THE DIFFICULTIES OF NON-ENGLISH DEPARTMENT

STUDENTS ENCOUNTER IN LEARNING ENGLISH SPEAKING

(A Study at Tarbiyah and Teacher Training Faculty in UIN Ar-Raniry)

THESIS

Submitted by:

KHAMISNA
NIM. 140203210

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2020 M / 1441 H

THESIS

Submitted to *Fakultas dan Keguruan*
Universitas Islam NegeriAr-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

KHAMISNA
NIM.140203210

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Dr. Jarjani, S.Ag., S. Si., M. Sc., MA   Syarifah Dahliana, M. Ag.,M. Ed.,Ph.D

Date : 7 / 8 / 2020   Date : 7 / 8 / 2020 .

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
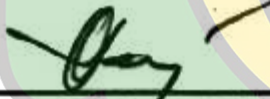for Bachelor Degree of Education in English Language Teaching

On:

Wednesday,   21 August 2020
2 Muharram 1441 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,   Secretary,

Dr. Jarjani, S.Ag., S.Si., M.Sc., M.A   Ikhwanna Dhivah, S.Pd
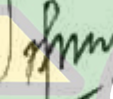
Member,   Member,

Syarifah Dahliana, M. Ag. M.Ed., Ph.D   Dr. Safrul Muluk, MA., M.Ed

Certified by:
The Dean of Fakultas Tarbiyah dan Keguruan
Universitas Islam NegeriAr-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama	:	Khamisna
NIM	:	140203210
Tempat/Tanggal Lahir	:	Banda Aceh/ 12-12-1996
Alamat	:	Jl. K.Saman No.10 Gampong Beurawe
		Kecamatan Kuta Alam Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

The Difficulties of Non-English Department Students Enconter in Learning English Speaking (A Study at Tarbiyah and Teacher Training Faculty in UIN Ar-Raniry)

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

Banda Aceh, 15 Juli 2020

Saya yang membuat surat pernyataan,

Khamisna

ACKNOWLEDGMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

Alhamdulillah, All praises be to Allah SWT who has blessed and given me health, strength, and chance in writing and finishing this thesis. The deepest appreciation of the prophet Muhammad SAW who given the light of knowledge to all Muslim around the world.

In this occasion, I would like to express my deepest appreciation to my thesis supervisors Dr. Jarjani, S.Ag.,SS,M.Sc.,MS, and Syarifah Dahliana, M. Ag.,M. Ed.,Ph.D.whose always spend much time to give good advice and guide me while completing this thesis. Then I would like to deliver my deepest gratitude and thanks for Mr. Rahmat Yusny, M.TESOL as my academic advisor, all staff and lecturers in English Department of Tarbiyah Faculty of UIN Ar - Raniry for their kindness in sharing knowledge and contribution to me until now.

First, I would like to express my special thanks and gratitude to my dearest father and mother, especially to my beautiful mother who always give me deepest du'a and their everlasting love through my life for their lovely, and for always being "my support system" during the process until this thesis has finished. Then, I would like to express my appreciation and thanks to Tarbiyah and Faculty students, especially to my lovely girl Nila who allowed me to conduct the data collection for this thesis.

Last but not least, I would like to express many thanks and loves to my another "supporting system" Mawarni, who always support me to never give up for this thesis and also for always being there for me. Too much love for my lovely sisters Wahyu Fibriyanti and Sri Nursanti and also my lovely best friend Cut Nurul Azmar who always give me "a daily terrors" for finishing this thesis earlier. And for my best friends Intan Mulan Sari, Dwi Qatrunnada,

Ratna Sari, Putry Iffentari, Ade Amelia, Rafzayanti, Deviana, Syarifah Zainura, Isfaswadi, and all of the member in unit 6 who gave me the crazy little things and unforgettable experience in college; and to all of the amazing people who whose name I cannot mention one by one, for the care the help that they gave.

Finally, I expect that this thesis would be beneficial for the readers.

Banda Aceh,28th June 2020
The Writer,

Khamisna
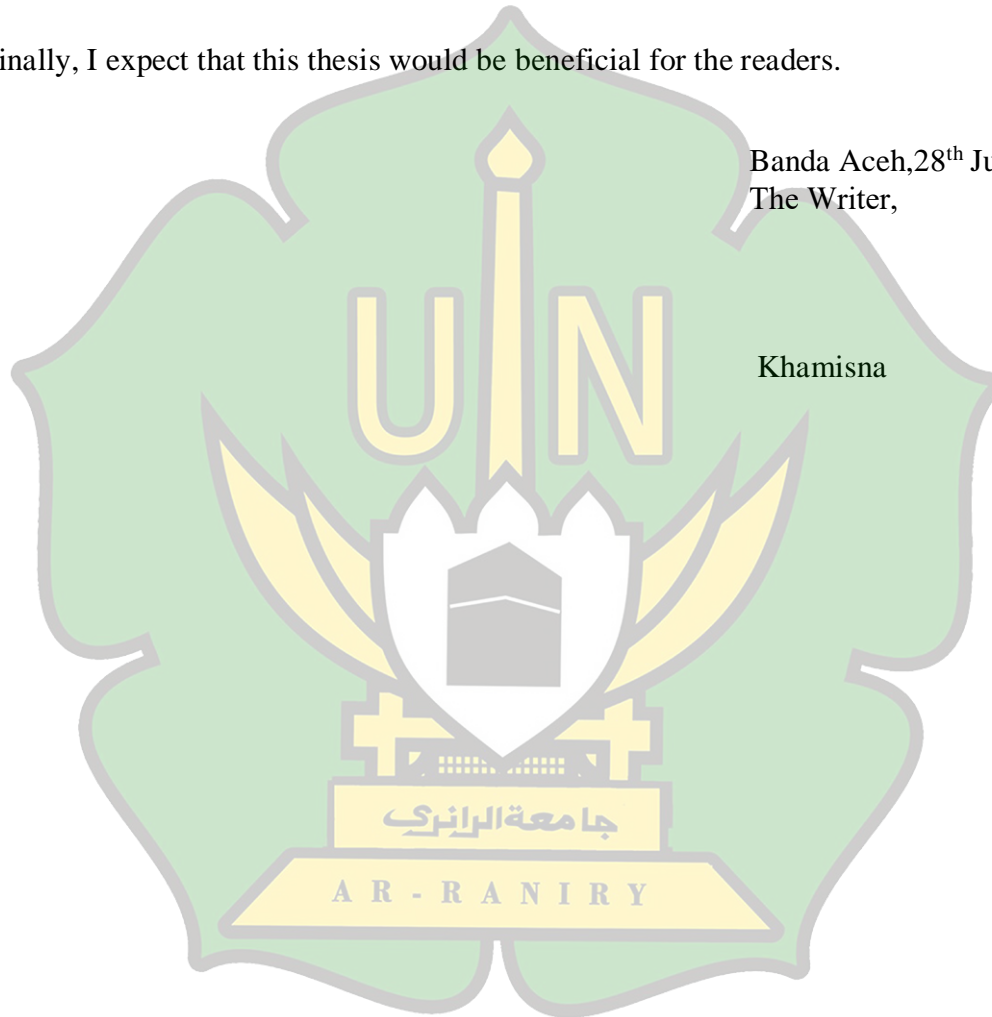
ABSTRACT
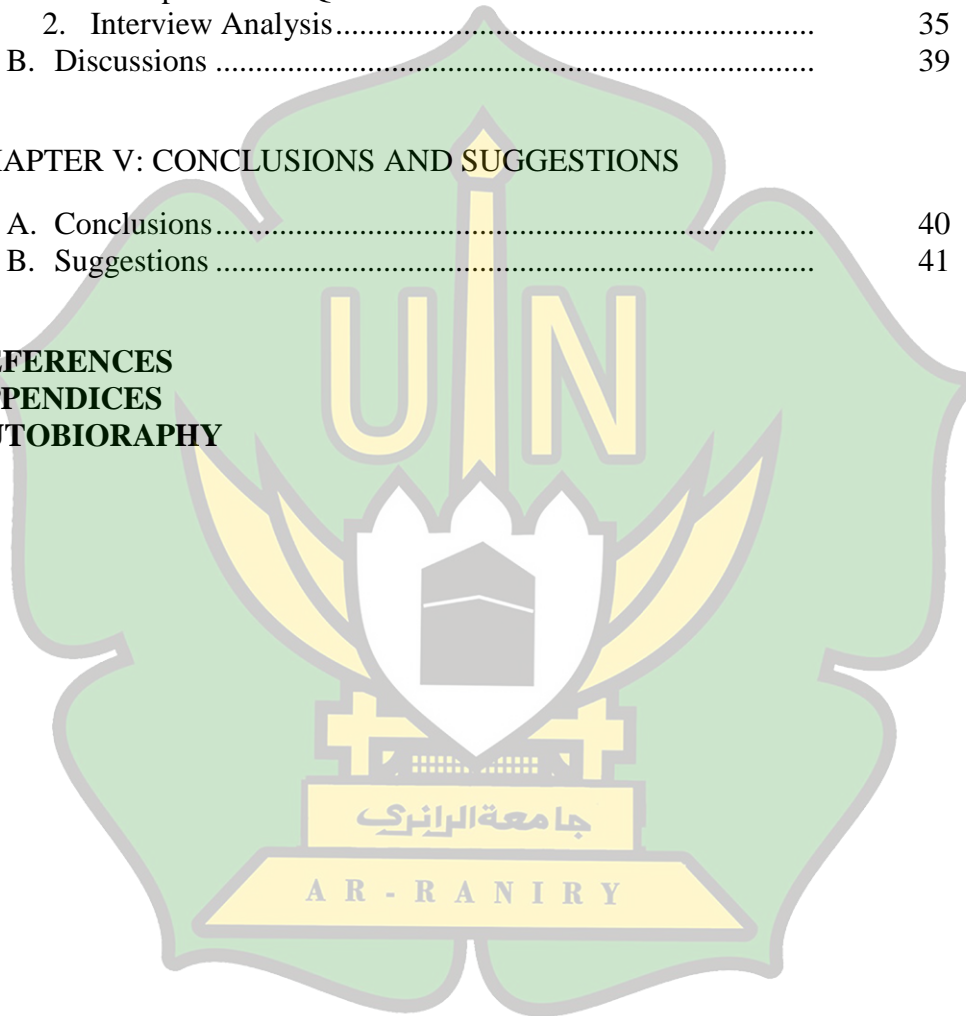
Name   : Khamisna

Reg. No   : 140203210

Faculty   : *Fakultas Tarbiyah dan Keguruan*

Major   : Department of English Language Education

Thesis Working   : The Difficulties of Non-English Department Students

                      Encounter In Learning English Speaking

Main Supervisor   : Jarjani Usman, M. Se, M. S., Ph.D

Co-Supervisor   : Syarifah Dahliana, M. Ag., M. Ed., Ph.D

Keywords   : Speaking, Learning Speaking, Non-English Student, Speaking Difficulties.

