



An Analysis Of Students Problem In Learning Speaking At MA Arrohman Sumoyono Jombang

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Abstract: Teaching speaking needs high effort since it is difficult subject, the learners have mastery all components of the language such as comprehension, grammar, vocabulary, pronunciation and fluency. This study is aimed to know what the students error in learning speaking and what are the causes. This study is qualitative descriptive, with case study approach. To collect data the researcher used observation, and questionnaire, then the data was analyzed using model of Miles & Huberman. The result of the study was the students error in learning speaking English were (1) speech errors with types of silent pause, filled, repeat, un-retraced, retraced, correction, stutters, and slip tongue (2) grammatical error about omission of bound morpheme, omission of auxiliary, preposition, and wrong in words selection (3) pronunciation error, and code switching. The factor caused the error is knowledge factor, such as having no language aspect, lack of vocabulary, grammar, pronunciation, and never practice; affective factor or students low attitude and motivation, and personal factor was high of shyness, and afraid of being laughed.

Key words: error, analysis, speaking.

Abstrak: Pembelajaran speaking membutuhkan usaha keras karena ketrampilan speaking merupakan mata pelajaran yang sulit, dalam pelaksanaannya siswa harus sudah menguasai semua komponen bahasa antara lain pemahaman, tata bahasa, kosa kata, pronunciation/pengucapan dan kelancaran. Penelitian ini bertujuan untuk mengetahui kesalahan siswa dalam belajar speaking beserta alasannya. Penelitian ini bersifat deskriptif kualitatif, dengan pendekatan studi kasus. Untuk mengumpulkan data peneliti menggunakan observasi, dan angket, kemudian data dianalisis secara interaktif dengan menggunakan model Miles & Huberman. Hasil penelitian ini adalah kesalahan siswa dalam belajar speaking yaitu (1) kesalahan tipe jeda diam, terisi, ulangi, mengingat-ingat, koreksi, gagap, dan lidah terpeleset (2) kesalahan gramatikal tentang penghilangan kata-kata, morfem, pembuangan kata bantu, kata depan, dan salah dalam pemilihan kata (3) kesalahan pengucapan, dan menggunakan bahasa Inggris kemudian bahasa

Indonesia. Faktor penyebab kesalahan tersebut adalah faktor pengetahuan, seperti tidak memiliki aspek bahasa, kurang kosa kata, tata bahasa, pelafalan, dan tidak pernah berlatih; faktor afektif atau sikap dan motivasi siswa rendah, dan faktor pribadi rasa malu yang tinggi, dan takut ditertawakan teman.

Kata kunci: analisis, kesalahan, *speaking*

Intodruccion

English is used all over the world. It is important for people to master English orally and written, in order to be able to communicate and socialize with the world community. People now days that are not able to master English will be left over because they cannot joint the more advanced development, since the importance news or everything written in English.

In the globalization era all people need English to communicate over the world. As human who live in this era are not able to avoid this problem, it must even be able to overcome. One of the ways is in the classroom. In Indonesia English is as foreign language which only taught in the class, when the students out of class, they do not use it anymore. They will use mother language, it makes their English is not maximal.

As foreign language, the teaching of English is aimed to enable students in mastery the four English skills, i.e. listening, speaking, reading, and writing¹. It means that the learners can communicate (express their ideas, thought, or feelings to others) either oral or written form. Speaking is included oral communication, in which the speakers carry out communication orally using English. Mastery speaking is very important because we can enjoy speak English even with native speakers.

Many people judge students whether they can mastery English fluently is from the way they speak. It is true because people who can speak fluently show that they look mastery of the language. That is why, the students are expected to be more active to practice their speaking whether inside or outside the classroom.

The government hopes, even though the students learn only in the class, they also able to practice out of class. Speaking is complex skill to gain. The speaking components are comprehension, grammar, vocabulary, pronunciation and fluency². Comprehension means the students have to be able to catch or receive well, extensive and complete regarding the scope and content, and they have and

¹ Depdiknas, 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Peraturan Menteri Pendidikan Nasional No. 22 tahun 2006*. Jakarta: Direktorat Pendidikan Dasar dan Menengah.

² Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: Longman. 2003), 157.

disclose broad insight. If they want to be successful speakers, all of those components must be owned.

