CHAPTER I

INTRODUCTION

1.1 Background of the study

As the globalization goes on within the society, being able to master English has been seen as a basic skill needed to take part in the globalized world. This situation is caused by how English is used worldwide as a way to communicate between different nations. The more globalized the world we live in, the more being able to speak English is needed to take parts in the world's business.

As a part of English mastery, speaking skill in particular is seen as the core of language learning because of how it helps people to communicate effectively Leong & Ahmadi (2017:34). This statement emerged because speaking skill is what a language learner would be judged upon the most in real life situations as it plays the important role in communicating with people, including daily conversations, student-teacher interactions, or workplace interactions Richards and Renandya (2002:210),)

Although English has been assumed to be a basic skill in the globalized world, not all of the countries have made it as a tool for their daily communication. Many countries including Indonesia has English as its foreign language, making English a language that is not being used in daily conversation Walija (1996:4) in Wibowo (2014). With the status of foreign language, this means that English is only used in special settings or places, such as academic places, foreign offices, seminars, conferences, and meetings Chaney (1998:13), In other words, the Indonesian students only have limited chances to use English. This was of course hinder students' English mastery, one of which is daily conversation mastery Ur (1999:120)).

Daily conversation is part of speaking skills which is important for students to master. Students was be expected to speak English not only in formal situations, but also in informal settings. For example, asking a friend about the new movie in the cinema, or the new restaurant everyone is talking about, or sharing thoughts about the upcoming examination. These kinds of conversations are part of daily conversation that students need to be able to carry out as it is a part of their everyday lives. The need to get daily conversation taught properly becomes more urgent when considering the cultural bias existing in between Indonesian English speakers and native English speakers. The different cultures from the speakers can cause misunderstandings Susanto (2007:3), which makes it important to straighten out to make connections between the speakers. There are some sentences that exists in daily conversation that, if the EFL students did not understand it properly without the prior knowledge, might cause misunderstandings.

Another issue with English speaking mastery is the ability to speak comprehensibly. Understanding one another is important, as well as being able to produce comprehensible responses according to Brown (2004:140).To be able to speak comprehensibly, practicing to speak is the way to do it, including speaking in casual, daily conversation settings. For an instance, without having the prior knowledge about how native English speakers use 'how are things?' to ask how someone is doing, the non-native English speaker students might answer it with talking about the 'things' or objects that they have near them. Other example would be the confusion students might have when native English speakers use 'come again?' as their ways to ask for a repetition in something someone has said. Students might not be able to reply accordingly if they do not know what this phrase means.

The problem of the students at eight grade of SMP Swasta HKBP Sidorame Medan, that found by the researchers at the first observation during PPL program. There are some

phenomenon of speaking itself especially in the student's areas. Most of the students have problems in learning English speaking. Most of them are unable to speak English well because of many factors included foe example they are afraid if their friends was laugh if they made a mistake when do speaking, they also feeling shyness make their thought go blank and do not know what was say. After the researcher made an observation to the students of at Student's problem of speaking English at SMP Swasta HKBP Sidorame Medan, the researcher found that most of the students were unable to use English in the English class.

The aim of this study is to investigate the mastery of the students of SMP Swasta HKBP Sidorame Medan when they respond in english. This topic comes after the researcher's observation that there is a gap in the study with junior high school students as the subject of the study with English daily conversation as the topic. Through various previous studies that have been included prior, the urge to figure out how far students have mastered speak English has grown even more. There is a need to find out whether or not the students master speaking English to further show the need to improve speaking lessons in school if problems were found among the students, and what those problems are to help both the students and the teachers in the betterment of the speaking mastery of Indonesian students. The data collection methods that was be used in this research are observation and interview. The researcher is hopeful that after assessing how the students of SMP Swasta HKBP Sidorame Medan do in daily conversation, the interview was help figuring out the problems that led to figuring out why the students respond the way they did. The result of this research was hopefully be an insight on the mastery of students of SMP Swasta HKBP Sidorame Medan in their English daily conversation and to give input to the teachers on how to teach speaking, especially daily conversation topic better.

Based on the phenomenon described above, researcher is interested in conducting the research entitled "Problematic Issues In Mastering Speaking Skill at the Eight Grade of Smp Hkbp Sidorame in Academic Year of 2022/2023."

