

# OBSTACLE IN ENGLISH ORAL DISCOURSE AT THE 3<sup>RD</sup> SEMESTER STUDENTS OF ENGLISH EDUCATION FACULTY OF UNIVERSITAS RIAU KEPULAUAN BATAM IN ACADEMIC YEAR 2014-2015

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## Abstract

*This research aims to find out the Obstacle in English oral discourase faced by the 3rd semester students of Universitas Riau Kepulauan. To get the result A qualitatif methods applies in the research by using open questioner. The students of Universitas Riau Kepulauan have several obstacle in English speaking which are influenced by the lecturers, the students, the methods, material, lack of time, lack of vocabulary, lack of grammar and others. there are 140 data found from the students. The data related to the lecturers are 3 data, from the material are 3 data, from the methos are 6 data, from the grammar are 48 data, from the vocabulary are 22 data, cognitive are 14 data, psycomotor are 22 data, affective ara 4 data, time are 3 data. the data are analysed and described in the form of the table that follow by the explanation for each data from the table.*

**Key words:** oral discourse obstacle

## INTRODUCTION

English oral discourse is very important for mostly people in many countries. It comes through education, tecnology, businiess, politics, economics, culture and religion. In this era, English is a language which should be known by parents, children, student and employs through the coming internet in hand by having computer or mobile. Mostly of us are going to be faced by the language which is programed in it.

Obstacle is often faced by a lot of learners who study in schools and university in saying something. Such as, a students asked what is the right sentence to say from his/her friends then continue to speak.

Obstacle in oralis usually faced in the field of oral busines, give information about economic, talking politic and speak language in education

field. Most of the learners are studying English in course, school or university for a certain purpose and need.

Obstacle is something that preventedway that makes movement could not take chance to go forward smoothly and action are blocked or made more difficult. It always faced in every single step of life. it comes without space and place limitation. It maybe happen everywhere and anytime. When it is faced, one seemed doubt, worry in his or her performance. And even the behavior turns to other demeanor.

Oral obstacleoften start produced when someone wants to express ideas, describing anything, one wants to say a words or know information from others. A person produces words based on what he sees, feels, hears, tastes or listens.

Oral obstacle is an interactive process of constructing difficulties that involves producing a little doubt and receiving surprised, ungrammatical sound, misused vocabulary and processing unclear goal although in many fields, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what ways to produce language.

And especially for the students who study in Universitas Riau Kepulauan are mostly employees in some firms that is not always use English to speak but just in class and the students learning background such as material which is unclear, lecturer speaks very fast, feeling tired and sleepy which is caused of coming the obstacle English oral discourse. So, student in this university faced the speaking obstacle when they have conversation in campus and in the place they work.

Therefore, the writer conducted the research toward the student at the 3rd semester of Universitas Riau Kepulauan to explore their English speaking obstacle.

### **Problem Identification**

What are the students obstacle in oral discourse?

### **Limitation of the problem**

In order the result of the study is clear, writer puts it in narrower and focuses on the process of obstacle in English oral obstacle at the 3<sup>rd</sup> semester of English education faculty of UNRIKA Batam.

### **Objective of the study**

Related to the statement of the research mentioned above, the general

objective of this research is to identify the students' speaking obstacle in English is to explore the students obstacle in oral discourse.

### **Research Significances**

The benefits of the study are:

The research result can be used as an input in English teaching learning process, especially in developing speaking or oral skill and can be used as reference who wants to conduct a research in teaching speaking and by reading the result, the student are realize their weaknesses in mastering English speaking

## **LITERATURE REVIEW**

Obstacle is when there is something outside or ahead of us preventing us from moving forward or acting differently ...working in the notion of the obstacle will mean understanding how the multitude presents itself positively...the obstacle is presented is something which something which must be destroyed...obstacle is always too strong too be got around (Negri. 2008: 105). And if an obstacle occurs in the course of someone's own existence and if she / he does not know how to overcome the obstacle, than she or he has problem (Powell & Frank Enstein, 1997: 264). The difficulties disturbs a person who speaks in a language.

### **Previous research**

One is Dewi Puspita Ayu FKIP Unisma declared that the students have some problems in speaking skill, the students have difficulties such as can not explore and develop their ideas, lack of practicing conversation, lack of vocabulary and influence of mother tongue. Using therapy games was an appropriate way to solve these problems.