Nowadays not only English department students are demanded to use English for communication but also Non-English department students demanded to at least can speak English well. The purpose of this research is to identify the difficulties of non-English department students encounter in learning speaking and to know the strategies that are commonly used by the students. This research used a mixed-method. To collect the data, the writer used interview and questionnaire. The research participants of this research were 45 students at Tarbiyah and Teacher Training Faculty who took English subject in their first semester. The researchers purposively choose 7 students from the questionnaire result to be the interviewee. The result of this study showed that students difficulties because they are afraid of making mistakes, lack of proficiency, have no interest in speaking English, and have no support from the environment. Besides that, there are strategies suggested by students include making preparations and practicing with friends, remain to be silent, listening to English songs, and watching western movies, and the last is preferred to speak English with friends rather than speak with the family.
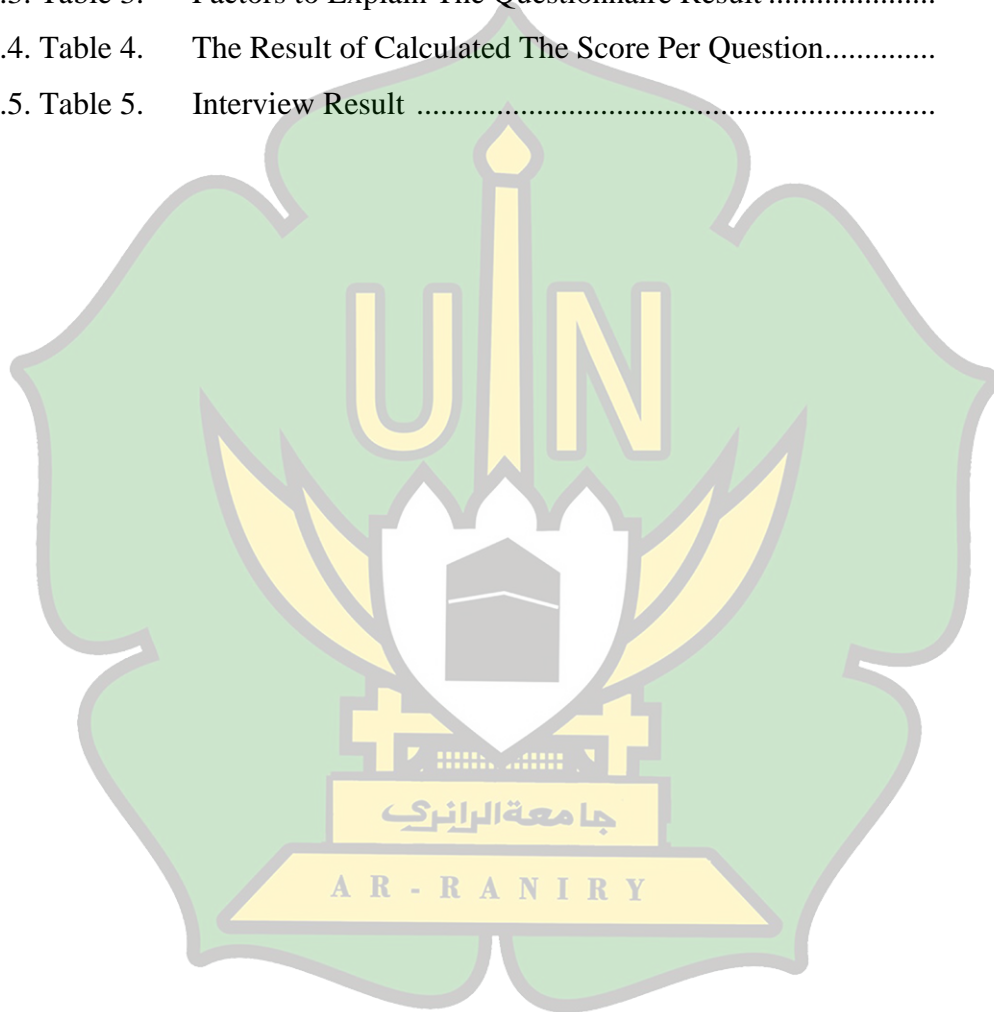
CONTENT

LIST OF TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

English has been learned not only by students who take English as their major, but also those studying other fields of disciplines. By learning English, everyone wants to be able to speak English well by building an idea that can be communicated. People have particular expectations when they learn English. One of the reasons to learn English is to be able to talk to a foreigner because English is an international language. Another reason is to be able to look for a job. For people who want to work in a foreign company, English is indispensable to support the fluency of their work. By learning English, people will be able to overcome the demanding world of work to be able to speak English. At least people know how to speak English so if they have ideas they can express their ideas while working. Being able to study abroad is also one of the aims of learning English. Knowing the basics of English language will make it easier for students to communicate with new friends in their new class and also can make them understand the subject easily.

Nowadays not only English department Students are demanded to use English for communication. Non-English department students also demanded

to at least can speak English well. As Haidara (2016) stated in this globalization, knowledge of foreign language serves students well in an interconnected world, it opens the door to job opportunities in the global economy and makes it more media accessible, enriching public discussion of current issues. However, learning English is not always easy especially in speaking. The difficulty in learning English speaking faced not only for students who do not take English as their major but also for students who take English as their major. Lack of practice may be the cause of this condition. The students use English more frequently only inside the class and less frequently outside the class (Hysook, 2004).

Whereas students' have limited time to learn English in class, and they still do not have enough encouragement to practice speak English outside the class to get familiar with English. Related to the difficulties of speaking skills, Floris (2000, p.56) researched in fourteen non-English departments and it showed that 50% of the students found that speaking was the most difficult skill to master, especially while presenting materials. It was because they had to face the fear to stand in front of many people and to use a language that they seldom used in their daily life

Related to my studies that have been carried out explain the difficulties in learning speaking skills. Hosni (2014) whose research indicated that the English foreign language (EFL) learners, no matter how much they know

about the English language they still face many difficulties. For some students, mastering English is difficult because they have to use the language they have never used in their daily lives. They must think hard when they have to produce words using the language that they rarely use. Moreover, the environment that does not require them to speak English makes them not accustomed to speaking English. This situation causes the students to become rare or reluctant to speak English

This research focuses on identifying the difficulties encountered by students' non-English department in learning to speak and also to know their strategies in learning speaking.

B. Research Question

The research problem of the study is formulated by the following research question

1. What are the difficulties of non-English department students encounter in learning English speaking?

2. How do they solve their problem in learning English Speaking?

C. The Aim of the Study

Following the background and research questions, the aims of this study are:

1. To identify the difficulties of Non-English department students encounter in learning English speaking.

2. To know the strategies that are commonly used by the non-English department to overcome their problem in English speaking.

D. Significance of the Study

The study is expected to give contributions to both English subject lecturers and students. For lecturers, hopefully, it provides information about difficulties faced by Non-English Department Students in speaking English and their strategy to overcome the difficulties so that the lecturers can decide the teaching strategies that can be used to help the students in improving their speaking skill. Meanwhile, for the students, it will provide information about how to minimize the difficulties they encountered in the process of learning speaking English.

E. Research Terminology

1. Non-English Department Students

Bailey (2006, p.12) defines non-English department students as a group of learners who have particular specialization which is not English either literally or education. In this study, non-English department students refer to students at Tarbiyah and Training Faculty in UIN Ar-Raniry who are learning English in the first semester.

2. The Difficulties of learning English Speaking

Speaking is the utterance of intelligible speech. There are many definitions of speaking according to experts. Harmer (2007, p.284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Ur (2009) defines speaking as the process of transmitting ideas and information orally in a variety of situations.

Learning English speaking is a very important skill. Ur (2006) considers that speaking is the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because there is no point in knowing a lot about the language if you cannot use it.

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), many factors cause difficulty in speaking, and they are as follows: Inhibition, nothing to say, low or uneven participation, and mother-tongue use.

Based on the explanation above, the writer can conclude that the meaning of the difficulties of learning English speaking is when someone has an idea and wants to speak in English, but it is difficult to convey the idea into

a conversation or speech. It caused by many factors that have been explained

previously

.

CHAPTER II

LITERATURE OF REVIEW

A. Language Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings Brown (2000, p.5). Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

1. Language is systematic.

2. Language is a set of arbitrary symbols.

3. Those symbols are primary vocal, but may also be visual.

4. The symbols have conventionalized meanings to which they refer.

5. Language is used for communication.

6. Language operates in a speech community or culture.

7. Language is essentially human, although possible not limited to humans.

8. Language is acquired by all people in much the same way language and language learning both have the universal characteristic.

Brown (2000, p.6) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction.

Based on the previous statement, Brownclassifies learning into some components as follow:

1. Learning is an acquisition or "getting".

2. Learning is the retention of information or skill.

3. Retention implies storage systems, memory, and cognitive organization.

4. Learning involves active, conscious focus on and acting upon events outside the organism.

5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some form of practice, perhaps reinforced practice.

7. Learning is a change in behavior Language learning is a long and complex way.

Language learning is the steps where the learners explore their competence to think, feel, and act. Besides, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training to succeed in the learning process.

B. Learning English speaking skill

1. Definition of Speaking

Speaking is the way how people can interact with others. Communication among humans is an extremely complex and ever-changing phenomenon.

Costello defines that speaking is a language to express or convey ideas, thought, and opinions or feeling oral (Robert B. Costello, 1993). People with or without using additional media can directly express their ideas to the target people or audience. We can conclude that speaking is a necessary element in communicating ideas, concepts, knowledge, and information to others.

Hornsby (2008) state that, "speaking means to make use of words in an ordinary voice, so teaching speaking is instructing a person to communicate" Hybel and friends also explain that "speaking is any process in which people share information, ideas, and feeling. That process involves not only the spoken and written word but also body language, personal mannerisms, and style the surroundings-anything that adds meaning to message (Hybels, 2001).

As defined by Costello (1993) before this, the basic goal for someone who learns English is to be able to speak the language. So speaking is the expression of one's language capacity as a symbol of communication. Speaking is the ability to express one's ideas or thoughts by the utterance of words and thoughts in an aural medium. The expression is expressed in the language that he has earned when he has an idea that he wants to express, he forms in his mind the necessary words and sentences to get his idea across.

Tarigan defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned (Tarigan, 2009). It means that speaking is the basic part of the language. The process of speaking skills has happened or proceeded by listening skills. Increasing listening skills is very beneficial for speaking ability. Penny states, all of the four skills, namely; listening, speaking, reading, and writing, speaking seems intuitively the most important. People who know a language a referred to as "speaker" of that language, as its speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (Ur, 2006).

2. Types of Speaking

When we communicate with other people, we need to pay attention to the listener. Because in speaking the use of language is good and smooth communication. There are two basic types of speaking English. Which are informal and formal.

According to(Syznalski, 2013) Informal speaking is typically used with family and friends, or people you know well. Informal language has less strict grammar rules and often has a shortened sentence. It is usually used in speaking or conversation. Formal speaking occurs in ''serious" texts and situations for example in business letters or official documents, books, news reports, articles, business letters, or official speeches or when meeting

people for the first time. Formal language has stricter grammar rules and often uses more difficult vocabulary.

3. Components of Speaking

There are five components of speaking ability according to Brown. He states that to assess speaking, a teacher should assign not one but several scores, each score representing one of several traits. Such as pronunciation, fluency, vocabulary use, grammar, comprehensibility, etc(Brown, 1994). With that, the writer concludes that five components should be considered in speaking, which is:

a. Pronunciation

Hornby states that pronunciation is how a language is spoken, how a word is pronounced, the way a person speaks the words of the language (Hornby, 2000). Pronunciation is very important in speaking since it influences the meaning of the word. If students do not use the appropriate pronunciation in speaking, they will produce different meanings.

b. Grammar

According to Penny Ur, grammar is the way of words that are put together to make a correct sentence (Penny Ur, 1996). Learn about grammar can help students to make a perfect sentence. And they will know how to arrange words in a sentence when they speak. Grammar plays an important role in mastering the spoken of the language.

c. Vocabulary

Vocabulary is an important aspect of learning a language. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Vocabulary is divided into two kinds; active and passive. Active vocabulary is the word that the students can understand, pronounce correctly, and use constructively in speaking. Passive vocabulary is the word that the students can recognize and understand when they are in context (Harrycraft, 1988)

d. Fluency

Fluency can be defined as the ability to speak smoothly and readily. It also has the meaning of the way someone speaks with normal speed like the native speaker or the man who owns the language because the one who owns the language can dispose of the language well (Lambardo, 1984). Fluency is the aim of speaking English that every student who learns English wants to achieve.

e. Comprehension

Comprehension can be defined as the ability to understand something (Manser, 1991). Students need to learn or to know the comprehension in learning English. It can make them understand what they said or what the other said to them. Comprehension is very important to avoid misunderstanding while speaking, writing, and also reading about something.

