

EFL COLLEGE STUDENTS' SPEAKING CONSTRAINS IN RESEARCH PROPOSAL SEMINAR PRESENTATION

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Abstract

This study is aimed to find out English as a Foreign Language (EFL) college students' speaking constrains in research proposal seminar presentation. The design of the research was a qualitative descriptive. The subjects of this research were 29 students of English Study Program of Muhammadiyah of Bengkulu who presented their proposal on April 2020 – June 2020. The researcher used observation checklist as the instrument of this research. The checklist was designed based on Gan (2012). The questions were divided into five aspects; limited number of vocabulary, hard to apply grammar rules, and not perfect pronunciation and Intonation. The findings revealed that speaking constrains encountered by the students of English Education Study Program of Muhammadiyah University of Bengkulu in proposal seminar presentation were limited number of vocabulary, hard to apply grammar rules, not perfect pronunciation and intonation. It is suggested that students take a lot of practices and make a good preparation. Structure your talk by the same order that you have structured your research proposal. Moreover, you can also attend English offline academic seminar and watch English seminar on You Tube more frequently.

Key Words: *EFL college students, speaking constrains, proposal seminar.*

A. Introduction

Presenting information clearly and effectively is a key skill in getting your message across to the audience. Oral presentation is a form of communication which is intended to convey certain ideas, messages and information. Oral communication including proposal seminar presentation deals with communicating ideas and thoughts in spoken words. It's a verbal form of communication where you communicate your thoughts, present ideas and share information. Presenting a thesis proposal in a proposal seminar is a challenge for most of EFL college students. Many students feel terrified when asked to present their research proposal in front of a large group of people, include their lecturers and their fellows. In one hand, they have to present the thesis proposal in a brief, clear, and concise way. On the other hand, they have to convince examiners, lecturers, and audiences that the research presented is important, valid, and relevant to them.

Thesis proposal seminar is one of the requirements for English Education Department students to process their thesis. Students should present a thesis proposal that provides information about the research. In thesis proposal seminar students should present their proposal in front of many people and examiners as clear as possible. Examiners should give comment and suggestion to presenter for continuing a research. In thesis proposal seminar, presenters not only prepare about the material presentation but also should prepare more for being success seminar. One common problems encountered by EFL learners in academic presentation is speaking. They feel it is hard to deliver their ideas in a good, effective, and meaningful way.

Some constraints commonly encountered by EFL students in speaking English are limited number of vocabulary, hard to apply grammar rules when speaking and not perfect pronunciation and intonation (Gan, 2012). Limited number vocabulary is a common concern among students. Students say that when they are speaking, there are many things that they want to say, but they do not have enough vocabulary to express what is in their minds whether in asking questions or in answering the lecturers' questions. As a result, they preferred to be a good listener only and pretended not to notice when lecturers asked questions. Almost all the students agreed with the opinion that this vocabulary problem was the major reason why they were sometimes could not express them clearly and appropriately. They also believed that this contributed directly to a lack of fluency in their speech.

A number of students state that they have difficulties to understand grammar rules. Sometimes, they felt already knew the rules in such a simple grammar, sentence patterns, tenses or subject - verb agreement, and so forth. But when they were speaking, the students were failing to pay attention to these rules and ended up making mistakes. The constraints faced by students also associated with different linguistic problems (problems of grammar, lexical and phonological).

B. Research Methodology

The design of the research was a qualitative descriptive research. It explores the facts or phenomena that commonly occur in real life Creswell (2012). It is used to describe the EFL students' constraints in speaking English in proposal seminar presentation.

The subjects of this research were 29 students of English Study Program of Muhammadiyah of Bengkulu who presented their proposal seminar on April 2020 – June 2020. The researcher used observation checklist as the instrument of this research. The checklist was designed based on Gan (2012) theory. The questions were divided into five aspects; limited number of vocabulary, hard to apply grammar rules, not perfect pronunciation and intonation.

C. Finding and Discussion

This research was aimed to find out the EFL College students' speaking constraints in proposal seminar presentation. There were 29 students took as the sample of this research. Moreover, the researcher also used theory of Gan (2012) who mentioned some constraints that encountered by the students in presenting proposal seminar, namely; limited number of vocabulary, hard to apply grammar rules, and not perfect pronunciation and Intonation. The researcher collected the data by downloading the students' video of Proposal Seminar on YouTube. Then the researcher observed the data with co-researcher to keep the validity and reliability of the data.

