

**STUDENTS' SPEAKING PERFORMANCE: SOME CHALLENGING  
FACTORS**

A THESIS

Submitted by:

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**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
DARUSSALAM - BANDA ACEH  
2017 M / 1438 H**

**THESIS**

**Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry Darussalam, Banda Aceh In Partial Fulfillment of The Requirements for Sarjana Degree (S-1) On Teacher Education**

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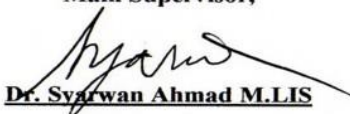
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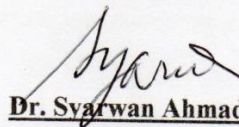
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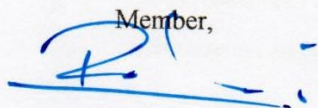
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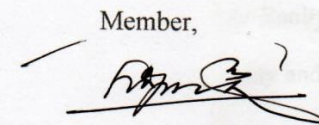
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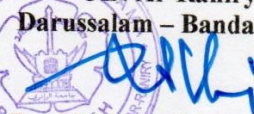
  
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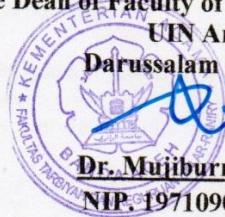
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## ACKNOWLEDGEMENTS

My cordinal gratitude to the Almighty Allah for giving me blessful life, the strength and ability to finish this research work. Peace and blessing be upon Prophet Muhammad Saw whom together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path.

I would like to express my sincere gratitude and respect to my supervisors: Mr. Dr. Syarwan Ahmad M.LIS and Mr. Rahmat Yusny M.TESOL , who helped, supported, and encouraged me in the completion of this thesis. Then, thanks to my academic advisor, Mr. Habiburrahim M. Com., M.S., Ph.D without his helpful comments, valuable advice and considerable assistance, this study could not have been completed. Futhermore, to the lecturers who permitting me conducting the research in his class and for being so kind all the time. Then, I want to thank all the lecturers and staff members of the English Department, Ar-Raniry state Islamic University for providing me best conditions to fulfill my study and to my junior at UIN Ar-Raniry who helped me to collect data for the study.

My special thanks to the most amazing people in my life, my family, for supporting and motivating me to finish my study. To my dear mother Yusna Rahimi for loving me and keep praying to god for my succesfull. To my beloved father Abdurrahman Ubit for all his hardwork, unexpressed love, and sacrifice. To my elder and younger brother M. Yani, M. Yasir, and M. Nasril for entertaining me during my hard time.

Futhermore, I would also want to express my appreciation and love to my colleagues, classmate, roommate, kost-mate, and especially for my best friend Nurul Rusdi for always be there. Then, also to everybody who can't be mentioned one by one who supporting me either direct or indirectly.

Banda Aceh, July 28<sup>th</sup>, 2017

Husnawati

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## ABSTRACT

In language learning, speaking has been well known as one of important aspects of communication in which the ability of language learner measure by the ability to carried out the language in oral communication. However, some of previous research revealed that for some foreign language learners, years experience in learning English not yet very effective in encourage their ability to carry out an oral communication effectively. Therefore, the issues and experience as language learner inspired the writer to conduct this research. This research was conducted in Department of English Language and Education at UIN Ar-Raniry. The subject of the research was 52 English students of 4th semester who were taking public speaking course. In this research there are two speaking issues that writer investigated include factor affecting English speaking the performance of language students and problem they encountered in speaking English. In order to collect the data, observation and questionnaire was two research instrument used. Finally, the result of this research revealed that there are various factor affecting students performance, and problem students encountered in speaking. These factors and problems refer to the internal and external factor include, psychology (anxiety, shyness, and lack confidence), linguistic competence (lack of vocabulary, poor grammar knowledge), topical knowledge, performance conditions (time pressure, planning, amount of support, etc), and learning environment.

**Key words:** *Challenging factor; speaking performance; speaking problems.*

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Human beings can communicate with each other through a system of communication, and our communication system before anything else is language. Language is communication system based upon words and words combination into sentences. In other words, communicating through language may refer to as linguistic communication. Language is exclusively human property because other life beings do not speak through communication system like human use language. Therefore, this communication system is necessary for all human being. It helps us to express feelings, desires, and most importantly it helps us interacting with one another.

All around the world, there is no exact number how many languages used by human. Ethnologue, a catalogue contains comprehensive research about language in the world since 1951, surprisingly shown that about 7.102 languages used by 7.106.865.256 human on earth (Lewis, Gary, & Charles, 2015). Because there are too many languages used by people in the world, there is several languages use globally to unite people from different places to be able to interact or communicate, work together, and share feeling, knowledge, or ideas. This language used known as lingua Franca.

Officially, there are six languages considered as lingua franca used in the world and officially recognizes by United Nations, include; Chinese, Spanish,

Russian, French, Arabic, and English. English as lingua franca (ELF) refers to the use of English between people who do not share the same first language (Leyland, 2011, p. 827). Even though lingua francas have been used for centuries, EFL is unique because of how widely it is used. ELF has been one of popular language spoken in many countries both as native and as a second or foreign language. It is spoken as native language by around 377 million and as a second language by around 375 speakers in the world (Crystal, 1997). Furthermore, it is taught at school in almost every country in the world, including Indonesia. The current status of English as international language is underpinned by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, and popular culture (Crystal, 2003; Huda, 2000, p. 68; Jenkins, 2003). Moreover, English is learned everywhere because people have found out that knowledge of English is essential for career success, advanced knowledge, and communicates with entire world.

In Indonesia, English has been one of compulsory subject taught from the elementary to the university level. In university, English also one of college majors and important subject. It has been one of required course for students in any major. Therefore, English proficiency is important to student's academic success, especially for English Language students.

In English language teaching and learning, there are four important macro skills that a person should master, one of them is speaking. Speaking is one of the most demanding skills in the daily life. Every people need to communicate with others through speaking. Furthermore, it has become very important because it

plays an important role in any life aspects. Through speaking people can transfer ideas, opinion, and knowledge with others. Moreover, people who use a language usually pertain to be able to speak in that language (Ur, 1996). Consequently, speaking is generally thought to be the most important of the four skills. Davies and Pearse as cited in Tuan and Mai (2015) stated that making the learners able to speak English accurately and effectively in communication is the main goal of any English language teaching.

Speaking itself contains several other skills called micro skills. These micro skills include: a part of speaking which should be mastered by a language learner in order to make communication become more effective and accurate. Therefore, a good speaking skill is very important and essential.

In fact, good communication skill is not only essential for good achievement in academic life but also for a successful future career. In every organization, leader, manager, supervisor, and employee, effective communication is an important element of success. It does not only help you get the job you want but also help you become more successful in the job you have. Furthermore, Hybels and Weaver (2004) stated that;

*“Many people believe that effective communication is the key to success in our work and in our relationships. In a survey sent to 1000 personnel managers, the managers listed oral communication and listening as the most important skills for gaining employment. For people who were on the job, they said, the abilities to work with others and to speak effectively were most important. In another survey, college alumni responded that the most important skills for their jobs were making presentations and handling questions and answers and small-group discussion. Finally, research has shown that training in communication in the workplace helps participants improve their*

*skills, particularly in presentations, and that students who take a communication class perceive their communication skills as improving." (Hybels & Weaver, 2004, p.5-6)*

Through communication people can show ideas and knowledge easily and clearly. It is a good way to show capabilities. It could be said that knowledge is of limited value if it is not applied, which through communication, we can show that we are knowledgeable. Therefore, having a good communication skill is very essential.

Nonetheless, not all language learners after many years studying English can communicate fluently, and accurately. They tend to have low performance when they have to communicate or speak up in front of the other. Therefore it has become one of popular issues in language learning for recent years.

Several researches related to communication skill have been carried out. Bozorgian (2012) carried out a study to examine the relationship of listening skill with other language skills. The results of this study indicated a close correlation between listening comprehension and language proficiency. He stated that the higher the listening score, the better the speaking score. Park and Lee (2005) examined the relationships between second language learners' anxiety, self-confidence, and speaking performance. The participants of the study were one 132 Korean college students enrolled in the English conversation classes. In addition, Salem & Dyar (2014) conducted a research investigating the relationship between speaking anxiety and oral fluency of Arab intermediate school students also the differences between male and female students in speaking anxiety profile with their oral fluency performance. Results of the study showed that there are positive

relation between student speaking anxiety and their performance in oral performance skills of male students and the total sample of the study. It is also found that no relations were found between female students speaking anxiety and their oral fluency performance. Findings indicated that there were statistically significant differences between male and female students in oral fluency in favor of male students. So, the research revealed that gender plays a role in the students' ability.

