

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Speaking

One of the difficulties in teaching English as a second language is teaching speaking.⁵ Speaking is the one of language skills beside reading, writing, and listening. Teaching speaking is an important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of live.

Teaching speaking is to teach English second language learners to:⁶

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject major
4. Organize their thoughts in a meaningful and logical sequence
5. Use language as a means of expressing values and judgments
6. Use the language quickly and confidently with few unnatural pauses which is called as fluency

⁵ <http://ezinearticles.com/?Teaching-Speaking-to-Non-Speakers&id=4650321>

⁶ [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching%20Speaking.html)

Like learners who come from different background, teacher also has different teaching style. Such as methodical planner, flexible teacher, responsive, or improviser. An enthusiastic personality may neglect learners' needs: a quieter teacher may be more responsive but also less colorful and memorable. A careful planer may lack the spontaneity and flexibility necessary to respond to learners' needs, while improvised lesson may be chaotic or lack clarity and focus.⁷ It means that teacher should have times to explain and give information to the students and other times to encourage students to solve their problem.

The purpose of learning a language is to communicate in that language.⁸ This means that language teacher should be meaningful, natural, and useful to their students. Teacher can come out with interesting, authentic and essential topics that students can discuss or talk about especially in the target language; the related topics should be easy and understandable.

Now many linguistics and ESL teachers agree that students learn to speak in the second language by “interacting” communicative language teaching and collaborative learning serve best for their aim. Communicative language learning is based on the real-life situations that require communication. By using their method in ESL classes, students will have the opportunity with each other in the target language. In brief, ESL teacher should create a classroom environment where students have real-life

⁷Jill Hadfield&Charles, *Introducing to Teaching English*, (New York: Oxford University press, 2008), p.6

⁸*Ibid*, p.7

communication, authentic activities, and meaningful tasks that promote oral language.

If the students do not learn how to speak or do not get any opportunity to speak in the language classroom, they may soon lose their interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general motivation and making the English language classroom a fun and dynamic place to be.⁹

According to Jamilah's thesis, to improve the students' ability in speaking English, the teacher has to create conducive environment for ELT through the following ways (exposure, classroom management, and facilities):¹⁰

- a. Exposure (linguistic input), these are three points of this input. First, the teacher's talk, which means, the teacher explains or presents what is the topic of learning and teaching process. Second, materials, which means, there must be materials that are going to be taught and learned by the teacher and the students in the learning and teaching process. Beside the teacher's talk and materials, the students have to show their work display. It could be in the form competence of oral production, such as presentation or written one.

⁹ [Http://www.teachingEnglish.org.uk/articles/teaching-speaking-skills-2-overcoming-classroom-problems](http://www.teachingEnglish.org.uk/articles/teaching-speaking-skills-2-overcoming-classroom-problems)

¹⁰Jamilah, *Contributing Factors to the Inability in Speaking of First and Second Grades of Maarif Senior High School 4 Driyorejo During the English Lesson*, thesis (Surabaya: library of state Islamic institute (IAIN SunanAmpel), 2009)

b. Classroom Management

It involves seating arrangement, intensive interaction, and fair distribution of questions. In the learning and teaching process, the appropriate seating arrangement is needed to create conducive environment of learning and teaching. Since intensive interaction makes students become active participating in learning and teaching process, which can support the successes of them. The last thing is fair distribution of questions. The teacher has to distribute the questions in the learning and teaching process to all level of the students, both high and low level.

- c. Facilities, to create conducive environment for ELT, there should be good facilities which involve language laboratory, book corner, and teaching media.

B. Speaking Activities

Kayi stated that some activities can be done in the classroom to promote speaking; they are discussions, role play, simulations, information gap, brainstorming, story telling, and interview.¹¹

1. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion starting, the teacher sets the purpose of discussions. So, students cant spend their times chatting with each other.

¹¹ [http://iteslj.org/Articles/Kayi-Teaching Speaking.html](http://iteslj.org/Articles/Kayi-Teaching%20Speaking.html)

2. Role Play

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

3. Simulations

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

4. Information Gap

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

5. Brainstorming

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

6. Story Telling

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

7. Interviews

In the interview, teacher gives rubric to the students as type of questions and students should prepare the questions by their own self. So, students do not only speak English in the class, but also out of class. The result of the interview will be reported in front of the class.

