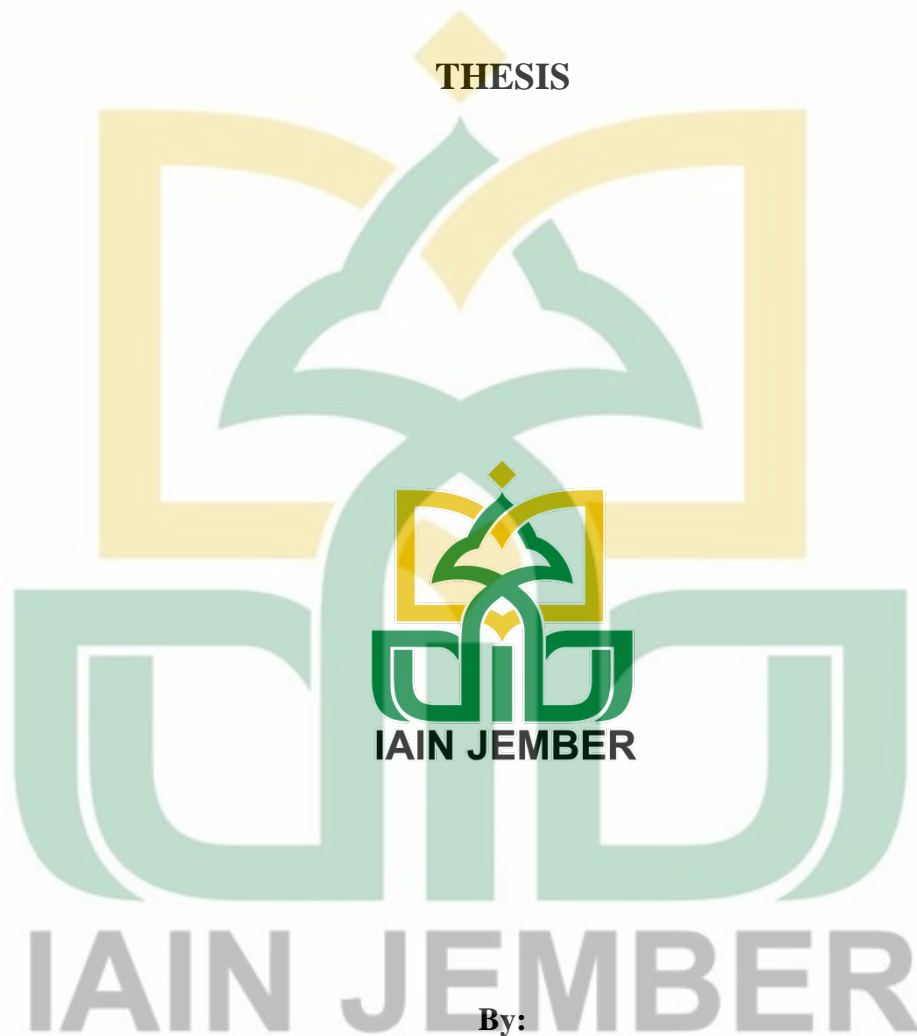# THE SPEAKING DIFFICULTIES ENCOUNTERED BY STUDENTS OF ENGLISH EDUCATION OF IAIN JEMBER

THESIS

By:
Riskiyana
SRN: T20156092

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
NOVEMBER 2019**

THE SPEAKING DIFFICULTIES ENCOUNTERED BY STUDENTS OF ENGLISH EDUCATION OF IAIN JEMBER

THESIS

submitted to State Institute of Islamic Studies of Jember
to carry out one of partial requirements a bachelor's degree
of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Major of Language Education
Program of English Education Department

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Day : Wednesday

Date : 20th of November 2019

Examiners

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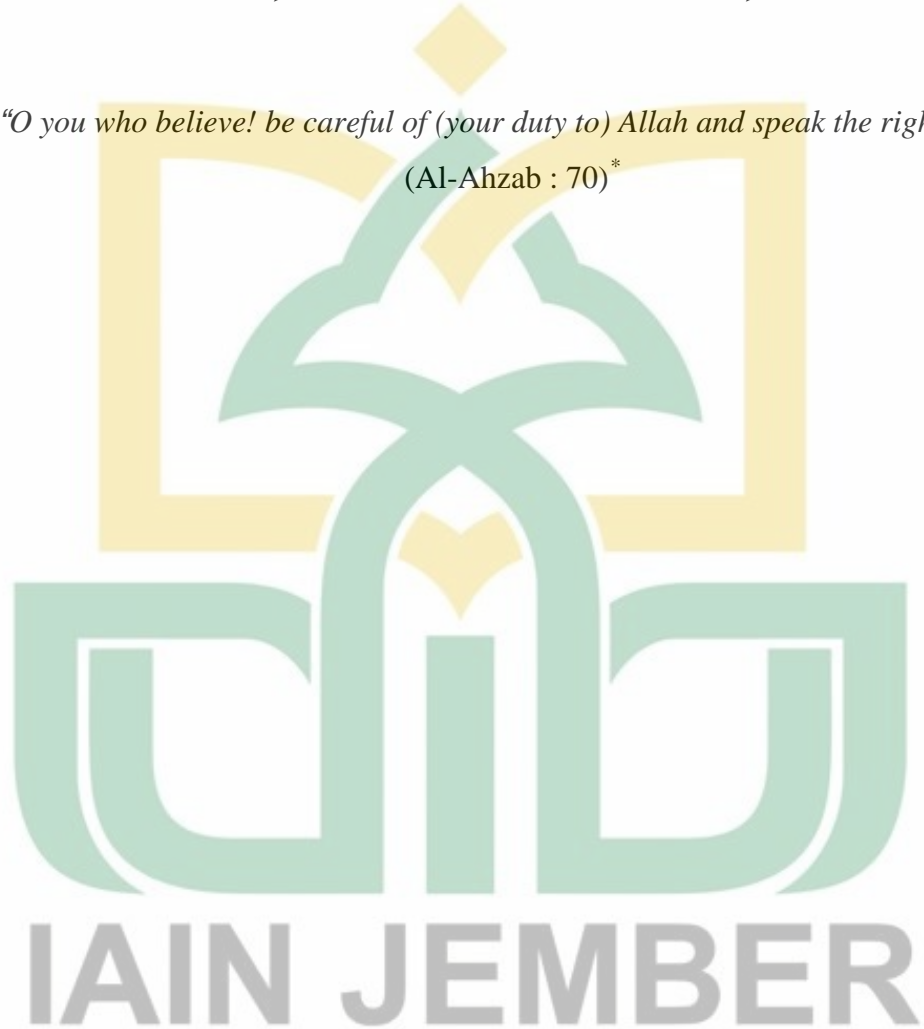The Dean of Tarbiyah and Teacher Training Faculty

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iii

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَقُولُوا۟ قَوْلًا سَدِيدًا ٧٠

"O you who believe! be careful of (your duty to) Allah and speak the right word"

(Al-Ahzab : 70)[*]

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[*]Department Agama RI, *Al-Qur 'an dan Terjemahmya (Revisi Terbaru)*, (Semarang: CV. Asy-Syifa', 2013).

DEDICATIONS

This Thesis dedicated for :

My beloved mother (Ibu Suwati), father (Ayah Sugimun), and family who always pray for the best support and give motivation.

My beloved husband (Saiful Amri) who always supports, accompanies and helps me.

My beloved baby, who completes and accompanies my struggle

Sunshine Class (TBI-2) of English Education Program 2015 for the togetherness and cheerfulness.

ABSTRACT

Riskiyana, 2019: The Speaking Difficulties Encountered By Students of English Education Department of IAIN Jember.

Speaking English fluently is a common problem among non-native. Speaking is one of the most difficult skills faced by language learners. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying English but they cannot speak it appropriately and understandably. It also happens to students of English education program of IAIN Jember. The researcher found that students got difficulties in speaking, whereas people think that the students of English department know everything about English and can speak fluently.

Based on the background of the study, the research focuses are:1. What are the linguistic problems of speaking encountered by students of English education of IAIN Jember? 2. What are the non-linguistic problems of speaking encountered by students of English education of IAIN Jember?

From the research focuses above, the research objectives are: 1. To figure out the linguistic problems of speaking encountered by students of English education of IAIN Jember, 2. To figure out non-linguistic problems of speaking encountered by students of English education.

The research design applied was descriptive qualitative. The study was conducted in English education of IAIN Jember. The subjects of this research were the students of second semester in academic year 2019/2020. The researcher used observation, interview and document review to collect the data, and the data were analyzed by data condensation, data display and drawing and verifying conclusion. The researcher used source and technique triangulation, to show trustworthiness of the data.

The result of this research are : 1) The linguistic problems encountered by students of English education department of IAIN Jember are : a. Lack of vocabulary; b. Poor in grammar; c. Poor in pronunciation. 2) The non-linguistic problems encountered by students of English education department of IAIN Jember are : a. Inhibition, including worried of making mistakes, fear of criticism or losing face and simply shy; b. Nothing to say or there no idea about the topic.

ACKNOWLEDGMENT

TABLE OF CONTENTS

CHAPTER III RESEARCH METHODOLOGY

CHAPTER IV FINDING AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

LIST OF TABLES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

A. Background of Study

In this Era, English has become the international language used in business, technological and academic communication. This trend of English globalization, as a worldwide phenomenon, makes it necessary to communicate with people from different linguistic and cultural background and in variety of settings. Nowadays, the majority of English users can be found in countries where the language is employed as a foreign or second language. Effective use of English as second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, not only one of the most commons, but also highly complex activities people need to learn for their interpersonal communication.[1]

Of course, communication is two-way street (speaker and listener). The person on the other side of those barriers will also try to send message back to you. Your ability to understand them clearly could be left to depend on their ability to use communication skills. However, it leaves the success of the communication to chance. Instead, you can also use your own communication skills to ensure that you receive a message clearly as well.[2] Such as utterance from Jill Hadfield and Charles Hadfield:

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[1] Dea Aries Fitriani,et al, " A Study on Student's English Speaking Problems in Speaking Performance", http://jurnal.untan.ac.id/index.php/jpdpb/article/view/11345, (18 March 2019)
[2] MTD Training, *Effective Communication Skills* (Frederikdberg: Ventus Publishing ApS, 2010), 11.

1

Then they (learners) have to put words phrases and sentences together using grammar and vocabulary to express what they want to say in a way that others can understand. They have to be able to vocalize this using pronunciation and intonation in a way that is clear enough for others to understand. In order to do all this quickly enough to keep up the flow of conversation they need to be reasonably fluent. [3]

Communication is crucial, because we are as social human beings need each others, so that is why we have to learn to communicate or speak well. Allah said in Holy Quran in Surah An-Nisa verse 5.

وَلَا تُؤۡتُواْ ٱلسُّفَهَآءَ أَمۡوَٰلَكُمُ ٱلَّتِى جَعَلَ ٱللَّهُ لَكُمۡ قِيَٰمًا وَٱرۡزُقُوهُمۡ فِيهَا

وَٱكۡسُوهُمۡ وَقُولُواْ لَهُمۡ قَوۡلًا مَّعۡرُوفًا ۝

Give not unto the foolish (what is in) your (keeping of their) wealth, which Allah hath given you to maintain; but feed and clothe them from it, and speak kindly unto them.[4]

The last phrase of this verse has a meaning about how human beings have to communicate or speak each other kindly. It means that communication or speaking is one of the important things that we have to learn.

People's ability in mastering a language can be acknowledged by their speaking skill because speaking is the most important skill among

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[3] Jill Hadfield and Charles Hadfield, *Introduction To Teaching English* (New York: Oxford University Press, 2008), 105.

