

A STUDY ON STUDENT'S ENGLISH SPEAKING PROBLEMS IN SPEAKING PERFORMANCE

DeaAriesFitriani, RahayuApriliawati, Wardah

English Education Study Program, Language and Arts Education Department, Teacher
Training and Education Faculty of Tanjungpura University, Pontianak

Email: dearustandi3@gmail.com

Abstract: 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.

Keywords: *speaking problems, linguistics problems, psychological problems*

Abstrak: Penelitian ini berfokus pada masalah-masalah mahasiswa dalam berbicara bahasa Inggris dan tujuan dari penelitian ini adalah untuk menemukan masalah paling dominan dalam berbicara bahasa Inggris yang di hadapi oleh mahasiswa semester tiga Program Studi Bahasa Inggris FKIP Universitas Tanjungpura Pontianak dalam performa wicara. Metode penelitian yang di gunakan dalam penelitian ini adalah metode penelitian deskriptif. Penulis menggunakan angket dan rekaman video sebagai alat pengumpulan data. Dari temuan penelitian ini, masalah-masalah psikologis adalah masalah-masalah paling dominan yang dihadapi oleh mahasiswa semester tiga Program Studi Bahasa Inggris FKIP Universitas Tanjungpura Pontianak dengan persentase rata-rata **20.70%**; dimana kurang percaya diri **20.11%** dan kecemasan **21.27%**. Sedangkan masalah-masalah linguistik memperoleh persentase rata-rata **19.53%**; tata bahasa **22.16%**, kosakata **20.19%**, dan pelafalan **16.25%**. Kesimpulannya, masalah-masalah psikologis adalah masalah-masalah paling dominan yang dihadapi oleh mahasiswa semester tiga Program Studi Bahasa Inggris FKIP Universitas Tanjungpura Pontianak.

Kata Kunci: *Masalah-masalah berbicara, Masalah-masalah linguistik, Masalah-masalah psikologis*

In this era, English has become the international language used in business, technological and academic communication. This trend of English globalization, as a worldwide phenomenon, makes it necessary to communicate with people from different linguistic and cultural backgrounds and in a variety of settings. Nowadays, the majority of English users can be found in countries where the language is employed as a foreign or second language. Effective use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common, but also highly complex activities people need to learn for their interpersonal communication.

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. However most people learning a language have a goal

to be able to speak so that they can communicate. As Bailey and Savage (1994) states that speaking in a second or foreign language has often been viewed as the most demanding of the four skills. Thus, the demand of speaking fluently is high rather than other language skills, although the others cannot be underestimated. English speaking skill requires the speaker to use the authentic language where it means that the students need to use the language in any occasions or when communicate with the other students in academic context.

When students speak, they construct ideas in words, express their perceptions, their feelings, and their intentions, so that the interlocutors grasp the meaning of what the speakers mean. Here, the process seems very complicated since the speakers do not merely produce words without any meaning, but they do intentionally to represent their intention. Language is a very essential instrument that enables speakers to state their existence and others, ask something, express agreement and refusal. For this reason, oral language or speaking is regarded principle.

Achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes (Richards & Renandya, 2002). However, foreign language learners experience frustrating feeling of not being able to participate in speaking activity. Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure, learning and using language in a foreign context is strongly connected to the learner's constructions of self (Arnold, 2000). In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or having good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language. Hinkel (2005) claims, communication problems occur because the learner encounter a word they do not understand, a form of word they do not know how to use, or find that they are unable to express their intended meaning.

Other problems that appear in student's speaking are lack of self confident and anxiety. They may confront with certain feelings that affect their English speaking such as unconfident, shy, anxious, nervous, and worry. If the students themselves are not believing that they are able to speak, it has become a big problem for them. As Lawtie (2004s) states that speech difficulties can be affected by a person's emotional state, speech is often clearer when a person is feeling confident and relaxed, and this is one of the most important factors to consider when communicating with people who have speech difficulties. Therefore, finding a way out for solving speaking problems become very essential so that the student can speak English better.