The speakers need to comprehend to communicate the other speakers. Grammar is one of important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar. The Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language³.

People cannot communicate effectively or express their ideas both oral and both written form if they do not have sufficient vocabulary. Without grammar only little word can be conveyed, but without vocabulary nothing can be conveyed. Pronunciation is a very important aspect to mastery speaking. When they do not pronounce a word well, the listeners will be confused to understand it difficult to understand. on the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being spoken.

The next speaking component is fluency. Fluency means the capability to speak fluently and accurately. Most of languages need the speakers to speak fluently as aim, besides, fast speed and little pauses. As Thornburys'.explanation: Fluency might be defined when people talk about someone as being a fluent speaker or when we speaks the language fluently. Fluency and the suitable placement of pauses are is not the most crucial about fluency, but or another factor such as the number of syllable between pauses and the length of run, speed, and the more fluent the speakers' sound⁴.

According to Brown, there are some characteristics that make speaking is difficult, such as; fluent speech is phrasal, speaking is not word by word, the speaker has an opportunity to make meaning clearer through the redundancy of language, misconstruction of the word, reduces vowels, etc." so it is said that speaking is very difficult⁵.

Speaking is grouped as productive skill; it is the way to express what the people think. The listeners should know what topic to be spoken to make them the meaning and purpose of the talking. When people speaking or communicate with others means they convey meaningful message⁶. According to Ur people when they are speaking they will involve cultural context (listeners) who bring a relative

³ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Pearson Education Longman, 2007), 12.

⁴ Scott Thornbury, *How to Teach Speaking*, New York: (Pearson Education Limited, 2005), 6.

⁵ Brown, 256.

⁶ Kimtafsirah, *Teaching Speaking*, Jakarta: (Ministry of national Education, 2009), 1.

degree, status, and power, to meet the purpose of their interaction such as task that need completing⁷.

Harmer says there are three reason why speaking is taught. The answer as follows: it provides rehearsal opportunities chances to practice real life speaking in the safety of classroom. The second is students in speaking lesson try to use the language they know and provide feedback for both teacher and students. The last is the students will be more activate various language elements⁸. There are three functions of speaking such as talk as interaction, as transaction, and as performance. So the peaking function is to deliver some messages or idea from the speakers to listeners. According to Richard at.al the instructional function of speaking is serving to maintain and establish social relation and transactional function focused on information exchange⁹.

The above explanation is supported by Nunan which says that the success of learning language is measured by the ability to carry out the conversation in a target language. Thus, the students are expected to be more active. The fact many foreign students however, feel that learning speaking English is very difficult¹⁰. He then explained that many students get difficulties to speak English fluently because it is unfamiliar language of them. It makes them less in mastering English. Their competence to speak in English as a Foreign Language fluently is still unsatisfying than other countries which is English as their Second Language.

According to Nunan, there are many students feel that in a new language is hard for two reasons, first, unlike reading and writing, speaking happens in a real time: need a direct response. Second, there is no editing and revising for what have been said, as in writing¹¹.

Teaching speaking needs high effort to make students mastery it. As the result of interview with one of English teacher at MA ar Rahman, she said that though she had a lot of efforts to help her students to learn speaking, and the students also did too, the result indicated unsuccessful in learning the language. Most of the students, speaking ability have not satisfied yet.

Many researchers also that found problems in learning speaking, such as Khoir who said that the students lack of confidence and bravery to communicate in English, they were shy to speak up in front of their friends mostly though they

⁷ Penny McKay, *Assessing Young Language Learners*, Cambridge: (Cambridge University press, 2006), 19.

⁸ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Educated Limited, 2007), 123.

⁹ Jack C Richards, *Teaching Listening and Speaking*, New York: (Cambridge University Press, 2008),21.

¹⁰ Nunan, D. *Language Teaching Methodology: A Textbook for Teachers* Englewood Cliffts: (Prentice Hall, 2003), 38

¹¹ Nunan, D. *Ibid*, 48.

were students of English department.¹² Raba'ah also pointed out that there were many factors that caused difficulties in speaking English. Some of those are related to the learners, the teaching strategies, the curriculum, and the environment. Even though, they are from English department, in the classroom when the teaching and learning of speaking was conducted they got difficulty on giving an oral presentation, worry about saying something because of afraid to make mistake in English, and they had trouble wording in conversation, etc.¹³. In line with them Ur, found several factors that cause problem in speaking, as follow: inhibition, nothing to say, low or uneven participation and mother tongue¹⁴.

