STUDENTS' CHALLENGES IN ENGLISH PUBLIC SPEAKING PROGRAM AT DAYAH DARUL IHSAN

THESIS

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DARUSSALAM-BANDA ACEH

2019 M/1440 H

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

of the Requirement for Sarjana Degree (S-1)

On Teacher Education

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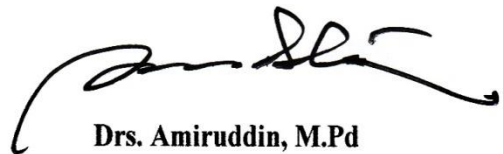
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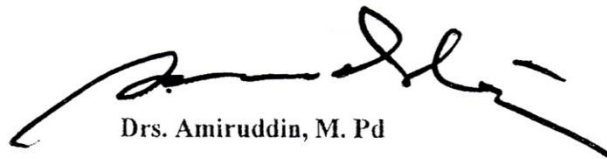**Habiburrahim, S.Ag, M.Com, MS, Ph.D**   **Drs. Amiruddin, M.Pd**

It has been defended in *Sidang Munaqasyah* 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:

Thursday, $\dfrac{\text{January 10}^{\text{th}}, \text{2019 M}}{\text{Jumadil Awal 4}^{\text{th}}, \text{1440 H}}$

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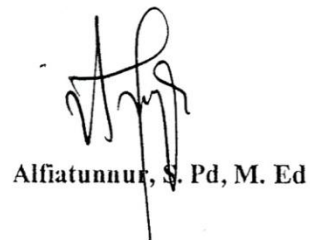
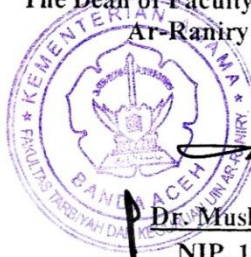| Chairman,	Secretary,
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Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 26 Desember 2018
Saya yang membuat surat pernyataan,

Irfan Moulida

ACKNOWLEDGMENT

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ABSTRACT

This study investigated the students' challenges in English public speaking program at Dayah Darul Ihsan. Two research questions were formulated to find out the challenges existing in students' public speaking performance, and to find out ways they cope with such the challenges. This study employed a qualitative research approach. Questionnaire and interview were used to collect data. Questionnaires were distributed to 40 students with a view to find out the challenges, whereas a face to face individual interview was conducted with 6 students in order to get more in depth data about their challenges and the way they cope with the challenges in English public speaking. Finally, the results of this study show that there are many challenges encountered by students in public speaking. These challenges refer to linguistic problems and non-linguistic problems including; fluency, pronunciation, lack of vocabulary, nervous, anxiety, and afraid of making mistakes.

Keywords: *Public Speaking, Challenges, Speaking Challenges*

CHAPTER I

INTRODUCTION

A. Background of study

There are four skills that should be mastered in learning English language, listening, speaking, reading and writing. Nowadays, speaking becomes one of the most important skills to have in order to be able to communicate with foreigners. In Indonesia, many foreigners from various countries come as tourists with a variety of purposes. This fact challenges the institutions and employers to recruit the employees who can actively and fluently speak English. To meet this challenge, an extra lesson to improve speaking skill which is called public speaking lesson has been administered by some schools and institutions.

In Indonesian context, one of the institutions in which English public speaking is taught is Islamic boarding schools. Public speaking has been determined as an extracurricular program including daily conversation and speech. It is a part of attempt to build the students' confidence to actively speak English in public. Especially for speech program, the students are required to deliver speeches not only in English but also in Bahasa Indonesia and Arabic. However, English speech seems more complex than the other two languages. At a glance, this complexity is due to the Islamic boarding school students' negative attitude towards English. Perhaps, it is because English is not their

first language as Bahasa Indonesia and also it is not the language of Al-Qur'an as Arabic.

One of the Islamic boarding schools in Aceh that provides public speaking as an extracurricular program is Dayah Darul Ihsan. Darul Ihsan is an integrated Islamic boarding school enrolling junior and senior levels. The school reserves this public speaking program twice a week, and each student is required to provide a speech script in English, which later to be delivered during practice. The main purpose of this program is to support student's practice and to enhance their English, especially in oral presentation performance.

Based on the researcher experience as a student of Al-Manar Islamic boarding school, and other alumni's perception, some students faced the obstacles in delivering their speech, such as they get nervous and anxious in delivering their speeches. Even though, the students are obliged to speak English daily in that boarding school, they still get difficulties in delivering their speech in English.

Several studies related to speaking skill have been carried out by previous researchers. Husnawati (2017) conducted a research investigating the challenging factor that affect students' English speaking performance and also the problems encountered by students in speaking. The result of the study showed that the students' speaking performance was affected by variety of factors. These factors include internal and external one. And also Kabir (2014)

conducted the research entitle "Challenges of Speaking English in Bangladeshi Classroom". The research intends to find out the challenges that the learners face in English speaking in the Bangladeshi classrooms. And the result is that the lack of logistic and administrative facilities, appropriate teaching-learning methods and lack of supportive environment are the challenges in teaching-learning spoken English in Bangladesh.

Moreover, a case study about speaking has been examined by Anwar (2010) on the title the problem faced by students of English department in learning speaking. The study took place at English department of Al-Muslim university Bireun. There were 30 students of English department took as the sample for the study. It used three techniques in collecting the data, observation, questionnaire, and interview. And the result that the writer found some obstacles faced by students in speaking English, there were lack of grammar, pronunciation, vocabulary, and some intern factor such as shyness.

In learning speaking, anxiety is a challenge that should be overcome. A number of related studies have been examined. Putri (2016) conducted the study analyzed the effect of speaking anxiety toward students' speaking ability in English classroom. The subject of her study was 10 students of Department of English Language Education at Fakultas Tarbiyah dan Keguruan of UIN Ar-Raniry. In collecting data, questionnaire and interview was used. The result of the study showed that speaking anxiety caused some negative effects to learners speaking ability. Moreover, Irwansyah (2015) investigated the

students' strategy in coping with anxiety in speaking English. Two methods; questionnaire, interview, were used to collect data. The result shown that there were some strategies can reduce their anxiety, such as practicing speaking, remembering easier vocabulary, and being confident while speaking English.

Furthermore, other challenges such as nervousness in speaking English has been carried out. Al-Banna (2016) has surveyed about why the students of SMA 12 Banda Aceh have the feeling of nervousness and axienty in speaking English and he found that why the students feel anxiety because of lack knowledge about grammar, vocabulary and how to pronounce it.

All the previous studies above are about speaking English. There has been limited research on English Public Speaking Program in Acehnese context. Therefore, in order to fill that gap, the researcher attempts to do research entitled "Students' Challenges in English Public Speaking Program at Dayah Darul Ihsan".

B. Research Question

Based on the statement above, the question can be formulated as follows :

1. What challenges are faced by students in English public Speaking Program?

2. How do the students cope with the challenges faced in English Public Speaking program?

C. The Aims of study

In line with the research questions, the aims of this study are :

1. To identify the students' challenges in English Public Speaking Program.
2. To investigate how the students cope with the challenges in English Public Speaking Program.

D. Terminology

To avoid misunderstanding of the readers, some terms used in this study need to be explained. The terms are valid for this study only.

1. Challenges

According to Collins Dictionary (2008) challenge is something new and difficult which requires great effort and determination. So, the challenge in this study means the difficulties which are faced by students in delivering their English speech in public speaking program.

.2. Public speaking

According to Templeton and Fitzgerald (1999, as cited in Yee & Abidin, 2014) "public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience". So the public speaking here is delivering the speech to the audiences in a classroom.