1.2 The Problem of The Study

Based on the the identifications of the phenomenon on the backround above The researcher has formulated some questions:

1. What are the students problems in daily English speaking activity at SMP Swasta HKBP Sidorame Medan

2. What are the causes of problem in speaking faced by eight grade at SMP Swasta HKBP Sidorame Medan

1.3 The Objective of The Study

The objectives of the research are:

1. To know the problems in mastering speaking skill faced of the eight grade at SMP Swasta HKBP Sidorame Medan

2. To know the causes of problems in speaking faced by the eight grade at SMP Swasta HKBP Sidorame Medan

1.4 The Scope of Study

This study is limited to language problems and psychological problems in the daily oral activities of eighth grade students of SMP Swasta HKBP Sidorame Medan. There are some problems with the language scores of the students. The problems come not only from the students themselves, but also from the teachers. There are psychological issues here; students are afraid of making mistakes, shyness, fear, lack of confidence, lack of motivation, poor pronunciation, insufficient vocabulary, and for the language problem there are inhibition , nothing to say , low in uneven participant and mother tongue use

1.4 The Significance of The Study

Since the present study deals with students speaking problem in daily activity at SMP Swasta HKBP Sidorame Medan,the result of this research is expected to beneficial for students,teachers,and the further researcher:

1. For the students, it is hope that the findings of this study was enable students to develop their speaking skills and engage with others in their surroundings by utilizing English.

2. For the teachers, it is expect of the teacher to devise a fresh technique to solve the student's English challenge.

3. For the future researchers, it is expect that future researchers would use this research as a reference if they desire to do similar research.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoritical Framework

This chapter present a review of related literature and explains the related material in order to give the clearer concepts and ideas for this study.These concepts and ideas was lead to a much better analysis of the variables selected by the writer in order not to raise confusion,misunderstanding,and misinterpretation comprehending the concepts and ideas in this study

2.2 Definition of Speaking

Speaking is essential in people's daily lives. Spoken language is a method of verbally transmitting thoughts and information. Speaking is one of the abilities that students must develop when studying English, according to Grognet A.G (1997:136). According to Hornby (1995:37), speaking is the talent that pupils was be judged on the most in real-life situations. Speech is the language of speech used to be recognized by the speaker, who analyses the speech to determine their intention. Furthermore, Rebecca (2006:144) discovered that speaking is the initial method children learn language and is a daily aspect of most people's coping with language change, giving the most essential data for our knowledge of bilingualism and the language contract.

In addition to listening, reading and writing, speaking is also one of the basic skills for learning a foreign language. Although this has been the case since primary school, students find it difficult to communicate in English and they need to think about when to speak English more. According to Brown and Yule (1999:14), speaking depends on the complexity of the information to be communicated. However, students sometimes find it difficult to articulate what they want to say. From the definition above, speaking is a productive ability, an expressive ability to

communicate with others. Since the main purpose of speaking is to communicate to express ideas effectively, students should understand the meaning of everything and try to communicate

2.3 Function of Speaking

The ability to form words, convey and communicate thoughts, ideas, and feelings is referred to as speech. Speaking, along with listening, writing, and reading, is one of the fundamental abilities required when learning a foreign language. This is not a skill that can be learned immediately; it takes time. Language, according to Rubi and Thomson (1994:9), is a complicated system that requires considerable exposure to reorganize pupils' thinking. As a result, pupils must practice and learn the language more effectively.

Speech functions are separated into three categories: speaking is interaction, speaking is transaction, and speaking is performance according to Richards (2008: 21). The conversation employed in regular social activities is referred to as speaking as interaction. When people meet, they exchange greetings, gossip, tell stories, etc. Because trading is about situations that focus on the meaning or message conveyed, eg. and talk. As can be seen from the above definition, speech is an activity in which people try to express their thoughts, feelings and opinions and exchange information through communication and good speech form.

2.4 Purpose Of Speaking

The basic purpose of speaking is to communicate, to be able to successfully explain your thoughts.The speaker should understand all he is trying to say, and he should be able to analyze the effect of communication on the listener so that he can properly transmit their thoughts.Tarigan (1985:16) described speech as having several purposes, which are as follows:

1. To inform

Informative speech is used to provide knowledge, determine the relationship between objects, and enlighten the process.Students was be informed of the information that the teacher possessed.Finally, it is possible to conclude that the goal of the purposes is to provide information as the specific purpose.

2. To entertain

Story telling is an appropriate medium for this aim.For example, when the teacher tells the story to the pupils, as in a narrative text, speaking becomes more interesting to the listener.

3. To persuade

This state can be used in the teaching and learning process to persuade us.The teacher must provide a good service to the pupils by setting a good example in terms of material delivery.The teacher must also establish a time limit.For instance,when the teacher wants to get student's score from an oral test,the teacher has to make limitation of questions and the students have to answer it as soon as possible.The students who want to answer the questions,they have to raise their hand.It is used to persuade the students to be first

4. To discuss

Deliberative speaking is used to make decisions and plan. The pupils must ask a recommendation and think about the facts during the discussion. The procedures employed are straightforward and straightforward.Students learn the elements of speaking by participating in this activity: clarity, orderliness, evidence, arguments, and straight thinking.

