

**SPEAKING PROBLEMS AND STRATEGIES OF EFL FRESHMEN OF  
IAIN PALANGKA RAYA**

**THESIS**



**BY  
ABDUL MALIK  
1501121016**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2019 M / 1440 H**

**SPEAKING PROBLEMS AND STRATEGIES OF EFL FRESHMEN OF  
IAIN PALANGKA RAYA**

**THESIS**

Presented to Islamic Institute of Palangka Raya  
In partial fulfillment of the requirements  
for degree of *Sarjana* in English Language Education



**BY  
ABDUL MALIK  
1501121016**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTMENT OF LANGUAGE EDUCATION  
STUDY PROGRAM OF ENGLISH EDUCATION  
2019 M / 1440 H**

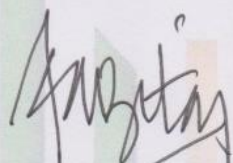
## ADVISOR APPROVAL

Thesis Title : SPEAKING PROBLEMS AND STRATEGIES OF  
EFL FRESHMEN OF IAIN PALANGKA RAYA  
Name : Abdul Malik  
SRN : 1501121016  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/Munaqasyah by the Board of Examiners of the faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

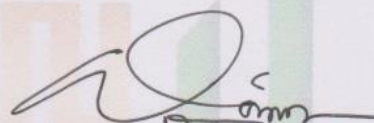
Palangka Raya, August 13<sup>th</sup> 2019

Advisor I



Santi Erliana, M.Pd.  
ORN. 198012052006042003

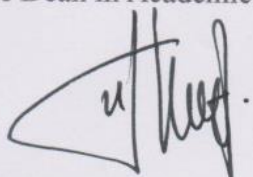
Advisor II



Akhmad Ali Mirza, M.Pd.  
ORN. 198406222015031003

Acknowledged by:

Vice Dean in Academic Affairs



Dr. Nurul Wahdah, M.Pd.  
ORN. 198003072006042004

Secretary,

Department of Language Education



Akhmad Ali Mirza, M.Pd.  
ORN. 198406222015031003

### THESIS APPROVAL

Thesis Title : Speaking Problems and Strategies of EFL Freshmen of IAIN Palangka Raya  
Name : Abdul Malik  
SRN : 1501121016  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munaqasah* on:

Day : Friday  
Date : September, 13<sup>th</sup> 2019

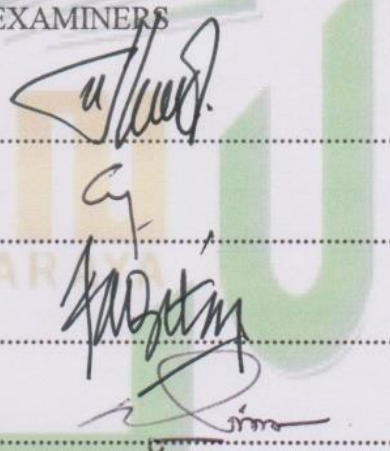
#### BOARD OF EXAMINERS

Dr. Hj. Nurul Wahdah, M. Pd.  
(Chair/Examiner)

Sabarun, M.Pd.  
(Main Examiner)

Santi Erliana, M. Pd.  
(Examiner)

Akhmad Ali Mirza, M. Pd.  
(Secretary/Examiner)



Handwritten signatures of the Board of Examiners, including the Chair, Main Examiner, and Secretary/Examiner.

Approved by:  
Dean, Faculty Of Teacher Training and Education



Dr. Hj. Rodhatul Jennah, M. Pd.  
ORN 196710031993032001

**OFFICIAL NOTE**

Palangka Raya, August 13<sup>th</sup> 2019

Hal : **Examination of  
Abdul Malik's Thesis**

To  
The Dean of Faculty of Teacher  
Training and Education of State  
Islamic Institute of Palangka Raya

In -  
Palangka Raya

*Assalamu'alaikum Wr. Wb.*

By reading and analyzing of this thesis, we think the thesis in the name of:

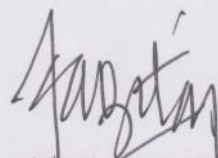
Name : Abdul Malik  
SRN : 1501121016  
Thesis Title : SPEAKING PROBLEMS AND STRATEGIES OF  
EFL FRESHMEN OF IAIN PALANGKA RAYA

Can be examined in partial fulfillment of the requirements of the Degree of Sarjana Pendidikan in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.

Thank you for the attention.

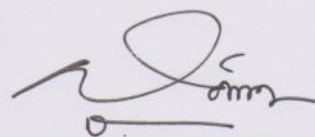
*Wassalamu'alaikum Wr. Wb.*

Advisor I,



**Santi Erliana, M.Pd.**  
NIP. 198012052006042003

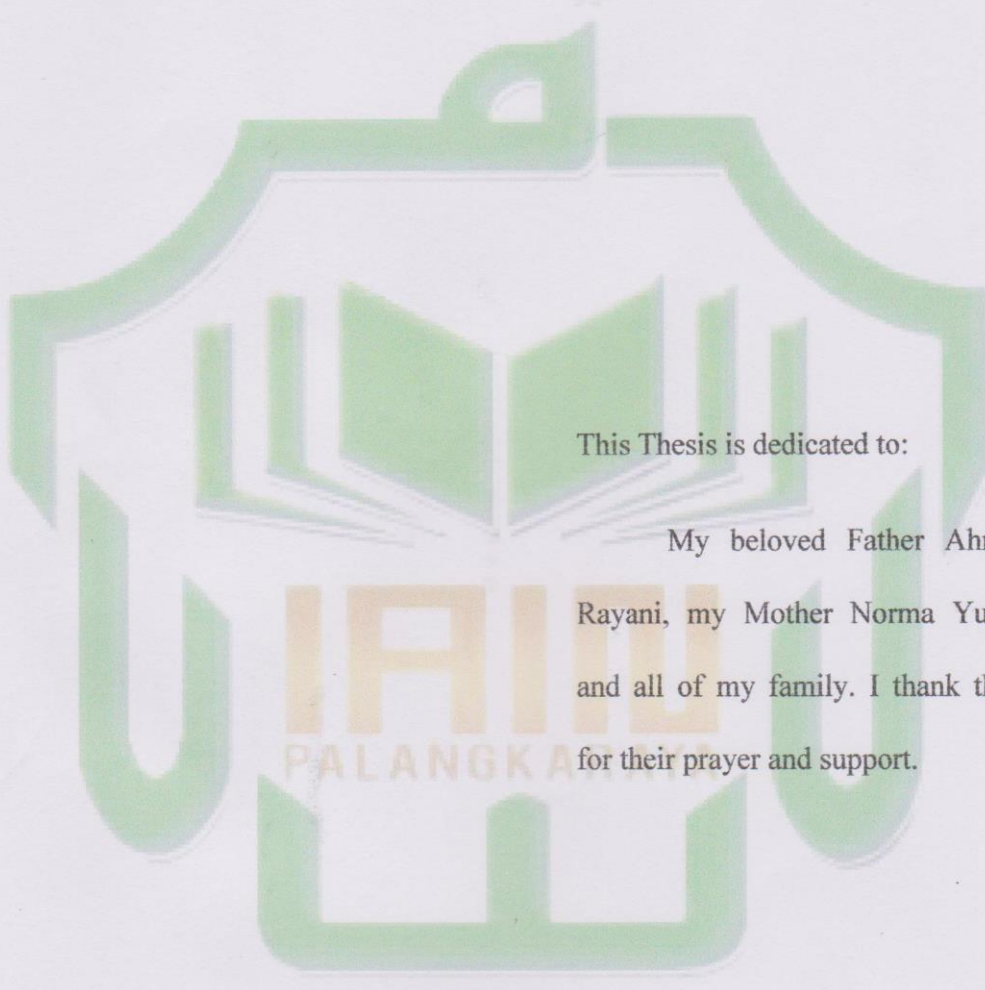
Advisor II,



**Akhmad Ali Mirza, M.Pd.**  
NIP. 198406222015031003

**MOTTO AND DEDICATION**

**“JUST DO WHAT YOU WANT TO DO AND RELAX IT WITH YOUR  
PARENT’S PRAY AND THEIR HOPE”**



This Thesis is dedicated to:

My beloved Father Ahmad  
Rayani, my Mother Norma Yunita  
and all of my family. I thank them  
for their prayer and support.

## DECLARATION OF AUTHORSHIP

BISMILLAHIRROHMAANIRROHIM

Herewith, I:

Name : Abdul Malik  
SRN : 1501121016  
Faculty : Teacher Training and Education  
Department : Language Education  
Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgment, the work of any other person.
3. If at later time found that this thesis is a product of plagiarism, I Am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, August 22<sup>th</sup> 2019

Yours Faithfully,



**ABDUL MALIK**

**SRN. 150 112 1016**

## ABSTRACT

Malik, Abdul. 2019. *Speaking Problems And Strategies of EFL Freshmen of IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Santi Erliana, M.Pd.,(II) Akhmad Ali Mirza, M. Pd.

**Key words:** Speaking Problems, Speaking Strategies, Freshmen.

This study was aimed at knowing freshmen difficulties in speaking English based on various types of speaking problem and also to find the cause of the existing problems hindering their learning and developing speaking skills. The research is included in mixed method research with sequential explanatory involved 87 English freshmen at IAIN Palangka Raya. The instruments of this study are questionnaire (5 points likert scale) and interview. The quantitative result showed that the problems of the freshmen, are : limited vocabularies (51,7%), anxiety in speaking (42,5%) and lack of speaking practice (41,3%). In addition, strategies used by the freshmen are self practice (70,1%), used media in learning such as english video and english song (72,4%), and learn english by their mistake (64,7%). The qualitative result showed the reason of freshmen why they can have that problems. There some reason of their problems, such as they have no basic use of previous english in either high school or outside, rarely to memorize and remember vocabulary, find someone can speak very well, rarely speak english, and their experience in senior high school.



## ABSTRAK

Malik, Abdul. 2019. *Permasalahan Dan Strategy Dalam Berbicara Mahasiswa Baru IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Santi Erliana, M.Pd., (II) Akhmad Ali Mirza, M. Pd.

**Kata Kunci:** Permasalahan dalam berbicara, Strategy dalam berbicara, Mahasiswa baru.

Penelitian ini bertujuan untuk mengetahui kesulitan mahasiswa baru dalam berbicara bahasa Inggris berdasarkan berbagai jenis masalah berbicara dan juga untuk menemukan penyebab masalah yang ada menghambat pembelajaran mereka dan mengembangkan keterampilan berbicara. Penelitian ini termasuk dalam penelitian metode campuran dengan penjas berurutan yang melibatkan 87 mahasiswa baru bahasa Inggris di IAIN Palangka Raya. Instrumen penelitian ini adalah kuesioner (skala likert 5 poin) dan wawancara. Hasil kuantitatif menunjukkan bahwa masalah mahasiswa baru adalah: kosa kata terbatas (51,7%), kecemasan berbicara (42,5%) dan kurangnya praktik berbicara (41,3%). Selain itu, strategi yang digunakan oleh mahasiswa baru adalah latihan mandiri (70,1%), media yang digunakan dalam pembelajaran seperti video bahasa Inggris dan lagu-lagu bahasa Inggris (72,4%), dan belajar bahasa Inggris dengan kesalahan mereka (64,7%). Hasil kualitatif menunjukkan alasan bagi mahasiswa baru mengapa mereka dapat memiliki masalah itu. Ada beberapa alasan untuk masalah mereka, seperti mereka tidak memiliki penggunaan dasar bahasa Inggris sebelumnya baik di sekolah menengah atau luar, jarang menghafal dan mengingat kosa kata, menemukan seseorang dapat berbicara dengan sangat baik, jarang berbicara bahasa Inggris, dan pengalaman mereka di sekolah menengah atas .