8. Story Completion

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

9. Reporting

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

10. Playing Cards

In this game, students should form groups of four. Each group guess a coin and the winner has a chanceto represent a topic.

For instance:

- Diamond : earning money
- Hearts : love and relationship
- Spades : an unforgettable memory
- Clubs : best teacher

Each student in a group will choose a card. Then, each student will write 4 – 5 questions about those topic to ask the other people in group. The teacher should state at the very beginning of the activity that students are not allowed to prepare yes – no questions. Because by using yes – no questions, students get little practice in spoken English.

11. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubric can include the vocabulary or structure needed to use while narrating.

12. Picture Describing

In this section, student is given a picture, and then student is asked to describe what is in the picture. This activity can be done in a group, by using different picture in different groups.

13. Find the Difference

Another way touse picture is finding the differences. Students can work in pairs and each couple is given two different pictures and then they discuss the similarities and/or the differences in the pictures.

C. The Importance of Speaking Skill

English has four skills that should be mastered by students. They are speaking, listening, reading, and writing. One of English skill is speaking. Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands words a day, although some people-like auctioneers or politicians- may produce even more than that.¹²

¹²Scott Thornbury, *How to Teach Speaking*, Jeremy harmer edition (San Francisco: longman,2005)p.1

In foreign language, speaking skills become very important since two-way communication are represented by speaking skill. One can't be considered as an active language user when one can't master speaking skill.

Jill and Charles Hadfield mentioned that speaking is productive skill, because speaking requires the learners to produce something.¹³ If we compare in our daily lives most of us speak more than write. So speaking is fundamental to human communication.¹⁴

Fulcher state in Hanunah "speaking is the verbal use of language to communicate with others, the focus of its skill is to increase the students' ability to communicate in the target language."¹⁵ So, its very useful to master speaking for our daily lives today and future.

D. The Factors in Learning Second Language

Second language learners come from many backgrounds. The differences in learners' motives, skills and requirements make their methods in learning the language varies. The various methods make different outcomes. Thus, the use of second language is implied in the various learning methods.

¹³Charles and Hadfield, Speaking is productive skill....., "Introducing to Teach English", p.18

¹⁴ [Http://www.teachingEnglish.org.uk/articles/teaching-speaking-skills-2-overcoming-classroom-problems](http://www.teachingEnglish.org.uk/articles/teaching-speaking-skills-2-overcoming-classroom-problems)

¹⁵Hanunah, Speaking is the verbal use..... "students' strategies in overcoming speaking problems in speaking class of second semester at English department of tarbiyah faculty IAIN sunanAmpel Surabaya"p.11

According to Ellis, there are five general factors that contribute the individual learner; they are age, aptitude and intelligence, cognitive style, motivation, and personality.¹⁶

1. Age

Age is a major factor in about how and what to teach.¹⁷ People of different ages have different needs, competences and cognitive skills. The most common beliefs, young children learn faster and more effectively than other age group, as the first three years is a golden period of brain development.

Children who learn a new language early have a facility with a pronunciation which is sometimes denied older learners. But, older children (children from about the age of 12') seem to be far better learners than younger ones in most aspects of acquisition, pronunciation excluded.¹⁸ Older children can do something to increase their cognitive abilities. Such as joining some courses, they also can acquire second language by using technology. Lightbown and Spada said in Harmer that older learners are ineffective learners because they usually begin learning from the upper level of proficiency in second language without learning the very basic level. They may have greater difficulty in approximating native speaker pronunciation than children do.¹⁹

¹⁶Rod Ellis, *Understanding Second Language Acquisition*, (Oxford university, 1985), p.10

¹⁷Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2007), p.81

¹⁸Ibid, p.81

¹⁹Ibid, p.82

In further explanation Ellis said that adults have a greater memory capacity and are also able to focus more easily on the purely formal features of a language.²⁰ That becomes one of the reasons in why many older learners found themselves successful in learning language.

