

**FACTORS AFFECTING THE SPEAKING DIFFICULTIES OF
THE ELEVENTH GRADE HOTEL ACCOMMODATION
STUDENTS AT SMK NEGERI 6 PALEMBANG**



UNDERGRADUATE THESIS

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The researcher,

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ABSTRACT

Every English speaker whose native language is not English must have problems while speaking English. Therefore, the main purpose of this study is to find out in what factors that are influencing in the students' difficulties in speaking English and what are the solutions to solve the speaking problems. This study was done at SMK Negeri 6 Palembang. 109 eleventh grade hotel accommodation students and 4 English teachers at SMK Negeri 6 Palembang in academic year 2016/2017 were involved in this study as the population. The samples were 55 students and 2 English teachers that were chosen by using convenience sampling technique. A qualitative research method was used in this study. The data collection was done by using a close-ended questionnaire that is consisted of 25 question items and was divided into 5 aspects of problems and the interview section was done to the two English teachers. The questions were consisted of 10 items of question. The result of the questionnaire was analyzed by using descriptive statistic in order to find out the means score of the question items. Likert scale was used to classify the level of problems that are encountered by the sample and the percentage formula also used to get the percentage of each problem and each aspect of the questionnaire. The interview was analyzed by doing transcription and clarifying its result with the findings of the questionnaire. Based on the findings of the study, it was found that the factors affecting in the students' speaking difficulties, namely (1) students' affective factor (9.89%), (2) students' social factor (12.44%), (3) instructor factor (30.38%), (4) Indonesian education system and facilities factor (14.56%), and (5) students' linguistically factor (7.31%). The researcher also found the solutions for each factor. The solutions were got through the documents based on experts' explanations from books, journal articles, and even theses. Finally, the results of the study are expected to be beneficial for the students, the teachers and the school to recognize deeper about the students' speaking problems and the implementation of the solutions can be helpful for all parties in order to overcome those speaking difficulties and achieve a better speaking performance for the students.

Keywords: *factors, speaking difficulties, solutions*

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CHAPTER I

INTRODUCTION

This chapter presents the following subtopics: (1) background, (2) problems of the study, (3) objectives of the study, (4) significance of the study.

1.1. Background

Chomsky (as cited in Nawaz, et.al, 2015, p 1) describes that language is a set (finite or infinite) of sentences, each finite in length, and constructed out of a finite set of elements of speaking. Language is a communication tool which is used by human to communicate and interact each other. From language, people could express their ideas and emotion. Bukart (1998, p. 36) claims that language has both its transactional and interactional function, language are not used only as a communication tool but also to relate and build relationship with other people. Without language, one cannot communicate effectively or express ideas or feeling in both oral and written form. The extension of language usage could be used in sharing information about education, technology or even tourism.

Communication is one of basic needs of human being. It aims to get or share information from a speaker to the listener. Communication can be done through language. People in the world use many kinds of languages. English is one of them. Mastering English as a foreign language is important in this modern society and globalization era. English as a *lingua franca* of this twenty-first century for the people around the world to communicate each other (Sindik & Bozinovic, 2013, p. 8). It does not matter from what country somebody comes, English usually used by them to communicate with the foreign people. Because of

these reasons above, English subject is learned by Indonesian student from elementary school up to university in order to improve the quality of human resources in Indonesia. (Wulandari, 2010, p. 4).

According to Nawamin (2012, p. 117), English plays a very crucial role as the predominant tool for communication in the global community. Some people whose native language is not English use the language in their daily lives. Most of these people live in countries where English is required for external purposes which are to communicate and do business with people in other countries, and to catch up with the advances in the field of business.

The status of English on the international level is a major factor that contributes to the increase in the importance of English in Indonesia. Furthermore, in the age of globalism we live nowadays, the interdependence of nations and countries creates a need for a global language and there is no language qualifies for this better than English. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible. As a matter of fact, English has become an important asset for anyone seeking employment in business, industry, technology and even tourism in Indonesia. English is used as a means to transfer thoughts and cultures and to create good relationships between people in different countries.

The knowledge of foreign languages especially English has evidently the key role in the development of tourism which has a multiple role and is viewed as economic, social and cultural activity. Therefore, it is indisputable to state that it represents one of the most important activities of the modern, contemporary

society around the world. English nowadays is really necessary to master by the job seekers. English skill, especially spoken English is a supporting skill in almost every kind of occupations. For example, in tourism side English is used by the tourism officer to communicate with the tourist. Spoken English is necessary in this high level of tourism domestically or internationally.

In tourism sector nowadays, almost everything that is related to tourism uses English whether in domestic or international tourism. English for tourism industry is one of the most important issues in the fields of English for Occupational Purposes (EOP) as everyone is a stereotype on countless occasions (Simion, 2012, p. 152). For example, Bali as one of the icons of Indonesian tourism, most of the people in Bali mastered English. The people there in almost every side of society and professions for instance airport officer, hotel officer, etc. realized that they really need English to be able to communicate with the tourist from abroad. Their ability of mastering English has a huge impact for them especially in gaining hospitality with the tourist. Their hospitality makes the tourist from abroad satisfied with the service and feeling accepted to visit, spend time or even stay in Bali.

Due to the fact of the paragraph above, English especially spoken language is really necessary to learn by the hotel accommodation students to face the tourism industry. Brown (2000, p. 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals

through an interactive discourse with other language speakers. The hotel accommodation students might be a hotel officer, a tour and travel agent, or even the doer of Indonesian's tourism industry. Those students must be able to master English to support their hard skill to be ready to work in tourism industry.

Moreover since 31st of December 2015, Indonesia has joined in the enforcement of Asean Economic Community. Siswaningsih (2015, p. 3) explains that Asean Economic Community is an integrated economic movement of the countries in the Asean region. The countries that are categorized as members of Asean region such as, Brunei Darussalam, Myanmar, Philippines, Singapore, Thailand, Vietnam, Malaysia, Laos, Indonesia, and Cambodia. Asean Economic Community aims to grow the hope, opportunity, motivation and competitiveness in order to achieve economic integration in the ASEAN region. With the enactment of this AEC, the community could easily acquire and enjoy goods from abroad, and vice versa. It occurs because of the implementation of this AEC relieves the tax and customs clearance of goods tariff elimination. With this, the AEC could be the ASEAN region as a single market, the production base. The development of small and medium enterprises could be able to be globally competitive.

The enforcement of AEC was not only cover the exchange of goods, but also occurred in the exchange of services and human resources. Individual quality is decisive in this AEC competition. In order to be able to compete in this AEC era, the skill is necessary for every individual. Without any preparation to improve the skills of the likely imposition of AEC will be a threat that cannot be inevitable.

One thing that must be mastered by most individuals is the mastery of the English language, which is usually used by the international community to interact.

Iskandar (as cited in Handayani, 2016, p. 104) states that there are three major reasons why English is really important in a competition held by the community of this AEC. First, English is used as a tool for seeking knowledge. With a good English proficiency, one can easily understand and acquire new knowledge in a particular field. Secondly, English can be used to help people to get a decent job. Many national and international companies require participants to be able to communicate in English fluently and have a TOEFL score in a certain minimum score. Third, English helps one to promote local products and service in the international area.

The implementation of Asean Economic Community included the tourism sector. Based on the main reasons above, the students should master English in order to make them understand all of the instructions and terms in tourism industry that usually in English. In tourism industry, mastering foreign language especially English is a fundamental thing to be mastered for all the employments in this sector. Mastering English in tourism industry can give many advantages both for improving the human resources quality and improving the quality of a region's tourism industry. A tourism industry of a region can give a big contribution in increasing the region's income. Those are the reasons why the hotel accommodation students must be able to acquire spoken English.

For that reasons, the students' mastery of spoken English skills was done by the school by providing general English subject two hours or more a week.

Besides that, in their majority subject English is a must. Every single term and instruction of hotel accommodation majority uses English. It starts from the simplest term until the most complex one. Even though acquiring English is important, the efforts that are done to make the students able to master spoken English is still less. Most of the students still face the speaking difficulties. Many experts explain that speaking difficulties might be caused by many things. For instance, Al Hosni (2014, p. 26) and Tuan and Mai (2015, p. 9) state that speaking difficulties might be caused by four factors, they are (1) inhibition, students are worry of making mistakes, (2) students have nothing to say, (3) low or uneven participation because of the minimum discussion time in speaking class and (4) too much usage of mother tongue.

Due to the aspects that are contributed in students' speaking difficulties, the researcher do believes that this research is really necessary to conduct. The researcher chooses SMK Negeri 6 Palembang as the site of the research because it is a vocational high school in Palembang that is concerned in a tourism sector. It is the public vocational high school that has hotel accommodation major in Palembang. SMK Negeri 6 Palembang has five major courses. They are hotel accommodation, food and beverage product and service, pastry, skin beauty, and hair beauty. Furthermore, SMK Negeri 6 Palembang is an international level of vocational high school. It is proven by the internship program that is held by the school cooperated with some other hotels in Malaysia and Singapore.

Besides that, the researcher chooses the eleventh grade hotel accommodation students because they are appropriate to be investigated. Based

on the explanation of National Education System (SISDIKNAS) No. 20/2013 The Ministry of National Education, 2003, p. 27), the goal of vocational school education is to prepare the students to work in a certain field in order that graduates of vocational high school are able to compete with others in business and industrial world. Before entering the industrial business world, the eleventh grade students will face the internship program in line to their major program and at that time their ability in using spoken English is really necessary. The students will face the internship in a real hotel accommodation work in some hotels that are cooperated with the school for around three months. At that time, the result of their speaking learning activity and hotel accommodation majority courses will be implemented.

