

**THE STUDENTS' COMMON SPEAKING PROBLEMS AND LEARNING
STRATEGY THEY USED TO IMPROVE THEIR SPOKEN ENGLISH IN
CLASS PRESENTATION: A STUDY AT THE FOURTH SEMESTER
STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF IAIN
PADANGSIDIMPUAN**

THESIS

*Submitted as a Partial Fulfillment of the
Requirements for Master Degree (S2)*



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ABSTRAK

Ilham Hakim, 2022. *Masalah Umum Mahasiswa dalam Berbicara dan Strategi Pembelajaran yang Mereka Gunakan untuk Meningkatkan Kemampuan Berbicara dalam Presentasi Kelas: Studi pada Mahasiswa Semester IV Jurusan Pendidikan Bahasa Inggris IAIN Padangsidimpuan*. Tesis. Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni. Universitas Negeri Padang

Kemampuan berbicara bahasa inggris yang rendah membuat mahasiswa tidak maksimal dalam menyampaikan materi pembelajaran dalam presentasi kelas. Peran bahasa inggris sebagai bahasa asing menjadi salah satu alasan untuk tidak lancar dalam berbicara bahasa inggris. Penelitian ini bertujuan untuk menganalisis masalah umum berbicara mahasiswa dan strategi pembelajaran yang mereka gunakan untuk meningkatkan kemampuan berbicara mereka dalam presentasi kelas di IAIN Padangsidimpuan. Penelitian ini menggunakan penelitian deskriptif. Partisipan dari penelitian ini yaitu mahasiswa semester IV jurusan bahasa inggris IAIN Padangsidimpuan tahun ajaran 2019/2020, yang terdiri dari 85 mahasiswa yang di bagi kedalam kelas TBI-1, TBI-2 dan TBI-3. Penelitian ini menggunakan teknik cluster random sampling dengan memilih kelas TBI-1 sebagai sampel dengan total mahasiswa sebanyak 25 orang. Hasil penelitian ini menunjukkan bahwa masalah umum berbicara mahasiswa adalah masalah non-linguistik. Masalah tersebut terdiri dari: *inhibition, nothing to say, low or uneven participation, and mother tongue use*. Disamping itu, masalah linguistik juga masih terjadi tetapi dengan kategori permasalahan yang rendah. Kemudian mahasiswa dalam meningkatkan kemampuan berbicara, mereka menggunakan berbagai strategi pembelajaran dengan frekuensi yang berbeda. Strategi pembelajaran yang paling sering digunakan mahasiswa adalah strategi pembelajaran *Indirect Strategy*, yaitu *metacognitive strategy, affective strategy dan social strategy*. Oleh karena itu, dengan menerapkan berbagai strategi pembelajaran untuk meningkatkan kemampuan kemampuan berbicara mahasiswa dalam bahasa inggris, kemampuan mereka diharapkan dapat terus meningkat

Keywords: *Kemampuan Berbicara, Masalah, Presentasi Kelas*

ABSTRACT

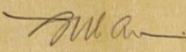
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The low ability to speak in English makes students not optimal in delivering learning materials in class presentations. The role of English as a foreign language is one of the reasons for not fluent in speaking English. This study aims to analyze the students' common speaking problems and their learning strategies used to improve their spoken English in class presentations at IAIN Padangsidimpuan. This research used descriptive research. The participant of the research was the fourth semester students of English department at IAIN Padangsidimpuan for the 2019/2020 academic year, which consisted of 85 students who were divided into TBI-1, TBI-2 and TBI-3 classes. This study used a cluster random sampling technique by selecting the TBI-1 class as a sample with a total of 25 students. The results of this study indicate that the common speaking problems of students were non-linguistic problems. The problems consist of: inhibition, nothing to say, low or uneven participation, and mother tongue use. In addition, linguistic problems also still occur but with a low category of problems. Then, students in improving their spoken English used various learning strategies in different frequencies. The learning strategies most often used by students are indirect strategies, namely metacognitive strategy, affective strategy and social strategy. Therefore, by implementing various learning strategies to improve students' spoken English, their abilities are expected to improve continually.

