

HALAMAN PENGESAHAN SKRIPSI

A THESIS

AN ANALYSIS OF STUDENTS' PROBLEMS IN SPEAKING ENGLISH
OF THE THIRD SEMESTER STUDENTS OF THE ENGLISH
DEPARTMENT AT MOMMENSEN HKIP UNIVERSITY, MEDAN

Disjukan Oleh

Nama : Ananda Seta Nathania Marbun
NPM : 20120062
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Strata Satu (S-1)

Dinyatakan benar telah mengikuti ujian akhir (Meja Hijau) dan
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Panitia Ujian Akhir Meja Hijau

Dosen Penguji I

(Dr. Lestri Wahyuni Manurung, S.Pd., M.Hum)

Dosen Penguji II

(Carolina Pakpahan M.Pd)



Dekan PKIP UIN Medan

(Dr. Mulyo Sigiro, M.Si., Ph.D)

Ketua Program Studi

(Dr. Nennis-Ertama Sianga, S.S., M.Pd)

CHAPTER I

INTRODUCTION

1.1 Background of the Study

From historical times to the present, language is an essential communication tool to communicate the idea or intention the sender desires to convey to the recipient or listener. A person's ability to use appropriate terminology can add value to that person. Everyone communicates with one another and with ideas through language. In Indonesia, most people learn regional languages as their first or mother tongue. Indonesian is utilized as a second language in the interim. Still, as the globalization era progressed, the two languages learned were not just Indonesian but also English. Thus, as time goes on, it will become necessary for us to learn foreign languages or English, mainly so that everyone, including students, can speak the language to gain access to knowledge. For instance, the language of education is English, and using proper language can be added, specifically in electronic media like computers, laptops, notebooks, iPads, or links to the internet, allowing people to communicate in English.

One of the languages we hear a lot these days is English. Learning English is crucial because it's used in many products and information formats. For instance, you can communicate with people worldwide by knowing English in politics, technology, health, education, and ordinary language. Communicating in English could be helpful for someone who wants to work or travel abroad. It is possible to make the case that having fluency in a foreign language significantly affects the qualifications that companies present to applicants. English is a well-known and respected language because it is a

universal language. This suggests that English is a language for communicating ideas, thoughts, and concepts between countries. English is taught and learned as a foreign language in Indonesia. Speaking is one of the core abilities in teaching and learning English. Speaking is expressing thoughts and feelings orally (Djiwandono, as cited in Munir, 2005).

Tarigan (1990: 8) asserts that "using words as a means of communicating that influences our daily lives" in the meantime. This indicates that speaking is a communication method that has the power to persuade others about someone's life. Speaking is a complex skill since it involves elements of grammar, vocabulary, pronunciation, fluency, and comprehension, at the very least, according to Harmer (2007, p. 343). Since speaking is essential to learning English, students who want to communicate with the outside world must be proficient. This allows them to share their thoughts and opinions with friends and the wider community and express their point of view. The problem is that many students need help speaking English, and numerous issues arise when pupils attempt to use the language. Many students need help learning in class. Most students think learning English is challenging because they must know the meaning of some words and need help to speak fluently (Simarmata, 2023).

Sometimes, when pupils practice, they make mistakes in front of the class. Students need to be more confident while they practice in front of the class. This is a big problem in the learning process. Students need help expressing their ideas and are afraid to utter words (Sinaga, 2019). Because they need help speaking English, they think it is not necessary. There are many reasons why people need help to speak English. Ur (1996) stated many causes of speaking problems, such as barriers, not speaking, low

contribution, and use of the mother tongue (Aguayo Torrez, 2021b). Apart from that, lack of practice and a lack of enthusiasm from yourself. Therefore, not everyone can speak English. For example, they often talk, but there are problems with speaking, such as feeling insecure about what to say because they are afraid of making mistakes, imperfect grammar, and fear of pronunciation errors. They do not speak because they lack vocabulary and do not know what to say.

Speaking English is also influenced by the mother tongue because it has been spoken since birth. When students talk, they frequently utilize exact phrases, such as "I don't know anymore." They are simply anxious when the instructor requests an explanation something in front of the class. This anxiety causes pupils to lose their fluency or stammer when speaking English, making them uncomfortable and leading many to believe that learning English is challenging.

Students and English majors often have difficulty speaking the language; some cannot talk about it quickly and clearly, or worse, they have never even practiced speaking it. Students face several primary issues when speaking English, such as lack of confidence, limited fluency and vocabulary, lack of grammar, and poor comprehension. The researcher chooses to focus on the problem of vocabulary and fluency. Students are instructed to describe something, but they often stop talking because they lack the vocabulary to know how to continue. Moreover, because they cannot continue, their fluency in the language decreases, causing their comfort to be disturbed, and they end up being lazy and afraid to try.

Moreover, because they fear that it will be considered useless to major in English education, they will need help to speak it well. The researcher chose the English Education Study Program because current students in the department must master English as their main subject. This is because speaking English well is essential for my future work as a teacher. The researcher chose HKBP Nommensen University Medan from the list of English language challenges above because it is a private university that offers an English major. This element makes it difficult for researcher to study speech problems among students at HKBP Nommensen University, Medan. This became the basis for research examining English education majors in their third semester at HKBP Nommensen University, Medan, because third-semester students are at the level where they have to learn several aspects of English and prepare for teaching practice in the seventh semester.

Additionally, the researcher carried out pre-observation to bolster the context of the situation on *Friday, December 15, 2023, at 12:00 WIB* in the 3rd-semester group B class of the Philosophy of Tefl course. After asking permission from the lecturer concerned, namely Mrs. Dr. Rina Octavia Simarmata, the researcher came along to see the shortcomings and problems in students' speaking during their presentation activities. Researcher have seen what issues usually occur in 3rd semester classes majoring in English education, namely lack of vocabulary and fluency in speaking English.