As the students of hotel accommodation program, they need English to communicate with foreigners when they work in hotels. However, the students' English ability was still low. Based on the informal interview with 5 of the eleventh grade hotel accommodation students at SMK Negeri 6 Palembang, every respondents stated that they still face the speaking difficulties but in different aspect of language. The interview is proven by using a video recorder. From the interview, the researcher found that some of the students did not know what things that are caused their speaking problems. Some of them have a problem in more than one aspect of language. For example, one student have a difficulty in pronouncing a certain word in English, some have a problem in comprehending English grammar, etc. As the result of the interview, it is found that only few

students who know how to solve their problem in speaking. Meanwhile, the others did not know the solution of their speaking difficulties.

In short, in order to know the aspects that are contributed in students' speaking difficulties and to overcome those difficulties, this research is really necessary to do. The solutions that are found from the research can be used to help the students to deal with their speaking problems. This research could give a huge impact for many people, whether for the students, for the English teacher and for the further research.

1.2. Problems of the Study

The problems of the study are formulated in the questions:

1. What are the factors causing the English speaking difficulties of the eleventh grade hotel accommodation students of SMK Negeri 6 Palembang?
2. What are the solutions to overcome the English speaking difficulties of the eleventh grade hotel accommodation students of SMK Negeri 6 Palembang?

1.3. Objectives of the Study

From the problems above the objectives of the study are:

1. To describe the factors causing the English speaking difficulties of the eleventh grade hotel accommodation students of SMK Negeri 6 Palembang.

2. To know and imply the solution to overcome the English speaking difficulties of the eleventh grade hotel accommodation students of SMK Negeri 6 Palembang?

1.4. Significance of the Study

From the study hopefully the researcher could get some results. The possible result might be expected to some parties. Firstly, it is for the students. The solutions of speaking problems that are found from the study are expected to apply by the students to help them to solve the problems. The students are expected to be able to overcome the difficulties that they face in speaking English by themselves. Besides that, hopefully the application of the solutions that are found from this study can help them to improve their language skill in mastering English, and then it could be used to increase their human resources quality and enrich their soft skill. Then, the result of the study hopefully could be used by the teacher. Teacher as the students' facilitator in teaching and learning process must be a good consultant for the students to facilitate them to conquer their speaking problems. In other hand, teacher should be able to apply the solutions of students' speaking difficulties. The third party is the researcher. The researcher hopes that she could conduct a good research that contains of benefit for the English education of vocational high school and hopefully this research could be a good reference for the further research later on.

CHAPTER II

LITERATURE REVIEW

This chapter presents the following sub topics: (1) concept of language, (2) concept of communication, (3) concept of speaking skill, (4) aspects of speaking English, (5) factors affecting the EFL learner's oral communication, (6) previous related studies, and (7) research setting.

2.1 Concept of Language

Generally language is a tool to express the thought of people. People use language to express inner thought and emotions, make sense of complexity, and abstract thought, to learn and to communicate with others, to fulfill our wants and needs, and also to let others know how they feel, need and to ask a question. Language is a symbol that enables members of given community to communicate intelligibly with one another.

Language is the most important thing in communication and it is used as a tool of communication among nations in all over the world. Language is one of a tool communication with each that always used by human everyday without language there will not be communication among human life. Fromkin, Robert and Hyams (2014, p.1) state that when you know a language you can speak and understood by others who know that language Among more than thousands of language that exist in the world, English is become a lingua franca which is unite the people around the world.

2.2 Concept of Communication

Communication is an important part of people life. By doing communication, human can relate to each other either in daily life or in anywhere or any situation. Communication is a process of transmitting information that is done by the speakers or senders including a message which is transmitted from the speakers or senders to the receivers. Bara (2010, p. 443) explains that communication is a social activity that requires more than one participant for it to take place. There are two types of communication. They are monologue and dialogue. Monologue is one-sided communication. Meanwhile, dialogue is two-sided communication. Monologue has no interaction. It focuses on the speaker or the text only, while dialogue has an interaction between the speaker and interlocutor. Formerly, Rozakis (1999, p. 34-35) states that communication can be classified into five categories, namely:

- a. Intrapersonal communication. It means communication with yourself (e.g. evaluates feedback, construct meaning).
- b. Interpersonal communication. It means communication with other people (e.g. talk with one or more people, work as equal).
- c. Small group communication. It means communication with three or more people (e.g. work together to reach consensus, state beliefs as a group, work with others to solve problem).
- d. Public communication. It means communication with large group (e.g. share as audience and speakers, receive less feedback).

- e. Mass communication. It means communication through mass media (e.g. communication through television, radio, films, and so on).

2.3 Concept of Speaking Skill

Speaking is generally considered as one of the major productive skills. Speaking is a skill which enables us to produce utterances, in other words we genuinely want to communicate something to achieve particular end. In addition, McDonough and Shaw (1993, p. 152), state that speaking is oral communication as two ways of process between speaker and listener. It involves productive skills and receptive skills of understanding.

Nunan (2003, p. 217) claims that speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various context. Furthermore Burns and Joyce (1997, p. 72) also argue that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The process depends on the context in which it occurs, including the participants, their prior experiences, the physical environment and the purpose of the communication itself. In other hand, Rizvi (2006, p. 92) also explains that speaking is an interactive communicative process that involves speakers and listeners. In communicative process, speakers need to learn to adapt their talk to the listeners, use a range of ways to express themselves, use talk to clarify their ideas, and sustain their talk to develop thinking and reasoning.

Sproule as cited in Sari (2006, p. 7) explains that there are four general purposes of speaking: to inform, to persuade, to inspire and to entertain. There are some micro skills that are involved in speaking skill. It states that the speaker has to:

1. Pronounce the distinctive sounds of a language clearly enough, so that people can distinguish them, it includes making tonal distinctions.
2. Use the stress, rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
3. Use the correct forms of words, for example, changes in the tense, case or gender.
4. Put words together in correct word order.
5. Use vocabulary appropriately.
6. Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
7. Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
8. Make the main ideas stand out from supporting ideas or information.
9. Make the discourse hang together so that people can follow what we are saying.

From the above definitions, it can be inferred that speaking skill is the ability to express ideas, opinion, or feelings to others by using words or sounds of articulation in order to inform, to persuade, to inspire and to entertain that can be learnt by using some teaching and learning methods. To sum up, in order to be

able to speak, one should master the productive skills. It means that make the listener understands what others deliver in communication. Meanwhile mastering the receptive skill means that someone has ability in listening such as how to catch or understand what he/she listens, how to understand and differentiates the sounds into word meaning. In short, to achieve the goal they should master all aspects of the language especially English because it is a very essential ability to support further oral communication but it is the most difficult skill to develop.

2.4 Aspects of Speaking English Skill

Speaking is the most crucial skill that should be mastered. It brings the ability to carry out the conversation. Through conversation people can do a spoken communication to apply the function of communication itself, whether it is transactional or interactional. Harmer (2007, p. 343) argues that speaking is a complex skill requiring the simultaneous use of a number of different abilities. They are included the aspects of speaking. There are some experts that explain about the aspects of speaking. The aspects of speaking English are as follows:

1. Pronunciation

Pronunciation is the act or manner of the speakers produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. It is included the segmental features, vowels, consonants, word stress, tone pitch and intonation patterns. For that reason, if the speakers want to be able to speak English fluently, they need to be

able to pronounce phonemes correctly, use the appropriate stress and intonation patterns and speak in connected speech. The speakers must be able to articulate the words and create the physical sounds that carry meaning.

2. Grammar

Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence (Fromkin & Rodman, 2014, p. 14). It is needed for the speakers to arrange a correct sentence in a conversation. The speakers must be able to manipulate and to distinguish appropriate grammatical forms in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

3. Vocabulary

Vocabulary is a very basic element in language. It is included a single word, set phrases, variable phrases, phrasal verbs and idioms. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary.

4. Fluency

Fluency can be defined as the ability to keep going when speaking spontaneously. In a simple term, fluency is the ability to talk freely without too much stopping or hesitating. When speaking fluently the speakers should be able

to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.

5. Comprehension

Comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Even though speaking seems to be the most important skills of all the four skills they are listening, speaking, reading and writing because people who know a language are usually referred to as speakers of that language (Ur, 1996, p.43). The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. However, not all language learners after many years studying English can communicate fluently and accurately because they might be face some difficulties in speaking English as a foreign language.

2.5 Factors Affecting the EFL Learner's Oral Communication

Learning to speak English is especially difficult for English foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Scarcella and Oxford (1992,

p.11) state that there are six factors affecting the mastering of English speaking skill, they are as follows:

2.5.1 Grammatical Competence

Grammatical competence is an umbrella concept that includes increasing expertise in grammar, morphology, syntax, vocabulary and mechanics. In regards with speaking, the term mechanics refers to basic sounds of letters, and syllables, pronunciation of words, intonation, and stress. (Scracella and Oxford, 1992, p. 14). In order to convey meaning, English foreign language learners must have the knowledge of words and sentence, they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. Thus, grammatical competence enables speakers to use and understand English language structures accurately, which contributes to their fluency.

2.5.2 Discourse Competence

In addition to grammatical competence, English foreign language learners must develop discourse competence, which is concerned with intersentential relationships. Discourse competence involves coherence and cohesion in speech. In discourse, whether formal or informal, the rules of cohesion and coherence apply which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences.

Therefore, effective speakers should acquire a large repertoire of structures and discourse markers to express ideas, show relationships of time and indicate cause, contrast and emphasis (Scarcella and Oxford, 1992, in Shumin, 1997, p. 8). With these, learners can manage turn-taking in conversation.

2.5.3 Sociolinguistics Competence

Knowledge of language does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language. The learners must acquire the rules and norms governing the appropriate timing and realization of speech acts.