[4] Al-Qur'an Al-Karim "Mushaf Al-Musaffir" (Bandung: Jabal Raudhatul Jannah, 2009).

four skills (listening, speaking, reading, and writing). [5] For most people, mastering speaking skill 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.[6]

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also paralinguistic elements such as pitch, stress, and intonation. In addition non-linguistic element such as gesture and body language/posture, facial expression.[7]

Speaking English fluently is a common problem among the nonnative. Speaking is one of the most difficult skills language learners face in language learning. It is believed that speaking is the most important of the four language skills. Many learners stated that they had spent so many years studying English language but they can not speak it

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[5] Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University, 1996), 120

[6] David Nunan, *Language Teaching Methodology. A Textbook for Teacher* (New York: Prentice Hall International,Ltd, 1991), 39.

[7] Jack C Richards and Willy A. Renandya. *Methodoloy in Language Teaching* (New York: Cambridge University Press, 2002), 204.

appropriately and understandably.[8] Similar with other language skills speaking has also its own difficulties. Many of English learners have diffificulties or problems in speaking. The problem of each person is different, such as lack of vocabulary, poor of grammar an poor of pronunciation that make them did not confident to speak and shy. Another difficulty is that people do not have enough kinds of material to speak, and etc.

It also happens to the students of English education program of IAIN Jember. Based on the pre-observation, the researcher found that there were some of students who got difficulties in speaking English. In anther hand, people believe that the students of English program master everything about English, including speaking English fluently.

From the phenomena above, the researcher conducted a study entitled *"The Speaking Difficulties Encountered By The Students of English Education of IAIN Jember "*.

B. Focus of Research

Based on the background of the study above, the research focus are formulated as follows:

1. What are the linguistic problems of speaking encountered by the students of English education of IAIN Jember?

2. What are the non-linguistic problems of speaking encountered by students of English education of IAIN Jember?

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[8] Mohamed Dalem, Difficulties Of Speaking That Are Encountered By English Language Students At Al Margeb University, *PREMISE Journal of English Education*, 2 (October 2017), 20.

C. Objective of Research

Based on the problems above, the objectives of this research are formulated as follows:

1. To determine the linguistic problems of speaking encountered by the students of English education of IAIN Jember

2. To determine the non-linguistic problems of speaking encountered by the students of English education of IAIN Jember

D. Significances of Research

The significances of the study divided into two, namely theoretical and practical.

The significances of this study are explained as follows:

1. Theoritical Significance

The result of this research hopefully can add knowledge about learning English progress and development especially about the difficulties faced by students in speaking ability, and also it can become a reference to the next research.

2. Practical Significance

a. For English Education of IAIN Jember

It can give the program much information about student's speaking difficulties and be inspiration to increase the students' speaking ability.

b. For Lecturers of English Educationt of IAIN Jember

The lecturers can analyze the kinds of students' problems on speaking skill. Then, the lecturers are able to know what should they do to solve the students' problems on speaking ability. Finally, teaching and learning speaking skill can be improved as well as students' speaking ability.

c. For Another Researcher

This research can be used as for reference in conducting further research.

E. **Definition of Key Terms**

Several key terms have to be defined to avoid confusion or misunderstanding in comprehending the research.[9]

The key terms provided in this research title are:

1. Speaking Difficulties

Speaking difficulties are some problems when someone wants to express their idea or feeling by speaking. Speaking difficulties in this research are focused on linguistic and non-linguistic problems.

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[9] Ibid., 45.

The linguistic problems are problems that derive from the inside the language or language internal factors. The non-linguistic problems are problems that derive from the outside the language or language external factors.

2. English Students

English students are the students who learn English in campus. The major of the students is English education program. Although there are many kinds of subject which they learn, the focus of their study is English.

The English students are second semester of English Education department of IAIN Jember in academic year 2019/2020. Their speaking ability is still in progress because they are in beginning semester.

Based on the key terms above, the speaking difficulties that encountered by English students is the problem faced by English students when they are speaking.

F. **Structures of Thesis Writing**

Structures of research consists of description of thesis' discussion organization that is start from introduction to conclusion. The form of writing outlines of research are narrative descriptive form, not like table of content.[10]

The research of this thesis consists of five chapters, each chapter has several sub-chapters. To get the representation clearly and to make easier in discussion, globally organization of this thesis proposal research is :

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[10] Ibid., 48.

Chapter I introduction, this chapter consists of background of study, focus of research, objective of research, significance of research, definition of key term.

Chapter II review related literature, this chapter consists of previous study and theoretical framework.

Chapter III research methodology, this chapter consists of design of research, location of research, subjects of research, techniques of research, analysis of data, validity of data, and procedures of research.

Chapter IV finding and discussion of research, this chapter consists of research findings and data analysis, and discussion on the result analysis.

Chapter V conclusion and suggestion, this chapter which is provided with conclusion and suggestions from the researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The research about analysis students' speaking difficulties is not the first time. Before this research, there had been many researchers studied about the students speaking difficulties at school or at university.

1. Nguyen Hoang Tuan and Tran Ngoc Mai from University of Thu Dau Mot VIETNAM (2015), with the journal title is "Factors Affecting Students' Performance at Le Thanh Hien High School.[12]

The general purposes of this research are to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The subject of the study were two hundred and three students grade 11 and ten teachers of English. The research instrument used were questionnaires and class observations. This research used mixed methods, the quantitative data was derived from the questionnaires which then were analyzed using Excel program. In order to answer the two research questions, the descriptive statistics of frequencies and percentages were used. The qualitative data were derived from the class observation. The researcher also discussed the strong and weak points of these classes.

The results of the study indicated that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when

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[12] Nguyen Hoang Tuan and Nguyen Hoang Tuan, "Factors Affecting Students' Performance at Le Thanh Hien high school", *Asian Journal of Education Research*, 2 (University of Thu Dau Mot Vietnam 2015).

9

they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they spoke; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follows: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

The similarity between Hoang Tuan's research and this current research is both the researchers investigated the students' difficulties in speaking. Meanwhile, there are two differences of both of the research. The fiirst, the previous research used mixed methods, while this current research used qualitative descriptive. The second, the previous research conducted a research to the and students of senior high school, while this research used students of university as the subject of the study.

2. Samira Al Hosni, TEFL Supervisor and Instructor Ministry of Education Oman (2014) with the journal title is "Speaking Difficulties Encountered by Young EFL Learners". [13]

The general purposes of this research were to know the real nature of problems of speaking and to know the circumstances in which 'problems' were constructed. This was a study case. The population consisted of teachers of grade 5 and students in basiceducation schools in

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[13] Samira Al-Hosni, "Speaking Difficulties Encountered by Young EFL Learners", *International Journal on Studies in English Lnguage and Literature (IJSELL)*, 6 (June, 2014).

Oman. Four English teachers and three classes from one school were involved. The instruments were used are observations, interviews, and curriculum analysis. Data were analyzed qualitatively.

This study revealed that the main speaking difficulties encountered by grade 5 students were linguistic difficulties, mother tongue use, and inhibition. Students were unable to speak because they were lack of the necessary vocabulary items and grammar structures. They were also lack of sentence formation skills, which resulted in using the mother tongue. Students also thought of making mistakes in speaking in front of their classmates very embarrassing, which results in preferring not to speak to avoid such situations.

The similarities of both research are is the researchers investigated the students' difficulties of speaking and used qualitative method. While, the difference both of the research was Samira also circumstanced in which 'problems' were constructed, while this research was not. Another difference was the subject of research, which is the subject of Samira's research were young EFL Learners while the subject of this research were students' of university (adult learners).

3. Dr. Ahmed Maher Mahmoud Al Nakhalah from Al Quds Open University-Palestine /Gaza (2016), with the journal title is "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University". [14]

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[14] Ahmed Maher Mahmoud Al Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University", *International Journal of Humanities and Social Science Invention,* 12 (December, 2016).

The general purposes of the study are exploring the speaking difficulties encountered by English language students at Al Quds Open University, exploring the causes of such difficulties, and the suitable solution for speaking difficulties. The researcher used experimental research design. The researcher chosed a random sample from the population of study composed of 14 of fourth grade students of English Language at Al Quds Open University in the Branch of Gaza for the academic year 2014/2015.The study employed two techniques of collecting data namely observations and interview. The researcher discharged and analyzed the interview data by using (SPSS) program. The researcher used the percentages in the study. The results showed and indicated there were some difficulties of speaking encountered by the students due to some reasons, such as fear of mistake, shyness, anxiety and lack of confidence.

The similaritiy of both researc was investigated the students' difficulties in speaking. The object and subject of research were in campus and English university students . Meanwhile, the difference of both research was that current researcher used qualitative descriptive and Mahmoud Al Nakhalah's used experimental research design. Other differences were Nakhlah's also investigated the most type of difficulties and the causes of the difficulties, while this research only investigated the speaking difficulties. The last difference was the researcher used documentation as one of the data collection. On other hand, Nakhalah's

did not use it. Nakhalah's used SPSS and percentage to analyze the study, while this research used descriptive.

4. Glaleb Rabab'ah from King Saud University, Riyadh, Saudi Arabia (2005) with journal title is "Communication Problem Facing Arab Learners of English". [15]

The general purposes of this research are to presenting the communication problems of Arabian English learners in general, the specific problem to Arab World University English language major/graduates and the reasons for such a persistent problem. The researcher used qualitative descriptive. The population of this research was English majors/graduates in Jordan.

The result of this study indicated that Arabian English learners faced many problems in all language skills: listening, speaking, reading, and writing. The great number of erroneous utterances that Arabian English learners produce in oral performance and their recourse to communication strategies. It is also indicated that objectives of the English departments in the Arab World University have not been achieved yet, and the situation required a solution.

The similarities of both research were this current research presented the students' difficulties or problems of speaking/communication, and also the in object and subject of both research were in campus and English language students of university.

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[15] Ghaleb Rabab'ah, "Communication problems facing Arab learners of English", *Journal of Language and Learning,* 1 (2005).

Meanwhile, the differences of both research was Rabab'ah's object in

World Arab University, while this research in Indonesian University..

Table 1
Similarities and Differences
Previous Research and Nowadays Research

No	Research title	Similarities	Differences
1	2	3	4
1	Nguyen Hoang Tuan and Tran Ngoc Mai from University of Thu Dau Mot VIETNAM (2015), with the journal title is "Factors Affecting Students' Performance at Le Thanh Hien High School.	• Both of the research investigated the students' difficulties of speaking.	• Nguyen Hoang Tuan used mixed methods, while this research used qualitative descriptive. • The subjects of Nguyen Hoang Tuan were students of senior high school, while this research subjects were students of university.
2	Samira Al Hosni, TEFL Supervisor and Instructor Ministry of Education Oman (2014) with the article title is "Speaking Difficulties Encountered by Young EFL Learners".	• Both of the research investigated students' difficulties of speaking. • Both of the research were used qualitative approach.	• Samira focused on which 'problems' were constructed, while this research was not. • The subjects of Samira's research were young EFL Learners, while this research were students of university.
3	Dr. Ahmed Maher Mahmoud Al Nakhalah from Al Quds Open University-Palestine/Gaza (2016),	• Both of the research investigated the students' difficulties of speaking. • Both of the research had	• Nakhlah used experimental research design, while this research used qualitative descriptive.

1	2	3	4
	with the journal title is "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University".	the same subject study, they were students of university.	• Nakhlah investigated the most type of difficulties and the causes of the difficulties while this research investigated speaking difficulties only. • Nakhlah did not use document review as of data collection, while this research used it. • Nakhalah chose random sampling, while this research used purposive sampling. • Nakhalah used SPSS and percentage to analyzed the study, while this research used descriptive.
4	Glaleb Rabab'ah from King Saud University, Riyadh, Saudi Arabia (2005) with journal title is "Communication Problem Facing Arab Learners of English".	• Both of the research investigated the students' difficulties or problems of speaking/ communication. • Both of the research had same subject study, they were English students university.	• The object of Rabab'ah`s was in World Arab University while this research was in Indonesian University

Source: **The data processing from previous research**

Based on the explanation above, it could be seen that all of the researchers had their own ways to analyze their research. Therefore, this research focused on analyzing the linguistic and non-linguistic problems of speaking encountered by students of english Education of IAIN jember. This research used qualitative descriptive conducted in English Education of IAIN Jember, and the subjects were the second semester students in the 2018/2019 academic year. This reserach used observation, interview and document review to collect the data. Then, the data were analyzed with data condensation, data display, and drawing and veryfication conclusion. Afterward to crossceck the validity of data, this research used source and technique triangulation.