Table 1. (Pre-Observation Description)

NUMBER	STUDENT	STATEMENT	DATA	RESULT
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1.	Student A	One teacher in a class must use a technique for learning to be fun. "Uhhhh" is a method teachers must use "ehh" in class.	The statements "uhhh" and "ehhh" appear in the student's sentence. The words "Uhhh" and "ehhh" indicate that one type of problem of speaking English is disfluency, namely filler words. There are a lot more proverbs and idioms used when speaking.	The problem of Speaking English : <i>Disfluency (Filler Words)</i>
2.	Student B	Now I will answer the question from student C. As we know, there are several methods that teachers can apply in teaching in class, such as	From the case of student B above, it can be seen that the low vocabulary causes students to need clarification in continuing what they want to say. So he has to use his mother tongue because he cannot develop further sentences that he should say; the use of his vocabulary could be	The problem of Speaking English : <i>Low Vocabulary</i>

		<p>the lecture method.</p> <p><i>“metode yang apa namanya ya, eeeee yang dipakai oleh guru to studentnya. It same like guru lebih banyak mengambil peran begitu untuk menjelaskan”</i></p>	<p>better, resulting in disfluency and discomfort in speaking English.</p>	
3.	Student C	<p>And now, I want you to answer my question, <i>“eeehh,” my simple question. The simple question that I want to ask</i></p>	<p>The statement <i>“ehhh”</i> and <i>my simple question</i> appear in the sentence in the student' sentence. The word <i>“ehhh”</i> and <i>my simple question</i> indicates one type of problem of speaking English is</p>	<p>The problem of Speaking English : <i>Disfluency (Repetition)</i></p>

		your group, my <i>simple question</i> is...	disfluency, repetition	namely	
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In one instance, Gleason and Ratner (1998) included several disfluencies, including incorrect starts, repetition, hesitancy, and filler words (such as "um" and "uhh"). (Adeniran et al., 2010; Fitriani et al., 2015).

Apart from that, the researcher also conducted *preliminary interviews* to support the problems discussed. The researcher asked five students to give their opinions regarding their views on speaking English. Some of the students' answers were related to feelings of insecurity and comfort when using English, nervousness, and internal obstacles that resulted in a lack of fluency.

The first previous study, Fitriani et al. (2015), in their research, entitled "A Study on Students' English Speaking Problems in Speaking Performance," focuses on students' English speaking problems. The purpose of this study is to identify the most common speaking performance issues that third-semester English Education Study Program students at FKIP Tanjungpura University Pontianak encounter. In this research, the results of psychological problems are the most dominant problems faced by third-semester students of the English Study Program at FKIP University, Tanjungpura Pontianak. The research method used in this study is the descriptive method. The writer uses questionnaires and video recordings as tools for data collection. This research uses Richards' (2008) theory, which claims there are some typical learners' speaking

problems, including bad grammar, poor pronunciation, and a deficiency of vocabulary required for conversation. What previous research has in common with this research is that it focuses on English students' speaking problems and focuses on third-semester students. The difference in this research is that previous research used Richards' (2008) theory in looking at students' speaking problems, while this research uses theory (Tuan & Mai, 2015) in looking at students' speaking problems. Another difference is that the data collection method uses descriptive methods, while the research conducted uses qualitative methods. Then the data collection technique from this previous research used questionnaires and video recordings, while the research carried out used observation and questionnaires. The contribution of this research is to provide an understanding of the types of problems and difficulties faced, namely psychological problems that can affect students' speaking.

Wahyuningsih and Afandi (2020), in their research entitled "Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia," aim to look into some of the issues with speaking English that the Kudus State Islamic Institute's English language learners face and consider potential ramifications for the creation of the department's speaking curriculum. Data for this study came from focus groups (FGD), semi-structured interviews, and observations using a qualitative descriptive methodology. The analysis's findings show that students majoring in English education struggle with speaking the language because they lack the necessary vocabulary, grammar knowledge, pronunciation, exposure to English outside of the classroom, confidence, and English language curriculum development. The theory used in discussing students' speaking problems is the theory of Gan (2012), which states that the problems that students may commonly encounter are inadequate vocabulary,

complicated structures, inappropriate intonation and pronunciation, lack of exposure to speaking English, and lack of language curriculum development. What is similar is that it uses qualitative methods and focuses on speaking problems, and what is different is the data collection technique that uses semi-structured interviews, observation, and focus group discussion (FGD). The contribution of this research is to provide an overview of the problems faced by students, namely student speaking problems.

Based on these problems and researcher studies, the researcher is interested in seeing how students' vocabulary problems affect their English speaking fluency. With this paper, teachers can address these issues and improve their teaching for the coming semester by understanding the speaking challenges students face. After considering the background material above, the researcher conducted an "analysis of students' problems in speaking English of the third-semester students of the English Department in Nommensen HKBP University, Medan." The researcher thinks this effort will benefit readers by providing material for understanding the problem and how to overcome it.

1.2 Problem Identification

Considering the above context, the researcher found the following problems:

1. Students experience embarrassment and fear of speaking incorrectly in English.
2. Students have problems speaking because they feel nervous due to a lack of vocabulary.
3. Due to a lack of material or vocabulary, students' speaking fluency becomes low.
4. Students still need to improve their speaking ability.

1.3 Limitation of the Problem

The researcher concentrated on the problems and causes of speaking problems by the third-semester students of the English department at Nommensen HKBP Univerisity Medan, as was shown in the problem identification above.

1.4 Formulation of the Problem

The following formulation of the issue is possible:

1. What are the students' problems in speaking English the semester students in the English department at Nommensen HKBP University, Medan?
2. What causes problems in speaking English of the third-semester students in the English department at Nommensen HKBP University, Medan?

1.5 Scope of the Study

In light of the study's backdrop described above, its objectives are to ascertain the problems of the third English Department student at Nommensen HKBP University who speaks English.

1.6 Objective of the Study

The goal may be formulated as follows :

1. Describe the students' problems in speaking English throughout the third-semester students of the English department at Nommensen HKBP University, Medan
2. Describe the causes of problems in speaking English

1.7 Significance of the Study

Given the study's history, it is anticipated that this research would be beneficial.

1.7.1 Theoretically

- 1) The findings of this study should help expand the body of knowledge regarding speaking English.
- 2) The author must be able to evaluate issues with speaking English.

1.7.2 Practically

- 1) For Writer: The writer obtains some comprehension, perspectives, and experiences on the challenges of speaking English.
- 2) For Teacher: The study's findings could contribute to English teachers knowledge of why students have problems in speaking English and can develop their skills in English subjects.
- 3) For Student: It is anticipated that this research will be necessary for students learning to speak and hopefully this research can help students to practice speaking better.
- 4) For Future Research: This research has the benefit of being a reference that will help another researcher develop how to overcome students' speaking problems after knowing the problems.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This study's theoretical framework is based on ideas, hypotheses, and earlier research regarding “An analysis of students’ problems in speaking English of the third-semester students of the English Department at Nommensen HKBP University, Medan” which is discussed below:

2.2 Speaking

Speaking is oral communication, which is crucial to human interaction and communication. Experts have defined speech in several ways, including: Speaking is the most essential part of English because speaking is the process of sharing ideas and opinions in spoken language communication. (NUR KAFIFAH, 2016)

(Theodore Huebener, 1960) Speaking is "an ability used in daily life, such as at school or outside, to communicate with other people." Moreover (Pelenkahu, 2014) further describes speaking as "the act of expressing verbally whatever comes to mind while engaging in direct face-to-face communication with an audience." Furthermore, according to Moge (2019), “speaking is essential for human beings to express ideas and feelings and report situations to other people.” Speaking is a useful ability that can be empirically and directly seen. These observations are consistently precise and fluid. (Wamnebo , 2018).