However, besides such factor as: gender, other skill and psychological factor such anxiety, this problem might be affected by some other important factors that may come from inside or outside students-self, either related to their ability or psychology. Even though several other researches related to this issue have been conducted, the writer sure that there are always something new that could be found. Moreover, each study might have various finding depending on subjects (student) school level, place, and time. Therefore, this research is conducted to investigate the factors and problems related to students speaking performance.

The research took place at UIN Ar-Raniry Banda Aceh. According to some previous research that were conducted in this university, some English Language and Education students still have a low English-speaking ability and problem in speaking English. Akbar (2011) conducted a research to find out the correlation between self confidence and oral performance. The population of the study was 75 students of Department of English Language and Education students who took speaking III class, and 22 of them were taken as sample. Three research methods; observation, questionnaire, and oral performance test were used to collect the

data. The result of data analysis shown that there were no significant effects of students' self confident and their oral performance; the higher confident they were, the higher oral performance they showed. Yet, the result also showed that some students who have high self confidence are more capable in oral performance ability than the students who have low self confidence. Moreover, Putri (2016) conducted the study analyzed the effects 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, Cayarani (2014) investigated the correlation between students' self-esteem and their academic achievement in speaking. The qualitative research by descriptive correlative design was used to collect the data. The population of her study was 310 first year students at Department of English Language Education and 52 students were used as sample. The result of the study found that self-esteem and speaking achievement was not correlate each other and there must be other factors which more related to speaking achievement. The writer suggested to further researchers to investigate other factors besides self-esteem. Moreover, the writer was motivated to conduct more research regarding to this issues because some previous research proven that students still have problem in speaking English. Furthermore, the teachers need to know the factors that affect their students' speaking performance so that they can deal with these factors to help the students improve their speaking performance.



Therefore, the study seeks to investigate the factors affecting students speaking performance of English Language and Education students in academic years 2017 at UIN Ar-Raniry.

### **B. Research Questions**

Based on the background of the study, some problems that can be investigated related to students speaking performance are:

- 1) What are the challenging factors that affect students' speaking performance?
- 2) What are the problems faced by students in speaking English?

### **C. Research Aims**

Regarding to the background and research questions above, this study is conducted to meet the following objectives:

- 1) To determine the challenging factors that affect students' English speaking performance.
- 2) To find out the problems encountered by students in speaking.

### **D. Significance of Study**

The writer expects that this study will give some contributions in the English language teaching and learning quality. The following are two significance contributions gained from this study;

- 1) The finding from this study will educate the stakeholders in the education sector and the general public on the factors that can influence student's speaking performance to better understanding and solution.
- 2) This research will also serve as a resource base to other scholars and researchers interested in carrying out further research in this field.

### **E. Terminology**

To avoid misunderstanding and misinterpreting of the meaning in the title of this study, the writer provides the meaning of terms used in the research entitled "Students' Speaking Performance: Some Challenging Factors ", as below:

#### **1) Speaking performance**

According to Brown, speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information (Brown, 1994), and "Performance, denotes the production of actual utterances as a result of certain psychological processes" (De Kort & Leerdam as cited in Hemerka, 2009, p. 15)

#### **2) Challenging factors**

Lowes, Peters, and Turner (2004) stated that "Challenge is something needing great mental or physical effort in order to be done successfully and which therefore tests a person's ability. Challenging is a difficulties, in a way that test your ability or determination" (p. 88). Based on definitions stated above, challenging is something difficult which test ability and involving physical and mental involvement. In this research, challenging

factors refer to factor that influence students' ability and performance in speaking English.

## **F. Research Method**

This research was designed by using quantitative and qualitative design, because the focus of study were to find out the problems encountered by students in speaking and determine the challenging factors that affect students' speaking performance. Creswell (2008) states that mixed method research is a research design philosophical assumption as well as methods of inquiry. Mixed method focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. The main premise is that the use of quantitative and qualitative approach provides a better understanding of research problems compared with each approach.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Nature of Speaking

##### 1. Definition of Speaking

Speaking is one of the macro skills of English language teaching and learning. It is not easy to define what is meant by terms such as *speaking skill* since it has been defined in various ways in different disciplines. In language teaching and learning itself, many definitions of speaking have been made regarding to some experts. According to David Nunan “Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (1991, p. 39). Moreover, Brown (1994) and Burns & Joyce (1997) define speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information.

Furthermore, in language teaching and learning, speaking is considered as ability to be practiced and mastered. Nunan (2003, p. 48) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”.

Finally, based on definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language, and it is one of 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 speakers can understand, is surely the goal of very 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**

As one of communication system, speaking play an important part in our everyday lives. In any life aspect, either our social or personal interaction, the ability to speak has been one of significant element of interaction process. Furthermore, in language teaching and learning it speaking is an important part of curriculum (Luoma, 2004).

In social interaction, the ability to speak effectively supports how far our interaction going and how well relationship can be achieved. Then, in workplace or career lives communication skill is one of main key for career success. For instance, a leader need communication ability to deliver information, influence, and direct others to take the actions. Personally, we also need communication skill to show our ability and capability. Our personality, self-image, knowledge of the world, and our ability to reason and express our thoughts is all reflected in our spoken performance in the target language (Luoma, 2004).

Nowadays, effective speaking has received a lot of attention from the general public. It is has been one of the prominent qualities that can help you get the attention of other people. Naturally, we are all a great fan of such effective

speaking skill. Finally, speaking skill has been very important, since it is one of demanded skill that mostly used in communication.

### **3. Functions of Speaking**

According to Richard (2008), the mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three function of speaking, "...three part version of Brown and Yule's framework (after Jones 1996 & Burns 1998): talks as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches."(Richards, 2008, p. 24)

#### **a. Talk as interaction**

Talk as interaction refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

#### **b. Talk as transaction**

In talk as transaction is focus more on message that conveyed and making others person understand what we want convey, by clearly and accurately.

In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

c. Talk as performance

In this case, speaking activities is focus more on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.

#### **4. Aspects of Speaking Performances**

Speaking becomes important because speaking is a skill that can make people easily understand to what things explained. Students' speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, even college students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance included:

a. Accuracy

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

b. Fluency

Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lade (1961, p. 240) points out that speaking ability is described as the ability to report acts or

situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Research into listener's perception suggests that pausing is one of the factors of fluency (Thornbury, 2005, p. 6-7). Furthermore, Thornbury (2005, p. 8) states that people can be said as fluent speakers if they fulfill the following features:

- a) Pauses may be long but not frequent
- b) Pauses are usually filled
- c) Pauses occur at meaningful transition points
- d) There are long runs of syllables and words between pauses

Foster and Skehan in Nunan (2004, p. 87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

#### c. Pronunciation

According to Thornbury (2005, p. 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p. 28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.



d. Grammar

According to Brown (2001, p. 62) “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence”. In relation to contexts, a speaker should consider the following things:

- a) Who the speaker is
- b) Who the audience is
- c) Where the communication takes place
- d) What communication takes place before and after a sentence in question
- e) Implied versus Literal Meaning
- f) Styles and Registers
- g) The alternative forms among which a produce can choose.

e. Vocabulary

Thornbury (2005, p. 22) suggests three usual things used by speakers in what they are being said:

- a) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

- c) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

- f. Interactive Communication

Thornbury (2005, p. 129) “Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements”. Brown (2001, p. 269), the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

- g. Appropriateness

According to Harmer (2001, p. 24), the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:

- a) Setting
- b) Participants
- c) Gender
- d) Channel

e) Topic

h. Complexity

According to Halliday (1985, p. 87) it is wrong that written language is highly organized, structured, and complex while spoken is disorganized, fragmentary, and simple. Brown, Anderson, Shillock, and Yule as cited Nunan (2004, p. 86) declared that what made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

## 5. Types of Speaking Performance

According to Brown (2004) there are 5 basic types of classroom speaking performance, they are:

a. Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

b. Intensive

Intensive speaking goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

c. Responsive

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

d. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role lays, games, discussions.

e. Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and "formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

## **B. 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 (1999); Schwartz (2005); and 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 classroom 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 and confident in speaking English in class because they have a low self-esteem.

A study conducted by Koichi Sato (2003 in Minghe & Yuan, 2013) finds that 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 (1996, 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.

Moreover, Motivation is also an important factor in language learning success. Brown (1980, p.112) defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. It's known to all that proper motivation will draw learners' attentions and

arouse their interests to learn, thus they are more likely to succeed in language learning.

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.

According to Wikipedia, the term linguistic performance was used by Chomsky in 1960 to describe the “actual use of language in concrete situation”. It is used to describe both the production as well as comprehension of the language.

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 & 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 (2015) 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 & 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 & Newton, 2009 as cited in Tuan & Mai, 2015).

### **b. Learning environment**

In their research, Minghe & 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.