B. Theoretical Framework

1. Definition of Speaking

The definitions of speaking are many variations, one of them is speaking is the delivery of language through the mouth. To Speak, we create sounds using many of our bodies, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking is the second of the four, which are: listening, speaking, reading, writing skill that we learn. This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Speaking can be formal or informal:

i) Informal speaking is typically used with family and friends, or people you know well. ii) Formal speaking occurs in business or academic

situations, or when meeting peoples for the first time. Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online.[16]

Brown and Yule made useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus in the exchange of information. [17]

2. **Aspects of Speaking**

Speaker should determine some aspects of speaking when they want to speak. According to Brown there are some aspects of speaking that the student could consider in speaking, they are : [18]

a. Pronunciation

Pronunciation refers to the problem of sounds that we used to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound. Such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projective (voice quality), and in its broadest definition, attention to gesture and expressions that are closely related to the way we speak a language.

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[16] Ahmed Maher Mahmoud Al Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University", 99.

[17] Jack C. Richars, *Teaching Listening and speaking From Theory to Practice* (New York: Cambridge University Press, 2008), 21.

[18] Alvin Nadzirotunnuha, "The Analysis of Student' Problems on Speaking Skill at SMP Islam Darussalam Dongko", (Thesis , IAIN Tulungagung, Tulungagung, 2017), 12-13.

b. Grammar

Grammar is one of the important language component in learning language. Speaker and the writer can communicate and convey their messages clearly and meaningfully because of their ability and understanding of grammar.

c. Fluency

Fluency is the area of language ability which related to the speed and ease with which a language learners performers in one of four core language skills of speaking, listening, reading, and writing. Altough the concept of fluency relates to all four language skills, it tends to be most closely associated with speaking.

d. Vocabulary

Vocabulary is knowledge of words and word of meaning. However, vocabulary is more complex than this definition suggests. First, words come in two forms : oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also come in two forms, receptive and productive. Receptive vocabulary includes word that we recognize when we hear or see them. Productive vocabulary includes words that we used when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even we don't know their full

definitions and connotations or ever use them ourselves as we speak and write.

3. Difficulties in speaking ability

According to Horwitz.et al, there are some of the difficulties of speaking that classified into two, they are linguistics and non-linguistic (psychological) perspective.[19]

a. Linguistic Problems

Linguistics problem includes all difficulties found in the target language its self encountered by the student who is studying the language.[20] There are three linguistic problems of speaking, they are lack of vocabulary, poor in grammar and poor in pronunciation.[21]

1) Lack of Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Kamil and Hiebert state that generally, vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary means the set of words for which we know the meanings when we speak or read orally. While prints vocabulary consists of those words for which the meaning is known when we write or read silently.The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how

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[19] Neviana Wahyuni,et al, "Student' Speaking Problems in Speech Subject", *Jurnal Pendidikan dan Pembelajaran*, 6 (2014), 2.

[20] Mely Arya Susilawati, et al, "Student' Speaking Problems in English Presentation", https://media.neliti.com/media/publications//214244 (19 March 2019).

[21] Richards 2008 in Dea Aries Fitriani, et al, " A Study on Student's English Speaking Problems in Speaking Performance", http://jurnal.untan.ac.id/index.php/jpdpb/article/view/11345, (18 March 2019)

combine the vocabularies into a good sentence. Khan once again states that the numbers of students who learn English as a foreign language have difficulties using word and expression to speak.

In addition, Doris and Jessica also state hat in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students are clearly knowing what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confused to combine and use the proper vocabularies needed.

2)   Poor in Grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. According to Celce-murcia grammar becomes difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structures; it is not uncommon to find backsliding occurring with the introduction of new form to the learners' inter language. For example, the learner who has mastered the third singular person marker on the present tense

verb is likely to over-generalize the rule and apply it to newly emerging modal verb, thus producing errors such as "she cans speak English". These errors may appear when the students speak since they have not mastered the English grammar.

3) Poor in Pronunciation

English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speaker. According to Hinkel a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself.

Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can, at the same time give grammatical information.

b.   Non-linguistic (Psychological) Problems.

Which is mean that psychological aspect is related to output process in communication, the students with high or strong affective filters will not be receptive to language input or will have difficulty in processing it. [22]

There are four non-linguistic problems (psychological problem), and they are as follows:[23]

1) Inhibition.

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

2) Nothing to say.

Even if they are not inhibited, we often hear 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.

3) Low or uneven participation.

Only one participant can talk at a time if he or she is to be heard, and in a large this means that each one will have only very little talking time. This problem is compounded by the

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[22] Mely Arya Susilawati, et al, "Student' Speaking Problems in English Presentation", https://media.neliti.com/media/publications//214244 (19 March 2019), l 4
[23] Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University, 1996), 121

tendency of some learners to dominate, while others speak very little or not at all.

4) 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 unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep speaking the target language.

4. Factors affecting speaking performance

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.[24]

a. Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton believe that performance conditions can affect speaking performance. The four types of performance

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[24] Nguyen Hoang Tuan and Nguyen Hoang Tuan, "Factors Affecting Students' Performance at Le Thanh Hien high school", *Asian Journal of Education Research*, 9-10.

conditions include time pressure, planning, the standard of performance and the amount of support.

b. Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner. Krashen states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence, and anxiety.

c. Listening ability

Speaking skills cannot be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

d. Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory. 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 state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Topical knowledge has effects on speaking performance.

e. Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed. If the students are corrected all the time, they can find this very demotivating and become afraid to speak. Baker & Westrup they suggest that the teachers should always correct the students' mistakes positively and with encouragement.

5. **The Solution of Speaking Difficulties**

Teaching English as second language means being able to solve problems students may have in acquiring certain language skills. There are a number of resources and activities available to get round these common speaking problems:[25]

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[25] Penny Ur, *A Course in Language Teaching Practice and Theory*, 121-122.

a. Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. lt is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full class set up.

b. Base the activity on easy language

In general, the level of language needed for a discussion should be lowe: than that used in intensive language learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

c. Make careful choices of topic and task to stimulate Interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to

the discussion; appoint a chairperson to each group who will regulate participation.

e. Keep students speaking the target language

You might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is a no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

However, when all is said and done, the best way to keep students Speaking the target language is simply to be there yourself as much as possible, reminding them and modelling the language use yourself there is no substitute for nagging.

6. **Characteristics of a successful speaking activity**

After knowing the problem and solution for the speaking problems, the teacher also should know the kinds of the characteristic of a successful speaking activity so that the students' speaking ability will improve and the speaking activity at the class will run well.

There are some characteristics of a successful speaking activity:[26]

a. Learners talk a lot. It's mean that as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

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[26] Ibid., 120.

b. Participation is even. It's mean that classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed.

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

d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehension to each other, and of an acceptable level of language accuracy.
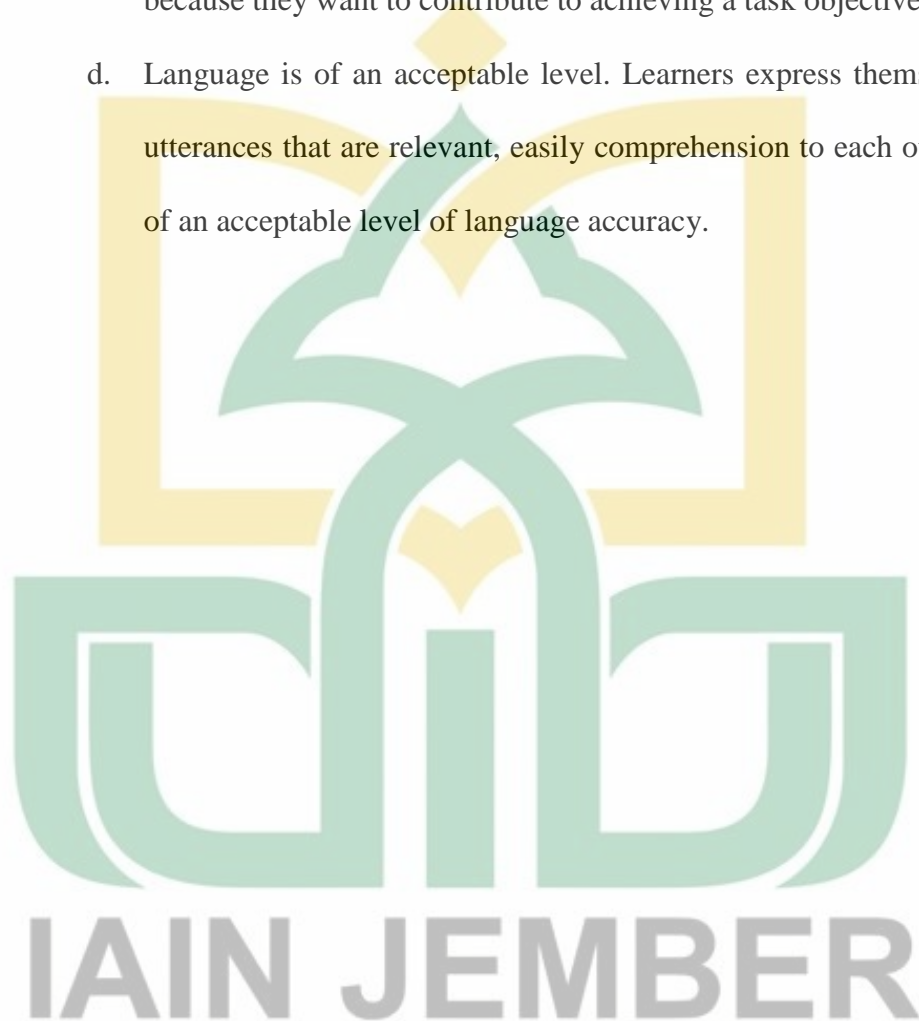
CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher takes a certain procedure covering seven components. They were: 1) research design, 2) location of research, 3) subject of research, 4) technique of data collection, 5) analysis of data, 6) validity of data, 7) procedures of research.

A. Research Design

The research approach used in this research is qualitative, the research produces descriptive data in the form of written or spoken language from people and their behaviour that can be monitored. The types of this research is a case study. It is based on the purpose of the study which to study in depth about an individual, group, institution or certain society about background, nowadays condition, or the interaction that happened.[27] The researcher intended to describe the linguistic and non-linguistic problems encountered by the second semester 2019/2020 in academic of English students' education of IAIN Jember.

B. Location of Research

This research was will conducted in IAIN Jember located in Mataram street no 1, Mangli Village, Kaliwates Sub-district, Jember Regency. Especially "English Department". The reason why it was conducted in this campus, is because based on the pre-observation, the researcher found that some of the students of English Education Progam got difficulties in speaking English fluently, even in their daily activity or in speaking classes. However,

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[27] Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2011), 6.

many people believe that the students of English Education program master everything about English and can speak English fluently.

C. Subject of Research

In choosing the subject of the research, the researcher used purposeful sampling. Purposeful sampling is a data source sampling technique with certain consideration.[28]

In this research, the Subject was the second semester in 2018/2019 academic year of English Education students of IAIN Jember. In the second semester there were 4 classes. TBI-1 and TBI-2 were taught by Miss Siti Khodijah and TBI-3 and TBI-4 were taught by Ma'am Nina Hayuningtyas. The researcher conducted this research only in 2 classes, they were, TBI-2 and TBI-4. The researcher chose one class only for each lecturer and it was based on the lowest skill of their speaking.