Based on the previously presented notions, speaking can be defined as an action in which the speaker generates utterances to transfer ideas, share information, and ensure the listener knows what the speaker means.

2.2.1 Function of Speaking

Since those who acquire a language are called language speakers, Speaking is among the most crucial language abilities. Speaking is typically done to convey, alert, or report information to those receiving it.

(Azzahra pg 12., 2020), Suggest that the purpose of speaking is to convince the listener, to want the listener's physical action or reaction, to inform, and to please the listener.

Learning to speak does not happen quickly. It takes a lengthy procedure. Rubi and Thomson (1994) assert that language is a complicated system, with unique systems requiring pupils to rearrange their thinking through extensive exposure. Therefore, for pupils to successfully master nine languages, they must practice. Speaking functions are categorized as follows, according to Richards (2008): talk as performance, talk as transaction, and talk as interaction.

According to Richards (2002), there are three categories in which speaking functions fall. As performance speak, transaction talk, and interaction talk, they are as follows:

1. Talk as interaction

This function relates to social function and is what we typically mean when we talk about discussion. The main focus in this function is on the speaker and how

they present themselves to others. This function's primary goal is to foster social relationships.

2. Talk as transaction

This perform is given greater attention to the message that was expressed in speaking activities & enabling others to comprehend what we're trying to say, by clearly and accurately. There are two types of speaking activities as transactions, namely: activities whose primary emphasis is on providing and receiving information and activities whose primary focus is to obtain goods or services.

3. Talk as performance

Speaking as talk performance is refers to the activity of speaking to convey information in public or participants. This function of Speaking exercises prioritize monologue over dialogue. The main characteristics of speaking as performance talk are: focusing on the message to be convey to the participants, emphasizing the form and accuracy of speech, the language used seems like written language, the monologues are more frequent, the last one is the structure and sequence is predictable.

2.2.2 Component of Speaking Skill

According to Nunan (2003), the ability to speak is the most crucial component of learning a second or foreign language, and one's ability to converse in the language determines their level of proficiency. It implies that since speaking is the most crucial component of learning a second language and proficiency in the language is the key to success, students should be able to master speaking instruction.

1. Grammar

Grammar is necessary for pupils to construct proper sentences in discourse and to identify acceptable and inappropriate forms of grammar. Grammar is helpful in learning to become proficient in a language, both orally and in writing. According to

Hirai, grammar is the process of creating a sentence and using proper language.

However, according to Crystal, grammar is how people express their emotions using appropriate language structure. (Aguayo Torrez, 2021).

2. Vocabulary

Increasing one's vocabulary is a vital component of learning a foreign language.

Anyone with a small vocabulary will also be unable to read, write, listen, or communicate with much comprehension. Very little can be conveyed without grammar, and nothing at all without vocabulary. The proper diction employed in speaking is a function of vocabulary. One cannot properly display and articulate thoughts orally and in writing if one's vocabulary is inadequate. Without a strong vocabulary, one cannot express oneself vocally or in writing and communicate successfully. Vocabulary, then, refers to the proper language employed in conversation.

3. Pronunciation

In everyday conversation, it might be beneficial to pronounce words correctly, especially regarding intelligibility. Phonemes, phonemic patterns, intonation, rhythms, and stresses are all factors in pronunciation. It is a technique that helps speakers speak with more clarity. Communication between language speakers requires them to comprehend one another's abilities and competencies. Together with the other skills and competencies in the class, it ought to be taught interactively. Proper pronunciation helps kids communicate with clearer language. It addresses the phonological process, which is the component-based portion of constituents and rules that establish the patterns and variations in sounds in language.

4. Fluency

Speaking rapidly and naturally, with little gaps in between, is a sign of fluency, which is the capacity to communicate at a level that is considered proficient. According to this definition, someone is A person is regarded as fluent in a language if they can correctly apply grammatical structures and patterns, swiftly, and naturally at the typical conversational pace when necessary. The capacity to continue speaking naturally when speaking is regarded as fluency. Additionally, it exhibits indicators that suggest the speaker spends less time searching for the language terms needed to explain the meaning.

We might infer from the statement that speaking consists of several components, including grammar, vocabulary, pronunciation and fluency.

According to Vanderkevent, cited in Kurniati, Eliwanti, and Novitri (2015:5), the elements of speaking as follows:

1. The Speakers

The persons who create sound are known as speakers. They are helpful as a means of communicating thoughts or emotions to the listener. Thus, the opinion, sentiment, or feeling won't be expressed without speakers.

2. The Listeners

Those who hear or understand the speaker's viewpoint or emotion are listeners. Speakers will write down their opinions if there are no listeners.

3. The Utterances

The speakers create the words or sentences known as utterances to express their opinions. The listeners and the speakers will employ signs if there is no utility. According to the explanation above, every theory mentions the same ideas regarding the elements of speech. Later on, we find it easy to speak, but teachers find it challenging to put their knowledge into practice and impart it to students. The second reason is that educators need to be knowledgeable about componentry. These elements support teachers in evaluating their students' speaking proficiency during the learning process and in achieving the goal of having students understand English.

2.2.3 Types of Speaking

According to (Brown, 2001), spoken language generally falls into two categories:

1. Single-voiced

In monologues, the hearer must digest lengthy speech segments uninterrupted; the speaker will continue speaking whether or not the hearer understands. Examples of such situations are talks, readings, conferences, newscasts, and similar events. Planned monologues, like speeches and other written content, typically show less repetition and are thus more challenging to understand. Unplanned monologues—such as lengthy "stories" in conversation or spontaneous lectures—have more significant repetition, facilitating understanding;

nevertheless, additional performance factors and hesitations can hinder or lessen understanding..