2. Aptitude and intelligence

We often have to face a situation when some students are better at learning language than others. It is caused by these two factors in the learning process. People have different aptitude and intelligent for different kind of study.

Intelligent is general ability that governs how well we master a whole range of skills, linguistic and non linguistic, whereas aptitude refers to the special ability involved in language learning.²¹

Usually aptitude has been measured in term proficiency scores achieved by classroom learners. Some of researches mentioned that aptitude is major factor determining the level of success of classroom language learning. Harmer stated that learners with a wide variety of intellectual abilities can be successful language learners.²²

Harmer's statement shows that aptitude and intelligence are not necessarily considered as a birth gift especially in learning language. People with variety aptitude and intelligence have equal chance to be successful in learning language, although the variety in the process and outcome is inevitable.

²⁰Ellis , adult have a greater memory....”*Understanding Second Language Acquisitio*) p.11

²¹ ibid,p.11

²²Harmer, learners with a wide variety....., ”*The Practice of Language Teaching*”, p.86

3. Cognitive style

People learn and process new information in different ways. It means everyone learns and processes information in their way. Cognitive style is less about decisions that individual actually make and more about the processes used to make them. Individuals vary in predictable ways along four dimensions of cognitive style. That is, they differ in the way in which they gather and process information.²³

One's cognitive style generally operates in an unconscious manner. That is, while an individual may be aware of the outcome of the information processing process he or she is often unaware of the mental processes used to acquire, analyze, categorize, store and retrieve information in making decisions and solving problems.²⁴

It seems that cognitive style is out of one's ability to control. But as mentioned above, one can always evaluate his or her outcome in learning, including in learning second language to analyze in which area one should improve. Therefore, even cognitive style operates in unconscious manner, but the outcome can be improved consciously.

Riding and Rayners purpose cognitive style and learning strategies is to describe individual differences based on two models. One model comprises four basic cognitive mode derived from the intersection.²⁵

4. Motivation

²³ http://www.uri.edu/research/lrc/scholl/webnotes/Dispositions_Cognitive-Style.htm

²⁴ *ibid*

²⁵ <http://www.tesl-ej.org/wordpress/issues/volume5/ej20/ej20r7>

Based on theory of SLA, learner motivation and needs have always had a central place in learning language. Learners who are interested in the social and cultural customs of native speaker of the language they are learning are likely to be successful. Conversely, learner with little interest in the of life of native speakers of the second language or with low instrumental motivation can be expected to learn slowly and to stop learning some way short of native speaker competence.²⁶

Jeremy Harmer in his book “*The Practice of Language Teaching*” mentioned that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.²⁷ This statement indicates that according to Harmer, motivation comes from one’s internal self in which has effect to drive and push someone to do something according to his or her goals.

In further definition has written by Brown that motivation is probably the most frequently used, catch all term for explaining the success or failure of virtually any complex task.²⁸

In addition, Jeremy explained that motivation comes from two sides.²⁹ They are outside factor or extrinsic motivation and inside or usually called by intrinsic motivation. Extrinsic motivation is the result of any number of outsidess factors. For example: the need to pass the exam.

Intrinsic motivation, by contrast, comes from within the individual. Thus a

²⁶Ellis ,learners with the little interest....,“*Understanding Second Language Acquisitio*” p.11

²⁷Harmer,motivation is some kind of internal.... “*The Practice of Language Teaching*”, p.98

²⁸Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: longman,2000)cet.ke-4 p.160

²⁹Harmer,motivation comes from..... “*The Practice of Language Teaching*”, p.98

person might be motivated by the enjoyment of the learning process itself. According to Brown, the intrinsic motivation propels learner toward improvement will be perhaps the strongest influence.³⁰

Motivation is essential for someone to be successful. It means that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. So, motivation is very important factor that influence second language learning. Hanunah wrote in her thesis about the ways to built up learner motivation, they are:³¹

1. Making instructional goals explicit to learners
 2. Breaking learning down into sequences of achievable steps
 3. Linking learning to the needs and interest of learners
 4. Allowing learners to bring their own knowledge and perspective into the learning process
 5. Encouraging creative language use
 6. Helping learners to identify the strategies underlying tasks they are engage in
 7. Developing ways in which learners can record their own progress
5. Personality

