

English Speaking Problems of EFL Learners of Mulawarman University

Sayuri

Nabil Hussain College, Indonesia

Email: yurifeo@gmail.com

Abstract:

Learning English ideally consists of four skills. They are listening, speaking, reading, and writing. All of them are interrelated from one another. Someone who masters four skills of English will be able to communicate in oral or written easily. In fact, speaking English is not easy. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In this study, the researcher was interested in describing the problems in speaking faced by fourth semester students of English Department at Mulawarman University. Descriptive qualitative research was used as design of this study. The sample of this research consists of 24 students in the fourth semester. The data were obtained through the speaking test and questionnaire. Based on the speaking test and questionnaire, the students faced some problems related to pronunciation, fluency, grammar, and vocabulary. The questionnaire also showed additional findings where students faced other problems, namely not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say. Next, there are some factors resulting problems of speaking to the students, firstly less of reading habit, uneven participation and English practice both inside and outside the classroom, and confusion on applying grammar rules.

Keywords: *speaking, speaking problems, university students*

1. INTRODUCTION

English is an international language. It is spoken all over the world and it also has an effect on living. English is very important in our life. Not only it is used for communication with people in the world but also it is used for getting better jobs or work in the future. In the era of globalization, English is very important as means of international communication. Therefore, English is one of the main subjects in Indonesian secondary schools where learning English effectively is a must (Soegeng, 2005). It has been known, English is not only learned for communication and getting jobs but also English has become a requirement in school and university, especially in passing test. Graddol (2006) said that “the growth of the use of English as the world’s primary language for international communication has obviously been continuing for several decades.”

The goals of education are not only to prepare learners to understand the world around them, to do the type of work needed in the future, but also to prepare them to live in harmony with other people to “understand other people’s reaction by looking at them from their point of view” to promote the “spirit of empathy”, and to contribute to the learners’ “complete development of mind and body, intelligence, sensitivity, aesthetic, appreciation, and spirituality” (Delors, 1999). Similarly, it is also the ultimate goal of the National Education System of Indonesia to “develop the Indonesian people fully” (*Departemen Pendidikan Nasional Republik Indonesia*, the National Education Department of the Republic of Indonesia, p.10).

Learning English ideally consists of four skills, they are listening, speaking, reading, and writing. All of them are interrelated from one another. Someone who masters four skills of English will master English in actively and passively (Solahudin, 2008).

English as a language for science and technology also becomes an instrument for everyone to broaden and to move beyond particular boundaries. Because of that, people should be able to communicate in English as well as possible. In Indonesia, this language constitutes a foreign language that should be mastered by everyone, especially for the students. To realize this importance, the government decides that English should be learned from elementary school to university in order to improve the quality of human resources in Indonesia.

For Indonesian, to understand English speaking is difficult because their mother tongue is not English. To make it easy in learning English, it has been taught since the learners study in the kindergarten or playgroup level. All of components of English language are taught integrally to achieve the integrated language skills competence. Teaching English in Indonesia focuses on the ability of communication of the students. The learners should be capable of mastering four language skills - listening, speaking, reading, and writing (Depdiknas, 2003:6).

Speaking is the most important skill of the four skills aside from, listening, speaking, reading, and writing (Ur, 1996:120). Furthermore, she said that “people who know a language are referred to as ‘speakers’ of that language, as if speaking included all

other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.”

Mostly, speaking is used to communicate, convey information, make relationship among people in the world, etc, because it is one of the abilities to carry out conversation. To speak English is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. English learners should have the ability of English speaking in order to communicate with others.

The main problems of learners-speaker face are two areas; knowledge factors and skills factors because the speaker lack of confidence (Thornburry, 2005:39). Knowledge factors mean here, the learners don't yet know aspects of the language that enable production, such as communication strategies. Skill factors mean here, the learners' knowledge is not sufficiently automated to ensure fluency. Therefore, English speakers should also have linguistic knowledge; firstly, genre knowledge which is about the purpose of speaking whether as transactional function or interpersonal function. Secondly, discourse knowledge which is about how to organize and connect individual utterance. Thirdly, pragmatic knowledge which is the relation between language and its contexts of use, including the purpose for which language is used. And the last is English speakers should speak English grammatically correct, a wide range of vocabulary, and good pronunciation.