Since the third semester students of English Education Study Program in Tanjungpura University Pontianak are the English foreign learners (EFL) they may faced certain problems that keep themselves cannot speak English better. Within this research, the researcher wants to find out what are the problems faced by the third semester students of English Education Study Program in Tanjungpura University Pontianak. The reseacher also has conducted a pre-research towards this study.

During the pre-research, the reseacher indirectly interviewed the students and asked as if they have problems with their speaking ability in the classroom, more than a half of the students in the classroom give different opinions about their problems ini speaking English. Several students say they actually have so many ideas in their minds, but when it comes to speak, they have no idea at all. Others say they are not confident with their grammar, afraid of being critized, lack of vocabularies, nervous, worry, and anxious. In order to find out what are the exact problems faced by the third semester students of English Education Study Program in Tanjungpura University Pontianak, the researcher intended to conduct a study to find out the problems that affected students' speaking performance.

Communicative Competence in English Language Teaching

Students of English as foreign language (EFL) are demanded to speak English fluently and accurately using the target language. The students should be aware of the communicative competence so that they can communicate as well as they demanded to be. According to Celce-Murcia et al. (1995), there are five communicative competence, they are:

1. Discourse Competence

Discourse competence concerns the selection, sequencing and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text.

2. Linguistics Competence

Linguistics competence comprises the basic elements of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing.

3. Actional Competence

Actional competence is defined as competence in conveying and understanding communicative intent, that is, matching actional intent with linguistic form based on the knowledge of an inventory of verbal schemata that carry illocutionary force (speech acts and speech acts sets).

4. Sociocultural Competence

Sociocultural competence refers to the speaker's knowledge of how to express message appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to the variation in language use.

5. Strategic Competence

Strategic competence is the knowledge of communication strategies and how to use the language itself.

These communicative competences are the language competences which has been 'a must' for the EFL students to acquire. Discourse, linguistics, actional, sociocultural and strategic competence are the important chain that links together as the knowledge for the EFL students that brings them to master the language, English, as the target language of themselves. By acquiring these communicative competence, the EFL students are expected and demanded to be good in their speaking performances in every life aspect. Communicative competence also plays an important role on student's achievement in their speaking performance, since by acquiring those all five communicative competence, the student will play a good speaking performance.

Speaking in Language Teaching and Learning

Speaking is one of language major skills. Speaking is regarded as the most demanded skill on learning a language. Tarigan (1990) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. It is clear that language is a way of communication which cannot be separated from daily life.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark (in Nunan, 1991) state that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. Students' skills in conversation is the core aspect, it becomes an essential aspect in successful language learning, thus, language function as a system for expression meaning, as Nunan (1991) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. This is

obvious that there are many proponent factors that influence speaking success and there are many obstacle factors why it is not running well.

The Importance of Speaking

By speaking we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth. This skill is also neglected by students in the classroom, they do not get any chance either in the classroom or outside to speak English. Learning to speak also demands a lot of practice and attention. We learn to speak our mother tongue just by listening and repeating. In a similar manner, a foreign language is learnt by imitation and reproduction. Richards (2008:) states “When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others”. This indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learnt.

Problems in Speaking Performance

Speaking skill in second or foreign language is a challenge for the learners, because to speak a foreign language such as English requires more than knowing grammar but also the use of English in a real context. Hayriye (2006) states that speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Being a fluent speaker requires many knowledge towards the language learnt itself and its usage in the real communication.

Speaking problems are some problems that make someone lacks of speaking ability. According to Doris and Jessica (2007) language problems actually serve as one of the important reasons behind poor academic performance. These problems may become the obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistics problems.

Other problems that may become a barrier for the students to become a good English speakers is the psychological problems. Xinghua (2007) states that psychological problems are those problems which often interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as nervous, lack of self confident and afraid to speak. These problems may affect students performance in their speaking. Khan (2005) claims in his research that some of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect students performance in speaking.