In this study, public speaking refers to an ability of Darul Ihsan Islamic boarding school students to deliver a speech in front of people which is consist of a speaker, master of ceremony and the audiences in English public speaking program.

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of speaking

Speaking is very important to develop as it can express ones ideas when a person communicates with one another. To communicate is to convey various information, understanding, fact, and other ideas orally to listeners. Florez (2005, as cited in Mulya, 2016) states that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is spontaneous and open ended, but it's not completely unpredictable. Speaking involves at least two people; a speaker and listener. Thus, it is an essential element in communicating ideas, concepts, knowledge, and information to others. Despite its importance, speaking has been considered to be a medium to talk or express ideas so that it can be a perfect way of communication.

Speaking is a way of communication, wherever the communication takes place, there is a speaker and a listener. Communication among human is an extremely complex and able to change phenomenon. (Costello, 1993) defined that speaking is a language to express or convey ideas, thoughts, and opinions or feelings orally. Thus, it is one of the ways ones uses to communicate ideas to another. It is the simplest and the quickest way of conveying and transferring messages. People with or without using additional media can directly express their

ideas to the target. Besides, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. (Hybel, 1982) stated that speaking is any process on sharing information, ideas, and feelings. That process involves not only the spoken and written word but also body language, personal mannerism and style.

Finally, based on definition given by experts above, it can be inferred that speaking is a process of expressing ideas in spoken language, and it is one of the most important aspect of language learning. Further, Luoma (2004) stated that "being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speaker can understand, is surely the goal of many learners" and the success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

2. The importance of speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation Method is one of example, Richard and Rodgers (2001) mentioned that reading and writing are the essential skill to be focus on. However, almost no attention is paid to the skill of speaking and listening. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people.

The importance of speaking is the most revealed with integration of the other language skills. For instance, speaking can help students to develop their vocabulary, grammar, and improve their writing skill. By speaking learners can express their personal feeling, opinion or ideas, tell a story, inform or explain, request, converse and discuss. Speaking is very important outside the classrom as well. Organizations and companies look for people who speak English very well for communicating with other people. Therefore, speaker of foreign language have more oppportunities to get jobs in such companies. Westrup (2003) support that " a student who can speak well may have a greater chance for further education, find employment, and gaining promotion."Therefore, speaking skill has been very important, since it is one of demanded skill that mostly used in communication.

3. Types of speaking

In a language classroom, speaking plays a significant role. According to Brown (2001) there are seven types of speaking, namely (1) imitative. At one end of the continuum of type speaking performance is the ability to simply parrot back (imitate) a word of phrase or possibly a sentence. (2) intensive. A second type of speaking is the production of short stretches of oral language designed to demostrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element intonation, stress, rythm,

juncture). (3) responsive. Include interaction and comprehension at the limited level of very short conversation standard. Greeting simple request and comments.

(4) interactive. Interactive speaking is the length and complexity of the interaction including multiple exchanges or multiple participles. (5) extensive. Extensive oral production included speeches, oral presentation, and story telling. During the opportunity for oral interaction from listener is either highly limited (perhaps non verbal responses) or ruled out together. (6) transactional. Transactional language is carried out for the purpose of conveying or exchanging specific information in extended from of responsive language. (7) interpersonal. The other form of conversation mentioned in the previous chapter was interpersonal dialogue, the purpose is to maintain social relationship than for the transmission of facts and information.

4. Problem in Learning Speaking

Speaking skills ensure the language learners to communicate actively in target language. Thus, one is elequent in using a target language orally is greatly determined by how well she or he learns speaking skills. However learning speaking is not an easy task. Students often encounter many problems. For example, EFL learners frequently face both linguistic and non-linguistic problems. The linguistic problems include difficulties faced by learner in learning a language related to the aspects of language such as pronunciation, vocabulary, and grammar. On the other hand non-linguistic problems are the difficulties that are related to non-language factor such as shy, nervous, afraid of speaking, not confident to speak, and afraid of making mistakes (Taiqin, 1995).

Ur (1996) determined that not confident and being afraid of making mistake are two of the greatest psychologycal barrier that hold learners back from advancing in their study. Sometimes, students have fear to speak in large groups. It happen especially in an environtment that people tent to use other people weaknesses as laughing matter. Although students are able to overcome this problems, they speech to different situation seem to be the problem of advanced learners. Some other speaking difficulties that relates to non-linguistic problem are worried, carefully, shy, no motivation and low participant in class.

Brown (2001) stated that linguistics are the difficulties that deal with the language factors such as grammar, vocabulary, pronunciation, comprehension, and fluency. The linguistic problems, which make speaking difficult, are cluster, reduce forms, performance variable and colloquial language. These linguistic problems occur to the students. Therefore, they are difficult to speak English because they tend to consider how to reduce their linguistics error. For instance, sometimes, when the students speak, they think over about what the right sentences should be used. As the result, their speaking performance are lagged.

5. English Public Speaking Program

According to Weaver (2010) program is "a group of related projects managed in a coordinated way to obtain benefits and control not available from managing them individually". Public speaking program in this context, a set of plan designed to support the process of teaching learning activities in order to reach the goal of an institution. The programs run with a purpose to guide the

students to have good academic achievement focusing on the development of student's speaking mastery. Students are able to communicate in English by participating in the English public speaking program activity.

Boarding Schools are the institutions that provide English public speaking program to students. The program has an important role in teaching. The implementation of English public speaking program in boarding schools should be based on the program supporting students learning speaking through speaking activities. According to Hammer (1998) Speaking activities can give students enormous confidence and satisfaction, and with intensive teacher guidance can encourage them in their further study. Therefore, good speaking activity should be highly supporting student's speaking ability. The most of people, mastering speaking is the most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the target language (Nunan, 1999).

B. Public Speaking

1. Definition of Public Speaking

According to Templeton and Fitzgerald (1999, as cited in Yee & Abidin, 2014) "public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience". It is a process or act to performing a speech to a group of people in a structured in order to inform, influence, or entertain the listener. This

activity trains students to speak with confident in public. Practicing it regularly helps students reduce their anxiety.

2. Public Speaking Type

Although public speaking hasvarious types, it can generally be grouped into three categories based on its intended purpose: informative, persuasive, and entertaining.

1. Informative Speaking

Informative speaking is a speaking with a purpose of sharing knowledge or information to audience. The primary purpose of informative speaking is to share one's knowledge of a subject or informations with an audience. Chivers and Shoolbred (2007) stated that the purpose of informative presentation can be to describing a new political event, organize a set of something that is so important or giving a report about a given topic in a form of research. Reasons for making an informative speech are various. For example, your classmates may want you to share your experience on sabang traveling. The example is the imparting information to an audience.

2. Persuasive Speaking

Persuasive speaking is speaking to influence another person, to change or reinforce specific beliefs, values, and behaviors. In this type of speech, speakers need to have a strong content and present it in a clear way (Chivers & Shoolbred, 2007). As the researcher observed that most students of Dayah Darul Ihsan prefer

to apply this type of speaking in their speech. So that the student who was being a speaker persuade their audiences to do good deed in their lives. For example the speaker choose a topic about fasting in ramadhan mount. So, the speaker persuade and reinforce the audiences to fast in Ramadhan mount.

3. Entertaining Speaking

Entertaining speaking is speech designed to attract audience's attention and amuse them while delivering it. It involves the united of speaking design ranging from introductios to wedding toasts, to presenting and accepting awards, to after-dinner speeches and motivational speeches.