2.5 Component Of Speaking

The reason why speaking is so important is that speaking is a skill that makes it easy for people to understand what is being explained. High school students should have good speaking

skills because they have studied English for many years and was have many achievements related to speaking skills in college. Of the four skills, speech is difficult to accurately assess because of the complexity of language acquisition. Lado (1977) said that when analyzing language processes, it is generally believed that there are four or five components as follows:

a). Vocabulary

People cannot communicate or express their thoughts and writing well if they do not understand vocabulary puzzles. Vocabulary means correct phrasing or most importantly communication. The vocabulary used in speaking must be familiar and used in everyday conversation. Students need to know the words, their meaning, spelling and pronunciation. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation.

b). Pronunciation

Pronunciation is the process by which pupils produce clearer language when speaking. Thornbury, K. (2005). Pronunciation refers to the student's capacity to make understandable utterances in order to complete the task requirements. Pronunciation is crucial because it adds meaning to what is stated. Mispronunciation can lead to misunderstandings or upset those involved in a discourse. The goal of learning pronunciation is not to create a flawless native accent intonation, but rather to get learners to pronounce precisely enough to be easily and comfortably understandable to other speakers.

c).Grammar

Grammar is required for pupils to arrange correct sentences in written and oral conversations. It is consistent with Heaton's (1978) notion that a student's capacity to change

structure to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language

d).Fluency

Speaking accurately and fluently is a quality that can be characterized as fluency.Speaking with reasonable speed and few pauses or "ums" or "errs" is a sign of fluency.These signs show that the speaker has not spent much effort looking for or finding the necessary linguistic pieces to express.

2.6 Characteristics Of Succesful Speaking Activities

Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Therefore, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc.) are intrinsically enjoyable in themselves, Harmer (1998:88). To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language, Nunan (1999:39).

However, sometimes spoken language is easy to perform, but in some cases it is difficult, Brown (2001:270). When people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1. Learners talk a lot.As much as possible this activity is in fact allowed for learners talk.This may be obvious,but often most time is taken up with teacher talk or pauses

2. Participant is even.Classroom discussion is not dominated by a monitory of talk active participants.All get a chance to speak and contributions are fairly evenly distributed

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

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

2.7 Types of Speaking Activities

According to Brown (2004: 141-142), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive.

a) Imitative

One of types of speaking performance is the ability to simply (imitative) a word or phrase or possibly a sentence. Drilling is a part of the communicative language classroom offer students an opportunity to listen and to orally repeat certain words of language that may cause some linguistic difficulty, either the phonological or grammatical. They offer limited practice through repetition; they allow one to focus on one element of language in a controlled activity

b) Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance, that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pair work activity, where learners are going over certain form of language. For example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, limited picture-cued tasks including simple sequences, and translation up to simple sentence level.

c) Responsive

A good deal of student speech in the classroom is responsive; short replies to teacher or student"s initiated questions or comments. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

d) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction. According to Brown (2004:142) states that interaction can take the two forms of transactional language or interpersonal exchange. It means that, transactional language has the purpose of exchanging specific information. Conversation for example may have more of a negotiate nature to them than does responsive speech. While interpersonal exchange has more for the purpose of maintaining social relationship than for the transmission of facts and information. These conversations are a title trickier for learners because they can involve some or all of the following factors.

e) Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formula extensive tasks, but cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, recounting the plot of a novel or movie).

2.8 Problems in speaking

Mastering speaking is not easy. In learning speaking, the students are usually faced by the problems during teaching learning process. The problems in speaking can be seen from two aspects, these are psychological aspect and language aspect.According to Ur (1991:121), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue;

2.8.1 Psychological Problem

According to Juhana (2012:101) here, there are some psychological factor that faced by the students in speaking English, they are;

1.Fear of Mistake

Many theorist argued that fear mistake becomes one of the main factors of students' reluctance to speak in English in the class room. Aftat (2008) in Juhana (2012: 101) adds that this fear is linked to the issue of correction by students' fear of being laughed at by other students or being criticized by the teacher. So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistake is not a wrong thing. Because students can learn from their mistake. Additionally, Al Nakhalah (2016:101) fear of mistake becomes one of the main factors of learners' reluctance to speaking in English in classroom.

2. Shyness

Shyness is an emotional thing that many students suffer from at home time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on

this aspect is also quite important in order to help the students do their speaking performance in the classroom, Gebhard (2000) in Juhana (2012: 101). According to Baldwin (2010) in Juhana (2012: 101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they was forget what to say

3. Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning foreign language, Horwitz et all (2001) in Juhana (2012: 102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance.Anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than the really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

4.Lack Of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand others speaker. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. Students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.It is difficult for many learners to respond when the teacher asked them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Tuan and Mai, 2015:10).

5.Lack Of Motivation

In speaking performance, motivation influences the success of speaking performance. Motivation also was influence the score of speaking performance. Motivation is an inner energy, the learners process was enhance their study interest from motivation. So, the students should to have the motivation so that their speaking performance was be successful. (Sayuri, 2016:49).