The researcher analyzed the data based on the rubric of seminar proposal assessment. There were six points which were assessed, namely; (1) content and title, the consistency of title toward the problem conducted, (2) originality of idea, it is about the development of the idea, (3) introduction, the background of the study and the problems, (4) research methodology, it is about how to take the data and analyze the data, (5) Reference, the consistency in writing references, (6) presentation, it is related to the students' skill in presenting the proposal, answering the questions, and using the language.

Moreover, the students were categorized as having limited number of vocabulary if they do not have enough vocabulary to express the concept and idea while speaking, they read the text while speaking, they could not

express themselves clearly and appropriately, and they get lack of fluency in their speech. Then the students were categorized as getting hard to apply grammar rules. Students who failed to understand grammar rules, when they were speaking, they were failing to pay attention to the grammar rules and ended up making mistakes, and the constraints encountered by students also associated with different linguistic problems (problems of grammar, lexical and phonological). The students were categorized as not perfect pronunciation and intonation if the students had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common, the students were not able to pronounce words or sentences correctly, they had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae', the difficulties in articulation, and they had problems in pronouncing words that had both American and British English pronunciation.

Furthermore, the observation result of students' constraints in speaking was in the following table.

Table 1 Observation Result

No	Speaking Constraints	Result		Total
		Yes	No	
	Limited Number of Vocabulary			
1	The students do not have enough vocabulary to express while speaking	20	9	29
2	The students read the text while speaking	26	3	29
3	The students could not express themselves clearly and appropriately	21	8	29
4	The students get lack of fluency in their speech.	24	5	29
	Average	23	6	29
	Hard to Apply Grammar Rules			
5	The students have difficulties to understand grammar rules	16	13	29
6	When they were speaking, they were failing to pay attention to the grammar rules and ended up making mistakes	17	12	29
7	The constraints faced by students also associated with different linguistic problems (problems of grammar, lexical and phonological).	14	15	29
	Average	16	13	29
	Not Perfect Pronunciation and Intonation			
8	The students had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common	24	5	29
9	The students were not able to pronounce words or sentences correctly	22	7	29
10	The students had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae'	23	6	29
11	The difficulties in articulation.	20	9	29
12	The students had problems in pronouncing words that had both American and British English pronunciation.	21	8	29
	Total	22	7	29

Table 1 showed that there were twelve items which were observed as the students' constraints while speaking in proposal seminar. The researcher found that there were 20 students who do not have enough vocabulary to express while speaking. Then 26 students read the text while speaking. There were 21 students who could not express themselves clearly and appropriately. Moreover, 24 students got lack of fluency in their speech. The researcher also found that 16 students have difficulties to understand grammar rules. Seventeen students found that they were failing to pay attention to the grammar rules and ended up making mistakes. The constraints encountered by students also associated with different linguistic problems (problems of grammar, lexical and phonological).

In addition, mostly the students had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common. And more than half of total students had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae'. The researcher found that 20 students had difficulties in articulation and 21 students had problems in pronouncing words that had both American and British English pronunciation. Moreover, to know the percentage of students' constraints in presenting proposal seminar, see the table below.

Table 3 Limited Number of Vocabulary Analysis Result

No	Speaking Constraints	Result		Total
		Yes	No	
	Limited Number of Vocabulary			
1	The students do not have enough vocabulary to express while speaking	20	9	29
2	The students read the text while speaking	26	3	29
3	The students could not express themselves clearly and appropriately	21	8	29
4	The students get lack of fluency in their speech.	24	5	29
	Average	23	6	29

The table above revealed that the first item of limited number of vocabulary constraint was admitted by 20 students. For the students who do not have enough vocabulary to express while speaking, then there were 26 students who read the text while speaking. There were 21 students could not express themselves clearly and appropriately. There were also 24 students who get lack of fluency. To conclude, the students mostly got constraint in reading the text while speaking. The example below showed some students' utterance related to the limited number of vocabulary in proposal seminar. Example 1:

"The honorable mrs. Ria anggraini, M.Hum, Mmm..as "ed-viser"."
(00:04 – 00:09, Sample 10)

The sample above showed that the students did not have enough vocabulary to express while speaking since she used word "ed-viser" to mention the supervisor.