In speaking, we can say that it involves language components. Therefore, to be able to speak English successfully in their target language students must consider the language components as well. Among the four skills, speaking is a difficult one to assess with precision, because speaking is a complex skill to acquire.

4. Speaking Accuracy and Speaking Fluency

Speaking is a productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds. Speaking itself has different aspects, said Gower, Philips, and Walters (1995, p. 99).

1. Accuracy

Accuracy involves the correct vocabulary, grammar, and pronunciation. It can be said that accuracy is the ability to produce a sentence using correct grammar and vocabulary. The teacher who concentrates on accuracy helps their students to produce grammatically correct written and spoken English.

2. Fluency

Fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the

message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes. Brown (1994, p.254) defines the distinction between accuracy and fluency. Accurate means clear, articulate, grammatically, and phonologically correct. While fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

Accurate means articulate, grammatically, and phonologically correct. While fluent, it means flowing commonly. Based on the previous explanation, the researcher concludes that fluency may be the basic goal in language teaching but accuracy is also necessary to support students' fluency in speaking English. With correct accuracy, students can organize a complete sentence that can be understood by the listener.

5. Speaking Activities

Kayi (2006) stated that some activities can be done in the classroom to promote speaking; they are discussions, role play, simulations, information gaps, brainstorming, storytelling, and interview.

a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to conclude, share ideas about an event, or find solutions in their discussion groups. Before the discussion starts, the

teacher sets the purpose of discussions. So, students cant spend their time chatting with each other.

b. Role Play

In this activity, students are ordered to become what character are them in those conditions, certainly also about speaking in those conditions.

c. Simulations

Simulations are more realistic than role play because students could bring the materials which are needed. For example, the simulations tell about one condition in the hospital, some students bring stethoscopes.

d. Information Gap

The information gap is pair activity which each of them has the information to be told to their partner, and so on.

e. Brainstorming

Students can express an idea from the topic which is given by the teacher quickly because it has limited time. Students can share their ideas by brainstorming

activity.

f. Story Telling

Students tell (tell or story) a story that they have ever heard or their own story. By storytelling, students can improve their speaking ability and attention from the class.

g. Reporting

Before coming to class, students asked to read a magazine or newspaper, next, they report to their friend what the most interesting news they have read. Students can also talk about their worth experience in their life.

h. Story Completion

This is free – speaking activity for which students sit in a circle. In this activity, the teacher starts to tell a story. After a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the story stops. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions, and so on.

By knowing the speaking activities, students can express their ideas through the activities that have mentioned before. And also makes students know what they have to do when they studied English speaking in the classroom.

6. Characteristics of Successful speaking activity

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations. According to Ur (1999, p.120), there are some characteristics of a successful speaking activity:

1. Learners talk a lot.

As much as possible of the period allotted to the activity is occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterance that is relevant, easily comprehensive to each other, and of an acceptable level of language accuracy

Sometimes spoken language is easy to perform, but in some cases it is difficult. This statement is supported by Munjayanah (2004, p.16) that when people want to speak fluently, sometimes they get difficulties to do it. In this case, if they want to carry out successful speaking, they have to fulfill some characteristics of successful speaking activity as mentioned above.

7. Speaking Tasks

Many language learners regard speaking as a measure of knowing a language. Many reasons make speaking activity become a measure of the students' success in learning a foreign language.

According to Harmer (2001) there are three reasons why students are given the speaking tasks, they are:

1. Rehearsal

   When students have free discussions or conversations inside the classroom they have a chance to rehearse having discussions or conversations outside the classroom.

2. Feedback

   Speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having. Students can also see how easy they find a particular kind of speaking and what they need to do to improve.

3. Engagement Good speaking activities can and should be highly motivating. If all students are participating fully and if the teacher has set up activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.

Besides, according to Thornbury (2005) there are six criteria for speaking tasks, they are:

a) Productivity

A speaking activity needs to be maximally language productive to provide the best condition for autonomous language use.

It means that students should produce as much language as they can.

b) Purposefulness

The speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purpose. It is suggested that the activity has some purposes and is worth doing.

c) Interactivity. Speaking tasks such as talks and presentations should be performed in situations where there is at least the possibility of interaction. It leads students to communicate with each other.

d) Challenge. The task should stretch the learners so that they are forced to draw on their available communicative resources to achieve the outcome. If the degree of challenge is too high, this can be counterproductive, inhibiting learners or reducing them to speaking in their first language. It means that the activity is not very difficult for learners so that they can manage it but still it helps them learn a new language.

e) Safety. The classroom should provide the right conditions for experimentation, including a supportive classroom dynamic and

a nonjudgmental attitude to an error on the part of the teacher. In other words, students feel safe and are not afraid of failure.

f) Authenticity. Speaking tasks should have some relation to real-life language use. If not, they are poor preparation for autonomy. To become autonomous, students will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. It is suggested that the tasks are based on real-world situations and so it is useful to do them.

It can be concluded that speaking tasks can give students enormous confidence and satisfaction, and with a sensitive teacher, guidance can encourage them into further study.

C. Speaking proficiency

According to Shakur (1987, p.5), speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary, and fluency. Speaking is an act that is done naturally by people in their life. Sometimes they share their problem with someone they believe in. They have the opportunity to express what they want to say. Language is usually used to communicate with others through speaking. Speaking here means an individual's ability in expressing their idea. Speaking here involves an individual's ability to express their idea. Based on the explanation above, the writer can assume that speaking proficiency is the ability to perform

linguistic knowledge in actual communication. The ability to express our ideas, feelings, thoughts, and needs orally.

a. Difficulties in speaking proficiency

According to Ur (1996, p.121), there are some problems faced by the learners. The problems include inhibition, the lack of theme to be spoken, the low participation, and the use of mother tongue. Those problems can be explained as follows:

1) Inhibition

Unlike reading, writing, and listening activities, speaking requires some real-time exposures to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2) The lack of theme to be spoken

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3). The low participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk.

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4). The use of the mother tongue

In several classes, the learners share the same mother tongue. They may tend to use it because of some reason. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. The last, they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to keep using the target language.

b. The Level of Speaking Proficiency

According to Charles (1992), grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice.

The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases.
The novice level speaker has difficulty communicating with even those accustomed to interacting with the nonnative speaker.

2. Intermediate.

It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community tasks. The speaker can ask and answer the questions and can speak in discrete sentences and strings of sentences on a topic that either autobiographical or related primarily to his or her immediate environment.

3. Advanced.

The advanced level is characterized by the ability to converse fluently and in a participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into the paragraph-like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to the nonnative speaker.

4. Superior.

The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker xxiv can explain the detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.

In general, the level of language needed to speak in English outside the class should be lower than used in comprehensive language learning

activities in the class. It should be easily reminded and produced by the participants so that they can communicate fluently with the minimum of hesitation.

D. Previous Study

Some researchers have observed about speaking and its components. Lejla (2011) explains that to make students speak the target language is not always easy and there can be several different reasons why this is the case. She investigates one possible reason, namely speaking anxiety. Speaking anxiety inhibits students from speaking which harms their oral skills. According to Lejla, it is difficult to make all the students speak English in the classroom activity. Lejla on her research stated that anxiety is the reason for that question.

While Nawshin (2009) explains that in his observation, students face different types of problems such as some might feel shy, not know when speak, etc. I agree with his research that the biggest problems of difficulties in learning English speaking come from the student's subjective factors such as feeling shy, not knowing what they want to say, etc. But that factors are not enough. Because besides the internal or psychological factor, the component of speaking itself gives a contribution in hindering the students to speak, for example, low vocabulary, not know the pronunciation, and another important component of speaking. Nawshin in his research also gives the solution to

solve these problems. He explained that learners should be given enough opportunities to speak in the classroom because practice will make students' level of accuracy, fluency, and confidence will develop.

From the explanation above, this study is different from the previous study. If in the previous study the researcher tries to find out the several reasons about the causes that make students not easy or hard to speak the target language, in this study, the writer discusses the problems which are faced by non-English department students in learning English speaking and also wants to know the students' strategies to solve their English speaking problems. The researcher believes that this research is useful for every circle.
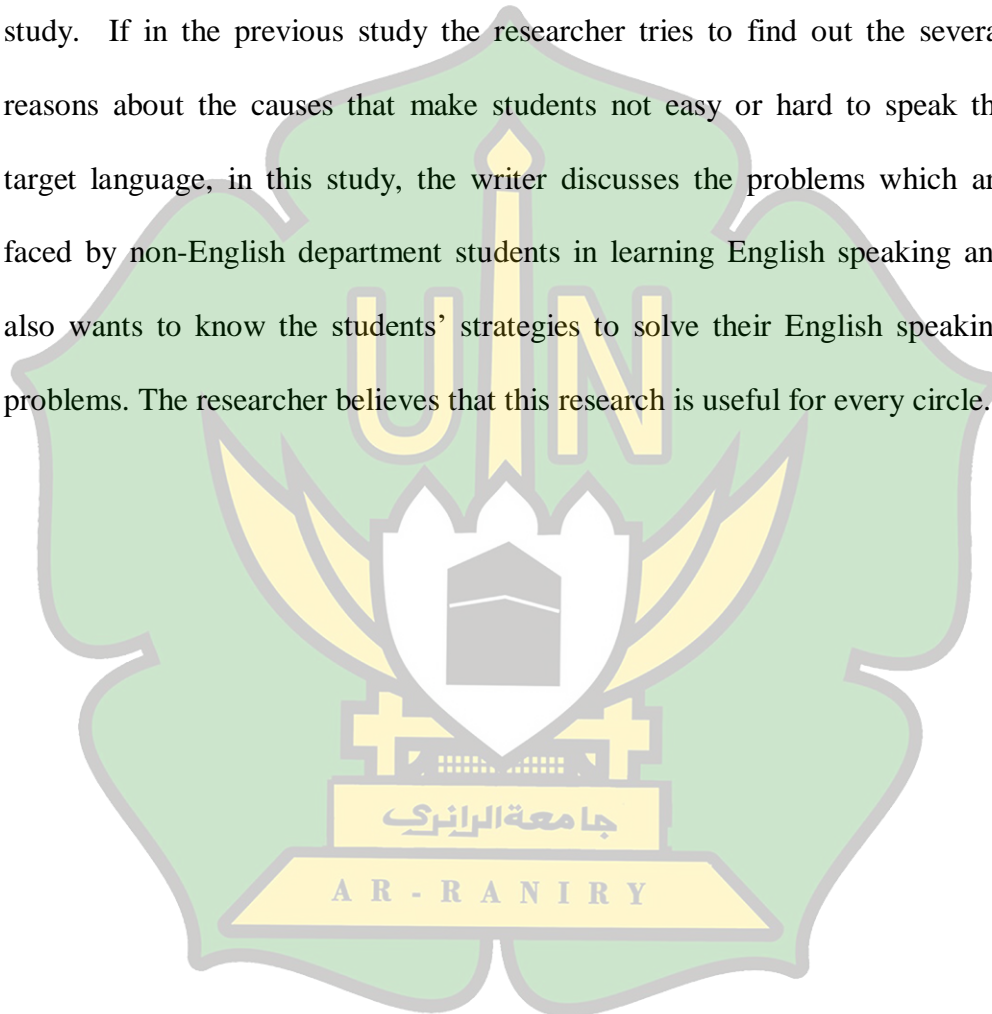
CHAPTER III

RESEARCH METHODOLOGY

This chapter tells about the research method that is used in this study to answer the following questions: what are the difficulties of non-English department students encountered in learning English speaking and what are the strategies that are commonly used by the non-English department to overcome their problems in English speaking. The chapter consists of a research design, a brief description of the location, research participants, the technique of data collection, and data analysis.

A. Research Design

In this study, the writer used a mixed-method to answer the research questions of the students' difficulties and in learning English speaking. According to Sugiyono (2011), a mixed-method is a research method by combined two research methods qualitative and quantitative. For the qualitative research the writer used the interview and for the quantitative research used the questionnaire to collect the data. The researcher would record any useful information accurately and systematically.