## ACKNOWLEDGMENTS

The writer would like to express his sincere gratitude to Allah SWT., for the blessing bestowed in his whole life particularly during the thesis writing. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

His appreciation is addressed to:

1. Rector of the State Islamic Institute of Palangka Raya, Dr.H. Khairil Anwar, M.Ag.
2. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr.Hj. Rodhatul Jennah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Vice Dean in Academic Affairs, Dr. Nurul Wahdah, M.Pd, for her invaluable assistance both in academic and administrative matters.
4. Secretary of Department of Language Education, Akhmad Ali Mirza M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Chair of Study Program of English Education, Zaitun Qamariyah, M. Pd for her invaluable assistance both in academic and administrative matters.
6. Santi Erliana, M. Pd. and Akhmad Ali Mirza, M.Pd as the first and second advisor, for their valuable guidance, suggestion, and encouragement.
7. All English lecturers and staff of IAIN Palangka Raya for their help and support.

8. Mr. Ahmad Rayani and Mrs. Norma Yunita as his beloved and greatest parent for everything that cannot mention one by one.
9. Dear friends for the past 4 years, a classmate of 2015 educated in the English language IAIN Palangka Raya.
10. All families who always give their encouragement.
11. Finally, all of my friends who have helped to complete the thesis.

The reseacher hopes that God will always keep us on the right path, appreciate, and bless us for what we do and this thesis can benefit us all.

Palangka Raya, 22 August 2019

The researcher,



Abdul Malik

SRN. 1501121016

## TABLE OF CONTENTS

	Page
COVER .....	i
COVER (Second Page) .....	ii
ADVISOR APPROVAL .....	iii
THESIS APPROVAL .....	iv
OFFICIAL NOTE .....	v
MOTTO AND DEDICATION .....	vi
DECLARATION OF AUTHORSHIP .....	vii
ABSTRACT .....	viii
ABSTRAK (Indonesian) .....	ix
ACKNOWLEDGMENT .....	x
TABLE OF CONTENT .....	xii
LIST OF TABLES .....	xiv
LIST APPENDICES .....	xvi
LIST OF ABBREVIATIONS .....	xvii
CHAPTER I	
INTRODUCTION .....	1
A. The background of the study .....	1
B. Problem of study .....	3
C. Objective of the study .....	4
D. Scope and limitation of the study .....	4
E. Significance of the study .....	4
F. Definition of key terms .....	5
CHAPTER II	
REVIEW OF RELATED LITERATURE .....	6
A. Previous studies .....	6
B. Speaking Problems .....	9
C. Speaking Strategies .....	11
CHAPTER III	
RESEARCH METHOD .....	15
A. Research Design .....	15
B. Subject of Study .....	15
C. Source Data .....	16
D. Research instrument .....	17
1. Questionnaire .....	17
2. Interview .....	19
E. Data collection procedures .....	20
F. Data analysis procedures .....	21
CHAPTER IV	
FINDINGS AND DISCUSSION .....	24
A. Data Presentation .....	24
B. Research Finding .....	40
C. Discussion .....	63

CHAPTER V	CONCLUSION AND SUGGESTION .....	68
	A. Conclusion .....	68
	B. Suggestion .....	69
REFERENCES		
APPENDICES		



## LIST OF TABLES

Table	Page
Table of Range Score .....	18
Table of Questionnaire Item Specification .....	19
Table of Interpretation.....	22
Table of Social Factor .....	24
Table of Data Calculation of Social Factor .....	25
Table of Linguistic Factor .....	26
Table of Data Calculation of Linguistic Factor .....	27
Table of Affective Factor .....	28
Table of Data Calculation Of Affective Factor.....	30
Table of Instructor Factor.....	31
Table of Data Calculation of Instructor Factor .....	32
Table of Data Calculation of 4 Factors .....	33
Table of Metacognitive Strategies .....	33
Table of Data Calculation Metacognitive Strategies .....	36
Table of Socio Affective Strategies .....	37
Table of Data Calculation Socio Affective Strategies .....	38
Table of Data Calculation of 2 Strategies .....	39
Table of result item 1 .....	40
Table of result item 2 .....	41
Table of result item 3 .....	42
Table of result item 4 .....	43
Table of result item 5 .....	44
Table of result item 6 .....	45

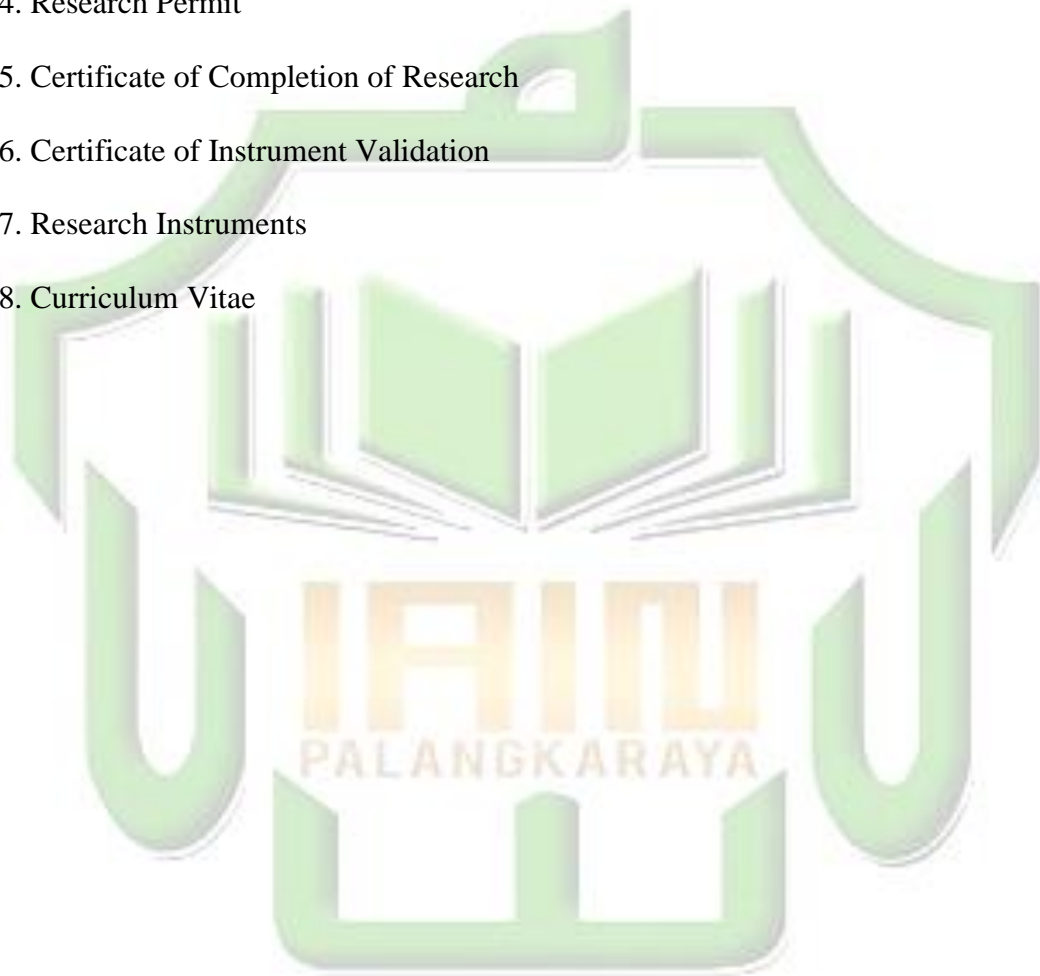
Table of result item 7 .....	46
Table of result item 8 .....	46
Table of result item 9 .....	47
Table of result item 10 .....	48
Table of result item 11 .....	49
Table of result item 12 .....	50
Table of result item 13 .....	51
Table of result item 14 .....	51
Table of result item 15 .....	52
Table of result item 16 .....	53
Table of result item 17 .....	54
Table of result item 18 .....	55
Table of result item 19 .....	56
Table of result item 20 .....	57



## **LIST OF APPENDICES**

### Appendix

1. Determination of Title and Advisor
2. The Invitation of Seminar Proposal
3. Certificate of Graduation From Seminar
4. Research Permit
5. Certificate of Completion of Research
6. Certificate of Instrument Validation
7. Research Instruments
8. Curriculum Vitae





## **LIST OF ABBREVIATIONS**

IAIN: Institute Agama Islam Negeri

EFL : English as a Foreign Language

L1 : First Language



## CHAPTER I

### INTRODUCTION

In this chapter the researcher discusses the source of the problem that will be the background of this research.

#### **A. Background**

Come near the new semester, especially after graduated from senior high school, lots of students want to continue their study to deepen their knowledge by choosing education that is suitable their talents and interests in an institution. This certainly does not rule out not only students from within the city itself who will continue, but students from the village area also want to continue their studies. One of the interests of the students themselves is of course to the foreign language that is English. Lots of students who want to learn English in accordance with their respective goals that they want to achieve. It is certainly not easy for them to pass after they are accepted in a college and learn the foreign language. Meanwhile in college also has a greater demand from schools where each study program especially English Programs want to create the generation of students who have the same quality even more who can competes with other large campuses especially in terms of speaking. There will be many challenges and obstacles that will wait for them in front of them especially for new students in foreign languages.

According to Harmer (2007) students will not always use correct English. The students will face problems and make mistakes when writing or speaking more freely. Some students will make slips or errors when they try to utter words, phrases or sentences. Ur (1991) also said there are four problems in speaking, such as inhibition, nothing to say, lower uneven participation and mother tongue use. Then, Koichi Sato (2003) also argue, if students of English are not highly competent in speaking because of their fear of mistakes. And Liauw (2009) said feeling of anxiety, apprehension and nervousness are commonly expressed by foreign language learners in learning to speak foreign language.

It can be concluded that there are many speaking problem in learning process such as fear making mistake, nothing to say, error try say word, mother tongue, nervousness, lack of vocabulary and forget factor. It will be an obstacle for freshmen to success in mastering English

So, what about if the various problems above were not known by the lecturer. There will be many new students will have difficulty in speaking English. This certainly will have a considerable impact on the learning process of new students especially in speaking class.

This research is carried out because of the influence that would be caused from these skills that speak for the future, because there are many new students get difficulty with this skill at the beginning of the course. So it would be better if the research is conducted on new students and of course the students are aware of the shortcomings in speaking specifically

English education so they could immediately find a strategy to solve the problem so that it is expected to improve the quality of existing education and help find solutions to existing problems.

Speaking problem can certainly be overcome by using strategies which they can easily do both at home and in the campus. According to Ur (1991) there are five ways to solve the problem of speaking, they are use group work, base the activity on easy language, make careful choice of topic and interest, give some instruction or training and keep students speaking the target language.