3. The Basic Structure of Public Speaking

According to Sandmann (as cited in Husnah, 2015) a speech should consist of an introduction, body, and conclusion. Speeches should take the speaker in a circle from A to Z. Means that speeches start at the top of the circle with the introduction, then continued with the body all around the circle, and end up back at the top with the conclusion. All the parts fit together and flow together in this circle, and the conclusion takes the speaker right back to the introduction, with an enhanced uderstanding of the topic. Each of this parts is explained as follows :

a) Introduction

Speech introductions are essential element of an effective public speaking speech. Introductions have four specific functions that need to be met in a very short period of time. Introductions must gain the audience's attention and their

goodwill, they must state the purpose of the speech, and the must also preview the main points.

The first two functions of introduction, gaining the attention of the audience and the goodwill of the audience, have most to do with getting the audience to want to listen to the speaker. The other two functions of the introduction, stating the purpose of the speech and previewing the structure of the speech, have to do with helping the audience understand the speaker (Sandmann, 2013).

b) Body

Body may consist of two to three main points. It includes identifiable transition words or phrases in between paragraphs (Sandmann, 2013). When the speaker is speaking, this break should be shown verbally by using identifiable word like "next," "finally," "moving on,"and the like.

c) Conclusion

This is the last part of speech. It has a transitional statement signaling the speaker is going to close the speech. For public speaking, the speaker needs to provide this by using a clear ending statement like "to conclude," to summarize, "or "now we have seen," so that audience know that the speaker is going to end because of the verbal cues he or she has given them. This part also aims to reinforce the thesis statement that was brought in at the beginning of paragraph just as the speaker introduced his main points in the introduction by saying them specifically in the past form. Finally, conclusion should end with a bang. The last

sentence should be strong and need to resonate with the audience and leave them feeling that the speaker was fully prepared (Sandmann, 2013).

4. The Effective of Public Speaking

Chivers and Shoolbred (2007) claim that in order to prepare and to deliver the presentation, there are some characteristics, which are important to make it effective, as (1) careful planning and preparation.(2) good time management. (3) relevant and interesting content. (4) good communication skills. (5) appropriate use of technologies. (6) clear supporting documentation. (7) a suitable audience participation.

Therefore, in a speech it is necessary for students to know how to prepare and structure in it. In addition, they need to know how to deliver it because this will make its content more effective.

5. Factor Affecting Speaking Performance

There are many factors which have impact on language learning. These factors are divided into internal and external factors.

1. Internal Factor

Internal factor refer to factor that come from learner self. It's including physiological aspects and learners language competence (ability).

a. Psychology

Burns and Joyce (as cited in Nunan, 1991; Schwartz (2005); & Thornbury, 2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Furthermore, Brown claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity (Brown, 2002). Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classrom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing ad confident in speaking English in class because they have a low self-esteem.

A study conducted by Sato in Minghe and Yuan (2013) finds that the students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard in Yan (2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English.

b. Language Competence

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones.

In this study, language factor in speaking performance refer to ability of speaker to master the aspects of language while communicating. These aspects included fluency, intonation, vocabulary, pronunciation, and grammar.

c. Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996 as cited in Tuan & Mai, 2015). In other words, topical knowledge is the speakers' knowledge of relevant topical information.

The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman and Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has effects on speaking performance. Huang (2004) conducted a research to explore the relationships among topical knowledge, anxiety, and integrated speaking test performance. One of his finding shown that topical knowledge strongly influenced integrated speaking performance though in an opposite manner.

2. External Factors

a. Performance Condition

According to Nation and Newton (as cited in Tuan & Mai, 2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure, planning, the standard of performance, and the amount of support Nation and Newton (2009 as cited in Tuan & Mai, 2015).

b. Learning environment

In their research, Minghe and Yuan (2013) stated that "another eternal factor that affects students'oral English learning is the lacking of good language learning environment. English is a language used in communications, so a good language environment can effectively promote learning. But for most of the Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in their everyday life in their native language and too lazy to practice their English outside the class or teaching learning process.

6. Studies on Public Speaking Class

Some relevant studies have been carried out by previous researchers related to public speaking class. Husnah (2015) conducted a research on students' speaking ability in public speaking program at Oemar Diyan Integrated Boarding School through mind mapping. The study was to find out wether mind mapping

technique can improve students' speaking ability in public speaking program and to evaluate wether the students face any problems while delivering their speech in public speaking by using mind mapping. The study applied test, questionnaire, observation and experimental teaching in collecting the data. The result showed that mind mapping technique can improve the students' speaking ability in public speaking program and a small number of students were found to face some obstacles while using this concept in delivering public speaking.

Another study was conducted by Anwar (2010) to investigate the problem faced by students of English department in learning speaking, Al-Muslim university Bireun. 30 students of English department were taken as the sample for the study. It used three techniques in collecting the data, observation, questionnaire, and interview. The study was found that student encountered some problems in speaking English, there were lack of grammar, pronunciation, vocabulary, and other internal factor such as shyness.

Furthermore, Kabir (2014) has conducted a study at junior high school to explore speaking English in Bangladeshi Classroom.This study investigated the challenges existing in teaching-learning and practicing spoken English inside the classroom. The methods used to collect data were students' questionnaire survey, focus group discussion, teachers' interview and classroom observation. The study was reported that the lack of logistic and administrative facilities, appropriate teaching-learning methods and lack of supportive environment are the challenges in teaching-learning spoken English in Bangladesh.

The studies above have similarities and differences from my study where the first study was to apply mind mapping in public speaking program and to find out the problem faced by students in delivering the speech. The second study was to find out the problem faced by students in speaking class. The third study was to find out students' challenges in Bangladeshi classroom. Even though the study conducted by Kabir (2014) has similarity with my study, the research setting is different, she did her research in Bangladesh where English is taught as the second language while I conducted my study at an Islamic Boarding School in Aceh where English is taught as a foreign language.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was designed by using qualitative design, because the focuses of the study were to find out the students' challenges and the way students cope with the challenges in English public speaking program. Hancock, Okleford and Windiridge (2007) argued that qualitative research is concerned with explaining opinions, experiences, and feelings of individuals producing subjective data. The methodology of this research was descriptive qualitative. The descriptive qualitative can obtain a general overview of phenomenology in social context study.

B. Research Setting and Research Participants

1. The Setting

The present study deals with the challenges which were analyzed from the point of view of the students of Darul Ihsan Islamic boarding school when performing a speech in English public speaking program. This study intends to explore the challenges faced by students in English speech performance as well as the way they cope with the challenges.

Darul Ihsan is a private formal educational institution. The school is under the control of the Ministry of Religious Affairs. It is an integrated boarding school which provides its graduates with good English and Arabic.

2. Participants

According to Creswell (2008), research participants refer to the subjects who are believed to have a potential to give the researcher reach information related to research questions. There were twenty-four classes of the public speaking program of Dayah Darul Ihsan students, which consist of five group of each class. The participants of this study were two groups, one of the male students and the other one is female students. The researcher chose the group which consists of 40 students to be participants. Choosing each of groups to be participants are based on their poor performances in English public speaking. So, to get the information. The researcher asked the head of Dayah Darul Ihsan Language Center to consult with.

C. Methods of Data Collection

In collecting data for this research, the researcher used qualitative technique. The specific of analysis was descriptive qualitative method. The data were gained by using questionnaire and interview technique. The technique used in obtaining data are listed as follow :

1. Questionnaires

According to Brown (2001), questionnaires are any written instruments that present respondents with a series of questions or statement to which they are to react ether by writing out their answers or selecting them among existing answer. In this study, I provided a closed-ended questionaire which comprised of 15 questions about English public speaking. The questionnaires was distributed to students to know their perceptions toward the English speaking program challenges. I had provided options for each question, the options would be choosen by the students based on their point of view about English public speaking program.

