friend is Indonesian, so we used Bahasa every single day”, besides, I would be enjoy to speak if I have a number of vocabulary”. According to respondent (06) “I did not have many vocabulary, its a few, so it become a problem when I speak”. Respondent (08) has other explanation about his problem in vocabulary “I had master a lot of vocabulary but its hard to express”. Continued by Respondent 08 “mastery vocabulary can effect in speaking performance”. Respondent 10 also assumed “my vocabulary was limited, too limited”. Respondent (12) explained “Even I had an idea to speak, but the vocabulary that i had just a few”.

Regarding to this problem, many students faced problem in lack of vocabulary, they had a few vocabulary so it makes them reluctant to speak. Vocabulary become one of component to speak fluently, so, that is why students need to master it.

#### g. Feeling shy

Other problem faced by students is afraid to speak about the word, sentence, or grammatical structure. It happens in Asian culture, many of students would be losing face if they speak wrong. As respondent (01) answered “It depend on class situation, such as in my speaking class, there were a lot of girls than boy, so, it was

made me feeling shy”. Moreover, respondent (02) and respondent 06 said “I would be enjoy to speak if my friend has same level like me, but if they have higher level (level of vocabulary) than me, I would be afraid to speak”. Respondent (03) also had same assumption “Yes, I was afraid because I was worrying about making mistake”. However, Respondent (09) stated “I was not afraid to speak but I have limitation of vocabulary and sometimes I switch English into Bahasa”. Continued by respondent “sometimes I was feeling shy cause of my friend ridicule me if I speak wrong”.

After a long explanation about the result of interview from feeling shy, the researcher can conclude that student feeling shy cause they not have self confident, have a few vocabulary, afraid laughed by friend, and afraid about making mistake.

#### h. Anxiety

Students also had others problems in speaking performnace, such as anxiety. Anxiety was a very common problem that happened in students speaking ability. Respondent (08) answered “I was worried to speak infront of class”. Because I had unpleasant emotion in speaking class, but when I was speaking infront of my friend, I can control my self”. Respondent (12) also assumed “ I was worried being wrong in pronunciation”.

To conclude, anxiety also became a challenge in speaking. Eventhought, most of them can reduce the anxiety by making good preparation.

i. Other factors

Those Nine factors above showed that students have problems in speaking. In addition, the researcher found others inhibiting factors encountered by students at PBI UIN Ar-Raniry. First, respondent (01) stated that he was very afraid to speak because of many students in speaking class were girls, besides, he felt very shy to speak in front of many girls without no one boy except him. Second is, respondent (01) assumed that learning environment was very important to her because it can affect her in speaking ability, such as, many of her friends used to speak Bahasa in real life.

Based on explanation above, there are two other inhibiting factors found in this study that encountered by PBI UIN Ar-Raniry students, include ; feeling shy to many girls because he the only one boy at the class, learning environment. Those two factors found by the last question of interview “do you have other factors that affect you in speaking except questions number one to nine?”. In addition, the students answer other factors except that she/he explain above, even not all of students have other factors.

## **B. Discussion**

After having analyzed the data from questionnaire and interviews, it is important to discuss the findings by revisiting the research question. There was the only one research question for this research: “*What are the inhibiting factors that affect to students speaking ability?*”

In answering the only one research question of the study, this study conducted questionnaire and the interview (lecturers and students) session in order to know students's problem in speaking ability. According to the data from analysis of questionnaire, the students explain there were three the most obstacle in learning speaking:

1. 55.55% students make mistake in grammar
2. 50% have error in pronunciation,
3. 41.66% learners often forget what vocabulary to use when speaking,

According to the data from analysis of lecturers' interview, the lecturers explained the students had 8 obstacle in speaking performance; Grammatical error, lack of vocabulary, anxiety, self confidence, nervous, pronunciation, pronunciation, nothing to say, and compulsion by parents.