This research has the purpose to know how many new students have difficulty speaking English based on various types of speaking problem and also to find the causes of the existing problems of the new students that make it hindered in learning and developing speaking skills. Therefore, Based on the results that will be obtained later the researcher will try to identify what strategy is good to be used to solve the problem that is expected that strategy can be applied in future learning of learning which will very help student in learning process.

## **B. Problem of Study**

Based on the background of study that have been described above, this is certainly very worrying and need more attention because this will greatly have a huge impact on students in the future.

Based on the above discussion. It can be concluded there are three issues to be discussed, they are :

1. What are the speaking problems of EFL Freshmen ?
2. What factors contributes to speaking problems?
3. What are EFL Freshmen strategies to solve the problems ?

### **C. Objective of Study**

Related to problem of study, there are three objective of study in this research, namely :

1. To investigate the speaking problem of EFL Freshmen.
2. To describe what factor contributes to speaking problems.
3. To describe the strategies used by fresmen to solve the problems.

The researcher conducts this sequential explanatory trying to expose the problem that the new student is experiencing in his or her particular learning process of speaking as well as finding the right strategy for the problem to be solved and applicable in the lesson.

### **D. Scope and Limitation**

This research applied to freshmen on second semester in speaking for everyday communication class, especially in speaking skills and find out what strategies can be applied to solve problems based on theory.

### **E. Significance of Study**

This study is very important to do because of the large number of students who have problems in speaking skills that will be very big impact in the future. Because there are a lot of new students / freshmen find

difficulties in speaking skills which they are difficult to express what they will express in interact in class or out of class, and difficulty to give feedback to question asked by lecturer.

It is expected that the students to improve their speaking ability and quality as students will be beneficial for the English education. It is also expected to contribute to lecturers of IAIN Palangka Raya to improve the quality of student English Study Program especially in speaking class.

#### **E. Key Term**

##### **1. Speaking**

Speaking is the ability to pronounce articulation sounds or words to express and convey thought, idea, and feeling.

##### **2. Speaking problems**

speaking problems is the effect of someone or individual can not to express what he wants to say is because of various causes that are difficult to overcome by himself

##### **3. Speaking Strategies**

Speaking strategies is a strategy that used a individual to solve the speaking problems that are happening with their situation when they speak english to improve their ability in speak english

##### **4. Freshmen**

Freshmen is student first year in college.

## CHAPTER II

### LITERATURE REVIEW

In this chapter the researcher explore information from previous research studies in order to obtain the desired information as a theoretical basis for research.

#### A. Related Studies

When researchers want to do a research, of course, researchers should know many things related to the research that will be carried out and find out what problems can occur based on previous studies. This previous research will greatly help researchers to get maximum results. Therefore, here the researcher wants to show the results of previous studies that have been done

First of all, Ahmaddin Tuguis (2017) found students get difficulty to speak English because of lack of vocabulary, English pronunciation, knowing English a little bit and no-one wanted to speak English at school, knowing the meaning of some words but rarely using them, shyness, no self confidence, fear to speak English with their friends and the English teacher, never practicing, only learning the material, and unknowing English the characteristics of English like grammar and structure.

Some strategies may help them solve their problem are listening English song, listening friends speak English, listening foreigners speak

english, watching movie, environment factors, learning community, and punishment.

Then, Kimkong Heng (2017) in his study also found that Cambodian EFL university students utilize a variety of techniques and strategies, including speaking to oneself in front of a mirror, watching Hollywood movies and YouTube videos, and chatting with friends on the Internet in order to enhance their English speaking skills. Moreover, issues with vocabulary, pronunciation, L1 interference, speaking anxiety, and peer pressure are among the most frequently cited difficulties for Cambodian university students when engaging in English conversations and trying to improve their speaking.

The next related study is Al-Eiadeh et al (2016) found that the most frequent problems were the limited amount of vocabulary among students, while the least frequent problems were difficulty in understanding questions.

Their study has also presented some of appropriate solution to overcome the weakness in speaking skills, such as practicing speaking English inside and outside the classroom effectively, using the modern social media to communicate in English and to express the students feelings and needs.

Another Related study is Devi Novita Swary (2014) Found results in the study that many students have difficulty in speaking skills because of low-vocabulary mastery, limited knowledge of grammar knowledge and



pronunciation, shyness, nervousness, fear for making mistakes, lack of confidence, limited of practice, minimum opportunity, environment factor, mother tongue used dominantly, low of motivation are the kinds of students "problems in learning English speaking.

She also show some strategies that are, more practice, increase the vocabulary mastery, increase the motivation, use the interesting strategy, give the opportunity to all students, keep to speak English, jounin the extra class of English speaking.

Last, Muamaroh (2009) also found that the obstacles of cognition factors include vocabulary mastery, grammatical mastery and pronunciation problems. From the affective aspect, barriers to obstacles are anxiety, fear, shyness and lack of confidence. Barriers to speaking in English are due to students' negative perception that English is difficult and student laziness. They rarely practice speaking English and the environment is not conducive.

Solutions to the problem are male and female students developing regular co-ordata, practicing speaking English freely, listening to Western songs, seeing English films, practicing in English with others and strangers, reading novels , English newspapers and magazines, taking English courses and writing diaries in English.

## **B. Speaking Problems**

### **1. Definition of Speaking Problems**

Speaking problems is the effect of someone or individual can not to express what he wants to say is because of various causes that are difficult to overcome by himself. Found in students who learn foreign languages for the first time.

### **2. The Causes of Speaking Problems**

Speaking problems can be caused by several factors including affective factors, linguistic factors, social factors and instructor factors.

#### **1. Affective Factor**

Affective factor is factors related to the nature of behavior such as feelings, interests, attitudes, emotions, and values.

#### **2. Linguistic Factor**

Linguistic factor is factor related to language or sound, how someone mentions or says a word.

#### **3. Social Factor**

Social factor is factors related to the surroundings that can affect someone. It can be from someone environment.

#### **4. Instructor Factor**

Instructor factor is factor related to instructor job in the teaching and learning process that can affect the quality of

student language cause always use indonesian language or teacher use mother tongue.

### 3. The Way Speaking Problems Can Occur

According to Harmer (2007) states that students will not always use correct English. The students will face problems and make mistakes when speaking more freely. In learning English speaking, some students will make slips or errors, when they try to uttered words, phrases or sentences. Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. Brown (2001) states that the shyness and anxiety are considered as the main causes of students' reluctance to speak. Some students have speaking problems. it is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words. While Koichi Sato (2003) argue that students of English are not highly competent in speaking because of their fear of mistakes. The same argument was also argued by Liauw (2009) that feeling of anxiety; apprehension and nervousness are commonly expressed by foreign language learners in learning to speak foreign language.

It can be concluded that, there are some problems in speaking such as teacher use Indonesian dominantly, students are not having enough opportunity to practice English speaking, students "vocabularies are too limited, students do not know how to pronounce the words, fear of making mistakes, students are afraid to be ridiculed by their friends, nervous are uncontrolled and feeling shy.

## **C. Speaking Strategies**

### **1. Definition of Speaking Strategies**

Speaking strategies is a strategy that used a individual to solve the speaking problems that are happening with their situation when they speak english to improve their ability in speak english.

### **2. Kinds of Speaking Strategy**

In general, there are three kinds of speaking strategy can help someone to solve their speaking problem, that are cognitive strategy, metacognitive strategy and social affective strategy.

#### **1. Cognitive Strategy**

Cognitive strategy is organized internal capabilities, which can help students in the learning process, the process of thinking, solving problems and making decisions

## 2. Metacognitive Strategy

Metacognitive strategy is awareness of thinking about what is known and what is unknown. In the context of speaking problem solving, students know their abilities and modalities, and know the best strategies.

## 3. Social Affective Strategy

Social affective strategy is strategies that are expected to help and influence someone in their activities especially in speaking skill.

## 3. The Strategies Can Solve Speaking Problems

According to Ur (1991) says that at least there are five ways to solve the problems of speaking, they are:

- a. Use group work
- b. Base the activity on easy language
- c. Make a careful choice of a topic and task to stimulate interest
- d. Give some instruction or training in discussion skill
- e. Keep students speaking the target language

Meanwhile, Harmer (2002: 345) says that the things that the teachers can do to help the students' problems in speaking are: Preparation, the value of repetition, big groups and small groups, mandatory participation, prompter, participant, and feedback provider

While some activities to promote speaking, are:

a. Discussion

When students suddenly want to talk about something in a lesson and discussion occur spontaneously, the result often highly gratifying (Harmer, 2007). The teacher should always remember that the students need time to assemble their thought before any discussion. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In class or group discussions, whatever the aims is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification and so on.

b. Role Play

In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Role play stimulates the real world in the same kind of way, but the students are given particular roles they are told who they are and often what they think about a certain

subject. They have to speak and act from their new character's point of view (Harmer, 2007).

c. Telling Stories

Story telling fosters creative thinking. It also helps students express ideas in front of their friends. Students can tell riddles or jokes. For instance, at the beginning of each class session, the teacher may call a few students to tell short story or jokes as an opening.

d. Describing Picture

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture.

Some researchers in related studies also say that, there are many strategies can solve speaking problems, they are more practice, increase vocabulary mastery, increase motivation, use interest strategy, keep to speak english, group work, watching movie, listening song, taking english course, and write daily activity

## **CHAPTER III**

### **METHOD**

In this chapter the researcher discussed the method that was used by researcher and how the researcher took and made the data.

#### **A. Research Design**

In this proposal, researcher mixed method design research technique which in the form of sequential explanatory. According to Creswell ( 2012 ) mixed method is research approach that combines or associates quantitative and qualitative forms. Quantitative is a process of collecting, analyzing, interpreting and writing the result of study, while qualitative research is the approach to data collection, analysis, and report writing differing from the traditional.

This research focuses on the students to find out about the causes of the problems they face in learning foreign language or english especially in speaking skill and seek strategies of their problems based on theory which is presented in data collection process through freshmen thinking. This is certainly a challenge for the new students to pass.

#### **B. Subject of Study**

The subject of the study are the first year student of english study program. Based on the category of new students from English education as a sample in this study.



Here the researcher used purposive sampling to determine the samples to be studied. Selection of a group of subjects in purposive sampling, based on certain characteristics that are considered to have a close connection with the characteristics of the population. So in other words, the sample units contacted are tailored to certain criteria applied based on research objectives or research problems.

### C. Source of Data

This research was conducted at IAIN Palangka Raya in 2018/2019 academic year. The quantitative data were taken from 111 new students of english education ( freshmen ). The researcher used the slovin formula. Slovin formulas are usually used for large numbers of samples, so a formula is needed to get a sample that is small but represents the entire population. The picture below is slovin formula.

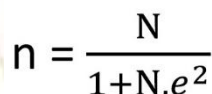

$$n = \frac{N}{1+N.e^2}$$

Figure 3.1 Slovin Formula

Notes :

n = minimum sample

N = population

e = error tolerance

$$n = 111 / 1 + ( 111 \times 0,0025 )$$

$$n = 111 / 1 + 0,2775$$

$$n = 111 / 1,2775$$

$$n = 87$$

So it can be concluded that after going through the above calculation, there are 87 freshmen that are taken as samples in quantitative data collection

The qualitative data was taken from 8 freshmen of IAIN Palangka Raya especially English education which has just been educated in A,B,D class. The researcher used purposive sampling as qualitative sampling technique. 8 freshmen are divided into 3 categories of students who can speak English well, moderate, and who have a big problem to speak English. This sample was taken based on the quantitative data result which shows how many freshmen got much problems, moderate, and little problems.