Many students have individual difficulties. Difficulty in speaking may be caused by shyness or personality factor which are independent of

³⁰Brown, the intrinsic motivation propels...., "*Teaching by Principle*" p.285

³¹Hanunah, "*students' strategies in overcoming speaking problems in speaking class of second semester at English department of tarbiyah faculty IAIN sunanAmpel Surabaya*" thesis (Surabaya: library of state Islamic institute (IAIN SunanAmpel), 2009), p.22

the language being used.³² So, learner usually afraid about making mistake, shy of the attention that their speech attracts, or they may be lack of vocabulary, grammatical and have not good pronunciation. Those factors prevented a learner to feel confidence when they speak. So, teacher should create creative learning to overcome this problem. We have to remember that ‘speaking is productive skill’, so how can learner produce while she/he faces this problem.

E. Another Possible Problems

In learning speaking, students get problems to talk. Ur stated that there are some problems faced by students in learning speaking, they are:³³

1. Inhibition

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

2. Nothing to say

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

3. Low or uneven participation

³²Jordan, “English for Academic Purpose” 9New York: Cambridge University Press, 1997), p.205

³³ Penny Ur, “*A Course in Language Teaching (Practice and Theory)*”, (Combridge University Press, 1996)p. 121

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

4. Mother-tongue used

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, because it feels 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 to the target language.

F. PREVIOUS STUDY

Previous study is reviewed in order to avoid an imitation. There are some similar researches which are intended to explain about 'Students' Problem in Speaking English'. The researcher will discuss about ten previous study.

The first is "Contributing Factors to the Inability in Speaking of First and Second Graders of Ma'arif Senior High School 4 Driyorejo During the English Lesson", by Jamilah from Institute of Islamic studies Surabaya year 2009. She concludes that the contributing factors to the inability in speaking of first and second graders during English lesson are: lack of motivation of the students, lack of vocabulary, lack of confidence, lack knowledge of grammar, environment, lack of teacher's role, and teacher's technique. This study concludes that the dominant factor which causes the students unable to speak English during English lesson is lack of teacher's role.

In her study the researcher finds the relationship between her study and the researcher's study. Related to the researcher's study, her study focuses on factors to the inability as the researcher's study (students' problem in speaking). She does not include the strategies to overcome that factors as the researcher's study. She only finds the factors which cause students unable to speak English during English lesson, and what is dominant factor which cause inability in speaking English during English lesson. The researcher also tries to find what the causes of the factors faced by the students.

In this research, interview isn't be used because the questionnaires have answered the research questions. She also does not mention how many percent of

each factor that causes students unable to speak English during English lesson. She said that the factors that cause students unable speak English is lack of teacher role. In her questionnaire, she classifies standardizes into three points, they are students' motivation in learning English, students' opinion about the teacher's roles and activities in the teaching speaking, and the students' opinion about the teaching of speaking techniques which are used by the teacher.³⁴

The second is “ Teacher and Student Problems in Teaching Learning Process of Speaking in MA DarulUlumWaruSidoarjo”, by YuyunEkaAndraini year 2011 from State Institute of Islamic Studies Surabaya. The subject are the teacher, and the students of first, second, thirdclass in MA DarulUlumWaruSidoarjo. She concludes that the teacher in MA DarulUlumWaruSidoarjo faced the problems. Among them: students passiveness in speaking class, students often used their language, students feel afraid of expressing their opinion, and the number of the students in the class is too big. Student faced any problem, they are: student has limited vocabulary, student gets difficulties in using the right grammar, student gets difficulties in choosing the appropriate tenses, student gets difficulties in pronunciation, student gets difficulties to express their opinion, and there is no partner in speaking English.