1. Linguistics problems

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students speaking ability become poor. There are some linguistics problems that affect someone in speaking, such as poor in grammar, lack of vocabulary and pronunciation. Richards (2008) claims there are some typical learner's problems in speaking. Those problems are:

- a. lack of vocabulary needed to talk
- b. poor in grammar
- c. poor in pronunciation.

a. Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Kamil and Hiebert (2005) state that generally, vocabulary is the knowledge of meanings of words. The words come in at least two forms; oral and print. Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently.

The problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence. Khan (2005) once again states that the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, Doris and Jessica (2007) also state that in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. Students are clearly know what they are going to say in the source language, but when they have to switch the language itself into the target language such as English, they often get confuse to combine and use the proper vocabularies needed.

b. Grammar

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. According to Celce-murcia (2001s) grammar become difficult because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structures; it is not uncommon to find backsliding occurring with the introduction of new form to the learners' interlanguage. For example, the learner who has mastered the third singular person marker on the present tense verb is likely to over-generalize the rule and apply it to newly emerging modal verb, thus producing errors such as "she cans speak English". These errors may appear when the students speak since they have not mastered the English grammar.

c. Pronunciation

English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native-speaker. According to Hinkel (2005: 491) a second language learner needs to master the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like the native-speaker itself.

According to Burns (2003), it is more important that the English speakers can achieve:

1. Intelligibility (the speakers produces sound patterns that are recognisable as English)
2. Comprehensibility (the listener is able to understand the meaning of what is said)
3. Interpretability (the listener is able to understand the purpose of what is said)

For example, a speaker might say *It's hot today* as *Is ho day*. This is unlikely to be intelligible because of innaccurate sounds, stress, and patterns. As a result, a listener would not find the speaker comprehensible, because the meaning is not available. Clear communication is essential in communication. The various features that make up the production of sounds in English are:

1. Suprasegmental features (Burns, 2003) : linking, intonation, and word stress.
2. Segmental features : phonemes; consonant and vowel sounds.

Pronunciation is as important as any other aspects of foreign language learning like syntax or vocabulary. Correct pronunciation is very necessary to develop speaking skill. Pronunciation also has close connections to the other fields such as listening and even grammar. Once a person can pronounce correctly the endings of the words, for example, he can, at the same time give grammatical information.

Psychological problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance.

Lack of Self-Confidence

Over a quarter of a million people in this world have problems towards their confidence. Self-confidence is knowing that we have the capacity to something good and being positive thinking. According to Elliot (1998:29), concept of self-confidence relates to self-assuredness in one's personal judgement, ability, power, etc, sometimes manifested excessively. Good self-confidence comes from a focus on the self (self-consciousness). Lack of self-confidence can be made-up of several different aspect such as guilty feeling, shy turned inward, unrealistic expectations of perfection, false sense of humility, fear of change or making mistake, depression, etc. Depression can actually be a result of a lack of self-confidence.

Here are some of the characteristics of lack self-confidence:

- a. A major confidence crisis
- b. A lack of faith in themselves to take on new challenges
- c. Difficulty of being assertive
- d. Fear of confrontation
- e. An extremely low opinion on themselves
- f. Difficulty in one area such as speaking in social group
- g. Social phobia.

Lack of self-confidence may bring the students into a threat of believing that they are not going to be a good English speaker. This lack of self-confidence also becomes a great problem which affect students' speaking performance. It is difficult for the students to master English speaking if they are not confident with their own speaking ability.

Anxiety

Generally, anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened autonomic nervous system activity (Spielberger, 1972), a state that can have negative and positive effects, and which motivates and facilitates as well as disrupting cognitive action such as learning. Rochelle et al (2011) investigated the causes of anxiety in English language learning of foreign students in the Philippines. It has been found that the employment of this strategy enables the learners to take charge of their own learning as this serves as their basic aid to learn other macro skills in the target language.