#### **D. Research Instruments**

In this study, the researcher used two instruments to get the data from samples. The instruments are questionnaire and interview.

##### **1. Questionnaire**

First of all the researcher used questionnaire as instrument to take the data to know students' problems and strategies. The questionnaire can be seen in appendix 1. According to Creswell (2014) questionnaire is a data collection technique where the respondent fills

out a complete question or statement and is returned to the researcher. There are 20 statements in questionnaire divided into two parts. First part of the questionnaire is speaking problem statement and the second part is speaking strategies statement. The questionnaire are adapted from some researchers, they are Ahmad Asakereh (2016), Vera (2011), Hotman Similango (2019), and Razmjoo (2019).

In this study, the researcher used likert scale as questionnaire design. According to Dornyei (2010) likert scale is the most common use question format for assessing participant's opinion of usability. Likert scale are SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree) and SD (Strongly Disagree). The table below is range score statement about likert scale.

**Table 3.1**  
**Range Score Statement**

<b>Answer</b>	<b>Score</b>
Strongly Agree ( SA )	5
Agree ( A )	4
Neutral ( N )	3
Disagree ( D )	2
Strongly Disagree ( SD )	1

The questionnaire that use likert scale consist of 20 statements which number 1 – 10 is about speaking problem statements and number 11 – 20 is about speaking strategy statements. The table below is table of questionnaire item specification.

**Table 3.2**  
**Table of Questionnaire Item Specification**

No	Spesification		Item		%	Total
1	Speaking Problems	Affective Factors	1,4,6,8,9	5	25%	50%
		Linguistic Factors	2,3,5	3	15%	
		Social Factor	7	1	5%	
		Instructor Factor	10	1	5%	
2	Speaking Strategies	Metacognitive Strategy	11,12,13,15,16,17,20	7	35%	50%
		Socio Affective Strategy	14,18,19	3	15%	

Based on the table above, it can be concluded that there are 20 statements consist of 10 speaking problem statements and 10 speaking strategy statements. Each number of statements have 5% percentage which 10 number of speaking problems have 50% percentage and 10 number of speaking strategies have 50% percentages.

## 2. Interview

After getting the data from questionnaire, the researcher used interview to collect more information about the causes of problems and strategies that are choosen in questionnaire. The interview can be seen

in appendix 2. According to Creswell (2012) interview is an activity to collect data by asking one or more participants generally.

Before the interview process is carried out, the researcher carries out the planning such as the agenda and questions to be asked to the sample. During the interview the researcher listens carefully while making a small note. There are some ways that can be done by the researcher in interview activity :

1. First of all, the researcher introduces himself and explains the purpose.
2. The researcher asks some easy questions
3. Then, the researcher asks the next question in sequence

#### **E. Data Collection Procedure**

In this study, the researcher collected data from freshmen. The data were obtained from questionnaires and interviews. The questionnaire data was taken on May 13, 2019 to May 15, 2019 and interview data was taken on May 25, 2019. Here are some steps which the researcher used to collect the data :

1. First of all, the researcher distributed questionnaires to take the data
2. Then, freshmen gave the questionnaire back to the researcher.

3. After that, the researcher analyzed the questionnaire and make conclusion about the data
4. Then, the researcher made some problems list and strategies that would be chosen by freshmen.
5. Each students, who were samples of this research, were interviewed to know the causes based on students response about the questionnaire, why they choose that problems and strategies.
6. Last, the researcher analyze data and gave conclusion from the result.

#### **D. Data Analysis Procedure**

Data analysis in quantitative is an activity after data from all respondents or other data sources are collected. Data obtained use questionnaire be processed use descriptive statistics. Descriptive statistics are statistics that are used to analyze collected data as they are without intending to make conclusion that apply to the general. This research is processed by using percentage statistical approach. The statements number 1-20 use percentage approach with the following formula :

$$P = F/N \times 100 \%$$

Notes :

P: Percentage Number

F: Frequency of Answer

N: Number of Respondents

100%: Constant Number

Then, the results of the questionnaire points analysis above will be interpreted to find out the tendency of the respondent's answers. The table below is range score about interpretation.

**Table 3.3**  
**Table of Interpretation**

Score	Interpretation
0,81 – 1,00	Very High
0,61- 0,80	High
0,41 – 0,60	Moderate
0,21 – 0,40	Low
0,00 – 0,20	Very Low

Data analysis in qualitative is to answer the problems statement or test the hypothesis that has been formulated. There are some activities in qualitative data analysis :

#### 1. Data Collection

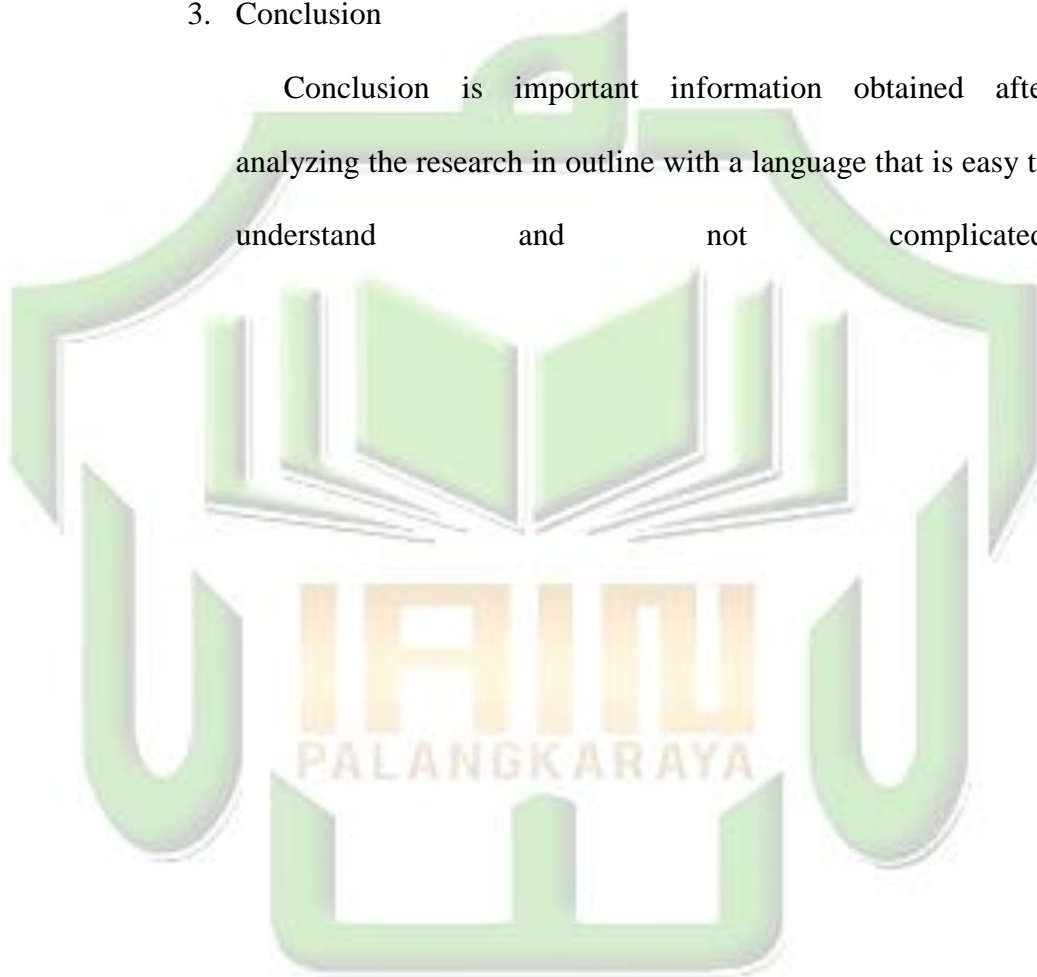
Data collection is a first part of the research to get the data that is needed to be analyzed.

## 2. Data reduction

Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary and organizes data in such a way that the final conclusions can be drawn and verified

## 3. Conclusion

Conclusion is important information obtained after analyzing the research in outline with a language that is easy to understand and not complicated.





## CHAPTER IV

### FINDING AND DISCUSSION

This chapter of this research, the researcher shows the data presentation, the result of the study and discussion.

#### A. Data Presentation

##### 1. Speaking Problems

The data presentation shows about the calculation of the questionnaire result of this research. The speaking strategy data result shows that social factor become the most common problem in freshmen in English, then followed by linguistic factors, affective factor, and the last instructor factor which is only a few found in some freshmen. The social factor data result is shown in the table below

**Table 4.1**  
**Table of Social Factor Data Presentation**

Item Number	Statement	Number and Percent	Scale					Total
			SA =5	A =4	N =3	D =2	SD =1	
7	I have difficulty finding opportunities to	Number	7	29	31	11	9	87
		Percent	8,0	33,3	35,6	12,6	10,3	100,0

	practice							
	my speak							
	English							

Based on the table above, social factor is the common problem found in freshmen. This is determined by the calculation made by the researcher. The data calculation is shown in the table below

**Table 4.2**  
**Table of Data Calculation of Social Factor**

Range Score	Percent Item Number	Total	
	7		
5	8,0%	41,3%	36 freshmen
4	33,3%		
3	35,6%	35,6%	31 freshmen
2	12,6%	22,9	20 freshmen
1	10,3%		

From the table above, it can be seen 41 % freshmen agree , 35 % freshmen neutral and 22% freshmen disagree. This proves that social factor is the biggest problem they face.

After social factor, the second factor that becomes freshmen problem is linguistic factor. The linguistic factor data result is shown in the table below

**Table 4.3**  
**Table of Linguistic Factor Data Presentation**

Item Number	Statement	Number and Percent	Scale					Total
			SA =5	A =4	N =3	D =2	SD =1	
2	I have difficulty in speaking english because my vocabular y is limited.	Number	2	43	25	12	5	87
		Percent	2,3	49,4	28,7	13,8	5,7	100,0
3	I have a habit of using the mother tongue in	1	23	35	23	5	87	1
		1,1	26,4	40,2	26,4	5,7	100,0	1,1

	english class							
5	I do not have good pronunciation, so I get ashamed to speak english	Number	2	19	21	37	8	87
		Percent	2,3	21,8	24,1	42,5	9,2	100,0

Based on the table above, linguistic factor becomes the second problem found in freshmen. This is determined by the calculation made by the researcher. The data calculation is shown in the table below

**Table 4.4**  
**Table of Data Calculation of Linguistic Factor**

Range Score	Percent of Item Number			Average	Total	
	2	3	5			
5	2,2%	1,1%	2,2%	1,9%	34,4%	30 freshmen
4	49,4%	26,4%	21,8%	32,5%		

3	28,7%	40,2%	24,1%	31,0%	31,0%	27 freshmen
2	13,7%	26,4%	42,5%	27,5%	34,4%	30 freshmen
1	5,7%	5,7%	9,1%	6,8%		

From the table above, it can be seen 34 % freshmen agree , 31 % freshmen neutral and 34% freshmen disagree. This proves that linguistic factor is the other big problem of freshmen to speak english well.