Some previous studies shows the students are reluctance, hesitation, fear of making mistakes, or lack of adequate vocabulary (Fauzan, 2014a), many English learners are reluctant and unmotivated (Nunan, 1999:231-233), EFL learners face *the students' won't talk* problem (Gebhard, 2000:186), and they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them (Fauzan, 2014b).

In her study, Hadijah (2014:1) found that the students' reason in facing the problems on English speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, time management, speaking material, and exposure problems.

Fourth semester students of English department at Mulawarman University have been taught English speaking from the first semester to the fourth semester, they are speaking 1, speaking 2, speaking 3, and speaking 4, but so many students are still confused to make conversation, deliver statements, and give opinions by using English whether in classroom or out of classroom.

Based on some data in the field related to this study, researcher found some problems had been faced by fourth semester students of English department at Mulawarman University. They are lack of vocabulary, pronunciation, grammar usage, and also mental of the students which caused a lack of self-confidence.

Looking at the fact, the researcher was interested to find out the problems and factors which were faced by fourth semester students of English Department at Mulawarman University by carrying out title “English speaking problems of EFL Learners of Mulawarman University.”

2. RESEARCH METHODS

This chapter research method was presented by the researcher as follow: research design, Subject of the study, research instrument, data and sources of the data, data collection techniques, and data analysis techniques.

2.1 Research Design

Related to the objective of the study, the design of this study is descriptive-qualitative. It was designed to gain information concerning to the current status of phenomena and directed toward determining the nature of situation which is exist at that time of the study. The data is collected in the form of words and pictures rather than number (Miles and Huberman, 1994). Descriptive qualitative tends to be naturalistic method because this research is conducted in natural setting (Sugiono, 2008; Fauzan, 2008). The investigation is focused on problems in learning speaking faced by fourth semester students of English department at Mulawarman University in the 2011/2012 academic year.

2.2 Population and Sample

Population is a set of data used to be investigated in which samples can be taken. Sugiono (2008:117) also explains that a population is a generalization area consisting object or subject which has certain quality and characteristic that is determined by the researcher in order to be learned and taken its conclusion. The population of this research is fourth semester students of English department at Mulawarman University. There are eight classes which consist of 271 students.

Sample is part of the number and characteristics which possessed by the population (Sugiono, 2008:117). Furthermore, Sukmadinata (2007:250) says that sample is a small group of population which will be learned and taken as conclusion. In this study, the researcher took participants as sample consist of 24 students by detailed three students each class who have B grade in speaking from fourth semester students of English Department at Mulawarman University in 2010/2011 academic year. It is appropriate with Sukmadinata (2007:103) who states that research sample of qualitative is about from one to forty people even more and also it is supported by Miles and Huberman (1994:27) who states that “qualitative research usually works with small sample people, nested in their context and studied in-depth”. The researcher took sample of 24 students because it has been enough representative. The researcher selected the sample randomly. First, the researcher wrote the students’ name on the small piece of paper based on their class. Then the researcher rolled one by one then it was put in a glass. The last, the researcher took small roll of the paper to get the student’s name. Then it moved on an empty paper.

2.3 Research Instrument

In a qualitative study the researcher was an instrument who had to use all of his skill to collect the data and to record phenomena which found during the research process (Sugiono, 2008:222). Therefore, the researcher himself is the instrument of the study. Speaking test and questionnaires are also as the instrument in taking the data.