Thus, the students explain, there were 11 factors faced by students in speaking ability, such as, mistake in pronunciation, word choice, lack of vocabulary, feeling shy, anxiety, grammar error, pause and hesitation, nothing to say, and other factors. The other factors found by researcher on the last question of interview that answered by Respondent. First is Respondent 01 was afraid to speak infront of class because he was the only one boy in the lass. It was hard for him to speak fluently because of he got nervous. Second problem was from Respondent 02, she said that learning enviroment was a crucial problem that she face in speaking, such her friends always speak Bahasa every time, even in the class or

campus. She want her friend speak English to support her speak English better. The last problem was by Lecturer 01 assumption, he stated that one of his student was forced by parent to study at PBI UIN Ar-Raniry. In addition, the student would never increase her ability in speaking class. Moreover, She has a lot of problem in speaking ability.

From both instruments (questionnaire and interviews) of collecting the data, it can be seen that the most obstacle in learning speaking were grammatical error, made mistake in pronunciation and lack of vocabulary.

Thus, to make this research relevant with other researches, so, its need to compare many reseraches about speaking problems. First of all, this research was done by Hamad (2013), her research finding were found: students were using Arabic in class and students fear to speak were the most obtacles that face by students at Saudi college. Meanwhile in this research, grammatical error and pronunciation mistake were the inhibiting factors that mostly faced by students at PBI UIN Ar-Raniry. Other relevants research that found by Al-Jamal (2014) also show different from this research, the findings were: Communication in L1 and lack of time as their problems in speaking ability.

Besides, there are also have similarity between this research findings and others. Firstly, Al Hosni's (2013) findings were; they are lack of necessary vocabulary items, lack of grammar, lack of sentence formation skills which result in using their mother tongue. The result also showed that the students perceived the

pronunciation, grammar, and fluency were very difficult for students in speaking English. In addition, Doan (2011) mentions there were six problems faced by students in speaking, students were unable to remember words or phrase, making grammar mistakes, making pronunciation error, thinking in mother tongue then translate into English, and unable to express their ideas well. Then, Amelia's (2017) research, there were five negative factors faced by students in speaking, grammar, pronunciation (accent), vocabulary, fluency, and comprehension. In close, those findings are equal with this research finding.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter would be reiterated and summarized accordingly. It was also presented some suggestions regarding the proposed study and recommended future work related to the study to be conducted by other researchers.

#### **A. Conclusion**

It can be concluded that problems that impede students in speaking English including, grammatical error, mistaken in pronunciation, lack of vocabulary, feeling shy, anxiety, pause and hesitation, nothing to say, learning environment, compulsion by parents, and feeling shy to speak in front of many girls because he the only one boy at the class. It was proved by the result of the questionnaires distributed to triangulate the data of the interviews.

The result of questionnaire show that the three higher percentage factors that inhibit students in speaking ability were grammatical error (55.55%), mistaken in pronunciation (50%), and lack of vocabularies (41,66%), whereas other factors have lower percentage. This is similar to most common factors experienced by 12 selected students based on their lecturers' recommendation. Besides, based on the interview of the lecturers, the obstacles that's students faced were: grammar mistakes, and lack of vocabulary.

## **B. Suggestion**

As the completion of study, it is recognized that there some readers might consider reading further to use this thesis for certain proposal. It is believed that the study would contribute towards students' better English speaking in the classroom or outside classroom. It is because understanding students' encountered in speaking is one of many factors that need to be considered to improving students' speaking ability. Therefore, it is proposed the following suggestion.

Students, after reading this study, was expected that they will be more motivate in learning English speaking. Likewise, students also need to practice some exercise such as, listening electronic dictionary in android application, listening English songs, or watching movies. Besides, students also have to active in the classroom in order to avoid teacher centered.

In this study, there were a lot of experience when gattering data and also faced kind of respondents. They were sometimes too difficult to express their idea to answer interview questions. Besides they were also not very serious in answering questionnaire. Thus, future research on the same topic is suggested to take more samples and add observation instruments in order to get more accurate data.