6. Lack Of Pronounciation

Pronunciation refer to the production of sounds that includes attention to the particular sound of language (segment), such as intonation, phrasing, stress, timing, and rhythm. Many students think that good English speaker assessed by the correct grammar and good pronunciation. The problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words because in English between pronunciation and writing are different.When there are some learner uses mother tongue in the class and the the teacher respond with first language then learners was feel happy use it (Tuan and Mai, 2015:10).

7. Lack OF Vocabulary

Vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary. The students that do not know the vocabulary, then they use Indonesian Language when they have to speak English. It is too pity because they was use Indonesian language for several time. It is an advice that conversation requires vocabulary mastery. The students have not confidence in speaking English because they are afraid if they choose the wrong word.

2.8.2 Language Problem

The errors include pronunciation (e.g, tenses, choice), fluency (e.g, frequent repair), and interactive communication (e.g, difficulties in getting the meaning). As the explanation above,

the researcher takes the theory from Penny Ur (1996: 121) that be classified into four parts that include psychological problem and language problem. This theory was be simpler to analyze the students' speaking difficulty. According to Penny Ur (1996), the students' speaking difficulty are: inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

1) Inhibition

Unlike reading, writing, and listening activities, speaking required some real time exposure to an audience. Learners is often inhibition about trying to say things in a foreign language in the classroom, such as worried about making mistake, fearful or criticism, or shy of their speech attracts.

2) Nothing to say

Learners often complain that they cannot think of anything to say and they have to motivation to express themselves. Rivers (1968: 19) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly Baker & Westrup, (2003: 99).

3) Low in uneven participation

In a large group, each student was have very talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

4) Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students

often include mother tongue use when they speak in second language. This problem was make the students feel comfortable to do it. Harmer (1991: 112) suggests some reason why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they was use their own language. Another reason is that the use of mother tongue is a natural thing to do. In addition, using the first language to explain to another if there is no encouragement from the teacher frequently use the students' language, the students was feel comfortable to do it

2.8.3 Daily Conversation Problem

According to Mc Donough and Shaw (2002:126) "in many contexts, speaking is often the skill upon which a person is judged at face value". Which means, people may often judge our language competence from our speaking skill rather than other language skills.Students encountered a number of issues in daily conversation. First, it has to do with the students' condition, who lack vocabulary, which makes it difficult for them to say words in class and also makes them unconfident in their ability to speak English. Additionally, some of those students are uneasy speaking English for fear of making a mistake.Because their pronunciation is not as good as that of a native speaker, some of them feel terrified. Third, the pupils use their mother tongue or first language more frequently.

According to Horwitz's interpretation of the speaking issue in Asman (2011 :112), communication comprehension refers to a person's degree of difficulties with actual or prospective communication with other people. This emotion varies significantly from person to person and circumstance. Horwitz identified six elements dividable into linguistic and nonlinguistic issues that lead to speaking difficulties in daily conversation. Three categories of linguistic issues exist: poor vocabulary, poor pronunciation, and poor grammar. Nonlinguistic

issues can also be divided into three categories: lack of confidence, fear of making mistakes, and understanding of other assessments. According to a linguistics perspective, grammar, vocabulary, and pronunciation are the three linguistic issues that most directly affect pupils' speaking abilities. All of the challenges that students learning the target language face while learning it are referred to as linguitic problems. Another element is a lack of confidence and a fear of making mistakes, which are psychological or nonlinguistic issues. The psychological element "contributes at least as much and often more to language learning than the linguistic aspect," according to Horwitz et al. (1986:127). Meaning that psychological factors play a role in the communication process' output, kids with high or strong affective filters won't be open to language input or struggle to understand it. Students sometimes blame a lack of confidence for their hesitation to take part in every presentation and discussion in class. When speaking, they often use the word that is the simplest. This emotion could interfere negatively with a student's ability to talk in daily interactions or presentations. This unfavorable thought hinders students' ability to benefit from learning opportunities and impairs their perception of themselves as successful learners. It is a complicated emotional assessment of the real and imagined dangers present in a given circumstance. Arousal of the autonomic nervous system is a factor in the subjective experience of tension, apprehension, nervousness, and worry known as "fear of making mistakes." Some people have a tendency to avoid, and even fear, oral communication. The existence of this feeling is perceived intuitively by the students. Those factors are considered contribute as debilitate factors to students speaking ability. Speaking problems or commnication apprehention obviously plays large role in foreign language learning. People who are apprehensive speaking are likely to be even more trouble when doing so.

As a matter of fact, there are many students who have learned English for many years, but still have many difficulties speaking in daily conversation. Based on the writer experience, comunicating in speaking English with classmate is so much hard and pressure, moreover to deliver a presentation in front of class with many audiences. In their daily communication, students tended to speak with their mother tongue than English. When the students uses English in their conversation, in the beginning of the conversation everything is run well, but it was hard if the conversation goes longer. Since they usually have to think about what vocabulary to be used, what tenses must be applied, and what sentences must be said.