### **C. Speaking Problems**

Regarding to some experts in language teaching and learning, there are various problems students encountered in speaking English. Sadtono (1997) stated that are two problems in language learning and this problem divided into linguistic and non-linguistic problem.

#### **1. Linguistic Problems**

The linguistic problems include difficulties faced by learner in learning a language related to the aspects of language. Linguistic problem has some categories, include;

##### **a. Pronunciation**

Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. According to Fangzi (1998, p.36) pronunciation is result in whether or not someone's message can be passed or not by other people. Second language learners therefore need knowledge of the language they wish to speak, an understanding of the phonetic structure of the language at the level of individual word, and understanding of intonation (Fulcher, 2003).

##### **b. Vocabulary**

Vocabulary is an important aspects in teaching and learning a language (Edward, and Vallette, 1997, p.149) “vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as they practice sound system. Furthermore, Laufer (1997, p.54) rehearse that vocabulary learning is at the heart of language learning and language use. In fact; it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate in the target language.

c. Grammar

According to Jeffrey & Stacy (2003, p.171) “language grammar is a set of rules that govern its structure, which determines how words are arranged in units forming meaningful language.” Similarly, Michael (2005) defines grammar as “the rules that explain how words are combined, arranged, or changed to show certain kinds of meaning.” Furthermore, according to Ur (1996), sometimes grammar is defined as “the way words are put together to make correct sentences.

## **2. Non Linguistic Problems**

According to Ur (1996), there are four main problems faced by students in speaking.

a. Inhibition

In his book, Ur (2000, p. 111) stated that “learners are often inhibited about trying to say things in a foreign language in the classroom. Worried

about making mistakes, fearful of critics or losing face, or simply shy of the attention that they speech attract.”

Moreover, Latha (2012) reported that inhibition is the most common problem faced by students in learning foreign language. They worried to make mistake in speaking the language because they are afraid the speaker will criticize of them. Thus, in this condition they have high of inhibition and it causes they keep silent. Therefore, Inhibition must be reduced by thinking that everyone has to make mistake and the mistake is an experience for going to be better.

d. Nothing to say

Even if they are not inhibited, many learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

e. Low or uneven participation

Only one participant can talk at the time if he or she is to be heard and in a large group this means that each one will have little talking only, this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

f. Mother tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak too another in foreign language. If they talk in small groups, it can

be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the second language.

#### **D. Assessing Speaking**

The term 'assessment' is commonly used with a variety of different meaning. Indeed, the term has come to be used so widely in so many different ways in the fields of language testing and educational measurement. Language tests have become a pervasive part of our education system and society. Scores from language tests are used to make inferences about individuals' language ability and to inform decisions we make about those individuals (Bachman, 2004, p.3).

Language assessment takes place in a wide variety of situations, including educational programs and real-world settings. In educational programs, the results of assessment are most commonly used to describe both the process and outcomes of learning for the purposes of diagnosis or evaluating achievements or make decisions that will improve the quality of teaching and learning and of the program itself.

Speaking is one of the productive skills in language. As one of the productive skills, speaking can be directly and empirically observed. Furthermore, Brown (2003, p. 141) states that with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objectives or criteria. The decision about which criteria to use depends on the intended use of the test (Luoma, 2004, p. 41).

According to Brown (2004), Speaking has five categories which are similar to listening. First, imitative, it is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Second, intensive, it is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as: prosodic elements-intonation, stress, rhythm, juncture. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Third, responsive, it includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. Fourth, interactive, sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. The last category, extensive, includes speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative and formal for extensive tasks, but people cannot rule out certain informal monologues.

The focus in designing speaking assessments is often on the tasks. They are important because the examinees' experience of the test is based on them, but the

validity of the scores depends equally much on the rating criteria and the relationship between the criteria and the tasks. If the criteria are developed in isolation long after the tasks have been finalized, as they often are, there is a danger of a mismatch, which leads to a loss of information about the quality of the performance (Grove & Brown, 2001).

According to Luoma (2004, p. 30), tasks are activities that people do, and in language-learning contexts tasks are usually defined in terms of language use.

Nunan (1993, p. 59) defines a **communicative task** as:

*“ . . . a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. . . . Minimally, a task will consist of some input data and one or more related activities and procedures. Input refers to the data that learners are to work on: it may be linguistics (e.g. a radio broadcast), non-linguistic (e.g. a set of photographs), or ‘hybrid’ (e.g. a road map). In addition, tasks will have, either explicitly or implicitly (and in most cases these are implicit), goals, roles of teachers and learners”*

Luoma (2004) divided the task types under two headings, open-ended and structured tasks. The distinction builds on the relative amount of structure that the tasks provide for the test discourse. **Open-ended speaking tasks** guide the discussion but allow room for different ways of fulfilling the task requirements. They typically call for a stretch of talk, which can be either a number of turns between speakers or a single long speaking turn. **Structured speaking tasks**, in contrast, specify quite precisely what the examinees should say. They typically call for limited production, and often it is possible to give an exhaustive list of acceptable responses.

In this research, the speaking task is one of instruments used to assess student performance and the factor that affect it. As performance being assessed in public speaking, so it is imitative types of speaking and it refers to open ended speaking task.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Brief Description of Research location

This study took place at the Department of English Language Education of Ar-Raniry State Islamic University (UIN Ar-Raniry). The university was established on October 5<sup>th</sup> in 1963. It is located in Jl. Ar-Raniry, Kopelma Darussalam, Banda Aceh. The status of this Islamic university changed on October 1<sup>st</sup> in 2013 from IAIN Ar-Raniry into UIN Ar-Raniry. The university which is headed by Prof. Dr. Farid Wajdi Ibrahim, MA as the rector, has nine faculties. Among the Faculties is Faculty of Education and Teacher Training the faculty that concentrates on education and educational expert preparation. The faculty consists of several departments under its authority; one of them is Department of English Language Education or *Pendidikan Bahasa Inggris (PBI)* where exactly this study was conducted.

As one of the departments of Fakultas Tarbiyah dan Keguruan at UIN Ar-Raniry, the Department of English Language Education (*PBI*) has the objective to educate and prepare its undergraduate students to be educational experts and professional teachers especially for future English teacher. In order to achieve the goal, the curriculum has been developed for that purpose. For instance, many important subjects are offered for the students, such as four English skills (listening, reading, writing, and speaking). Speaking as one language skill subject, has been taught for 4 semesters include, speaking 1 (in semester 1), speaking 2 (in



semester 2), speaking 3 (in semester 3), and public speaking (in semester 4) as the last speaking course.

In academic year 2017, for the batch of 2015 students, public speaking class divided into six units or groups. Two units of them, there are unit 5 and 6 were taken as subject for this study. The data of students' identity of these units can be seen in the table below.

**Table 3.1: Unit 5**

<b>No</b>	<b>Students' Number</b>	<b>Students' Initial</b>
1	150203155	US
2	150203170	AF
3	150203183	ARD
4	150203177	FM
5	150203162	MT
6	150203182	NA
7	150203150	SAT
8	150203160	IR
9	150203158	SYF
10	150203166	CRF
11	150203159	RR
12	150203176	TS
13	150203184	SNA
14	150203169	PZB
15	150203153	NF
16	150203173	SKM
17	150203156	PP
18	150203181	SKO
19	150203175	DR
20	150203164	ZH
21	150203157	HAR
22	150203180	RNS
23	150203179	AR
24	150203152	AZH
25	150203151	AM
26	150203154	IW
27	150203171	RS

**Table 3.2: Unit 6**

<b>No</b>	<b>Students' Number</b>	<b>Students' Initial</b>
1	150203186	NFN
2	150203188	NF
3	150203189	RJ
4	150203191	MR
5	150203192	NH
6	150203193	MZ
7	150203194	ZF
8	150203195	RR
9	150203197	NH
10	150203199	NIK
11	150203201	RH
12	150203203	SNF
13	150203204	PI
14	150203205	HH
15	150203206	NA
16	150203207	FH
17	150203208	AJ
18	150203209	CN
19	150203210	TMI
20	150203211	NIS
21	150203212	MA
22	150203213	EN
23	150203214	DA
24	150203215	SC
25	150203216	ENI
26	150203217	RS
27	150203219	A
28	150203221	MS
29	150203222	RK

From the table above it can be seen that there are 27 students in unit 5, however only 25 of them was answered of the questionnaire because 2 of them was absent in the day questionnaire was delivered. In the unit 6 which consist of 29 students, it was 27 responses to the questionnaire since 2 of the students absent. In the unit 6 was where the observation process was done.

## **B. Research Design**

This research was designed by using quantitative and qualitative design, because the focus of study were to find out the problems encountered by students in speaking and determine the challenging factors that affect students' speaking performance. Creswell (2008) states that mixed method research is a research design philosophical assumption as well as methods of inquiry. Mixed method focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. The main premise is that the use of quantitative and qualitative approach provides a better understanding of research problems compared with each approach.