## REFERENCES

- Amelia, M. (2017). *Investigating English Speaking Skill Problems Encountered By Students of Babun Najah Islamic Modern Boarding School (A Qualitative Study At Senior High School Babun Najah Islamic Boarding School)* (pp.4,5,46). Banda Aceh. <http://library.unsyiah.ac.id>.
- Braze, D., Tabour, W., & Shankweiler., D. P. (2007). *Speaking up for vocabulary: reading skill differences in young adult*. US National Library and Medicine.
- Brown, H. D. (2001). *Teaching by principle: An interactive approach to language pedagogy* (2nd. Ed). White Plains, NY: Longman.
- Brown, H.D. (2004). *Language assessment: principal and classroom practic*. New York: Longman.
- Burns, A., Gollin, S., & Joyce, H. (1997). Authentic spoken texts in the classroom. *Prospect*, 12, 72.
- Bygate, M. (2005). *Oral second language abilities as expertise* in K. Johnson (Ed.) *Expertise in second Language Learning and Teaching*. Basingstoke: Palgrave MacMillan.
- Chou, P. T. (2011). The effect of vocabulary knowledge and background knowledge on reading comprehension of Taiwanese EFL Students. *Electronic Journal of Foreign Language Teaching*. 8(1). 110. <http://e-flt.nus.edu.sg/>.
- Decarrico, J. S. (2001). *Vocabulary Learning and Teaching*. In Celce-Murcia, Marianne (ed.). Boston: Heinle and Heinle.
- Fitria, A. (2013). *An anlysis of students speaking problems at English Education Department*. Surabaya. <http://digilib.uinsy.ac.id>.
- Fraenkel, J. R., & Wallen, N.E . (1990). *New steps in the thesis*. USA: Victoria Press.
- Freeman, D. L. (2001). *Teaching language: From grammar to Grammaring*. Boston: Heinle.
- Gardner, R. C. & MacIntyre, P.D. (1993). A students' contribution to second language learning: part ii, affective factors. *Language Learning*. 26, 1-11.

Griffiee, T. D. (2012). *An introduction to second language research method design and data*. TESL-EJ Publications.

Haidara, Y. (2016). Psychological factor affecting English speaking performance for the English learners in Indonesia. *Universal Journal of Educational Research*, 4(7), 1-5. doi: 10.13189/ujer.2016.040701

Hamad, M. M. (2013) . Factors negatively affect speaking skills at Saudi colleges for girls in the South. *English Language Teaching*, 6(12), 8-9. doi:10.5539/elt.v6n12p87

Harmer, J. (1998). *How to teach English*. Pearson: Longman.

Hawthorne, J. (2004). *Language and philosophical linguistics*. Oxford: Blackwell Publishing Ltd.

Hayati, A. M. (2010). Notes on teaching English Pronunciation to EFL learners: A case of Iranian high school students. *English Language Teaching*. 3(4). 1-2. doi:10.5539/elt.v3n4p121.

Heick, T. (2014). Cause of lack vocabulary. In Husna, *Linguistic Barriers Faced By Students in Speaking ( A Study at SMA Negeri 12 Banda Aceh)*(pp.14). Banda Aceh. <http://library.unsyiah.ac.id>.

Hornby, A. S. (2010). *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.

Hunt, A., & Beglar, D. (2002). *Current research and practice in practice in teaching vocabulary. Methodology in language teaching: an anthology of current practice*. Cambridge: Cambridge University Press.

Johnson, A. (2014). *Practical communication skill*. Jakarta: Elex Media Komputindo.

Liu, Z. (2005). Reading behaviour in the digital environment: changes in Reading behaviour over the past 10 years. *Journal of Documentation*, Vol. 61, 6, pp 700-12.

Mackey, A., & Gass S. M. (2005). *Second language research methodology and design*. London: Lawrence Erlbaum Associates Publisher.

May, R. (1977). *The meaning of anxiety*. New York: The Ronald Press Company.

Miles, B. M., & Huberman, A. M. (1994). *Qualitative data analysis*. London: International Educational and Professional Publisher.

Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nation, P. (2002). *Best practice in vocabulary teaching and learning. methodology in language. A current practice*. Cambridge: Cambridge University Press.

Nawaz, A., Khan, N., & Miankheil, A. (2011). Challenges of e-Teaching: Contemporary Paradigms and Barriers. *Research Journal of Information Technology*, 3(2), pp. 99-107.