2.9 Previous Research

In this point, the researcher confirms the previous research whichever conducted by other researcher before;

(Pratiwi, 2021) in the research "Problems And Difficulties Of Speaking At Muhammadiyah Lampung University Students In Covid Pandemic". This research aimed to analyze and find the linguistic and non-linguistic problems faced by Indonesian EFL learners in mastering speaking skills. This research used a qualitative approach with a descriptive analysis method. The researchers were involved as observers and students who were directly engaged in this research. The research data were obtained by involving seventeen participants as the subjects of the study. This research focused on the problems experienced by students in mastering English speaking skills as the object of research. The data collection technique of this research was conducted by observation, interview, and documentation with main students and additional students. The researchers used the main data source from the students" interviews to find out the problems faced by Indonesian EFL learners in mastering speaking skills. Results of the data

indicated that Indonesian EFL learners experienced problems both in linguistic and non-linguistic aspects. The linguistic aspects comprise (1) comprehension, (2) pronunciation, (3) vocabulary, (4) grammar, and (5) fluency. Whereas the aspects non-linguistic included; (1) nervous to speak, (2) no motivation, (3) afraid of making errors, and (4) low participation in class. The result of this research showed that the highest percentage that caused students' speaking mastery problems was the linguistic aspect, which reached 77% while the non-linguistic aspect only reached 23%.

The second (Fitriani et al., 2015) in the research "A Study On Student's English Speaking Problems In Speaking Performance" This research focuses on student's English speaking problems and the aim of this research is to find out the most dominant problem in speaking performance faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak in their speaking performance. The research method used in this research is the descriptive method. The writer uses questionnaire and video recording as the tools of data collection. From the questionnaire findings, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak with mean percentage 20.70%; lack of self-confidence 20.11% and anxiety 21.27%. It is followed by linguistic problems with mean percentage 19.53%; grammar 22.16%, vocabulary 20.19%, and pronunciation 16.25%. In conclusion, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak.

The purpose of English language education is to provide students with the capabilities to understand the language in appropriate way and to have good ability in written and oral (Richard, 2008). If students are not able to speak English fluently and clearly, this purpose was be hard to achieve. So, it is essential to study this phenomenon in order to discover if students actually have

problems with speaking, and then we can recognize what kind of problems and the reason of it also their perception in Speaking English as a foreign language in Indonesia. This study employed qualitative research paradigm as an intensive, holistic description, and analysis of a single instance, phenomenon, or social unit (Alwasilah, 2011). The study employed a descriptive method with multi instruments as observation, questionnaires, and interviews. Populations of this research were taken from a class of last semester students at STKIP Siliwangi Bandung and the sample were taken from four high achievers and four low achievers from the classroom. The result showed that students' behavior lead them to speaking difficulties, those who are not interested in speaking activity, relatively get trouble in speaking for academic purposes. This study showed that students who experience difficulties with speaking often have problems with their motivation and self-confidence so that they feel quite hard to recognize their true skill. Somehow, many students have positive attitude and perception toward the concept of fluency in speaking English. They consider that fluency in speaking is something important to master; they think it was be very useful for their carrier in the future.

(Andas, 2020) in the research "Students Speaking Problem at the Fourth Semester of English Study Program in Sembilanbelas November Kolaka". The objectives of this research were to find out the students' speaking problems at the fourth semester of English Study Program in Sembilanbelas November University and factors affecting them. This research employed case study with qualitative approach. There were 26 participants at class A of the fourth semester in English Study Program. Those participants were selected through purposive sampling technique. To gain the data interview, observation sheet, and students' transcript report were used. The result showed that there were four problems that were experienced by students at the class A fourth semester first was inhibition, when speaking the students tend to be worried

about making mistake, getting criticism from others, and shyness. The second was lack of ideas; the students tend to be silent participants in speaking due to lack of vocabulary and grammar. The third was low or uneven participation in speaking. Here, only few students participate the speaking activities while other remaining silent. And the last was students got difficulty to speak because of the influencing of mother-tongue use. There were two factors affecting the students' speaking ability such as internal and external factors. The internal factors here the students have low motivation in speaking while the external factors were the students' condition in the classroom

The previous research finding that can be a consideration theory from the thesis of Sultan Syarif Kasim State Islamic University (UIN) Riau Pekanbaru by Dian Ramadani (2021) with the title *"An Analysis of Students' Speaking Problems at Senior High School 15 Pekanbaru"*. The problem of this study is What are the problems faced by students' in speaking at Senior High School 15 Pekanbaru .It is a descriptive quantitative study. The subject of this research was the tenth grade students of Senior High School 15 Pekanbaru. The researchers found that the most dominant factor in Pekanbaru High School students' difficulty speaking was that the students had nothing to say.