The last is Atika Islami found the fact that ability to speak English most is very low. Based on the pre test, it can be found that the lack of ability to speak is caused by these factors: difficulty in expressing ideas in English verbally, limited vocabulary, limited structure ability (grammar), limited ability of articulating words (pronunciations).

Base on the previous reseachers, the writer concludes that obstacle in oraldiscourse are found in several resourcesin non-linguistics and linguistics. One is lecturers. Another is students. The others are affected by material, problem in grammatical usage and lack of vocabulary. In addition, lack of practice, noisy class and it is not enough time in learning.

### **Theoretical background**

Obstacle in English oral discourse is devided in two parts. They are obstacle influenced by non-linguistics and linguistics.

### **Obstacle in English oral discourse which ifnluenced by non-linguistics:**

Lecturers causedThe frequent employment of teachers who are incompetent to discharch the duties of the office and who feel no particular interest in the cause of instruction is injurious to the best interest of the schools (Northend, 1844: 10). The teacher who incharges in teaching in the certainly field and he or she does not have interest in the same field is having obstacle to elaborate the material.

Demonstrating Caring and KindnessResearch by Larson and Silverman (2000) and Noddings (1984) has emphasized theimportance of developing a caring and respectful relationship between teachers and students.They support students' needs for both communication and care in order to achieve a personalrelationship

with their teachers. Noddings (1984) believes the entire school curriculum should bebuilt around the ethic of care. She contends that with this construction, caring will become anintegral part of a committed, reciprocal relationship between the teacher and student.

When providing daily instruction for students with special needs, the curriculum content,materials, abilities, and teaching methods require thoughtful consideration. Research suggestseffective teachers think and behave in certain ways with children who have disabilities.McNergney and Keller (1999) observed a large number of teachers and conducted observations.Overall, their results revealed effective teachers, and especially those who teach children withspecial needs, should pay attention to students' progress and actively involve them in learningactivities, while offering guidance and praise for effort and accomplishments.

Students obstacleThe children who sends to school too early and present onward have become disgusted with exercises which they could not comprehend (Northend 1844: 17). It seems that a child who is not old enough cannot be forced to go to school.

Obstacle from the students is "the early withdrawal of scholars from the school (Northen, P. 26)." Cognitive (knowledge), Psychomotor (skill) and Affective (attitude)

Carlson and Hastie (1997) believe teachers' and students' agendas need to overlap and bein support of each other, and the end result would be a positive learning environment. This wayof learning is a challenging way of constructing freedom in the classroom. The strength in aconstructivist based classroom is in the lessons and activities

of the students. Zimmerman (1990) and Claxton (1996) believe that the learning process should be organized in such a way that students take responsibility for their own learning. Students should be independent and able to make decisions about their learning ability and then plan accordingly. Richardson states student-directed learning and curricula have become focal points for all constructivist-based teaching and learning practices.

Other obstacles from the students in oral discourse is feeling sleepy, tired, education background and mother tongue.

feeling sleepy. a person who feels sleepy may influence the oral fluency, spoke the wrong words and unclear ending.

Tiredness. The energy which spends for a long time in several hours to do something makes body condition gets lower in the end.

Education background. The knowledge which is having at this moment is coming from the past experienced. The past work is one of the determination to make something better in the present such as education. He or she who has not any skill, something which is not learnt and the field performs at presents, he or she gets obstacle to begin and end it. Then one of the activities is oral get obstacle. It could influence the oral fluency, using the ungrammatical words because of the lack of oral practicing.

Mother tongue. It is an Indonesian words, "from a child is thought, when growth is brought." A language which planted in memory is unforgettable. In conversation, it sometimes heard the words mixed in the second language therefore the listener gets false meaning and the sounds like mother tongue language while the language which is using is the second

language so it makes oral misunderstanding.

Material. "The most reason is a curriculum overload which obligates students to prepare for six subjects a day so that no time remains for participation for workshops and the like. Another reason is a content overload of the various subjects." (Council of Europe, 2008: 176). The material is decided by the a state school or private university for the learners. But it gets difficulties toward the students to master them as it too much. there is no time to learn and to be taught by the lecturers or teachers.