2. Interview

In collecting data, the researcher also used interview method in order to get further information about students' challenges and the way they cope the challenges in English public speaking program. According to Moh Nazir (1999, as cited in Mulya, 2016) determined that " interview is the process to get explanation by asking question face to face between researcher and respondent using interview guide." The researcher provides some questions for six students, three males and three females. To obtain data from the interview result the researcher uses a recorder to record the interview. In this study I used semi-structured interview to gain the data from students.

D. Methods of Data Analysis

  1. Questionnaires

The type of questionnaire is rating scales or also popular as Likert scale. To obtaine data it would be quatified based on Likert-scale. Each question consisted of four available options ; Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The respondents can choose from Strongly Agree to Strongly Disagree range that the researcher provides in the questionnaire. I used the percentage system with the formula as follows :

$P = f/n \times 100\%$

Explanation :

      P : percentage

      f : frequency of Respondent

      n : number of Participants

      100 % : Constant Value

Next, the result will be concluded in accordance with the students perceptions toward English public speaking program that they participated.

  2. Interview

The study used semi-structured interview. Once the data collected, it will be transcribed to find relevant data that corresponded to the research questions.

According to Creswell (2014), here are some steps in analyzing data as follows:

1. Organizing and transcribing the raw data for analysis.

   Transcribing the interviews, typing up field notes, sorting and arranging the data into different types properly.

2. Reading through data.

   Providing some general sense of information like general thoughts of what participants are stated.

3. Coding the data.

   This stage is a process of organizing data by determining and collect some categories appropriately.

4. Looking for patterns or themes to be interpreted.

   Make an interpretation in qualitative research of findings. It can be clarified by comparison of the findings and the information from theories.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter covered research finding and discussion of the research. The finding is the information found from the field, while the discussion is a conclusion about the topic of this research. The finding and discussion are explained as follows:

A. Research Finding

1. Results of Questionnaire

The finding of this study is shown based on two formulated research questions namely what challenges are faced by students in English public Speaking Program and how do the students coped with the challenges faced in the English Public Speaking program. The students were asked to fill in questionnaires. The questionnaires were intended to collect the primary data of the research. The researcher distributed the questionnaires on 15 November 2018 and the questions were in the Indonesian language. The following data would be drawn the students' perception of the public speaking program. There were forty male and female students in the group of the public speaking program required to complete the questionnaires. The results of the questionnaire are interpreted as follows:

Table 4.1 I always feel anxious when I speak English in a public

Q.1Options	Frequency	Percentage(%)
Strongly Agree	4	10%
Agree	7	17,5%
Strongly Disagree	7	17,5%
Disagree	22	55%
Total	**40**	**100%**

Table 4.1 shows that there are 22 respondents or 55% disagreed that they felt anxious when they speak English in public, followed by 7 respondents or 17.5% at second place which was strongly disagreed as well as agreed with the questionnaire's statement, only 4 respondents or 10% of them strongly agreed that they feel anxious when they speak English in public. In conclusion, the above table it indicated that most of Darul Ihsan students were not anxious to speak English in public.

Table 4.2 I dislike using my voice and body expressively while speaking

Q.2 Options	Frequency	Percentage(%)
Strongly Agree	1	2,5%
Agree	5	12,5%
Strongly Disagree	9	22,5%
Disagree	25	62,5%
Total	**40**	**100%**

Referring to the table above, it shows that the students like to use their voice and their body expressively while speaking. It can be seen that 25 respondents or 62.5% of them disagreed with the statement above. Also, 9 respondents or 22.5% of the respondents strongly disagreed. Moreover, five respondents or 12.5% agreed with the statement above, only 1 respondent or 2.5% strongly agreed. So, it was clear that the students like using their voice and body expressively while speaking English in public.

Table 4.3 I am afraid that other students will laugh at me because of my pronunciation

Q.3 Options	Frequency	Percentage(%)
Strongly Agree	3	7,5%
Agree	12	30%
Strongly Disagree	11	27,5%
Disagree	14	35%
Total	**40**	**100%**

Table 4.3 shows that there are 14 respondents or 35% who disagreed with the statement, and 12 or 30% of the respondents agreed with the statement above. Furthermore, only 3 or 7.5% of respondents strongly agreed and 11 respondents or 27.5% strongly disagreed. So, the table above indicated that most of the students disagreed that they will be afraid of the other students who will laugh at them because of their pronunciation. Although some respondents agreed more percentage to the above statement.

Table 4.4 I feel afraid of being center of attention

Q.4 Options	Frequency	Percentage (%)
Strongly Agree	2	5%
Agree	9	22,5%
Strongly Disagree	15	37,5%
Disagree	14	35%
Total	**40**	**100%**

The table 4.4 above shows that 2 respondents or 5% strongly agreed with the statement above, next 9 or 22.5%of respondents agreed, and 15 or 37.5% of respondents strongly disagreed and 14 or 35% disagreed. So, it indicated that most of Darul Ihsan students did not afraid of being central to attention.

Table 4.5 I have no motivation in speaking English

Q.5 Options	Frequency	Percentage(%)
Strongly Agree	1	2,5%
Agree	7	17,5%
Strongly Disagree	15	37,5%
Disagree	17	42,5%
Total	**40**	**100%**

Based on the table above, it seems that the respondents disagreed with the statement above stating that they did not have motivation in speaking English. It shows 17 respondents or 42.5% disagreed, and 15 respondents or 37.5% were strongly disagreed with the statement, on the other hand only 1 respondent or 2.5% were strongly agreed and 7 respondents or 17.5% were agreed. From the result above, it indicated that most of the students have motivation in speaking English.

Table 4.6 I want to speak less because I feel shy

Q.6 Options	Frequency	Percentage(%)
Strongly Agree	2	5%
Agree	7	17,5%
Strongly Disagree	13	32,5%
Disagree	18	45%
Total	**40**	**100%**

Based on the table above, it seems that the respondents disagreed with the statement above which stated that they felt shy while speaking English. It shows that 18 respondents or 45% disagreed with the statement, and 13 respondents or 32.5% were strongly disagreed with the statement, on the other hand only 2 respondents or 5% were strongly agreed and seven respondents or 17.5% agreed. From the result, it indicated that most of the students did not felt shy while speaking English.

Table 4.7 The time for preparation is too short

Q.7 Options	Frequency	Percentage(%)
Strongly Agree	1	2,5%
Agree	10	25%
Strongly Disagree	8	20%
Disagree	21	52,5%
Total	**40**	**100%**

Table 4.7 shows that there are 21 respondents or 52.5% disagreed that the time for preparation in English public speaking was too short, followed by 8 respondents or 20% which was strongly disagreed with the questionnaire's statement, on the other hand 10 respondents or 25% agreed with the statement and only 1respondent or 2.5% of them was strongly agreed that the time for preparation is too short. In conclusion, the above table it indicated that most of the students did not agree with the statement that the time for preparation was too short in English public speaking program.

Table 4.8 I feel anxious of having less knowledge about the topic

Q.8 Options	Frequency	Percentage(%)
Strongly Agree	4	10%
Agree	21	52,5%
Strongly Disagree	4	10%
Disagree	11	27,5%
Total	**40**	**100%**

Table 4.8 shows that there are 21 respondents or 52.5% agreed that they felt anxious of having less knowledge about the topic, followed by 4 respondents or 10% at the second place which was strongly disagreed as well as strongly agreed with the questionnaire's statement. Furthermore, 11 respondents or 27.5% disagreed. In conclusion, the above table it indicated that most of the students feeling anxious about having less knowledge about the topic in speaking English.