2.5.4 Strategic Competence

Strategic competence, which is the way learners manipulate language in order to meet communicate goals (Brown, 2000, p. 228), is perhaps the most important of all the communicative competence elements. Strategic competence is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules (Berns, 1990, as cited in Shumin, 1997, p. 8). With reference to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems.

2.5.5 Affective Factors

The affective side of the learner is probably one of the most important influences on language learning success or failure (Oxford, 1990, p. 140). The affective factors related to the EFL learning emotions, self-esteem, empathy, attitude, and motivations. EFL learning is a complex task that is susceptible to human anxiety (Brown, 2000, p. 159). It is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. Speaking a foreign language in public, especially in front of native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. Adults, unlike children, are concerned with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of “losing face”. Clearly, the sensitivity of adult learners to make mistakes, or fear of “losing face”, has been the explanation for their inability to speak English without hesitation.

In other hand, Juhana (2012, p. 101), psychological or affective factors often influence the students' difficulties in learning to speak, such as fear of mistakes, shyness, anxiety, lack of confidence and lack of motivation. Ur (1996) as cited in Al Hosni (2015, p.23) and Tuan & Mai (2015, p.9), also explain that there are four factors that are related to affective factors can be caused the difficulties in speaking English , and they are as follows:

1. Inhibition

Inhibition is a condition when students are afraid to make a mistake while they are speaking English. It is also related with the fearful of criticism or simply shy. The feeling of worried about being an object of mocking also included in inhibition.

2. Nothing to say

Students have no motive to express themselves. This factor caused by the lack motivation of the students to speak in English. They have no goal that they want to reach after they speak or mastering English. Students' motivation is influence by two factors. Both internally and externally. Internal motivation is a motivation that comes from the students' own self, meanwhile in the opposite external motivation is a motivation that comes from the other parties except the students' self.

3. Low or uneven participation

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. In other hand, lack of opportunities for the students to participate also affects this factor. Not allowing learners to participate in discourse can be another reason for speaking difficulties. Children need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills. (Cameron, 2001, p.40)

Nawshin (2009, p. 19) also explained another cause of the students' lack of participation is the size of the opportunity to speak. In addition, classroom

management has also become a problem that when one student is speaking the teacher cannot handle other students so they began to talk to each other and the one who is talking does not get the good response or feedback from the others. Furthermore, teacher's talk which more than students' also influence the students minor speaking as they prefer to just listen to the teacher's talking. In addition, students often have lack of opportunity to use the target language because they find it difficult to look at the materials given with the rules of grammar and they prefer to try to write and avoid speaking. That is also caused through the teaching of grammar in deductive manner. It confuses the students to understand the structures explanation rather than to analyze the sentences as the example to explain the structures.

4. Mother-tongue use

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. Too much usage of mother tongue can influence the use of English by the students. For example, the difference between the structure of student's mother tongue and the structure of English could make the students confuse. Of course, it is one of the problems in students' speaking English.

2. 5. 6 Teacher and Education System Factor

Other factors that affected the development of speaking skill that are related to the teacher and system and facilities of the education are as follows:

a. Time and Frequency

The success of a method of teaching also depends on another factor that is the total of time allocated to the teaching and learning activity. If the time provided is not enough, any method will not be successful. That is why the teacher should be able to allocate some of the time for teaching speaking such as how long and how often the classes will take place. Meaning that, providing enough time to the teaching and learning activities is essential to make the students achieve the objective.

b. Teaching Material

Nawshin (2009, p.20) also adds a number of other causes that makes speaking is difficult based on her research, such as lack of interesting topics which make the students do not feel interested in the topic for the speaking activity. To attract the student's attention, the teacher should prepare various materials for teaching speaking. Language teachers may use a variety of teaching materials to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity (Harmer, 2007, p. 134).

Therefore, by using interesting materials the students will be well-motivated to take part in the process of teaching and learning. Furthermore, Brown (2000, p. 136) states that the material used in teaching English should be suitable with students need. Good teaching materials should be realistic, relevant, interesting, and motivating. During the process of teaching speaking, the teacher, is expected to make more variation concerning to the activities applied in speaking.

2.6 Previous Related Studies

There are some similar studies that conducted before. Firstly, a research conducted by Afisa in 2015. This research aimed to find out the to know what the students' difficulties in speaking English and what factors contribute to the difficulties in speaking English for the students. The subject of the research was the tenth grade student and the English teachers. Observation and recording interview were used as the instruments to collect the data in this study. The researcher successfully found that the speaking difficulties of the students are caused by four factors. Firstly, the student's low vocabulary mastery resulted from their limited knowledge of meaning vocabulary had led them difficulties in understanding the conversation. The students also had difficulties in pronouncing certain words because English words are different between pronunciation and writing. The students were still confused in arranging words. Then, there were still some mistakes in their grammar. The students were often afraid of speaking English because they were worried of making mistakes. They were unconfident and nervous when the teachers were asking them. Second, factors that were contributed to the difficulties in speaking English are: the quantity of the students in learning speaking English and student's psychological factors. The curriculum that was used in the school also contributes in speaking difficulties. Usually, the curriculum of English subject was too concerned in reading and writing skill rather than speaking.

The second one was the study conducted by Marliza in 2010. This study was a qualitative research that aimed to find out what difficulties that are faced by

the students. The population of this study was 241 of the eight grade students and 48 of them were involved as the samples. It used a random sampling to choose the sample. Questionnaire and interview were used to obtain the data. Then, the percentage formula was used to do the data analysis. The results of this study were the students have difficulties in learning speaking related to the grammar, pronunciation and vocabulary aspects. Besides that, the problem in listening to interlocutor and students' nervousness were also influenced in the students speaking difficulties.

The last one was conducted by Arita in 2008. It was a qualitative research with all the students of SMA Pomosda as a population and three classes of the twelfth grade students as the sample. Questionnaire and observation were used in this study as the instrumentation. The result of this research was the speaking difficulties were caused by the students' problems in making sentence with the correct structure, difficulty to remember all vocabularies, difficulty in pronouncing the words with the appropriate intonation, accuracy and fluency. The result of the study was the researcher found a way to solve their problems. 1Students could do more exercises by learning with their teacher and friends, use vocabulary books or dictionary to cope the vocabulary problems, and learn to speak directly with the native speakers to solve the pronunciation problems or listening to the recorder and then practice it

2.7 Research Setting

Based on the official website of SMK Negeri 6 Palembang, the research setting of this study is in this following:

2.7.1 The History of SMK Negeri 6 Palembang

SMK Negeri 6 Palembang was established on December 9, 1976. SMK Negeri 6 Palembang was known as Sekolah Menengah Kesejahteraan Keluarga or (SMKK). Its location is in the middle of the city, precisely in Mayor Ruslan Street Palembang. SMK Negeri 6 Palembang building started to be used at the beginning of academic year 1989/1990 that is 1 July 1989, but SMKK Negeri Palembang newly inaugurated by The Indonesian Minister of Education and Culture, Prof. Dr. Fuad Hassan on June, 30th 1990. Then, in 1997 until now SMKK Negeri Palembang changed its name into SMK Negeri 6 Palembang.

2.7.2 The Geographical Location of SMK Negeri 6 Palembang.

The location of SMK Negeri 6 Palembang is quite strategic. It is Located near the main road from Rambang intersection to the intersection of Jl. Dr. M. Isa, making it easier for transportation facilities for anyone.

The building of SMK Negeri 6 Palembang built gradually starting budget year 1984/1985 until budget year 1989/1990 which address at Jl. Mayor Ruslan Telephone / Fax (0711) 350954 Palembang 30114 with details as follows:

1. Total land area: 17,703 m² Building area: 6,408 m².
2. The Fund consisting of State Budget and Foreign Loan (ADB)

2.7.3 Vision and Mision of SMK Negeri 6 Palembang

Vision of SMK Negeri 6 Palembang

Become a center of education and training of international tourism standards that have a good cultured, character and environmentally friendly.

Mission of SMK Negeri 6 Palembang

1. Prepare the graduates who have science and technology and IMTAQ knowledge.
2. Provide the professional education and training services in a professional manner.
3. Improve the cooperation of Business World / Industrial World inside and outside the country.
4. Improve the quality of human resources to be able to compete at the international level.
5. Provide facilities and infrastructure in accordance with international standards.
6. Develop an educational system that is cultured and environmentally sound.

2.7.4 The Condition of the Teacher at SMK Negeri 6 Palembang

The teachers of SMK Negeri 6 Palembang were divided into theoretical subject teacher and majority subject teacher. The theoretical subject teacher consisted of English, Bahasa Indonesia, Mathematics, Science, Social, Arts, Sports, Chinese, Computer, etc. Meanwhile the majority subject teacher were divided based on the expertise program.

2.7.5 The Condition of the Students at SMK Negeri 6 Palembang

The students of SMK Negeri 6 Palembang were divided into 5 competences and expertise programs. The explanations are in this following:

1. Hotel Accommodation Expertise

Hotel Accommodation is a unified learning plan that implements and develops hotel knowledge, skills and knowledge especially in planning, producing and supervising the management of accommodation, lodging, catering and other services in the hospitality field.

2. The Culinary Expertise

The culinary is knowledge in the field of culinary which covers the scope of food, from preparation of processing to serve the food itself which is both traditional and international. Basic principles of basic principles and common cooking practices are implemented in the catering section.

3. The Clothing Expertise

Competence of clothing expertise that emphasizes on the field of clothing in the management and organization of fashion businesses and able to compete in developing a professional attitude in the field of clothing. Competence of Dressmaking Skills prepares learners to have the skills of knowledge and skills in the manufacture of clothing. The competency of the graduates are able to draw clothes and household linen, operate sewing machines, creat archetypes and change patterns of different

types of clothing and household linen, cutting out clothing and sewing clothing and household linen with attention to occupational health and safety of work that can be filled by the graduates.