### **Research framework**

Based on the theories mentioned above, those theories are true. It shows that in English oral discourse, there are unlimited difficulties during the communication and the obstacle that is faced by the students. And the writer wants to reveal the obstacle in real condition with the students. But it is not displayed all the obstacle completely by the researcher as those problems are very complex.

## **RESEARCH METHOD**

### **Research design**

This research was conducted at Universitas Riau Kepulauan Batam. It was done at the third semester. This research involved thirty students which consist of boys and girls. The students of this class have different obstacles, especially in speaking. Method that is used in this research is the qualitative research approach. Thus, the aim of the conduct this research was to do an action of identifying students' speaking obstacle

This qualitative research was designed by using Creswell's design. the process of qualitative research is one step. This

research would be conducted for once time. The data were gathered from the students' speaking obstacle and the data were analyzed and describe in chapter four.

### **Type of the research**

to act in this research, researcher applies the qualitative research because the writer wants to identify the speaking obstacle of the students. The purpose of qualitative research is more *descriptive* than *predictive*. The goal is to understand, in depth, the viewpoint of a research participant. Realizing that all understanding is constructed, different research participants are going to have different interpretations of their own experience and the social systems within which they interact.

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology (Kothari, 2004 : 4).

In this research, the writer applies the method of qualitative research to describe the speaking obstacle through

English dialogues in the front of the class. "Qualitative research is interpretative research, with the inquirer typically involved in a sustained and intensive experience with participants. This introduces a range of strategic, ethical, and personal issues into the qualitative research process. With these concerns in mind, inquirers explicitly identify reflexively their biases, values, and personal background, such as gender, history, culture and socioeconomic status, that may shape their interpretations formed during a study (Creswell, 2009 : 165)."

Before applying the research, writer comes to the class to see the condition and the complement of the material which meets the students speaking obstacle and the writer asks the students one by one and observationed. When conversation takes places, some students are very happy to speak in English and some are not. They want to speak without thinking the mistake. in the time, writer finds some the English language users still doesn't meet the speaking obstacle but others do. They are out of using grammar, vocabularyless, pronunciation still needs correction.

The data were gathered from recording and identify them whether meet the communicative obstacle as in grammatical obstacle, sociolinguistics obstacle, discourse obstacle and strategic obstacle. Then were analyzed through the following ways: audio-visual recording material data were analyzed by using simple calculation. I counted the check list for each criterion. The data of the students' speaking obstacle were analyzed through the speaking rubric which focused on five aspects of speaking skill: pronunciation, grammar, vocabulary, fluency and comprehension.

## **Subject and object of the research**

### **Subject of the research**

The subject of this research is the third semester students of English and literature, UNRIKA University. They are chosen as the subject of the study because they have learnt English for two years. The students have been learning English for four semesters.

The writers want to describe whether they have speaking obstacle especially in English speaking. Some of the students seem nervous and get high motivation in speaking English before the study does. English is their nature. They often use English when they are in class but they sometimes speak in Bahasa. They are able to express their ideas by using English when they communicate to their friends in or outside class at university. A few of them are teachers. Others are employees in hotel, mall, government office, local manufacturing and foreign industries. So that they mostly feel tired after working at noon. Therefore, they have less spirit.

### **Object of the research**

Objectivity for the researcher is an objective observer and reporter of data. Systematic social science methods, such as sample selection procedures, measurement of variables, and statistical analysis, presume that the researcher may well find the result by applying qualitative methods to identify the students' obstacle as long as the oral discourse through the dialogues in pairs at university.

### **Time and place of the research**

This research is conducted in Universitas Riau Kepulauan, Batam. It was done at the third semester 2014/2015 of English Education students program of UNRIKA

University is one of the private university in Batam which has a good reputation in English program. It has morning class, night class and shift class.

The researcher does the study in the three classes mentioned. The time which is spent on the research is about two weeks. And the researcher is interested to do the study because it is not too far from the residence and work place.

### **Techniques and instrument of data collecting**

This research employed one technique of collecting data namely open questioner. The questioners were carried out to find out students' participations and responses in speaking activity fully. Open questioners were addressed to the respondents to get their responses in a form of written data. In this study, the questionnaires consisted of five numbers in free statement related to psychological factors that hinder them from speaking in which students can express their own idea in the form of text in a piece of small white paper.