2. Conversations

Conversations involving two or more speakers also categorized as transactional dialogues., which are designed to communicate factual or propositional information, as well as interpersonal conversations, which are intended to foster social relationships. Participants in each situation may have a great degree of common knowledge (background details, schemata); as a result, talks involving family members of the interlocutors are likely to have more implicit meanings, assumptions, and other meanings that are not readily apparent. Misunderstandings can readily arise in interactions between or among individuals who are not familiar with one another, so references and meanings must be made more clear. There are two categories of speaking, namely monologue and conversation, based on the characteristics mentioned above. Speaking is delivering a monologue that only ten people can perform. The listener might be anyone, and we could designate the speaker as the anchor, for instance. Planned and unplanned are two phrases used in monologues. The term "planned" refers to a speaker who speaks spontaneously or without any preparation, whereas the term "planned" refers to a speaker who prepares his speech in advance, such as when he gives an example. Additionally, dialogue differs in that it involves two or more speakers.

Speaking in discourse serves two purposes: interpersonal and transactional. Interpersonal means are used to foster and create social ties, while transactional means assist in conveying propositional or factual information. (Thonrbury, 2005) states that speech has two purposes. These are:

1. The Role of Transactions

The main objective is the transactional function. Its purpose is to transmit data and make information interchange of products and services more accessible.

2. Social Role

The primary purpose also includes interpersonal function. Its purpose is to create and preserve social relationships. There are two forms of speaking, namely monologue and conversation, based on the speaking styles listed above.

2.3 Students

Individuals who pursue higher education, be it at universities, institutes, or academies, are referred to as students. It is automatic to refer to people who are enrolled in universities as students (Bloom & Reenen, 2013). The word "student" has two different etymologies: "maha," which means "big" or "tall," and "student," which means "a student" or "person whose level is higher than other students." Additionally, students at HKBP Nommensen Medan University, a private university in Medan, provided the researcher with their data.

HKBP Nommensen Institution, sometimes known as UHN, is a private institution in Medan, Indonesia's North Sumatra region. The founding date of this university is October 7, 1954. Ingwer Ludwig Nommensen, a Lutheran missionary from the RMG who worked among the Batak people in North Sumatra at the end of the 1800s, is the source of the name of the organization. This university has a campus in Pematang Siantar in addition to Medan. Under the direction of the Office of International Affairs (OIA) at HKBP Nommensen University, this university maintains international cooperative relations with the top universities in Asia, Europe, and America in the areas of student exchange, lecturer comparative studies, joint research, scholarships, and other academic collaborations.

HKBP Nommensen University Medan has several faculties, namely the Faculty of Law, Faculty of Engineering, Faculty of Languages and Arts, Faculty of Psychology, Faculty of Social and Political Sciences, Faculty of Animal Husbandry, Faculty of Agriculture, Faculty of Economics, as well as the Faculty of Teacher Training and Education. And the author took data from students at the Faculty of Teacher Training and Education with the English Department Study Program. The study program for English language education at HKBP Nommensen University in Medan is one of the best and leading study programs in North Sumatra in implementing the Tri Dharma of Higher Education based on love and Pro Deo Et Patria in the field of English Language Education in 2018. The author chose the English language education study program because apart from English speaking is a lesson in this study program, this study program will also produce prospective teachers who can compete.

2.4 Students Speaking Problems

Teachers may encounter certain speaking-skill issues when assisting students in speaking during class, according to Tuan & Mai (2015). These are inhibition, lack of topical knowledge, low participation, and mothertongue-use (NUSANTARA, 2019).

1. Inhibition

The capacity to deliberately suppress, resist, or outperform a dominant response is known as inhibition. Inhibition is crucial in human functioning, including comprehension, memory retrieval, and adaptation.

2. Lack of topical knowledge

Students lament that they lack the drive to express themselves and they are at a loss for words. The aforementioned theory is further backed by Baker and Westrup (2003), who observed that students struggle greatly to react when asked to describe anything in a foreign language by their teachers because they don't know how to properly utilize syntax, what words to use, or what to say.

3. Low participation

This because fellow participants in the class do not want to practice and use English as the language of their activities

4. Mothertongue use.

One issue pertaining to speaking proficiency is that some students who are bilingual attempt to utilize their mother tongue in speaking classes since it comes naturally to them (Tuan & Mai, 2015). According to Harmer (1991), there are a few reasons why

pupils speak in their mother tongue during speaking courses. First, when teachers assign pupils to explain a subject they are not very knowledgeable about, they will try to use the language. Second, using one's mother tongue is something that learners naturally do. Learners will naturally utilize their native tongue to clarify concepts to their peers if teachers do not press them to communicate in English. The last justification speaks to the notion that students will feel more at ease speaking in their native tongue in class if teachers utilize regularly.

Wahidah, FS (2016: 3) lists the following as their issues with speaking English:

1. Having trouble understanding the discussion or grasping its meaning.

It indicates that learners are having trouble deciphering or comprehending English-language discussions. For instance, talking about a task in a chat. Gaining points in the discussion is challenging for the students.

2. Vocabularies.

Due to their limited vocabulary, pupils find it challenging to communicate in English in a conversation. An instance of this would be a discussion about an assignment. Due to their limited vocabulary, students find it challenging to follow along and engage in these discussions.

3. Pronunciation.

Pupils need to learn how to pronounce English words correctly since it affects how they speak. Words with various pronunciations also have diverse meanings. For instance, the pronunciation of the words "see" and "she" is nearly identical. Students must therefore comprehend word pronunciation.

4. Nervous.

It is challenging for students to converse in English, for example, when they have to come up and demonstrate their abilities, because they are embarrassed to speak it incorrectly. However, they made a mistake when they spoke, causing other pupils to make fun of them. This explains why pupils are reluctant to demonstrate their English language proficiency.

5. Afraid to talk incorrectly in terms of meaning or content.

For fear of being incorrect, of being made fun of, and of receiving criticism, students are reluctant to talk in English. For instance, kids are hesitant to demonstrate their speaking abilities. Before showcasing their abilities, students are frightened of being incorrect and fearful of being bought off or chastised if they are. Due to their fear of being incorrect, pupils find it difficult to demonstrate their speaking abilities.

Here, the author also observes that a number of additional internal and external factors affect pupils' speaking ability.

1. Inherent variables

Internal influences originate from the person speaking English or from the emotions of the students. Internal factors are those that a language learner brings to the context

of their learning. Wahidah, FS (2016: 3) lists the following as their issues with speaking English: speaking in English can be challenging for English language learners for a various reasons. These include the learners themselves, curriculum, instructional methods, and surroundings. Speaking English is challenging for internal reasons such as lack of confidence, lack of drive, embarrassment, anxiety, fear of making mistakes, and lack of information.