Speaking test. Heaton (1975:09) states that giving a test depends on our purpose in testing. Mostly, giving a test to the students is to measure or find out how well they have mastered the language area and skills having been taught. Speaking test here actually was conducted to observe and to know students' problems related to this study. Also, the result of the test became data of this study which was needed to support and reinforce phenomena discovery. In this test, the students were asked to give opinions about a case, that is "the effect of television programs for children". During the test, the researcher used recorder to record the students' opinions related to the case. Then the results of recordings were used to observe and view whether the students had problems on speaking when they were speaking. The researcher asked Miss Ririn Indah Romadloni, S.Pd, to observe and analyze the result of speaking test. She is an English teacher at SD Muhammadiyah 4 Terpadu and SMP Muhammadiyah 5 Terpadu.

Questionnaire. The type of the questionnaire was half open-questionnaire and open questionnaire which were the content of the question asked to the respondents to choose the answer and write their own answer into an essay (Sugiono, 2008: 143). The questionnaire was given to the participants after they got speaking test.

2.4 Data Collection technique

In this paper, the researcher used questionnaire and speaking test to collect data. He conducted research to three students each class who have B grade in speaking, from fourth semester students of English Department at Mulawarman University in 2010/2011 academic year. The data collection technique is presented in several steps below.

Before conducting speaking test, the researcher decided the topic or the case of the test that would be used in speaking test to gain data related to the study. After getting the topic, he met the respondents and made appointment when he could conduct the test. In taking the test, the researcher could not conduct the speaking test together because he got difficulty to collect them since they had different time each class. Therefore, he had to spend much time to gain the data.

After conducting speaking test, the researcher did not give questionnaire directly but he had to analyze the result of the speaking test which been recorded where the result of the test would be used as reference to create questionnaire. Furthermore, he made questionnaire based on the findings from the speaking test where the questionnaire was planned as supporting data whether the result of speaking test between the questionnaires had similarities and matching data.

Afterward, the questionnaire was finished and the researcher had to contact the respondents where and when he had to give the questionnaire. In this steps, the

researcher spent much time again on processing the shared the questionnaire because he had to meet the respondents one by one. After collecting the data, the researcher started to analyze the data.

2.5 Data Analysis Techniques

In analyzing the data, the researcher used interactive model by Miles and Huberman (1994: 12), which consisted of display, reduction, and conclusion.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. Data reduction is a part of analysis which sharpens, shortens, focuses, discards, and organizes data in such a way (Miles and Huberman, 1994:10-11).

In this reduction, the researcher transcribed the data that taken by recorder into papers. Then, the researcher analyzed the data attentively while listening to the recorder. In the same time, the researcher put phonetic chart into transcription where the students made mistakes in pronunciation. Line coding was also included at the transcription to make easier when coding it. After that, the researcher looked at the questionnaire and rewrote it into the papers.

Data display was the second major activity which the researcher should have gone through, and this means taking the reduced data and displaying it in an organized, compressed way so that conclusions can be more easily drawn. After reducing the data, the researcher arranged the students' mistakes based on the categories. Then he continued to collect or assemble organized information from the questionnaire and divided it based on the respondents' opinion. After all of these steps, the researcher tried to combine between speaking tests data and questionnaire data to know whether both of them had significant data and he displayed and explained the data based on the findings that was found from the speaking test and questionnaires in narrative texts.

The last step was conclusion drawing and verification where it was the final analytical activity for the qualitative research. Here, the researcher began to decide what things meant. If the first conclusion was supported by the participants', it means that the first conclusion of the research could be stated as valid and consistent data because the agreement of the participants could be a prove validation of data (Sugiono, 2008:252).

In this session, the researcher reanalyzed the data between speaking test and questionnaire. Furthermore, he decided and tried to formulate first conclusion which answered the problems of the study.

2.6 Triangulation

Sugiono (2008:275) states that if from the two technique products find different data, the researcher does following discussion to the source of the data or to the expert to make sure which one is considered as correct data.

In this research, the researcher used triangulation technique to examine credibility of the data. The researcher checked the data to the same source but with different

techniques. The data from speaking test which was obtained by the researcher was checked and consolidated with questionnaires.