The third factor that contributed in speaking problem is affective factor. The affective factor data result is shown in the table below

**Table 4.5**  
**Table of Affective Factor Data Presentation**

Item Number	Statement	Number and Percent	Scale					Total
			SA =5	A =4	N =3	D =2	SD =1	
1	I feel nervous when i have to	Number	8	29	32	13	5	87
		Percent	9,2	33,3	36,8	14,9	5,7	100,0

	speaking English in front of other people.							
4	I feel less confident to speak English.	Number	2	23	27	28	7	87
		Percent	2,3	26,4	31,0	32,2	8,0	100,0
6	I am afraid of making mistakes when I speak English.	Number	8	21	25	22	11	87
		Percent	9,2	24,1	28,7	25,3	12,6	100,0
8	Shyness prevents me to speak English.	Number	4	26	25	24	8	87
		Percent	4,6	29,9	28,7	27,6	9,2	100,0
9	I am afraid	Number	6	14	24	27	16	87

	to be ridiculed by my friends when I speak english.	Percent	6,9	16,1	27,6	31,0	18,4	100,0
--	---	---------	-----	------	------	------	------	-------

Based on the table above, affective factor becomes the third problem found in freshmen. This is determined by the calculation made by the researcher. The data calculation is shown in the table below

**Table 4.6**  
**Table of Data Calculation of Affective Factor**

Range Score	Percent of Item Number					Average	Total	
	1	4	6	8	9			
5	9,2%	2,3%	9,2%	4,6%	6,9%	6,4%	32,4%	28 freshmen
4	33,3%	26,4%	24,1%	29,9%	16,1%	25,9%		
3	36,8%	31,0%	28,7%	28,7%	27,6%	30,5%	30,5%	27 freshmen
2	14,9%	32,2%	25,3%	27,6%	31,0%	26,2%	37,0%	32

1	5,7%	8,0%	12,6%	9,2%	18,4%	10,8%		freshmen
---	------	------	-------	------	-------	-------	--	----------

From the table above, it can be seen 32,4 % freshmen agree , 30,5 % freshmen neutral and 37,0% freshmen disagree. This proves that affective factor is the other problem after social factor and linguistic factor of freshmen to speak english.

The last factor that contributed in speaking problem is instructor factor. The instructor factor data result is shown in the table below

**Table 4.7**  
**Table of Instructor Factor Data Presentation**

Item Number	Statement	Number and Percent	Scale					Total
			SA =5	A =4	N =3	D =2	SD =1	
10 a	My teacher do not show the tedency to speak english with me.	Number	6	7	22	28	24	87
		Percent	6,9	8,0	25,3	32,2	27,6	100,0



the table above, instructor factor become the last problem found in freshmen which this factor become the lowest contributing factor among four factor. This is determined by the calculation made by the researcher. The data calculation is shown in the table below

**Table 4.8**  
**Table of Data Calculation of Instructor Factor**

Range Score	Percent of Item	Total	
	Number		
	<b>10</b>		
5	6,9%	14,9%	13 freshmen
4	8,0%		
3	25,3%	25,2%	22 freshmen
2	32,2%	59,7%	52 freshmen
1	27,6%		

From the table above, it can be seen 14,9 % freshmen agree , 25,2 % freshmen neutral and 59,7% freshmen disagree. This proves that instructor factor become the lowest factor of freshmen to speak english.

Based on the data some of the factors above can be concluded that social factors become the biggest problems faced by students in speaking, then followed by linguistic factors, affective factors and instructor factors. the data can be seen in the table below

**Table 4.9**  
**Table of Data Calculation of 4 Factors**

No	Factors	Agree	Neutral	Disagree
1	Social Factor	41,3%	35,6%	22,9%
2	Linguistic Factor	34,4%	31,0%	34,4%
3	Affective Factor	32,4%	30,5%	37,0%
4	Instructor Factor	14,9%	25,2%	59,7%

## 2. Speaking Strategies

The speaking strategies data result show that Metacognitive strategies are chosen and approved by freshmen in order to help them solve the problem of speaking, then followed by socio affective strategies as the second most chosen strategy. The data presentation of metacognitive strategies is shown in the table below.

**Table 4.10**  
**Table of Metacognitive Strategies Data Presentation**

Item	Statement	Number	Scale	Total
------	-----------	--------	-------	-------

<b>Number</b>		<b>and Percent</b>	<b>SA =5</b>	<b>A =4</b>	<b>N =3</b>	<b>D =2</b>	<b>SD =1</b>	
11	I practice using new words and expressions while speaking english	Number	10	39	28	6	4	87
		Percent	11,5	44,8	32,2	6,9	4,6	100,0
12	I use english dictionary to improve my pronunciation and learn new words	Number	21	34	19	6	7	87
		Percent	24,1	39,1	21,8	6,9	8,0	100,0
13	I practice english by speaking with other and group	Number	23	38	16	7	3	87
		Percent	26,4	43,7	18,4	8,0	3,4	100,0

15	When I cannot remember a word, I replace it by another	Number	18	38	15	11	5	87
		Percent	20,7	43,7	17,2	12,6	5,7	100,0
16	I try to learn speak english from my speaking mistakes	Number	34	29	13	8	3	87
		Percent	39,1	33,3	14,9	9,2	3,4	100,0
17	I take english course to improve my speaking English	Number	15	16	32	20	4	87
		Percent	17,2	18,4	36,8	23,0	4,6	100,0
20	While I speaking, I correct	Number	27	31	15	8	6	87
		Percent	31,0	35,6	17,2	9,2	6,9	100,0

	myself							
	when i							
	made a							
	mistakes							

Based on the table above, metacognitive strategy is one of strategy that selected by freshmen to help them solve their problems. This is determined by the calculation made by the researcher. The data calculation is shown in the table below

**Table 4.11**  
**Table of Data Calculation of Metacognitive Strategy**

Range Score	Percent of Item Number							Average	Total	
	11	12	13	15	16	17	20			
5	11,5%	24,1%	26,4%	20,7%	39,1%	17,2%	31,0%	24,3%	61,2	53
4	44,8%	39,1%	43,7%	43,7%	33,3%	18,4%	35,6%	36,9%		
3	32,2%	21,8%	18,4%	17,2%	14,9%	36,8%	17,2%	22,6%	21,2	20
2	6,9%	6,9%	8,0%	12,6%	9,2%	23,0%	9,2%	10,8%	16,0	14
1	4,6%	8,0%	3,4%	5,7%	3,4%	4,6%	6,9%	5,2%		

From the table above, it can be seen 61,2 % freshmen agree , 21,2 % freshmen neutral and 16,0% freshmen disagree. This proves that metacognitive is one of two strategy that can help freshmen solve their problem.

Besides metacognitive strategy, there is socio affective strategy. The data presentation of socio affective strategies is shown in the table below.

**Table 4.12**  
**Table of Socio Affective Strategies Data Presentation**

Item Number	Statement	Number and Percent	Scale					Total
			SA =5	A =4	N =3	D =2	SD =1	
14	I try to learn	Number	41	27	6	4	9	87
	speaking english while watching english videos and listening english song	Percent	47,1	31,0	6,9	4,6	10,3	100,0

18	I try to relax and keep to speak english	Number	22	34	22	3	6	87
		Percent	25,3	39,1	25,3	3,4	6,9	100,0
19	I try to write my daily activity to increase my vocabular y to speak english	Number	15	30	24	14	4	87
		Percent	17,2	34,5	27,6	16,1	4,6	100,0

Based on the table above, socio affective is strategy that selected by freshmen with the highest level selection to help them solve their problems. This is determined by the calculation made by the researcher. The data calculation is shown in the table below

**Table 4.13**  
**Table of Data Calculation of Socio Affective Strategy**

Range Score	Percent of Item Number			Average	Total
	14	18	19		

5	47,1%	25,3%	17,2%	29,8%	64,7%	57
4	31,0%	39,1%	34,5%	34,8%		
3	6,9%	25,3%	27,6%	19,9%	24,2%	17
2	4,6%	3,4%	16,1%	8,0%	15,3%	13
1	10,3%	6,9%	4,6%	7,2%		

From the table above, it can be seen 64,7 % freshmen agree , 24,2 % freshmen neutral and 15,3% freshmen disagree. This proves that socio affective strategy is best strategy that chosen by freshmen to help freshmen solve their problem.

Based on the data, some of the strategies above can be concluded that socioaffective strategy is the most popular strategy for students to solve their speaking problems. the data can be seen in the table below

**Table 4.14**  
**Table of Data Calculation of 2 Strategies**

No	Strategy	Agree	Neutral	Disagree
1	Socio Affective Strategy	64,7%	24,2%	15,3%
2	Metacognitive Strategy	61,2%	21,2%	16,0%



## B. Research Finding

The research finding of this research on Speaking Problems And Strategies of EFL Freshmen of IAIN Palangka Raya was obtained by employing questionnaire and interview to collect the data.

### 1. Reserach finding of questionnaire

The questionnaire contain 20 items. Item number 1 to 10 are speaking problems and item number 11 to 20 are speaking strategies. It was apparent from table 4.1 as follows :

Item 1, *I Feel Nervous When I Have To Speak English In Front Of Other People*. There are 8 students (9,2 %) state strongly agree, 29 students (33,3 %) state agree, 32 students (36,8 %), state neutral, 13 students (14,9 %) state disagree and 5 students (5,7 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.15**  
**Table of Item Number 1**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
STRONGLY DISAGREE	5	5,7	5,7	5,7
DISAGREE	13	14,9	14,9	20,7
NEUTRAL	32	36,8	36,8	57,5

AGREE	29	33,3	33,3	90,8
STRONGLY AGREE	8	9,2	9,2	100,0
Total	87	100,0	100,0	

Item 2, *I have difficulty in speaking english because my vocabulary is limited.* There are 2 students (2,3 %) state strongly agree, 43 students (49,4 %) state agree, 25 students (28,7 %), state neutral, 12 students (13,8 %) state disagree and 5 students (5,7 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.16**  
**Table of Item Number 2**

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	5	5,7	5,7	5,7
DISAGREE	12	13,8	13,8	19,5
Valid NEUTRAL	25	28,7	28,7	48,3
AGREE	43	49,4	49,4	97,7
STRONGLY AGREE	2	2,3	2,3	100,0
Total	87	100,0	100,0	

Item 3, *I have a habit of using the mother tongue in english class*. There are 1 student (1,1 %) state strongly agree, 23 students (26,4 %) state agree, 35 students (40,2 %), state neutral, 23 students (26,4 %) state disagree and 5 students (5,7 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.17**  
**Table of Item Number 3**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	5	5,7	5,7	5,7
DISAGREE	23	26,4	26,4	32,2
NEUTRAL	35	40,2	40,2	72,4
AGREE	23	26,4	26,4	98,9
STRONGLY AGREE	1	1,1	1,1	100,0
Total	87	100,0	100,0	

I  
item 4, *I less confidence to speak english*. There are 2 students (2,3 %) state strongly agree, 23 students (26,4 %) state agree, 27 students (31,0 %), state neutral, 28 students (32,2 %) state disagree and 7 students (8,0 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.18**  
**Table of Item Number 4**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	7	8,0	8,0	8,0
DISAGREE	28	32,2	32,2	40,2
NEUTRAL	27	31,0	31,0	71,3
AGREE	23	26,4	26,4	97,7
STRONGLY AGREE	2	2,3	2,3	100,0
Total	87	100,0	100,0	