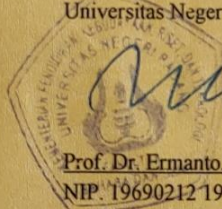
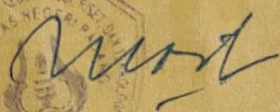
Keywords: *Speaking Ability, Problems, Class Presentation*

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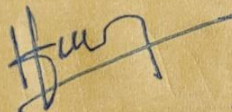
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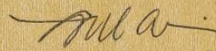

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SURAT PERNYATAAN

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Saya yang menyatakan,



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At last, the writer realizes that this thesis is not perfect as the readers' expectation. The writer needs criticism and suggestion from the reader to make this thesis more useful.

Padang, August 24th 2022

The Writer

DEDICATION

This work is wholeheartedly and proudly dedicated to the loved ones who have become the support system for the writer in the process of compiling this thesis. Big thanks to the writers' beloved family and relatives, beloved father Alm. Ishaq Nasution, beloved mother Kholidah Hannum, beloved brother Dedi Hariansyah, and beloved sisters Lisda Warni Nasution, Dewi Sartika and Nur Khofifah for their pray, patience, care, and everything that has been given to support him morally and financially all this incredible year.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, there are three languages that are commonly used, namely mother tongue as a first language, Bahasa Indonesia as a second language, and English as a foreign language. The learning of these three languages is very different in its application. Mother tongue which is basically the first language acquisition is not taught in schools. Meanwhile, Bahasa Indonesia and English are studied as general subjects in schools and colleges. However, Bahasa Indonesia is taught from elementary school, while English is taught from junior high school level. Thus, with the language studied over a long period of time, students are expected to be able to master the language, especially English.

Mastering English is important in this modern society and global area. People need communication to fulfill their needs in life. Hence, people must have a high degree of speaking proficiency in order to communicate effectively in English. People considered that speaking is the most crucial of the four language skills in English since people expect to be able to speak English well. Speaking English has become increasingly vital as a means of navigating the globalization era. According to Rao (2019), speaking is the most important skill among all four skills in order to communicate well in this global world and it helps the learners get success in their respective fields.

However, even after years of studying English, students when practicing speaking still find it difficult to use the language in communication. Bueno, Madrid & McLaren (2006) argue that speaking is one of the most difficult skills that language learners have to face. Along with the process of learning English, students' speaking ability is influenced by factors that have positive and negative effects on the process of learning. Actually, many factors cause the inability to communicate in English. For example, shy students are usually hesitant to talk to their peers, especially when a teacher asks for a personal opinion. Then the problems also arise from their ability to use the grammar, their less vocabulary and also in pronouncing words when they speak in English.

Meanwhile, a person's ability to speak English is not only related to the ability to mastered aspect of speaking. Hortwitzh, et al (1986), Sadtono (1997), and Taiqin (1995) explains that the students' problems related to speaking ability divided into Linguistic and non-linguistic problems. The aspect of speaking (pronunciation, vocabulary and grammar) called linguistic problems and non-linguistic problems (shyness or anxiety, lack of confidence, low motivation, and mother tongue use)

Nevertheless, there are many activities to promote speaking, namely presentation, speech, simulation, role-play, story-telling, interview, and information gap. From all kinds of the speaking activities, class presentation is almost the common activities done in the university environment. According to Brown and Abeywickrama (2010), there are many types of speaking; they

are imitative, intensive, responsive, interactive and extensive. Presentation includes in extensive type activity. Thus, presentation is the activity that gives opportunity to students to deliver the learning materials in the classroom. Besides, Rao (2019) states that in presentation, the students certainly helpful to boost up their confident level and inspire them to practice their speaking skill whenever and wherever they get the opportunity to speak.