### **Techniques of data analysis**

The data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. Data analysis in qualitative research (adapted from Creswell, 2007 : 172)

The data, after collection, has to be processed and analysed in accordance with the outline laid down for the purpose at the time of developing the research plan. This is essential for a scientific study and for ensuring that we have all relevant data for making contemplated comparisons and analysis (Kothari, 2004, p. 118)

### Organizing the data

The qualitative data are taken from through open questioner and all those data are summarized by the writer to be easy to understand.

These levels are emphasized in the following steps:

*Step 1. Organize and prepare the data for analysis.* This involves transcribing observations, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

**Step 2. Read through all the data.** A first step is to obtain a *general sense* of the information and to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of the information? Sometimes qualitative researchers write notes in margins or start recording general thoughts about the data at this stage.

*Step 3. Begin detailed analysis with a coding process.* Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information

## RESULT AND DISCUSSION

This study was done by the researcher to find the English speaking obstacle in English that is faced by the students of UNRIKA Batam.

### Lecturers

The data in the table below were pure taken from the students in the class. The data is as follows:

1	<i>Dosen terlalu cepat menjelaskan</i>
2	<i>Dosen/gurunya kurang asik /nyaman</i>
3	<i>Kalau dosennya ga pinter cara ngajarnya, cara menyampaiannya</i>

The writer found that there are 3 students stated if they have obstacle in oral discourse as the lecturers sometimes explain the material very quickly and speaks so fast. The students may not stop the explanation in a while. They tried to take turn at the time but it is impossible as the lecturer speaks in long sentences so the students get obstacle to remember the sentence in the beginning. In this condition, students get obstacle because their vocabulary are still lack and the ability to comprehend by listening is not good enough. This also influenced by their basic knowledge background which is needed the better.

### Material

The data were taken from the students in the class through the open questioner. The data describe in the form of table as follow.

**Table 4.2**

1	<i>Dengan materi yang diberi</i>
2	<i>Kurang dalam menguasai materi yang diberi</i>
3	<i>Karena gak suka yang kayak gini pelajarannya</i>

It is important to be understood by the students whole material which provided by the lecturer in the form of text in class. This becomes an obstacle for them to enjoy the oral discourse if some the material seems still vague. The writer found 3 students spoke that the unclear material could affect the oral discourse among their friends during the time of learning.

### Methods

The below data are described the obstacle in methods of teaching. The explanation is as followed.

**Table. 4.3 Methods**

1	<i>Saya sangat menyukai belajar bahasa inggris, tetapi saya jadi mengantuk karna dosennya datang terlalu lama</i>
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2	<i>Mengajarnya terlalu cepat</i>
3	<i>Mengajarnya terlalu cepat.banyak menerangka,saya suka cara belajar yang banyak menulis karena saya suka membaca ulan,dan sering lupa kalau belajar hanya sekedar di terangkan saja.</i>
4	<i>Ketika dosen memberikan example ( contoh soal ) dia memberikan jawaban kurang jelas, apakah jawabannya ,A,B,C, atau D.seharusnya di slidenya di kasih tanda pada optionnya</i>
5	<i>Belum menemukan pengajar yang asik yang bisa mengerjakan dengan mudah,kurangnya ruang belajar yang kondusif</i>
6	<i>Ga mengerti apa yang di bilang dosennya</i>

### Feeling sleepy

Students may feel sleepy since the time spending a lot in listening from the lecturer and having sitting on their own seat. It could also be affected by tiredness. In the research found 9 students who get obstacle in oral discourse. Because they forget some words when they speak among their friends in the class. Even they speak the language in unutterance.

### Grammar

The following data were taken directly from the students in the class. There are 48 data related to the grammar. The data are in the form of the table below.

**Table. 4.4. lack of grammar**

1	<i>Saya kesulitan dalam belajar rumus past tense</i>
2	<i>Dalam penyusunan sedikit berbeda dangan ucapan</i>
3	<i>Harus mengerti grammar terlebih dahulu</i>
4	<i>Membuat kata sambung untuk kalimat</i>
5	<i>Menggabungkan beberapa kalimat pakai sentece</i>