Table 4.9 I am nervous when I have less preparation

Q.9 Options	Frequency	Percentage(%)
Strongly Agree	5	12,5%
Agree	25	62,5%
Strongly Disagree	3	7,5%
Disagree	7	17,5%
Total	**40**	**100%**

Table 4.9 shows that there are 25 respondents or 62.5% agreed that they felt nervous of having less preparation, followed by 5 respondents or 12.5% at the second place which was strongly agreed, and 17 respondents or 17.7% disagreed with the above statement. Furthermore, only 3 or 7.5% of the respondents answered strongly disagreed. From the result, it indicated that most of the students feeling nervous when having less preparation in English public speaking.

Table 4.10 I suddenly forget my vocabulary due to nervousness

Q.10 Options	Frequency	Percentage(%)
Strongly Agree	10	20%
Agree	19	47,5%
Strongly Disagree	3	7,5%
Disagree	10	25%
Total	**40**	**100%**

The table above shows that a half number of total respondents 19 or 47.5% give agreed response for statement number ten. Moreover, there are 10 respondents or 25% choose disagreed and 10 respondents or 20% choose strongly agreed. Finally, 3 respondents or 7.5 choose strongly disagreed. To sum up, almost of Darul Ihsan students forgot their vocabulary due to nervousness.

Table 4.11 I have the problem in the fluency

Q.11 Options	Frequency	Percentage(%)
Strongly Agree	5	12,5%
Agree	17	42,5%
Strongly Disagree	5	12,5%
Disagree	13	32,5%
Total	**40**	**100%**

Based on the table above, it seems that most of the respondents agreed with the statement above that stated they have the problem in the fluency. It shown that 17 respondents or 42.5% agreed, and 5 respondents or 12.5% were strongly agreed with the statement above. However, only 5 respondents or 12.5% were strongly disagreed and 13 respondents or 32.5% answered disagreed. From the result, it indicated that most of the students have the problem in the fluency in speaking English, especially in public speaking.

Table 4.12 I am afraid of grammatical error

Q.12 Options	Frequency	Percentage(%)
Strongly Agree	10	25%
Agree	20	50%
Strongly Disagree	4	10%
Disagree	6	15%
Total	**40**	**100%**

Based on the table above, it seems that most of the respondents agreed with the statement above that stated them afraid of grammatical error. It shown that 20 or 50% respondents answered agreed, and 10 or 25% of the respondents answered strongly agreed with the statement above. However, only 4 or 10% of the respondents answered strongly disagreed and 6 or 15% of respondents answered disagreed. From the result, it can be concluded that most of the students afraid of grammatical error.

Table 4.13 I feel low self-esteem while speaking English

Q.13 Options	Frequency	Percentage(%)
Strongly Agree	1	2,5%
Agree	12	30%
Strongly Disagree	8	20%
Disagree	19	47,5%
Total	**40**	**100%**

Based on the table above, it seems that most respondents disagreed with the statement above stating that they have low self-esteem while speaking English. It shown that 19 or 47.5% respondents answered disagreed, and only 1 or 2.5% of the respondents answered strongly agreed with the statement. However, 8 or 20% of the respondents answered strongly disagreed and 12 or 30% of respondents answered agreed. From the result, it indicated that most of the students did not feel low self-esteem while speaking English.

Table 4.14 I am afraid of making mistakes

Q.14 Options	Frequency	Percentage(%)
Strongly Agree	9	22,5%
Agree	19	47,5%
Strongly Disagree	5	12,5%
Disagree	7	17,5%
Total	**40**	**100%**

Based on the table above, it seems that most of the respondents agreed with the statement above that stated them afraid of making mistake. It shows that 19 or 47.5% respondents answered agreed, and 9 or 22.5% of the respondents answered strongly agreed with the statement. However, only 5 or 12.5% of the respondents answered strongly disagreed and 7 or 17.5% of respondents answered disagreed. From the result, it can be concluded that most of the students were afraid of making mistakes in English public speaking.

Table 4.15 I practice speaking regularly to handle my difficulties in English public speaking

Q.15 Options	Frequency	Percentage(%)
Strongly Agree	13	32,5%
Agree	24	60%
Strongly Disagree	3	7,5%
Disagree	0	0%
Total	**40**	**100%**

Table 4.15 shows that there are 24 respondents or 60% agreed that practice speaking regularly to handle difficulties in English public speaking program, followed by 13 respondents or 32.5% at the second place which was strongly agreed with the statement above. Furthermore, only 3 respondents or 7.5% were strongly disagreed and none of them chose disagreed. In conclusion, the above table it indicated that most of the students practice speaking regularly to handle the difficulties in English public speaking.

2. Result of the Semi-structured Interview

The interview was conducted in one day on 15th November 2018 using Indonesian language. When the interview was held, the researcher recorded interviewees' answers and opinion with an audio recorder. After collecting interview data, the researcher transcribed it into English and then drawn the

conclusion from the result. Each participant got the same questions that had prepared from the researcher, the interview questions are as follows:

1. Do you have any challenges or difficulties in English public speaking program? (if the answer is "yes", I have some challenges or difficulty) what are your challenges or difficulties?

2. What do you do to cope with those difficulties?

3. Do you afraid of being the center of attention?

4. How do you cope with the challenge of being afraid of center attention?

In the interview section, there are six participants would be as the interviewees in conducting this research. The participants were chosen from two groups. The researcher chose 3 males and 3 females from 40 students, the selected students are in initials as follows:

1. Student 1 (FR, male)

2. Student 2 (IM, male)

3. Student 3 (IR, male)

4. Student 4 (NW, female)

5. Student 5 (BQ, female)

6. Student 6 (ZF, female)

Analysis of the research questions was divided into two sections. Each section was arranged into sub-section according to the research question to report the students' perceptions about the challenges and the way students cope with the

challenges of English public speaking program. Here are the results of the interview section:

1. **The challenges of English public speaking**

Based on the result, the researcher found that almost of participants concurred there were many challenges in English public speaking program, but the researcher will be focused on three main ideas from the respondents, the researcher would be analyzed and presented as follows:

1.1 Pronunciation

The researcher found half of them said that they have difficulty in pronunciation. This occurred because when they memorized the vocabulary they did not read how to spell the word correctly in a dictionary. In this problem, Int. 1 said:

> *When it comes to English I am, eeumm better understood than Arabic, if my Arabic is rather difficult, it can understand if I am here a new child from middle school, right now in the first grade of high school, my difficulty is pronunciation, and the other one is vocabulary.*

In the same case with the first students, the second students also encountered the problem. Int.2 said:

> *Eumm.., I have a challenge in English because right now I prefer to public speaking in Arabic. If English I have just studied at Darul Ihsan for three years here, I just know how public speaking is, how good pronunciation is in Darul Ihsan. since elementary school, I don't know, and my challenge is pronunciation as well as vocabulary that needs to be explored again.*

Moreover as the first and the second respondents said, the third respondent also agreed that he got difficulty in pronunciation. Int. 3 said: *"I am difficult in speaking English. if Arabic is easy for me because I go to this boarding school is to learn Arabic. Where English is just a companion. The pronunciation is difficult"*.

To conclude, some students got difficulty with pronunciation when they want to speak English they did not know how to spell the word correctly. So this is a linguistics problem that faced by students. As Brown (2001) stated that linguistics is the difficulties that deal with language factors such as grammar, vocabulary, pronunciation, comprehension, and fluency.