In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological problems and they also have to deal with their own anxiety states. So the students can speak English better in the future.

METHOD

The writer used descriptive study as the research methodology. Ross (2005) states the descriptive research provides information about conditions, situations, and events that occur in the present. This research is focused on finding the problems faced by the 3rd Semester Students in their English speaking. Jackson (2008) states the descriptive research method is simply observing a behavior. Observation involves description at its most basic level. Jackson (2008) also added that one advantage of the observational method is the flexibility to change what the researcher is studying. By doing this descriptive research, it is expected that the problems of speaking will be found regarding to linguistics and psychological problems in student's speaking. The population of this research is the Third Semester Students of English Study Program Tanjungpura University 2014/2015. Sample of the study is 30 students of the third semester students who take Speaking for Academic Presentation Class. The technique of data collection in this research is by distributing questionnaire toward the samples of the research and video recording. These techniques will be combined to meet the purpose of this research and describe the possible explanations of it. The questionnaire consist of 25 question items that has 5 options. Each alternative has a score. The score range from 5 to 1. The options are define into SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, and SD = Strongly Disagree. Student's answer are scored based on Likert scale type that is as follow:

Table 3. 1
Table of Scale value

Frequency	Scale value
Strongly agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly disagree (SD)	1

(Best and Khan, 2006:331)

FINDINGS AND DISCUSSION

Findings

Based on the analysis of the questionnaire, there are two major dominant problems in students' speaking performance; linguistic and psychological problem. As to determine which problems is the most dominant one, it is needed to calculate the total percentage of each problems then divided it into mean score/mean percentage. In linguistic problem, the percentage of grammar is **22.16%**. Followed by vocabulary which gains the total percentage **20.19%**. Next, with the total percentage **16.25%**, pronunciation also has become the problem affects students' speaking performance. The mean percentage of the linguistic problems is **19.53%**. While the psychological problems have two problems towards students' speaking performance; lack of self-confidence and anxiety. The percentage of lack of self-confidence is **20.11%**. Anxiety gains percentage 21.27%. The mean percentage of these psychological problems **20.70%**. This concluded that the most dominant problem face by the third semester students of English Education Study Program in Tanjungpura University is the psychological problems. In the last place, The total score of student's individual score is **2491**. This data leads the researcher to draw a result of the research findings that the grammar problem is the most dominant problem faced by the third semester students of English Education Study Program in Tanjungpura University.

Linguistics Problems

Linguistics problems in students' speaking performance are grammar, vocabulary, and pronunciation problems. By seeing the percentage of the questionnaire items in grammar, vocabulary, and pronunciation, the researcher wants to show that the grammar problems are the students who often get confused in using future tenses with total percentage **21.73%**, students who are confused in distinguishing part of speech with total percentage **20.49%**, students who are confused in using past tenses with total percentage **20.31%**, students who get confused in using present tenses with total percentage **18.90%**, and the student who are confused in using modal verbs with total percentage **18.55%**.

Vocabulary problems also occur in students' speaking performance. The vocabulary problems are lacking of vocabularies with total percentage **21.80%**, the students who find difficulty in choosing the appropriate vocabulary and often ask their classmates about the unfamiliar English words with total percentage **20.62%**, the students who do not know the synonyms/antonyms of the words they usually use with total percentage **18.66%**, and the difficulty in translating the words given spontaneously with total percentage **18.27%**.

Pronunciation problems also plays an important role in students' speaking performance. Students are demanded to have good and clear pronunciation. Since the English students here is the English foreign learner, pronunciation problems that affect their English pronunciation, the problems are the students who often mispronounce the English words and have no motivation to speak like native speaker with total percentage **21.91%**, wrong intonation towards the English words with total percentage **20.77%**, difficulty in giving correct words stress towards the English words with total percentage **18.26%**, and the influence of student's native language towards English pronunciation with total percentage **17.12%**.