3. DATA FINDINGS

The findings of the study are presented to answer the research problems; the first is what problems in speaking are faced by fourth semester students of English Department at Mulawarman University, what the causes of the problems are faced by fourth semester students of English department at Mulawarman University.

3.1 Speaking Test

Based on speaking test given from speaking test rubric (Mohtar in Foley, 2005 p.224), it showed that overall students have ninety six percents errors in pronunciation which includes; two percent of the participants mispronounced which affected the meaning (*see an example appendix 1 respondent 9 line 6 and 7*), forty two percents of the participants showed a few words are incorrectly that the meaning is not affected (*see an example appendix 1 respondent 17 line 20*), and fifty percent of the participants showed one or two words are incorrect (*see an example appendix 1 respondent 19 line 7*).

Related to the fluency, there are ninety six percents of participants made hesitation which includes; twelve percent the participants hesitated and repeated a lot of sentences that message is not very clear (*see an example appendix 1 respondent 16 line 5-8*), forty two percent showing hesitated in almost every sentence (*see an example appendix 1 respondent 10 line 10 – 20*), forty two percent of the participants paused at a few sentence but meaning is not affected (*see an example appendix 1 respondent 1 line 5 – 10*).

Error in grammatical has happened in each participant that is one hundred percent students made mistakes in grammatical rules which includes; twelve percent almost every sentence contained grammatical error (*see an example appendix 1 respondent 6 line 1 - 24*), thirty eight percent one or two major errors that affecting meaning (*see an example appendix respondent 23 line 7*), and fifty percents a few grammatical errors which did not affect meaning (*see an example appendix 1 respondent 22 line 2*).

Concerning to students' vocabularies there are twenty one percents of the participants showed range of words is fairly narrow and some words in the students' language are used (*see an example appendix 1 respondent 20 line 5-7*), thirty three percents of the participants showed a fairly wide range of words is used, some content words are repeated a number of times, and one or two words are not correctly (*see an example appendix 1 respondent 21 line 5-20*), and forty six percents of the participants showed a fairly wide range of words is used and a few content words (noun, verb, adjective, and adverb) are repeated. But the words are used correctly (*see an example appendix 1 respondent 11 line 5-20*).

The data above was combined with data from the questionnaire to blend whether appropriate or not with personal response of the participants.

3.2 Questionnaire

This questionnaire was given in order to show additional information of what it is seen through speaking test and students personal information. The findings of the questionnaire showed that ninety two percent of the participants said that they have problems in speaking including eighty eight percent in pronunciation, eighty eight percent in fluency, eighty eight percent in grammar, and seventy five percent in vocabulary. Beside that, the findings of questionnaire also showed some other problems which were faced by the participants, they were feeling not confidence, shyness or ashamed to speak, nervousness, and being afraid making mistakes.

Seeing the students' personal information, they also showed that factors of pronunciation includes; unpredictable mistakes while speaking, mother tongue influence, never heard before how to pronounce that words, and also not-confidence. The factors of fluency includes lack of practice, less of word treasury, and incapacitation of applying grammatical rules. The causes of grammar errors includes; complicated of grammatical rules, getting difficulty in using tenses, and confusion on applying grammar in the right sentences. Finally, the factors of vocabulary included; less reading habit, less memorizing, and lower in English.

Still on personal students' information, the researcher found that students also faced other problems in speaking, namely; not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice, and nothing to say.

4. DISCUSSION

According to the findings of this research, the researcher concluded that there are many similarities between research findings, theory, and previous study. The research findings have similarities with the theory, Harmer (1993) in Mukminatien (2005 : 231) states that learning foreign language for communicative purposes requires to master the pronunciation, grammar, vocabulary, discourse, and other relevant skills.

Based on the research findings from speaking test that was supported by questionnaire, the researcher tried to connect to the research questions, they are; what problems in speaking are faced by fourth semester students of English Department at Mulawarman University and what the causes of the problems are faced by fourth semester students of English Department at Mulawarman University.