To speak in correct way should base on the rule. Following the rule for the students are challenging enough. A few students get obstacle to speak the structure in their conversation. Even they often use the sentences in disorder form. The writer found 9 students face problem in using the grammar. They often check the grammar in mine when

having oral. At this moment the must stop speaking for several seconds. Then, the researcher found 44 sentences spoke by the students in the dialogues. This happens because they do not speak base on their ways. They think grammar at the time of speaking. Therefore the usage of some sentences and phrases in the conversation get obstacle. To speak out of this difficulties, the students may apply their speaking style first but not thinking the grammatical in mine. The result found by the witer is written in the linguistics obstacle table. In addition, It is obvious then why the students felt that lack ofunderstanding grammatical pattern becomes their obstacle as Harmer (2001) notes. Thisindicates the necessity of grammar in speaking and the necessity of the teacher to teachgrammar explicitly and guarantee that all students understand grammar (Savage et al,2010).

### Vocabulary

The researcher got the data from the students in the class. The data is described in the form of the table.

**Table. 4.5. lack of vocabulary**

1	<i>Masih minimnya kosa kata dalam bahasa inggris sehingga menyulitkan mahasiswa dalam belajar bahasa inggris</i>
2	<i>Kata yang satu dengan yang lainnya karena terlalu banyaknya arti</i>
3	<i>Arti dari kata2 bahasa inggris ,tidak hafal</i>
4	<i>Kurang dalam hal vocabulary</i>
5	<i>Membedakan jenis kata</i>

The limitations of information about word sources. The sources of information aboutwords that are readily available to students – dictionaries, word parts, and context –pose their own problems. Each can be difficult to use, uninformative, or even misleading.one of the causes of students' lack of vocabulary is the limited sources of information about words. Knowledge of

vocabulary was the most important frequent cause of misunderstanding or nonunderstanding.

1	<i>Artinya sulit dimengerti</i>
2	<i>Kebanyakan tidak paham apa yang dimaksud dengan yang harus di pelajari dalam pembelajara bahasa inggris</i>
3	<i>Cara bacanya sulit</i>
4	<i>Kurang yang dalam pengrtian bahasa inggris</i>
5	<i>Kurang yang dalam memahami dalam bahasa inggris</i>
6	<i>Memori pikiran sering low bat</i>

Thus students' lack of vocabulary knowledge hinders their ability to comprehend or express themselves clearly in English. Students might only look up their dictionary to find the meaning of difficult words.

When they couldn't find the words in it they became hesitant to find further about the words (Texas Education Agency (2002); Chen, 2003 as cited in He and Chen (2010). This condition needs the teachers' attention to encourage students to read or to look up a dictionary and ask them to memorize some words. It is necessary to do because to enable students to communicate well in a foreign language, they should acquire an adequate number of words and should know how to use them accurately (Huyen, 2003). Mastering a lot words in a language can help the students to enjoy the conversation and it smoothly runs well.

### **Cognitive (knowledge)**

The fourteen data are taken from the students in the class. The elaboration is as follow.

**Table 4.6. cognitive**

The students obstacle is problem in grammar and vocabulary. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural

forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

### **Psychomotor (skill)**

The data were found by the students in the class. The data are described below in the form of the table.

**Table 4.7 Psychomotor**

1	<i>Dalam mengucapkan/berbicara bahasa inggris</i>
2	<i>Dalam menterjemahkan soal yang berbentuk bahasa ingris</i>
3	<i>Penulisan dan cara bacanya berbeda</i>
4	<i>Kurang bisa mengertikan dengan cepat karena tidak banyak</i>
6	<i>Penulisan dengan ucapan atau bacaan berbeda</i>

The students difficult in pronunciation, fluency and comprehension. speaking English is that the environment does not support the students to speak English frequently. English is an international language. Even technology and working world use English. It is believed that the students want to be the winner in working world competition that is getting tight day by day. One of the conditions that the students must require is having ability to speak English fluently. This skill will be their plus point in facing the working world. From now on, the students have to try hard to overcome their difficulties to speak English fluently

### **Affective (attitude)**

The data were taken from the students in the class. The data as follow.

**Table. 4.8 affective**

1	<i>Malu untuk mencoba</i>
2	<i>Cepat jenuh susah mengertikan</i>
3	<i>Kalo belajar bahasa inggris buat ngantuk</i>
4	<i>Tidak percaya diri.</i>

Several students are afraid of doing mistake at the time of speaking as their friends laugh at them. Another feels shy and reluctant because he or she do mistake in pronunciation, ungrammatical expression, sometimes must stop for awhile as the vocabulary is very limited.