4. Hair Beauty Expertise

Hair Beauty Treatment equip students to be able to apply the anatomical and physiological knowledge of hair beauty, to determine cosmetics of beauty, hair styling, hair curling, hairpiece shaping, haircut with barber technique, hair coloring, straightening hair and smoothing hair. Prospects for the graduates are they can have career in the world of modeling, entertainment, bridal makeup, beauty salon, hair stylist. The graduates can continue their education to state or private college in the field of beauty, *cinematographic* or stage cosmetic, film makerup and tourism.

5. Skin Beauty Expertise

Skin Beauty is an art of beautifying and beauty facial appearance. Beauty arrangement serves to change the deficiencies that exist in a more beautiful and perfect. Various facial makeup tricks can be done to turn a face into special. The processes to master the ability of make-over, require knowledge, expertise, thoroughness, creativity, and continue to experiment to get optimal results. In skin beauty majority, students will get knowledge such as mannual facial treatment, facial technology, manicure, pedicure, spaor body treatment, breast treatment,stage makeup , make up for character, bridal makeup, etc.

Table 1
Number of Students Based on Majority

No.	Expertise Program	Number of Class				Total of Students
		X	XI	XII	Total	
1	Hotel Accommodation	4	4	4	12	353
2	Culinary	4	3	4	11	367
3	Clothing	2	2	2	6	206
4	Skin Beauty	1	2	1	4	108
5	Hair Beauty	2	1	1	4	88
Total		13	13	12	38	1.155

2.7.6 The Facilities of SMK Negeri 6 Palembang

The general facilities that are provided in SMK Negeri 6 Palembang are in this following:

Table 2
The Facilities of SMK Negeri 6 Palembang

No.	Facilities	Number
1.	Flag Ceremony Field	1
2.	Sport Fields	2

3.	Parking Field	1
4.	Culinary Building Unit Including Practical Rooms	1
5.	Hotel Accommodation Building Unit Including Practical Rooms	1
6.	Clothing Building Unit Including Practical Rooms	1
7.	Hair Beauty Building Unit Including Practical Rooms	1
8.	Skin Beauty Building Unit Including Practical Rooms	1
9.	Theoretical Subject Class	16
10.	Private Hotel of SMK Negeri 6 Palembang	1
11.	Library	2
12.	Cafeteria	1
13.	Teacher's Restroom	8
14.	Students' Restroom	10
15.	Language Laboratory	1
16.	Science Laboratory	1
17.	Computer Laboratory	1
18.	Green House	1

19.	Main Lobby and Exhibition Room	1
20.	Headmaster's Office	1
21.	Theoretical Subject Teacher's Office	1
22.	Majority Subject Teacher's Office	5
23.	School Garden	1
24.	School Hall	1
25.	School Health Unit	1
26.	School Mini Market	1

2.7.7. The Curriculum Used in SMK Negeri 6 Palembang

The curriculum that is used in SMK Negeri 6 Palembang is Curriculum 2013. Curriculum 2013 is a lesson that emphasizes the affective aspect or changes behavior and the competence achieved is a balanced competency between attitude, skill and knowledge, in addition to its holistic and fun learning method. The curriculum 2013 for elementary school, uses integrative thematic. Meanwhile junior high school and senior high school the competence is developed through subject. While the level of SMK the competence is developed through vocational. All subjects use taught with the same approach that is using scientific shortening, which uses 5 steps. They are *Observing, Requesting, Gathering Information, Reasoning and Communicating*.

2.7.8 The Students' Extracurricular Activities of SMK Negeri 6 Palembang

Extracurricular is a non-formal learning activity conducted by school or learners, generally outside the standard curriculum learning hours. These activities exist at every level of education from elementary school to university. Extracurricular activities are intended to enable students to develop their personality, talents, and abilities in areas beyond the academic field. This activity is held independently from the school and the students themselves to pioneer activities outside school hours. The activity of this extracurricular itself can take the form of activities in the arts, sports, personality development, and other activities aimed positively for the progress of the students themselves.

The extracurricular activities of SMK Negeri 6 Palembang were guided by 2 teachers. They are Nurmalia, M.Pd and Sri Haryani, M.Pd. The activities such as:

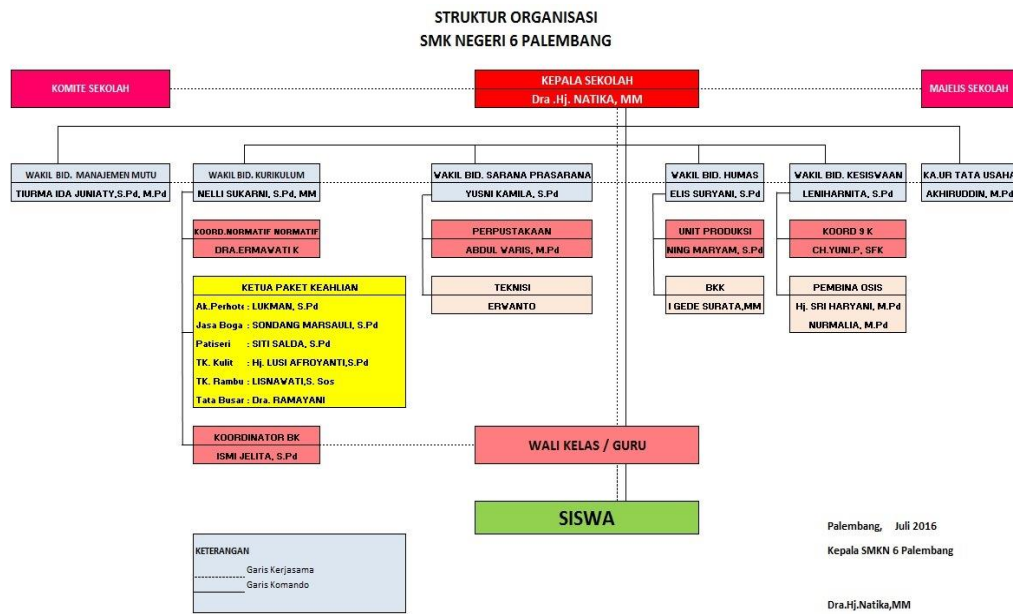
1. Scouting
2. Marching Band
3. Color Guard
4. Paskibraka
5. Dance
6. Futsal
7. Youth Red Cross (PMR)

2.7.9 The Organization Structure of SMK Negeri 6 Palembang

The organization structure of SMK Negeri 6 Palembang is in this following:

Figure 1

The Organization Structure of SMK Negeri 6 Palembang



CHAPTER III

METHOD AND PROCEDURES

This chapter presents the following sub topics: (1) research methodology, (2) operational definition, (3) population and sample, (4) data collection, (5) establishment of data trustworthiness (6) data analysis.

3.1 Research Methodology

This study is a qualitative research with descriptive analysis. Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2012, p. 58). Qualitative research methodology is considered to be suitable when the researcher or the investigator either investigates new field of study or intends to ascertain and theorize prominent issues. The qualitative survey studies the diversity of a topic within a given population; the statistical survey studies the numerical distribution of the characteristics of a topic in a population.

In other hand, Kothari (2004, p. 5) this study is called a qualitative because it concerned with qualitative phenomenon. The phenomena relating to or involving quality or kind. In addition, Bogdan and Taylor (as cited in Hidayati, 2015, p. 23) argue that a qualitative research is one of the research methodology which produce descriptive data in the form of speech or writing, and the behavior of those who observed. Bogdan and Biklen (in Hidayati, 2015, p. 24) state that

there two characteristics of qualitative research. Firstly, qualitative research has the natural setting as the direct source of data and researcher is the key instrument. Secondly, qualitative research is descriptive. In summary, a descriptive qualitative research is selected by the researcher because it deals with the phenomenon of the speaking difficulties in a real life situation that happened to the students while they are speaking English. The results of this research were described descriptively. The data of the research were taken by using students' questionnaire, teachers' interview and any appropriate documents.

3.2 Operational Definition

The title of this research is factors affecting the speaking difficulties of the eleventh grade hotel accommodation students at SMK Negeri 6 Palembang. To avoid the misunderstanding, there are some key words that are really necessary to be explained. They are speaking and speaking difficulties.

Speaking is the ability to communicate orally and to carry out the conversation in order to reach the particular purpose of human communication by using language. Speaking also defined as a language skill which is developed in childhood and preceded as a productive response of listening skill.

Speaking difficulties is the problems that are faced by human being while they are speaking. Speaking difficulties also can be defined as some factors causing trouble in achieving a positive result or tending to produce a negative result, or as the level of resistance to reach successful performance in speaking English activity.