The data showed that students have problems related to pronunciation, fluency, grammar, and vocabulary that have been taken from the result of speaking test. Those problems are also supported by questionnaire that was conducted after doing speaking test. The data questionnaire also showed other problems which are faced by the students, not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice, and nothing to say.

Pronunciation is an important thing in the way how to pronounce a word correctly and how the interlocutor can understand what the speaker purposes. Related to the

result of the speaking test, students often made mispronounced a few words and sometimes it affected the meaning.

For example, some participants of this research said,

*“...mother most (must) to most to fill (appendix 1 respondent 1 line 11),
“...they have not enough eg (age) to watch (appendix 1 respondent 2 line 21), the children to wacs (watch) that program (appendix 1 respondent 6 line 6),
“...it is it influes (influence) to the children (appendix 1 respondent 7 line 5), I think today the prisen (present) day (appendix 1 respondent 10 line 2)”.*

Some examples above, those students who made mistakes in pronunciation sometimes really never heard how to pronounce that words but it could be because they get difficulty in pronouncing those words. In this case, students should do some activities that can help their pronunciations to be better. It could be often listening to the music, more often listening to native speakers' conversation, watching western movie, etc. And also, the learners should always practice wherever they are. This will help them to be better in pronunciation. Grouhton, et al (2003:49) state that pronunciation is only practice in listening and speaking which will give the learners gotten the skill. Therefore, some people who have mastered English should suggest for the English learners to listen to the native speaker whether on television or other media such as type recorder, radio or movie because this will help them to improve their pronunciation and getting new words.

Hesitations in speaking can not be avoided, it is really hard for foreign language learners, moreover beginner. In this study, some of the participants often made hesitation when they were expressing their ideas.

For example, the participants said,

*“...every part of soseiti must be eee participated on umm to to to make emm their that progrem could be have could be had umm good effect for our children ummm ehemm for diskas in this case we can see umm in every umm,,, program umm,,, in television in the corner of sec,, umm aaa in the top corner of the screen we can also see abot ummmm umm code of umm kind code of kind of progrem like for adult or for teenager or for umm children (appendix 1 respondent 4 line 5-10),”
“...It is it influes to the children umm,,, to keds to watch this program because umm,,, they are going to umm,,, they are going to, they are they are they are umm,,, they are going to follow the umm,,, that's they watch in the television umm,,, umm,,, the television program for children is not safe now (appendix 1 respondent 7 line 5-9).”*

These examples showed that students made some hesitations and repetition. We know that they need to take a breath, thinking of an idea, and sometimes to arrange

what they should explain or say. But when hesitation almost happens in each word and sentence and also repetition of sentences, moreover it can make the message not too clear and is very harmful. Those students who showed hesitation in almost every sentence sometimes because of lack of vocabulary and nervousness. They must know how to make the hesitations not too be visible. Thornbury (2005:7) states that to give illusion of fluency and to compensate for the attention demands include in speech production, speakers should use a number of 'tricks' or production strategies, such as the ability to disguise pauses by filling like 'uh' and 'um' and also some vagueness expression, like *sort of* and *I mean*. I think the Thornbury's statement is very helpful to reduce problem in fluency and to make hesitation not to be visible. And those students actually already used what Thornbury says, but the situation is different. They look like someone who get difficulty or confused in conveying their ideas. They were like losing their words. That's why, they need practice as often as possible to make them comprehensive.

Grammatical rules are often felt very confusing by some English learners when they are speaking. They sometimes get difficulty in arranging sentences, moreover related to the use of grammatical pattern correctly in those sentences. It is also felt by fourth semester students of English Department at Mulawarman University. They felt that it is very confusing to apply this rule in real communication. They thought that grammar has complicated rules. Moreover in tenses, they often forget how to use the tenses and unfortunately, sometimes they used contradictory.