B. A Brief Description Of The Location

The research took place at UIN Ar-Raniry Banda Aceh specifically in Tarbiyah and Teacher Training Faculty. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. He has contributed a very

valuable in developing Islamic thought in Southeast Asia, especially in Aceh. As an Islamic University, UIN Ar-Raniry does not only concern about Islamic affairs but also on general knowledge with some branches. There are nine faculties in UIN Ar-Raniry which are Faculty of Syariah and Law, Faculty of Tarbiyah and Teacher Training, Faculty of Syariah and Philosophy, Faculty of Sociology, and Governance, Faculty of Economics and Islamic Business, Faculty of Psychology, and Faculty of Science and Technology.

Tarbiyah was built in 1962 with several study programs which are Islamic education, Arabic education department, English education department, Mathematics education department, Islamic education Management, Physics education department, Biology education department, Chemical education department, PGMI, PGRA, Electro Engineering education, and Information Technology education. This research is conducted at this faculty.

C. Research Participants

The participants of this research were the students in the eight-semester from all of the major in the Faculty of Education and Teacher Training except English department students who took English subjects in their first semester.

Because the population is too large which are 2.160 students in 13 majors in this faculty, the researchers choose to used random sampling. So the researcher selected randomly the student who will be the participants in this research. There are 45 from 100 students who answer the questionnaire that has been given by the writer.

From the biology education department, there are 11 participants, 7 participants from the Arabic education department, 7 participants from the Mathematics education department, 6 participants from the Islamic education department, 7 participants from the Physics education department, 4 participants from PGMI, 3 participants from Chemical education department.

D. Techniques of Data Collection

To collected the data, the writer used a particular technique of data collection. The technique refers to the strategy to integrated the different components of research projects cohesively and coherently. In this research, the data collection was prepared into two-phase which are questionnaires and interviews.

a. Questionnaire

There are two types of questionnaires which are: Opened questionnaire and Closed questionnaire. Opened questionnaires require respondents to answer the question using their own words while closed questionnaires allow the respondents only to choose the available choices (Arikunto 2010, p.199). In this study, the writer used a closed and open-ended questionnaire. The closed questionnaire consists of several questions which have offered answer such as agree, strongly agree, disagree, and strongly disagree. And the respondents only need to circle or cross the answer based on their opinion. And for the questions of open-ended, it will consist of 2 questions. The participants can answer the question based on their word.

The questionnaire was distributed to 45 participants. The questionnaire was in Bahasa because the participants of this research are students' non-English department. Before the questionnaire was distributed, the writer would explain first about the item of the questionnaire. And the participants can ask the writer if they are confused about the questions. Meanwhile, 15% of the population will be selected based on the result of the questionnaire to the interviewee.

In other words, the questionnaire used to choose participants as an interviewee. The questionnaire itself consists of 15 questions related to the topic. Several questions of the questionnaire were adapted from the previous researcher Hanifa Arlinda (2014) in her research entitle Students' Strategies in Overcoming Language Anxiety in Speaking English and also from Aulia (2014).

b. Interview

Data was information that has been collected by conducting research. To get reliable data, the writer has to do some techniques for collecting those data. The data collecting technique is an important step in research because the research aims to get the data. Collecting data can be done in any setting, any sources, and anyways.

In this research, the writer uses the interview to get the data. Esterberg (2002) defines the interview is "a meeting of two persons to exchange information and idea through question and responses. Resulting in communication and joint construction of meaning about a particular topic". The interview is used as data collection techniques if writers want to know about a particular topic from the respondents more

in-depth. We can get a lot of information by asking some questions to the person who is being interviewed (Sugiyono, p.137).

In this research, the writer used a semi-structured interview. Semi-structured is the combination of both structured and unstructured interview. The researcher firstly arranged the set of questions to be proposed and it is continued to the next unpredictable developed question. Before conducting the interview, the researcher prepared some different questions to be asked to the participants. The researcher as the interviewer would ask some information to the participants about the difficulties in learning English speaking also their strategy to overcome their problems.

 In conducting an interview the researcher needs an interview guide as the instrument to make the data more accurate. The interview guide is a list of questions prepared before conducting the interview. 7 students from the population were selected to be participants in this study.

E. Data Analysis

Data analysis systematically processes of seeking and systematizing the data that compiled with the reason to be more readable and easier to be presented in a conclusion through some steps: "working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering that is important and what is to be learned, and deciding what you will tell others" (Bogdan and Biklen, 1998). In other words, analyzing means the following process of

reducing, organizing, managing, synthesizing, searching, discovering, summarizing, and interpreting the data that are finally explained by statement or symbol.

For the interview, the data would be analyzed in the thematic analysis. Thematic analysis is a way to analyzed data with the aim of found themes through data that has been collected by the writer (Braun and Clarke, 2006).

In this research, data analysis is needed to know the result of the research. According to Beach, Piskurich, and Hodell (2009, p.9), the analysis is the process of gathering data to identify specific needs. For the questionnaire the writer used the percentage formula system analyzed the data as follow :

$$P = \frac{f}{N} x100\%$$

Which is :

P: Percentage

F: Frequency of respondents

N: number of samples
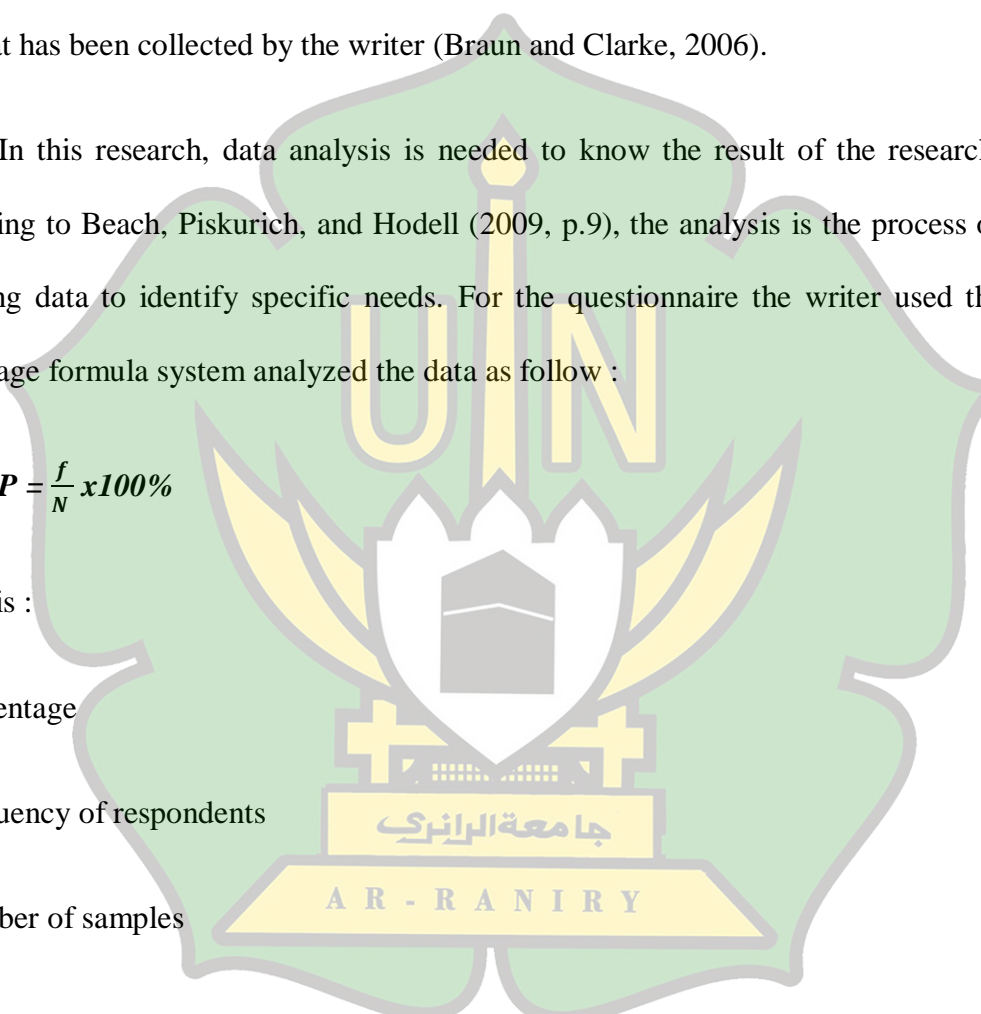
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explains the research findings of the questionnaire and interview results. It discussed both results to answer the research questions and also to compare with the previous studies' findings. It was conducted on March 20th – March 25th of 2020.

A. Research Findings

1. The result of the questionnaire

Table 1.1

Table of the questionnaire result

No	Questions	Response			
		SD	D	A	SA
1.	I never feel quite sure of myself when I am speaking in my English class	2 (4.4%)	12 (26.7%)	23 (51.1%)	8 (17.8%)
2.	I feel nervous and confused when I try to speak in English	1 (2.2%)	7 (15.6%)	27 (60%)	10 (22.2%)
3.	I think that other students are better than me when speaking in English	2 (4.4%)	6 (13.3%)	28 (62.2%)	10 (22.2%)
4.	I tremble when I know that I am going to be called in English class	3 (6.7%)	13 (28.9%)	20 (44.4%)	10 (22.2%)
5.	I found that some words hard to pronounce	0 (0%)	6 (13.3%0	28 (62.2%)	11 (24.4%)
6	I feel that I am disfluency when I speak in English	0 (0%)	8 (17.8%)	30 (66.7%)	8 (17.8%)

7	I often repeat the same words when I speak in English	0 (0%)	8 (17.8%)	28 (62.2%)	9 (20%)
8	I get more nervous when the English lecturer asks questions which I haven't prepared in advanced	1 (2.2%)	8 (17.8%)	20 (44.4%)	16 (35.6%)
9	I feel difficult when I try to speak in English	0 (0%)	11 (24.4%)	28 (62.2%)	6 (13.3%)
10	I am afraid that the other students will laugh at me when I speak English	1 (2.2%)	13 (28.9%)	24 (53.3%)	7 (15.6%)
11	I prefer to be silent when the lecturer asks students to be volunteers to answer the questions in English	0 (0%)	10 (22.2%)	29 (64.4%)	6 (13.3%)
12	When I can not think what I want to say, I left my sentence unfinished	2 (4.4%)	9 (20%)	28 (62.2%)	6 (13.3%)
13	I feel over helped when I speak in English with preparation before	0 (0%)	4 (8.9%)	20 (44.4%)	21 (46.7%)

Based on table 1.1 it showed that 68% of the students never felt quite sure of their selves when they spoke in English. 82.2% of students felt nervous and confused when they tried to speak in English. 84.4% felt that other students were better than them when spoke in English. 66.6% of students felt trembling when they knew that they were going to be called in English class. 86.6% of students found that some words were hard to pronounce. 84.5% felt disfluency when they spoke in English. 82.2% of the students often repeated the same words when they spoke in English. 80% got more nervous when the English lecturer asked questions which they had not prepared in advance. 75.5% felt difficult when they tried to speak in English. 68.9% of students were afraid that the other students would laugh at them when they spoke in English. 77.7% preferred to be silent when the lecturer asked students to be volunteers to answer the questions in English. 75.5% of students

chose to leave the sentence unfinished when they could not think what they wanted to say. 91.1% felt over helped when they spoke in English with preparation before. *Agree* had the highest percentage in each question because most of the students chose to answer *agree* on the questionnaire. Questions number 1 until 13 referred to the difficulties that students might face in English Speaking. It meant the most respondents chose to answer agree or strongly agree on each question, the most often the respondents faced difficulties in speaking English

a. Open-Ended Questions

An open-ended question existed to see the opinions of students in how often they spoke in English and the situations that they avoided in speaking English. Question number 14 *(Do you often speak English in your daily life?)*. The result showed that most of the respondents answer that they never spoke in English in their daily life. However, there were some of the respondents who liked and wanted to learn to speak English; they also had friends who came from abroad so that they had to communicate in English and it made them happy and interested in speaking English.