The next result study about speaking difficulties encountered by young English Foreign Language (EFL) learners by Al Hosni. The data obtained from observation, interviews, and curriculum was analyzed qualitatively. The result showed the main speaking difficulties encountered by young EFL learners at this level were; linguistic difficulties: where data collected through observation showed that students struggle to find appropriate vocabulary when trying to speak English, mother tongue use: which students tend to speak in Arabic, and inhibition, and students participation was very low¹⁵.

According to Clark and Clark (1997) in Fauziati, Ratner and Fromkim (1977). There are four errors classification in speaking; those are speech error, grammatical error, pronunciation and code-switching. 1) Types of Speech Error are nine, the first is silent pause. It happened because (the students are tired or a little bit drunk". That utterance is silent pause because after the word "speech error happened" the speaker stops and keeps silent for few minutes. Then the speaker completes the sentence by saying "they are a tired or little bit drunk.

The second is filled pause, is happened when the speaker gets trouble to find the intended word, but they produce long sounds when they think simultaneously with speech. The third is repeat means that the speaker are repetitions one or more words in a row. For example, "there are fluent/fluent speaker and/and slow speakers". It is an error because the speakers repeat the word constituent they said earlier in their speeches.

The forth is correction of word called un retraced false start. For example," the next of speech error is failed/filled pause. The speaker replaced directly the

¹² Khoir, Mohammad. (2014). *The Language Attitude of Students of English Department UIN Sunan Kalijaga Towards English*. Unpublished Thesis. Yogyakarta. State Islamic University Sunan Kalijaga

¹³ Raba'ah G. (2005). *Communication Problems Facing Arab Learners of English*. Journal of Language and Learning, 3 (1), ISSN 1740-4983.

¹⁴ Ur, P. *A Course in Language Teaching*. Cambridge. (Cambridge University Press), 1996.

¹⁵ Al-Hosni, Samira. (2014). *Speaking Difficulties Encountered by Young EFL Learners*. International Journal on Studies in English Language and Literature (IJSELL), Vol. 2, No. 6, June 2014, p. 22-30, ISSN: 2347-3126 (print) & ISSN: 2347-3134 (online).

incorrect word into the correct one. The speaker firstly said "the next of speech error is failed" after the speaker aware that he makes an error, then the speaker replaces the error by saying the correct word "filled pause".

The fifth is retraced false start is correction by using repetition of one or more words before the corrected words. For example, "it called we/we called/ we called shorten memory". The speaker aware that he has made speech errors, after that they correct the word by using repetition of one or more words.

The sixth is Corrections are like false starts, but they contain an explicit correction such as I mean, rather, what we call. For example, "we are from, I mean, we are in front of you will present about speech production". The speaker corrected his speech error by using an explicit word "I mean". He aware that he made mistake. Immediately, he edited his speech by using the word "I mean" and continuing his speech.

The seventh is Interjection is like hesitation pause, but in interjection, the speaker produces sound like ohh, ah, well, they get the next intended word in their speech, for example: "the example is, yak, turn on the heater switch". This utterance shows that the speaker has stopped to find "turn on the heater switch". The word "ya" as the marker that speaker has found the intended words.

The eighth is Stutter, it is the kind of speech error where the speaker speaks rapidly the same sound or syllable, for example: "there is va-va-various pattern drill in learning English". The speaker gets trouble when he utters "various", before the utter various, the speaker uses repetition hesitation syllable "va", it can be a marker that the speaker disrupting the normal flow of speech.

And the last is slip of tongue: is defined as unintended, non-habitual deviation from a speech plan. For example, can you read the praksis practice? The student made slip when she said the word "practice", she made slip and the word "practice" to be "praksis"¹⁶.

Ur explain about some ways to overcome teaching speaking problems, such as: group work which can minimize the shy students; easy language can make the students easier to speak; interesting topic ensures students motivation; clear guidelines reveal the discussion result and motivates students; English monitor can be appointed to group members to remind students speaking mother tongue to switch back to English¹⁷.