For example, when expressing this sentence,

"...the children can addicted to the television (appendix 1 respondent 3 line 9), they just umm watching tivi (appendix 1, scripts, respondent 3 line 10),"
"... to make emm their that program could be have could be had umm good effect for our children (appendix 1 respondent 4 line 5-7),"
"... if they watching television too much maybe they can lazy to study and umm if they watching the not good film umm maybe can maybe they can ummm do everything what they see in the television (appendix 1 respondent 23 line 7-8)."

Actually, students who made mistakes here tend to make errors in simple sentences, like subject-verb agreement and using appropriate verb with auxiliary verb and preposition. Many speaking books and advanced speaking explained that to improve speaking English easily we should stop thinking grammar when we are speaking because grammar teaches us to think about English, not speaking. It means, grammar rules are really disturbing for students who are learning speaking. On the other hand, grammar is very important to make our utterance more accurate. Harmer (2002:15) states that "once we know the grammatical rules of a language subconsciously, we are in a position to create an infinite number of sentences. However, while some rules are fairly straightforward, others seem to be horribly complex, and some grammatical patterning seems to have escaped perfect description so far. To solve it, frequent practice can overcome this problem because with practice we can be familiar with the grammar rules. In addition, Grauberg

(1997:72) states that effective communication and interaction depend both on a stock of vocabulary and on the ability to generate utterances through internalized grammatical knowledge. When we looked at to the Harmer's statements above, he gave simple way to solve that problem. Practice is to be the right way to avoid getting difficulty in grammar rules and by practice the learners could be familiar with the using of grammatical rules in sentences. Based on Grauberg's statement that grammar has great relation with vocabulary. Here, reading is one way in how to increase learners' vocabulary and also it could improve the learners grammatical knowledge by imitating sentences pattern on notice and how to create sentences by using grammatical rules appropriately.

Restrictiveness of vocabulary is very disturbing learners in speaking English. Without words they are impossible to speak and to convey something to others. Words are the bridge of communication. By words they can create utterances as much as they want. Lack of words, the learners sometimes get difficulty in making and forming an utterance. In terms of word, it can not be separated from its meaning and also how the speakers pronounce that word. Both of them are very crucial in a communication. Someone who doesn't know the meaning of words will have trouble in how she or he can obtain the main point of an utterance. Therefore, students who lost their word and could not remember the meaning, they use their language to make their utterance can understandable.

For example, the participants of this research said

"...as I know something like mini (many /men.i/) children can get ma get some opo iki namanya what is it what is it an what is it like ilmu (appendix 1 respondent 8 line 3-5),"

"...from there many children can know about knowledge in other city. I think that just get pengetahuan pengetahuan lebih, that's it (appendix 1 respondent 8 line 6-8)"

From examples above, they were lack of words that affect to use of their local language. Actually, many of English speakers when they are losing of word, they tried to explain with other expression or words. The most point is how the hearer is able to understand what the speaker aims. Beside that, the same collection of sounds and letters also have different meanings. That's why, it is felt complicated for language learners. Harmer (2002:18) says that what a word meaning is often defined by its relationship to other words. We know that *table* means a thing with four legs which we can write on. And that *book* is a collection of words between covers. But when that words are combined with other words it has different meaning. As English learners, we should read much text books and not be lazy to open dictionary when we get difficulty in meaning, how to know word by word contextually. Listening to native speakers and to the music could also help to get new words. That's the way how to be rich in vocabulary.

The first thing that English learners should overcome is a confidence. How can they try their English with others, how can they convey their opinions, ideas, and expression by using English in the classroom or outside the classroom? They all

need a confidence. Someone who has made preparation completely and he/she has been ready to speak but he/she does not have a brave when he talks in front of the others, he will feel terrified and as result he will forget many things what he should say. That why, confident takes crucial factor how the English learners are able to have it. Actually, this problem happens is caused by lack of practice. Practice holds important rules in speaking English. Thornbury (2005:28) states that a lack of practice is the big factor which influences the speaking failure. Practice here means that the speaker is real interaction or speaking by using English and it doesn't relate to grammar and vocabulary. These factors can affect the lack of confidence when the learners are speaking. Commonly, students who have low confidence, they will tend to be hearer. Although, those students who can speak English they will do nothing. Ur (1996: 121) says that "Low or uneven participation, only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time.