Question number 15 *(Is there a certain situation or place that you avoid speaking in English?)*. The result of this question showed that most of the respondents felt they were not in the right environment to speak English; and they avoided speaking English with parents, with people they were more proficient at speaking English, in crowds and class; that was an obstacle for them to speak English.

b. Interview Analysis

In the interview section, the writer wanted to find out more about the opinions of the respondents. As the previous explanation, the writer chose 7 participants to be interviewed. The purpose of this section was to know more deeply the opinions of participants and the specific difficulties that participants faced in speaking English. In this section, respondents were free to express their opinions using their language. Questions number 1, 2, 3, and 6 it told about students' period in learning English, student's knowledge about English, student's knowledge about speaking, and the effectiveness of the strategy that was used by students to overcome their problem in speaking English. This became additional information in discussing the findings of this study.

Table 1.2
The Difficulties Factors of Students' in Speaking

No	Sample of Respondents Responses	Assumed
1	Afraid of making a mistake	
2	Have no support from the environment	Psychological problem
3	Have no interest to speak English	
4	Lack of proficiency	Pronunciation problems

Here was the result of the interview:

1. Student's period in learning English

All of the respondents said yes. Even some of them said that they had learned English since junior high school, senior high school, and college in the early semester. Interviewee 3 said that "*I am even took private English in junior high school*"

2. Student's knowledge about a part of English

All of the respondents said that they already knew about part of English. Interviewee 2, 3, said, "*Part of English itself is listening, writing, speaking and reading*".

3. Student's knowledge about speaking

Same as the previous question, all of the respondents knew about speaking. Several of them even explaining it based on what they knew, and others just said that they already knew about speaking. Interviewee 6 said, "*speaking means speak, if speaking English it means we speak in English*".

4. **The difficulties of learning speaking English.**

a. Afraid of making mistakes

Three participants said that their difficulty in speaking English caused by their fear of making mistakes.

Int 1*: "If I am speaking in English I am afraid for making a mistake*"

As interviewee 1, interviewee 2 and 4 said the same things but in other words.

Int 2: "*Hmm ... sometimes when I speak in English, there are some words that I say is wrong, then it is better to speak in Bahasa*"

Int 4: *"yeah.. it is difficult. I am afraid for making mistakes"*.

b. Lack of proficiency.

One participant said that because she knew that she was not proficient in speaking English, it made her difficult when she tried to speak English. She stated that:

Int 5: *"I am not proficient in speaking English. So it is difficult to speak in English".*

c. Have no interest in speaking English

There was one participant answer that they did not like to speak English. It was appropriate with her statement which was:

Int 7: *"It is difficult because I don't like to speak English. So it is hard if I should speak in English"*

d. Have no support from the environment.

And the last 2 participants, interviewee 3 and 6 answered it was difficult to speak English because in their daily life and their environment did not support to speak in English.

Int 3: *"yeah.. because I never spoke English at home, even though with my friends, maybe at least we often say "bye" and "okay", for the rest yeah.. as I told before that I never speak English because there is no one to speak with"*

Int 6: *"It' is difficult because there are no one I am talking to. My family also not commonly used English to speak and my friends also do nott like to speak in English".*

5. Particular strategies used by the student to overcome the difficulties

This question was related to the previous question. In this question, respondents expressed their strategies in dealing with the difficulties in speaking English. The writer got various kinds of answers from respondents.

a. Making preparations and practicing with friends.

Three respondents who were afraid of making mistakes while speaking English answered that they overcame their problem by making preparations before they spoke in English and also practiced with friends. Below was the statement of them.

Int 1: *"usually, when I try to speak English, in the class maybe, I wrote the text that I would like to speak first, then trying to practice with my friends"*

Int 2**:** *"Yes I have. Usually I make a text before talking"*

Int 4: *"Make preparations, text or words that I want to say"*

b. Remain to be silent.

For interviewee 5 she said because she knew that she was not proficient in speaking English, she overcame it by refusing to speak English too much or preferred to remain silent.

Int 5: *"hmm.. because I know that I am not proficient when I speak in English, so I choose to remain silent"*.

c. Listening to English songs and watching western movies.

The participant who did not like speaking English answered that she overcame their problems by listening to English songs and watching western movies.

Int 7: *"Yes, I have. Usually I often watching western… movies or hear an English song"*

d. Preferred to speak English with friends rather than speak with the family.

For the last 2 participants, who answered that they were not supported by the environment, had no specific strategy, because they could not change their environment. Even if they wanted to speak English, they preferred to talk with their friends rather than speaking English with their family.

Int 3**:** *"Yeahh.. There is no strategy, if I want to speak English I try to find a friends who can and want to speak English"*

Int 6**: "***There is no specific strategy if I want to speak English, yeah ... I will speak to my friends. Just like that"*.

B. **Discussion**

Based on the findings from the questionnaire and interview data, the writer elaborated on the explanation concerning the research data. The first discussion dealt with the first research question which was aimed at about to find out the difficulties of non-English department students encounter in learning English speaking. There were five main factors in this section to explain the result of the study.

That factors were classified based on the question of the questionnaire. The writer wanted to know the dominant factor that made the difficulties happened and the strategy used by students to overcome those problems. The table of representative questions each factor would also be presented.

Tale 1.3
Factors to explain the result of the questionnaire

Psychology	Pronunciation	Comprehension	Vocabulary	Fluency
Questions number: 1,2,4,8,10	Question number: 5	Questions number: 3,9,11,12,13	Question number: 7	Question number: 6

From the table above, the writer calculated the score per question as obtained in analyzing table, which was:

Table 1.4
The result of calculating the score per question

Psychology	Pronunciation	Comprehension	Vocabulary	Fluency
Questions number: 1,2,4,8,10	Question number: 5	Questions number: 3,9,11,12,13	Question number: 7	Question number: 6
130+139+1129+ 141+131= 670	140	132+128+130+1 28+150= 668	136	136

From the table, it showed that the psychology problem was the most dominant factor of speaking that made the difficulties happen which, then, was followed by comprehension. Psychology got 670 points and comprehension 668 points. While pronunciation got 140 and the last was vocabulary and fluency that got the same score 136. Thus, psychology problems were the most influencing factors.

In the interview result, several difficulties had been concluded by the writer.

Table 1.5
Interview result

Interviewee	Difficulties
Interviewee 1	
Interviewee 2	Afraid of making a mistake
Interviewee 4	
Interviewee 7	Lack of proficiency
Interviewee 5	Have no interest to speak English
Interviewee 3	
Interviewee 6	Have no support from the environment

From the table above the writer found that 3 out of 7 students answered that they were afraid of making mistakes when speaking English. It became the most dominant factor faced by students in speaking English. In social learning theory, Bandura (1977) as cited in Saul McLeod (2016) agrees with the behaviorist learning theories of classical conditioning and operant conditioning. However, one of two important ideas is behavior learned from the environment through the process of observational learning. Psychology was also associated with mental processes and human behavior; thus, psychological problems were problems felt by humans mentally and human behavior felt disturbed. When they felt disturbed about something that had not happened yet, it meant they were not ready to accept what would happen, Even though maybe what they feared might not happen at all. It related to the result of the questionnaire which shown that the problem of psychology got the highest score in the students' answers.

From the explanation above, the students needed to apply strategy to make the communication effective. The writer found out several strategies used by the students to overcome their problems. The strategy offered by the respondents includes making preparation and practicing a lot with a friend before they spoke in English or before the presentation. It was related to Marshal (2015), she stated that practicing would help students in decreasing disfluency in speaking English. Besides practicing with a friend, talking alone in front of the mirror maybe could help students to develop their ability in speaking English. The interviewee also suggested a strategy for people who did not like speaking English by listening to English songs and watching western movies. They believed that strategy maybe could make them interested to speak in English.

Based on the explanation from the questionnaire result of the study, the writer found out that the psychology problem was the most dominant difficulties encountered by students when they tried to speak in English and followed by a lack of comprehension, pronunciation, vocabulary, and also lack of fluency. It was similar with the interview result the writer found some difficulties that related with psychology problem which were, afraid of making a mistake, lack of proficiency had no interest to speak English and had no support from the environment. The writer also knew several strategies that used by the student to overcome the difficulties which were, making preparations before they spoke in English and also practicing with a friend, not speaking English too much or they preferred to remain silent, listening English songs and watching western movies and the last was they preferred

to talk with their friends rather than spoke English with their family because the environment did not support them to do that.

All of the explanations above became the comparison between this research with the previous studies. This research mentioned that the writer focused on the difficulties faced by students in learning English speaking but the previous studies more focused on finding out the several reasons for the causes that made students not easy or hard to speak the target language. Furthermore, the result of this thesis was also in contrast with the previous studies' findings. As had been explained at the beginning of this chapter, the writer found four factors that might be the causes of the difficulties in speaking English. However, from the result of the previous studies, there are three reasons that made the students hard to speak the target language which are speaking anxiety, student shyness and not knowing what they wanted to say when they spoke in English. In the previous studies, the writer suggested some strategies to solve that problem but in this research, the writer found some strategies suggested by the student itself.
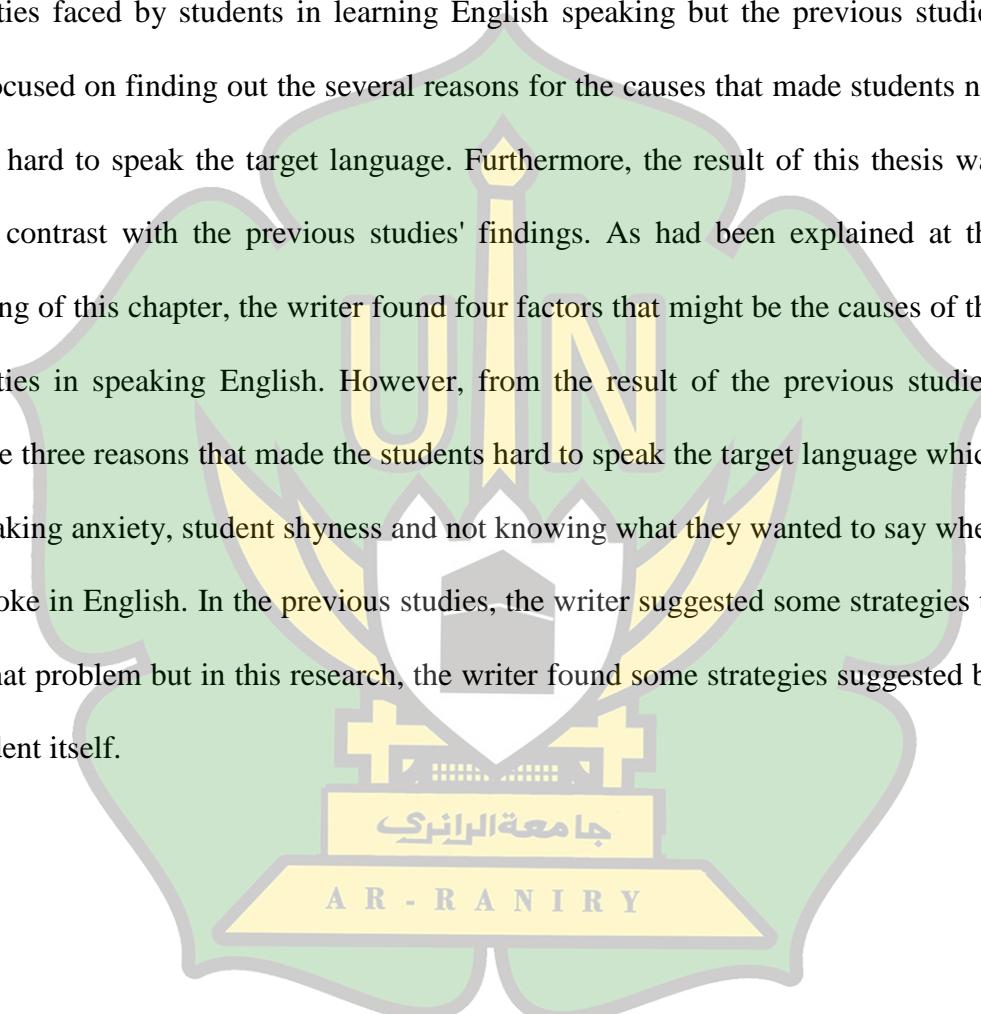
CHAPTER V

CONCLUSIONS AND SUGGESTION

Based on the result in the previous chapter, this chapter discussed the conclusions that the writer got after conducting research and analyzing data. In this part, the writer also gives some suggestions related to the results that already obtained about what is the main difficulties encountered by students non-English Department students and also the strategy used by the students.