The similarity is the studies studies discuss students' speaking problems. The difference to this studies is the object this research take SMP Swasta HKBP Sidorame ,the researcher now uses a qualitative research design, especially in descriptive qualitative. The findings of this study is used as the reference to my research which by implementing observation and interview to know the students problem in mastering English daily conversation

2.10 conceptual Framework

The focus in this research is the speaking problem of the eight grade science program students at SMP Swasta HKBP Sidorame. The conceptual of framework underlying this research give in the following digram
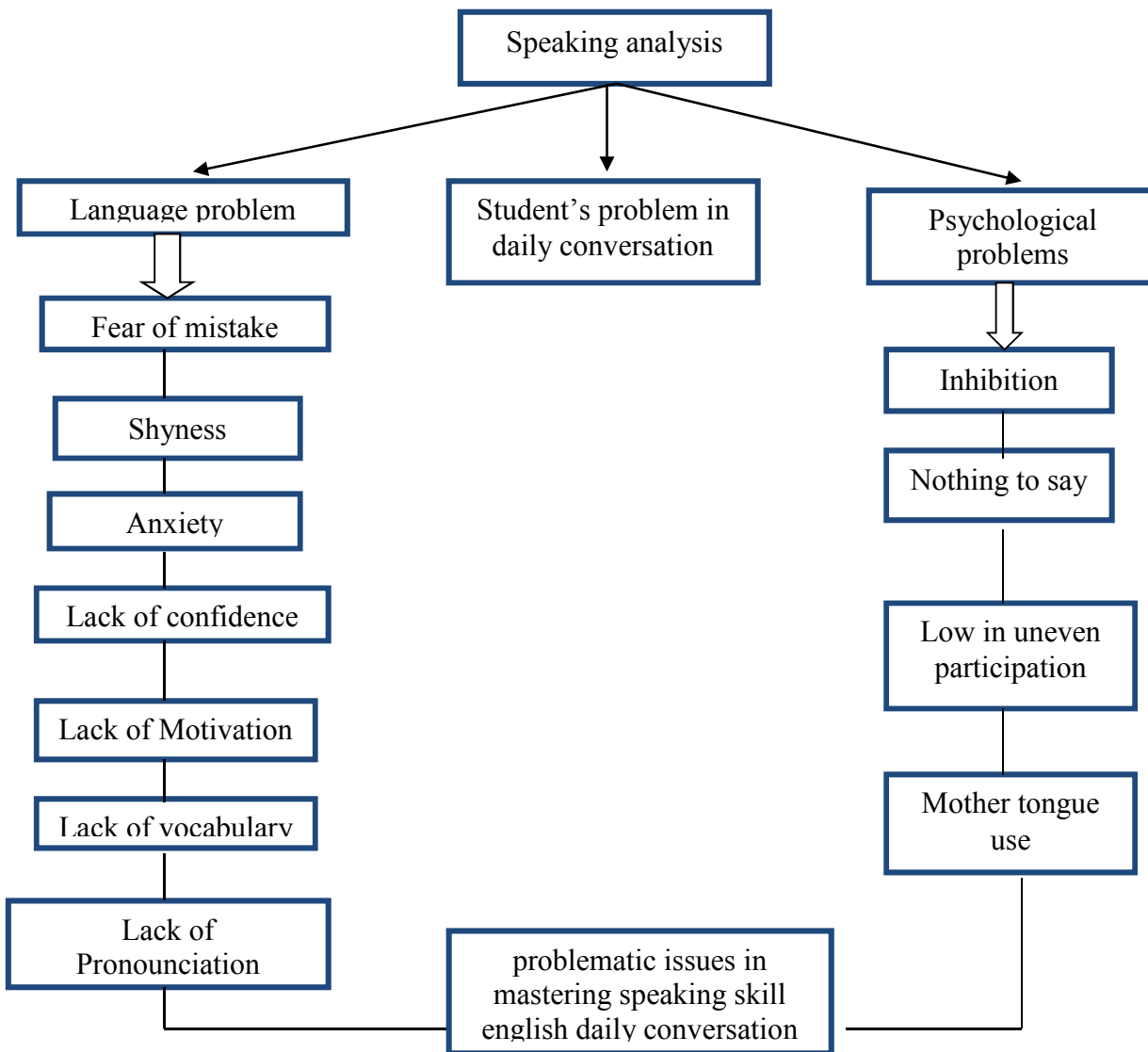
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Language problem	Student's problem in daily conversation	Psychological problems

- Fear of mistake
- Shyness
- Anxiety
- Lack of confidence
- Lack of Motivation
- Lack of vocabulary
- Lack of Pronounciation

- Inhibition
- Nothing to say
- Low in uneven participation
- Mother tongue use

problematic issues in mastering speaking skill english daily conversation

Figure 2.10 *problematic issues in mastering english daily conversation at SMP hkbp sidorame*

Based on the conceptual research, the researcher was analyze students' speaking problems through observation and interview. Then, the researcher was identify what are the students' problems in speaking whether they are psychological problems or language problems.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

According to Sugiyono (1991.1) research method are scientific ways to obtain the data with specific purposes and uses In this research, the researcher was employed a qualitative research. Qualitative research tend to study things in their natural setting, attempting to make sense of or the interpret phenomena in terms of the meaning people bring to them.The qualitative research is descriptive. It means that type of qualitative research in this research focused on description.