The researcher conducted the interview with 4 students for each class and the 2 speaking lecturers. The students were chosen based on the gender and the lowest score of speaking for each clases, 2 boys and 2 girls. It is intended in order the researcher will get the constructive and cooperative informant.

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[28] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 300.

D. Technique of Data Collection

Technique of data collection talk about how the researcher collects the data. In this research the researcher used some techniques, they are:

1. Observation

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi-structured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a non-participant to a complete participant.[29]

This research used non-participant observation, which is the researcher did not participate in the activities of the research object, and the researcher only became an observer. The observation was conducted to get the data about the linguistic and non-linguistic problems that were encountered by the students in teaching learning process of speaking skill. To get the data, the researcher used both video recorder and took a note the teaching learning process. To ensure the obtained data, the researcher compared both the field note and the recording.

The researcher observed what happens during the teaching learning process, especially the linguistic and non-linguistic problems that were faced by the students in speaking skill.

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[29] John W. Creswell, *Research Design Qualitative, Quantitave, and Mixed Methods Approaches Third Edition* (Los Angeles: SAGE Publication, Inc, 2009), 181.

2. Interview

   According to Kvale & Brinkmann, interviews are guided question–answer conversations, or an "inter-change of views between two people conversing about a theme of mutual interest". However, they differ from other conversations by having a specific structure and purpose.[30] In qualitative research, there are three kinds, they are: strucutured, semi-structured and unstructured interview.[31] In qualitative interviews, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews, with six to eight interviewees in each group.[32]

   This research used semi-structure interview. Semi structure interview (in-depth interview) is the interview which is more freely than structured interview. The purpose of this interview is to find the problems openly, which is the interviewee asked for their opinions and ideas.[33] The researcher chose this types of research because it is very flexible, despite the researcher have prepared the question the researcher can add the other necessary question in the process of interview. The researcher conducted the interview by face to face and telephone with the informant.

   The data obtained from this interview was about the speaking difficulties of students, it could be linguistic or non-linguistic problems.

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[30] Sarah J. Tracy, *Qualitative Research Methods* (Chichester: Wiley-Blackwell, 2013), 131.

[31] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 319-320

[32] John W. Creswell, *Research Design Qualitative, Quantitave, and Mixed Methods Approaches Third Edition,* 181.

[33] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 320.

3. Document Review

During the process of research, the investigator may collect qualitative documents. According to Ary et al. the term document refers to a wide range or written, physical and visual materials.[34] These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails).[35]

In this research, the documents needed by the researche were:

a. Identity of English education of IAIN Jember

b. Vision and Mission of English education of IAIN Jember

c. Organization structure of English education of IAIN Jember

d. Facilities and Infrastructure data of English education of IAIN Jember

e. Curriculum of Englisheducation of IAIN Jember

E. Analysis of Data

Analysis of Data in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, real actions, or information from documents, all of which must be examined and interpreted.[36] In fact, data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process.[37] In this research, there were three steps of analyzing the data, they

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[34] Donald Ary, et al. *Introduction to Research in Education 8th Edition* (Canada: Wadsworth, 2010), 442.

[35] John W. Creswell, *Research Design Qualitative, Quantitave, and Mixed Methods Approaches Third Edition,* 181.

[36] Donald Ary, et al. *Introduction to Research in Education 8th Edition*, 442..

[37] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 336-345.

were data condensation, data display and drawing and verification conclusion.[38]

1. Data Condensation

    Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus (body) of writer field notes, interview, transcript, document and other empirical materials.

    In this research, the researcher focused on summarizing and selected the needed field notes of observation and interview. The researcher took the data about the students' linguistic and non-lingustic problems in speaking skill.

2. Data Display

    Data display is an organized, compressed assembly of information that allows conclusion drawing and action. Looking at display helps us understand what is happening and to do something, either analyse further or the action based on that understanding.

    The researcher displayed the data then described it, after that the researcher made analysis of the data. The researchers presented the data from the students' linguistic and non-linguistic problems in speaking skill.

3. Drawing and Verification Conclusion

    The last step of analyzing the data is drawing and verifying conclusion. From the start of data collection the qualitative analyst

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[38] Matthew B Miles, et al. *Qualitative Data Analysis: A Methods Sourcebook, 3ʳᵈ edition* (USA: Sage Ptublication, 2014), 8.

interprets patterns, explanation, casual flows, and proposition. Then, verification is a fleeting second thought crossing analyst's mind during a writing with the elaboration and argumentation to develop "inter-subjective consensus" to draw a conclusion.

The researcher collected and analyzed the data with valid, consistent, and enough the data. The researcher drow conclusion in the last research. In conclusion, the researcher gave the result of the analysis based on the problems' statement. The researcher drow conclusion after presenting the data and analysis the data.

F. Validity of Data

Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures.[39] This research uses triangulation technique to measure the credibility of data. In triangulation, researche uses multiple and different sources, methods, investigators, and theories to provide corroborating evidence. Typically, this process involves corroborating evidence from different sources to shed light on a theme or perspective.[40]

Technique triangulation be used in this were source and technique triangulation. The step that will be used with source triangulation method is the researcher will check the data that has been obtained through several

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[39] John W. Creswell, *Research Design Qualitative, Quantitave, and Mixed Methods Approaches Third Edition*, 190.

[40] John W. Creswell, *Second Edition Qualitative Inquiry and Research Design* (Thousand Oaks: SAGE Publication, 2007), 208.

sources. While, technique of triangulation is the researcher will check the data to the same sources with different techniques.[41]

In this research, in validating the data, the researcher observed the process of teaching learning process, especially speaking class of TBI-2 and TBI-4, while also observing the problems, the researcher did the crosschecking by comparing them to the data of interview (technique triangulation). The researcher used source triangulation in gathering the data such as interview with different informant.

G. **Procedures of Research**

This part explains the plan of research done by the researcher, start from preface research, design development, the real research, and until report writing.[42] In this research were three procedures, they were:

1. Stage of Pre-field Research

The first step that researcher did was looking for the problem and looking for the related references. The researcher took the problem of speaking ability with the tittle "The speaking difficulties encountered by students of English education department of IAIN Jember". There were six pre-field stages, they are :

a. Arranging a research plan

b. Selecting the research field

c. Managing the licence

d. Exploring and evaluate the field of research

e. Selecting the participant or the informants

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[41] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, 373.
[42] Tim Penyusun, *Pedoman Karya Ilmiah*, 48.

f. Prepare the research instrument

2. Stage of Fieldwork

After got the research licence, the researcher entered the research object and collected the data with observation, interview and document review to get the information about speaking difficulties.

3. Stage of Data Analysis

After got the data, the next stage is analyzing the data that included of data condensation, data display and drawing and veryfication. Next, the data were analyzed, the last steps was making a research report.
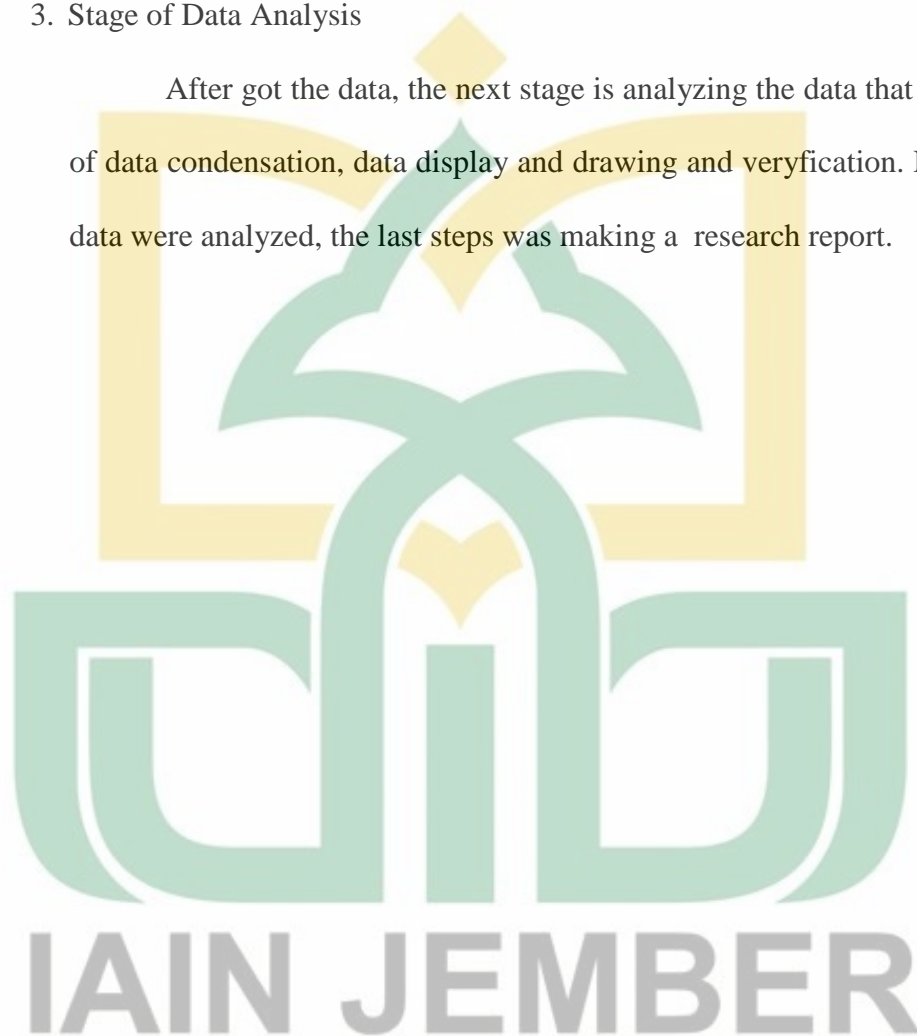
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, researcher presents two things, they are research finding and data analysis, and discussion on the result of data analysis. In research findings, after collecting the data from second semester of English students of IAIN Jember, the researcher analyzed what their speaking difficulties were. In discussion section, the researcher discussed the findings of the study with the supporting concepts having been presented previously.

A. **Research Findings and Data Analysis**

Research findings present and discuss the answer of the research problems that were about the speaking difficulties encountered by students of English education of IAIN Jember. The researcher elaborated research findings based on the observation, interview, and document review, as follows:

1. **The Linguistic Problems Encountered by Students of English Education of IAIN Jember**

In the field the researcher found that there were some linguistic problems that made the students difficult in speaking English. They did not know what vocabulary to be used, they were poor in grammar, and they were poor in pronunciation.

a. **Lack of Vocabulary**

In speaking, the students need to master a lot of vocabularies. By mastering many vocabularies, they would speak easily and fluently.

It was explained by student 4 as one of English students as follows:

"*ketika saya ngomong bahasa Inggris, saya butuh beberapa menit untuk persiapan, karena saya tidak tahu vocab yang harus saya gunakan ketika mau ngomong mbak, itu karena saya kekurangan* vocabulary. *Ya pastinya saya harus berfikir dulu untuk menyusun kata-kata dengan benar."* [41]

"when I speak English, I need several minutes to make preparation because I do not know what the vocabularies that I have to use when I want to speak, it is caused by lack of vocabulary. Surely I have to think and arrange the words correctly."

Based on the interview above, it can be known that the students could not speak English directly. The students needed several times to think before they speak because they did not know what vocabulary that they have to use.