Presentation is one of the activities to train students speaking ability for foreign language learners. Presentation needs preparation and practice to improve their ability in presenting a good learning material. The ability to speak is very important when students present the content of learning materials. The lesson will be easy to understand if the material of the presentation is delivered with clear explanation. Therefore, the presenter of the material must be able to master speaking to improve their ability. According to Brown and Abeywickrama (2010), there are five aspects that need to be mastered in speaking, namely; comprehension, grammar, vocabulary, pronunciation and fluency. Therefore, students in delivering learning materials must master these aspects in order to make their presentations are successful.

Furthermore, to practice students' speaking skills, presentations also teach students to be able to design oral presentations effectively. This ability is very good to have which is acquiring two objectives that enable students to have knowledge that can be used successfully in the future surrounding professionals and prepare them for further academic career possibilities (Zivcovic: 2014). Thus, student presentation activities have a good impact on

students' abilities and for their future when dealing with things that require presentations or provide information to others.

Moreover, in presenting material students should consider the aspect of presentation before performing in the class. The presentation aspects can be classified into the content and delivery of learning materials (Aminullah, Rahayu & Zainal; 2015). Thus, there are two aspects that must be considered as the main part of the presentation appearance; the content of what the presenter delivered and how the presenter delivered the content. Actually, these two aspects often become obstacles to students in making good presentations. For example, in content, the cause of lack of references make the topic of discussion is monotonous and not giving viewpoints. The most severe, the content is good but because of problems in delivering, the students still have problems with their speaking. Thus, it makes the presentation do not optimal as expected.

For students in higher education, they still have many speaking problems in presenting learning materials in class presentation. Students do not seem ready to be faced with a lecture situation that prioritizes students to make presentations. They present learning materials in front of the class through class presentations that require speaking ability. This problem arises not only because English is as foreign language, it seems that the education system in Indonesia is more focused on learning English to face exams such as the national exam. Sumpama (2010) states that an English teacher is faced with two choices in teaching English, either to achieve good national exam

scores or train students to speak English as a means of good communication. Therefore, the measure of success in learning English in Indonesia is determined by how well the national exam scores in the written exam, it seems that achieving good national exam scores (in the written exam) is the main goal. Thus, students' speaking skills in communicating are not honed in language learning at school. In fact, there are many students still have difficulty in speaking English. Even some of them have very low speaking ability. Karim (2012) points out that not only about the weak student even bright students who get high scores in written examinations are unable to speak English language properly.

The other problems are related to the opinion by McDonough and Shaw (2002), who argue that in many contexts, speaking is often the skill upon which a person is judged at face value. It means that people often giving judgments about language competency through speaking skills rather than the other language skill. It makes consideration to students that speaking is very challenging in terms of bravery to speak in front of friends, English teachers, and even in faced with the English native speakers. In a way with that, Kitano (2001) states that speaking skill is usually the first thing that learners compare with that of peers, teachers and native speakers.

Some previous researches investigated the research about the speaking problems faced by the students' related to class presentation. Anggi, S.P (2019) conducted the research related to the students' problems in English presentation faced by the third semester students of English department of

Unismuh Makassar. The research indicates that there were six problems faced by the students in speaking English, namely anxiety, lack of confidence, shyness, fear of making mistakes, lack of motivation and worry for getting criticism. The highest problems that faced by the students was anxiety. She also added that the students are fluent in English but if they got anxious they cannot speak English well.

Moreover, Moulida (2019) reports his research with the title “Students Challenges in English Public Speaking Program at Dayah Darul Ihsan”. The research investigated the students’ perception towards their challenges to speak in public by administering questionnaire. The result of his research indicated that the challenges faced by the students are; they nervous when they have less preparation, feeling anxious of having less knowledge about the topic, afraid of making mistakes, forget vocabulary due to nervousness and afraid of being center of attention. Besides, linguistic aspects such as fluency, vocabulary and grammar are also parts of challenges they faced in enhancing their public speaking skill.