This research produced descriptive data in form of written words the subject and its behavior can be observed. The types of qualitative research focused on description. Schrieber states that descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual.It means that descriptive studies are methods for explain the phenomena of group. This research the researcher observed the data in form of written words.

In qualitative research, as suggested by Frankel & Wallen (2000: 502), the writer investigates the quality of relationship, activities, situation, or materials.By this qualitative research, the researcher sees the phenomenon of the research of the moment at the certain time. In this case, the researcher focuses on the process of teaching speaking at the first semester of eighth grade students of SMP Swasta HKBP Sidorame the problems and the causes of problems faced by the students in mastering speaking.

3.2 Population and Sample

Before discuss about data, in this study, the writer was explain about population and sample. Because this research was use population and sample to support the achievement of this research.

3.2.1 Population

According to Ary (2010: 148) population is defined as all members of any-well defined class people, events or objects. So, the population in this study was be class VIII SMP HKBP Sidorame, which is located at Jl. Gereja No.35, Sidorame Barat II, Kecamatan Medan Perjuangan, Kabupaten Kota Medan.

3.2.2 Sample

This is part of a population (Ary et al., 2010), stated that the sample is a small part of the population to be studied or observed. The sample of this research was be taken from students at eigth grade students SMP HKBP Sidorame, which is consists of 18 students from one class.

3.3.Data Source

The data sources in this research was be taken from the English teacher and some of students who expected be able to give more information about what the researcher dug in this research related to the research problem. There are two types of data sources in this research:

 1) The Primary Data

The primary data was be the data that gathered directly from the subject of the research using tool measurement of data on the object as source information which searched.The primary data of this research was be the transcript of interview.. Data collection techniques in the context of primary data depend on the type of data needed (Muhtar, 2007:87) in this research, primary Data is the main data to get information about students problem in English speaking at eight grade of SMP Swasta HKBP Sidorame Medan

2) The Secondary Data

The secondary data was be the data collected directly by the researcher as a support of the primary data, or called as data that range in document forms.In this case, the researcher not only used books but also journal articles, and thesis made by the prior researchers. The secondary data of this research also field note from observation, transcript of students and teacher interview, student attendance list, note from the teacher and the other document correlated with the research problem pertaining to the difficulties in speaking English and also the solutions that students face when speaking English in teaching learning activity.

3.4 Instrument of Collecting Data

In this research there was be several methods that the researcher used in collect the data they are: observation, interview and documentation.

1.Observation

Observation is monitoring with systematic phenomenon which is investigated. Sugiono (2012:204) stated that the nonparticipant observation of the research is not involved and only as an independent observers. The research noted, analyze and then can make conclusions about learning English.The researcher was analyze the teaching and learning in speaking activity, watched, listened and wrote why they felt the difficulties while they are teaching and learning speaking English. The language observed was observation checklist form in order to get valid data. In this study, researcher was use nonparticipating observations to collect this data. Sugiyono said that not participating in a researcher's observation is not participation, but only as an independent observer.Researchers was be take notes, analyze, and then make conclusions about English language studies.

Field notes are records that researchers use to describe the record of events that occur in the field. In qualitative research, the researcher was be the main research instrument. While the researcher is conducting research, observations, or interviews, the researcher must record all incidents as a descriptive note in the field notebook as soon as possible. In this observation, the researcher was be observes students' learning activities in the classroom, as this may support this study to determine what difficulties in speaking.

2.Interview

Interview is another way to get information through conversation. Latif said interviews are data gathering instruments that involve direct verbal interactions between people. Latief (2015:201) stated that interview is a data gathering instrument that involves direct verbal interaction between individuals. of views between two persons conversing about a theme of mutual interest.The purpose of conducting the interview is to gain information about the difficulties faced by the students in speaking English and also the solutions. The interview was applied in this research is structured interview in which the researcher was be prepared several questions and was asked students in gained the information also teachers as supported the data about the difficulties faced by students when speaking English and also what the solutions. The researcher display the data in the form of transcript of interview, about the difficulties faced by students in speaking and also what the solutions related to the focus of the research. Interview is use by researcher to assess a person's situation, for example to look for data about student's background variables, parents, education, attention, and behavior. This data collection method is based on self-report or at least personal knowledge and beliefs. In interview, researcher was took 10 students at eight grade students' of SMP HKBP Sidorame Medan. When conducting preliminary observation, the researcher was be saw that the 10 students had difficulties in speaking English and also based on the list of students' speaking scores. Researcher chose them

in order to represent 18 students at class eight grade students'. This was also make interview time more efficient. Here, the researcher used Indonesian to avoid confusion during the interview.