**Time**

The following data were taken from the students' obstacle that connection with the time. The data are served in the form of the table below.

**Table. 4.9. time**

1	<i>Perlu waktu luang untuk belajar</i>
2	<i>Belum ada waktunya</i>
3	<i>Belajar di jam jam lapar sehingga tidak konsentrasi</i>

In learning process, students need free time. Especially in English, it is very difficult for the student if they do not enjoy the lesson. By means they do not do other things while they are learning or speaking English. and then the limited time for the students affect the obstacle in English oral discourse.

Base on the description above, the writer found 140 data through the 30 students. And those statements are concluded in the list below.

1. lecturers are very fast to speak influenced the students confused.
2. The lecturers explain the material very quickly causing the students could not catch the point.

3. The students feel sleepy causing themselves donot know how to start speaking
4. Students feel tired produce the lower spirite to speak
7. The material which is unclear makes the students feel difficult to express their idea
8. Thinking grammar at the time of speaking makes the students lack in speaking.
9. Afraid of doing mistake influenced the students do not want to speak
10. Forgetting the vocabulary influenced the misused the words
11. The discourse obstacle in vocabulary are misused the words, using the wrong words, checking the appropriate words and thinking the words order.
12. The discourse obstacle in grammar are forget the verb forms, thinking the structure, trying remembering the rule.

**CONCLUSION**

To say words, to use the voice, or to have a conversation with someone, in using a language is called speaking. speaking means to be able to talk in a language, in formal situation speaking is to give a formal talk to a group of people. Obstacle in speaking is to speak a language which is sometimes in difficulties moment. Speaking is also a skill taught at university presents the student's ability to express his or her opinions, thoughts and ideas to a particular matter. Practices in speaking are included delivering a speech, doing presentation and follows a debate competition.

In general, difficulties is frequently faced by the everyone who learn English. And the obstacle is often faced by the students who speak in English language especially. it may be

found in every single oral discourse interaction. It could be from the lecturers, students, material, grammar usage and vocabulary placement.

In the students' oral obstacle, the writer saw that they are able to speak in English during the class. And after the researcher gets the result, the writer found the different obstacle from others. Eventhough they are taking the same major, the same class, the same material and the same lecturer in every semester. English is the subjects are taken everyday, they speak English during the class hours. In fact, the writer found that they have obstacle in oral discourse. This happens because they are influenced by non-linguistics obstacle and linguistics obstacle.

Non-linguistics obstacle is affected by the lecturers, students and material. The lecturers speak very fast make their comprehension in trouble and could not produce words. The students get sleepy as they have been sitting until the present. It seems too long. Other feel tired because they just been back from work from morning to evening and enter the class which lack of strenght. This condition makes the student stay in low spirite and get obstacle in conversation. The material which is still unclear makes the students should spend much time to understand the content.

The obstacle in linguistics. It is including grammar and vocabulary. A huge obstacle for the students is the structure usage and the friedness of doing mistake in oral. They still need to know the function of words, the sentences and phrases orders. The vocabulary is the biggest obstacle with the students in Universitas Putera Batam. They are lack in mastering vocabulary, they must stop the oral in the middle of the speech and try to explain it in other words and even speak

the words in other language. And also, they forget the words they have ever known, they should check in several seconds and the story is pending in awhile.

Other weakness felt by other students are feeling sleepy, shy, doubt and afraid of being laughed by friends.

Oral discourse can be achieved better if a speaker or students speak the language without any mistake, completely fluent nad no concidering errors, can make themselves understand and language used which make comprehension is quite clear. the way how to speak efektifeness and appropriateness in English is must practice. Eventhough learning English for several years, it cannot be determined that a person can have an excellent speaking. To gain this, It needs practice every day, enrich the vocabulary, understand the used of structure and tenses. Eventhough the students of English get obstacle in oral discourse if he or she focuses on learning one by one of the English aspects such as speaking , they supported by the lecturer teaching approach and technique in teaching English process, they way to speak without obstacle is theirs.

### **Suggestion**

1. The obstacle in English Oral is a good object to be continued for the further reseachers.
2. Iit is good to do the research in Espeacially obstacle in oral discourse such as lack of vocabulary and lack of grammar in English
3. This research could be significant for the lecturers as an input to teach students in the class.

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