Furthermore, Hosni (2014) reports her research with the title “Speaking Difficulties Encountered by Young EFL Learners”. Learners of English in Oman often do not have opportunities to speak English outside the classroom, and for many of them, the course book is the only place where they meet English. Although speaking is considered a main language skill that students should improve, it has been widely noticed that they face many difficulties in speaking English. Based on their research, they found the key

problems faced in speaking which are divided into linguistic difficulties, mother tongue, and inhibition. In addition, the absence of vocabulary items, grammar structure, and skills in sentence construction also need to be taken into account.

Afterward, Tuan and Mai (2015) add “Factors Affecting Students’ Speaking Performance at Le Thanh Hien High School”. The students at Le Thanh Hien High School are not fluent in English. They can easily pass the exam, but they have difficulty speaking in English; therefore, it is very important to identify solutions to help them overcome their difficulties. The result of the study indicates 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 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 speak; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (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.

Besides, Nakhalah (2016) reveals the research about “Problems and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University”. He describes that students’ have limited time to learn

English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that make senior high school students have difficulties to communicate in English. The results includes to psychological factors that hinder students from speaking, they are: fear of mistakes, shyness, anxiety, and lack of confidence. Besides, he also gave Possible Solutions to overcome the problems.

Next, Dalem (2017) in Libya, he explores the speaking difficulties encountered by English language students at Al Margeb University and to discover the causes of such difficulties. His study reports that students who have higher motivation and lower anxiety can speak easily and effectively. Students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance. In his study, he stressed that teachers should understand their students' interests and feelings, improve their learners' self-confidence and choose the best teaching method to keep their learners involved in the speaking activity.

Besides, the study with the title "Difficulties of Speaking that are Encountered by English Language Students at Al Margeb University", submitted by Leong and Ahmadi (2017). They reports about the factors that affect students' English speaking performance. They mentioned factors have an important role in developing learners' speaking skills. The factors make learners less self-confident and less comfortable in their speaking classes. The findings of this study indicated that learners with low self-esteem, higher

anxiety, and low motivation have serious difficulties in speaking skills in spite of having acceptable linguistic skills. This study showed that students who have higher motivation and lower anxiety can speak easily and effectively. Thus, students should have a friendly and cooperative environment that can help them overcome their difficulties in speaking performance.

Furthermore, Zainurrahman and Sangaji (2019) with the title “A Study on the University Students’ Speaking Difficulties”. They added that studying student learning difficulties is such a challenging job that most of the teachers around us decide to leave it untouched. However, it seems that ignorance in this case may be the main reason why student achievement never increases. Their research findings report that speaking activity was influenced by their psychological issues such as hesitance and low self-esteem, and the mastered vocabulary also played an important role in their study. It means that speaking still becomes a problem that should be mastered by the students, because the students must be able to deliver the material by using English in the class, especially in this pandemic situation that force students to do the activities based on internet media, recording or virtually live learning.

In addition, there are also problems that arise related to speaking ability, namely problems in linguistics and non-linguistics that have been explained by previous researchers. Besides that, there are several learning strategies to improve students' speaking ability. The research by Gani, Fajrina & Hanifa (2015) with the research title “Students’ Learning Strategies for Developing Speaking Ability”. The problem in their research is the fact that

the competency of many students in speaking English was still considered unsatisfactory in Banda Aceh. They postulated that one aspect involved in the process of developing speaking skills was the learning strategies used by the learners. The result of the study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students. Besides, the high performance students employed more learning strategies consciously and appropriately compared to the low performance students. Based on their research results, it is suggested that students should be trained to be more aware of their own speaking learning strategies. They should use appropriate language learning strategies more consciously, purposefully, and frequently to be more successful in developing their speaking skills.