A. Conclusions

In this section, the writer makes some conclusions as follows:

1. There are some difficulties that students faced in learning English especially in speaking English. From the previous chapter, the writer found that there are some difficulties faced by students beside psychology problems which are afraid of making a mistake, lack of proficiency, have no interest to speak English, and have no support from the environment.

2. There are many strategies that students non-English department do to overcome the difficulties. The strategies include making preparations before they speak in English and also practicing with a friend, not speaking English too much or remaining silent, listening to English songs and watching western movies, and talking to friends rather than

speaking English with their family because the environment does not support them.

B. Suggestion
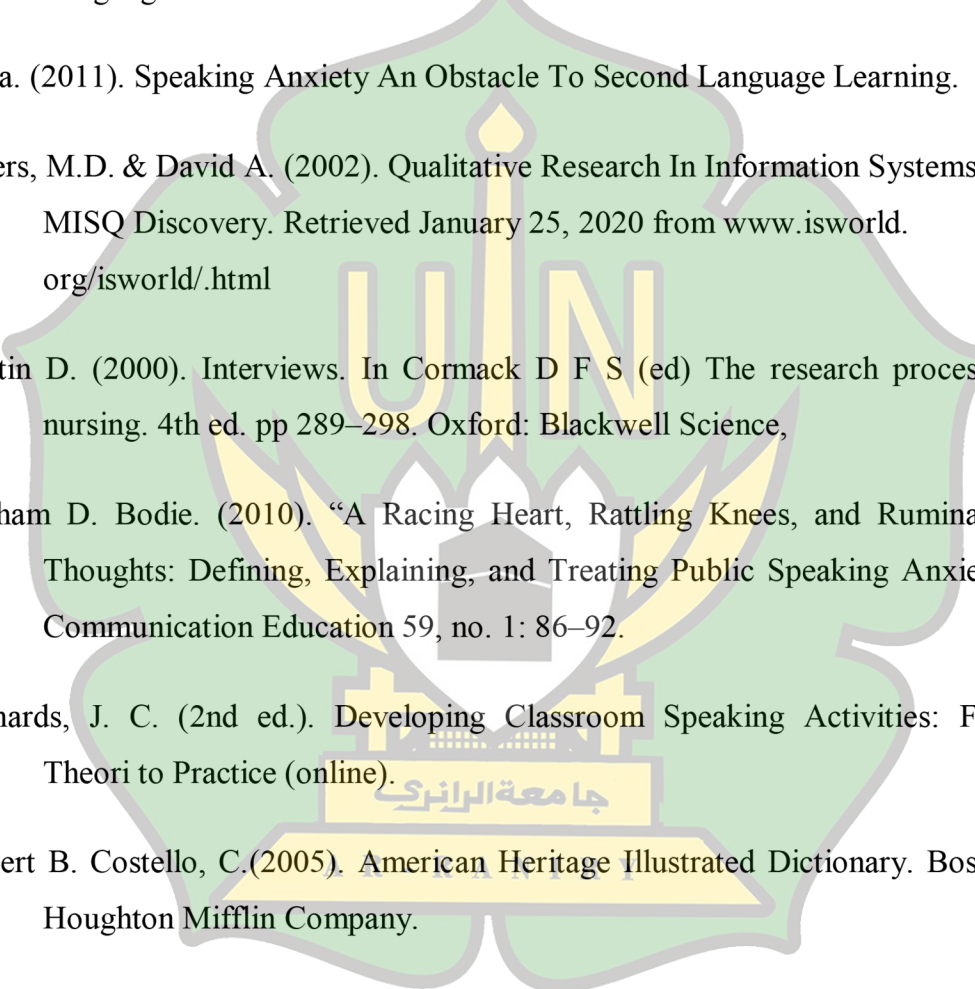
Based on the research findings above, the writer wants to give some suggestion as follows:

1. For students, even though they do not take English as their major they should understand the basics of English. At least, they can talk in English if they meet tourists. Because as we know, English is an international language now. If we want to communicate with other people from another country, we can speak and understand what they say.

2. For teachers, they should be able to find out the solution for all the difficulties faced by students in learning English, especially the difficulties in speaking and help the students to deal with their problems.
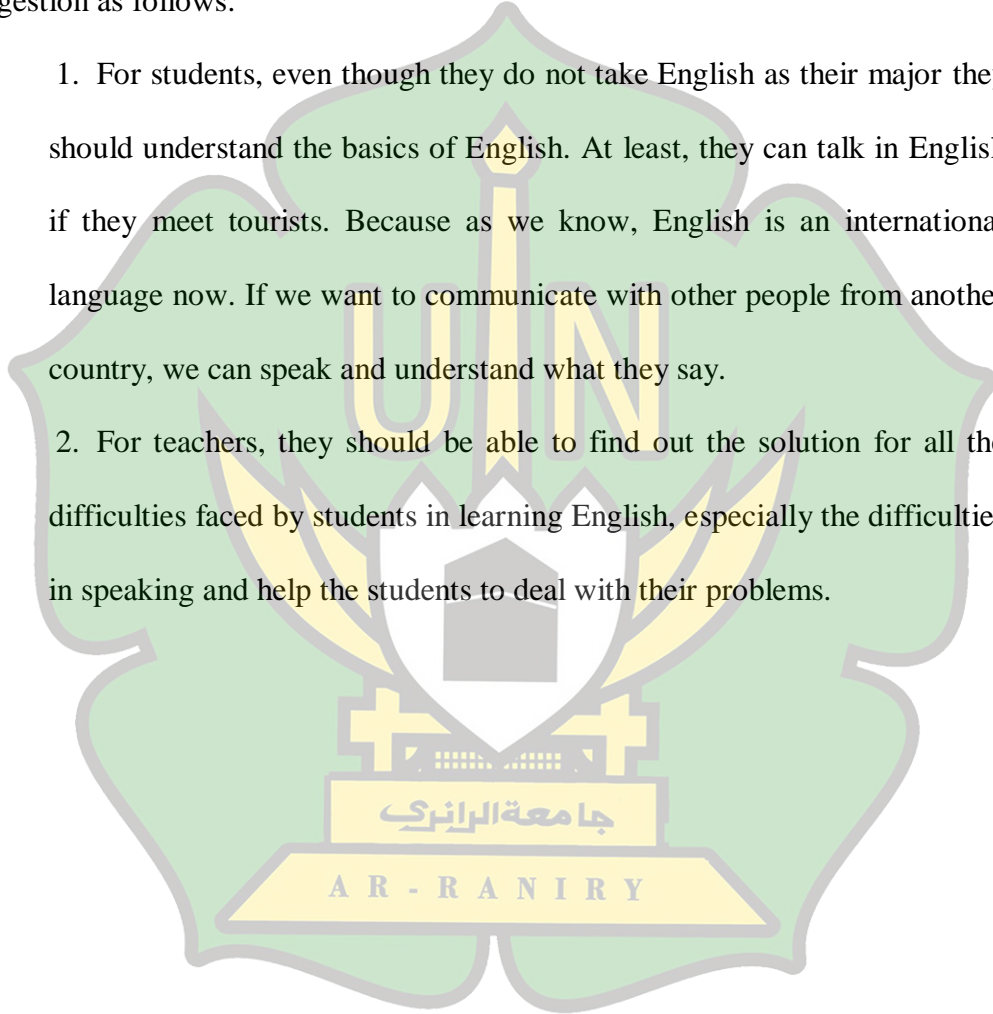
REFERENCE

Angold, A., & Costello, E. J. (2000). The Child and Adolescents Psychiatric Assesment (APA). *Journal of American Acad.* Emy Of Child And Adolescents, *150*(12), 1779–1791.

A.S, H. (2008). Oxford Advanced Learner's Dictionary of Current Language. In Oxford University Press (p. 37).

A.S, Hornby. (2000). Oxford Advanced Learners of Current English. New York: Oxford University Press

Bandura, Albert. (1977) as cited in Saul McLeod (2016). Social Learning Theory.

Bailey, J. (2006). Cracking Up: A Story About Erosion. Science Works. Capstone Press Inc

Bogdan, R. &. Biklen. (2003). Qualitative Research for Education: An introduction to theory and methods (Fourth Edition). Boston: Allyn and.

Bowen, G. A. (2009). Document Analysis as a Qualitative. *Qualitative Research Journal* .

Brown, D.H. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy-2 nd Edition. New York: Longman.

Pope C, Mays N Pope, C., Mays, N. (2009). Critical Reflections on The Rise of Qualitative Research. 2nd ed. London: BMJ Books

Hybels, S. R. (2001). Communicating Effectively. New York: Mc Graw Hill Higher Education.

Hysook and Adam R. Lee (2004). Leaners' anxiety, self-conficence and oral Performance Kunsan National University, Concordia Universty

Hosni, Al Samira. (2014). Speaking difficulties encountered by Young EFL Learners. Ministry of Education Oman International Journal on Studies in English Language Literature (IJSELL). Retrieved on 1st September 2019.

Harmer, Jeremy. (2007). How to Teach English. Harlow: Pearson Education Limited.

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. Journal of the Internet TESL.

Lejla. (2011). Speaking Anxiety An Obstacle To Second Language Learning.

Myers, M.D. & David A. (2002). Qualitative Research In Information Systems. MISQ Discovery. Retrieved January 25, 2020 from www.isworld. org/isworld/.html

Pontin D. (2000). Interviews. In Cormack D F S (ed) The research process in nursing. 4th ed. pp 289–298. Oxford: Blackwell Science,

Graham D. Bodie. (2010). "A Racing Heart, Rattling Knees, and Ruminative Thoughts: Defining, Explaining, and Treating Public Speaking Anxiety," Communication Education 59, no. 1: 86–92.

Richards, J. C. (2nd ed.). Developing Classroom Speaking Activities: From Theori to Practice (online).

Robert B. Costello, C.(2005). American Heritage Illustrated Dictionary. Boston: Houghton Mifflin Company.

Sugiyono. (2013). Metode Penelitian Pendidikan; Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta

Nunan, D. (2000). Second language teaching & learning. Heinz: Heinz Publishers..

Szynalski,Tomasz. (2012). How To Avoid Making Mistakes In English.

Tarigan, G. (2009). Berbicara Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa.

Thornbury, Scott. (2005). How to Teach Speaking, New York: Pearson Education Limited

Ur, P. (2009). (17th ed.) A Course in Language Teaching. Practice and Theory. Cambridge: Cambridge University Press

Ur, P. (2006). A course in language Teaching . New York: Cambridge University Press.