Furthermore, Creswell (2014) divided mixed method into three primary models; convergent parallel mixed method, explanatory sequential mixed method, and exploratory sequential mixed methods.

### **a. Convergent parallel mixed method**

Convergent parallel mixed method is a form of mixed methods design in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator typically collects both forms of data at roughly the same time and then integrates the information in the interpretation of the overall results.

b. Explanatory sequential mixed methods

Explanatory sequential mixed methods is one in which the researcher first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research. This type of design is popular in fields with a strong quantitative orientation (hence the project begins with quantitative research), but it presents challenges of identifying the quantitative results to further explore and the unequal sample sizes for each phase of the study.

c. Exploratory sequential mixed methods

An exploratory sequential mixed method is the reverse sequence from the explanatory sequential design. In the exploratory sequential approach the researcher first begins with a qualitative research phase and explores the views of participants. The data are then analyzed, and the information used to build into a second, quantitative phase. The qualitative phase may be used to build an instrument that best fits the sample under study, to identify appropriate instruments to use in the follow-up quantitative phase, or to specify variables that need to go into a follow-up quantitative study.

In this study, the data was collected through observation and questionnaire. In data collection process, the qualitative and quantitative data were collected in roughly the same time to strengthen each data. Therefore, based on the model explain above, this research is consider as convergent parallel mixed method since the qualitative data and quantitative data were collected at the same time.

### **C. Research Participants**

This study took students of English Language Education at State Islamic University Ar-Raniry Banda Aceh as research subject. One group of students whom was taking public speaking course were observed to see the factor that affect their performance, and two groups of them were given the questionnaire. Therefore, to determine the subject that would be observed the purposive sampling were used. Purposive sampling is sampling technique with several considerations, so the subjects deserve to be sampled (Noor, 2011, p.155). However, it is appropriately applied by writer if she has some consideration in selecting the participant of study (Ridwan, 2006). In this study, the subject of observation selected based on the aims of the study. Since the aims of the study were to investigate factors that affect student speaking performance and speaking problems they encountered, students of fourth semester who were taking public speaking class were chosen to be observed.

### **D. Methods of Data Collection**

#### **a. Techniques of Data collection**

To obtain the valid data and answer two research questions, the researcher used two kinds of data collection technique; observation and questionnaire. In explanation below, those two instruments for collecting data were discussed more deeply.

##### **1) Observation**

Observation means monitoring and recording data or information which appears in the object of research systematically (Arif&Suwanto,

2007, p.74). Qualitative observation is observation in which the writer directly involved in observation process to monitor individual behavior and activity in research location (Creswell, 2009, p.267). In this study, the writer joined one unit public speaking group of fourth semester students to observe and assess students speaking performance. The speaking rubric was used as instrument. The observation process conducted for 3 meetings. Observation was used to collect the data about problem students encountered in speaking

## 2) Questionnaire

Questionnaire is the second instrument use in this research to collect the data. The questionnaire consists of 10 questions. Some of the questions were adopted from Tuan and Mai (2015). The questionnaire also used to strengthen the result of the observation. To validate it, the questionnaire was firstly delivered to 2 the English lecturers and 2 English students to check the appropriateness for the research subject and research aim. These questionnaires were delivered to two groups of English language and Education students of fourth semester at academic year 2017. The questionnaire was also used to investigate the factors affecting students speaking performance, and furthermore questionnaire was also used to strengthen the result from questionnaire in figure out students' problems in speaking.

#### b. Procedure of Data Collection

Data collection was organized into two stages. In the first stage, the data was gathered using observation and speaking assessment rubric. One group or unit of public speaking students were observed by the researcher for three meeting. This is considered to be appropriate, because the researcher intended to observe two performances for each student.

The second stage, data gathered through questionnaire. Two groups of student were taken as sample to be given the questionnaire. The questionnaire consists of ten questions. The questions also used to strengthen the result of the observation.

### E. Technique of Data Analysis

Since there were two kinds of instruments used to collect the data for this study, speaking rubric (observation) and questionnaire, the data would be analyzed qualitative and quantitatively.

#### 1. The Questionnaire Analysis

To analyze and interpret the data obtained from the questionnaire, the researcher used the statistic simple formula. The data will be presented using the following formula.

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

P= Percentage

F= Frequency

$N$  = Number of sample

100% = Constants value

The data was analyzed using descriptive analysis to find out the highest, middle, and lowest score.

## 2. The Observation Analysis

The result of observation in this study was analyzed qualitatively by using descriptive analysis. It was analyzed based on participants' performance when the process of observation occurs. The descriptive analysis is a good method used in analyzing and collecting the data of observation because it is applied to obtain detailed descriptions, examine the result of the data deeply. Thus, to avoid misinterpretation in analyzing the data, the observations of students speaking performance were recorded to ease up in gathering the information.



## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Observation Result**

In the previous chapter, the writer stated that the observation is one of the technique used to collect the data in this study. The observation use to answer one of the research questions about problem students encountered in speaking. The observation process was conducted for 3 meetings, and the students' performance was analyzed using speaking rubric. Furthermore, the students' performance also recorded to make easier to be analyzed. The data from the observation was analyzed descriptively. In the analyzing the data, in the first step, the writer organized the data from each students based on each categories being assessed and also any element that could be consider as problem in students' performance. Moreover, after the data was organized, the writer analyzed the data based on each category assessed and made conclusion.

There are several categories being assessed during the observation process. The categories are, fluency, vocabulary, posture and eye contact, volume, stay on topic, and time limit. Regarding to these categories, here are the result that could be concluded.

##### **1. Fluency**

For the first categories, the writer found that 7 of 10 students got score 1 in fluentt. From the observation process the writer found that most students cannot speak fluently because they are shy and not confident. Also since

they use note while speaking, it can be seen that they are not mastering or understanding their own speech or topic very well. But, it seems they more into memorizing it than understanding it. Therefore, it became so difficult for them to deliver their speech fluently.

## 2. Vocabulary

Most students seem to have problem with vocabulary mastery. They sometimes used wrong word choice, mumbled, and stopped talking.

## 3. Posture of eyes contact

9 of 10 students avoid seeing to the audience, most of the time they avoid the eye contact with the audience. Gregersen (2003) stated that avoiding making eye contact is a typical non-verbal reaction of anxious students. Furthermore, students seem to keep thinking of what they want to say next and afraid of making mistake than express their ideas wholeheartedly. Then, they also seem to be shy too look at the audience, and their body language show that they are did not feel conformable.

4. Volume, about 8 of 10 students use good volume, it was able to hear what they said related to the volume they use.
5. Stays on topic, almost 80% of them keep staying on topic. However, because of their nervousness, they also sometimes repeating the same things and it are difficult to get the point of what they willing to say, ideas, or argument they want to deliver.
6. Time limit, most students seem that they are not good in managing the time. Some of them seem speak too short, some too long. Therefore, the

students were not able to perform in the duration required or given by the teacher. It is because of they are too worried about their performance, so they forgot about another aspects such time limit.

After observation process done, the researcher also use the questionnaire to strengthen the result of observation process about students problem in speaking. Furthermore, the questionnaire mainly uses to answer the research question about factor affecting students speaking performance.

### **B. Questionnaire Result**

The questionnaire was distributed to two groups of fourth semester students (group 5 and 6). From these two groups there are 4 students who did not come to the class. So there are only 52 students who answer the questionnaire. The result of the questionnaire was analyzed using statistic simple formula.

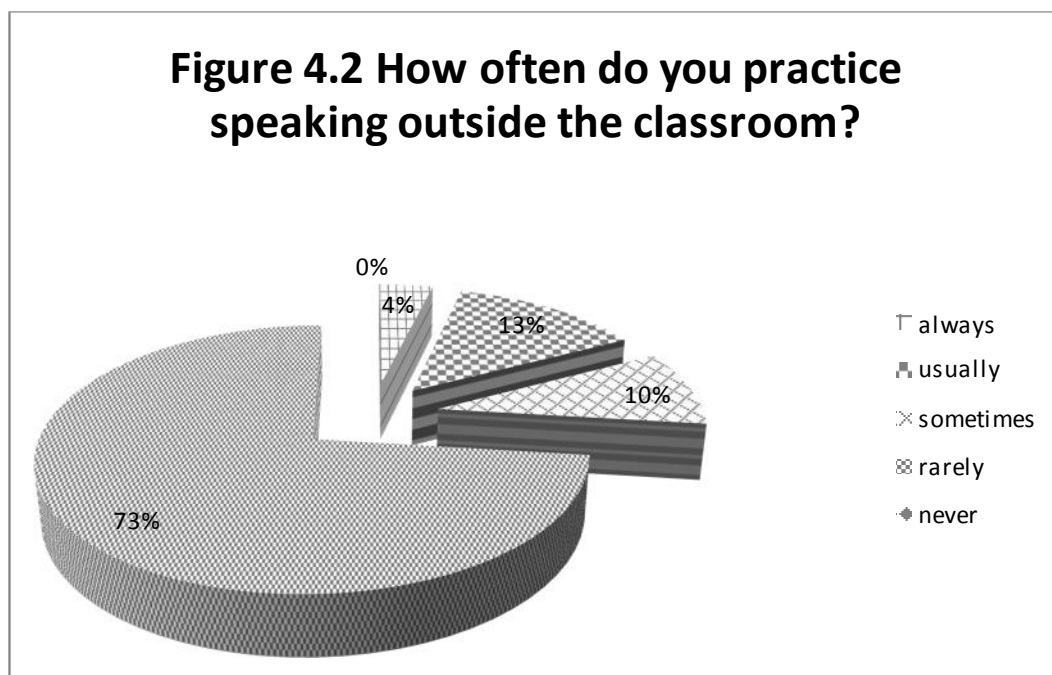
The obtained data of questionnaire, can be seen in the following tables, pie chart and description.