Changing the negative self esteem into a confidence one will bring the students into a new positive leaning style. The teacher should try to encourage the students into the positive steps. That is why, the teacher should enable to implement an appropriate teaching technique. Iftanti (2015:1) states that an inspiring English lecturer is the one who could implement the teaching technique strategies and skills which is changing students' learning style. In speaking, one of the techniques can be used is drama. In drama, Nurhayati (2016:1) states that the students become more self-confidence to utter ideas, expressive including writing a script, drama is considered as an appealing learning strategy which promotes not only goal-oriented learning but also emotional intelligence skills.

Talking about afraid of making mistakes is a common in English learners. Ur (1996:121) mentioned that "unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply being shy of the attention that their speech attracts. Hence, sometimes it influences to the learners' confidence because they just think about mistakes and they felt uneven to participate with the others. Moreover, ashamed and shyness, nervousness, and nothing to say, they can not separate from one another. Those are complicated problems for English learners. Actually, mistakes are a good thing for learners. The learners should be allowing the mistakes happen and how learners could learn from those mistakes.

Looking at the findings of this study and connecting with the theory of spoken and written language where spoken and written language have different one each other. Some of the characteristics of spoken and written language are spontaneous speech is produced in real time, impromptu, and with no opportunity for editing and spontaneous spoken language typically has far less grammatical subordination than written language and much more coordination or simple parataxis (Hughes, 1996: 22). From statements above, the researcher would like to confirm that the students' mistakes here could be kinds of characteristics of spoken language. And the

researcher also tried confirm that students' mistakes in speaking English are indication that students faced problems in their speaking. It was proved by conducting questionnaire to gain individual students information where the participants said that they faced problems in speaking English. For this, the researcher suggests for further researcher to conduct new study that relates to differences between spoken and written language by analyze this study. Therefore, the researcher realizes that this is a kind of weaknesses of this study that needed further research to give more specific explanation about differences between spoken language and written language. The researcher hopes that this study could be a bridge for further researcher to get better research and detail information.

5. CONCLUSION

After conducting analysis on research findings, the researcher concluded that students faced problems in speaking English related to pronunciation, fluency, grammar, and vocabulary. The students also showed other problems which were obtained from personal students' information, namely not having self-confidence, being afraid of making mistakes, shyness to others, nervousness, inhabit in speaking English, never practice, and nothing to say.

Those of problems were caused, some students made unpredictable mistakes while speaking, mother tongue influence also used, and they felt never hearing in the way how to pronounce words. Lack of practice, complicated of grammatical rules, getting difficulty in using tenses, confusion on applying grammar in the right sentences, less reading habit, and lack of practice also caused students getting problems in speaking.

A braveness is needed in how to speak in front of the others confidently. Feeling not confidence is also found in this study where it has interrelated between afraid of making mistakes. Nervousness and nothing to say are also felt by the students when they are speaking English.

6. REFERENCES

- Andriany, Deasy. (2004). *The Study on Speaking Class of Tourism Program of The Third Year Students of SMKN 1 Samarinda*. Samarinda : College of English Education of Mulawarman University. 2004.
- Brown G. & Yule G. (1999). *Teaching the Spoken Language*. United Kingdom. Cambridge University Press.
- Burns, Anne and Joyce, Helen. (1997). *Focus on Speaking*. Sydney : Macquarine University, 1997.
- Fauzan, Umar. (2008). *Pedoman Penulisan Skripsi*. Samarinda: Universitas Widya Gama Mahakam