Item 5, *I do not have good pronunciation, so I get ashamed to speak english.* There are 2 students (2,3 %) state strongly agree, 19 students (21,8 %) state agree, 21 students (24,1 %), state neutral, 37 students (42,5 %) state disagree and 8 students (9,2 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.19**  
**Table of Item Number 5**

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	8	9,2	9,2	9,2
DISAGREE	37	42,5	42,5	51,7
Valid NEUTRAL	21	24,1	24,1	75,9
AGREE	19	21,8	21,8	97,7
STRONGLY AGREE	2	2,3	2,3	100,0
Total	87	100,0	100,0	

Item 6, *I am afraid of making mistakes when I speak english*. There are 8 students (9,2 %) state strongly agree, 21 students (24,1 %) state agree, 25 students (28,7 %), state neutral, 22 students (25,3 %) state disagree and 11 students (12,6 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.20**  
**Table of Item Number 6**

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	11	12,6	12,6	12,6
DISAGREE	22	25,3	25,3	37,9
Valid NEUTRAL	25	28,7	28,7	66,7
AGREE	21	24,1	24,1	90,8
STRONGLY AGREE	8	9,2	9,2	100,0
Total	87	100,0	100,0	

Item 7, *I have difficulty finding opportunities to practice my speak english.* There are 7 students (8,0 %) state strongly agree, 29 students (33,3 %) state agree, 31 students (35,6 %), state neutral, 11 students (12,6 %) state disagree and 9 students (10,3 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.21**  
**Table of Item Number 7**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	9	10,3	10,3	10,3
DISAGREE	11	12,6	12,6	23,0
NEUTRAL	31	35,6	35,6	58,6
AGREE	29	33,3	33,3	92,0
STRONGLY AGREE	7	8,0	8,0	100,0
Total	87	100,0	100,0	

Item 8, *Shyness prevents me to speak english*. There are 4 students (4,6 %) state strongly agree, 26 students (29,9 %) state agree, 25 students (28,7 %), state neutral, 24 students (27,6 %) state disagree and 8 students (9,2 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.22**  
**Table of Item Number 8**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	8	9,2	9,2	9,2

DISAGREE	24	27,6	27,6	36,8
NEUTRAL	25	28,7	28,7	65,5
AGREE	26	29,9	29,9	95,4
STRONGLY AGREE	4	4,6	4,6	100,0
Total	87	100,0	100,0	

Item 9 , *I am afraid to be ridiculed by my friends when I speak english*. There are 6 students (6,9 %) state strongly agree, 14 students (16,1 %) state agree, 24 students (27,6 %), state neutral, 16 students (18,4 %) state disagree and 16 students (18,4 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.23**  
**Table of Item Number 9**

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	16	18,4	18,4	18,4
DISAGREE	27	31,0	31,0	49,4
Valid NEUTRAL	24	27,6	27,6	77,0
AGREE	14	16,1	16,1	93,1
STRONGLY AGREE	6	6,9	6,9	100,0
Total	87	100,0	100,0	



Item 10 , *My teacher do not show the tendency to speak english with me.* There are 6 students (6,9 %) state strongly agree, 7 students (8,0 %) state agree, 22 students (25,3 %), state neutral, 28 students (32,2 %) state disagree and 24 students (27,6 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.24**  
**Table of Item Number 10**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	24	27,6	27,6	27,6
DISAGREE	28	32,2	32,2	59,8
NEUTRAL	22	25,3	25,3	85,1
AGREE	7	8,0	8,0	93,1
STRONGLY AGREE	6	6,9	6,9	100,0
Total	87	100,0	100,0	

Item 11 , *I practice using new words and expressions while speaking english.* There are 10 students (11,5 %) state strongly agree, 39 students (44,8 %) state agree, 28 students (32,2 %), state

neutral, 6 students (6,9 %) state disagree and 4 students (4,6 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.25**  
**Table of Item Number 11**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	4	4,6	4,6	4,6
DISAGREE	6	6,9	6,9	11,5
NEUTRAL	28	32,2	32,2	43,7
AGREE	39	44,8	44,8	88,5
STRONGLY AGREE	10	11,5	11,5	100,0
Total	87	100,0	100,0	

Item 12 , *I use english dictionary to improve my pronunciation and learn new words.* There are 21 students (24,1 %) state strongly agree, 34 students (39,1 %) state agree, 19 students (21,8 %), state neutral, 6 students (6,9 %) state disagree and 7 students (8,0 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.26**  
**Table Of item Number 12**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	7	8,0	8,0	8,0
DISAGREE	6	6,9	6,9	14,9
NEUTRAL	19	21,8	21,8	36,8
AGREE	34	39,1	39,1	75,9
STRONGLY AGREE	21	24,1	24,1	100,0
Total	87	100,0	100,0	

Item 13 , *I practice english by speaking with other and group*. There are 23 students (26,4 %) state strongly agree, 38 students (43,7 %) state agree, 16 students (18,4 %), state neutral, 7 students (8,0 %) state disagree and 3 students (3,4 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.27**  
**Table of Item Number 13**

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	3	3,4	3,4	3,4
DISAGREE	7	8,0	8,0	11,5
Valid NEUTRAL	16	18,4	18,4	29,9
AGREE	38	43,7	43,7	73,6
STRONGLY AGREE	23	26,4	26,4	100,0
Total	87	100,0	100,0	

Item 14 , *I try to learn speak english while watching english videos and listening english song*. There are 41 students (47,1 %) state strongly agree, 27 students (31,0 %) state agree, 6 students (6,9 %), state neutral, 4 students (4,6 %) state disagree and 9 students (10,3 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table

**Table 4.28**  
**Table of Item Number 14**

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

	STRONGLY DISAGREE	9	10,3	10,3	10,3
	DISAGREE	4	4,6	4,6	14,9
Valid	NEUTRAL	6	6,9	6,9	21,8
	AGREE	27	31,0	31,0	52,9
	STRONGLY AGREE	41	47,1	47,1	100,0
	Total	87	100,0	100,0	

Item 15 , *When I cannot remember a word, I replace it by another.* There are 18 students (20,7 %) state strongly agree, 38 students (43,7 %) state agree, 15 students (17,2 %), state neutral, 11 students (12,6 %) state disagree and 5 students (5,7 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.29**  
**Table of Item Number 15**

	Frequency	Percent	Valid Percent	Cumulative Percent
	5	5,7	5,7	5,7
Valid	11	12,6	12,6	18,4
	15	17,2	17,2	35,6
	38	43,7	43,7	79,3

STRONGLY AGREE	18	20,7	20,7	100,0
Total	87	100,0	100,0	

Item 16 , *I try to learn speak english from my speaking mistakes*. There are 34 students (39,1 %) state strongly agree, 29 students (33,3 %) state agree, 13 students (14,9 %), state neutral, 8 students (9,2 %) state disagree and 3 students (3,4 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.30**

**Table of Item Number 16**

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	3	3,4	3,4	3,4
DISAGREE	8	9,2	9,2	12,6
Valid NEUTRAL	13	14,9	14,9	27,6
AGREE	29	33,3	33,3	60,9
STRONGLY AGREE	34	39,1	39,1	100,0
Total	87	100,0	100,0	

Item 17 , *I take english course to improve my speaking english.* There are 15 students (17,2 %) state strongly agree, 16 students (18,4 %) state agree, 32 students (36,8 %), state neutral, 20 students (23,0 %) state disagree and 4 students (4,6 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.31**  
**Table of Item Number 17**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	4	4,6	4,6	4,6
DISAGREE	20	23,0	23,0	27,6
NEUTRAL	32	36,8	36,8	64,4
AGREE	16	18,4	18,4	82,8
STRONGLY AGREE	15	17,2	17,2	100,0
Total	87	100,0	100,0	

Item 18 , *I try to relax and keep to speak english.* There are 22 students (25,3 %) state strongly agree, 34 students (39,1 %) state agree, 22 students (25,3 %), state neutral, 3 students (3,4 %) state disagree and 6 students (6,9 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.32**  
**Table of Item Number 18**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	6	6,9	6,9	6,9
DISAGREE	3	3,4	3,4	10,3
NEUTRAL	22	25,3	25,3	35,6
AGREE	34	39,1	39,1	74,7
STRONGLY AGREE	22	25,3	25,3	100,0
Total	87	100,0	100,0	

Item 19 , *I try to write my daily activity to increase my vocabulary to speak english.* There are 15 students (17,2 %) state strongly agree, 30 students (34,5 %) state agree, 24 students (27,6 %), state neutral, 14 students (16,1 %) state disagree and 4 students (4,6 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :



**Table 4.33**  
**Table of Item Number 19**

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	4	4,6	4,6	4,6
DISAGREE	14	16,1	16,1	20,7
Valid NEUTRAL	24	27,6	27,6	48,3
AGREE	30	34,5	34,5	82,8
STRONGLY AGREE	15	17,2	17,2	100,0
Total	87	100,0	100,0	

Item 20 , *While I speaking, I correct myself when i made a mistakes.* There are 27 students (31,0 %) state strongly agree, 31 students (35,6 %) state agree, 15 students (17,2 %), state neutral, 8 students (9,2 %) state disagree and 6 students (6,9 %) strongly disagree.

The researcher also calculated the data frequency, percentage, valid and cumulative percentage by using SPSS version 20.0. the table below is the result statistic table :

**Table 4.34**  
**Table of Item Number 20**

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY DISAGREE	6	6,9	6,9	6,9
DISAGREE	8	9,2	9,2	16,1
Valid NEUTRAL	15	17,2	17,2	33,3
AGREE	31	35,6	35,6	69,0
STRONGLY AGREE	27	31,0	31,0	100,0
Total	87	100,0	100,0	

## 2. Research finding of interview

In this research, interview is conducted by the researcher using purposive sampling to 8 english freshmen. The samples are NF, HH, N, DRY, RGN, NR, NH and DFM. Here NF as sample who can speak english well, HH, N, DRY, RGN as samples moderately speak english and NR, NH, DFM as sample who difficulty to speak english. The interview was conducted on Saturday, may 25, 2019.

The interview data are to support, expose and explain the reason of english freshmen why they have that problems and choose it as their big problems from the questionnaire. In this study, the researcher found that several similarities in the problems that had been chosen in the questionnaire for 8 freshmen as a

sample who would be interviewed. All of the interview data explained based on focus of the following questions:

- a. What are the problems that make a barrier for you ?

In this question, NF stated that :

*“ In college, especially when I want to speak in English, i often got some problems such as fear of making mistakes when speaking English, feeling nervous, afraid to be laughed at because the vocabulary that is owned is still very limited”.*

Different from HH, she only have a little problems. She stated that

*“ Honestly, when i speak english, i affraid making mistake because my vocabulary is limited”.*

And N also have a little problems, she stated that

*“ My problems are i feel nervous and lack of vocabulary when i want to speak english”.*

But on the other side DRY, and RGN have similarity answers of this questions, they stated that

*“ I think, i only have problem with limited vocabulary, this is make me hard to express new word to speak english”.*

Meanwhile NH states that she has more problems than NF.