Student 2 as one of English students (TBI-4) also explained more about lacking of vocabulary that happened to her, she explained as follows:

"*permasalah utama yang saya rasakan ketika mau ngomong itu adalah karena saya kekurangan hafalan* vocabulary *kak. Ketika saya di kelas* speaking, *saya harus bertanya dulu sama teman saya atau cari dulu di kamus arti dari beberapa kosa kata yang ingin saya ucapkan."* [42]

"the main difficulties when I want to speak because I do not have many vocabularies.When I am in speaking class I have to ask my friends first or look for the meaning of vocabularies in my dictionary".

From the explanation above, it can be seen that vocabulary was the most important thing to speak, without vocabulary the students could not speak. That was to be the main problem for them. They had to

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[41] Student 4, *Interview*, Jember Mei 17th 2019
[42] Student 2, *Interview,* Jember Mei 17th 2019

asked their friends first or looked for their dictionary when they did not know the vocabularies they had to use.

The statement above was also strengthened by lecturer 1 as one of the speaking lecturers (TBI-1 and TBI-2), the explanation as follows:

> *"jika masalah vocabulary itu iya memang dialami oleh mereka, seperti halnya tadi, ketika saya bertanya menggunakan Bahasa Inggris, mereka malaha menjawab dengan bahasa Indonesia, hala itu dikarenakan mereka belum terbiasa, dan mereka tidak mempunyai motivasi yang tinggi untuk speaking secara lancar. Hal itu beda dengan mahsiswa yang mempunyai motivasi tinggi. Pastinya, mereka akan terus berusaha untuk membuat diri mereka bisa untuk speaking secara lancar".* [43]

> "if lack of vocabulary it surely yes, like a while ago I asked in English, but they answered in bahasa because they not accustomed yet, and they did not have a motivation to speak fluently. It is different with students that have high motivation to know how to speak. Surely, they will strive to make them able to speak".

From the explanation above, it can be seen that some students were difficult to speak, because they did not remember some vocabularies. Some students did not have high motivation to speak fluently. Thus, they answered in bahasa.

The statements above were strengthened by the observation that researcher did. In the field, the researcher found that there were some students who were entering the class. The lecturer asked them the reason, the students answered in bahasa, even there were some of them looked at their friends to ask what the lecturer said.[44]

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[43] Lecturer 1, *Interview,* Jember April 29th 2019
[44] Observation on April 29th 2019

Based on to the interview and observation elaborated above, it can be concluded that one of the linguistic problems encountered by English students is lacking of vocabulary. Some of the students did not know how the vocabularies had to be used when the lecturer asked them to speak. There were some factors that happened because of lacking of vocabulary, they were as follows : the students kept silent, they had to arrange the sentences first by looking for the dictionary and some of them asked their friends. The reason of it because some of them did not have high motivation to speak fluently.

b. Poor in Grammar

The second linguistic problems encountered by the students is poor in grammar. They felt it difficult to make sentences correctly.

It was explained by student 1 as one of the English students (TBI-2), the explanation as follows:

> *:grammar itu sulit bagi saya kak. Saya itu tidak tahu bagaimana caya menyusun kalimat yang benar dan saya juga kesulitan cara menggunakan v1,v2, dan v3."*[45]

> "grammar is too hard for me. I do not know how to arrange sentences well and I feel difficult to use v1, v2, and v3."

From the explanation above, it can be known that some students did not speak because they were afraid their sentences wrong in grammar, especially the utilizing V1, V2, and V3.

It was also explained by student 4 as one of the English students (TBI-2), he explained as follows:

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[45] Student 1, *Interview,* Jember Mei 2nd 2019

"*saya itu tidak tahu rumus-rumus tentang grammar yang dasar mbk, seperti* tenses, regular verb, irregular verb, auxilary verb, dll. *Saya tidak bisa menyusun kalimat dengan benar, karena grammar itu yang menghalangiku untuk ngomong. Karena itu semua yang membuat saya hawatir salah ngomong dan saya juga takut ditertawakan*".[46]

"I do not know the formulas of basic grammar, such as tenses, regular verb, irregular verb, auxiliary verb, etc. I can not arrange the sentences correctly, so the grammar inhibite me to speak. These all make me worry to deliver wrong speech and I am afraid to be laughed".

Based on the statement above, it can be known that some of the students could not use some formulas correctly. Because of that, they could not arrange the sentences correctly. So, they were afraid to speak.

It was also supported by students 3 as one of the English students (TBI-4), she explained as follows:

"*ketika saya gak ngerti tentang grammar, saya bicara aja tanpa mikir, tapi, setelah saya belajar dan tahu tentang grammar, saya selalu berfikir dulu sebelum ngomong karena saya selalu berfikir saya akan salah ngomong, apakah kalimat yang akan saya ucapkan sudah benar atau belum*".[47]

"when I do not know about grammar, I just speak without consideration, but after I know and learn about grammar, I always think that I will make mistakes, whether the sentences already right or not".

It was also be supported by the explanation from lecturer 2 as one of the speaking lecturers, as follows:

"*sebenarnya komunikasi itu adalah dasar dari* speaking, *hal itu akan selesai jika pesan yang disampaikan tercapai. Jadi, hal terpenting dalam speaking adalah pesan itu tersampaikan baru kita memperbaiki grammarnya. Untuk grammar itu sendiri kadang sering terlupakan, contohnya ketika mereka harus menggunakan*

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[46] Student 4, *Interview*, Jember Mei 17th 2019
[47] Student 3, *Interview*, Jember Mei 17th 2019

simple past *atau* present perfect *mereka malah menggunakan* simple present*, atau bahkan terkadang untuk* simple present *itu sendiri yang seharusnya tidak perlu menggunakan (*to be) *mereka malah menggunakannya, seperti halnya* "I am study"*, tetapi kita langsung memperbaikinya, Di kelas* speaking*,* grammar *sebenarnya tidak dibutuhkan, tetapi karena mereka* English students *mereka harus mengaplikasikan grammar yang telah mereka pelajari".* [48]

"communication is actually the basic of speaking, it will be done as long as the message is reached. So, the important thing is reached of message then we improve it. For grammar sometimes forgotten, example when they have to use simple past or present perfect they use simple present, or sometimes for simple present its self that can not use (to be) they use it, such as "I am study", but we directly improve or correct it. In speaking, grammar actually is not necessity, but because they are English students they have to apply the grammar that they have learnt".

Based on the interview above, it can be known that when some students did not know about grammar, they freely spoke without consideration. Yet, after they knew about grammar, they spoke carefully. Even, grammar it was necessity in speaking they had to speak grammatically correct.

The statements above were strengthened by the observation that the researcher did. The researcher found some the students felt difficult or confused when they have to speak grammatically correct. The students still had low understanding in grammar, and it made them feel difficult to determine the words they must be used, such as the changing the v1, v2, and v3, to choose the word that suitable with the time. Example using (go – went) (latter – ago) and (get – got). [49]

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[48] Lecturer 2, *Interview*, Jember Mei 6th 2019
[49] Observation on April 29th 2019

Based on to the interview and observation above, it can be concluded that the second linguistic problems encountered by English students is poor in grammar. The students still confused how to used the formulas in right ways, although they had already known about the formulas, such as, they were confused when they had to use kind of tenses in utilizing verb, they almost made wrong sentences.

c. **Poor in Pronunciation**

The last linguistic problems encountered by English students of IAIN Jember is poor in pronunciation. Pronunciation is another important thing of speaking. Right and clear pronunciation will make the listener understand clearly what the speaker talking about.

The problem (poor in pronunciation) happened to English students, lecturer 2 as one of the speaking lecturers, she explained as follows:

> *"permasalahn* speaking *mahasiswa dari segi* skill *nya itu adalah* pronunciation *nya. Beberapa dari mereka masih salah dalam mengucapakan beberapa kata".*[50]

> "the students' speaking problem from their skill is poor in pronunciation. Some students pronounce wrong pronunciation in some words.".

From the lecturers' 2 statement above, it can be known that one of students difficulties in speaking was poor in pronunciation.

It was also explained by student 7 (TBI-2), as one of English students, she explained as follows:

> *"biasanya ketika saya ingin berbicara bahasa Inggris saya masih harus berfikir dulu bagaimana mengucapakan kata ayng ingin*

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[50] Lecturer 2, *Interview*, Jember Me 6th 2019

saya ucapakan dengan benar, karena saya takut saya akan salah baca dan salah pengucapannya. Hal itu akan terdengar aneh, dan membuat teman saya menertawakan saya". [51]

"usually when I want to speak I have to think before how to pronounce the word correctly, I am afraid to make wrong reading and pronunciation. It will make odd sound, so I am afraid my friends laughed on me".

Based on to the interview above, it can be seen that some students had problem with their pronunciation. Because of that the students were afraid to speak, and their friends laughed on them.

It was also supported by student 8 as one of English students (TBI-4), she explained as follows:

"saya punya masalah dengan pronunciation. Ketika saya ngomong, saya harus berfikir dulu bagaimana cara mengucapkan beberapa kata. Terkadang, saya bingung bagaimana cara mengucapkan beberapa kata yang mempunyai cara pengucapan yang hampir sama". [52]

"I have problem with pronunciation. Before I speak, I have to think before how to pronounce some words. Sometimes, I am confused how to pronounce some words which have near similar pronunciation."

Some students were confused to pronounce some words that had similar pronunciation. They needed several minutes to think how to pronounce some words well.

The statements above was suitable with the observation. The researcher found that some students pronounced fault pronunciation when they came forward to deliver what they had to talk related to their

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[51] Student 7, *Interview*, Jember Mei 24th 2019
[52] Student 8, *Interview*, Jember Mei 24th 2019

task. For example, they made it wrong in pronouncing some words (word – wood) (leader – ladder) and there were many others.[53]

Based on the interview and the observation above, it can be concluded that the last linguistic problems encountered by English students were poor in pronunciation. Some students still pronounced wrong pronunciation in some words. They were also confused how to pronounce some words which had nearly similar pronunciation. They could not speak directly when they were asked to speak. They needed several minutes to think before, how to pronounce some words in right pronunciation.

2. **The Non-Linguistic Problems Encountered by Students English Education of IAIN Jember**

In the field, the researcher found that there were some non-linguistic problems that were made by the students. They inhibited of worried of making mistakes, fear of criticism, felling shy and also nothing to say.

a. **Inhibition**

The first non-linguistic problems is inhibition. Inhibition is the students' feeling that worried about making mistakes, fear of criticism or losing face and feeling shy when they speak English.

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[53] Observation on Mei 2nd 2019

1) Worried of making mistakes

There were many difficulties or problems encountered by the students. Beside from the language problems, the problems could be from their feeling (inhibition).

It was explained by student 2 (TBI-4), she explained as follows:

> *"saya takut dan ragu ketika* speaking*. Spe*aking *itu berbeda dengan* writing*. Jika saya ingin menyampaikan ide saya melalui tulisan, saya hanya perlu menulis tanpa takut membuat kesalahan karena hanya dosen yang akan mengathaui tulisan saya, dan dosen akan akan mengkoreksinya jika ada kesalahan. Tapi, ketika saya ingin berbicara, saya harus harus mempertimbangkan banyak hal, karena saya hawatir teman-teman dan dosen saya tidak mengerti apa yang saya maksudkan. Dan hal itu yang akan menentukan diri saya kemudian".* [54]

> "I am afraid and doubt when I speak. Speaking is different from writing. If I want to deliver our idea in writing, I write without worry of making mistakes because just the lecturer who will know about my writing, and the lecturer will correct it. But, if we want to speak, I have to make many kind of considerations before, because Iam worry my friends and my lecturer do not understand what I am talking about. It is going to decide my own self then".

From the explanation above, it can be seen that the students did not speak because she was afraid and doubt to deliver their idea orally.