Patel & Jain (2001). Grammar problems. In Husna, *Linguistic Barriers Faced By Students in Speaking (A Study at SMA Negeri 12 Banda Aceh)*(pp.16). Banda Aceh. <http://library.unsyiah.ac.id>

Phonna, R. M. (2016). The speaking problems faced by secondary students and their efforts in solving the problems (a case study at MTsN Kuta Baro, Aceh Besar). *Electronic Thesis and Dissertation Unsyiah*, 11-12, <http://library.unsyiah.ac.id>.

Rachman, A. (1998). Anxiety. In Permatasari, *Students Anxiety in Speaking Class (a Qualitative Study at SMA Negeri 3 Banda Aceh)*(pp.22). Banda Aceh. <http://library.unsyiah.ac.id>.

Sadtono, E. (1997). *Perspective of english teaching in Indonesia*. Malang: FPBS IKIP Malang.

Sillamy, N. (1996). *Dictionare de la psychologie*. Edition originale 1992. Larouse References. Canada.

Souriyavongsa, T. (2013). Factors causes students low English language learning: A case study in the National University of Laos. *International Journal of Language Education*. 1(1). 2-3.doi: 10.5296/ijele.v1i1.3100.

Spielberger, C.D. (1983). *State-trait anxiety inventory*: Bibliography (2nd ed). Palo Alto, CA: Consulting Psychologists Press.

Subana, Rahadi, M., & Sudrajat. (2000). *Statistik Pendidikan*. Bandung: Pustaka Setia

Swan, M. (2002). *Seven bad reasons for teaching grammar\_ and two good one*. In Richards, J.C & W.A Renandya. *Methodology in Language Teaching*. Cambridge: Cambrige University Press.

Tarigan, H. G. (2008). *Berbicara: Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Ting, S. H., Mahadhir, M., & Chang, S.I. (2010). Grammatical errors in spoken English of university students in oral communication course. *Gema Online TM Journal of Language Studies*. 10 (1), 53-70. Retrieved from <http://journalarticle.ukm.my/>

Tuan, H. N., & May, N. T. (2015). Factors Affecting Students' Speaking Performance At Le Thanh Hien High School. *Asian Journal of Educational Research*, ISSN 23111-66080.

Ur, P. (1996). *A course in langauge teaching*. Cambridge: Cambridge University Press.

Wang, Z. (2014). Developing accuracy and fluency in spoken english of chinese efl learners. *English Language Teaching*, 7(2),1-2. doi: 10.5539/elt.v7n2p110.

Zhang & Yin (2009). Pronunciation. In Husna, *Linguistic Barriers Faced By Students in Speaking (A Study at SMA Negeri 12 Banda Aceh)*(pp.17). Banda Aceh. <http://library.unsyiah.ac.id>.

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B-4182/UN.08/FTK/KP.07.6/04/2017**  
**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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
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 Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 April 2017

**MEMUTUSKAN**

- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
1. Dr. Jarjani, S.Ag., S.Si., M.Sc., MA Sebagai Pembimbing Pertama  
2. Siti Khasinah, M.Pd Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi :  
Nama : Rini Nurlita  
NIM : 231324308  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : *Inhibiting Factors Affecting to Students' English Speaking Ability*
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : 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: 25 April 2017  
An. Rektor  
Dekan,

  
Muhiburrahman

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
 Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

Nomor : B-9183 /Un.08/TU-FTK/ TL.00/10/2017

10 Oktober 2017

Lamp : -

Hal : **Mohon Izin Untuk Mengumpul Data**  
**Menyusun Skripsi**

Yth,

di-  
 Tempat

*Assalamu'alaikum Wr.Wb.*

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

N a m a	: <b>Rini Nurlita</b>
N I M	: 231324308
Prodi	: Pendidikan Bahasa Inggris (PBI)
Semester	: IX
A l a m a t	: Jl. Laksamana Malahayati, Lr. Meulagu 1, Jeulinge - Banda Aceh

Untuk mengumpulkan data pada:

**Universitas Islam Negeri Ar-Raniry, Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh**

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

***Inhibiting Factors Affecting to Students' English Spaking Ability ( A Case Study at PBI UIN Ar-Raniry)***

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih

An. Dekan,  
 Kepala Bidang Tata Usaha,  
  
**M. Said Farzah AH**



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4665/UN.08/KJ.PBI/TL.00/11/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-9183/Un.08/TU-FTK/ TL.00/10/2017 tanggal 10 Oktober 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Rini Nurlita  
NIM : 231 324 308  
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

**Inhibiting Factors Affecting to Students' English Speaking Ability (A Case Study at PBI UIN Ar-Raniry)**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 November 2017

Ketua Prodi Pendidikan Bahasa Inggris



## Questionnaire

### Instructions:

The questionnaire aims to find out your experience in English oral communication. Please fill an answer from A. B. C. to each question according to your first reaction. There is no right or wrong answer. Thank you.

A. Seldom; B. Sometimes; C. Often

1. I \_\_\_\_\_ make mistakes in my pronunciation.
2. I \_\_\_\_\_ make mistakes in grammar when speaking.
3. I \_\_\_\_\_ cannot remember some vocabulary when speaking.
4. I \_\_\_\_\_ speak with pauses and hesitations.
5. I \_\_\_\_\_ use substitution words for those that I do not know.
6. I \_\_\_\_\_ feel uncomfortable talking in front of class with new classmate .
7. I \_\_\_\_\_ worry about making mistakes when talking in English.
8. I \_\_\_\_\_ cannot use word choice appropriately.
9. I \_\_\_\_\_ have nothing to say when speak speaking
10. I \_\_\_\_\_ feeling shy when speaking infront of class.

*Adapted from Wang (2014)*



### **List of interview for speaking's lecturer**

1. Ada tidak mahasiswa yang mengalami kesulitan berbicara bahasa Inggris di kelas bapak?
2. Bagaimana bapak mendeteksi mahasiswa yang mengalami kesulitan dalam berbicara bahasa Inggris?
3. Menurut bapak, kesulitan apa saja yang mereka alami?
4. Menurut bapak, siapa saja mahasiswa yang mengalami kesulitan berbicara dalam bahasa Inggris?
5. Apa yang bapak lakukan untuk mengatasi kesulitan tersebut?
6. Apakah strategi Bapak efektif untuk mengatsi masalah tersebut?

### **List of interview for students**

1. Banyak orang mengalami kesulitan dalam berbicara bahasa Inggris, kalau anda, kesulitan apa yang anda alami dalam berbicara bahasa Inggris?
2. Apakah itu ada hubungannya dengan kesalahan dalam mengucapkan kosakata dalam bahasa Inggris?
3. Apakah anda menemukan kesulitan dalam menemukan kata kata yang tepat ketika ingin menyampaikan ide?
4. Apakah kesulitan and itu ada hubungannya dengan banyaknya kosakata yang anda kuasai?
5. Apakah anda malu berbicara bahasa Inggris di depan teman anda?
6. Apakah anda takut berbicara bahasa Inggris?
7. Apakah anda memiliki kesulitan di dalam tata bahasa (grammar)?
8. Apakah anda sering ada jeda ketika berbicara bahasa Inggris?
9. Apakah anda sering tidak memiliki ide untuk berbicara?
10. Apakah anda memiliki faktor selain diatas yang menghambat anda dalam berbicara bahasa Inggris?

## TRANSKRIP INTERVIEW MAHASISWA DAN DOSEN

Lecturer

### 1. LECTURE01

Reseracher : ada tidak mahasiswa yang mengalami kesulitan berbicara bahasa Inggris di kelas bapak?

Lecturer01 : Oo data mahasiswa nya disini.

Researcher : Ya pak

Lecturer01 : kalau kelas ini lumayan. Ada beberapa. Tapi mungkin hanya lima persen secara umum. Saya kenal karena sering kena di unit ini. Yang problem, mana dia namanya, Y\*\*\*, kemudian yang paling itu A\*\*\*\*, disini ada dua tiga mahasiswa, gak terlalu banyak, lumayan lah. Y\*\*\*, Y\*\*\* mungkin dan A\*\*\*\*.