1.2 Vocabulary

Half of the respondents argued that they have difficulty with vocabulary. Different from Arabic, students seem to prefer to memorized Arabic vocabulary than English. It evident from respondents answer in the interview.in this case, Int. 2 said:

> *Eumm… I have a challenge in English because right now I prefer to public speaking in Arabic. If English I have just studied at Darul Ihsan for three years here, I just know how public speaking is, how good pronunciation is in Darul Ihsan.since elementary school, I don't know, and my challenge is pronunciation as well as vocabulary that needs to be explored again.*

This showed that students do not already master English vocabulary rather than Arabic. They have poor in master the vocabulary that made them difficult to express their speaking fluently. Brown (2001) stated that linguistics is the

difficulties that deal with language factors such as grammar, vocabulary, pronunciation, comprehension, and fluency.

1.3 Grammar

Some lecturers of English department said that the biggest mistake in speaking English is when we depend ourselves on thinking the grammar rule to express our speaking. According to the participant, some of them said that they have difficulty in grammar. As a result, int. 4 said: "*For public speaking, it is not too difficult, but when I faced my grammars were wrong, there is a little difficult*".

In addition, int. 6 also said:

> *There is the challenge is even though the public speaking it was held classy and together which already known each other absolutely there is a sense of nervous after that sometimes there is a feeling of lack vocabulary, so the greatest of my challenge is if I speak English or deliver a speech in English and I faced my grammar was error and when grammar inappropriate once spontaneously it will be lost all that contains in the grammar.*

These showed that how does the grammar become a source of students difficult in English public speaking. According to the interview result, it can be concluded that they have difficulty in the grammar where this is included to linguistic problems..

2. The way students cope with the challenges

Although the students have challenges or difficulty in English public speaking program, they also have the way to reduce their difficulty. The researcher had been analyzed and presented as follows:

2.1 Often practice and speaking a lot

Almost all respondent argued that one way to cope with the difficulty in speaking English is practice. Because practice was the best way to improve our speaking skill. As the result. The participant int. 1 said: *"The first is I often practice it, next is often heard people talking, then is reading."* Furthermore, int. 4 also said: *"Learn firstly, which is already know just use it. After that, we have to practice it even though there is an error later"*.

In addition, int.6 also said:

> *Eeummm, so we were given a time before Friday night comeback and we were given time to train ourselves. So the processes of the previous days before we perform it we study hard again to display it, like that. We practice more, so if there is something we can not read it we can ask the other who are expert one in reading so that will not be a challenge anymore.*

Moreover, beside often to practice, we have to speak a lot in English, because with this way we will master the language fluently, as Int. 2 said*" Yeah.., listening and speaking much, also talking a lot and learning vocabularies, these are a way to cope our difficulty in speaking"*.

The explanation above showed that the three respondents argued that we have to practice it after learning or hearing the other talking. It can be concluded that practice and speak a lot is a way to implement the knowledge and vocabulary that we have to learn before in order to make us more fluently in speaking English.

2.2 Listening to other talking

In the Islamic Boarding School, especially in Aceh they provide a bilingual environment for students so that the student can learn to speak through listening to other talking, it could be a good way for a student to learn vocabulary and pronunciation, and when they did not know the meaning they can ask their partner immediately. As the proof Int. 1 said: *"The first is I often practice it, next is often heard people talking. Then is reading"*. In addition, Int.2 also said: *"Yeah.., listening and speaking much, also talking a lot and learning vocabularies, also listening to a lot"*.

According to the result, it shown that the listening means by the respondent is not listening as the collegian learn through the media and multimedia, but they learn through the listening to other speaking in their boarding school environment. To concluded that listening to other is a way used by the students to cope with the challenges in speaking English.

2.3 Reading and learning vocabulary

Some students stated that reading and learning vocabulary are the way to coped with the pronunciation and lack of vocabulary. So through reading and learning vocabulary the students can minimalized the error in pronunciation. Int. 1 said: *"The first is I often practice it, next is often heard people talking. Then is reading"*. In addition, Int.2 said: *"Yeah.., listening and speaking much, also talking a lot and learning vocabularies, also listening to a lot"*.

From the response above, we can sum up that the students try to cope their weaknesses in lack topical knowledge and vocabulary in their speech performance through reading and learn vocabulary.

2.4 Maximum preparation

In this part, some respondents explained their way to cope with their difficulty especially deal with the statement that they afraid of being the center of attention. Int. 2 said: *"No, if in the class I am not afraid, if in the outside because not fluent yet, so I must prepare maximumly"*. In addition, Int. 3 also said: "*I don't know how, if the speech I memorize the text first"*. Furthermore, the respondent argued that one way to prepare our speech maximumly is through practice it alone in the front of the mirror.

As int. 6 said:

> *So often look at the mirror like that, so it seems that the mirror is like the people in front of us like that, often practice alone. After that, when we perform it, just suppose that the person in front is an inanimate object that always accompanies us everywhere.*

From the response above we can concluded that, as int. 2 and it. 3 argued they had to prepare their performance of public speaking to be success was preparing to the maximum by memorizing the text or script. On the other hand, the respondent int. 6 also argued that how to avoid the difficulty of afraid and nervous was by often practice it in the front of the mirror and consider the audiences in the public speaking class is as the inanimate object.

3. Nervous and afraid of being center of attention

Most of the respondents agreed that they become afraid of being the center of attention. However, it was different with the 3 of other respondents. They assumed that they did not afraid of being the center of attention. But it seems that they hesitated when answered this question, it looked between agreed and disagreed with the statement that assumed them afraid of being central attention. Some of them argued that they would be afraid if there is a mistake they do it would very appear by others. Int. 6 said: *"Yes, if we were being the center of attention and if it is little wrong it will very appear like that."*

In addition, int.6 also said:

> *There is the challenge even though the public speaking it was held classy and together which already known each other absolutely there is a sense of nervous, after that sometimes there is a feeling of lack vocabulary, so the greatest of my challenge is if I speak English or deliver a speech in English and I faced my grammar was error and when grammar inappropriate once spontaneously it will be lost all that contains in the grammar.*

According to Taiqin (1995), non-linguistic problems are the difficulties that are related to non-language factor such as shy, nervous, afraid of speaking, not confident to speak, and afraid of making mistakes. So, it could be assumed that some of the students would be afraid when they became a central of attention. Furthermore, the student also got nervous in speaking English.

Furthermore, one of the respondent argued that she would be nervous if there is a mistake and not being afraid. As int.4 said: *"Not afraid, I will be nervous if there is a mistake"*. From the consideration of the respondent above we

could see that how their feeling when they do a mistake in their performance of speaking English. So we can concluded that the students would became afraid when they do a mistake where there condition was being the center of attention although the respondent above stated that she did not afraid but just became nervous.

4. The way students reducing nervousness and fear

Although the students had challenges or difficulties in their performance of public speaking, especially students afraid of being the center of attention and being nervous when they faced a mistake but they had the way to reduce their difficulties. As int. 1 said that: **"***First, do not mind other people, and we only focus on our public speaking"*. Furthermore int. 3 argued: *"I don't know how, if the speech I memorize the text first"*. So, according to their responses above the researcher saw that there was correlation between both responses. Where we can concluded that the students will reduced their fear and nervous in their performance of public speaking is through memorized the text and just focus on their performance. Because when someone memorized the text in a speech he should be focus on what he had memorized, otherwise he would forgot their script of speech.