Zhang, Niu dan Zheng. (2009). Research On The Determinants Of The Quality Of Internal Control: Evidence From China. International Conference on Information Management, Innovation Management and Industrial Engineering Paper.
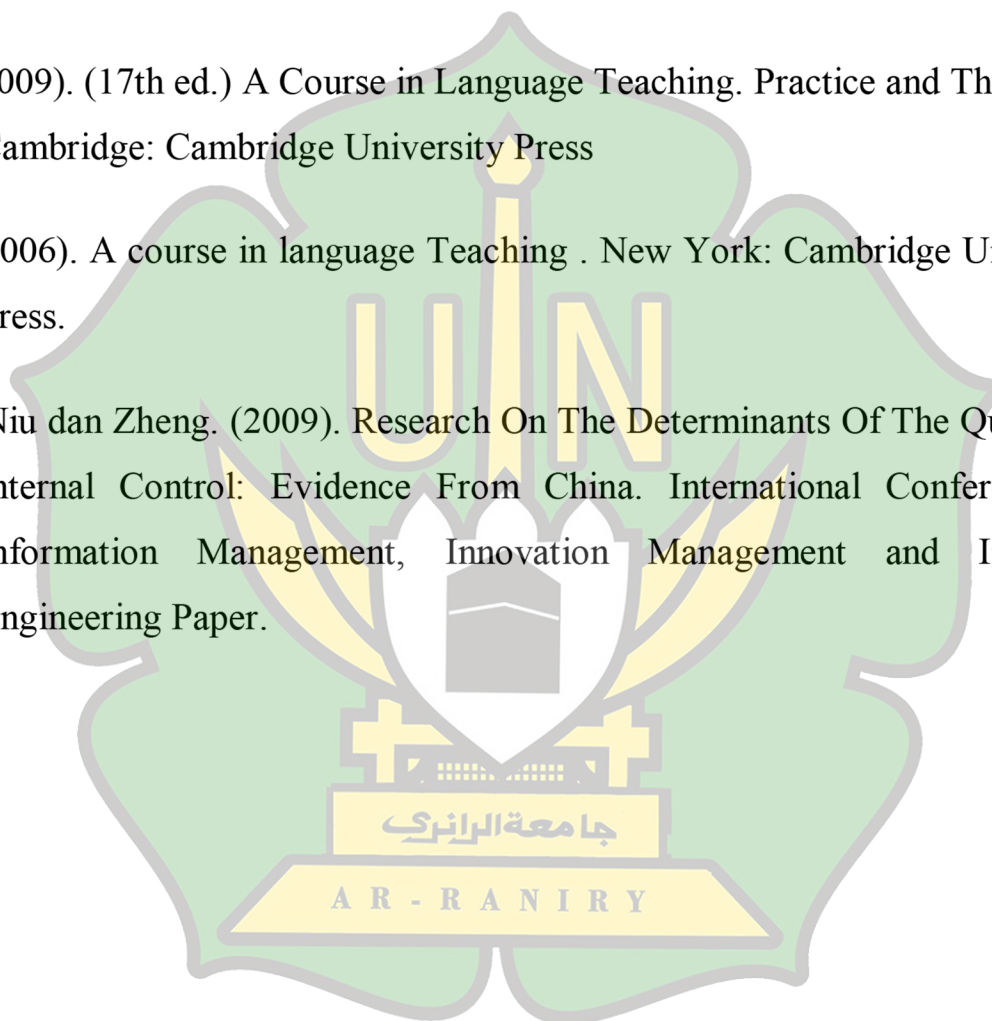
Appendix A

Letter of Guiding Thesis

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 6694/UN.08/FTK/KP.07.6/07/2020

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

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

| Menimbang | : | a. | bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6678/UN.08/FTK/KP.07.6/06/2018 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh. |
| | | b. | bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi. |

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

| Memperhatikan | : | Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Mei 2018 |

MEMUTUSKAN

| Menetapkan | : | |
| PERTAMA | : | Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-6678/UN.08/FTK/KP.07.6/06/2018 tanggal 26 Juni 2018 |

KEDUA		Menunjuk Saudara:
		1. Dr. Jarjani, S. Ag., S. Si., M. Sc., MA Sebagai Pembimbing Pertama
		2. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D Sebagai Pembimbing Kedua
		Untuk membimbing Skripsi :

Nama	:	Khamisna
NIM	:	140203210
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Difficulties of Non-English Department Students Encounter in Learning English Speaking

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2019;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Juli 2020
An. Rektor
Dekan,

Muslim Razali

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;
5. Arsip.

Appendix B

Letter for Doing Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-7226/Un.08/FTK.1/TL.00/03/2020
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Fakultas tarbiyah dan keguruan

Assalamu'alaikum Wr.Wb.
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **KHAMISNA / 140203210**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Beurawe Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *The Difficulties of Non English Department Students Encounter in Learning English Speaking*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 11 Maret 2020
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

M. Chalis, M.Ag.

Berlaku sampai : *11 Maret 2021*

https://akademik.ar-raniry.ac.id/index.php/admin/akademik/suratpenelitian/cetak/635

Appendix C

<p align="center">**INSTRUMENT: INTERVIEW GUIDE**</p>

    1) **Name**   **:**

    2) **NIM**   **:**

    3) **Major**   **:**

- **QUESTIONS LIST**

    Please answer the following questions clearly according to your experiences in taking the English Subject

1) Do you study English in your university years ?

2) Do you know about basic part of English?

3) Because this research specifically in speaking, I would like to ask you what do you know about English speaking?

4) Which part do you feel is the most difficult thigs in speaking English ?

5) Have you apply particular strategies to overcome your difficulties?

6) Are/is those strategies effective to improve your English skill?

Appendix D

INSTRUMENT: QUESTIONNAIRE

NAMA   :

NIM   :

JURUSAN   :

Pilihlah salah satu jawaban yang sesuai dengan pendapat kamu.

Pertanyaan	S	SS	STS	TS
1. Saya tidak pernah merasa yakin pada diri sendiri ketika berbicara di kelas bahasa Inggris				
2. Saya menjadi gugup dan bingung ketika saya mencoba berbiacara bahasa inggris.				
3. Saya berpikir bahwa siswa lain lebih mahir berbicara bahasa Inggris dibandingkan dengan saya				
4. Saya panik ketika tahu bahwa saya akan dipanggil di kelas bahasa Inggris				
5. Saya mendapati beberapa kata sulit untuk di ucapkan				
6. Saya merasa bahwa saya tidak lancar berbiacara bahasa Inggris				
7. Saya sering mengulang kata- kata yang sama ketika saya berbicara bahasa Inggris				
8. Saya menjadi lebih gugup ketika Dosen bahasa Inggris				

mengajukan pertanyaan secara tiba tiba				
9. Saya merasa sulit ketika saya mencoba berbicara Bahasa Inggris				
10. Saya takut bila siswa lain akan menertawakan saya ketika saya berbicara bahasa Inggris.				
11. Saya lebih memilih diam ketika Dosen meminta relawan untuk menjawab pertanyaan dalam bahasa Inggris				
12. Ketika saya tidak bisa memikirkan apa yang ingin saya katakan, saya memilih untuk tidak mengatakannya				
13. Saya akan merasa sangat tertolong jika saya berbicara bahasa inggris dengan persiapan sebelumnya				

Jawablah pertanyaan dibawah secara deskriptif

14. Apakah kamu sering berbicara bahasa inggris dalam kehidupan sehari-hari kamu?

15. Adakah situasi atau tempat tertentu dimana kamu enggan untuk berbicara bahasa Inggris? Kapan dan dimana ?
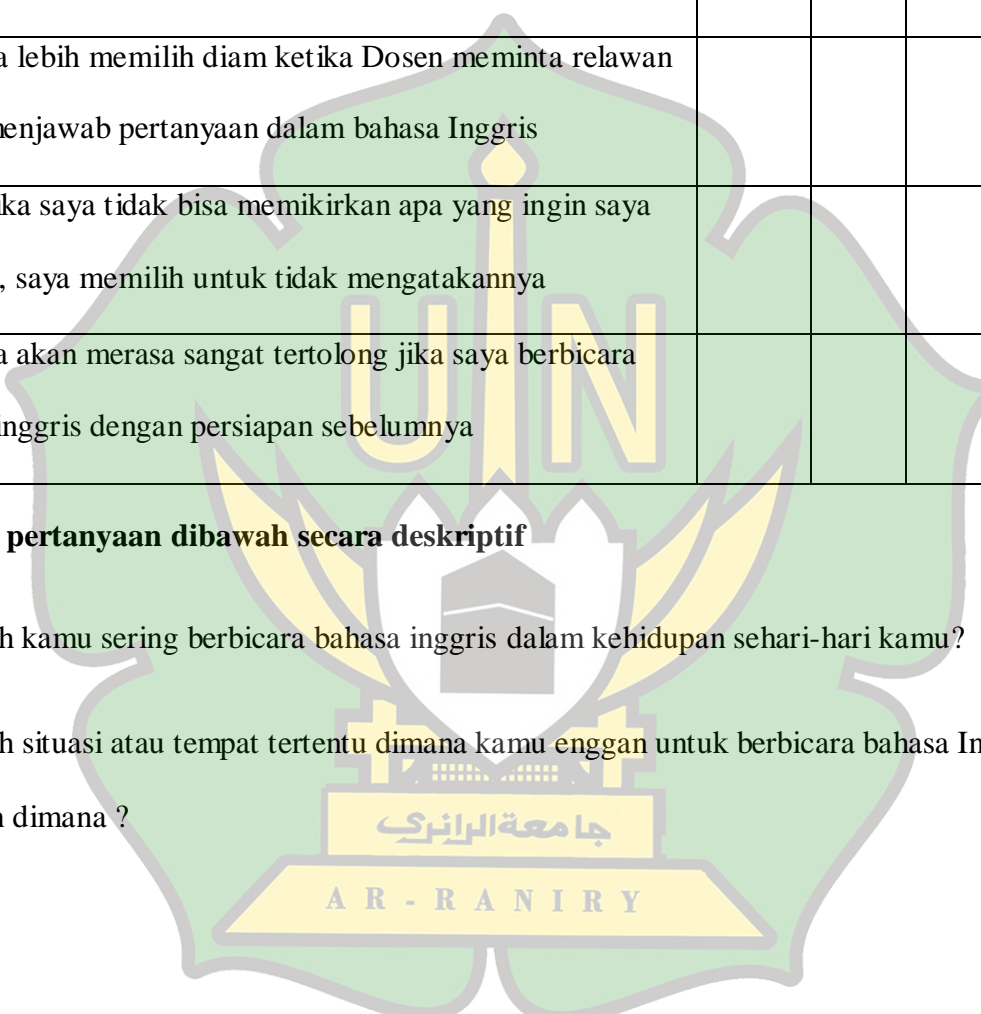
Appendix E : Interview Transcript

<u>**Int. 1:**</u>

1. **Interviewer:** Apakah kamu belajar bahasa Inggris di Universitas?

   Interviewee:

   Iya.

2. **Interviewer:** Apakah kamu tahu 4 bagian dasar dari bahasa inggris?

   Interviewee:

   Iya tahu.

3. **Interviewer:** Karena penelitian ini fokus pada speaking, saya ingin bertanya apa yang kamu tahu tentang English speaking?

   Interviewee:

   English Speaking? Hmm... bicara bahasa Inggris.

4. **Interviewer:** Kesulitan apa yang kamu rasakan ketika kamu berbicara bahasa Inggris?

   Interviewee:

   Kalau berbicara dalam bahasa inggris itu takut salah.

5. **Interviewer:** Apakah pernah menerapkan strategi untuk mengatasi masalah tersebut?

   Interviewee:

   Iya pernah, biasanya waktu coba ngomong dalam bahasa Inggris, seperti di dalam kelas saya menulis teks nya dulu terus coba praktek sama kawan.

6. **Interviewer:** Apakah strategi tersebut efektif?

   Interviewee:

Yaa.. kalau sudah buat persiapan dan praktek dengan kawan itu sangat membantu.

Int. 2:

1. **Interviewer:** Apakah kamu belajar bahasa Inggris di Universitas?

   Interviewee:

   Iya. Malahan belajar bahasa Inggris dari SMP, SMA, sama semester pertama

   di kuliah.

2. **Interviewer:** Apakah kamu tahu 4 bagian dasar bahasa Inggris?

   Interviewee:

   Iya tahu, speaking, listening, writing, sama reading.