She stated:

*“ When i want to speak in English, i often lack confidence, fear of making mistakes and fear of being laughed, lack of vocabulary, poor*

*pronunciation and difficult to find an opportunity to practice speak english”.*

NH’s statement also have similarity answers with NR and DFM. They stated that

*“ I have problems feel nervous, lack of confidence, affraid to be ridiculed, fear making mistake and the biggest problem is lack of vocabulary”.*

b. What are the causes of your problems ?

In this question, NF stated that :

*“ The causes of my problem was because when I was a junior high school, I always told that my english was poor and my pronunciation was poor by my friends because the school had good standards that made me afraid to make mistakes and fear being laughed at. But that was different when I was a senior high school. I began to study and like to speak English”.*

In the other case HH has another answer, she stated that

*“ i fear making mistake that is because i rarely speak english and this problem can happened because i have limited vocabulary”.*

N also gave another answer about her reason. She stated that

*“ This problem could be happened when i found there is someone who can speak well than me, that why i feel nervous. In the other reason because i have limited vocabulary”.*

Meanwhile DRY and RGN have similarity reason. The stated that

*“ i have problem limited vocabulary because i rarely to memorize and remember vocabulary and sometime make me forget and also hard to express it.*

But NH, NR, and DFM has another reason and similarity reasons. They stated that :

*“I have this problem because I have absolutely no basic use of previous english in either high school or outside of school. This certainly makes me have many disadvantages to being able to speak English well”.*

- c. What are the effective speaking strategies can help you to solve your problem ?

In this question, NF stated that :

*“ Based on questionnaires i think there are several speaking strategies that can help me solve speaking problems i like when i cannot remember a word, i replace it by another, learn speak english from my speaking mistakes, try to write my daily activity to increase my vocabulary to speak english, While i speaking, i correct myself when i made mistakes and practice by speaking with other and group”.*

Meanwhile HH, N, RGN, NH, NR and DFM, in outline they have similarity arguments . They stated that :

*“ Almost of all speaking strategies that showed can help me solvemy problems, it like using a dictionary of learning new vocabulary, talking to other people or groups, express and practice ner words, watching*

*videos and listening to songs in English, join english course, writing daily activities to improve vocabulary and cloaking themselves if they make mistakes”.*

In the other case, DRY has different answer. She stated that

*“ the strategy that can help me to improve my speaking skill is when i taking english course”.*

d. Why do you think that strategies can help you to solve your speaking problems ?

In this question, NF stated that :

*“ I think why that strategies can help me solve my problems because i also use some speaking strategies in the questionnaire to improve my speaking and it really help me to be able to speak english well”.*

Then, HH also give her reason why that strategies can help her solver her problem. She stated that

*“ Honestly i never think to looking for the strategy, but when i see some speaking strategies, i believe that maybe some strategies will help me to speak very well”.*

In the other side, N give her reason. She stated that

*“ i think some strategies of the questionnaire are interesting and a little with great effort, the strategy can help me to improve my speaking skill”.*

RGN give her reason about some speaking strategies that she has chosen. She stated that

*“ I think some strategies will help me to improve speaking skill because what i applied to improve my speaking skill is only memorizing vocabulary then i make a sentence. Do not know the strategy that will help me”.*

Then, NR give other reason about speaking strategies. She stated that

*“ After i read and know some new strategies from questionnaire, it motivates me to apply the strategy and hope can improve my speaking skill”.*

In the other reason, DFM give her reason. She stated that

*“ I believe that can help me solve my problem because whatever the strategies, if i do that in earnest. It will give me benefit to my speaking skill”.*

Meanwhile NH also has similarity argument with NF . She stated that :

*“ I also use some speaking strategies in the questionnaire to improve my speaking and it really help me to be able to speak english well, however i have some difference strategies than NF”.*

But DRY has the other reason, why she only choose one strategy. She stated that

*“ I think, if i taking english course, i will get some suggestion what will i do to improve my speaking skill become better than before “.*

- e. Is there any speaking strategies beside the questionnaire can apply to solve your problems ?

In this question, NF stated that :

*“ Yes, i have. I usually make recordings of English conversations that I made at home on my cellphone then save and repeat or play it. if there is an error in the recording I fix then I try again to make it back.*

In this case, NH also has other strategy . She stated that :

*“ I also have strategy that always use to improve my speaking. That is i usually speak alone at home using english to make me more fluent and remember existing vocabulary so that i can help me have more confidence in english.*

Meanwhile HH, RGN, RN, N, DRY and DFM do not have other strategy because what are the strategies of the researcher show in the questionnaire has been complete and sometime, some strategy had been applied by them to improve their speaking skill.

### **C. Discussion**

In this study, the researchers found similar results with Ahmaddin Tuguis (2017), Kimkong Heng (2017), Al- Eiadeh et al (2016), Devi Novita Swary (2014) and Muamaroh (2009) which in general freshmen had a large problem in the lack of vocabulary, lack of practice in English, feeling nervous when speaking English in front of many people. The



researchers also found similar results in which new students (freshmen) prefer more practice, watch English videos, listen to English songs, and learn from mistakes made during English to improve the quality of English. It is also proven that the results obtained from the questionnaire have similarities and confirmed by the result of interview.

This study proves that freshmen of English Education IAIN Palangka Raya also have the same problems with the other college especially in speaking English which found in lack of vocabulary, lack of practice, and they feel nervous when speak English in front of many people.

The researcher interpret the result of questionnaire data and interview data.

***Research Question 1: “What are the speaking problem of EFL Freshmen?”.***

To find out the quantitative data result about the problems that are owned by freshmen, researchers have calculated the data based on the questionnaire items they have chosen. after going through calculations, there were found some problems that had the highest data. the first problem owned by freshmen is the problem that states: *I have difficulty in speaking English because my vocabulary is limited.* the result show 45 freshmen (51,7%) chose the statement as their biggest problem. the second problem that freshmen have is the problem that states: *I feel nervous when I have to speak English in front of people .* The result show 37 freshmen

(42,5%) chose the statement as the second problem they found. The third problem owned by freshmen is the problem that states: *I have difficulty finding opportunities to practice speak my English*. The result show 36 freshmen (41,3%) chose as another problem they experienced to be able to speak English well. The problems showed by researcher is the statement of speaking problems with the highest data among the 10 statements that have been given.

The quantitative data result also supported by qualitative data result which the researcher found the similarities speaking problems based on the data that had calculated to the samples that interviewed. The qualitative results of the data found from 8 freshmen interviewed had problems such as lack of vocabulary, feeling nervous, shy to speak english, lack of confidence and had difficulty finding opportunities to practice English.

***Research Question 2 : what factors contributes to speaking problems ?***

In this study, we discussed a few factors that could make freshmen experience problems in speaking English. there are 4 factors that have been discussed such as affective factors, lingusitic factors, social factors and instructor factors. Based on the data obtained there are 3 factors that can make freshmen got the problems. The factor that is the most common problem found by researchers is the social factor. This factor is caused by the lack of freshmen to practice English so that they are not used to talking

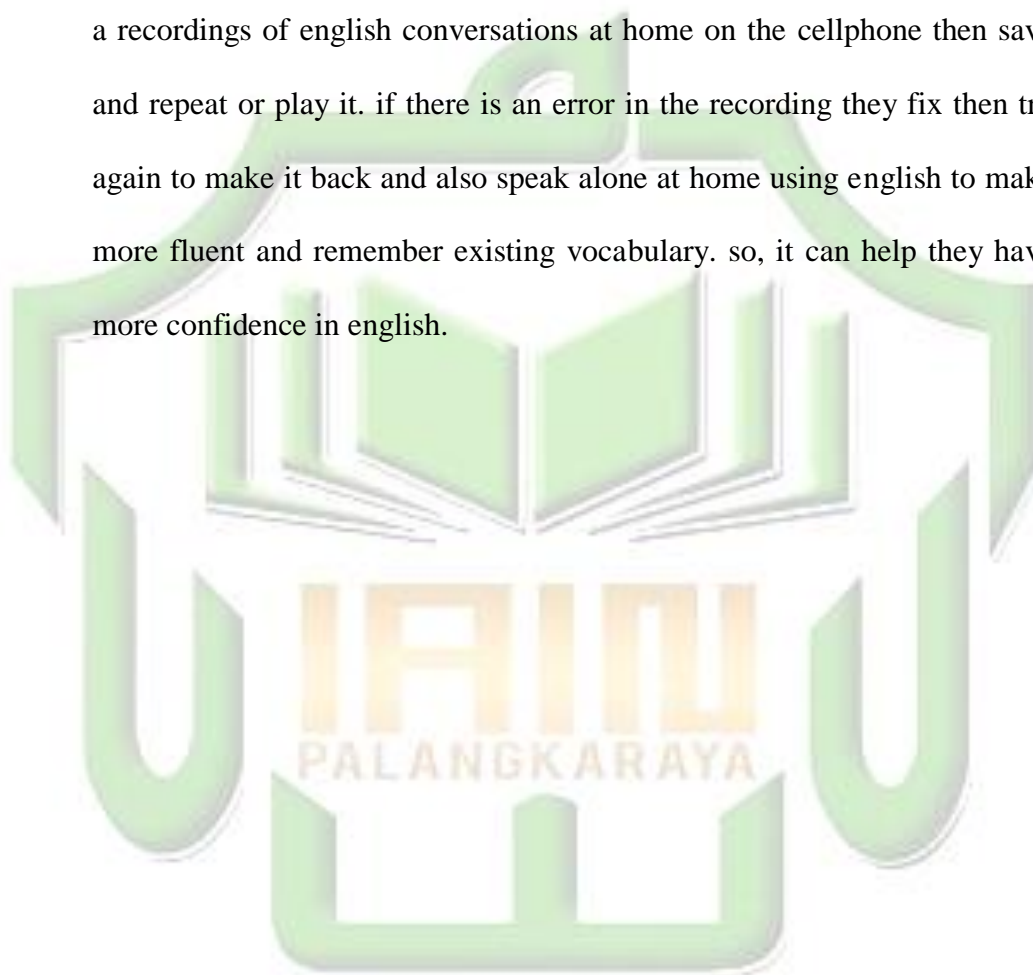
to other people. The second factor is in linguistic factors. This factor is the basis for a freshman to speak English. It is very much found that freshmen have little vocabulary and make it difficult and confused to express their opinions or speak to others. The last factor is affective factor. This is because a lot of freshmen have less self-confidence that makes them shy, afraid to make mistakes, and reluctant to speak English which makes it difficult to express what they want to say.

***Research Question 3 : What are the EFL Freshmen Strategies to solve the problems***

In this quantitative data result, there were 10 statements about speaking strategies which after calculating the data, there were 3 statements about speaking strategy with the highest selection among the 10 statements which according to freshmen could help them to solve the problems they experienced in speaking English. The first speaking strategy is speaking strategy which states: *I practice English with other and group practices*. the result show, 61 freshmen (70,1%) chose because they were thought to help them to be more confident, not nervous and feel ashamed to speak English. The second speaking strategy is speaking strategy which states: *I try to learn English while watching English videos and listening English songs*. the result show, 68 freshmen (78,1%) chose because they could help them to improve their new vocabulary and learn English pronunciation. *The last speaking strategy is try to learn speak English from*

*my mistakes*. The result show 63 freshmen (72,4%) chose to speak english well.