- Fauzan, Umar. (2014a.) Developing EFL Speaking Materials for the Second Semester Students of STAIN Samarinda. *Proceedings of 61th TEFLIN International Conference*. Oct, 2014. pp. 861-864. UNS Surakarta.
- Fauzan, Umar. (2014b). The Use of Improvisation technique to improve the Speaking ability of EFL students. *DINAMIKA ILMU*. Vol. 14 No. 2, 2014
- Fauzan, Umar. (2016). Enhancing Speaking Ability of EFL Students through Debate and Peer Assessment, *EFL JOURNAL*, Vol. 1(1), 2016. DOI: <http://dx.doi.org/10.21462/eflj.v1i1.8>
- Foley J.A. (2005). *New Dimensions in the Teaching of Oral Communication*. Singapore. SEAMEO Regional Language Center
- Graddol D. (2006). *English Next*. British. British Council
- Grauberg, W. (1997). *The elements of Foreign Language Teaching*. England: British Library Cataloguing Publication Data
- Grouhton, et al. (2003). *Teaching as a Foreign Language*. New York: Taylor & Francis e-Library
- Hadi, Sutrisno. (2000). *Metodologi Research*. Yogyakarta: Andi Yogyakarta
- Hadijah, Sitti. (2014). Investigating the Problems of English Speaking of the Students ff Islamic Boarding School Program at STAIN Samarinda. *Dinamika Ilmu*, Vol 14 No 2, 2014
- Harmer J. (2002). *The Practice of English Language Teaching, third edition*. England. Cambridge.
- Harmer. Jeremy. (1998). *How to Teach English*. England: Addison Wesley Longman.
- Heaton J.B. (1975). *Classroom Testing*. New York: Longman
- Hedge, Tricia. (2003). *Teaching and Learning in the Language Classroom*. New York. Oxford University Press
- Hornby, A. S. (1974). *Oxford Advanced Learners' Dictionary of Current English*. Walton Street : Oxford University Press, 1984.
- Honey P. (1983). *Memecahkan persoalan pribadi*. Jakarta. ARCAN
- Iftanti, Erna. (2015). Investigating Inspiring English Lecturers in a Faith-Based Educational Institution: EFL Learners' Perception. *Dinamika Ilmu*, Vol. 15 No. 2, 2015
- Khamkaew, S. (2009). *Needs and Problems in English Listening and Speaking Skills: a Case Study of the Metropolitan Police Officers at Counter Service at Chana Songkram Police Station*. Srinakharinwirot University
- Miles. B. Huberman. (1994). *Qualitative Data Analysis 2nd ed*. London: SAGE Publication.

- Miller, J. and Weinat, R. (1998). *Spontaneous Spoken language*. United State: Oxford University Press
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle & Heinle Publisher.
- Nurhayati, Dwi Astuti Wahyu. (2016). Using Local Drama in Writing and Speaking: EFL Learners' Creative Expression. *Journal of English Language Teaching and Linguistics*, Vol 1. No 1, 2016. <http://dx.doi.org/10.21462/jeltl.v1i1.13>
- Olfah, Maria. (2004). *The Students' Speaking Ability at Conversation Class of BIEC Balikpapan*. Samarinda : College of English Education of Mulawarman University, 2004.
- Qordhowi Y. (1994). *Agenda masalah umat*. Jakarta. Gema insane press
- Sholahudin. M. (2008). *Kiat-kiat praktis belajar speaking*. Jogjakarta. DIVA press.
- Soegeng. HS. (2005). *Effective English*. Solo. PT SERANGKAI PUSTAKA MANDIRI.
- Sugiono, (2008). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Sukmadinata S.N. (2007). *Metode Penelitian Pendidikan*. Bandung. PT Remaja Rosdakarya.
- Thornbury S. (2005). *How to Teach Speaking*. England. Person Education Limited
- Tunku Mohtar, T.M. (2005). *Teachers' Perception Towards Oral Assessment and Their Implications for Teaching*. In J.A. Foley (Ed.). *New Dimension in the Teaching of Oral Communication*. Singapore: SEAMEO Regional
- Ur, Penny. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.