The statement above was suitable with the observation that the researcher did. The researcher found that, when the lecturer asked them a question, they worried and doubt to produce

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[54] Student 2, *Interview,* Jember Mei 17th 2019

something orally. They answered the question with tremble voice. They bowed their head, even some of them whispered to their friends that they were afraid to speak.[55]

Based on to the interview and observation above, the researcher concluded that the first inhibition encountered by the English students were worried of making mistakes. They were afraid to speak. Because they did not want to make mistakes. They preferred to deliver their idea in writing than speaking. They were afraid that the listeners (lecturer and friends) did not understand what they were talking about.

2) Fear of criticism or Losing face

The second inhibition is the students were afraid of criticism by the others, especially criticized from their friends.

It was explained by student 6 (TBI-2), he explained as follows:

> *"kalau kritikan dari dosen itu bukan masalah bagi saya, karena dosen akan mengkoreksi* speaking *saya dan meberikan saran bagaimana seharusnya yang benar. Tapi, kritikan dari teman-teman itu yang mebuat saya berfikir dulu, "harus ngomong gk y?", karena saya hawatir jika saya berbiacar dengan jelek, teman-teman saya akan mengejek saya".* [56]

> "lecturer`s criticism it is not a problem for me because the lecturers will correct my speaking and give me suggestions how to speak well. But, the criticism of my friends make me think before I speak, "have I speak, or not?", because I am worry to speak in bad, my friends will ridicule me".

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[55] Observation on April 29th 2019
[56] Student 6, *Interview*, Jember Mei 24th 2019

Based on to the explanation above, it can be known that some students did not speak because they were afraid of criticism, especially their friends' criticism. Therefore, they just kept quiet and to be passive speakers.

It was also supported by student 3 (TBI-4), she explained as follows:

> "*saya merasa kesulitan dalam* pronunciation. *Berfikir tentang* grammar *dan tidak tahu mengenai* vocabulary, *membuat saya takut untuk* speaking *dan dikritik*". [57]

> "I fell difficult in pronunciation. Think about structure and do not know the vocabularies, these all make me fear to speak and criticized".

Based on to the explanation above, it can be seen that the linguistic problems made them afraid of criticism, such as, poor in pronunciation, poor in grammar, and lack of vocabulary.

Based on the interview above, the researcher concluded that the second inhibition encountered by English students was afraid of criticism and losing face. They did not have motivation and bravery to speak when they looked at their friends who spoak fluently in class. They had unconfidence to speak because they had linguistic problems in speaking.

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[57] Student 3, *Interview*, Jember Mei 17th 2019

3) Lack of Confidence

The last inhibition is the students were embarrassed to express what they wanted to talk. It made them difficult to speak in speaking class.

It was described by student 8 as one of English students (TBI-4), she explained as follows:

> *"saya sangat malu dan* nervous *ketika saya mulai ingin ngomong di kelas. Saya gak tahu kenapa, tapi hal ini membuat saya pusing untuk belajar".* [58]

> "I am very shy and nervous when I want to start to speak in class. I do not know why, but this case which make me dizzy to study".

From to the interview above, it can be known that the students felt nervous when they wanted to speak English. It made her dizzy to study in class.

It was also explained by student 7 as one of English students (TBI-2), she explained as follows:

> *"saya merasa malu mbk, saya tidak percaya diri, entah dosen meminta saya untuk ngomong satu persatu di depan kelas atau di bangku saya sendiri".* [59]

> "I feel so shy, sister, I do not have a good confidence, above all when I ask by the lecturer to speak up one by one either in the front of class or on our own chair".

From to the interview, it can be seen that the students felt unconfidence even when the lecturer asked the student to speak English in front of class or from her on own chair.

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[58] Student 8, *Interview*, Jember Mei 24th 2019
[59] Student 7, *Interview*, Jember Mei 24th 2019

It was also strengthened by lecturer 1 as one of the speaking lecturer, she explained as follows:

> *"sebenarnya, menurut pendapat saya mahasiswa itu bisa bicara Inggris,hanya saja, terkadang mereka malu jika tidak ada yang memaksa untuk percaya diri. Dan saya fikir hal ini sangat penting untuk dilakukan".* [60]

"actually, according to my opinion the students are able to speak, merely, sometimes they are so shy if there is nobody force them to be confident and I think this case is so crucial to be done".

The statement above, it can be known that some of the students did not speak English if the lecturer did not force them to speak because they were shy.

In the field, simply shy could inhibit the students' speaking skill. There were some students who felt embarrassed when they had to speak in front of class or public. On the other hand, there were some students that wereembarrassed either they were asked to speak in front of the class or on their chair. It seems that when the lecturer asked one group to come forward to show their group middle test, they push each other with their friends.[61]

Based on to the interview and the observation above, the Simply shy did not happen to all students. Some of the students were able to speak. Yet, they became passive speakers because they felt embarrassed and did not have motivation to speak up. Therefore, the lecturer made a strategy which could make them

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[60] Lecturer 1, *Interview,* Jember April 29th 2019
[61] Observation on April 29th 2019

speak. Sometimes, the lecturer asked them even force them to speak up one by one in front of the class or from their own chair, as long as the students spoke.

b. **Nothing to say**

Nothing to say when the students often feel nothing to say when they get the topic that was not familiar to them, and they don't have a motivation to express themselves.

Actually, not only of the topic which was familiar to them, but also some students did not know about the topic or the material that they would learn caused they did not know the meaning of vocabulary of the topic. It was explained by student 5 as one of English students (TBI-4), he explained as follows:

> *Pewawancara: "ketika pelajaran speaking, pernahkah ada topik pembahasan yang belum adek ketahui sebelumnya? seperti halnya, pada hari itu membahas tentang vacation dan adek tidak tahu apa itu vacation dan hal tersebut mambuat adek tidak bisa berbicara".?*
> *Narasumber: "sering mbk, karena hafalan vocabulary saya dan pengetahuan saya mengenai bahasa Inggris masih kurang".* [62]

> Interviewer: "when speaking lesson, have you ever got a topic which you did not know yet about it? Such, today the topic is about vacation and you do not know yet about that and that case which make you can not speak".?
> Interviewee: "often sister, because my treasury English vocabularies and others knowledge is still less".

From the interview above, it can be seen that the students did not speak because they did not know what the topic was talking about. They surely did not understand what the topic about.

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[62] Student 5, *Interview*, Jember Mei 17th 2019

It was supported by lecturer 1 as one of the speaking lecturer, she explained as follows:

"ketika saya meminta mereka maju satu persatu, saya yakin mereka tidak langsung bisa bicara krena mereka harus mempersipkan diri dulu. Biasannya, membutuhkan waktu sekitar lima sampai sepuluh menit untuk persiapan baru mereka akan bisa bicara, karena permintaan yang secara tiba-tiba mereka tidak bisa bisa bicara secara langsung, mereka akan berkata, "Mrs. I do not know" *tapi, jika saya memberi mereka waktu unruk mempersipkan diri dulu mereka akan bisa berbicara.* "okay! I give you several minutes to prepare your selves then you must come forward, think first and arrange on your mind first what you want to say later'' *biasanya saya bicara seperti ini, dan akhirnya mereka bisa berbicara".* [63]

"when I ask them to go forward one by one, I am sure that they can not speak because they must prepare them self first. Usually, it takes five minutes till ten minutes for them to prepare them selves, and they could speak then, because of the sudden command the sudden speaker have nothing to say, overall they said, "Mrs. I do not know'' but, if I give them for few minutes to preparing themselves usually they could speak. "okay! I give you several minutes to prepare yourselves then you must come forward, think first and arrange on your mind first what you want to say later'' usually I do this, and they are able to speak".

Based on to the interview above, it can be know that the lecturer gave several minutes to the students when the students did not know what the topic about because it was expected that the students would know the topic about and they would speak.

The researcher found when the lecturer asked them to speak about one topic, the students answered with questions also. They asked to the lecturer "what is that miss?", even there were some of the students

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[63] Lecturer 1, *Interview,* Jember April 29th 2019

answered in Indonesian language. Because they did not know what exactly the topic was about.[64]

Based on the interview and observation above, it can be concluded that some of the students could not speak, because they did not understand what the topic talked about, they did not know what they had to talk about the topic. Thus, the lecturer gave explanation first to make them understand the topic that would be learnt that day. Then, the lecturer gave them five till ten minutes to think and arrange what they had to speak. Afterward, if the students were ready to speak, the lecturer asked them to come forward to deliver their idea, and the students could speak then.

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[64] Observation on April 29th 2019

There were some research findings on English students of IAIN Jember. The matrix of data findings about the speaking difficulties encountered by students of English education department of IAIN Jember, is presented as follows:

Tabel 2
The Result of Research Findings

NO	Research Focus	Research Finding
1.	What are the Linguistic Problems encountered by students of English education of IAIN Jember ?	The Linguistic problems encountered by students of English education were: a. Lack of vocabulary became the most problems because they were still in the second semester. b. Poor in grammar, they did not know how to arrange the sentences gramatically correct. c. Poor in pronunciation.
2.	What are the Non-Linguistic Problems encountered by students of English education of IAIN Jember ?	The Non-Linguistic problems encountered by students of English education were: a. Inhibition 1) Worried of making mistakes 2) Fear of criticism or Losing face 3) Simply shy b. Nothing to say

Based on the research findings, the second semester of English education students of IAIN Jember felt difficult when they spoke English. The researcher found seven problems in speaking faced by the students. The seven problems were divided into two classifying, they are linguistic problems and non-linguistic problems. The linguistic problems which researcher found were, lack of vocabulary, poor in grammar and poor in pronunciation. Then, the non-linguistic problems were, inhibition (worried of making mistakes, fearful of criticism, simply shy) and nothing to say.

B. Discussion on the Result of Data Analysis

This finding discussion communicates between the result of research and the base theory on. The result of research through observation, interview and document study, so that the researcher will more explain. This discussion explains referring with problems focus stated in this thesis, in order to make it easier to answer the research questions in this research.

The details of discussion will explain as follows:

1. **The Linguistic Problems Encountered by Students of English Education of IAIN Jember.**

    The linguistic problems are language problems faced by students when they speak. There are three kind of the problems encountered by students of English department of IAIN Jember are, 1) lack of vocabulary, 2) poor in grammar, and 3) poor in pronunciation.

    The first, lack of vocabulary. The students did not know how the vocabularies that had to be used when the lecturer asked them to speak. There were some factors that happened because of lack of vocabulary, those are, they had to arrange the sentences first by looking for in their dictionary and some of them asked to their friends. The reason was that it because some of them did not have high motivation to speak English well.

    The Second, poor in grammar. The students still got confused how to use the formulas in right way, although they had already known about the formulas. Such as, they were confused when they had to use kinds of tenses in utilizing verb, they almost made wrong sentences.

The third, poor in pronunciation. Some students still pronounced wrong pronunciation in some words. The students were also confused how to pronounce some words which had nearly similar pronunciation. They could not speak directly when they were asked to speak. They needed several minutes to think before, how to pronounce some words in right pronunciation.

The research findings above were suitable with the theory from Dea Aris Fitriani, et al. on a journal "A study on students' English speaking problems in speaking performance", those are, 1) lack of vocabulary, 2) poor in grammar, 3) poor in pronunciation. Further, Fitriani said that the problems of vocabulary occured when someone needed to talk and does not know how to combine the vocabularies into a good sentence. Celce-murcia in Fitriani said that grammar becomes difficult because learners appear to have mastered a particular structures, it is not common to find backsliding occuring with the introduction of new form to the learners interlanguage. Fitriani also said that correct pronunciation was very necessary to develop speaking skill. Once a person can pronounce correctly the endings of the words, for example, he can, at the same time give grammatical information.[65]

Based on the result findings and they were supported by the theory, it can be concluded that the linguistic problems encountered by English

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[65] Dea Aries Fitriani, et al, " A Study on Student's English Speaking Problems in Speaking Performance", http://jurnal.untan.ac.id/index.php/jpdpb/article/view/11345, (18 March 2019)

students of IAIN Jember were lack of vocabulary, poor in grammar, and poor in pronunciation.