The quantitative data result also supported by qualitative data result which the samples of qualitative data gave another speaking strategies that can help them to improve their speaking skill such as make a recordings of english conversations at home on the cellphone then save and repeat or play it. if there is an error in the recording they fix then try again to make it back and also speak alone at home using english to make more fluent and remember existing vocabulary. so, it can help they have more confidence in english.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher shows the conclusion of the data, which has been researched and followed by suggestions as consideration to the teacher, students and also the researcher in the future

#### A. Conclusion

Based on research finding and discussion, the researcher makes conclusions as follows:

1. In speaking skill, most of all freshmen have problems like lack of vocabulary, feeling nervous when speak english in front of many people and have difficulty finding opportunities to practice speak english however there may be some other individual problems they face beside that problems.
2. In speaking activity also have some factor that affect to freshmen. The most problem found is social factor. This factor is caused by the lack of freshmen to practice English so that they are not used to talking to other people. The second factor is in linguistic factors. This factor is the basis for a freshman to speak English. It is very much found that freshmen have little vocabulary and make it difficult and confused to express their opinions or speak to others. The last factor is affective factor. This is because a lot of freshmen have less self-confidence that makes them shy, afraid to make mistakes, and reluctant to speak english which makes it difficult to express what they wants to say.

3. There are some strategies that can help student to improve their speaking. The first is they need more practice speak english. This strategy can doing by the freshmen with make small a group, then try to speak easy language with your friends or other people, or the freshmen can doing a conversation alone in front of a mirror to familiarize theirselves speak english. The second is they can improve their vocabulary by watching english movie and listening english song. This strategy can help the freshmen to remember and memorize their vocabulary, improve new vocabulary and also teach them how to pronoun the words with any accent. The last is learn speak english by their mistake. This strategy is important because freshmen must be aware with their mistake, then try to fix it the mistake. This strategy can help student speak english well.

#### **B. Suggestion**

Finally, it is known that there are so many problems that faced by most of the students in learning speaking English. It can be seen from the result and finding of this research. Based on that finding, the researcher gives some suggestion for the college, the lecturer, freshmen and also the next researcher.

1. For the college

Planning the new programs exactly the new English program as a solution of the students' problems especially in speaking English is a good alternative strategy to solve the students' speaking English problems.

2. For the Lecturer

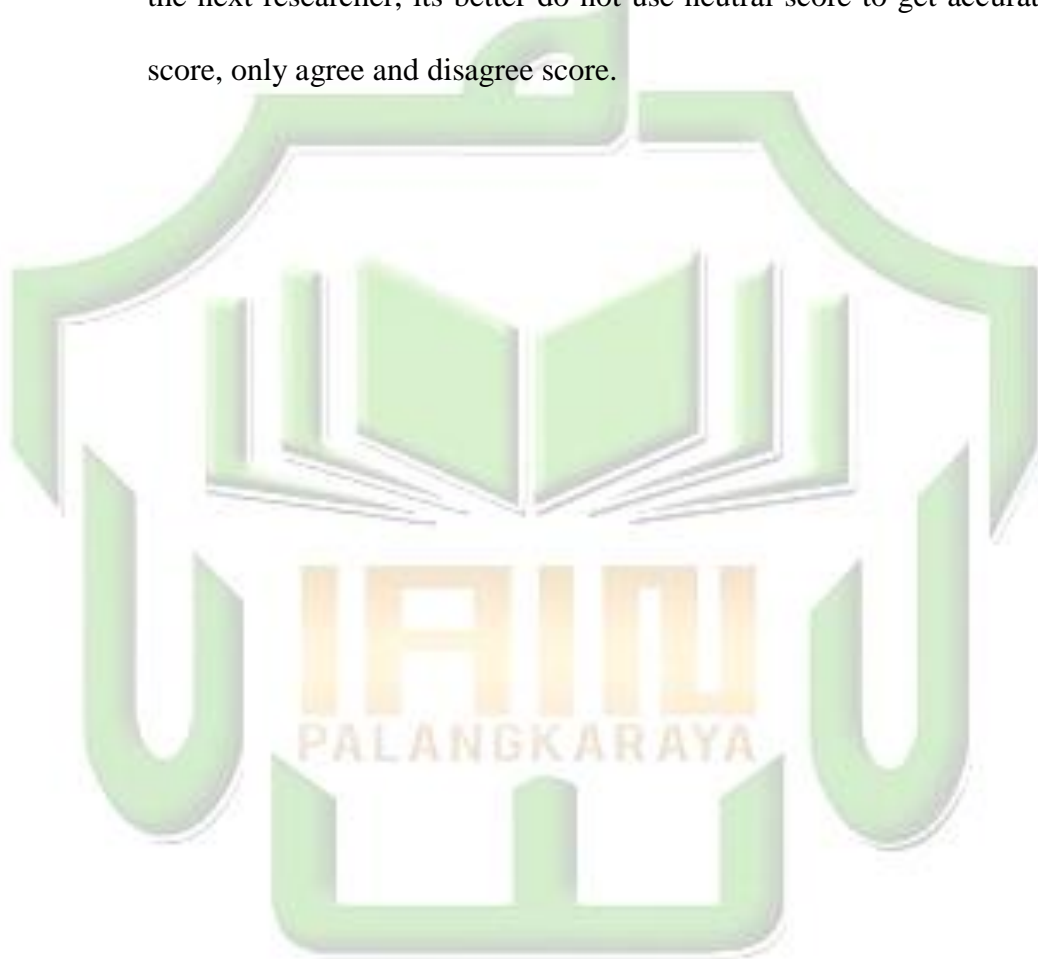
- a. Giving motivation and stimulating freshmen' opinion are very important to increase freshmen' attention in teaching learning English especially speaking.
- b. Choose the most interesting strategy that is suitable with the condition of class and the material given. So that, the freshmen will not feel bored to accept the material from the lecturer.

3. For the Freshmen

- a. Freshmen should study hard and do more practice in speaking because it is the key to be able to communicate in English.
- b. Freshmen should not be shy to express their ideas.
- c. Freshmen should not be afraid of making mistakes

#### 4. The Next Researcher

There is deficiency of this research. The deficiency is the researcher used neutral score that made a lot of score division to neutral. There are many freshmen choosed neutral score as their answers. Its mean that the researcher did not get accurate result. For the next researcher, its better do not use neutral score to get accurate score, only agree and disagree score.





## REFERENCES

- Asakereh, Ahmad. Et al. 2016. "Speaking Skill Problems Encountered by Iranian EFL Freshmen and Seniors" in *Electronic Journal of Foreign Language Teaching Volume 13* (pages 112-130). Singapore: Centre for Language Studies National University of Singapore.
- Brown, H. D. 2001. *Teaching by Principles: An Active Approach to Language Pedagogy*. San Francisco: Addison Wesley Longman.
- Cemink. 2011. *Problem and Solution of Speaking Activities*. <http://beddebah-haterulez.blogspot.co.id/2012/08/problem-and-solution-of-speaking.html>. Accessed on may 10, 2018.
- Creswell, John W. 2012. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed). Boston: Pearson Education.
- Team FTIK. 2017. *Pedoman Penulisan Skripsi*. Palangka Raya: IAIN Palangka Raya.
- Dick dan Carey. 2005. *The Systematic Design Instruction*. Boston: Pearson.
- Dornyei, Z. 1994. Motivating and Motivating in the Foreign Language Classroom. *The Modern Language Journal*. Autumn
- Flick, Uwe. 2009. *An Introduction To Qualitative Research* (4th ed). Singapore: SAGE publications.
- Gerlach. et al. 1980. *Teaching & Media: A Systematic Approach*. Boston: Pearson Education

- Harmer, J. 2007 .*The Practice of English Language Teaching ( 4th ed)*. UK: Pearson Longman.
- Haryadi dan Zamzami. 1997. *Peningkatan Keterampilan Berbahasa Indonesia*. Jakarta : Dirjen Dikti.
- Heng, Kimkong. 2017. “Cambodian EFL University Students' Learning Strategies and Motivation to Improve Their English Language Speaking Skills: a Qualitative Study” in *Journal of English Studies Volume 12* (pages 45- 70). Cambodia: The University of Cambodia.
- Ibrahim. 2015. *Metode Penelitian Kualitatif Panduan Penelitian Beserta Contoh Proposal Kualitatif*. Pontianak: All Right Reversed.
- Kemp. Jerrold E. 1995. *Instruction Design: A Plan for Unit and Course Development*. Belmont: Feron.
- Lexy J. Moleong. 2005. *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya
- Maher, Ahmed Mahmoud. 2016. “Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University” in *International Journal of Humanities and Social Science Invention Volume 5* (pages 96 – 106. Gaza: Al- Quds Open University Palestine.
- Miles Matthew B; Huberman Michael A. (1984). *Qualitative Data Analysis; A Sourcebook Of New Method*. Sage publication. London.
- Muamaroh. 2009 . “Oral English Proficiency: Obstacles And Solution For University Students On Muhammadiyah University Of Surakarta” in *UMS Journals*. Surakarta: Universitas Muhammadiyah Surakarta.

- Munawaroh, Siti et al. 2017. "The Strategies Used By The Teacher In Developing Students' Confidence In Speaking Skill" in *Electronic Theses and Dissertations*. Surakarta : Universitas Muhammadiyah Surakarta.
- Novita, Devi Swary. 2014. "A Study Of Students' Problems In Learning Speaking English At The Second Grade Of Smp Negeri 1 Talaga" in *Repository IAIN SYEKH NURJATI*. Cirebon: IAIN SYEKH NURJATI.
- Rahman, Abdel Al- Eidaeh et al. 2016. "Improving English Language Speaking Skills of Ajloun National University Students" in *International Journal of English and Education Volume 5* ( pages 181- 195 ). Jordan.
- Razmjoo.S.A. 2011. "A Model of Speaking Strategies for EFL Learners" in *Journal of Teaching Language Skill Volume 3* ( pages 115- 142). Shiraz: Shiraz University.
- Raco, J.R. 2010. *Metode Penelitian Kualitatif Jenis, Karakteristik, dan Keunggulan*. Jakarta: PT Gramedia Widiasarana.
- Sarwono, Jonathan. 2006. *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: GRAHA ILMU.
- Sato, Koichi. 2003. "Improving Our Students Speaking Skills: Using Selective Error Correction and Group Work to Reduce Anxiety and Encourage Real Communication" in *ERIC Journal* ( pages 1 – 40 ). Japan: Akita Prefectural.
- ST. Y. Slamet. 1996. *Peningkatan Keterampilan Berbahasa Indonesia (Bahasa Lisan dan Bahasa Tertulis)*. Surakarta: Universitas Sebelas Maret.

Tuguis, Ahmaddin. 2017. "Exploring Students' Problem In Applying Full English Speaking Area At English Study Program Of Khairun University" in *Academia.edu*. Khairun.

Ur, Penny. 1991. *A Course in Language Teaching*. UK: Cambridge University Press.

Verapornvanichkui,P. 2011. "A Survey of Problems in Oral Communication Skill When Dealing with english Speaking Clients: A Case Study of Employees at One of The Big 4 Audit Firms in Thailand" *Thesis*. Bangkok : Thammasat University Bangkok Thailand.