Psychological Problems

In this research, the psychological problems are divided into two aspects, those are lack of self-confidenc and anxiety. Students may confront with the psychological problems during their speaking performances. Students lack of self-confidence problems are the students who are not confident to speak English in front of the people with total percentage **22.56%**, students who are not confident to speak to the lecturer with total percentage **22.37%**, students who are not confident to share opinions in the classroom with total percentage **20.62%**, students who feel their classmates will underestimate them when they speak English with total percentage **19.26%**, and the students whobelieve that they will not be a good English speaker with total percentage **15.17%**.

Other problems which belongs to psychological problems is anxiety. The anxiety problems are feeling afraid to express opinion in front of the classmates with total percentage **22.86%**, students who get so nervous when speaking; so they forget things they really know with total percentage **20.63%**, students who trembling when they know that they are going to be called on in the English class with total percentage **19.70%**, students who feel frightened when the lecturer asks them to answer questions in the English class with total percentage **18.95%**, and students who get depressed when the lecturer corrects their answers in the English class with total percentage **17.84%**.

Video Recording

This recording data is given to support the findings related to the linguistics problems such as grammar, vocabulary, and pronunciation; It is set out to see whether they are problems related to student's grammar, vocabulary, and pronunciation; tenses, words choice,

and the pronunciation itself. The psychological problems are lack of self-confidence and anxiety. Here is the findings of the recording data:

Student 1

Based on the recording, the researcher found out that there still exist the speaking problems in student speaking performance. **Student 1**, for example, still have problems in terms of linguistics and psychological problems. Grammar problems which appeared in **Student 1** speaking performance is in the word ‘trick’, that word should be ‘tricks’ since the word meant to be plural word. Then she added the ‘to’ word after the modal verbs ‘to’ and then a sentence ‘maybe experiment’ should be ‘may be *an* experiment’ because the correct sentence needs to add the articles ‘an’ between the words ‘maybe’ and ‘experiment’. **Student 1** also failed to pronounce the words correctly; she pronounce world as /wud/, ever as /iver/, fancy as /fanci/, gain as /jein/. Psychological problems which appeared in **Student 1**’s speaking performance is anxiety and nervousness.

Student 2

In **Student 2**’s speaking performance, linguistics and psychological problems also occurred. Grammar problems occurred when he failed or cannot use the grammar properly; he said ‘What it the gadget is?’ while the correct sentence must be ‘what is a gadget?’. Then he said ‘I’m want to tell you’ while the correct sentence is ‘I want to. . .’. He also said ‘Is the worst of a gadget the children’ while the correct sentence is ‘the worst thing of a gadget for children is. . .’, then ‘She using the gadget’ should be ‘she’s/she is using the gadget and ‘Dry eye’ should be ‘dry eyes’. Vocabulary problem also occurred in **Student 2**’s speaking performance, he said ‘And of course Vita Dwi Arini to make me here’ to show his gratitude but the word ‘to *make* me here’ is wrong to express it. It is better to say ‘I would like to say thanks to Vita Andini’, the word choice ‘to *make* me here’ is not suitable to be used in this sentence. While the pronunciation problems in **Student 2**’s speaking performance are he pronounce first as /fis/, health as /hilt/, and gadget as /getget/. **Student 2**’ psychological problems are anxiety, tense, and pale.

Student 3

Student 3’s grammar problems are; he said ‘I will to talk about’, the correct sentence should be ‘I will talk about. . .’, he also said ‘Have you ever see about?’ while the correct sentence should be ‘have you ever since about. . .’. Then he said ‘Even you a rich man’, an article ‘an’ need to be added to correct this sentence, it should be ‘even you are a rich man’. The sentence ‘that not guarantee our happiness’ also need to be corrected, the sentence should be ‘that’s not guarantee’, while the sentence ‘because the real happiness in our heart’ should be ‘because the real happiness is in our heart’. Vocabulary problems that occurred in **Student 3**’s speaking problems are hopefully we. . ., the word ‘happy’ in the sentence ‘you will never feel the happy in your life’ should be ‘happiness’, and the word ‘on’ in the sentence ‘many people on this time’ should be changed into ‘in this time’. Other linguistics problems; the pronunciation problems that occurred by pronouncing word ‘money as /monei/’ and ‘guarantee as /juaranti/’. The psychological problem that occurred during speaking performance is anxious.