In addition, there is the other way to reduce their difficulties of being nervous and afraid as int. 6 mentioned:

> *So often look at the mirror like that, so it seems that the mirror is like the people in front of us like that, often practice alone. After*

that, when we perform it, just suppose that the person in front is an inanimate object that always accompanies us everywhere.

Based on the respondent's response above, she stated that looked at the mirror and consider there were the people in front of us was a good way to reduce nervousness and improve vocabulary as well as make the student speak English fluently. In addition, when they want to perform in the classroom where there were many audiences in front of us so just keep calm and just consider the audiences was like an inanimate object, so this way could reduced the fear and nervousness in public speaking performance.

B. Discussion

After the data of questionnaires and interview analyzed, it can be concluded that there were variety of challenges students encountered in English public speaking and there were various way students cope with the challenges in English public speaking program. The most significant point will be arranged in this part, this discussion will provide the answer of research questions that stated in the first chapter which is about "Students' challenges in English public speaking program". There are two research question should be answered; what challenges are faced by students and how do the students cope with the challenges faced in the English Public Speaking program.

1. The challenges faced by students in English public speaking

The study found there were many challenges that faced by students in English public speaking program. Among these challenges, majority of participants agreed that they become nervous when they had less preparation for

their performances. In second place, feeling anxious of having less knowledge about the topic. In the third place, afraid of grammatical error. Then, suddenly forget their vocabulary due to nervousness and afraid of making mistake is two next challenges that have similar percentages in being the challenges to English public speaking program. Besides, they had the problem in the fluency, pronunciation, lack of vocabulary, and nervous as well as afraid of being center of attention were the other challenges for the students in English speaking program. So it is similar with Anwar (2010) revealed that student encountered some problems in speaking English, there were a lack of grammar, pronunciation, vocabulary, and another internal factor such as shyness.

Furthermore, in the question related to students'perception about their motivation in speaking English, about 42,5% of students stated that they disagreed with the statement "I have no motivation in speaking English", and 47,5% of them disagreed with the statement " I have low self-esteem". So we can see that they had the motivation and feel high self-esteem in speaking English.

2. The way students cope with the challenges

From the questionnaires and the interview result, the researcher found that the students argued some ways to cope with the challenges which are; often practice and speaking a lot, listening to other talking, reading and learning vocabulary, and maximum preparation. In addition, students also agreed that practice speaking regularly to handle their difficulties in English public speaking program.

The result of interview found that most students answered practice and speaking a lot when they asked by the researcher how to cope with the pronunciation problem. Furthermore, listening to other talking as well as reading and learning vocabulary were the way to improve their lack of vocabulary, because this is an appropriate way for them that live in Islamic Boarding School. Finally, in questionnaires' statement most of them indicated that practice speaking regularly help them to handle their difficulties in English public speaking program.

In addition, one of the interviews' student when the researcher asked her about how to cope with the challenge of being afraid the center of attention, spontaneously she answered that so often look at the mirror when we want to practice speaking, and apply all the vocabulary that we have learned at that time, and just imagine that the mirror is the people in front of us, and also the people in front of us is an inanimate object that always accompanies us to everywhere. Finally, from the student perception above, the researcher concluded that look at the mirror and practice it regularly could made the students speak English confidently in the front of people as well as improve their vocabulary and fluency in speaking English, moreover in public speaking program.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter specifically focuses on the conclusion and suggestion which are drawn from the investigation of students' challenges in English public speaking. It begins by concluding the findings of students' challenges based on two research questions. The suggestion section follows afterward, encompassing very urgent proposal to those who are involved in English public speaking program at Dayah Darul Ihsan.

A. Conclusion

Based on the percentages of the questionnaires and the interview analysis, the results of the study indicated that the challenges faced by students are: (1) they become nervous when they have less preparation, (2) feeling anxious of having less knowledge about the topic, (3) afraid of making mistakes, (4) suddenly forget their vocabulary due to nervousness, (5) feeling nervous, (6) afraid of being center of attention. Furthermore, linguistic aspects such as fluency, pronunciation, and lack of vocabulary are also parts of the challenges they faced in enhancing their public speaking skills.

Moreover, based on the second research question; how do the students cope with the challenges faced in English Public Speaking program. The result showed that there were many ways to cope with the challenges in English public speaking. Regarding to the percentages and interview analysis result, these ways included: (1) often practice and speaking a lot, (2) listening to other talking, (3) reading and learning

vocabulary, (4) maximum preparation, and (5) practice speaking regularly to handle their difficulties in English public speaking program.

B. Suggestion

Having inspected a number of 40 sheets of questionnaires and students' transcription of interview answered by the students of Dayah Darul Ihsan, in relation to the insights of this study, the following explicit suggestions are offered in order to improve the quality of students in English public speaking program.

First, teachers should be a role model for their students, especially in speaking activities. Because it can be a motivation for them in learning and speaking English. Sometimes, the teacher also should be involved in the activities of the public speaking program, in order to control and to supervise the students' performances, such as by giving some ways how to be a good speaker in speech program. Furthermore, the teachers also should motivate students to improve their speaking skill, so that the students have more spirit in delivering their speech

Second, in order to make their speaking better, the first thing students need to do is to speak up. If they cannot find somebody else to talk with, just speak to the mirror or themselves. It might sound crazy, but believe it or not it would be effective way to improve their speaking skill. This activity can enrich vocabulary, pronunciation, and even probably will be able to motivate them. Moreover, the students should try to encouraged to stop bearing in mind that the English language is difficult to understand, stop worrying so much about mistakes, and start to think

positive about their ability, and make that negative thing become motivation for themselves.

Last but certainly not least; this study has some limitations which narrow its range to seek the causes or the factors that deal with the challenges in English public speaking program faced by the students at Dayah Darul Ihsan. Therefore, very necessary that future investigation is carried out in the other aspect of difficulties in addition to speaking skill to come across multifaceted factors causing students' challenges in public speaking.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 8661/UN.08/FTK/KP.07.6/09/2018
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 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-undangNomor 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-1027/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:
1. Habiburrahim, S.Ag, M.Com, MS, Ph.D   Sebagai Pembimbing Pertama
2. Drs. Amiruddin   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :

Nama	:	**Irfan Moulida**
NIM	:	**140203205**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Students' Challenges in English Public Speaking Program at Dayah Darul Ihsan**

KEDUA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
KETIGA	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
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: 05 September 2018
An. Rektor
Dekan

Mislim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;

Nomor : B- 11734 /Un.08/TU-FTK/ TL.00/11 /2018   08 November 2018
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 memo
kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	Irfan Moulida
N I M	:	140 203 205
Prodi / Jurusan	:	Pendidikan Bahasa Inggris
Semester	:	IX
Fakultas	:	Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	:	Jl. T. Iskandar, Lr. Rumbia, Ulee Kareng, Banda Aceh

Untuk mengumpulkan data pada:

Dayah Darul Ihsan Aceh Besar

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

Students' Challenges in English Public Speaking Program at Dayah Darul Ihsan

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

An. Dekan,
Kepala Bagian Tata Usaha,

M. Sais Farzah Ali

Kode 8704

MADRASAH ALIYAH SWASTA DARUL IHSAN

معهد دار الإحسان للتربية الإسلامية

DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE

NPSN:10100265; NSM:131211060004; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:23373

SURAT KETERANGAN PENELITIAN
Nomor: Ma.01.038/PP.00.6/ 146/2018

Yang bertandatangan di bawah ini, Kepala MAS Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama	:	Irfan Moulida
NIM	:	140203205
Prodi / Jur	:	Pendidikan Bahasa Inggris
Semester	:	IX (Ganjil)

Benar yang namanya tersebut diatas adalah mahasiswa FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan dengan judul:

Students' Challenges in English Public Speaking Program at Dayah Darul Ihsan

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Siem, 21 November 2018
Kepala,

Ataillah, S.Ag
NIP. 19760103 200710 1 002

Appendix 1: Instrument

Questionnaires

Group   :

Gender   :

Please check (√) the most appropriate number of each statement which you feel most closely to your desired response!