3.3 Population and Sample of the Study

3.3.1. Population

According to Fraenkel, Wallen, and Hyun (2011, p. 91), population is a larger group to which one the researchers hope to apply the results. In this research, the population is the eleventh grade students and the English teachers of hotel accommodation majority at SMK Negeri 6 Palembang. It consists of four classes that have different number of students in each class and two English teachers. The distribution of the population is as follows:

Table 3

The Population of the Students

No.	Table of Students	Total of Students	Male	Female
1.	XI AP 1	26	9	17
2.	XI AP 2	27	10	17
3.	XI AP 3	26	8	18
4.	XI AP 4	29	11	18
Total		109		

(Source: SMK Negeri 6 Palembang in academic year 2016-2017)

Table 4

The Population of the Teacher

No.	Class	Number of Teacher
1.	XI AP 1 and XI AP 3	1
2.	XI AP 2 and XI AP 4	1
Total		2

(Source: SMK Negeri 6 Palembang in academic year 2016-2017)

3.3.2 Sample

Fraenkel, Wallen and Hyun (2011, p. 92) state that sample is a group which the information is obtained. The sample of this study was taken by using a convenience sampling technique. A convenience sampling is a sampling procedure to select a sample of people or units that are easiest encountered or in access (Creswell, 2012, p.99). The researcher used a convenience sampling technique because it allowed the researcher in exploring the subject or social situation under the study. Besides that, it also allowed the researcher to choose two of the four classes which are accessible to be the sample of data collection process. The distribution of the sample is as follows:

Table 5

The Sample of the Students

No.	Table of Students	Total of Students	Male	Female
1.	XI AP 3	26	8	18
2.	XI AP 4	29	11	18
Total		55		

(Source: SMK Negeri 6 Palembang in academic year 2016-2017)

Table 6

The Sample of the Teachers

No.	Class	Number of Teacher
1.	XI AP 3	1
2.	XI AP 4	1
Total		2

(Source: SMK Negeri 6 Palembang in academic year 2016-2017)

3.4 Data Collection

In this study, the researcher used three kinds of instruments to gain the data.

3.4.1 Questionnaire

Questionnaire is an investigation by asking some questions in a written form. Zohrabi (2013, p. 254) said that questionnaires are doubtless one of the primary sources of obtaining data in any research endeavor. Wilson and Lean (1994) in Cohen, Manion, and Morisson (2007, p. 317) explain that questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze. The researcher used the questionnaire that was distributed to the samples. The questionnaire that was used in this study was adapted from Irismet (2006) as cited in Asakereh and Afshar (2016, p. 128-129). The questionnaire used in Iran and used for Iranian students. It consisted of 35 items of questions. The questionnaire was about the things that matter for them in using spoken English. The items of the questionnaire divided into five aspects of the difficulties in speaking English for students.

Table 7

Aspects of Problems of the Questionnaire

No.	Aspects of problems	Number of question item
1.	Students' affective problems	1, 2,3 4, 5
2.	Students' social related problems	6, 7, 8, 9

3.	Instructor related problems	10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
4.	Indonesian educational system and facilities related problems	25, 26, 27, 28, 29, 30
5.	Linguistically related problems	31, 32, 33, 34, 35

The questions are in close-ended question form. Closed-end questions allow a limited number of answers, leaving no room for additional information to be volunteered; they require only recognition and a choice from among answer options. Closed-end questions are greater precision, uniformity, easier recall for the respondent, easier coding and easier analysis than open-ended questions.

Siniscalco and Auriat (2005, p.23) write that closed-ended questions ask the respondent to choose, among a possible set of answers, the response that most closely represents his/her viewpoint. The respondent is usually asked to tick or circle the chosen answer. Questions of this kind may offer simple alternatives such as 'Yes' or 'No'. They may also require that the respondent chooses among several answer categories, or that he/she uses a frequency scale, an importance scale, or an agreement scale.

In questionnaire, the respondents were required to answer the questions about the things that matter for them in speaking difficulties by choosing the answers that are provided by the researcher. All the statements of which were

negatively oriented on a Likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), up to 5 (strongly agree).

3.4.2 Interview

Interview is the most important data collection technique a qualitative researcher possesses. Fraenkel, Wallen and Hyun (2011, p. 450) described that interview is an important way for a researcher to check the accuracy or to verify or refute his impressions he or she has gained through previous data collection. The purpose of interviewing people is to find out what is on their minds, what they think or how they feel about something.

The researcher used a semi structured interview in this study. Fraenkel, Wallen and Hyun (2011, p. 451) stated that semi structured interviews are verbal questionnaires. Rather formal, they consist of a series of questions designed to elicit specific answers from respondents. Often they are used to obtain information that can later be compared and contrasted. The researcher used a semi structured interview in order to gain the additional data that are used to verify the data that are obtained from the students' questionnaire. The interview was done to the English teacher who taught a class that is involved in this study as the sample.

The questions of the interview section for the teacher were adapted by Afshar and Asakereh (2016, p 129). They were related to the questions of the students' questionnaire. They are consisted of 10 items. The questions of the questionnaire were attached in Appendix 9.

3.4.3 Document

Creswell (2012, p. 223) explained that document is a valuable source of information in qualitative research. Documents can be consisted of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Materials such as e-mail comments and web site data illustrate both public and private documents, and they represent a growing data source for qualitative researchers.

Documents represent a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data.

For those reasons above, the researcher chose to observe the documents in order to answer the second research problems. The second problem was related to the solutions that can be applied to overcome the students' difficulties in speaking English. The researcher used several types of documents, such as journal article, newspaper, magazine, thesis, letter and even a reliable article on internet sources.

3.5 Establishment of the Trustworthiness

Before the questionnaire is administered, the researcher firstly considered its validity and reliability. Johnson and Christensen (2012, p. 137) explained that validity and reliability are the two most essential psychometric properties to consider in using a test or assessment procedure. Validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the test scores.

3.5.1 Validity

Meadows (2003, p. 563) said that validity is how well the questionnaire measures what it is intended to measure. Validity is necessary to consider some questions, e.g. whether the questionnaire measures what it intends to measure, whether it represents the content, whether it is appropriate for the sample and whether it is comprehensive enough to collect all the information needed. Thereby, content validity was used. The questionnaire was tried out to the other students in another public vocational high school who have the same level and characteristics as the sample. The researcher did the tryout of the questionnaire to the eleventh grade hotel accommodation students at SMK Negeri 3 Palembang. The result of the validity test of the instrument was attached in Appendix 14.

Based on the table, there are 10 question items of the questionnaire that were not valid because the coefficient were lower than 0, 2. They are question items number 2, 3, 11, 13, 14, 16, 29, 31, 33, and 35. In short, there are 25 question items that were valid and the rest invalid items are deleted and did not use anymore in the study.

3.5.2 Reliability

Meadows (2003, p. 563) write that reliability refers to how well data collected by using a questionnaire can be reproduced. The researcher applied Cronbach's Alpha technique which is carried out by using SPSS Version 22 to find out the internal consistency reliability of the questionnaire. Johnson and Christensen (2012, p. 138) state that when used to check reliability of scores, the coefficient should be at least 0.70, preferably higher. Therefore, the questionnaire will be reliable if the coefficient is 0.70 or higher. The result of the reliability test of the instrument is in this following:

Table 8
The Result of Reliability Test of the Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
,798	35

Based on the table, the coefficient of the Cronbach Alpha was 0,798. It was around 0.6 up to 0.8. It means that the reliability of the questionnaire was good.

The complete result of the tryout of the instrument that was done in SMK Negeri 3 Palembang and the questionnaire was attached in Appendix 3.

3.5.3 Triangulation

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to converge of multiple data sources or multiple data

collection procedures. Rowley (2002, p.23) explained that triangulation is one of the great strengths of qualitative studies as compared with other methods is that evidence can be collected from multiple sources. Triangulation uses evidence from different sources to corroborate the same fact or finding.

In this study, after the researcher got the data from the students' questionnaire, the researcher needs clarifications and confirmations about the factors that matters the speaking English difficulties of the eleventh grade hotel accommodation students from the interview section to the teacher. If the data of the students' questionnaire and teacher's interview are agree, the findings are judge to be credible.

3.6 Data Analysis

In analyzing the data, the researcher used a descriptive statistics analysis and descriptive analysis. In this study, a descriptive qualitative analyzing data included the questionnaire, interview and document observation.

3.6.1 Questionnaire

In this data analyzing, the data gained from the questionnaire were processed, computed, and analyzed by using descriptive statistic. In order to calculate the results of the questionnaire means score was used and the collected data were coded according to the first research question of this study.

The result of questionnaire was analyzed by using a rate scale by Likert (1932) and the percentage formula by Arikunto (2006) as cited in Marliza (2010, p. 26).

Table 9
Rate Scale of the Questionnaire

Scale	Agreement	Mean Range	Level of Problem
5	Strongly Agree	4.50 - 5.00	Very High
4	Agree	3.50 - 4.49	High
3	Neutral	2.50 - 3.49	Moderate
2	Disagree	1.50 - 2.49	Low
1	Strongly Disagree	1.00 - 1.49	Very Low

According to Arikunto (2006) as cited in Marliza (2010, p. 26), the formula of the percentage procedure is in this following:

Table 10
The Percentage Formula Procedure

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

P = The percentage of the students' answer

F = The total of the students' answer

N = The total of the students' sample

3.6.2 Interview

In data analysis of the interview section, the researcher did the transcription based on the recording file of the interview process. After that, the researcher matched the result of the transcription with the data obtained from the answers of the students' questionnaire in the previous data collection. Then, the

whole result will be explained in detail by the researcher in a paragraph. The interview questions and answer can be seen in Appendix.

3.6.3 Documents

In this data analysis, the researcher used a descriptive analysis. The result of the observation to the document was analyzed descriptively by using words and does not statistically analyze. The data analysis of the document observation was concerned with the findings related to the second problems of this study. It answered the problems about the solutions of the students' difficulties in speaking English that were obtained by the researcher from some journal articles, thesis, magazine, newspaper and even the article on internet sources

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents the following subtopics: (1) findings, and (2) interpretations.

4.1 Findings

As the researcher wanted to describe the factors that are contributed to the speaking difficulties that are faced by the eleventh grade hotel accommodation in SMK Negeri 6 Palembang, the researcher used a close ended questionnaire that was adapted from Irismet (2006) as cited in an international journal article from Iran that was written by Asarekeh and Afshar (2016, p. 128-129). The questionnaire was consisted of 25 question items and was divided into 5 aspects of problems. They are students' affective problems, students' social problem, instructors' related problems, Indonesian education system and facilities related problems, and students' linguistically related problems.