Example 2:

"so in here i will tell you about my Proposal **ahh...** and the title is student emotion in online learning. So let's begin with the chapter one, in chapter one **uhh...** i will tell you about my background of the research" (00:06-00:21, sample 25)

Example 3:

The **ehm..** the one of interesting skills is writing. Then write in writing many aspect. Phraseology consists in that the one of that is. Phraseology phraseology **ehm..** is **aa..** fail of. linguistic that help a four categories. the first is three collocation (01:21- 02:03, Sample 8)

Example 4:

advertisement especially from this era. Okay **aa..** as we know advertisement is **aa..** a **aa..**a information media that **aa..** have the information about the some products or **aa..**someone can sell the products **aa..** some products **aa..** used the advertisement **aa..** In this era or we call it **aa..** digital era or **aa..** industry for point all (01:01-01:27, sample 9)

Example 2,3, and 4 showed that the students cannot speak English more since he had limited vocabulary. The students got stuck while speaking by saying "ahhh,uhhh,hmm,aaa".

Moreover, some students also read the text while speaking in seminar proposal. They read the text may be caused they did not know what will they say anymore. The students who read the text while presenting the proposal were almost all of samples except sample 6, sample 16, and sample 28.

In addition, the students mostly cannot express themselves appropriately while presenting the proposal. As example below.

Example 5:

"because since the motivation at the important expert. its becomes an important factor in learning process, it's because motivation get "infu" influence student success in learning English ("dah, mulai"). the next previous research The first Kalisa Anis Ladin 2010 the title the analysis of student motivation to be active in discussion class ok study of 15 semester English department Of Muhammadiyah university academic year 2000 ("aih, mis kelak dulu mis") Second Ayu Wulan Kinanti 2016 these The title the student motivation in learning English a survey study at SMP ("aduh mis jangan SMP mis") **aa..** junior high school number one Jakarta the third Nurhayati Adi Citra 2018 the title student motivation factor and enrolling in this learning process and English education of Muhammadiyah University of Bengkulu". (01:00-02:10, Sample 26)

The example 5 showed that the students cannot express themselves appropriately while speaking since she added some "Indonesian language" while speaking, such as: "dah, mulai", "aih, mis kelak dulu mis". However, there were also some students who seemed difficult to express themselves while speaking, it can be seen by watching their video, some students seemed fear and another students seemed unconfidence.

The research result also showed that the students also got lack of fluency in their speech. It can be seen by their speaking which is added by word "hmmm, aaaa, uuuu" and another pause words, as example below.

Example 6:

"mass media "as" part of semantic knowledge aa..especially for associated meaning And the fifth about limitation of research aa.. this study will focus on examining the associated meaning Of Indonesian politics articles in Jakarta Post newspaper aa.. the aim is to make it easier to understand aa.. the meaning in articles in Jakarta Post newspaper" (04:32-04:50, Sample 23)

Example 6:

"there are there are five types of associative meaning aa.. or connotative meaning "style-listic" is stylistic meaning affective meaning aa.. reflective meaning and collocative meaning About connotative meaning aa.. "fins" aa.. in 2003 stated thatConnotative is kind of value and attitude in "fulk" by a world apart from its core meaning and it's more open-ended than "concipt" conceptual meaning For example aa.. the word woman has such connotative meaning "es" (as) bubbling comfortable of aa.. speech." (07:46-08:18, Sample 23)

Example 7:

"from the website internet cd-rom and dvd e-learning not only accessed information but also guide aa.. the student to a "ceh" a good learning aa.. there is technology aa.. can use by electro to teach aa.. student in university based on interview some student in X semester in Muhammadiyah university of Bengkulu The all lecture and student use zoom "klot" meeting aa.. from zoom lecture can make a meeting in one class (02:14-02:48, Sample 24)

There were three items observed in hard to apply grammar rules. The students have difficulties to understand grammar rules. They failed to pay attention to the grammar rules and ended up making mistakes. The constrain was also associated with different linguistic problems (problems of grammar, lexical and phonological). . The result of observation was as follow.

Table 4 Hard to Apply Grammar Rules Analysis Result

No	Speaking Constraints	Result		Total
		Yes	No	
	Hard to Apply Grammar Rules			
1	The students have difficulties to understand grammar rules	16	13	29
2	They failed to pay attention to the grammar rules and ended up making mistakes	17	12	29
3	The constraints faced by students also associated with different linguistic problems (problems of grammar, lexical and phonological).	14	15	29

	Average	16	13	29
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As shown in table 4, there were 16 students have difficulties to understand grammar rules. It is also found that 17 students failed to pay attention to the grammar rules and ended up making mistakes. And there were 14 students who also associated with different linguistic problems (problems of grammar, lexical and phonological). Thus, the students got mostly constraint when the students were failing to pay attention to the grammar rules and ended up making mistakes.