2. External factors

The student's surroundings are the source of external variables. Three internal variables contribute to students' difficulty speaking English: the classroom environment, teacher feedback, and the teaching and learning process. This hypothesis leads to the conclusion that students' problems speaking English are caused by a lack of vocabulary and an excessive focus on grammar, which makes them nervous about speaking in front of others and frightened they won't get it right. Factor the way they are taught in school or the surroundings they live in also affects their ability to talk.

2.4.1 Lack of Vocabulary

Vocabulary is a collection of words a person knows, said Linse (Ratnasari, 2020.) This statement indicates that vocabulary is a list of terms that constitute general knowledge. One of the most crucial components in developing speaking fluency is vocabulary. It is a component of speaking proficiency that speakers should acquire in addition to grammar and pronunciation.

(Bambang and Utami, 2008) defined vocabulary as also essential to support mastery of language skills. A vocabulary list or collection can consist of

terms that are unique to a language or terminology that are accessible to all speakers of that language. According to this definition, vocabulary is all the terms that a person knows or uses in a given language, including all words. Learning vocabulary is a prerequisite for learning to write, read, speak, and listen. Without words, we are unable to express ourselves. They are similar in many areas of communication, including speaking fluently. According to Saied and Sara (2011), one of the hardest things for a learner to do when learning a foreign language is to become proficient in vocabulary. A vocabulary is a group of significant words or a collection of meaningful terms. The purpose of vocabulary is to construct sentences. If someone does not have a large enough vocabulary, they cannot communicate effectively, unless the individual's speaking abilities have improved. It will be evident from their vocabulary and word choice. The foundation of language proficiency is vocabulary, which gives students the ability to talk, listen, read, and write with more ease. This indicates that vocabulary is a crucial component of language that should constantly be utilized in both written and spoken form.

Without vocabulary, we cannot read, write, listen, or talk. It is easier for us to speak with others if we have the vocabulary we require. In order to demonstrate the importance of vocabulary in speaking accurate and fluent English, the researcher in this study concentrated on the limited vocabulary of third-semester students enrolled in the English education program. Without vocabulary, someone will definitely feel confused and unable to form sentences, which will cause disfluency and affect other aspects of speaking English.

2.4.2 Disfluency

Lennon (1990) proposes that the term fluency has two definitions. Fluency, in a more general sense, refers to total language proficiency. The perception of successful language learners is greatly influenced by fluency (Karimy & Pishkar, 2017); fluent individuals are probably proficient as well. On the other hand, speaking naturally and without excessive pauses, hesitations, self-corrections, linguistic fillers, and the like, is what is generally understood to be associated with fluency (Lennon, 1990). Fluency in this perspective relates more to mechanical abilities like speaking with pace, rhythm, and pauses; to language use like reasoning and coherence; and to judgment skills like knowing when to talk in a given situation. (Cendra & Sulindra, 2022).\

Speaking with ease, at a reasonable pace, and without frequent pauses is what it means to be fluent in a language. Simply put, fluency is the capacity for rapid speech. While speed has a role, it is not the primary or even the most significant one. Speaking with a near-native-like rhythm, intonations, pauses, and stress is known as fluency. Furthermore, fluency in an EFL lesson refers to one's communicative proficiency. This means that the definition of speaking fluency highlights how crucial it is intended to help EFL students become more fluent speakers. Speaking of speech disfluency, as defined by Glason and Ratner (1998), is the speaker's use of filler words like um, well, or you know (also known as filled pauses), repetition, hesitation, and false starts, filler words.

A pause of variable length that happens when the speaker is at a loss for words is known as indecision. Even natural speakers utilize fillers to gloss over unclear sentences when speaking. These include non-lexical fillers like voice stretching and lengthening, Repeating lexical items, non-lexical quiz fillers, and finally lexical fillers. (Rieger , 2003).

1. False Start

According to Honal (2003), "If a completely new syntactic structure with a different semantics is chosen to be corrected, the observed non-fluency is a false start". The submitted spoken material has been revised or corrected, which is referred to as the false start. The false start occurs when a word or portion of a word is mispronounced. Add up all the fixes, where the speaker's repetition can alter what has been said. The speaker inserts (also known as partially repeats) some lexical and grammatical alterations in addition to partially repeating what has already been said.

2. Repetition

Occurs when a speaker makes one or more speech-related errors. Usually, repetition happens when a speaker speaks too quickly. Repetition was sometimes done by people who wanted to correct or defend the prior word. Repetition typically involves words or sentences.

3. Filler Words

It is extremely uncommon to come across people who, when pressed for time or feeling unprepared, do not utilize word processors when speaking. Filler words are used in practically every facet of society, including meetings. Words like "um," "uh," or "you know" are examples of filler words. Nevertheless, each person has an understanding between the speaker and the listener, regardless of the reason for this filler. (Adeniran et al., 2010).

4. Hesitation

One of the mistakes that might occur when making a sound is hesitation, which leads to a disfluent utterance. Hesitation can also be defined as different-length pauses that happen when speakers are having trouble articulating their ideas. According to Carroll (1985), hesitations are quiet moments that happen in between linguistic segments of a speech. In fact, when people speak, their attempts to produce whole sentences frequently result in speech disfluency, which breaks down the production processes. It's common knowledge that a lot of speakers falter when speaking, whether in official settings, everyday situations, or movie scenes.

2.5 Relevant Studies

There are several previous studies support this research, namely;

Rahmaniah et al. (2018), in their research entitled "The Speaking Difficulties Encountered by Non-English Students in the Language Classroom," It was carried out to look into speaking challenges faced by students who weren't majoring in English. Additionally, it looks into the challenges non-English department students have when speaking English. Descriptive quantitative methodology was employed in this study. The similarity is that it focuses on students' speaking problems, and the difference is that To get the information, the researcher conducted interviews and speaking examinations. All second-year students in the Indonesian Department taking English as a subject made up the study's participants. Which consisted of 20 students. Also, the data collection method used by previous researcher was descriptive-quantitative. The contribution of this research is to provide an understanding of the impact and also how the speaking problems of students who are not English majors have.