The concept of leaning speaking was explained by Richard that the capability to speak foreign or second language well is very complex if we know the nature of

¹⁶ Fauzianti, Endang. *Psycholinguistics an Introduction*. Surakarta: Era Pustaka Utama, 2009.

¹⁷ Ur, *ibid*, 121-122.

what appear to be involved¹⁸. The students are not only applying grammatically but also they have to know when, where, and to whom they use the sentences.

The problem shows in learning speaking are: age, anxiety, interaction and interpretation, learning strategy, communication strategy, attitude and motivation, language and Meta language knowledge, and environmental factor educational and social context¹⁹.

Method

This study is qualitative research that analyzed descriptively. The data was gained from meaning, the definition, analogy, model or metaphor characterizing something and appeared in words or description. This research used case study approach, because this study focused on a single unit, produces in-depth description, is anchored in real life, used multiples data collection techniques, provides a rich, holistic description of context, etc.²⁰.

The subject of this study was students and an English teacher of MA ar Rahman Jombang. The data collected by using questionnaire, interview, and observation. The data then analyzed using three stages such as organizing and familiarizing, that is the researcher became familiar with data through reading and rereading notes and transcripts, view and review video tapes, and listen repeatedly audiotapes; coding and reducing is developing concepts from raw the data, the researcher examines all the entries with the same code and then merge these categories into a pattern by finding links in connections among categories; interpreting and representing, that is about the researcher interpret words and acts of the participants then represented or abstracting important understandings from them.

Research Finding and Discussion

The result of observation, observation was done to describe how teaching and learning speaking was done. It was conducted when the teaching and learning speaking happened, and it was done by researcher for three times for three classes, in this case the researcher prepared observation checklist and recorder. The result was as follows: the teaching and learning process was done on three stages such as pre activity, whilst activity and post activity.

In the first meeting was done in the tenth class, the researcher found that the teacher greeted students and they responded the teacher. Most of them responded

¹⁸ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthropology of Current Practice*, (New York: Cambridge University Press, 2002), 201.

¹⁹ B. Kumaravadivelu, *Understanding Language Teaching from Method to Post method*, (London: Lawrence Erlbaum Associates Publishers, 2006), 30.

²⁰ Ary, D., Jacobs, L. C. & Sorensen, C. (2010). *Introduction to Research in Education* (8thed.). New York: Wadsworth/Thomson Learning, 2010), 425.

loudly, and few of them responded slowly. After that the teacher asked one of the students to lead short pray and she leaded using English, and they prayed together, the teacher then checked the students attendance to know who were absent for that day, then she explained what material should be learnt and mastered by the students.

In whilst activity, the teacher gave example of compliment and congratulation, such compliments as wow good job; what nice day; you look so fresh, etc. and such congratulation as congrats! That's awesome, congratulation for your perfect presentation, etc. the students then were asked to imitate. The teacher continuously asked students to repeat and repeat again. After repeating many times the teacher asked students to look for the meaning of the above expression.

The next session was the teacher asked students to make conversation about the above expressions, the students then discussed for few minutes to make simple conversations about the expression, and practiced in front of the class. In the post activity the teacher asked about their feeling to join the material. Some of them said it was very nice and most of them just kept silent. They looked very happy when the teacher finished the material.

The second meeting, the researcher came to eleventh class. As the first meeting, the researcher found that the teacher greeted students and they responded her. Most of them responded loudly, and few of them didn't respond her, but they just laughed. After that the teacher also asked one of the students to lead short pray and he leaded using English, and they prayed together, the teacher then checked the students attendance to know who were absent for that day, then she explained what material should be learnt and mastered by the students. In whilst activity, the teacher gave example of asking for and give advice, such asking for as Do you have any suggestions?; What do you think I should do?; What should I do?; If you were me, what would you do?; I need your advice, etc. and such giving advice as My advice is to be more careful; My advice is to call the hospital; I think you should go quickly; I think you should drink more water; I think you should consider asking for apologize, etc. The students then were asked to imitate. The teacher continuously asked students to repeat many times. After that the teacher asked them to make conversation about the expressions had been studied, after they discussed for few minutes to make simple conversations about the expression, they then practiced in front of the class.