The following were some examples of students' constraints related to grammar rules when speaking.

Example 8:

"limitation of the research **the research only focus** student perception of using zoom as a blended learning at English education program Muhammadiyah University of Bengkulu **that using** as a technology for learning teaching long distance" (03:40-03:54, Sample 24)

Example above showed that the students have difficulties to understand grammar rules. The utterance above break the grammar rules as "the research only focus" must be "the research only focuses on" the the word " the using" must be " used as"

Example 9:

"And according to **Parmer 1986 state** that semantics is the technical term used to refer to the study of meaning and since meaning is a part of language" (06:05-06:12, Sample 24)

The utterance above break the grammar rules as "Pamer 1986 state" must be "Pamer 1986 who stated that".

Example 10:

"in this research **researcher use** SFL theory especially semiotic respective by holliday 19 in 1994 And the **researcher only use** field which is one part of SFL" (07:43-07:51, Sample 6)

The utterance above break the grammar rules as "researcher use" must be "researcher uses".

Example 11:

"the researcher **will use is** table checklist. The table checklist to identify **the researcher use systemic**" (06:39-06:44, Sample 6)

The utterance above made two grammar breakdown, the use "is" after verb and the wrong phrase pattern.

All of the examples above showed that the students have difficulties to understand grammar rules, when they were speaking; they were failing to pay attention to the grammar rules and ended up making mistakes. The constraints faced by students also associated with different linguistic problems (problems of grammar, lexical and phonological).

There were five items observed in not perfect pronunciation and intonation constraint. The students had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common, the students had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae. The students were not able to pronounce words or sentences correctly, the difficulties in articulation, and the students had problems in pronouncing words that had both American and British English pronunciation. The result of observation was as follow.

Table 5 Not Perfect Pronunciation and Intonation Analysis Result

No	Speaking Constraints	Result		Total
		Yes	No	
	Not Perfect Pronunciation and Intonation			
1	The students had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common	24	5	29
2	The students were not able to pronounce words or sentences correctly	22	7	29
3	The students had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae'	23	6	29
4	The difficulties in articulation	20	9	29
5	The students had problems in pronouncing words that had both American and British English pronunciation	21	8	29
	Total	22	7	29

The table above revealed that there were 24 students who had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common. There were 22 students who were not able to pronounce words or sentences correctly, then there were 23 students who had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae'. There were 20 difficulties in articulation, and there were 21 students who had problems in pronouncing words that had both American and British English pronunciation. To conclude, the students mostly got constraint of troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae'.

There were some examples of students' constraints in pronouncing English words while speaking.

Example 12:

"A fun in easy english book second edition by Jamika Agus Dwi Priyanto and Ida Kusuma Dwi And aa.. the book is published in 2019 aa.. the "tetel" (title) of reading books aa.. I mean sorry the "tetel" (title) of reading text its about aa.. 12 aa.. 12 text for aa.. this book is for two semester" (09:28-09:50, Sample 20)

Example 13:

"that one to analyze the written or spoken tags in "refert" (refer) to a gene. I mean it refers aa.. it it refers to "ed" aa.. agents in 2004 that SFL provides the tools to analyze written and spoken" (02:56-03:03, Sample 20)

Example 14:

"Technique of collecting data it is "dhery" (very) simple and easy aa.. I just searching for that advertisement searching for "this" advertisement in every aa.. online shopping "like-ke" I said before aa.. and I'm finding when I finding I "searcher" (researcher) and I download or I capture the the the description

of the product and photo or picture of the products (11:47-12:05, Sample 9)

Example 15:

"The next is Phraseology "press-seology" Phraseology object is the "tes" of expressions "Jer" (their) nature and how they are used idioms or collocations The kinds of phraseology "cauzid" (caused) units based on word nineteen ninety eight it are relocations Relocations is the one of "re" "or" "lose" synthetic structured constituent with literal sense And restric collocation, restric collocation is the combining of transfer "me-ning" (meaning) and literal meaning of sense" (05:43-06:30, Sample 8)

Example 16:

"the researcher found students emotionally will be disturbed because they have to study at home because of the spread "coffee" (covid) 19 and here there must be have uhh...symptoms that will arise from this online learning" (01:58-02:24, Sample 25)

Example 17:

"aa.. today I will explain my aa.. "rezets" with title analyze of student manner ability in speaking for debate classes at 4th semester muhammediyah University of Bengkulu ok first "back" aa.. background "resets" Debate. Debate is a "prozes" that "infuls" formal discussion on the particular topic in a debate opposing argument are A put forward to argue for opposing viewpoint" (00:36-01:12, Sample 21)

All of example above showed that the students got constraint in pronouncing the words, the words which was in red color showed that the students made mistake in pronounce the words. Moreover, the examples also showed that the students had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common. The students were not able to pronounce words or sentences correctly. They had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae. Then, there were some students who also had problems in pronouncing words that had both American and British English pronunciation.