***Table 4.1How much do you like speaking English?***

<b>Q.1 Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>very much</b>	21	40.40%
<b>rather</b>	17	32.70%
<b>normal</b>	11	21.10%
<b>little</b>	3	5.80%
	0	0%



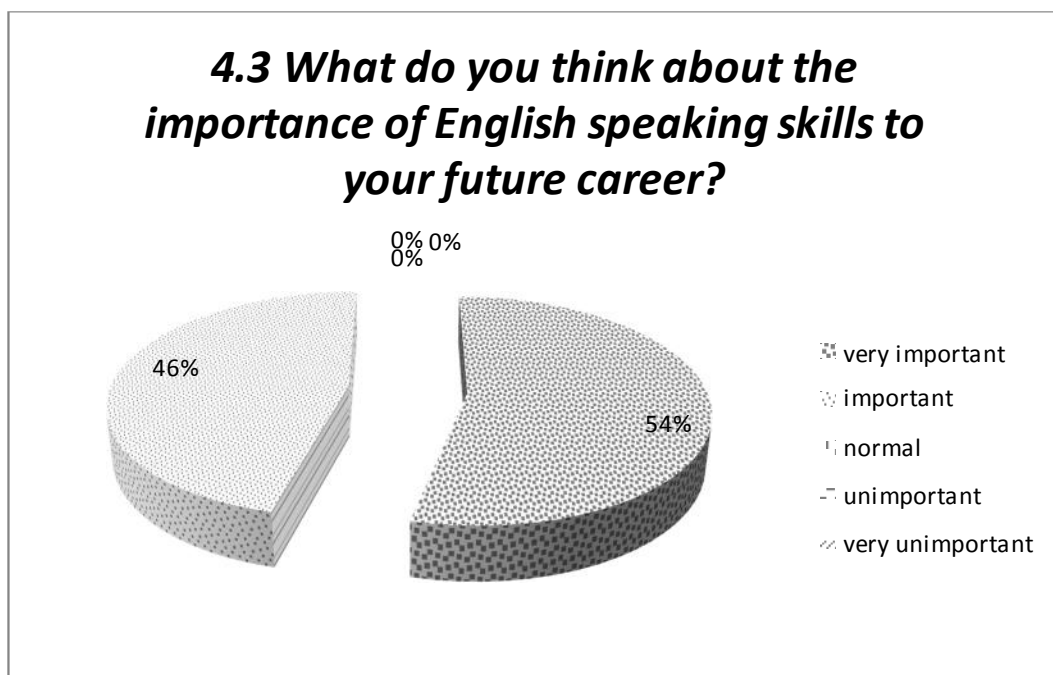
<b>Sometimes</b>	5	9,60%
<b>Rarely</b>	38	73,10%
<b>Never</b>	0	0%
<b>Total</b>	52	100%



By looking at the table and pie chart above it can be seen that the respondents who always practice English speaking outside the classroom or teaching learning process is 4%, usually 13%, sometimes 10%, rarely 73%, and never 0%. It shows that so many of them practice rarely English speaking outside the class.

***Table 4.3 What do you think about the importance of English speaking skills to your future career?***

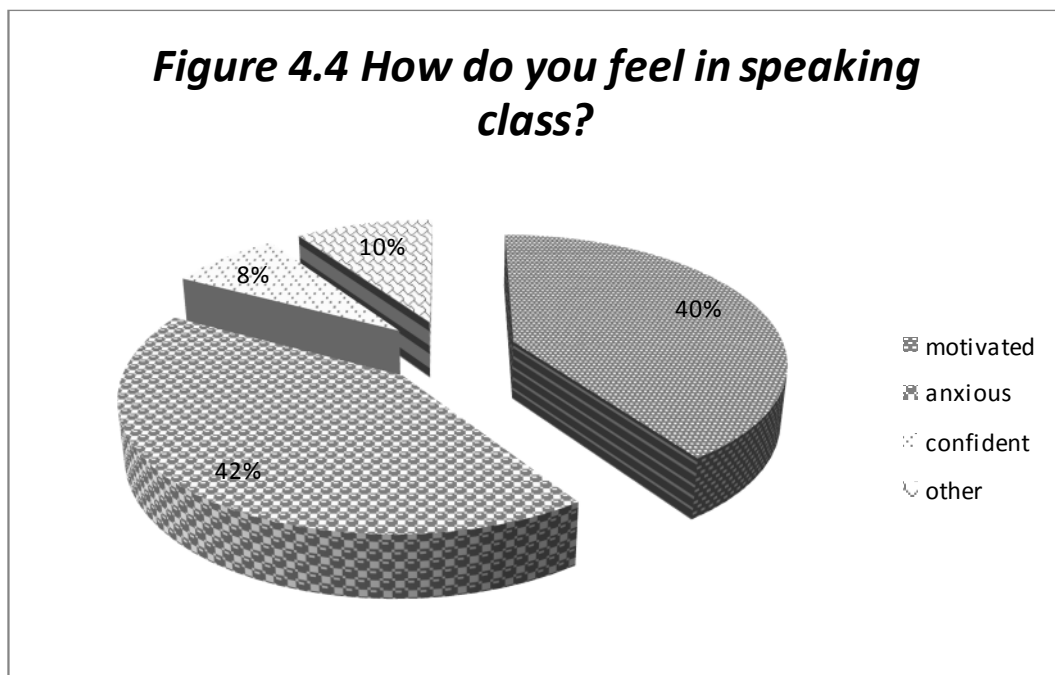
Q.3 Options	Frequency	Percentage (%)
very important	28	53,85%
important	24	46,15%
normal	0	0%
unimportant	0	0%
very unimportant	0	0%
<b>Total</b>	<b>52</b>	<b>100%</b>



From the table and pie chart above, it shows that 53,85% of respondents agree that English speaking skill is very important for their future career, and 46,15 of them agree that it is important. And 0% of them think that it is normal or rather important or not, unimportant or very unimportant.

**Table 4.4 How do you feel in speaking class?**

Q.4 Options	Frequency	Percentage (%)
Motivated	21	40,40%
Anxious	22	42,30%
Confident	4	7,70%
Other (Please specify)	5 (2 depend on topic, nervous (3)	9,60%
Total	52	100%



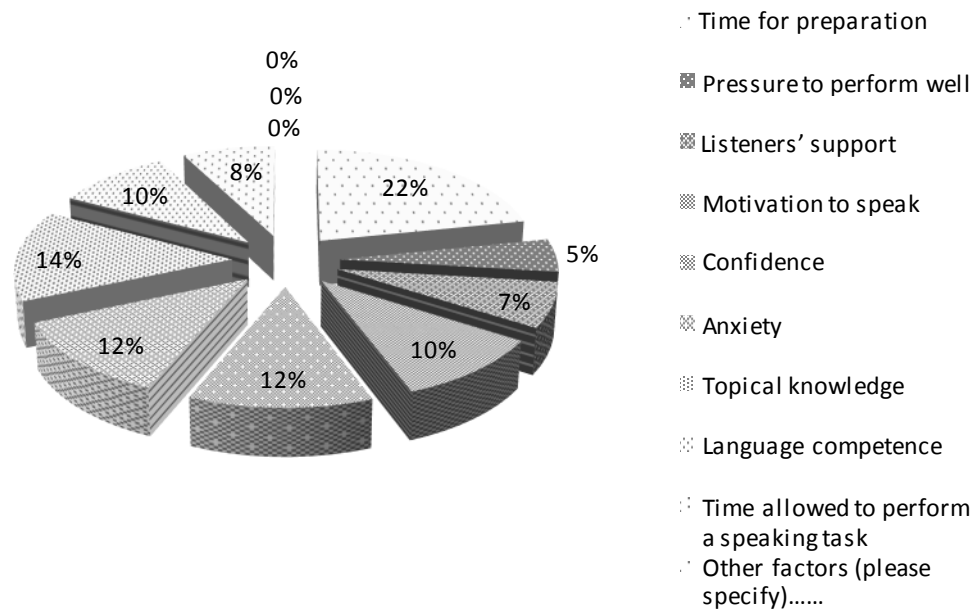
Based on the table and pie chart above, it shows that 40% of respondents fell motivated, 42% fell anxious, 8% confident, and 10% of them specify other factors such depend on topic and nervousness.