The teacher before she finished material asked the students about their opinion about the teaching and learning process, and most of them said that it was very interesting. Then the teacher closed the class by salam.

In the third meeting the researcher came to the twelfth class. As usual something was done by English teacher for entering the class, she did greeting to

students and they responded well. Most of them responded loudly. After that the teacher asked one of the students to lead short pray and the leader of pray did using English, and they prayed together, the teacher then checked the students attendance to know who were absent for that day, then she explained what material should be learnt and mastered by the students. In whilst activity, the teacher showed example of application letter. After that the teacher gave opportunity to students to ask. Some students asked about the function of application letter, some of them asked how to practice it etc.

In whilst activity, the teacher explained the kind, and function of application letter, and drilled students to imitate the written application letter. The next she asked the students to read together for students who sat in in the left and right row alternately. The teacher then noted students' error in reading and corrected it.

The students then were asked by teacher to make simple application letter, then practiced in front of the class. In this case only few students who practiced because the time was very limited. When the students practiced the teacher also corrected students about some problem in conveying the letter. Finally the teacher asked the students to make monologue application letter then it was recorded by video then they submitted at the following week, then the researcher also evaluated through the video recording.

The research finding on the observation was as follows:

1. Speech error

a. Repetition

Repetition means speech sound is repeated by students many times when they speak up. In this study, the researcher found 39 utterances containing repetition. The utterances were congratulation, awesome, suggestion, do, you, advice, please, are, what, etc., and most of the utterances were you.

b. Un retraced. It is the speakers, mistake in their speech, and they repair their sentences by correcting one or more words. In this case the researcher found 21 un retraced, such as is to be are, was to be were and you to be I, or vice versa, and they correct directly.

c. Retraced, means the speaker corrects the word after correcting some words. In this study the researcher found 17 retraced, such as: *I am interested in applying for this position, before correcting the sentence, the students said I am applying; you fresh, after that she corrected you look so fresh; I have suggest you and corrected to be do you have suggestion?, etc.*

d. Correction, it means the speaker uses explicit correction to correct the words. In this study the researcher found 27 correction, for example you need oh I mean I

need your advice; if I am you, oh sorry if I were you, etc. most of the correction was pronoun, grammar, and pronunciation.

- e. *Filled pause, filled pause means gap filled produced by speaker (ah, em, uh, er), in this case the researcher found 87 filled pauses, such as what would em.. what would you do? If I ah...if I am eh if I were you; what eh... do...ah... What do you think if I do it? Etc.*
- f. *Silent pause means the speakers keeps silent for a second to produce the word because of forgetting it. The researcher found it 15 silent pause, for example I am graduation..... from MA arrahman; May youhave...suggestion for me?*
- g. *Stutter means the speaker repeats same sound rapidly, in this research had been found 4 stutter, such as I I I ; you you you, not not, I will I will, etc.*
- h. *Slip tongue is the speakers slip their sounds, words, etc. this research found 4 for example congratulation was uttered as conrutalisisation; fresh was uttered fried; applying was uttered employ; experience was uttered as experiment.*

The next finding is grammatical error, in this study the researcher found much grammatical error such as omission of bound morpheme (Arif come to school every day), omission of auxiliary (she beautiful), preposition (go market) and wrong in words selection explain your letter it should be read your letter, etc.

After finding grammatical error, the researcher also found so many pronouncing error, for example need was pronounced net, think was pronounced (dhing), advice was pronounced atvise, etc. And almost all students were not able to pronounce well.

And the last is code switching, in this case the researcher found 3 codes switching for example; ok friend let I *menjelaskan* my application letter; *mohon perhatian* please, listen my letter!; do you *paham* or not friend yes?

From the above finding, the researcher analyzed that the error speaking had been done by the students are speech error in the form of repetition, in which the students repeated some words many times when they were speaking. The researcher found 39 repetitions. The next was un-retraced. The students made mistake in their speech, and they repaired their sentences by correcting one or more words. There were 21 un-retraced the researcher when students were speaking. The researcher also found 17 retraced were done by students in their speaking in which the students corrected the word after correcting some words.