In scoring the students' seminar proposal, there are five criteria that must be fulfilled by the students, they are; Content & Title, Idea Originality, Introduction, Research Methodology, References, and Presentation. Based on the analysis result, most all of students had consistency of title with the problem discussed, the title and the problems are related each other. Then for the idea originality, the idea was developed well. For introduction, the students had present background, research question, purpose of research, and significance of research clearly. Then for research methology, the methodology used was appropriate with the problems, the clear framework, the clear collecting and analyzing data. For the references, the references were appropriate to the textbook or source and the students also used up-to-date journal or references. For the presentation, there were only some students who made good presentation and master the material. They were

also had limited English language mastery while presenting the seminar proposal.

Discussion

There were two findings of this research. The first is the EFL College students' speaking constraints in proposal seminar presentation. The Second, the dominant speaking constraints encountered by the students of English Education Program of Muhammadiyah University of Bengkulu Academic Year 2019/2020. The writer analyzed the data based on Gan (2012) theory to decide the students' constraints in speaking English. The students were categorized as having Limited Number of Vocabulary if they do not have enough vocabulary to express while speaking, they read the text while speaking, they could not express themselves clearly and appropriately, and they get lack of fluency in their speech. Then the students were categorized as getting Hard to Apply Grammar Rules. If the students have difficulties to understand grammar rules, when they were speaking, they were failing to pay attention to the grammar rules and ended up making mistakes, and the constraints faced by students also associated with different linguistic problems (problems of grammar, lexical and phonological). The students were categorized as not perfect Pronunciation and Intonation if the students had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common, the students were not able to pronounce words or sentences correctly, they had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example, pronounce 'a' and 'ae, the difficulties in articulation, and they had problems in pronouncing words that had both American and British English pronunciation.

Limited Number of Vocabulary

The research findings showed that seventy six percent students got constraints related to the limited of vocabulary while speaking and becomes the dominant constraint in speaking. Limited number vocabulary is a common concern among students. Students say that when they are speaking, there are many things that they want to say, but they do not have enough vocabulary to express what is in their minds whether in asking questions or in answering the lecturers' questions. As a result, they preferred to be a good listener only and pretended not to notice when lecturers asked questions. Almost all the students agreed with the opinion that this vocabulary problem was the major reason why they were sometimes could not express them clearly and appropriately. They also believed that this contributed directly to a lack of fluency in their speech.

Vocabulary learning is very important for people who learn English both as foreign language and as second language. Tozcu and Coady (2004: 473) point out learning vocabulary is an important aspect of language two and foreign language acquisition and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked. Moreover, Heubener (1965: 88) states that learning of vocabulary is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition. When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use pushing to mean almost in He is pushing fifty. But pushing is only used in

this way with older people we do not say he is pushing there!). Also it is important that students know whether the word or phrase has a marked informal or formal style.

Along with many other problems, Hamad (2013) agree that vocabulary is a key issue in speaking performance of Saudi EFL learners. It pursues to identify the main causes of EFL learners' incompetence in spoken aspects of the language learning. Furthermore, the in-depth focus of study reveals that insufficient vocabulary is a main hindrance and affects greatly in lower performance in speaking skill which is one of the most important parts of language proficiency and development

Hard to Apply Grammar Rules

The finding showed that fifty six students who got hard to apply grammar rules. A number of students say that they have difficulties to understand grammar rules. Sometimes, they felt already knew the rules in such a simple grammar, sentence patterns, tenses or subject - verb agreement, and so forth. But when they were speaking, the students were failing to pay attention to these rules and ended up making mistakes. The constraints faced by students also associated with different linguistic problems (problems of grammar, lexical and phonological).

The different grammatical form of a word known as inflections was one of causes of students' difficulties in learning vocabulary. It is supported by Haryanto (2007). It is argues so far that learning grammar cannot be separated from learning a foreign language. In fact, learning foreign language becomes difficult since the target language has different system from the native language. Further Haryanto claims that even someone learns a foreign language, he often faces interference when s/he applies his/her mother tongue or first language structure to structure of the foreign language which is different from his/her native language. In addition, the students found difficulties in choosing the appropriate meaning of the words, for example sometimes they usually overlap the meaning of the words such as the use of do and make. The students are also still confused in using the word based on the context. The last, the students are also still confuse when they found words or expression that are idiomatic (like make up your mind, keep an eye on). It will generally be more difficult than words whose meaning is transparent (decide, watch).