3.Questionare

The researcher gives questionnaire to the students. According to Arikunto, questionnaire is a list of question given to others who are willing to respond in accordance with user requests. Furthermore Arikunto says, questionnaire can be divided into:

a. Open questionnaire is presented in the form of a questionnaire so that respondents could provide stuffing according to the will and the circumstances. Open questionnaire is used when researchers have not been able to estimate or guess the possibility that there are alternative answers to the respondent.

b. Close questionnaire is questionnaire presented in the form of respondents live in such a way that gives a tick (X) on a column or an appropriate place.

c. Mix questionnaire is a combination of an open questionnaire with close questionnaire.6 In this research, the researcher gives questionnaire in order to know the further opinions and the aspect that may influence the students' learning process and to confirm the answer given by their teacher. From collecting data through questionnaire, the researcher find out the students' problem and causes of students' problems in mastering speaking skill.

4.Documentation

Beside use observation and interview, the researcher was be use documentation as the technique of collecting data. Nasution (2002: 85) states that documentation is data in the research that are obtained from the resources or information through observation and interview, such as: field note, letters, photo, repots etc.. In this study, the researcher know of consisting of teaching and learning speaking activities. The next step, the researcher processes the data.

3.5 Technique of Analyzing Data

The analysis of data is management of data that have been collect that expect to get an accurate data from the subject of the research. Analysis of quality data is done interactively by processing, displaying and validating the data.The research was be use qualitative data, so it was analyze by using technique of analysis descriptive qualitative. The analysis of descriptive qualitative give predicate to researched variable according to real condition.

In analyzing the data the researcher took several steps they are: reduction of data, display of data and verification to get the valid data which gathered from observation and interview of the research.

1.Data reduction

Reducing data means summarizing, choosing the essentials, focusing on the things that matter, looking for the theme and the pattern.In addition in reducing the data, each researcher was guided by the goal to be achieved. the main purpose of qualitative research is on finding. In this research, the researcher focuses on reducing and transforming the data that has been collected from observation and interview. The first step in reducing the data, the researcher identify the data was acquired from (transcript of interview, field notes from observation, and other sources of data which needed). The second step, the researcher selected and chosen the data which needed based on the focus of the research. In the final step, the researchers summarized the data. Data processing was continued until the end of the study. Here the researcher takes the data about the difficulties in speaking English faced by the students and also what the soultions to overcome.

2.Data display

Data display is the second major activity which the researcher should go through, and this means making the reduced data and displaying it in organized, compressed way so that conclusion can be more easy drawn. Sugiyono stated that by displaying the data it was make it easy to understand what is happening, plan the next work based on what has been understood.Data display of this research was be the data gathered from answered of students interview and observation which relate to the focus of the research, about students' difficulties in speaking English that faced by students in speaking English and also the solutions to overcome. Data display of this research was displayed the data and made summary for each parties. And then the researcher made analyze about them into narrative text, and supported with answered of English teacher's interview also filed note of observation related to focus of the research. Researchers was present data on students' difficulty in speaking English and data of the solutions to overcome the difficulties speaking in English.

3.Conclusion and Verification

Conclusion drawing and verification is the the final analytical activity for the qualitative researcher. Here researcher begins to decide what things mean. Researcher attempt to draw conclusion and verifies by searching for the meaning of each symptom is derives from the field, recording the possible order and configuration, the causal flow of the phenomena, and preposition. The researcher gave result of the analysis based on focus of the research where it was concluded from the valid data gathered from the entire data. The researcher takes conclusion after presented and analyzed the data.

4.Data Triangulation

Validity is an important key to effective research. Therefore, validity is a prerequisite for both quantitative and qualitative naturalistic studies. In this study, researchers was be use

triangulation. "Triangulation is defined as the use of two or more data collection methods to study one aspect of human behavior".In validating this research the data the researcher do interview with students as the students of this research The results of the interview was then compare with pertinent theory connect to the study's emphasis.

Qualitative cross-validation is what triangulation is. It evaluates the data's sufficiency in accordance with the convergence of various data sources or data collection techniques. According to Rowley, one of the major advantages of qualitative investigations over other methodologies is the ability to gather information from a variety of sources.Triangulation is the utilization of evidence from various sources to support a single fact or conclusion.

After gathering information from the students' interviews and classroom observations for this study, the researcher wants clarifications and confirmations regarding the variables that affect speaking English challenges of SMP Swasta HKBP Sidorame Medan students from the interview section to the teacher. If the data of the students' interview and teacher's interview are agree, the findings are judge to be credible.