The other part of speech error found was correction about 27 corrections were found, in this case the students used *explicit correction to correct the words. The next is filled pause, the students in this part produced gap filled. There were so many filled paused*

was found it was about 87. Besides, the researcher also found 15 silent pauses, in which the students kept silent for a second to produce the words because of forgetting word on the text. After that stutter was also found by researcher about 4, it is the students repeat some sound rapidly, and the last is slip tongue, there are 4 slip tongue was found.

The finding above is related with Clark and Clark, there are types of error that classified speech errors into nine types Silent pause, filled, repeat, un-retraced, retraced, correction, interjection, stutters, and slip tongue²¹. However, the researcher only found 8 parts.

Related with grammatical error the researcher found researcher found much grammatical error such as omission of bound morpheme, omission of auxiliary, preposition, and wrong in words selection. The researcher also found so many pronouncing errors, and almost all students were not able to pronounce well. And the last is code switching, in this case the researcher found 3 codes switching.

The explanation above is appropriate with James, the types of grammatical error that often occur are omission of bound morpheme, possessive marker, disordering, and agent marker, also omission of auxiliary, preposition, modal, article, and wrong in words selection²². It means that the students of MA arrohman Jombang still have problem in speaking, because they didn't master the component of speaking yet.

The above statements is appropriate with the following explanation there are five components of speaking skills, such as; pronunciation the way in which a language or particular word or sound is spoken; grammar is a lot of rules for forming words and making a sentence²³. It is common in both the written and spoken form of the language, so its existence is strongly needed in learning speaking skill), vocabulary items the learner can use appropriately in speaking or writing, fluency expressed in a smooth easy way²⁴, and comprehension is the ability to understand something²⁵.

The result of questionnaire, the questionnaire was used to know the students problem and caused of it. The result is as follows:

²¹ Clark, Herbert H and Eve V. Clark. *Psychology and Language*. New York: Harcourt Brace Jovanovich, 1977), 263.

²² James. *Errors in Language Learning and Use: Exploring Error Analysis*. United States of America: Addison Wesley Longman Inc, 1998), 65.

²³ Manser, Martin H. *Oxford Learner's Pocket Dictionary*. Oxford University Press, 1995), 28.

²⁴ Aeborsold, Jo Ann and Field, Mary Lee. (1997). From Reader to Reading Teacher. *Issues and Strategies for Second Language Classrooms*. Cambridge: Cambridge University Press, 1977), 139.

²⁵ Anonym. *Oxford Advanced Learner's Dictionary*. England: Oxford. University Press, 2008), 86.

The first question about students understanding of language aspect that enables them to produce when learning to speak. From 30 students they were only 5 students who knew it (16, 67%) the rest 25 students (83, 33%) didn't know language aspect that enable them to produce when learning to speak. It means that the students mostly didn't know what language aspects which support them to produce when learning speaking.

The second question was about having the best way to produce language in learning speaking. From 30 students there were 11 students (36, 67%) had best way to produce language to speak and the rest 19 students (63, 33%) didn't have the best way to produce it. It means most of students didn't have best way to mastery speaking. The next is students response about having vocabulary showed that only 5 students (16,67%) who had enough vocabulary, and the rest was about 25 students (83,33%) who had no enough vocabulary to speak, meanwhile having vocabulary is a must to be able to speak up.

Related to use grammar when they are speaking was most students used grammar in speaking that was 23 (76, 67%) and the rest was about 7 (23, 33%) students who spoke without using grammar. Responding about improving their speaking ability through practicing English more was, 50% they practiced and 50% they didn't practice. The students response of having good confidence was 20 students (67%) they had good confidence and 10 (33, 3%) they response not to have good confidence in speaking English. When they responded about their activities in the classroom to interact with their friends to use English most of them said that they made interaction using English in the classroom they were 22 students (73,3%) and the others 8 students (26,67) didn't make interaction using English.

Based on the result of questionnaire about students motivation to speak English, they said that 10 students (33, 3 %) motivated and the rest was about 20 (66,6%) didn't have motivation in learning speaking. The response of their anxiety was 20 students (66, 67%) felt anxiety and the rest was about 10 (33, 3%) didn't feel anxiety in learning speaking.