2. **The Non-Linguistic Problems Encountered by Students of English Education of IAIN Jember.**

The non- linguistic problems are the pshycological problems faced by students when they spoke. The problems encountered by students of English education of IAIN Jember are, 1)inhibition that consist of worried pf making mistakes, fear of criticism and simply shy, 2) nothing to say.

The first, inhibition, the students admited that they worried of making mistakes. There were some reasons made them worry of making mistakes, those were, the students had little vocabularies to be memorized, have poor in grammar and also poor in their pronunciation. So, from that problems it could make them worry of making mistakes and fear of criticism in speaking. The students unconfident if their friends laughed them when getting wrong in speaking English.

The second, nothing to say. Some of the students could not speak, because they did not understand what the topic was talking about. They did not know what they had to talk about the topic. Thus, the lecturer gave explanation first, what the meaning and understanding about the topic that would learn that day. Then, the lecturer gave them five till ten minutes to think and arrange what students had to speak. After that, if the students were ready to speak, the lecturer asked them to come forward to deliver their idea.

The findings above were suitable with theory from Penny Ur on "A Course in Language Teaching". There are four non-linguistic problems in speaking, those are, 1) inhibition, 2) nothing to say, 3) low or uneven participation, 4) mother tongue. Further Penny said that learners are often inhibited trying to say things in a foreign language in the classroom,, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that speech attracts. Peny also said that even they are not inhibited, we ofthe hears learners complain that they can not think of anything to say, they have no motive to express themsleves beyond the guilty feeling that they should be speaking. [66]

Based on the rsearch findings and they were supported by the theory, it can be concluded that the non-linguistic problems encountered by English students of IAIN Jember were inhibition consisted of worried of making mistakes, fear of criticism or losing face, and also lack of confidence. Another non-linguistic problems found was nothing to say.

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[66] Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University, 1996), 121

CHAPTER V

CONCLUSION

In this chapter, the researcher presents the conclusion of the research and suggestion for developing the students difficulties and speaking skill at second semester of English education of IAIN Jember. The following discussion provides to the conclusion and suggestion of the study:

A. Conclusion

Based on the result of data and analysis in the previous chapter, it is found that the students had difficulties in speaking. There are two kinds of difficulties, they are linguistic problems and non-linguistic problems.

1. The linguistic problems that encountered by students of English education of IAIN Jember.

The linguistic problems encountered by the students were the students did not know the vocabulary that had to be used, then they used Indonesian when they spoke. They did not use English in their daily activities, so they were not motivated yet to speak up. They often got difficulties in using grammar when they spoke. They got confused when they had to use V1,V2,V3, they had not mastered some formulas yet. The last linguistic problem is the students pronounced wrong pronunciation, because they got confused how to pronounce some words that had nearly similar pronunciation.

2. The non-linguistic problems encountered by students of English education of IAIN Jember.

   The non-lingustic problems encountered by the students were inhibition (worried of making mistakes, fear of criticism and lack of confidence when they want to speak English), and also nothing to say.

B. **Suggestions**.

   After analyzing the data and making conclusions, the researcher would like to propose some suggestions for English lecturers, students, and further researchers, as follows:

   1. For the English Lecturers

      a. For English lecturers, they should always guide the students' speaking activity by always giving motivation and habituating the students to often speak by using English. The lecturers also should give the best solving when the students face the problem especially the speaking skill, so that the students' speaking ability will be improved.

      b. The lecturers of speaking should make the speaking class more interesting. Such as, the lecturer use interactive media or game to make the students encourage to speak up and can not be bored in teaching learning process.

2. For the Students

    a. The students have to understand that speaking is important. So, the students should improve their speaking ability by doing speaking more often or make a speaking activity as a habit.

    b. The students should be more active and high self-confidence. in order to they could be speak easily.

3. For further researcher

    This research is far from the perfectness, so for further researcher should to prepare well before and during the research. The further researcher also can conduct the research about the analyzing the problems at the other skill at English education department of IAIN Jember, so that all of the students' problems on English lesson can be analyze and can be solved.

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I hereby sincerely state that this thesis is my real masterpiece, except the things out of my masterpiece in this are signed by citation and referred in the bibliography.

Jember, November 20, 2019

I Stated

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IAIN JEMBER

MATRIX OF RESEARCH

Title	Variable	Sub Variable	Indicator	Source of Data	Research Method	General Question
The Speaking difficulties encountered by students of English education department of IAIN Jember	Speaking Difficulties	1. Linguistic (Language) Problems 2. Non-Linguistic (Pshycological) Problems	1. Lack of vocabulary 2. Poor in grammar 3. Poor in pronounciation 1. Inhibitation 2. Nothing to say 3. Low or Uneven Participation 4. Mother Tongue use	1. Primary Data a. Second semester of Students of English education department b. Speaking lecturers of students of English education department 2. Secondary Data a. Literature b. Document	1. Approach and kinds of research: Descriptive Qualitative 2. Data Collection: - Observation - Interview - Document Review 3. Data Analysis: Miles and Huberman Model 4. Stages of Data Analysis: • Data Condensation • Data Display • Drawing and verifying conclusion 5. Validation of data: Triangulation Method	1. What are the Linguistic problems of speaking encountered by students of English education department ? 2. What are The Non-Linguistic promblems of speaking encountered by students of English education department ?

SCORING CRITERIA

Table 1 Linguistics scoring criteria

Aspect	Description
Lack of Vocabulary	1. Vocabulary inadequate for even the simplest conversation 2. Constant limited to basic personal and survival areas 3. Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic 4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions 5. Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations 6. Vocabulary apparently as accurate and extensive as that of an educated native speaker
Poor in Grammar	1. Grammar almost entirely inaccurate except in stock phrases 2. Constant errors showing control of very few major patterns and frequently preventing communication 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding 4. Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding 5. Few errors, with no patterns of failure
Poor in Pronunciation	1. Pronunciation frequently unintelligible 2. Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition. 3. "Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding 4. Marked "foreign accent" and occasional and mispronunciations which do not interfere with understanding 5. No conspicuous mispronunciations, but would not be taken for a native speaker 6. Native pronunciation, with no trace of "foreign accent"

Adapted from Hughes (2003:131)

Table 2 Non-Linguistics scoring criteria

Aspect	Description
Inhibition	1. Worried about making mistakes 2. Fearful of criticism or losing face 3. Lack of confidence
Nothing to say	1. Students complain that they can not think of anything to say 2. No motive to express themselves beyond the guilty that they should be speaking
Low or uneven participation	1. Only one participant can talk at a time, in large this means that each one will have only very little talking time 2. Some learners just be listener
Mother-tongue use	1. Students prefer use their mother tongue, such as Javanese and Madurace

Adapted from Penny Ur (1996:121)

INSTRUMENT OF RESEARCH

THE SPEAKING DIFFICULTIES ENCOUNTERED BY STUDENTS OF ENGLISH DEPARTMENT OF IAIN JEMBER

A. OBSERVATION

1. Situation of students of English department of IAIN Jember in speaking class.
2. Learning process of speaking class directly.
3. Knowing how the students share or express their ide, feeling and information in speaking class directly.
4. Students' difficulties in speaking

B. INTERVIEW

1. For Lecturers

   a. Does grammar make students troubled in speaking ?
   b. Does lack of vocabulary make students troubled in speaking ?
   c. Does pronunciation make students troubled in speaking ?
   d. Are the students afraid of being criticized by their friends or lecturer when they want to speak ?
   e. Are the students afraid of making mistakes when they want to speak ?
   f. Are the students less confident or embraced when they are speaking ?
   g. Are the students going to be quiet when they do not know about the topic that`s being discussed?
   h. Do the students have the maximum chance for speaking?
   i. Do students' mother tongue make them troubled in speaking ?

2. For Students

   a. Do you have many kinds of difficulties in speaking ?
   b. What are the diffiiculties that you feel ?
   c. Does grammar make you troubled in speaking ?
   d. Does lack of vocabulary make you troubled in speaking ?

e. Does pronunciation make you troubled in speaking ?

f. Are you afraid of being criticized by friends or lecturer when you want to speak ?

g. Are you afraid of making mistakes when you want to speak ?

h. Do you feel less confident or embraced when you are speaking ?

i. Are you going to be quiet when you do not know about the topic that`s being discussed?

j. Do you have the maximum chance for speaking?

k. Does your mother tongue make you troubled in speaking ?

C. DOCUMENT REVIEW

1. Identity of English department of IAIN Jember

2. Plan for English department of IAIN Jember

3. Organization structure of English department of IAIN Jember

4. Facilities and Infrastructure data of English department of IAIN Jember

5. List of subject study of English department of IAIN Jember

THE NAME OF INFORMANTS

1. Lecturer 1   : Siti Khodijah, S.S.,M.Pd   (Speaking lecturer of TBI1-TBI2)

2. Lecturer 2   : Nina Hayunigtyas, S.Pd.,M.Pd   (Speaking lecturer of TBI3-TBI4)

3. Student 1   : Mohammad Amrullah   (English students of TBI2)

4. Student 2   : Muvit Datur Rohma   (English student of TBI4)

5. Student 3   : Roisatul Fatayati   (English student of TBI4)

6. Student 4   : Irgi Fahrizan Febriansyah   (English students of TBI2)

7. Student 5   : Aldi Maulana   (English students of TBI4)

8. Student 6   : Ayuni Tri Fernanda   (English students of TBI2)

9. Student 7   : Laely Badriyah   (English students of TBI2)

10. Student 8   : Rofiqul Imdad   (English students of TBI4)

IAIN JEMBER

Description of Research Object

1. **Identity**

    Identity of English department of study program, as follows[41]:

Name of Program	English Department
Major	Language Education
Faculty	Islamic Education and Teacher Training
Institution	Institute of Islamic Studies of Jember
Number of SK Building	142 / 2014
Date of SK Building	2019. 03. 13
Functionary signer of SK Building	President of Indonesian Republic
Month & Year of Study Program started	September 2015
Address	Street. Mataram No. 1, Karang Mluwo, Mangli, Kaliwates, Jember, East Java 68136
Accreditation Status	Accredited
The Date Decided	2019 – 03 – 12
NO SK Acreditation	17th October 2014
Number of SK operational license	552 /2015
Date of SK operational	28th January 2015

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[41] Tim Penyusun. *Profil Prodi Tadris Bahasa Inggris IAIN Jember* (Jember: Prodi TBI, 2019), 1-2

license	
The Recent Rank Value Accreditation	C
Number of SK BAN-PT	396/SK/BAN-PT/Akred/5/III/2019
Graduated Title	S. Pd.
Graduated Profile	1. English Teacher in school/Islamic School 2. Researcher of English Department in school/Islamic School 3. Writer of English Book 4. Tourism Expert 5. English Department Entrepreneur
Phone Number	(0331) 487550, 427550
Faks. Number	(0331) 427005
Homepage And *E-mail*	tbiiainjember@gmail.com

2. **Vision and Mission of English Department**

The vision and mission of English department, as follows[42]:

Vision

"Study Program create competent and superior English teacher in English for Islamic studies in 2020"

Mission

a. Implement education and English teaching with emphasize to English for Islamic studies.

b. Implement the relevant and actual research with emphasize to English for Islamic studies theme.

c. Implement the submission to society that related to English for Islamic studies.

d. Implement the collaboration with institutions and expert that emphasize to English for Islamic studies.