3. **Interviewer:** Karena penelitian ini fokus pada speaking, saya ingin bertanya apa yang

   kamu tahu tentang English speaking?

   Interviewee:

   Berbicara dalam bahasa Inggris.

4. **Interviewer:** Kesulitan apa yang kamu rasakan ketika kamu berbicara bahasa

   Inggris?

   Interviewee:

   Hmm… kadang kan kalau saya bicara bahasa inggris, ada kata-kata yang salah saya

   ucapkan, jadi bagus nya bicara pakai bahasa Indonesia aja.

5. **Interviewer:** Apakah pernah menerapkan strategi untuk mengatasi masalah tersebut?

   Interviewee:

   Iya pernah. Biasa buat teks dulu sebelum ngomong.

6. **Interviewer:** Apakah strategi tersebut Efektif?

Interviewee:

Iya. Sangat membantu biasanya kalau udah buat teks sebelum bicara bahasa Inggris.

Int. 3:

1. **Interviewer:** Apakah kamu belajar bahasa Inggris di Universitas?

   Interviewee:

   Iya. Saya dulu juga pernah ikut les privat bahasa Inggris waktu SMP.

2. **Interviewer:** Apakah kamu tahu 4 bagian dasar bahasa Inggris?

   Tahu, listening, speaking, reading dan writing.

3. **Interviewer:** Karena penelitian ini fokus pada speaking, saya ingin bertanya apa yang kamu ketahui tentang English Speaking?

   Interviewee:

   Mm.. speaking itu kan artinya berbicara, kalau English speaking itu artinya kita berbicara menggunakan bahasa Inggris.

4. **Interviewer:** Kesulitan apa yang kamu rasakan ketika kamu berbicara bahasa Inggris?

   Interviewee:

   Yaa..kalau dirumah memang gak pernah bicara bahasa Inggris, sesama kawan juga ga pernah, palingan kata-kata seperti bye, okay gitu aja yang sering di ucapin, selebihnya ga pernah bicara bahasa Inggris karena ga ada kawan buat bicara bahasa Inggris.

5. **Interviewer:** Apakah pernah menerapkan strategi untuk mengatasi masalah tersebut?

   Interviewee:

Ga ada strategi gimana-gimana. Paling kalau mau ngomong bahasa inggris cari kawan yang bisa dan mau ngomong bahasa Inggris.

6. **Interviewer:** Apakah strategi tersebut efektif?

   Interviewee:

   Iya efektif.

Int. 4:

1. **Interviewer:** Apakah kamu belajar bahasa Inggris di Universitas?

   Interviewee:

   Iya. Dari SMP malahan belajar bahasa Inggris.

2. **Interviewer:** Apakah kamu tahu 4 bagian dasar bahasa Inggris?

   Interviewee:

   Iya tahu.

3. **Interviewer:** Karena penelitian ini fokus pada speaking, saya ingin bertanya apa yang kamu ketahui tentang English speaking ?

   Interviewee:

   Bicara dalam bahasa Inggris.

4. **Interviewer:** Kesulitan apa yang kamu rasakan ketik berbicara bahasa Inggris?

   Interviewee:

   Yaa.. Susah. Takut salah ngomong.

5. **Interviewer:** Apakah pernah menerapkan strategi untuk mengatasi massalah tersebut?

   Interviewee:

   Buat persiapan. Semacam teks atau kata-kata yang mau di ucapkan.

6. **Interviewer:** Apakah strategi tersebut efektif?

   Interviewee: Euu.. iya efektif sih biasanya. Jd lacar bicaranya

Int. 5:

1. **Interviewer:** Apakah kamu belajar bahasa Inggris di Universitas?

   Interviewee:

   Iya ada.

2. **Interviewer:** Apakah kamu tahu 4 bagian dasar bahasa Inggris?

   Interviewee:

   Hmm.. iya tahu.

3. **Interviewer:** Karena penelitian ini fokus pada speaking, saya ingin bertanya apa yang kamu tahu tentang English speaking?

   Interviewee:

   Yaa berbicara bahasa Inggris.

4. **Interviewer:** Kesulitan apa yang kamu rasakan ketika kamu berbicara bahasa Inggris?

   Interviewee:

   Saya ga ahli dalam bahasa inggris. Jadi kalau disuruh bicara bahasa inggris susah.

5. **Interviewer:** Apakah pernah menerapkan strategi untuk mengatasi masalah tersebut?

   Interviewee:

   Hmm.. karena saya tahu saya ga ahli bicara bahasa Inggris, jadi saya lebih pilih diam aja kalau berhubungan dengan bahasa Inggris.

6. **Interviewer:** Apakah strategi tersebut Efektif?

Interviewee:

Iya efektif, tapii… ya ilmu bahasa Inggris saya jadi ga terasah.

<u>**Int. 6:**</u>

1. **Interviewer:** Apakah kamu belajar bahasa Inggris di Universitas?

   Interviewee:

   Iya. Dari SMP, SMA sampai kuliah.

2. **Interviewer:** Apakah kamu tahu 4 bagian dasar bahasa Inggris?

   Interviewee:

   Iya tahu.

3. **Interviewer:** Karena penelitian ini fokus pada speaking, saya ingin bertanya apa yang kamu tahu tentang English speaking?

   Interviewee:

   Speaking itu kan artinya berbicara, jadi kalau English speaking itu berarti bicara bahasa Inggris.

4. **Interviewer:** Kesulitan apa yang kamu rasakan ketika kamu berbicara bahasa Inggris?

   Interviewee:

   Susah nya karena ga ada kawan ngomong. Orang rumah juga ga biasa ngomong bahasa Inggris, kawan-kawan pun ga suka ngomong bahasa Inggris.

5. **Interviewer:** Apakah pernah menerapkan strategi untuk mengatasi masalah tersebut?

   Interviewee:

Strategi sih ga ada. Paling kalau mau bicara bahasa inggris yaa… saya ngomong aja sama kawan. Gitu aja

6. **Interviewer:** Apakah strategi tersebut Efektif?

Interviewee:

Iya efektif.

Int. 7:

1. **Interviewer:** Apakah kamu belajar bahasa Inggris di Universitas?

Interviewee:

Iya.

2. **Interviewer:** Apakah kamu tahu 4 bagian dasar bahasa Inggris?

Interviewee:

Tahu.

3. **Interviewer:** Karena penelitian ini fokus pada speaking, saya ingin bertanya apa yang kamu tahu tentang English speaking?

Interviewee:

Yaa... bicara bahasa Inggris.

4. **Interviewer:** Kesulitan apa yang kamu rasakan ketika kamu berbicara bahasa Inggris?

Interviewee:

Sulit sih. Karena saya ga suka bicara bahasa Inggris. Jadi susah kalau bicara bahasa Inggris.

5. **Interviewer:** Apakah pernah menerapkan strategi untuk mengatasi masalah tersebut?

Interviewee:

Iya ada. Biasa sering-sering nonton flm… barat. Atau dengar lagu Ingris.

6. **Interviewer:** Apakah strategi tersebut Efektif?

Interviewee:

Iya. Sangat membantu. Pelan-pelan jadi suka nyanyi bahasa Inggris.

a. Analyzing Table

The questionnaire also used for determining the possible factors that might cause difficulties in speaking English. Moreover, this data was also purposed to select the participants for the interview. The writer determined the value of questionnaire answers as: (Strongly agree = 4), (Agree = 3), (Disagree = 2), (Strongly disagree = 1).

Here was the table of the questionnaire result.

Number of Respondents	Number of Questions													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Respondent 1	2	2	2	2	2	2	3	2	2	2	2	2	2	27
Respondent 2	3	3	3	3	3	3	3	3	3	3	3	3	3	39
Respondent 3	3	3	3	3	3	3	3	3	3	3	3	3	3	39
Respondent 4	3	4	3	4	2	3	4	4	3	3	3	4	4	44
Respondent 5	3	1	1	1	4	3	3	1	3	1	3	1	4	29
Respondent 6	3	4	4	3	4	4	4	4	4	4	4	4	4	50
Respondent 7	4	3	1	2	2	3	3	3	2	2	2	2	3	32
Respondent 8	2	2	3	2	3	3	3	3	2	3	3	3	3	35
Respondent 9	3	3	3	3	3	3	3	3	3	3	3	3	3	39
Respondent 10	4	4	4	2	2	4	2	2	3	3	2	2	2	37
Respondent 11	3	3	3	2	3	2	3	2	2	3	3	3	4	36
Respondent 12	3	4	3	4	4	3	4	4	2	4	2	1	4	42
Respondent 13	4	4	4	4	4	4	4	3	4	4	4	4	4	51
Respondent 14	3	3	3	3	3	3	3	3	3	3	3	3	3	39
Respondent 15	2	3	3	4	3	2	4	4	2	4	3	4	4	38
Respondent 16	3	3	3	3	3	3	3	4	3	3	3	3	3	40
Respondent 17	3	3	3	2	3	2	3	3	3	3	3	3	3	37
Respondent 18	2	2	2	1	3	3	3	4	3	3	3	3	3	35
Respondent 19	3	3	3	4	3	3	3	3	3	3	3	3	3	40
Respondent 20	2	3	3	3	3	3	3	3	3	3	3	3	3	38
Respondent 21	3	3	3	3	3	3	2	3	3	3	3	3	4	39
Respondent 22	3	3	3	3	3	3	3	3	3	3	3	3	4	40
Respondent 23	2	2	3	3	3	3	2	3	3	3	2	3	3	35
Respondent 24	3	3	2	3	3	3	2	3	3	3	3	3	3	37
Respondent 25	4	4	4	4	4	4	3	4	4	4	4	3	4	50
Respondent 26	4	4	4	4	4	4	4	4	4	4	4	4	4	52
Respondent 27	1	3	3	2	3	2	2	3	2	2	3	2	3	31
Respondent 28	3	3	2	2	3	3	3	2	2	2	3	3	3	34
Respondent 29	2	3	3	3	3	3	2	3	2	2	3	3	4	36
Respondent 30	2	2	2	2	2	2	2	2	2	2	2	2	2	26
Respondent 31	3	3	3	2	3	3	3	2	3	3	2	3	2	35
Respondent 32	3	3	4	3	4	4	3	4	3	3	4	4	4	46
Respondent 33	2	3	3	2	4	3	2	3	2	2	3	2	3	34
Respondent 34	3	3	4	3	3	4	3	4	3	3	3	3	3	42
Respondent 35	2	2	3	1	2	2	3	2	3	2	3	3	4	32
Respondent 36	2	3	3	2	3	2	3	3	3	2	3	3	3	35
Respondent 37	3	3	3	2	3	3	3	4	3	1	2	3	4	37
Respondent 38	1	2	3	3	4	3	3	4	3	2	3	3	3	37
Respondent 39	4	3	3	3	3	3	3	3	3	3	3	3	4	41

Respondent 40	3	4	3	4	3	3	4	4	3	3	2	3	4	43
Respondent 41	4	4	4	3	3	2	4	3	2	2	3	2	4	41
Respondent 42	3	3	4	3	4	4	3	4	3	3	3	2	4	43
Respondent 43	4	4	4	4	3	3	3	4	3	3	2	2	4	43
Respondent 44	3	3	3	3	4	3	3	3	4	3	3	3	4	42
Respondent 45	2	3	2	3	3	3	4	2	3	2	2	3	3	35
Total	127	136	135	125	140	136	136	139	130	127	130	128	152	

Because of questions number 1 until 13 referred to the difficulties that students might face in Speaking English, for participants who answered the most *strongly agree* would get the higher score. It meant that the more score that participants got, the more frequent that participant experience difficulty in speaking English. From the table above, it showed that the participant 26 was in the top highest score (52) followed by participant 13 who got score (51). Participants 6 and 25 got the same score (50). Next was participant 4 got score (44) and the last two participants 42 and 43 which both of them achieved score (43). As a result, these seven participants who had the highest score would be further researched by interviewing each of them.