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I always feel anxious when I speak English in a public				
2	I dislike using my voice and body expressively while speaking				
3	I am afraid that other students will laugh at me because of my pronunciation				
4	I feel afraid of being center of attention				
5	I have no motivation in speaking English				
6	I want to speak less because I feel shy				
7	The time for preparation is too short				
8	I feel anxious of having less knowledge about the topic				

9	I am nervous when I have less preparation				
10	I suddenly forget my vocabulary due to nervousness				
11	I have the problem in the fluency				
12	I am afraid of grammatical error				
13	I feel low self-esteem while speaking English				
14	I am afraid of making mistakes				
15	I practice speaking regularly to handle my difficulties in English public speaking				

Appendix 2: Instrument

Interview Transcript

Int. 1: 15/11/2018

1. **Interviewer:** Do you have any challenges or difficulties in English public speaking program? (if the answer is "yes", I have some challenges or difficulty) what are your challenges or difficulties?
   Interviewee:
   When it comes to English I am, eeumm better understood than Arabic, if my Arabic is rather difficult, it can understand if I am here a new child from middle school, right now in the first grade of high school, my difficulty is pronunciation, and the other one is vocabulary.

2. **Interviewer:** What do you do to cope with those difficulties?
   Interviewee:
   The first is I often practice it, next is often heard people talking, then is reading.

3. **Interviewer:** Do you afraid of being the center of attention? (if the answer "yes", I afraid) why are you afraid?
   Interviewee:
   absolutely there is a fear, but just be daring.

4. **Interviewer:** How do you cope with this challenge?
   Interviewee:
   First, do not mind other people, and we only focus on our public speaking.

Int. 2: 15/11/2018

1. **Interviewer:** Do you have any challenges or difficulties in English public speaking program? (if the answer is "yes", I have some challenges or difficulty) what are your challenges or difficulties?
   Interviewee:
   Eumm.., I have a challenge in English because right now I prefer to public speaking in Arabic. If English I have just studied at Darul Ihsan for three years here, I just know how public speaking is, how good pronunciation is in Darul Ihsan. since elementary school, I don't know, and my challenge is pronunciation as well as vocabulary that needs to be explored again.

2. **Interviewer:** What do you do to cope with those difficulties?
   Interviewee:

Yeah.., listening and speaking much, also talking a lot and learning vocabularies, also listening to a lot.

3. **Interviewer:** Do you afraid of being the center of attention? (if the answer "yes", I afraid) why are you afraid?
   Interviewee:
   No, if in the class I am not afraid, if in the outside because not fluent yet, so I must prepare maximumly.

4. **Interviewer:** How do you cope with this challenge?
   Interviewee:
   Maximum preparation

Int. 3: 15/11/2018

1. **Interviewer:** Do you have any challenges or difficulties in English public speaking program? (if the answer is "yes", I have some challenges or difficulty) what are your challenges or difficulties?
   Interviewee:
   I am difficult in speaking English. if Arabic is easy for me because I go to this boarding school is to learn Arabic. Where English is just a companion. The pronunciation is difficult.

2. **Interviewer:** What do you do to cope with those difficulties?
   Interviewee:
   I just practice it.

3. **Interviewer:** Do you afraid of being the center of attention? (if the answer "yes", I afraid) why are you afraid?
   Interviewee:
   Fear.

4. **Interviewer:** How do you cope with this challenge?
   Interviewee:
   I don't know how, if the speech I memorize the text first.

Int. 4: 15/11/2018

1. **Interviewer:** Do you have any challenges or difficulties in English public speaking program? (if the answer is "yes", I have some challenges or difficulty) what are your challenges or difficulties?
   Interviewee:
   For public speaking, it is not too difficult, but when I faced my grammars were wrong, there is a little difficult.
2. **Interviewer:** What do you do to cope with those difficulties?
   Interviewee:
   Learn firstly, which is already know just use it. After that, we have to practice it even though there is an error later.
3. **Interviewer:** Do you afraid of being the center of attention? (if the answer "yes", I afraid) why are you afraid?
   Interviewee:
   Not afraid, I will be nervous if there is a mistake.

4. **Interviewer:** How do you cope with this challenge?
   Interviewee:
   -

Int. 5: 15/11/2018

1. **Interviewer:** Do you have any challenges or difficulties in English public speaking program? (if the answer is "yes", I have some challenges or difficulty) what are your challenges or difficulties?
   Interviewee:
   To be honest if in the public speaking program there is no difficulty, because I was already trained from the elementary school, there is public speaking training.

2. **Interviewer:** What do you do to cope with those difficulties?
   Interviewee:
   -

3. **Interviewer:** Do you afraid of being the center of attention? (if the answer "yes", I afraid) why are you afraid?
   Interviewee:
   ofcourse not. InsyaAllah, I am confident.

4. **Interviewer:** How do you cope with this challenge?
   Interviewee:
   -

1. **Interviewer:** Do you have any challenges or difficulties in English public speaking program? (if the answer is "yes", I have some challenges or difficulty) what are your challenges or difficulties?
   Interviewee:
   There is, the challenge is even though the public speaking it was held classy and together which already known each other absolutely there is a sense of nervous, after that sometimes there is a feeling of lack vocabulary, so the greatest of my challenge is if I speak English or deliver a speech in English and I faced my grammar was error and when grammar inappropriate once spontaneously it will be lost all that contains in the grammar.

2. **Interviewer:** What do you do to cope with those difficulties?
   Interviewee:
   Eeummm, so we were given a time before Friday night comeback and we were given time to train ourselves. So the processes of the previous days before we perform it we study hard again to display it, like that. We practice more, so if there is something we can not read it we can ask the other who are expert one in reading so that will not be a challenge anymore.

3. **Interviewer:** Do you afraid of being the center of attention? (if the answer "yes", I afraid) why are you afraid?
   Interviewee:
   Yes, if we were being the center of attention and if it is little wrong it will very appear like that.

4. **Interviewer:** How do you cope with this challenge?
   Interviewee:
   So often look at the mirror like that, so it seems that the mirror is like the people in front of us like that, often practice alone. After that, when we perform it, just suppose that the person in front is an inanimate object that always accompanies us everywhere.

AUTOBIOGRAPHY

Name/NIM	: Irfan Moulida / 140203205
Date/Place of Birth	: Sigli / March 23rd, 1997
Gender	: Male
Address	: Jl. Kuta Lampanah, Gampong Mulia. Banda Aceh.
Email	: irvandaaceh@gmail.com
Phone Number	: 085362286595
Religion	: Islam
Status	: Single
Occupation	: Student
Nationality	: Indonesian

Parents

Name of Father	: M.Johan (The late)
Name of Mother	: Nilawati
Father's Occupation	: -
Mother's Occupation	: Housewife
Address	: Jl. Kuta Lampanah, Gampong Mulia. Banda Aceh

Education

Elementary	: SDN 27 Banda Aceh
Junior High School	: MTsS Al-Manar Aceh Besar
Senior High School	: MAS Al-Manar Aceh Besar
University	: Study Program of English Education, Faculty of Teacher Training and Education, UIN Ar-Raniry Banda Aceh.