3. **Purpose of Study Program**

The purposes of English field study program, as follows[43] :

a. Create the English educator and English teacher who have special ability in English for Islamic studies.

b. Create the result of research that will give relevant and actual contribution for Societies interest that emphasize to English for Islamic studies theme.
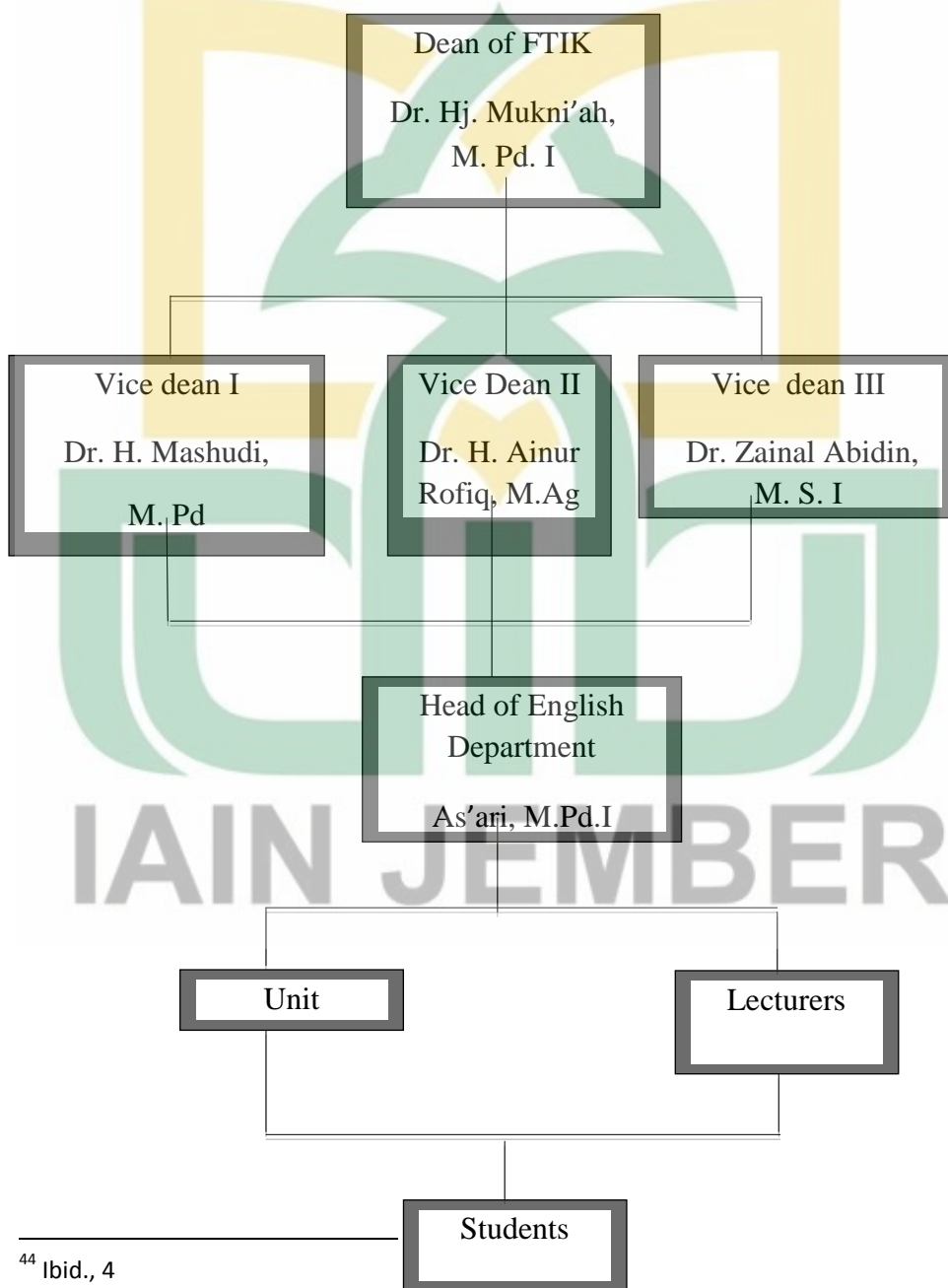
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[42] Ibid., 2-3
[43] Ibid., 3

c. Provide a submission that can encourage a change in society that related to English for Islamic studies.

d. Collaboration with institutions and experts which emphasize to English for Islamic studies.

4. **Structure**

The organization structure of English department, as follows[44]:

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                    ┌─────────────────────┐
                    │    Dean of FTIK      │
                    │  Dr. Hj. Mukni'ah,   │
                    │      M. Pd. I        │
                    └─────────────────────┘
          ┌───────────────────┼───────────────────┐
  ┌───────────────┐   ┌───────────────┐   ┌────────────────┐
  │  Vice dean I  │   │ Vice Dean II  │   │ Vice dean III  │
  │ Dr. H. Mashudi,│  │ Dr. H. Ainur  │   │Dr. Zainal Abidin,│
  │     M. Pd     │   │ Rofiq, M.Ag   │   │    M. S. I     │
  └───────────────┘   └───────────────┘   └────────────────┘
          └───────────────────┼───────────────────┘
                    ┌─────────────────────┐
                    │  Head of English    │
                    │    Department       │
                    │   As'ari, M.Pd.I    │
                    └─────────────────────┘
              ┌───────────────────────┐
      ┌──────────────┐        ┌──────────────┐
      │     Unit     │        │  Lecturers   │
      └──────────────┘        └──────────────┘
              └───────────┬───────────┘
                  ┌──────────────┐
                  │   Students   │
                  └──────────────┘
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[44] Ibid., 4

5. **The Data Educators**

   The data of educator of English department, as follows[5]:

   a. a consistence lecturer whose competent is suitable with Study Program are 7 people

   b. a consistence lecturer whose competent is not suitable with Study Program are 45 people

6. **Data on facilities and Infrastructure**

   Due to interaction among students and lecturer, students to the others, and lecturer to the other lecturer of English study program (FTIK) in IAIN Jember has facilities both means and infrastructure as below[6] :

   a. Adequately lecture buildings with easy road access, they are G and T buildings.

   b. 8 classrooms that provide with electric fan and also LCD.

   c. Lecturers room as a place to work outside of teaching and provide consultation with students.

   d. Elevator to connect each lectures hall floor in T building.

   e. Faculty and language laboratories to support the practicum activities.

   f. Toilet in each lecture floor.

   g. Praying room/ mushalla in each lecture buildings.

   h. Large and safe parking area

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[5] Ibid., 7-20
[6] Ibid., 26

7. Curriculum of English Edcucation

Amount of *sks* study program (minimum for graduate) : 156 *sks* that arranged as follows[7]:

Subject of Study	*sks*	Information	
(1)	**(2)**	**(3)**	
Compulsory Subjects	145	- Basic competency subject 24 *SKS* - Faculty main competency subject 33 *SKS* - Study program main competency 84 *SKS* - Supporting competency subject 4 *SKS*	
Selection Subjects	10	The students have obligatory take 10 *sks* from 20 *sks* which is offered	
Total number	155		

[7] Ibid., 30
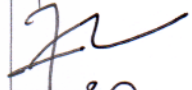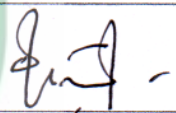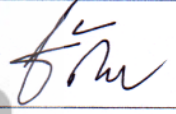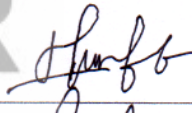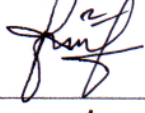
JOURNAL OF RESEARCH
ENGLISH DEPARTMENT OF IAIN JEMBER

Name　　　　: Riskiyana

SRN　　　　 : T20156092

Tittle　　　　: The Speaking Difficulties Encountered by Students of English Department of IAIN Jember

Location　　 : Mataram street no 1. Mangli, Kaliwates, Jember.

No	Date	Activity	Informant	Position	Signature
1	22nd April 2019	1. Submit the Letter of Permission 2. Interview (Identity of English Department)	As'ari, M.Pd. I	The Head of English Department	
2	29th April 2019	Observation in Speaking Class			
3	29th April 2019	Interview	Siti Khodijah, S.S.,M.Pd	Speaking Lecturer of 2nd semester (TBI1-TBI2)	
4	2nd Mei 2019	Interview	Mohamad Amrullah	English student of IAIN Jember (TBI2)	
5	2nd Mei 2019	Observation in Speaking Class			
6	6th Mei 2019	Interview	Nina Hayuningtyas, S.Pd.,M.Pd	Speaking Lecturer of 2nd semester (TBI3-TBI4)	
7	17th Mei 2019	Interview	Muvit Datur Rohma	English student of IAIN Jember (TBI4)	
8	17th Mei 2019	Interview	Roisatul Fatayati	English student of IAIN Jember (TBI4)	
9	17th Mei 2019	Interview	Irgi Fahrizan Febriansyah	English student of IAIN Jember (TBI2)	
10	17th Mei 2019	Interview	Aldi Maulana	English student of IAIN Jember (TBI4)	

11	24th Mei 2019	Interview	Ayuni Tri Fernanda	English student of IAIN Jember (TBI2)	
12	24th Mei 2019	Interview	Laely Badriyah	English student of IAIN Jember (TBI2)	
13	24th Mei 2019	Interview	Rofiqul Imdad	English student of IAIN Jember (TBI4)	
14	31st Mei 2019	Ask a completed research letter	As'ari, M.Pd. I	The Head of English Department	

Nomor	:	B.2517/In.20/3.a/PP.00.9/04/2019	09 April 2019
Sifat	:	Biasa	
Lampiran	:	-	
Hal	:	**Permohonan Izin Penelitian**	

Yth. Kaprodi Tadris Bahasa Inggris IAIN Jember
Jl. Mataram No. 1 Mangli Kaliwates Jember

Assalamualaikum Wr. Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Riskiyana
NIM	:	T20156092
Semester	:	VIII (Delapan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset tentang "The Speaking Difficulties Encountered by Students' English Department of IAIN Jember" Selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kaprodi Tadris Bahasa Inggris
2. Dosen mata kuliah *speaking* (semester 2)
3. Mahasiswa TBI semester 2

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Khoirul Faizin

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama   : As'ari, M.Pd.I

Jabatan   : Kaprodi Tadris Bahasa Inggris

Alamat   : Jl. Mataram No.1 Mangli Kaliwates

membenarkan bahwa yang namanya tercantum dibawah ini:

Nama   : Riskiyana

NIM   : T20156092

yang tersebut di atas telah benar benar mengadakan penelitian untuk penyusunan skripsi dengan selesai pada mahasiswa semester 2, tahun pelajaran 2019/2020 di Tadris Bahasa Inggris IAIN Jember.

Demikian surat ini kami buat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Jember, 31 Mei 2019
Kaprodi Tadris
Bahasa Inggris

As'ari, M.Pd.I

DOCUMENTATION

Learning Process of Speaking Class, April 29th 2019, in TBI-2

When student speaking in front of class, Mei 2nd 2019, in TBI-4

When some students speaking in group (role play), Mei 2nd 2019, in TBI-4

Interview with speaking lecturer 1, April 29th 2019, in T building

Interview with English student, student 1 (TBI-2), Mei 2nd 2019, in Mosque, in front of Umul Quro

Interview with English student, student 2 (TBI-4), Mei 17th 2019, in front of BMT IAIN Jember

Interview with English Student, student 4 (TBI-2), Mei 17th 2019, in front of BMT IAIN Jember

Interview with English student, student 3 (TBI-4), Mei 17th 2019, in Madya Gazebo IAIN Jember

CURRICULUM VITAE

Name : Riskiyana

SRN : T20156092

Place, Date of Birth : Banyuwangi, November 20th 1997

Adress : Lekap, Banyuanyar, Kalibaru,
Banyuwangi.

Faculty : Tarbiyah and Teacher Training

Major : Language Education

Study Program : English Education Department

Education Background:

1. SDN 2 Banyuanyar : 2004-2009
2. SMP Annur Kalibaru : 2009-2012
3. MA Annur Kalibaru : 2012-2015
4. IAIN Jember : 2015- 2019

Jember, November 20, 2019

Riskiyana
T20156092