As discussed in the previous chapter, the questionnaire was distributed to the two classes of the eleventh grade hotel accommodation students at SMK Negeri 6 Palembang. The total numbers of sample is 55 students. The students are required to answer the questions about the things that matter for them in speaking difficulties by choosing the answer that are provided by the researcher. All the

statements of which were negatively oriented on a Likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree). After that, the researcher also found the level of each problem and the percentage of the questionnaire result.

The interview was done to the teacher in order to clarify and verify the data that are gained from the students' questionnaire. The result of the interview section was transcript and then matched to the answer of the students' questionnaire so that the findings of the study are considered to be credible. Meanwhile, the result of the document observation related to the second research problem was analyzed through words and writing.

4.1.1 The Result of Students' Questionnaire

The data about the students' difficulties in speaking English were taken by using the questionnaire. The questionnaire was used to find out in what factors the students have difficulties in speaking English and the level of problems that are faced by the students.

According to the first research problem of the research, the data that are obtained were processed, computed, and analyzed by using descriptive statistics. Mean score was used in order to calculate the data and Likert Scale and percentage formula were used to analyzed the data.

Based on data analysis by using Likert Scale the level of problems and the percentage of each aspect are in these following:

Table 11
The Result of the Questionnaire

Aspects	Question Items	Sum	Mean Score	Level of Problem	Percentage
Students' Affective Factor	Item 1	200	3.64	High	3.64 %
	Item 2	176	3.20	Moderate	3.20 %
	Item 3	168	3.05	Moderate	3.05 %
	Total Percentage				9.89 %
Students' Social Factor	Item 4	197	3.58	High	3.58 %
	Item 5	140	2.55	Moderate	2.55 %
	Item 6	197	3.58	High	3.58 %
	Item 7	150	2.73	Moderate	2.73 %
	Total Percentage				12.44 %
Instructors' Related Factor	Item 8	137	2.49	Low	2.49 %
	Item 9	170	3.09	Moderate	3.09 %
	Item 10	141	2.56	Moderate	2.56 %
	Item 11	149	2.71	Moderate	2.71 %
	Item 12	172	3.13	Moderate	3.13 %
	Item 13	152	2.76	Moderate	2.76 %
	Item 14	126	2.29	Low	2.29 %
	Item 15	127	2.31	Low	2.31 %
	Item 16	162	2.95	Moderate	2.95 %

	Item 17	173	3.15	Moderate	3.15 %
	Item 18	162	2.95	Moderate	2.95 %
	Total Percentage				30.38 %
Indonesian Education System and Facilities Related Factor	Item 19	170	3.09	Moderate	3.09 %
	Item 20	160	2.91	Moderate	2.91 %
	Item 21	170	3.09	Moderate	3.09 %
	Item 22	131	2.38	Low	2.38 %
	Item 23	170	3.09	Moderate	3.09 %
	Total Percentage				14.56 %
Students' Linguistically Related Factor	Item 24	205	3.73	High	3.73 %
	Item 25	197	3.58	High	3.58 %
	Total Percentage				7.31 %
	Total Percentage of the Students' Answer				74.58 %

As indicated in Table 11, the mean score of each question item shows the most speaking problems encountered by the respondents that are related to the students' affective problems are:

1. Fear of making mistake.
2. Low self-confidence in speaking English.
3. The too high anxiety while the students are speaking English.

The percentage of the students' affective factor is this following:

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

$$P = (200 + 176 + 168): 55 \times 100\%$$

$$P = 544: 55 \times 100\%$$

$$P = 9.89 \%$$

The percentage formula indicated that 9.89% of the samples have a difficulty in speaking English related to their affective factor.

Then, as explained in Table 11, based on the mean score of the question item, the following speaking problems encountered by the respondents that are related to the students' social problems are:

1. The students could not use their English speaking skill in their region.
2. The students have a difficulty to find opportunity to practice speaking English outside the class.
3. There is no cooperation spirit among the classmates of the students' speaking class.
4. The speaking English class was not useful enough to help the students to communicate with people in English.

The percentage of the students' social related factor is this following:

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

$$P = (197 + 140 + 197 + 15): 55 \times 100\%$$

$$P = 684: 55 \times 100\%$$

$$P = 12.44 \%$$

As indicated by the percentage formula, 12.44% of the samples or students have a difficulty in speaking English related to their social factor.

Based on the mean score of the question items that are mentioned in Table 11, the following problems encountered by the respondents related to the instructors' problems are:

1. The instructors do not present the interesting topic for discussion.
2. The classes are teacher-centered.
3. The instructors make too much use of mother tongue in the classroom.
4. The instructors put less emphasis on speaking skill in comparison to other skills.
5. The instructors do not teach them about oral communication strategy.
6. The speaking class spent a large portion of asking about the things they already know.
7. The instructors neglect to focus on idiomatic expressions, proverbs and collocations.
8. The intervention and correction of the instructors are too harsh,
9. The instructors do not have a good command in speaking English.
10. The instructors do not teach the students how to express appropriate speech acts.
11. The instructors do not encourage any group work or pair works in the speaking class.

The percentage of the instructors' related factor is in this following:

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

$$P = (137+170+141+149+172+152+126+127+162+173+162): 55 \times 100\%$$

$$P = 1.671: 55 \times 100\%$$

$$P = 30.38\%$$

According to the percentage formula, 30.38% of the samples have a difficulty in speaking English related to the instructor's factor.

The result of the questionnaire in Table 11 explained the following problems encountered by the respondents related to the Indonesian educational system and facilities problems. They are:

1. There are not enough and efficient facilities in the language laboratory.
2. The time allocation of the speaking classes is not appropriate.
3. Difficulty in speaking English because of lack general knowledge about English.
4. The class is overcrowded.
5. The speaking and listening courses did not help the students to develop their speaking skills.

The percentage of the Indonesian education system and facilities related factor is in this following:

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

$$P = (170+160+170+131+170): 55 \times 100\%$$

$$P = 801: 55 \times 100\%$$

$$P = 14.56\%$$

As indicated by the percentage formula, 14.56% of the samples have a difficulty in speaking English related to the Indonesian education system and facilities factor.

Table 11 indicated that the following problems encountered by the respondents related to the linguistically related problems are:

1. The students do not have enough knowledge of English collocation.
2. The students do not have enough English grammar knowledge.

The percentage of the linguistically factor is in this following:

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

$$P = (205+197): 55 \times 100\%$$

$$P = 402: 55 \times 100\%$$

$$P = 7.31 \%$$

From the percentage formula, the researcher found that 7.31% of the samples have a difficulty in speaking English related to their linguistic factor.

In conclusion, as the result of the finding of the questionnaire, 74.58 % of the samples' speaking difficulties are related to the five factors that are mentioned in the questionnaire. Meanwhile the rest (25.42 %) of the samples do not have any difficulty in speaking English that are caused by those factors.

4.1.2 The Result of the Teacher's Interview

Based on the interview that was done to the two teachers of eleventh grade hotel accommodation students at SMK Negeri 6 Palembang, It aimed to verify that the finding of the students' questionnaire that the students' speaking

difficulties are caused by those five factors mentioned before in the findings of questionnaire are actually happened. The facts that are found from the interview section are as follows:

4.1.2.1 The Students' Affective Factor

According to the result of the teachers' interview section, it can be inferred that the problems of students' speaking skill that are related to the affective factors are truly happened in the real situation. The affective factors refer to the lack of students' confidence to speak English, the shyness of the students and the fear of the students' of making mistakes while they are speaking English. Based on the teacher's explanation from interview section, the examples of students' problems in speaking English related to their affective factors are they are not confidence to speak English in public. It was because they thought that speaking English in public is something strange and excessive. Besides that, lack of vocabulary and grammatical knowledge made them afraid of making mistakes in speaking English. The improper pronunciation also included in their problems in speaking English related to their fear of making mistakes.

4.1.2.2 The Students' Social Factor

The teacher also explained that the social life of the students also influenced their speaking ability. The problems related to the students' social problems are caused by the lack of practice speaking English that was done by the students outside the school. The teachers told that the students were really seldom to do the practice outside with their friends, their parents or the other people they know. It was because outside the school they do not take any English courses that

enable them to speak English. Moreover, the educational background of their parents also took part of causing these problems. The students could not practice speaking English with their parents at home because their parents also do not master speaking English. In other hand, there is no cooperation and commitment in the students' friendship inside outside the school to help each other of practicing speaking English. This can be done by trying to speak English with the students' friend in order to make them feel comfortable and confidence to speak English.

4.1.2.3 The Instructors' Factor

The instructors also give a huge impact in causing the students' speaking English difficulties. Based on the teachers' explanation in the interview section, the instructors' factor refers to the teaching methodology of the teachers. Actually, the teaching methodology that is used by the teachers influences the productivity of the students in the class activity. Mostly, the teacher still uses the old version of teaching method. The traditional teaching methodology is considered that it cannot stimulate the students to be active to participate in the teaching and learning activity. In this type of teaching method, the teacher took too much portions to talk and explain meanwhile the students were remain to listen and watch.

Moreover, the old teaching methods mostly focus on grammatical aspect of English rather than speaking. In other hand, speaking English skill is very beneficial for the students to be mastered especially in their majority courses. Even if the speaking was taught to the students, it made the students concerned on

writing and memorizing the utterance rather than speaking spontaneously. In teaching English speaking skill, the teacher should teach the students to be able to speak up their mind or opinion directly and spontaneously without writing or memorizing the utterance that they will express. In short, the teacher should use the various teaching methodology and do not emphasize in only one skill or aspect than others.