Student 4

Grammar problems also occurred in **Student 4**’s speaking performance, the problems are the sentence ‘you’re nice person’ should be added by an article ‘a’ before the word ‘nice’ becomes ‘you’re a nice person.’ The pronunciation problem happened by pronouncing the

word 'think as /cing/'. Psychological problems in **Student 4's** speaking performance are lack of self-confidence and tense.

Student 5

Student 5's grammar problems occurred in the sentence 'and we have a cellphones?', since it is an interrogative sentence, the sentence should be 'and do you have a cellphones?'. In the sentence 'cellphone is a telephone that doesn't have wires and work by radio', the word 'work' here should be changed into works because the subject of this sentence is 'cellphone' (single noun), the verb should be added by s/es. The sentence 'cellphone has been an essential item in our life', there exist a grammar problems because the words 'our life' should be 'our lives'. The next sentence 'cellphone has many application' also has grammar problems because in the words 'many application', the word 'application' should be added by 's' becomes 'many application'. The sentence 'a cellphone can help us to talk someone, the article 'to' need to be added so the correct sentence will be 'to talk to someone'. Other grammar problem occurs in the sentence 'the worst effect of radiation is can cause cancer', the sentence should be 'the worst effect of radiation is it cause cancer'. The last grammar problems is in the sentence 'now I will to tell', the 'to' in the sentence need to be omitted, so the correct sentence will be 'now I will tell'. Pronunciation problems that occurred in **Student 5's** speaking performance are the word 'introduce as /introdiss/', 'wires as /wirs/', 'such as as /sac-es/', 'access as /eksis/', 'compete as /kompeti/', 'through as /tu/', and the word 'fast as /fes/'. The psychological problems that occurred are anxious and tense.

Student 6

Student 6's grammar problems are the sentence 'maybe the man said and saving that', while the correct sentence should be 'maybe the man said that. . .', the interrogative sentence 'every woman have menstruation every month, right?' should be change into 'every woman has menstruation every month, right?'. The sentence 'then you should eat the food that considered too much oil' need to be changed into 'then you should eat the food that is considered too much oil'. The last grammar problems in **Student 6's** speaking problems is in the sentence 'be frozen and it can left on the wall of the uterus' should be change into 'be frozen and it can be left on the wall of the uterus'. The vocabulary problems occurred in the sentence 'It can you be' that has no clear meaning what this sentence means. Also, in the sentence 'girlfriend, mom, or your sister maybe', the word 'mom' need to be changed into 'mother'. The pronunciation problems that occurred by pronouncing the words 'pale as /pail/', 'change as /chinj/', and 'cucumber as /kakamber/'. The psychological problems that occurred in **Student 6's** speaking performance are lack of self-confidence and tense.

Those are the research finding on students' speaking performances by collecting the recording of students' speaking performances. There still exists the linguistics and psychological problems in students' speaking performances. The speaking problems that occurred in students' speaking performances are grammar, vocabulary, pronunciation, lack of self-confidence and anxiety.

Discussion

This descriptive study is set out to investigate the speaking problems faced by the third semester students of English Education Study Program in Tanjungpura University Pontianak. Data from the questionnaire and recording were collected to investigate the speaking problems. The data from the questionnaire also investigated the aspect of the speaking problems itself, those are grammar problem, vocabulary problem, pronunciation

problem, lack of self confidence, and also anxiety. The data obtained from the questionnaire was subjected into statistical analysis. The following is the discussion of the previous findings.