The students shyness of speaking in front of their friends showed that 18 students (60%) they were shy to speak up and the rest was about 12 students (40%) were not shy to speak up. Their fear to be laughed showed that most of them were feeling afraid to be laughed and the rest 5 students (16, 67) were not afraid to be laughed. The students' inhabitation to say something in the classroom when they were studying speaking was 24 students (80%) felt inhibited, and only 6 students (20%) were not feeling inhibited.

Related to their motivation to express their idea, the students answered that 17 students (56, 67%) had motivation to express their own idea, and about 13 (43, 3 %) or 13 students didn't have motivation to express their idea. The students'

participation in learning speaking showed that 16 students (53, 3%) participated, and the rest about 14 students (46, 67%) didn't participate in the teaching and learning process of speaking.

Mother tongue often influences the students who learn foreign or second language. Related to the students response about the influence of their mother tongue said that 29 students (96, 67%) and only one students (3, 33%) who never be influenced by mother tongue.

The explanation above is appropriate with Thornby statement that there are two main factors that make students are difficult to mastery speaking English such as knowledge factors. In this case the students do not know aspect of language that enable them to produce speaking, they also lack of knowledge, lack of practice of interactive speaking, by having knowledge the learners will understand about English itself wholly, such as the knowledge of grammar, pronunciation, and vocabulary. By having them, the students will not face great difficulties in learning. In addition, after having knowledge of language, it is better for the students to practice more, for it is important factor to improve speaking proficiency. If the students never practice, it is rather impossible for them to master English easily in learning²⁶.

Understanding of language aspect is very important to be mastered by learners of the language; it will enable the learners to produce when learning to speak. Speaking is produce the sounds, the speakers of course have to create the thing to be spoken; when they cannot produce sounds to be uttered they will say nothing.

Having the best way to produce language to speak is also very important, because it can help the speakers to convenience their speaking in front of their friends, when it was nothing, it causes reducing of self-confidence. Vocabulary is also very important to be owned by students. Having a lot of vocabulary make the students mastery the topic which is delivered.

The above problem is also appropriate with Juana statements. According to her, there are some factors that included in psychological factors that related with second language learners such as lack of motivation, anxiety, self-confidence, shyness, and students' fear of laughter²⁷.

Motivation is very crucial to be owned by the learners. Motivation effects the achievement; it also can increase students' capability when they learn something. When the students have low motivation, resulted failure, or their goal will not be

²⁶ Scott Thornbury, *How to Teach Speaking*. New York: Pearson Education Limited), 39.

²⁷ Juhana, *Psychological Factors That Hinder Students from Speaking in English Class*, Tangerang, 2012), 101.

reached. Anxiety is simply speaking or trouble feeling in mind. Having self-confident is a must for students to speak because it provides learners with the motivation and energy to be positive of their leaning. Shyness must be thrown away because it is the factor that cause reluctant to speak in English class. For all learners' new language must be dare, they are forbidden to be laughter by their friends. They should believe that all of his friends also have many mistakes.

Ur says that there are four factors that cause problem in speaking; they are inhabitation, nothing to say, low participation, and mother tongue used. Learners who share the same mother tongue ten to use it because it is easier and they feel less exposed when speaking it²⁸.

Foreign language learners frequently make mistakes in making foreign sentences using mother tongue sentence patterns, because the mother tongue has been attached to students since childhood, while learning is required to use it, so that they spontaneously combine the two languages. And it has broken the structure of the language. It does not mean that the mother tongue is not good, but students should not mix up the two languages because the ability to speak the mother tongue is important as the foundation for someone learning another language.

Conclusion

Based on the research result, it is concluded that the students error in speaking English are (1) speech errors with types of silent pause, filled, repeat, un-retraced, retraced, correction, stutters, and slip tongue (2) grammatical error about omission of bound morpheme, omission of auxiliary, preposition, and wrong in words selection (3) pronunciation error, and code switching. The factor that caused the students error in speaking is knowledge factor, affective factor, and personal factor. Affective factor means the students do not have the language aspect, lack of vocabulary, grammar, pronunciation, and never practice. The affective factor is their attitude and motivation is low, and personal factor means their shyness is high, and they are afraid of being laughed.

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