Widyasworo (2019) conducted "Students' Difficulties in Speaking English at the Tenth Grade of Vocational High School" The study's primary goals are to identify the speaking challenges that students face and to outline the methods that teachers employ to help them. 36 students from SMK N 2 Purworejo's tenth grade participated in the study. In this study, the instruments employed were questionnaires, interviews, and documentation. The study's findings indicate that both linguistic and non-linguistic issues were present in the students' speaking difficulties. Lack of vocabulary, pronunciation, and grammar understanding are among the linguistic issues; non-linguistic issues include inhibition, being silent, having uneven participation, mother tongue interference, anxiety, shyness, low motivation, and lack of self-confidence. The teacher uses techniques including role-playing, brainstorming, drilling, and motivating the class to tackle the difficulties.

Sayuri (2016) conducted "English Speaking Problems of EFL Learners at Mulawarman University," for the intention of outlining the speaking issues that Mulawarman University's fourth-semester English Department students encounter. This study used a descriptive qualitative research design. Twenty-four fourth semester students make up the sample for this study. The questionnaire and speaking test were used to collect the data. The speaking exam and questionnaire revealed that the pupils had some issues with vocabulary, grammar, fluency, and pronunciation. Additional results from the questionnaire revealed that students also struggled with low self-esteem, speaking shyly, fear of making mistakes, nervousness, and a lack of something to say. Subsequently, a few reasons lead to difficulties while communicating with the pupils. These include: (1) a decrease in reading habits; (2) unequal participation and

practice of English both within and outside the classroom; and (3) a lack of clarity regarding the application of grammar rules.

Nusantara (2019) conducted "Problems in Speaking English by the Fifth Semester in the English Education Department at Muhammadiyah University of Makassar." This study's primary goal is to ascertain the speaking difficulties of English language learners enrolled at Muhammadiyah University of Makassar's English Education Department's fifth semester. This research uses the theory of Tuan & Mai (2015). When encouraging pupils to speak in class, teachers may encounter several speaking-related issues. These include inhibition, ignorance of the subject, inactivity, and speaking in one's mother tongue. The study's findings include the speaking challenges that students face, such as inhibition, a lack of words, inconsistent or poor involvement, and the usage of the mother tongue. The reason for this is that they lack proficiency in the three main components of speech, which are grammar, pronunciation, and vocabulary.

Zhengdong Gan (2013), in research entitled "Understanding English Speaking Difficulties: An Investigation of Two Chinese Populations," The study's goal is to observe the challenges that two Chinese populations—one from Mainland China and the other from the University of Hong Kong—have when speaking English. The results of this study show that the students still have minimum opportunities to speak English in oral communication, and their' pronunciation is still lacking. And what differentiates this research from research that has been conducted is quantitative research, while the research that occurred used qualitative descriptive methods. This research data collection method is limited to questionnaires; In one example, this research also used questionnaires and observations. The participant data in this study consists of two

Chinese populations—one from Mainland China and the other from the University of Hong Kong—while I am a third-grade student in the English department.

Yendra (2018) in research entitled “An analysis of the difficulties that SMAN 3 Kotabumi Lampung Utara twelfth-grade students encountered in the first semester of the academic year 2017–2018 in developing speaking skills”. This study examined the speaking proficiency issues that SMAN 3 Kotabumi Lampung Utara twelfth grade students encountered throughout their first semester of study in the 2017–2018 academic year. Based on the data analysis, the researcher came to the following conclusions on the difficulties students at SMAN 3 Kotabumi Lampung Utara were having learning how to speak: Initially, the researcher discovered that the students' challenges with speaking were due to their poor vocabulary, pronunciation, grammar, fluency, and comprehension of English. Second, students' lack of confidence in their ability to say English, fear of making mistakes when speaking, anxiety when the teacher calls on them to speak, and shyness when performing in front of the class were the main reasons why they struggled to learn speaking abilities. Students' lack of motivation to learn English is another issue. This research uses fluency, vocabulary, grammar, and pronunciation as aspects to see students' speaking difficulties; the research that will be conducted uses vocabulary and fluency to see the problems that arise. This is the difference between the two types of research.

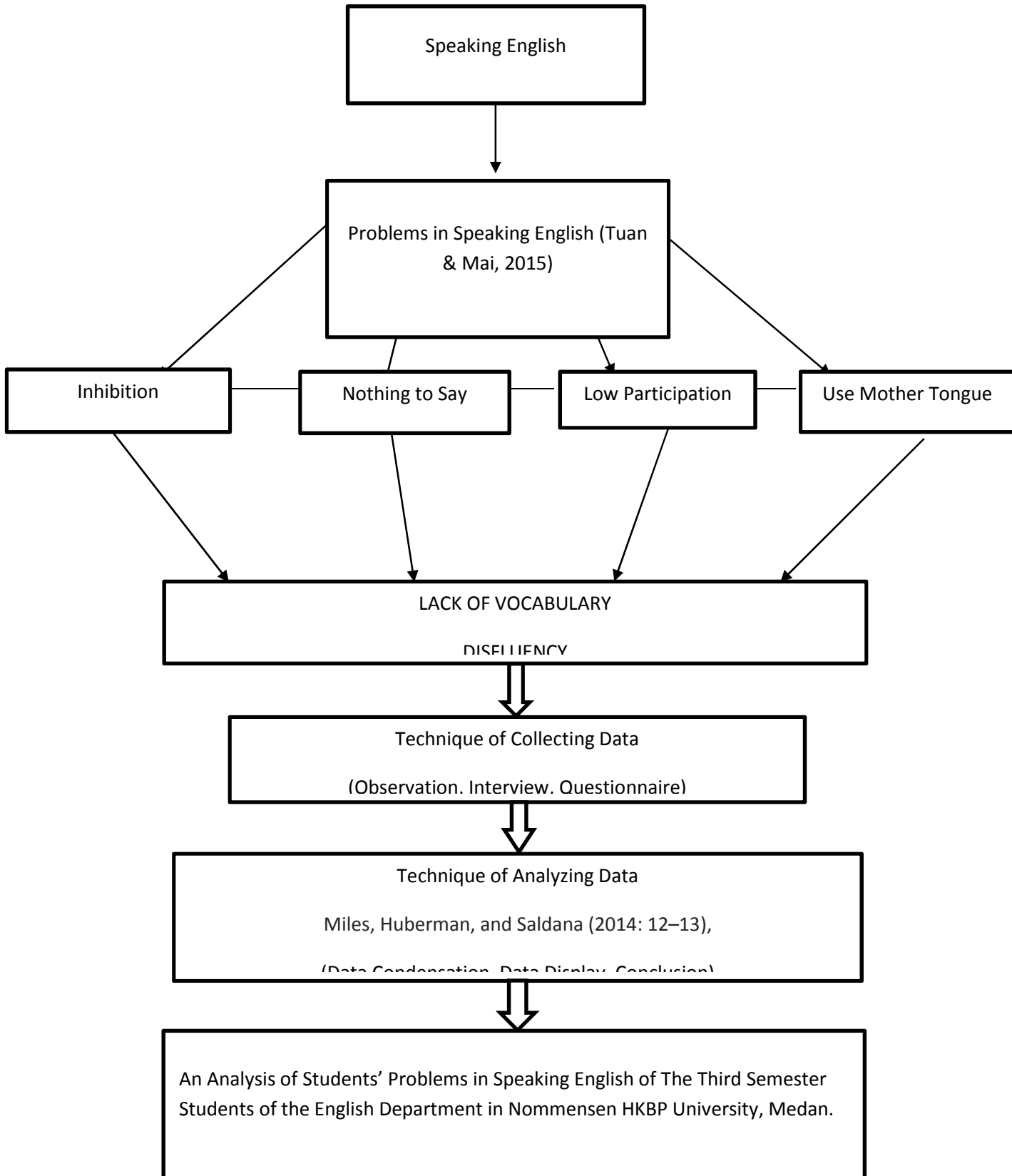
Noldy Pelen Kahu (2022) in research entitled “Problems encountered by the students' in speaking English at twelfth grade of SMAN 2 Gemeh” This study was aimed at finding out the speaking problems encountered by the students. The most common issue with linguistic issues was terrible grammar. The majority of them reported that