Speaking skill is an important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned. From the data obtained by using questionnaire, the sum of the students' individual score are **2491** which belongs to 30 students as the samples of the study. Furthermore, from the data displayed in the table which is shown the sum score for each aspect and also its percentage, the percentage of grammar is **22.16%** and the sum score for grammar aspect is **552**. Vocabulary problem which gains the total percentage **20.19%** and the sum score is **503**. With total percentage **16.25%** and the sum score is **405**, pronunciation also has become the problem that affect student's speaking performance. These problems seem to be a abrier for students to improve their speaking performance. In grammar aspect, students face several problems. They do have problems with their understanding in present tenses, past tenses, future tenses, they they have problems in distinguishing part of speech and using the modal verbs. Other linguistic problems that is, still, becoming a huge problems towards students' speaking performances is the vocabulary problems. Those problems are they find difficulties to choose the appropriate vocabularies related to the context, they realize that they are am lacking of English vocabularies, they often ask their classmates about the unfamiliar English words, they find difficulties to translate the words given spontaneously, they also do not know the synonyms/antonyms of the word that they usually use. Pronunciation aspect also has become students' speaking problems. Pronunciation problems that the students face are they often mispronounce the English words, their native language really influence their English pronunciation, they have no motivation to pronounce English words like native-speaker, they find difficulties to give a correct word stress towards the English words, and they find difficulties to give a correct intonation towards the English words.

In psychological problems, the percentage of anxiety is **21.27%** and the sum score is **530**. Bringing the percentage **20.11%** with the sum score of 30 students is **501**, lack of self-confidence has become the problems that affects student's speaking performance. Lack of self-confidence has its own problems which also seems to be the obstacles in students' speaking performances, those problems are they are not confident to speak English in front of the people, they think they will not be a good English speaker, they feel that their classmates will underestimate them when they speak English to them, they are not confident to speak English to the lecturer, and they are not confident to share their opinions in the classroom. Next, anxiety is the last problem in list that is investigated by the reseacher. The problems in anxiety aspect are they feel afraid to express their opinion in front of their classmates, then while speaking English, they get so nervous; they forget things they really know, they feel frightened when the lecturer asks them to answer questions in the English class, they get depressed when the teacher corrects their answers in the English class, they tremble when they know that they are going to be called on in the English class. All of these problems can be solved if the students are eager to improve their speaking ability, so that these problems can be minimize. Then, the students can improve their speaking performance. In short, by seeing the result and the analysis of this statistical calculation, it is clear that the most dominant problem faced by the third semester students of English Education Study Program in Tanjungpura University Pontianak is **the psychological problems** with mean percentage 20.70%. These problems affect students' speaking performance whether they are dealing with their self-confidence or anxiety itself.

CONCLUSION AND SUGGESTION

Conclusion

In order to find out what is the most dominant problem in students' speaking performance, the researcher use a likert-scale questionnaire type which consists of 25 statements regarding to students' speaking problems in their speaking performance. The questionnaire are divided into 2 main aspects; linguistics and psychological problems. Linguistics problems are the problems related to students' grammar, vocabulary, and pronunciation problems. While the psychological problems are the students' problems regarding their lack of self-confidence and anxiety. The most dominant problem faced by the students is determined by seeing the highest percentage of each problem from the data which has been tabulated. Based on the research findings on students' responses in the questionnaire, the researcher concluded that the most dominant problem faced by the third semester students of English Study Program FKIP Tanjungpura University Pontianak is the psychological problems with mean percentage **20.70%** which has the higher mean percentage than the linguistic problems (**19.53%**). If the problems are separated, grammar problem has total percentage **22.16%**. It is clear that the grammar problem still become barrier that affect students' speaking performance. While the second problems which may affect students' speaking performance is the anxiety (psychological problem) with total percentage **21.27%**. This emphasized that anxiety plays an important role to students' speaking performance, whether they have so many ideas in their minds and they seem to be ready to deliver it, if they feel anxious, they cannot deliver their ideas and opinion as flawless as they want. The third place of the students' speaking problem is the vocabulary problem (linguistics problem) with total percentage **20.19%**. Next, the fourth problem that affect students' speaking performance is lack of self-confidence (psychological problem) with total percentage **20.11%**. The last speaking problem is the pronunciation (linguistics problem) with total percentage **16.25%**. It can be concluded that the most most dominant problem faced by the third semester students of English Study Program FKIP Tanjungpura University Pontianak is the **psychological problems**.