In her study, the researcher finds the relationship between her study and the researcher's study. Related to the researcher's study, her study also focuses on problem teaching process in speaking, she does not give strategies to overcome

³⁴Jamilah, *Contributing Factors to the Inability in Speaking of First and Second Grades of Maarif Senior High School 4 Driyorejo During the English Lesson*, unpublished thesis (Surabaya: library of state Islamic institute (IAIN SunanAmpel), 2009)

the problems as the researcher's study. This study tries to find the causes of the factors, but she does not. Her explanation is systematically, but lack of detail. Because in her abstract, she doesn't mention how many percent of each factors faced by the teacher and student. In her study, she mentions two things, that should be one. That is tense factor and grammar factor. It should be the only one factor. That is grammar which tenses include there.³⁵

The third previous study, the researcher takes from Yun Arita. The title is 'A Study of Students' Problem in Daily English Speaking Activity at SMA PomosdaTanjunganomNganjuk'. The relationship is her study and this study discusses about students' speaking problem and the causes, but, she also discusses about the way to cope the problems and the researcher does not. The weakness of this study is, she only explains generally that the causes of the problems are vocabulary and pronunciation without mention the current problem. About the excess, the explanation is clear and understandable.

The result of her study is the problems faced by the students are: the students' difficulty to make the sentence and difficulty to make the sentence with the correct structure. Students' insufficient and difficulty to remember all of vocabularies used to communicate with others, etc. The causes of students' problems are because the students only had few vocabularies in their speaking, they seldom use all vocabulary in their speaking, and the students are not confidence speaking in correct pronunciation. The ways to cope with the student's problems are the students doing more exercise and studied with the teacher and friends.

³⁵YuyunEkaAndriani, " *Teacher and students problems in teaching learning process in speaking in MA DarulUlumSidoarjo* " (state institute of Islamic studies sunanampel Surabaya : unpublished thesis, 2011)

The students used vocabulary in their daily communication, often did exercise with friends and studied from the book.³⁶

The fourth previous study is “Teacher Strategies in Overcoming Problems in the Teaching of Speaking at SMK Negeri 1 Singosari Malang” by Moh. Hasbullah Isnaini from University of Malang year 2009. He states that the students have some speaking problems which prevented them to express their ideas in the speaking class. He concludes that the problems which occur in the speaking class are students do not use English and students do not want to speak English, and the strategies are giving instant reward, giving information on the importance of English, creating fun activities, giving additional score, etc.

His study is too focus on the strategies to overcome the students’ problems, and the researcher does not discuss the strategies, the researcher discusses about students’ problems in speaking, and why the problems occur. For the instrument, he uses questionnaire and interview guide like the researcher does.

The weakness of this study is about his focus. His study is intended to find students’ speaking problems, but his focus is about the strategies and the data about speaking problems are not taken from the students, but only from the teacher.³⁷

The fifth previous study comes from Khamdiah Hamdini Mizayanti, her study is “ Study on Students Strategies in Overcoming Speaking Problem in

³⁶Yun Arita, “*A Study of Students’ Problem in Daily English Speaking Activity at SMA Pomasda Tanjunganom Nganjuk*” (University Muhammadiyah Malang: unpublished thesis, 2008)

³⁷Moh. Hasbullah Isnaini, “*Teacher Strategies in Overcoming Problems in the Teaching of Speaking at SMK Negeri 1 Singosari Malang*”, (University of Malang: unpublished thesis, 2009)

Conversation at SMPN 1 Gresik “ year 2010. Her study focuses on the students problem in speaking and the strategies to overcome the problems, and the researcher’s study focuses on students’ problem in speaking, and why the problem occur.

Her study finds the students’ problem in speaking and she uses interview and questionnaire to get the data, like the researcher does. The result of her study is many students have more than one problem in speaking. Lack of support is the main problem faced by the students; the next mostly happen is peer pressure and less motivation. In order to minimize the problem, students apply some communication strategies. This study finds that most students try to ask help from the others, it could be teacher or friends. Other strategies is applied only as the alternative.

Her explanation is clear, and her research instrument (questionnaire and interview) are suitable to collect the data. She explains the strategies generally in her study, she does not put the speaking problem long with the strategies its self.³⁸

The sixth previous study is “Personal Attitudes and Difficulties of Speaking 1 Learners at the Second semester in university Muhamadiyah Gresik” by Ernawati, year 2010. The relationship between her study and the researcher’s study is both of us discuss about speaking difficulties. In her study, she uses interview guide and questionnaire as her research instrument like the researcher does.