their inability to create English sentences correctly was the result of non-linguistic issues like shyness and lack of confidence. It is recommended that students put in a lot of study time and practice speaking. What differentiates this research from the research that be carried out is the data collection method, which uses descriptive quantitative while the following research uses descriptive qualitative there, is also another difference, namely the object which researches students at SMA Negeri 2 Gemeh, while the next researcher used study in a major whose essential is English. The focus of this research is on linguistic problems and non-linguistic problems.

2.6 Conceptual Framework

The researcher starts this study by speaking, and throughout that speaking, the researcher applies Harmer's theory (2007, p. 343). Speaking is a difficult skill since it involves at least some aspects of grammar, vocabulary, pronunciation, fluency. And follows with components of speaking skill by (Nunan, 2003), which are vocabulary, fluency, pronunciation and grammar. Continue to the definition of problems speaking English and the theory that the researcher uses is (Tuan & Mai, 2015), there are some problems for speaking skill that teachers can come across in helping students to talk in the classroom. There are many causes of speaking, and they are as follows: First, inhibition, second nothing to say, third low or uneven participation and last is mothertongue use.

2.6.1 Diagram of Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

A qualitative descriptive approach was used in this research because it is similar to collecting data from students. (Sugiyono, 2016:8) states that the qualitative research method is also known as the naturalistic research approach since the investigation is carried out in a natural environment. It is also known as the ethnographic method because it was initially primarily used for cultural anthropology research. Finally, it is called the qualitative method because the data and analysis are more qualitative. Qualitative-descriptive research is a set of procedures designed to collect data in its raw form without the need for specific conditions so as to highlight its significance. Both primary and secondary data are used in this study. By focusing as much as possible on an individual, group, or event, qualitative descriptive research attempts to describe, represent, explain, and provide a more detailed response to the problem being studied. The researcher's goal is to highlight the challenges third-semester students at Nommensen HKBP University in Medan face when speaking English, as well as the contributing causes of such problems.

3.2 The Data and Source of the Data

This researcher has conducted research at HKBP Nommensen University, Medan. The subjects in this research were third semester students of the English language education study program at HKBP Nommensen University, Medan. So, the total number of research objects is twenty. The reason why English Language Education students at HKBP Nommensen University Medan were chosen was because they were students majoring in English and their basic language was English. However, it is possible that they still have difficulty speaking English, especially as foreign language students.

3.3 Instrument of Collecting Data

According to Suharsimi Arikuntoro, research instruments are tools that researcher select and use to gather data in order to make their operations more organized and manageable. In this research, the tools that be used by the researcher in analyzing students' English-speaking problems are laptops, cellphones, pens, paper, assessment sheets, Google Forms, and the internet.

3.4 Technique of Collecting Data

Sugiyono claimed that the data collection process is the primary phase in the qualitative research approach. The researcher used questionnaires and observation and also interview to gather data for this study.

3.4.1 Observation

(Morissan, 2017: 143) States that observation is a regular human activity in which the five senses are the primary tool. Stated differently, observation is the capacity of an individual to employ their senses to gather information. The act of directly observing whatever we need to keep can be interpreted as observation.

Researcher have gathered information about the challenges of third-semester English education majors speaking English through observations.

Currently, 20 third-semester students be observed and invited to engage in direct conversation. The purpose of this is to assess the students' fluency, comfort level, vocabulary production skills, and ability to take in and process the information shared by their conversation partners. Using class observation, the researcher observed how students engaged in the learning process, how they performed, and what issues they had throughout speaking classes.

3.4.2 Interview

According to Sugiyono (2016:317) Interviews are used as a data collection technique to find the problem being studied and also if the researcher wants to know something from the respondent in more depth. The interviews conducted in this research aimed to obtain further information from the answers to the questionnaire provided by the researcher.

3.4.3 Questionnaire

Students received a questionnaire from the researcher. (Arikunto, 2013) states that a questionnaire consists of a set of questions distribut to people willing to reply in line with user requirements. Additionally, according to Arikunto, an inquiry can be split into :

1. An open-ended questionnaire is provided so that participants can fill it out based on their preferences and the situation. When a researcher cannot predict or estimate the likelihood that a responder may have alternate replies, they will employ an open-ended questionnaire.
2. A close questionnaire asks respondents to indicate how they live by placing a checkmark (X) in the relevant column or spot.
3. A mixed questionnaire combines a closed and an open questionnaire type.

In order to validate the teacher's response and gather additional perspectives on factors that can affect students' learning, the researcher in this study administers a questionnaire to the students. By using a

questionnaire to gather data, the researcher was able to identify the issues that students were having with speaking English as well as the reasons behind those issues.

3.5 Procedure of Collecting Data

According to Arikunto (2010: 160) " Researcher employ research methodologies to gather data for their studies. All of the equipment used in research employing specific methodology are called research instruments. Additionally, it is a facility tool that the researcher uses to gather data in order to facilitate the study and produce better results. In this research, the researcher used observation, a questionnaire, and an interview.