The next study was coming from Wael, Asnur, & Ibrahim (2018) entitle "Exploring Students' Learning Strategies in Speaking Performance". The research problem is about speaking is taught in academic level, speaking is also used to deliver the idea which aims to gain the knowledge. Learners need to be able to know English orally to enhance their English competence because, in common sense of people's viewing, speaking is one of the crucial parts. The result of this research showed that students of the third semester of English department frequently used memory strategies in learning speaking. The second was metacognitive strategies followed by social strategy in the

third rank. The fourth was affective strategies and compensation strategies in the fifth rank and followed by cognitive strategy in the sixth rank. Furthermore, the other factors also influence students' learning strategies in learning speaking such as psychological factor, the role of teacher, task, environment and social factors. The roles of the lecturer as a feedback provider, a participant, and a prompter

Relating to some previous studies that have been investigated by several problems face by the students in speaking and their learning strategy to improve the speaking ability, the researcher take the gap to analyze students problems face in speaking and their learning strategies to improve their speaking ability in presenting learning materials. Therefore, the researcher interested in conducting this research with the title "The students' speaking problems and leaning strategies they used to improve their spoken English in class presentaion: a study at the fourth semester students of English department of IAIN Padangsidempuan".

B. Identification of the Research Problem

Based on the explanation in the background of the problem, there were some problems that have been discussed related to students' speaking in class presentation. The problems can be classified into the content and delivery of presenting learning materials. It means there are two aspects to be considered in a presentation; the content of what presenter organized and the delivery or how the presenter delivered the content.

In delivering the materials, the students need to mastered speaking in order the audience understand the explanation when presenting learning material. The area that can be investigated were the common problems faced by the students in class presentation, and the students' learning strategies to improve their spoken English in class presentation.

C. Limitation of the Research Problem

Based on the identification of the problems above, the problems of this research are limited to focus on the students' common speaking problems in class presentation and their strategy to improve their spoken English in class presentation. However, there are several experts mentioned about the problems faced related to speaking performance, the researcher take the speaking problems proposed by Ur (1996) and Sadtono (1997) which divided students speaking problems into Linguistic and non-linguistic problems.

D. Formulation of the problem

The problem of this research is formulated as follows “What are the students' common speaking problems and their learning strategy used to improve spoken English in class presentation at the fourth semester students of IAIN Padangsidimpuan?”

E. Research Questions

Based on the problem above, the focus of the research is stated in the following research questions;

1. What are the students' common speaking problems in class presentation at the fourth semester students of IAIN Padangsidimpuan?

2. What are the students' learning strategies used to improve their spoken English in class presentation at the fourth semester of IAIN Padangsidempuan?

F. Purpose of the Research

The purposes of this research can be stated as follow:

1. To find out the students' common speaking problems in class presentation at the fourth semester students of IAIN Padangsidempuan
2. To find out the students' learning strategies used to improve their spoken English in class presentation at the fourth semester students of IAIN Padangsidempuan

G. Significance of the Research

The result of the research is expected to give significant findings in class presentation especially in students' common speaking problems and the strategy used to improve their spoken English in class presentation. The result of this research also is expected to enrich the theories on English language learning which is may provide as the source for students' speaking problems and students' learning strategy, specifically in class presentation. In addition, it also could be the source of information about the students' strategy to improve their speaking ability. Practically, this research provides reference or information for English teachers or lecturers who intended to know the students' common problems faced on speaking ability in teaching and learning process.

H. Definition of the Key Terms

Some key terms used in this research can be defined as follow:

1. Speaking is one of the language skills that needs in presenting learning materials. It skilled to produce a word, phrase, or sentence which is conveyed the meaning orally.
2. Students' speaking problems is the problem faced by the students while speak in English or used English language in presenting learning.
3. Class presentation is the common activities that used by higher education environment which is the students present the materials given by lecturer for sharing information, opinion, and ideas in the process of learning.
4. Students' learning strategy is the students' technique to improve their speaking ability by applying the technique for better in presenting learning material