³⁸Khamdiyah Hamdini Mizayanti, “ *Study on Students strategies in Overcoming Speaking Problems in Conversation at SMPN 1 Gresik*” (University Muhammadiyah Gresik:unpublished thesis, 2010)

The differences between her study and the researcher's study are about the subject, setting and kind of setting study. The researcher's study is qualitative, and she uses qualitative and quantitative study. Beside students' difficulties, she also focuses on personal attitudes, but the researcher does not.

In her study she find that students personal attitudes are good from affective aspect but enough from cognitive and co native aspect and pronunciation were the problem more than 50% of total subject who join in speaking 1 (based on the questionnaire), interview showed that vocabulary and grammar were the highest problem for them. Her study is very clear, although it is short but quite understandable, but the weakness is in her research instrument. She does not mention why she chooses questionnaire as her instrument of research.³⁹

The seventh is “ Students Strategies to Overcome Speaking Problems in the Conversation Class as an Intra-Curricular Program at SMAN 8 Malang” by YuliAstutik, year 2007. She concludes that the problems which occurred in the conversation class were causes by three factors : lack of support, lack of motivation, and peer pressure. The problems include worrying about other's responses, using Indonesia rather than English, having inadequate English vocabulary, being unable to pronoun well what their mean, focusing more and correct function and structure, being timid and less confidence of speaking English. As a result, less of support is considered as the main reason for their speaking problem.

³⁹Ernawati, “ *Personal Attitudes and Difficulties of Speaking 1 Learners at the Second Semester in University Muhammadiyah Gresik*”, (University Muhammadiyah Gresik:unpublished thesis, 2010)

The researcher finds relationship between the researcher's study and her study is about speaking problems. Her study is descriptive qualitative and she uses interview and questionnaire as her research instrument like the researcher does. In her study, she finds out the strategies for the speaking problems, but the researcher does not. The researcher finds the ability of students in speaking and the causes of the problems, but she does not. The researcher finds out the causes of speaking problems, but she does not. Related to the researcher's study, she uses many instruments to get the valid data (direct observation, field notes, questionnaire, and interview). According to the researcher, the weakness of her study is, she does not explain in her study about her investigation that she has done.⁴⁰

The eighth is "Implementing Problem-Based Learning to Improve the Speaking Ability of the Eleventh Grade Students of SMAN 1 GondangMojokerto" by Athoillah year 2010. Related to the researcher's study, the relationship between his study and the researcher's study is, he explains that students got difficulties in speaking English. He mentions that personality (unconfidence) factor is one of problems that occurred by students in speaking. His study focuses on improving students speaking ability in group discussion, but the writer focuses on the ability of students in speaking, students speaking problem, and why the problems occurred by students.

In his study, the writes that the major problem is unconfidence to speak English, but he does not explain about where he got the data about that

⁴⁰Yuli Astutik, "Students Strategies to Overcome Speaking Problems in the Conversation Class as an Intra Curricular Program at SMAN 8 Malang", (University of Malang:unpublished thesis, 2007)

result. According to the researcher, his study is very clear and systematically. The finding of this research is problem-based learning was effective to be employed in improving the students' speaking ability.⁴¹

The ninth previous study comes from Ida Rahmawati from Muhammadiyah University of Semarang. By the title "English Speaking Problems Faced by Students at e-Dutech Business, Computer and Language Center". Her study finds the speaking problem, like the researchers study. The researchers study does not find the dominant factor, but she does. She explains clearly and understandable. The weakness of the study is in the background of the study, she mentions the setting of the study is a place where she teach in order to easy doing research.

In her study, she finds that speaking problems are lack of vocabularies, hesitation: silent and filled pauses, repetition, mispronunciation, utterances left grammatically in complete, mother tongue use, nothing to say, retrace and repair sequences: reformulation. And the dominant factor is vocabulary.