Mukminin et al. (2015) revealed that the student's speaking skill is low in Indonesia. It is caused by the lack of vocabulary and grammar knowledge. Grammar knowledge is one of the most important aspects of being a professional in speaking skill. Based on teacher's perception, both teachers and students invariably face serious difficulties with regard to EFL grammar instruction (Al-Mekhlafi & Nagaratnam, 2011). English learning in Indonesia still focuses on the rules of English grammar. English grammar is different from the grammar in Indonesian language. Based on the explanation above, speaking is important skill, but the EFL learners have grammatical problems to master speaking skill. In addition, Astrid (2011) states that Indonesian students sometimes are easy to mention the rule of English grammar but when they deal with applying that skill in speaking, it will be so difficult for them. To conclude, the English students of UMB got hard to apply Grammar rules in speaking especially proposal seminar.

Not Perfect Pronunciation and Intonation Constraint

There were five items observed in not perfect pronunciation and intonation constraint, they were; The students had to speak carefully to focus on how to pronounce certain words accurately, especially words that are less common, the students had troubles in pronouncing some of the vocals or certain consonants that do not exist in Indonesian, for example,

pronounce 'a' and 'ae', The students were not able to pronounce words or sentences correctly, difficulties in articulation, and the students had problems in pronouncing words that had both American and British English pronunciation.

Yule and O'Connor (2003) reports that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of the LI has strongly built up. It means that learners should use new ways of hearing and new ways of using their organs of speech. Learners also have to change such habits which they have done since their childhood or at least it needs very long time to be adopted by regular practice that is linked to a certain age of the learner. As mentioned above, there are three essential things relate to the pronunciation matter. Firstly, it is intelligibility or the content that speaker utter can be identified or formed as English. Secondly, it is comprehensibility which means that what speaker say must be clear firstly even the meaning of what is said depends on the knowledge of the listener. At the last, it is interpretability which means that the complete thing of what is said should be clear firstly even the purpose of what has been said will be completely analyzed and understood by the listener comprehension. In short, it can be inferred relating to the ability of pronunciation that the three points mentioned by Burns (1993) confirmed why pronunciation has essential role in communication both for speaker and listener in order to deliver and understand the messages.

This research finding was similar to some findings of previous studies. There are some previous studies related to this research. First, a study from Sheila (2015) entitled "The Students' Difficulties in Speaking at The Tenth Grade Of SMA Negeri 1 Sine In 2014/2015 Academic Year" which found that (a) the student's low vocabulary mastery resulted from their limited knowledge of meaning vocabulary had led them difficulties in understanding the conversation. (b) the students had difficulties in pronouncing certain words because, English words are different between pronunciation and writing. (c) the students were still confused in arranging words. Then, there were still some mistakes in their grammar. (d) the students were often afraid of speaking English because they were worried of making mistakes.

Second, a study from Nanda (2017) entitled "Students' difficulties In Speaking Skill at The Eleventh Grade of SMA Muhammadiyah 1 Karanganyar In the Academic Year Of 2016/2017", the result showed that every student had different difficult in speaking. They are three difficulties in speaking. They are inhibition, nothing to say, un-event participant, and mother tongue.

Third, a study from Mahdum (2017) entitled "Constraints in English Speaking: A Case Study on Students of Teacher Training and Education Faculty, Riau University, Indonesia". The finding of the research shows that limited number of vocabulary, difficulties to understand grammar rules, do not have enough chances to speak English during the class, and poor environment for spoken communication in English outside class seem contributed to the students' insufficient ability in speaking.

Fourth, a study from Sambath and Seturahman (2017) entitled "Constraints in Spoken Proficiency: Causes and Remedial Measures". The cross tabulation was also computed to know the scoring pattern of the spoken components in the assigned tasks. The results revealed that there was a significant level of improvement in the oral proficiency of the experimental group.

D. Conclusion

This study found out two points as the conclusion. First, the students' speaking constrains in proposal seminar presentation were limited number of vocabulary, hard to apply grammar rules, not perfect pronunciation and intonation. Second, the dominant speaking constraint encountered by the students of English Education Study Program of Muhammadiyah University of Bengkulu was limited number of vocabulary.

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