The stages carried out by researcher as follows:

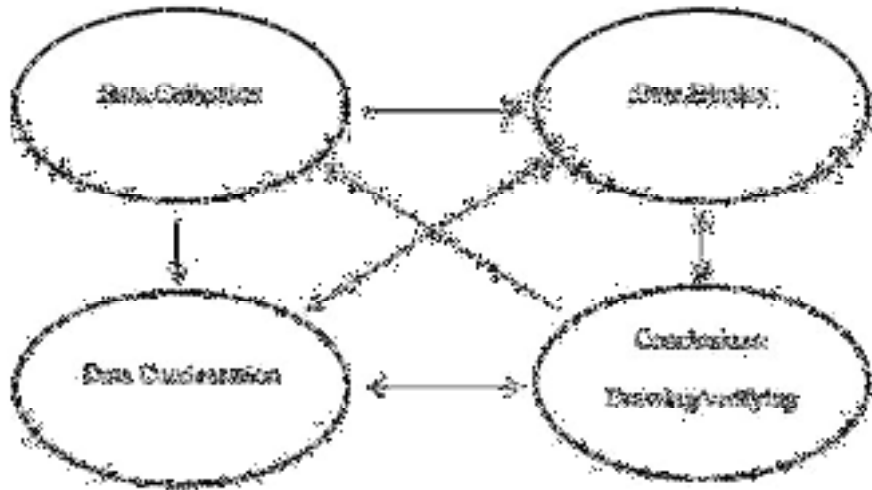
1. Gathering 3rd semester students to analyze English speaking problems
2. Hold a meeting in class with students and provide an explanation regarding the material, namely holding a debate activity
3. Divide the 20 people who researched into two debate groups
4. Provide debate material and divide each team
5. Invite both teams to give their debate arguments using English
6. Listen to what students say in debate activities
7. Assess what problems students face, especially in fluency which is influenced by a lack of vocabulary

8. Researcher use recordings and notes to see the activities carried out.
9. Make an observation sheet to describe student activities or events
10. After the debate is finished, the researcher give students the questionnaire
11. Distribute questionnaires to students so that they can provide answers regarding the problems they face in speaking English.
12. After making observations and distributing questionnaires, the researcher also conducted interviews.
13. Collect data from interviews using recordings and notes.
14. Analyze data from observations, interviews and questionnaire.
15. Summarize students' problems in speaking English from observation, interviews and questionnaire activities

3.6 Technique of Analyzing Data

Researcher employ Miles, Huberman, and Saldana's interactive data analysis model (2014: 12–14).

Scheme 3.6.1 Interactive Data Analysis Chart (Huberman & Saldana, 2014)



Data Collection is the stage where the researcher collects data related to this research. In the previous sub-chapter, that is a technique for collecting data. So, after the data collection stage is complete, the researcher continues with the next stage of data analysis. The stages in question are :

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming data contained in field notes and transcripts. This process aims to make the data more meaningful and is an integral part of the analysis. It refines, categorizes, guides, discards, and organizes data to draw and verify conclusions. The data condensation process includes the following steps:

1. Selecting

In selecting data, the researcher must act selectively. Determine which dimensions are more important, which relationships are more meaningful, and as a consequence, what information can be collected and analyzed. At this selection stage the researcher sorts out all the words that contain incorrect sentences or sentences that contain unclear meaning or are not fluent. The researcher also sorted the necessary data

from interview transcripts and sorted data from questionnaire results to make certain notes easier.

After the data selection process is complete, the researcher continues to focus.

2. Focus

Directing attention to the data is an initial form of analysis. At this stage, researcher focus on data that is relevant to their respective problem formulations to explore the role of this research. This is a continuation of the previous process. In this case the researcher limits the data based on a predetermined problem formulation. If there is data that is inappropriate and not useful for research, it will be deleted. At this stage, data sorting is carried out. And researcher focus on what problems the sentences are spoken by students.

3. Simplification

Researcher further specify what data contains problems that are in accordance with the problem formulation. Researcher then simplify the data to categorize what the problem is and see what causes it

4. Abstraction

This stage summarizes the core, processes and statements that are important to maintain. In this step, researcher evaluate the data that has been collected. This evaluation is carried out at the focusing stage, especially assessing the quality and completeness of the data. This abstraction process was repeated three times by the researcher so that it could be ensured that no data was missed or relied on inappropriately to focus attention on the problem. The researcher continues to the next stage after the researcher feels confident that this stage has been completed. In the abstraction process, researcher evaluate the types of problems that exist in students' speaking.

2. Data display

The second part, or level, of the Miles and Huberman model of qualitative data analysis is data display. Views are excerpts of text or enlarged diagrams, charts, graphs, tables, or matrices that offer fresh perspectives on how to think about data that are more deeply ingrained in text. Higher order, supplementary, at the display stage. The data may reveal categories or themes beyond those first found during the original data reduction procedure. The next step is to present the data in a useful way after it has been reduced. There are several ways to portray data, including tables, graphs, and narratives. This data is arranged in a way that makes it easy to grasp through its presentation.

3. Drawing and Verifying Conclusion

The process of drawing and verifying conclusions is an important aspect of the research "Analysis of Students' Problems in Speaking English for Third Semester Students of the English Department at HKBP Nommensen University, Medan" to understand how validating conclusions can integrate the entire research. process, from collecting data to presenting it.

3.7 Data Trustworthiness

Validity is a prerequisite for classifying data as good data in qualitative research. According to Creswell, there are eight ways for obtaining data validity, namely:

1. Triangulating various sources of information by examining evidence from these sources and using it to build a coherent theme justification.
2. Use member checking to determine the accuracy of qualitative findings by providing a final report or specific description or theme back to participants and determining whether participants feel they are AIA.
3. To accurately communicate findings, use vivid, strong descriptions.
4. Clearly state the biases the researcher has when conducting the study.

5. Include unfavorable or improper material that runs counter to the concept.
6. Staying out in the field for a lengthy period.
7. Use peer debriefing to increase report accuracy.
8. Use an external auditor or review the entire project.

J.W. Creswell, *Qualitative Research Design. Quantitative and Mixed Methods Approach*, (United States, 2014), p.191-48.

Researcher employed triangulation techniques in this study. The application of two or more data collection techniques to the study of multiple facets of human behavior is known as triangulation. The triangulation approach, then, refers to study conducted by researcher. Consequently, methodological triangulation involves developing several approaches to ensure data validity." Researcher employ methodological triangulation to derive data validity from this kind of triangulation. In addition, researcher employ questionnaires that can demonstrate that participants are individuals deserving of being research subjects, in addition to collecting data through observation and students interviews.