She concludes that the English speaking problem faced by students depend on what media is used. When media are use differently, the result can be found differently.⁴²

The tenth previous study is "The Speaking Problems Encountered by SMA Titian Teras Students on EnglishDay: A Case Study" by Noprival, year 2009, from Jambi University. The relationship between his study and the researcher are

⁴¹Athoillah, "Implementing Problem-Based Learning to Improve the Speaking ability of the Eleventh Grade Students of SMAN 1 Gondang Mojokerto", (University of Malang:unpublished thesis, 2010)

⁴²Ida Rahmawati, "English speaking Problems Faced by Students at e-Dutech Business, Computer and Language Center", (University Muhammadiyah Semarang:unpublished thesis, 2004)

discussed about speaking problems. The difference is the researchers also discuss about the causes, but he does not. His explanation is clear, but the weakness is he only interview five persons who have the problems in speaking. He should do interview with the sample of population.

The result of his study are: 1) Students respond negatively toward speaking English on English Day, 2) the students are nervous when speaking English on English Day, 3) the students are lack of awareness in speaking English on English Day, 4) the students are shy to speak English on English Day, 5) The students choose the interlocutor discriminately in speaking English on English Day, 6) Students have problem to combine between English and expressiveness when speaking English on English Day, 7) students are lack of vocabulary, 8) Students have problem when using grammar in speaking English on English Day, 9) the students have problem to pronounce the words when speaking English on English Day, 10) the students have problem to look for the topic for speaking English on English Day.⁴³

The last previous study comes from Education University of Indonesia, by AryaFikri Akbar. His study is “the Students Difficulties in Class Discussion Related to Their Speaking Skill Aspects “(a case study on fourth-year students of English Department of Indonesia University of Education).

He focuses on speaking problem and the causes like the researcher does. And he uses interview and questionnaire to get the data, his study is limited in students speaking problems and the causes, this study discusses about students

⁴³Noprival, “*The Speaking Problems Encountered by SMA Titian Teras Students onEnglishDay: A Case Study*” (University of Jambi: unpublished thesis,2009)

speaking problem and the causes, and the students ability in speaking English at the fifth semester at IAIN SunanAmpel Surabaya.

From his study, he finds difficulties during their study in class discussion process related to the speaking skill aspects. They are: pronunciation aspect which includes the categories of non-native accent and poor pronouncing, vocabulary aspect which includes the categories of limited edition, and poor vocabulary, grammar aspect which includes the categories of plural/singular noun, use of verb and presence of verb, fluency aspect which includes the categories of pauses, fragmentary and hesitancy and the last is comprehension aspect which includes the categories of difficulties in comprehending message conveyed in English native sounds and roundabout utterances.

The difficulties for pronunciation aspect are caused by difficulties between Indonesia and English diphthong/vowel, grammatical caused by sentence pattern, fluency caused by inhibiton/ lack of confidence and lack of practice in conversational interactions, and comprehension caused by lack of knowledge.

According to the researcher, his explanation is very clear, systematically, and understandable. But, in his study, the researcher finds the weakness in his finding. He mentions some aspects (pronunciation vocabulary, grammar, fluency, and comprehension) that become problems in students speaking and the cause of each aspect but he does not write the causes of vocabulary aspect. If there is no answer from the aspect, why he doesn't explain.⁴⁴

⁴⁴Arya Fikri akbar, "*the Students Difficulties in Class Discussion Related to Their Speaking Skill Aspect*", (Education University of Indonesia:unpublished thesis, 2009)

Based on the previous studies there are some aspects which can't be covered yet. Therefore this study will examine the students problems and the causes of students speaking problem. This study combines the uncovered part of the previous research, which concerns about.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is descriptive qualitative. According to Sugiyono, qualitative research is called naturalistic research, because that research goes in natural setting.⁴⁵

Two of characteristic of qualitative research based on Boglan and Biklen (1982) in Sugiyono are that qualitative research has the natural setting as the direct source of data and researcher is the key instrument.⁴⁶ Qualitative research is descriptive; the data collected is in the form of words of pictures rather than number.⁴⁷

The current status of phenomenon in this study is students' problems in speaking at fifth semester at English Education Department in IAIN SunanAmpel Surabaya.

B. Subject of Research

The subject of the study is the students at fifth semester of English education department at IAIN SunanAmpel Surabaya, because in that level the students should prepare their self for practicing teaching at the seventh semester. So, by understanding students' problems in practicing speaking

⁴⁵Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008) cet. ke- 3, p.8

⁴⁶Ibid p.8

⁴⁷Ibid p.13