Reseacher : pertanyaan selanjutnya, bagaimana bapak mendeteksi mahasiswa mahasiswa yang mengalami kesulitan berbicara dalam bahsa Inggris di kelas?

Lecturer01 : yaa melalui presentasi presentasi, kadang kadang saya ada diskusi buat mereka dalam kelompok dan saya masuk ke dalam kelompok. Dan biasanya itu keliatan ya, mereka harus berbicara bahasa Inggris. Dan kadang kadang saya juga menyempatkan mereka untuk diskusi diluar dan di dalam kelas baik terkait admitrasi prodi dan kegiatan kegiatan terkait prodi dan mahasiswa. Tapi kelas ini saya cukup kenal.

Researcher : Pertanyaan ketiga, menurut bapak, kesulitan apa saja yang mereka alami?

Lecturer01 : mereka kalo yang tiga orang itu tadi, yang saya tau A\*\*\*\*, A\*\*\* biasanya dia memang dia agak lambat ya. Ee tapi dia berusaha, artinya ada improvement. Ee ketika e yang lain jauh diatas rata-rata, A\*\*\*\* berusaha .

tapi mau tidak mau, dia anaknya yang introvert, buat kadang-kadang harus ekstra untuk memicu. Tapi n dia ada perubahan, positif. Meskipun tidak se apa namanya, tidak secepat yang laen. Yang kedua, Y\*\*\*, dia eager untuk bicara, ingin bicara, tapi mungkin ee apa namanya masih susah dimengerti susunan katanya, tapi dia eager. Jadi sedikit lebih bagus daripada A\*\*\*, artiny ada kemauan besar itulah penyebab yang laennya. Yang ketiga Respondent03, sama sekali sungkan untuk bicara, dan bahkan di beberapa moment dia tidak ingin bicara. Saya kadang-kadang memanggil mereka secara terpisah, karena jompang antara jarak antara mereka dengan yang laen itu jompang, khususnya A\*\*\* dan A\*\*\*\*. Tapi, selama ada improvement seperti A\*\*\*, saya tapi akhirnya saya seperti A\*\*\*\*, akhirnya saya diskusi, jadi dia tidak hanya masalah di bicara, masalah akademik secara umum, dan ketahuan bahwa dia sebenarnya tidak ingin kuliah di UIN Bahasa Inggris, karena itu permintaan orangtuanya.

researcher : menurut bapak, siapa saja mahasiswa yang mengalami kesulitan berbicara dalam bahasa Inggris?

Lecturer01 : respondent01, respondent03, dan respondent02. Kalo di unit ini saya hampir setiap semester ketemu dan public speaking mereka memang dengan saya, jadi keliatan.

Researcher : Apa yang bapak lakukan untuk mengatasi kesulitan tersebut?

Lecture01 : kadang-kadang saya masok ke dalam, model pertama saya masok dalam grup, di sela sela itu saya ada, apa namanya kalo dalam grup, saya coba untuk individual diskusi, memang kelihatan sekali tiga ini, jadi ee dan kadang kadang mungkin untuk membuat mereka tidak malu di depan kawan kawan, itu diskusinya di ruang saya atau di luar kelas, tidak mesti di kantor, nanti tu keathuan problemnya tu kenapa. Itu rata-rata mereka nilainya C. Y\*\*\* dia bisa dapat B tapi B bawah. Kalo A\*\*\* dan A\*\*\*\* C. Respondent03 bahkan pernah sekali kalo gak salah D dengan saya.

Researcher : Apakah strategi Bapak efektif untuk mengatsi masalah tersebut?

Lecture01 : kalo A\*\*\* ada improvement, kalo A\*\*\*\* susah, karena dia gak suka. Kalo Y\*\*\* bisa, Kalo Y\*\*\* saya optimistis bisa, karena dia juga grup belajarnya ya di yang lain lain itu. Kalo A\*\*\* dia seperti sendiri, itu yang membuat dia agak susah, dia sungkan nanti kan dalam kerja kelompok walaupun dia bisa. Individu mungkin efektif karena cuma tiga orang, sedikit lebih efektif.