***Table 4.5 What factors affect your speaking performance? (choose 3 factors that affect you the most)***

<b>Q.5 Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Time for preparation</b>	34	21.80%
<b>Pressure to perform well</b>	8	5.10%
<b>Listeners' support</b>	11	7.00%
<b>Motivation to speak</b>	16	10.30%
<b>Confidence</b>	19	12.20%
<b>Anxiety</b>	19	12.20%
<b>Topical knowledge</b>	22	14.10%
<b>Language competence</b>	15	9.60%
<b>Time allowed to perform a speaking task</b>	12	7.70%
<b>Other factors (please specify).....</b>		0%
<b>Total</b>	156	100%



**4.5 What factors affect your speaking performance? (choose 3 factors that affect you the most)**

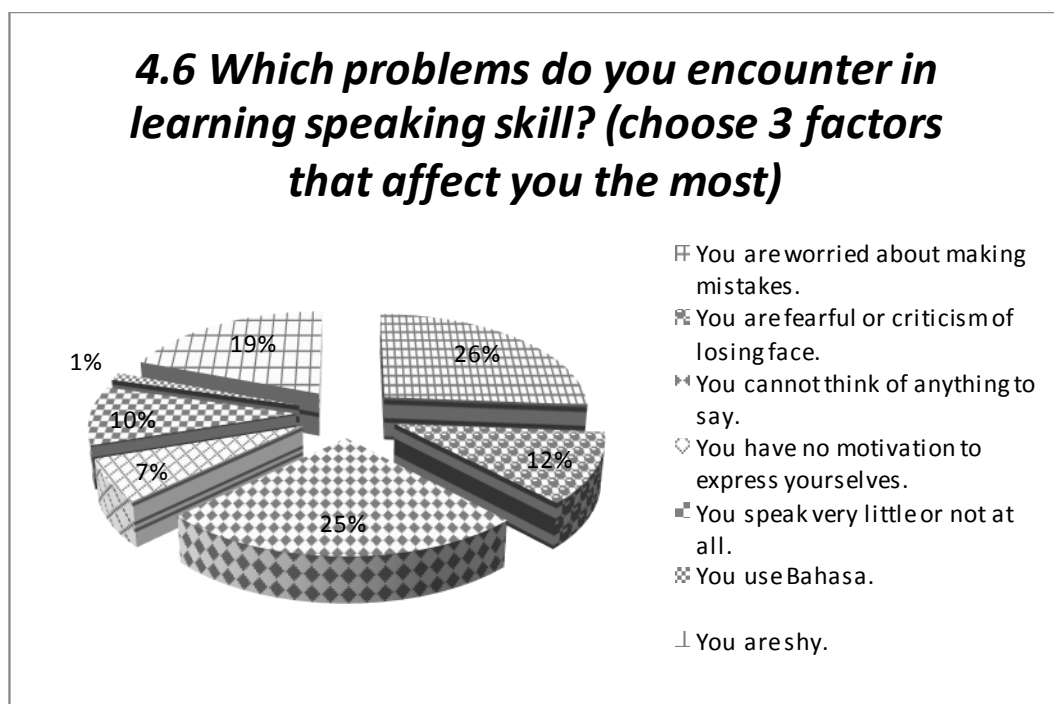


Based on the table and pie chart above, it shows that 22% of respondents choose time for preparation, 5% of them choose pressure to perform well, 7% listener support, 10% motivation to speak, 12% self-confidence, 12% anxiety, 14% topical knowledge, 10% language competence, 8% time allowed to perform a speaking task, as the factors affecting their speaking performance. Furthermore 0% of them specify other factors.

**Table 4.6 Which problems do you encounter in learning speaking skill? (choose 3 factors that affect you the most)**

Q.6 Options	Frequency	Percentage (%)
You are worried about making mistakes	41	26.30%

<b>You are fearful of criticism or losing face</b>	18	11.60%
<b>You cannot think of anything to say</b>	39	25.00%
<b>You have no motivation to express yourselves.</b>	11	7.00%
<b>You speak very little or not at all.</b>	15	9.60%
<b>You use Bahasa.</b>	2	1.30%
<b>You are shy.</b>	30	19.20%
<b>Total</b>	156	100%

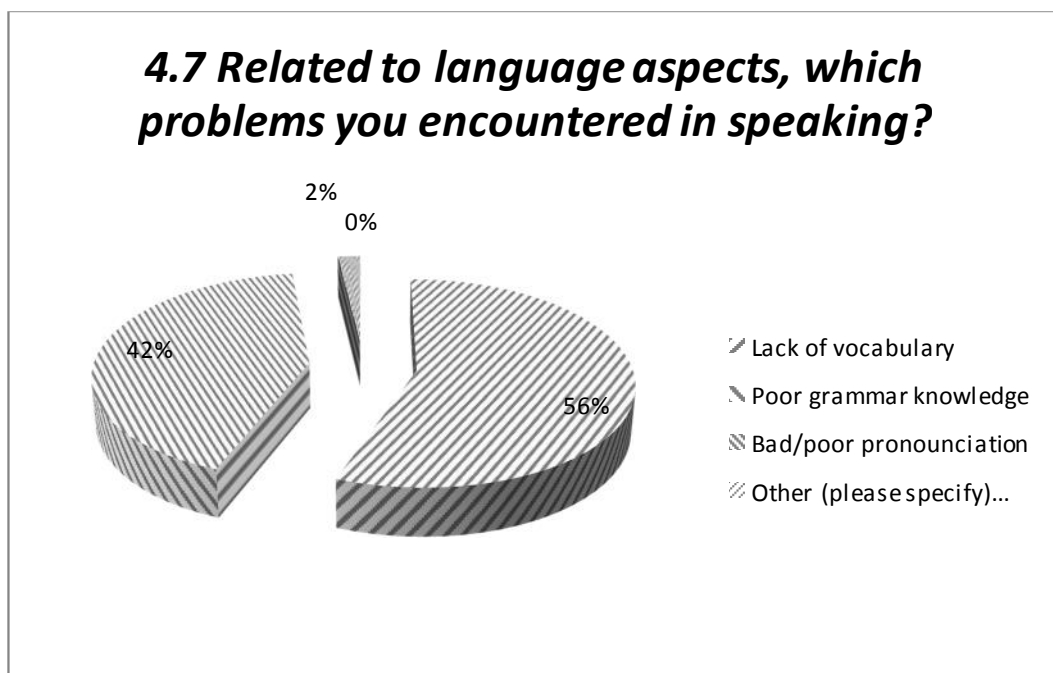


Regarding to the table and pie chart above, it can be seen that 26% of respondents choose worried about making mistakes, 12% are fearful or criticism of losing face, 25% can not think of anything to say, 7% have no motivation to

express themselves, 10% are speak very little or not at all as problems they encountered in speaking. But there are also 1% of students also chose that use of bahasa as a problem.

**Table 4.7 Related to language aspects, which problems you encountered in speaking?**

<b>Q.7 Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Lack of vocabulary</b>	29	55.80%
<b>Poor grammar knowledge</b>	22	42.30%
<b>Bad/poor pronunciation</b>	1	1.90%
<b>Other (please specify)...</b>	0	0%
<b>Total</b>	52	100%

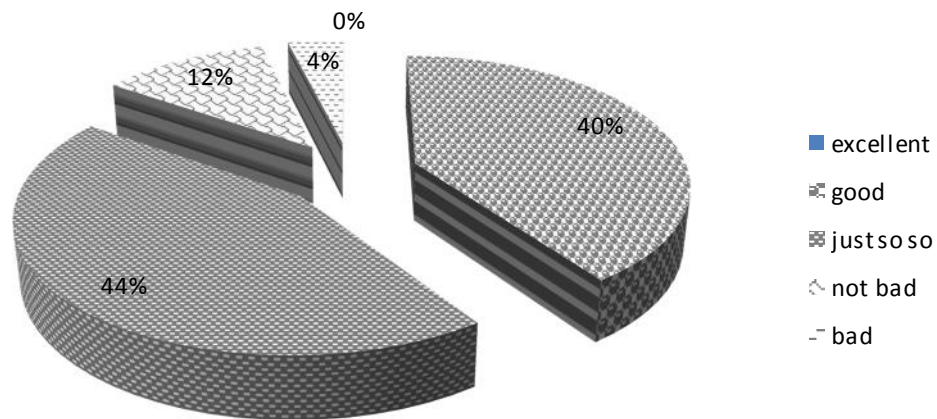


From the table and pie chart above, it can be seen that 56% of the respondent choose lack of vocabulary and 42% of them choose poor grammar knowledge, and only 2% of them choose bad/poor grammar pronunciation as the problem they encountered in speaking related to linguistic problems.