4.1.2.4 The Indonesian Education System and Facilities Factor

The Indonesian education system and facilities factor are consisted of the usage of the Curriculum 2013, any other supporting facilities in teaching English that are provided at school, course book and the time selection and duration of English subject. Firstly, the teacher explained that the difficulties that difficulties because of the usage of curriculum are not only impacted to the students but also to the teachers. The teachers had a barrier in designing the lesson plan that is suitable with the syllabus and curriculum 2013. In curriculum 2013, the students are expected to be active or even more active to speak, take part and discuss in the teaching and learning activity rather than the teacher. The problem is not every student could be that active. Only the superior or enthusiast students could and the others remain to be silent.

On other hand, the school facilities are not considered by the teacher as a big deal that caused students' speaking English problem. The ability of the students is not depending on the school facilities. Their ability is depended on their willingness to learn and speak, not in the school facilities. Even though, if the school facility is very less, the teacher can use another thing to stimulate them.

For example, the teacher can ask them to have outdoor or nature activity and do sharing about anything attractive. Then, so did not the course book. It was because the material of students speaking class can be compiled from any appropriate resources or even can be made by the teacher based on the students' needs.

Meanwhile, the inappropriate time selection and duration of speaking skill also give an impact in the students' willingness to learn. The teacher explained that the schedule of English subject mostly in the fifth or seventh schedule. It made the students were not energetic and enthusiast to be active in the class. The teacher thought that the English subject should be held in the morning when the students' mind and physic are fit and healthy enough to learn. It also should not put after any physical activities like sports, because it is heavy for them to learn when they are tired and hungry.

4.1.2.5 The Students' Linguistically Factor

Based on the interview, the teacher clarified that mostly students' English difficulties related to their linguistically factor refer to their inappropriate pronunciation and lack of grammatical knowledge. The teacher explained that this problem occurred because of the students did not do enough practice in pronouncing the certain words or never hear it before. The lack of grammatical knowledge were caused off they do not have enough Basic English knowledge or they have not learn about it in the previous education level. In contrast, the teachers emphasize the students that having a good pronunciation is a must in speaking English. The improper pronunciation can affect the interlocutor's comprehension and caused the message of the communication cannot be delivered

well. The teacher also stated that it is okay to have a mistake in grammar while speaking English, as long as the utterance is understandable by the interlocutor.

4.1.3 The Result of Documents

Based on the second research problem of the research and the finding of the students' questionnaire and the teacher's interview, the researcher wanted to find out the solution of the factors that are affected in the students' speaking difficulties. The data of the solution were obtained from any documents that are related to the research problems, such as books, journal articles, thesis, magazine, newspaper or even the article on internet sources.

4.1.3.1 The Solution of the Students' Affective Related Factor

Based on the findings of the research, the students' affective problems are related to fear of making mistake, lack of confidence and a high level of anxiety. The solution of those problems are based on Al Nakhalah (2016, p. 7). Firstly, the students' problem related to fear of making mistakes. In terms of possible solution to overcome students' fear of mistakes, he gives several suggestions such as:

1. The emotional bonds between students and teacher should be built. By doing this, the students are expected to feel comfort with their teacher and believe that their teacher will help them if they have mistakes.
2. The teacher should improve the students' concentration when learning English. This can be done by creating a conducive learning class.
3. The teacher can create a harmonious atmosphere that can reduce the students' nervousness.

4. The teacher must emphasize that mistakes in communication are keys to carry out a communication.

Secondly about the students' lack of confidence. With regard to possible solution to overcome the students' lack of confidence, shares the strategy to build students' confidence, such as:

1. The teacher can maximize the students' exposure to English is a good way to build the students' confidence.
2. Teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English.
3. Teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

At last, it is about students' anxiety. Koichi Sato (2003) in Al Nakhlah (2016) suggests that:

1. Teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.
2. Teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities.
3. Providing students with positive reinforcement, motivating students and creating an ease environment in class are important to be noticed

by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

4. Teachers should accept a variety of answers. This way, the students can feel more confident in answering the teacher's questions and participating in every activities of the class.

In line with those solutions above, many researchers believed that reducing of anxiety, lack of confidence and the students' fear of making mistakes are necessary to ensure a smooth students' speaking English. As Kabir (2014, p. 44) have said that the removal of these anxieties is essential to become comfortable with a new language and a new learning environment. In conclusion, a lower level of anxiety and a higher perception of speaking English competence led to a higher level of the students' willingness to communicate.

4.1.3.2 The Solution of the Students' Social Related Factor

Like economic factors, social factors are also extremely important to be influenced and met accordingly Salameh (2012, p. 11) the social interaction of middle class children at home help them develop extensive vocabulary, while working class children, who are deprived of this opportunity for learning, have learning difficulty in formal situations. The social factor is an important factor in human beings' life. For the students, social factor is divided into two. They are family and school. The social life aspect can help the learners in their process of language acquisition. Firstly, a child can learn a language by hearing and speaking a certain word with their parents at home. Parental care and encouragement

towards children and their education as well as facilities can stimulate and enhance their willingness to learn and to develop their language skill especially speaking English skill.

Meanwhile, the social interaction among the learners at school or outside the school can help them develop extensive vocabulary and deprive the learner's opportunity to have practicing and learning in a real and formal situation.

4.1.3.3 The Solution of the Instructors' Related Factor

In order to teach the speaking skill to the students, it is required for the teacher and the students to interact each other to share knowledge and to train practicing speaking as one of the productive skill to improve the ability in communicating with English. Nawshin (2009, p.20), stated that there are numbers of point which the teacher should pay attention in teaching speaking as the suggestions to improve the students' speaking ability. They are as follows:

- a. Provide maximum opportunity. For example by providing the large environment for the students to speak, by providing the authentic materials, or making group work or pair work in the classroom.
- b. Involve all the students to the class activity. Try to involve all students to every speaking activity. Commonly, not all of the students in the classroom are active students, there are number of students who prefer being quite. Teacher should pay attention to those and should have the way to involve all the students to the activity.

- c. Reduce teacher-speaking time. Give more opportunities to students to speak, so that the teacher does not need to speak more in order to increase the students speaking, instead they will prefer to listen to the teacher only.
- d. Give positive feedback. Keep the students' motivation by giving the positive feedback to them even when they make mistakes in speaking, in order to make them keep trying to speak.
- e. Introduce interesting topics and variety activity. It is very important to provide those things as the media in teaching speaking. So that the students feel interested to study and avoid their bored. It is also the way to improve the students' speaking ability.

4.1.3.4 The Solution of the Indonesian Educational System and Facilities

Related Factor

Ekundayo (2012, p.208) examined that physical facilities physical facilities are germane to effective learning and academic performance of students. In support of this, Hallak (1990) in Ekundayo (2012, p. 208) identified facilities as the main factor contributing to academic achievement in the school system. They include the school buildings, classroom, libraries, laboratories and recreational equipment among others.

Ajayi (2000) in Ekundayo (2012, p.209), emphasized on the need for the availability of physical materials in the school system in other to boost the learner's performance. This would, invariably, enhance academic performance of

students. He revealed that adequate provision and maintenance of school plant is a remedy for any academic encumbrance. This means that running the school system without adequate provision and maintenance of school plant can be very cumbersome for teachers.

In support of this, Ekundayo (2012, p. 210) also maintained that the provision and maintenance of physical facilities such as building, laboratories, libraries, furniture, equipment, etc are very important for effective and efficient school administration and better academic performance. Availability of school physical facilities and the conduciveness of the school learning environment have been said to be potent factors influencing students' achievement in the affective and the psychomotor domains. Some previous researches submitted positive relationships between school facilities and school effectiveness. Hallack (1990) in Ekundayo (2012, p. 210) also highlighted facilities as a major influencing achievement in the school system. The author emphasized that the availability, relevance and adequacy of these facilities contribute to students' achievement while unattractive school buildings, crowded classrooms, no availability of playground and flowerbeds and surroundings that have no aesthetic beauty can contribute to poor performance.

In other hand, an appropriate number of students in a class also have a huge impact in an effective learning activity. The number of students should not be too overloaded or too quite. There must be a limited number of students in a class. The crowded and large classes are causing the constant challenge to practice speaking to these students. Some students argued that they become more excited

to be active in a class discussion in English subject if the number of students is in enough sum but some others did not. Besides that, a too crowded class is not easily accessible for the teacher to facilitate in the learning activity. This statement is supported by Sinha in Kabir (2013, p. 97).

The right time selection and duration of English subject is also necessary. The time selection duration should be chosen in a suitable time. It is better if the English subject did not held after any sports activity or right before lunch break. Hopefully, by doing this the students are in a fit and good body and mind condition to be active in any learning activity in English subject.

4.1.3.5 The Solution of the Linguistically Related Factor

The second language learners often have difficulty in expression when they are engaged in communication. It is because of the gaps in their linguistic repertoire. If the problem arises while the learners are already engaged in speaking, they must try to find an alternative way of getting the meaning across. Pawapatcharandom (2007, p. 20) explained number of strategies that can be used to solve the speaking problems because of linguistic factor:

- a. Adjust the message. When learners encounter a problem while an exchange is actually taking place, it is usually too late to use avoidance, except by simply abandoning their message half-way through. However, they may decide to alter the meanings which they intended to communicate. For example, they may omit some items of information, make the ideas simpler or less precise, or say something slightly different.