### **Students**

Researcher : banyak orang mengalami kesulitan dalam berbicara bahasa Inggris, kalau anda, kesulitan apa yang anda alami dalam berbicara bahasa Inggris?

Respondent01 : adapun kesulitan yang dialami ketika berbicara bahasa Inggris. Ee ada faktor nervous atau rasa takut akan salah untuk mengucapkan kata mungkin malu diantara teman-teman.

Researcher : pertanyaan kedua, apakah itu ada hubungannya dengan kesalahan dalam mengucapkan kosakata dalam bahasa Inggris?

Respondent01 : emm mungkin ada, karena ketika ada salah pengucapan di dalam kosakata, em apa namanya, mungkin yaa mungkin kan akan jadi lucu kek mana ya, takut ditertawakan, ya walaupun namanya juga belajar.

Researcher : Apakah anda menemukan kesulitan dalam menemukan kata kata yang tepat ketika ingin menyampaikan ide?

Respondent01 : mungkin tidak ketika sudah dipersiapkan lebih dahulu. Cuma ketika untuk berbicara kedepan mungkin aaa apa yang telah kita persiapkan gak sesuai dengan yang telah kita tulis jadi mungkin, jadi mungkin akan emm gara gara nervous mungkin aa ide kita akan, idenya mungkin jadi blank.

Researcher : pertanyaan keempat, apakah kesulitan and itu ada hubungannya dengan banyaknya kosakata yang anda kuasai?

Respondent01 : mungkin kalo itu gak, gak. Kalo itu bukan menjadi faktor. Mungkin kalo terlalu banyak kosa kata yang di kuasai, kak. Mungkin itu keknya lebih ke grrespondent04ar mungkin

Researcher : Apakah anda malu berbicara bahasa Inggris di depan teman anda?

Respondent01: ee mungkin tidak. Cuma tergantung pada sikon. Ee karena kalo misalnya saya pribadi untuk masok, untuk ngomong bahasa Inggris mungkin aa ya malu karena bukan malu karena apa, mungkin di unit, emang ada unit yang cowoknya cuma satu jadi mungkin ada rasa ya maksudnya kurang ingin coba untuk berinteraksi atau berpartisipasi di dalam kelas

Researcher : apakah anda takut berbicara bahasa Inggris?

Respondent01 : tidak

Researcher : apakah anda memiliki kesulitan di dalam tata bahasa (grammar)?

Respondent01 : mungkin ya karena. Karena kalo kita berbicara secara baku, itu sulit. Yang kita tahu orang luar ngomong tidak menuntut ngomong secara grammar.

Researcher : apakah anda sering ada jeda ketika berbicara bahasa Inggris?

Respondent01 :ada pasti ada. Tergantung tingkat kenervosan atau kekurangan kosakaata

Researcher : apakah anda sering tidak memiliki ide untuk berbicara?

Respondent01: mungkin bagi saya seperti itu sulit. Karena harus dipersiapkan lebih dulu. Kalo secara spontan kurang tapi kalo sudah dipersiapkan tidak.

Researcher : Apakah anda memiliki faktor selain diatas yang menghambat anda dalam berbicara bahasa Inggris?

Respondent01 : mungkin faktor keadaan kelas. Karena perbandingan cowok lebih sedikit dikelas.

## AUTOBIOGRAPHY

Name	: Rini Nurlita
Date of Birth	: Trienggadeng, 25 <sup>th</sup> 1995
Gender	: Female
Religion	: Islam
Nationality	: Indonesia/ Acehnese
Status	: Single
Address	: Kel. Ie Meulee kotaSabang
Email	: <u><a href="mailto:rininurlita25@yahoo.com">rininurlita25@yahoo.com</a></u>
SID	: 231 324 308
Parent	
Father's Name	: Adhar Hamidi
Mother's Name	: Asma
Education Background	
Elementary School	: MIN kota Sabang (2002-2007)
Junior High School	: SMP Islamkota Sabang(2007-2010)
Senior High School	: MAN kotaSabang (2010-2013)
University	: UIN Ar-Raniry (2013-2018)