***Table 4.8 What do you think about your English speaking skill?***

<b>Q.8 Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>excellent</b>		0%
<b>good</b>	21	40.38%
<b>just so so</b>	23	44.23%
<b>not bad</b>	6	11.54%
<b>bad</b>	2	3.85%
<b>Total</b>	52	100%

#### 4.8 What do you think about your English speaking skill?

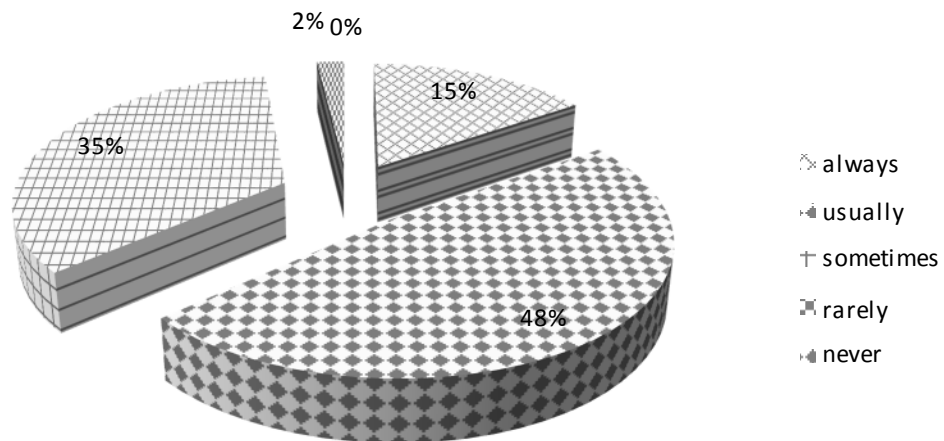


From the table and chart above, it can be seen that 0% of respondents think that they have excellent English speaking skill, 40% of them think that they are good, 44% of them just so so, 12% not bad, and 4% of them think that they are have bad speaking skill.

**Table 4.9** *You worry about doing badly before speaking English.*

Q.9 Options	Frequency	Percentage (%)
always	8	15.40%
usually	25	48.10%
sometimes	18	34.60%
rarely	1	1.90%
never		0%
<b>Total</b>	<b>52</b>	<b>100%</b>

#### ***4.9 You worry about doing badly before speaking English.***

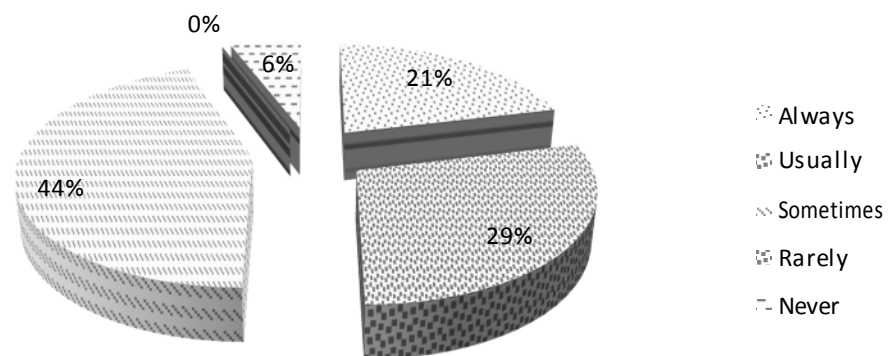


Regarding to the table and pie chart above, it shows that 15% of respondents always worried about doing badly before speaking, 48% of them usually, 35% of them sometimes, 2% of them rarely, and 0% of them never fell not worry about doing badly before speaking.

***Table 4.10 You feel that others are better than you in speaking English.***

<b>Q.10 Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Always</b>	11	21.20%
<b>Usually</b>	15	28.80%
<b>Sometimes</b>	23	44.20%
<b>Rarely</b>	0	0%
<b>Never</b>	3	5.80%
<b>Total</b>	52	100%

#### ***4.10 You feel that others are better than you in speaking English.***



According to the table and pie chart above, the data show that 21% of respondents choose always, 29% of them usually, 44% respondents sometimes, 0% rarely, and 6% of respondents feel that other are better than them in speaking English.

### **C. Discussion**

After the data of observation and questionnaire analyzed, it can be concluded that there are variety of problem students encountered in speaking and there are various factor affecting their performance.

#### **1. The Factors Affecting Students' Speaking Performance**

The study found there were varieties of factors that affect students' speaking performance. Among these factors, majority of participants agreed that time given

for preparation is main factor affect their performance. In second place, Topical knowledge also has big influence. Then, self confidence and anxiety is two next important factors that have similar percentages in affecting their performance. Besides, Motivation to speak, language competence, time allowed to perform a speaking task, listener support, and pressure to perform well were the other factors.

Based on students respond in the questionnaire, this study also found that most of students love speaking English and they realize that English is important for the future career, but they are too lazy to practice it outside the classroom, this could be the reason why they can't speak English fluent because they rarely use it to speak up.

In addition, the questionnaire result also found that this result still show that they had enough motivation, but still they feel really anxious in speaking condition or situation.

Furthermore, in the question related to students' perception about their speaking ability, about 40% of students think that their speaking ability is good, and 44, 23% of them think that it's just so so. So we can see that their self esteem almost in best condition, even though some of the have really low level of self esteem.

## **2. Problem Students Encountered in Speaking English**

From the observation result, the writer found that the students have low skill in linguistic aspects. Majority of them can't speak fluently, and also have lack of



vocabulary. Furthermore, they also seem to have psychological problem, such feeling shy, anxious and not confident. These finding of observation was also supported by the result of the questionnaire.

The result of the questionnaire found that most linguistic problems they encountered were lack of vocabulary and poor grammar knowledge. Regarding to non linguistic problem, majority of students agreed that worried of making mistake is the main problem they face in speaking, the second most influenced problem is they can't think of anything to say. In the third and fourth place are they are fearful or criticism of losing face. Furthermore, the other problem is they used to speak very little and has no motivation to speak. Never the last, 1% only of participant agrees that they use Bahasa in speaking; this is minor problem they encountered in speaking English.

Moreover, questionnaire result also shown that in speaking class most of students are feel anxious, but they are still motivated. However, they have lack of self confident. Furthermore they are also feeling nervous, but for some students the way how they feel depend on the topic they have to deliver.

To sum up, the result of investigation showed that there are several problem students encountered in speaking and factors affected their performance. These problems and factors have great contribution in their failure and success in speaking English. For these reason, the teacher should pay more attention to these challenges, and found the solution in order to increase students' English speaking skill as English future teacher and in other word for their future career.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After all the data from the investigation analyzed, it was concluded that there are varieties of problem students encountered in speaking. Based on the percentages, the results of the study indicate that the position of each problem face by students as (1) their afraid of making mistake, they (2) can't think of anything to say, (3) feeling shy and fearful or critics of losing face, they also (4) speak very little, and (5) have no motivation to express themselves, and (6) feeling anxious. Furthermore, linguistic aspect such lack of vocabulary and mastery of the topic are also the problem faced by them.

Moreover, the results also show that there were varieties of factors affecting students speaking performance. Regarding to the percentages from the result, these factors included: (1) time given for preparation, (2) topical knowledge, (3) self confidence and anxiety, (4) motivation to speak, (5) language competence, (6) time allowed to perform a speaking task, (7) listener support, and (8) pressure to perform well.

Finally, it clearly shown students' speaking performance was affected by varieties factors. These factors include internal and external one. The internal factors include students' psychology and linguistic competence. While the external factors refer to the performance conditions (time pressure, planning, amount of support, and learning environment.

## **B. Suggestion**

After all, in order to overcome this problem, the researcher would like to give some suggestions and recommendations. Regarding to the result, it shown that students realize the importance of English for their career, but still they are too lazy practice English speaking outside the class. This is the main problem, and this laziness need to be killed. In order to make their speaking better, the first thing they need to do is speak up. If they can not 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 to improve their speaking skill.

Futhermore, they can also watch an English speaking videos or watch an English speaking seminar then try to emitate it. This activities can enrich vocabulary, pronounciation, and even probaby 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 underestimating themselves, stop worrying so much about mistakes, and start to think positive about their ability, and make that negative things become motivation for themselves to be better.