- b. Use paraphrasing. In order to express meaning which a learner wants to say. The learner can use a description. For example, a learner who could not recall the word 'kettle' it can be said as a thing to boil water in.
- c. Use approximation. A learner may decide to use words which express meaning as closely as possible. It may also mean using words which really refer to something else but may be interpreted appropriately in the context of the learner's utterance.
- d. Create new words. A learner may create a new word or phrase which will express the desired meaning.
- e. Switch to the native language. Rather than attempt to create a new word with second language material, a speaker may decide to simply lift a word from his own native language. Obviously, this strategy is most likely to succeed in situations where the listener has knowledge of the speaker's native language. The learner may, of course making appropriate modifications in pronunciation and morphology.
- f. Use non-linguistic resources even in our native language. A learner may use non-linguistic resources for example mime, gesture or imitation to make our meanings clearer.
- g. Seek help. A learner may seek help from outside. This may simply mean using a bilingual dictionary. Alternatively, speakers may invoke the cooperation or by signaling that they are in difficulty, either directly or by indirect means such as hesitation. Of course, the speaker

may simultaneously use another strategy, such as mime or description, in order to indicate the notion that he wishes to express.

4.2 Interpretations

Based on the findings of the study, most of the students have a difficulty in speaking English. The difficulty in speaking skill are the consequences of the degree to which the students whose native language differs from English. Shumin (1997, p. 8) as cited in Marliza (2010, p. 30) says that learning to speak English is especially difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. According to the findings of the questionnaire and interview, there are five factors that are contributing in students' speaking difficulties and their solutions. The five factors are students' affective related factors, students' social related factors, instructors' related factors, Indonesian education system and facilities related factors, and students' linguistic related factors. The solution of each factor of students' difficulties also found from this study.

First, the students' speaking difficulties are related to their affective factors. There are 9.89% of the samples have a difficulty in speaking English because of their affective factor. The most problem that is faced by the students is fear of making mistakes. This problem is in high level of problem. The next problem is the students have lack of confidence and the high anxiety of the students. Both of these problems are in moderate level. These affective factors have their own way to be solved. Emotional building between the students and the teacher should be

strengthening. This emotional bond can comfort the students that the teacher will help them whenever they face a difficulty in speaking English. The teacher also should improve the students' concentration in English class and make the atmosphere as comfortable as possible so they are not afraid to express their opinion or to join in a class discussion even if the students make a mistake while they are speaking English. Besides that, in line with this, Juhana (2012, p.2) also stated that the teacher must be able to convince the students that it is alright to make a mistake because the students can learn from the mistakes that they made.

The possible solutions to overcome lack confidence of the students can be done by giving the students opportunities as many as possible to practice their pronunciation, intonation and to converse in English properly. If they have a good speaking skill they will be confidence to speak up. The teacher also should create a comfortable atmosphere in which learners are encouraged to talk in English.

Anxiety of the students can be solved by the teacher. The teacher should be more careful with the students' anxiety and motivate the students, and encourage their willingness to communicate. The teacher also should accept a variety of answer. It can make the students feel confident to answer the teacher's question and participate in any activity in the class.

Another student' difficulties in speaking English related to their social factor. There are 12.44% of the samples have problems about this factor. The two most problems that are faced by the students are the students could not use their English speaking skill in their region and the students have a difficulty to find opportunity to practice speaking English outside the class. The moderate level

problems that are commonly have by the students are there is no cooperation spirit among the classmates of the students' speaking class and the speaking English class was not useful enough to help the students to communicate with people in English.

Social factors are for the most part closely related to language development. Parental care and encouragement towards children and their education as well as the provision of facilities, such as adequate stimulating speaking materials, enhance their willingness to learn and develop their skills. These factors affect the social context of learning in the family. The family support can be used to help the students to develop their speaking skill and to help them to overcome their speaking difficulties. Social learning experiences in the family vary from one to another according to the individual's home status. In line with this, Tariq et al. (2013, p. 8) stated that a peaceful home atmosphere of a learner, the helpful parents in learning activity, and the supporting attitude of family are the main factors of a successful effort of a students to remove their hesitation and can be confidently in speaking English.

Besides family, the social life of the students outside their home is also essential to improve their speaking skill. The social environment of the students' contributed in the improvement of the students' speaking production. Hansen Edwards in Paaki (2013, p. 38) mentions, people are not only passive recipients of the target language, and so there are social variables that influence speaking as well, for instance peer pressure or other social dynamics. People around the learner affect the way he sees himself as a user of the language. This includes

people from the same language group as well as people who speak the target language as a first or a second language. Furthermore, by applying their skill in speaking English in their social life, it can help them to learn and experience directly about cultural awareness, language acculturation, preservation of a certain ethnic and cultural identify. Paaki (2013, p. 21) claimed that the knowledge about social factor is one of main factors influenced in the speaker's speech production. This kind of knowledge will be very useful to have by the eleventh grade hotel accommodation students. Moreover, in their internship period they will meet many foreign guests from various countries and culture.

Then, there are eleven difficulties related to the instructors' factor or 30.38% samples have difficulties that are generally encountered by the student. The eight of them are in moderate level that encountered by the students meanwhile the rest are in low level. In the first rank of the moderate level of instructors' related problem is the instructors do not present the interesting topic for discussion, the classes are teacher-centered the instructors make too much use of mother tongue in the classroom. The instructors put less emphasis on speaking skill in comparison to other skills, the instructors do not teach them about oral communication strategy, the speaking class spent a large portion of asking about the things they already know, the instructors neglect to focus on idiomatic expressions, proverbs and collocations. The last rank of moderate level problems are the intervention and correction of the instructors are too harsh The low level problems are the instructors do not have a good command in speaking English the instructors do not teach the students how to express appropriate speech acts and

the last one is the instructors do not encourage any group work or pair work in the speaking class.

The researcher also found the possible solutions to solve the students speaking problems that are caused by the role of the teacher. There are number of efforts that can be done by the teacher to help the students' in developing their skill in speaking. The teachers must do evaluation of their teaching regularly. The evaluation can be done every semester or in any appropriate time. Besides that, the teacher must keep updating the teaching material, use a various teaching methodology and ensure a better learning environment for the students. In line with this, Kabir (2013, p. 44) also stated that teacher should keep improving their teaching skills and make the teaching and learning activity pleasant, dynamic and effective.

From the questionnaire 14.56% of the sample encountered speaking problems related to the Indonesian education system and facilities factor. There five problems encountered by the students in speaking English. Four of them are in moderate level and one in low level of problem. The first rank of moderate level problems is there is not enough and efficient facility in the language laboratory, the time allocation of the speaking classes is not appropriate, the difficulty in speaking English because of lack general knowledge about English, and the last problem is the class is overcrowded. The rest is the low level problem. It is the speaking and listening courses did not help the students to develop their speaking skills.

The availability of physical facilities of a school system in order to boost the learner academic performance especially in language skill is absolutely needed. The provision and maintenance of any physical facilities if a school system are absolutely needed because they are very important to reach the effective and efficient school administration and better learner's academic performance. In other hand, an appropriate number of students in a class and a proper time selection and duration of English subject also have a huge impact in an effective learning activity. These two things cannot be denied will influence the successfulness of a learner's speaking achievement. It is absolutely needed to consider by the school organization in order to improve the students performance.

As conclusion, the unavailability on school facilities, unattractive school building, crowded classrooms, no availability of playground and school garden also contributed in a poor performance of a learner. In short, it is really necessary to improve every school facilities to get a better education system in Indonesia. A good school facilities and education system could impact in a successful school administration and learner's performance.

The last factor that is affecting in students' speaking difficulties is the students' linguistically related factor. There are 7.31% of the samples have problems with this. There are two high level problems of this factor. They are the students do not have enough knowledge of English collocation and the students do not have enough English grammar knowledge.

Having enough knowledge about how to solve the linguistic problems in speaking English is fundamental for the students. For example, when the students

cannot express something while communicating in English they need to know how to make a sentence acceptable and understandable for the listener even if it is not structurally correct. Hemerka (2009, p. 19) argued that this strategy should be taught to the learner and applied in a real situation. Enough collocation knowledge and a real experience about how to handle this kind of problem should be mastered by the learner. Learning by doing is a best pathway for them to make their language skill especially in speaking English improve and be better day by day.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the following sub topics: (1) conclusion and (2) suggestion of the study.

5.1 Conclusions

Based on the findings of the study, the researcher concluded that most of the eleventh grade hotel accommodation students at SMK Negeri 6 Palembang have difficulties in speaking English. Based on the rank that is got from the findings, kinds of the difficulties are related to the instructor's factor, Indonesian education system and facilities factor, students' social factor, students' affective factor and the last is the students' linguistically factor. Each factor of the speaking difficulties is divided into some others specific problems that are actually faced by the students in a real daily situation that are proven by the teacher in the interview section.

The speaking difficulties can be solved by applying the solutions that are gained from this study. The appropriate implementation of the solutions is beneficial for some parties. The parties are the students, the teacher, and also the school. The solution can be independently applied by the students and can help the teacher to improve their teaching skill in order to be a good facilitator for the students' learning activity and can remind the school itself to always do the maintenance and providence of the school education system and facilities that aims to reach a better learning achievement and performance of the learner.

5.2 Suggestions

From the conclusion that is stated above, the researcher would like to offer some suggestion to minimize the students' difficulties in speaking English. The researcher gives some suggestions for the students itself, the teacher and the school.

Firstly, the students are hoped to improve their basic knowledge of English, enrich their vocabulary and collocation knowledge. Besides that, the teacher should be more active and creative in their learning speaking class and the students should not feel hesitate, shy or afraid of making mistake while speaking English. So, they can improve their speaking ability.

Secondly, the teachers are hoped to update the teaching speaking material and method. The class should not be teacher-centered so there will be more opportunities for the students to actively learn. The various teaching techniques should be applied. The maximize usage of the teaching and learning media must be improved and the regular evaluation of the learning activity is needed in order to check whether the learning goals are reached or not.

The last is for the school. The schools are hoped to always make the school organization system and facilities providence and maintenance better. The appropriate time selection and duration of the speaking class is needed to make the learning activity is effective for the students and successfully reach the aims of all of the parties to clear the speaking difficulties of the students.

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