Suggestion

The researcher offers some suggestions as it is needed to minimize students' speaking problems. Students should realize that awareness may be the first step in habituating speaking English because the majority of English users can be found in countries where the language is employed as a foreign or second language. As for the students, they should gained awareness that speaking English is very essential since they are the English students and demanded to speak fluently and accurately toward the target language. Most EFL learners and perhaps some of the teachers believe that oral communication problems can be solved through more practices in vocabulary and structure, learning and using language in a foreign context is strongly connected to the learner's constructions of self. Speaking English must be a habit among the English Education Study Program students, they should develop their willingness to be able to speak English fluently. They have to develop their ability in using English as means of communication rather than a subject in which they are struggling. The present study has observed the third semester students as the samples, therefore to see whether the result obtains are similar, there is a need for replication of the study for different population and samples. Further research could include students from different background, different ability, and different character. The present study has observed the student English speaking problems on the performance factors. It focuses on the linguistics and psychological problems. Future studies could examine other problems which is relates to the problems that seems to be the obstacle for the students to speak English.

REFERENCES

- Ary, et al. 2010. *Introduction to Research and Education*. Belmont: Wadsworth Cengage Learning.
- Bailey, Kathleen M. and Lance Savage. 1994. *New Ways in Teaching Speaking*. Illinois: Pantagraph Printing.
- Best, J. W. & Khan, J. V. 2006. *Research in Education. Tenth Edition*. Boston: Pearson Education Inc.
- Celce-murcia. 2001. *Teaching English as a Second or Foreign Language*. United State of America: Heinle & Heinle.
- Cohen, L., Manion L. and Morrison Keith. 2005. *Research Methods in Education*. New York: Taylor & Francis e-Library.
- Departemen Pendidikan Nasional. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Departemen Pendidikan Nasional.
- Harmer, J. 2001. *The Practice of English Language Teaching*. Third Edition. London: Longman.
- Hayriye, Kayi. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Nevada: University of Nevada.
- Hinkel, Eli. 2005. *Handbook of Research in Second Language Teaching and Learning*. London: Seattle University.
- Jackson, Sherri L. 2008. *Research Methods and Statistics: A Critical Thinking Approach*. Third Edition. Belmont: Wadsworth.
- Khan. 2005. *Language in India*. available at: www.languageinindia.com. Viewed on: 15th November 2014.
- Kenworthy, J. 1987. *Teaching English Pronunciation (Longman Handbooks for Language Teachers)*. Harlow: Longman.
- Lawtie. 2004. *Biodiesel and Speech Difficulties*. available at: z.morton-jones@worc.ac.uk http://www.scips.worc.ac.uk/subjects_and_challenges/biosciences/biosci_speech. viewed on: 15th November 2014.
- Nunan, David. 1991. *Research Methods in Language Learning*. Cambridge: Cambridge.
- 2004. *Task-Based Language Teaching*. Cambridge: Cambridge.
- Richards. 2008. *Teaching Listening and Speaking from Theory to Practice*. New York: Cambridge University Press.
- Richards, J.C. and W.A. Renandya. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Rochelle, IL et al. 2011. *English Language Learning Anxiety among Foreign Language Learners in the Philippines*. Philippine ESL Journal. Volume 7.
- Thornbury, Scott. 2005. *How to Teach Speaking*. Pearson ESL: Longman.
- Xinghua. 2007. *Psychological Problems of Middle-School Students in English Learning*. available at: <http://joyward.blog.163.com/blog/static/34949425200761264614847/>. viewed on: 18th November 2014.