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## APPENDICES

### I. SK

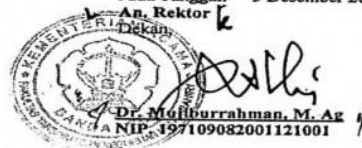
**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : UN.08/FTK/PP.00.9/11794/2016  
**TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN**  
**UIN AR-RANIRY**

**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 Agama Islam Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 November 2016
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:  
1. Dr. Syarwan Ahmad, M.Lis  
2. Rahmat Yusni, M. TESOL  
Untuk membimbing Skripsi :  
Nama : Husnawati  
NIM : 231324366  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Speaking Performance: Some Challenging Factors  
Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- 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: 5 Desember 2016

An. Rektor



Dr. Muhibburrahman, M. Ag  
NIP-197109082001121001

**Tembusan**

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

## II. Recommendation Letter of Conducting Research From Fakultas Tarbiyah Dan Keguruan



**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- 4791 /Un.08/TU-FTK/ TL.00/05/2017

19 Mei 2017

Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

di -  
Tempat

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

N a m a	: Hushawati
N I M	: 231 324 366
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Tanjung Selamat - Darussalam

Untuk mengumpulkan data pada:

UIN Ar-Raniry Banda Aceh

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

**Students' Speaking Performance : Some Challenging Factors**

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

An, Dekan,  
Kepala Bagian Tata Usaha,  
UIN Ar-Raniry Banda Aceh  
Farzah Ali

Kode 7534

BAG. UMUM BAG. UMUM

### III. Confirmation Letter of Conducted Research from English Department



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

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**Surat Keterangan**

No: B-4546/ Un.08/ KJ.PBI/ TL.00/07/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-4791/Un. 08/ FTK I/TL.00/05/2017 tanggal 19 Mei 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 : **Husnawati**

NIM : **2311324366**

Prodi /Jurusan : Pendidikan Bahasa Inggris

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

**Students' Speaking Performance: Some Challenging Factors**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Juli 2017

Ketua Prodi Pendidikan Bahasa Inggris



#### IV. Instrument of The Research

##### a. Speaking rubric

No	categories	4 (excellent)	3 (good)	2 (satisfactory)	1 (NI)
1	Speak clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
2	vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
3	Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
4	Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
5	Stays on topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
6	Time limit	Presentation is 5-6 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 6 minutes.

b. Students' questionnaire

*This survey questionnaire is designed for "An Investigation into Factors affecting students' Speaking Performance of the students at UIN Ar-raniry". Your assistance in completing the following questions is greatly appreciated. Please put a tick (✓) in the box beside the option(s) you choose.*

- **Sex:**
  - ☐ **Male**
  - ☐ **Female**
- **Age: .....**

**1. How much do you like speaking English?**

- ☐ very much
- ☐ rather
- ☐ normal
- ☐ little
- ☐ not at all

**2. How often do you practice speaking outside the classroom?**

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

**3. What do you think about the importance of English speaking skills to your future career?**

- ☐ Very important
- ☐ Important
- ☐ Normal
- ☐ unimportant
- ☐ Very unimportant

**4. How do you feel in speaking class?**

- ☐ Motivated
- ☐ Anxious
- ☐ Confident
- ☐ Other (Please specify).....

**5. What factors affect your speaking performance? (choose 3 factors that affect you the most)**

- ☐ Time for preparation
- ☐ Pressure to perform well
- ☐ Listeners' support
- ☐ Motivation to speak
- ☐ Confidence

- ☐ Anxiety
- ☐ Topical knowledge
- ☐ Language competence
- ☐ Time allowed to perform a speaking task
- ☐ Other factors (please specify).....

**6. Which problems do you encounter in learning speaking skill? (choose 3 factors that affect you the most)**

- ☐ You are worried about making mistakes.
- ☐ You are fearful of criticism or losing face.
- ☐ You cannot think of anything to say.
- ☐ You have no motivation to express yourselves.
- ☐ You speak very little or not at all.
- ☐ You use Bahasa.
- ☐ You are shy.

**7. Related to language aspects, which problems you encountered in speaking?**

- ☐ Lack of vocabulary
- ☐ Poor grammar knowledge
- ☐ Bad/poor pronunciation
- ☐ Other (please specify)...

**8. What do you think about your English speaking skill?**

- ☐ excellent
- ☐ good
- ☐ just so so
- ☐ not bad
- ☐ bad

**9. You worry about doing badly before speaking English.**

- ☐ always
- ☐ usually
- ☐ sometimes
- ☐ rarely
- ☐ never

**10. You feel that others are better than you in speaking English.**

- ☐ always
- ☐ usually
- ☐ sometimes
- ☐ rarely
- ☐ never

Thank you very much for taking your valuable time to complete this survey. Your opinions are greatly appreciated.

Some of questions were adopted from: Hoang Tuan, N & Tran Ngoc Mai (2015) *Factors affecting students' speaking performance at le thanh hien high school*. Vietnam. Retrieved October 28, 2016 from [www.multidiciplinaryjournals.com](http://www.multidiciplinaryjournals.com)

## V. Sample of Students Work

### STUDENTS' QUESTIONNAIRE

This survey questionnaire is designed for "An Investigation into Factors affecting students' Speaking Performance of the students at UIN Ar-raniry". Your assistance in completing the following questions is greatly appreciated. Please put a tick (✓) in the box beside the option(s) you choose.

- Sex:
  - ☐ Male
  - ☒ Female
- Age: 20

#### 1. How much do you like speaking English?

- ☐ very much
- ☒ rather
- ☐ normal
- ☐ little
- ☐ not at all

#### 2. How often do you practice speaking outside the classroom?

- ☒ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

#### 3. What do you think about the importance of English speaking skills to your future career?

- ☐ Very important
- ☒ Important
- ☐ Normal
- ☐ unimportant
- ☐ Very unimportant

#### 4. How do you feel in speaking class?

- ☒ Motivated
- ☐ Anxious
- ☐ Confident
- ☐ Other (Please specify) never/sometimes

#### 5. What factors affect your speaking performance? (choose 3 factors that affect you the most)

- ☒ Time for preparation
- ☒ Pressure to perform well
- ☐ Listeners' support
- ☐ Motivation to speak
- ☐ Confidence
- ☐ Anxiety
- ☐ Topical knowledge

- ☒ Language competence
- ☐ Time allowed to perform a speaking task
- ☐ Other factors (please specify).....

#### 6. Which problems do you encounter in learning speaking skill? (choose 3 factors that affect you the most)

- ☒ You are worried about making mistakes.
- ☐ You are fearful of criticism or losing face.
- ☒ You cannot think of anything to say.
- ☐ You have no motivation to express yourselves.
- ☐ You speak very little or not at all.
- ☐ You use Bahasa.
- ☒ You are shy.

#### 7. Related to language aspects, which problems you encountered in speaking?

- ☒ Lack of vocabulary
- ☐ Poor grammar knowledge
- ☐ Bad/poor pronunciation
- ☐ Other (please specify)...

#### 8. What do you think about your English speaking skill?

- ☐ excellent
- ☐ good
- ☒ just so so
- ☐ not bad
- ☐ bad

#### 9. You worry about doing badly before speaking English.

- ☐ always
- ☒ usually
- ☐ sometimes
- ☐ rarely
- ☐ never

#### 10. You feel that others are better than you in speaking English.

- ☒ always
- ☐ usually
- ☐ sometimes
- ☐ rarely
- ☐ never

Thank you very much for taking your valuable time to complete this survey. Your opinions are greatly appreciated.

Some of questions were adopted from: Hoang Tuan, N & Tran Ngoc Mai (2015) *Factors affecting students' speaking performance at le thanh hien high school. Vietnam*. Retrieved October 28, 2016 from [www.multidisciplinaryjournals.com](http://www.multidisciplinaryjournals.com)

## AUTOBIOGRAPHY

1. Name : Husnawati
2. Date of birth : Padang Baro, 11 April 1995
3. Sex : Female
4. Religion : Islam
5. Nationality/ethnic : Indonesia / Acehnese
6. Marital status : Single
7. Occupation : Student
8. Address : Dsn. Padang Baro, Kec.Manggeng, Kab. Aceh Barat Daya
9. Email address : husnawatea07@gmail.com
10. Phone /wa number : 082392318121
11. The parent
  - a. Father's name : Abdurrahman Ubit  
Occupation : Enterpreneurship
  - b. Mother's name : Yusna Rahimi  
Occupation : House wife
12. Address : Dsn. Padang Baro, Kec. Manggeng, Kab. Aceh Barat
13. Educational background
  - a. Elementary school : SDN Pante pirak
  - b. Junior high school : SMPN 3 Manggeng
  - c. Senior high school : SMAN 1 Manggeng
  - d. University : UIN Ar-Raniry Banda Aceh

Banda Aceh, August 07<sup>th</sup>, 2017

The writer

Husnawati