AN ANALYSIS OF STUDENTS' PROBLEMS IN LEARNING ENGLISH SPEAKING AT NINTH GRADE OF SMP MUHAMMADIYAH 1 PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of the Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree

by

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STATEMENT OF ORIGINALITY

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iii

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AN ANALYSIS OF STUDENTS' PROBLEMS IN LEARNING ENGLISH SPEAKING AT NINTH GRADE OF SMP MUHAMMADIYAH 1 PURWOKERTO

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ABSTRACT

Abstract: Speaking is communicating information or expressing ideas and emotions via spoken words. The purpose of this research was to determine the students' problems and factors that cause the students' difficulties in learning English speaking in the ninth grade of SMP Muhammadiyah 1 Purwokerto.

In this research, the researcher used the qualitative descriptive method. The subjects of this research are the English teacher of ninth grade and the students of class 9G SMP Muhammadiyah 1 Purwokerto. The object of this research is the students' problems in learning English speaking. In collecting the data, the researcher used triangulation consisting of interviews, observation, and documentation. The data analysis technique used in this research was data reduction, data display, and verification/conclusion drawing.

From the data analysis, the researcher found the students' problems and the factors that cause problems in the process of learning English speaking at SMP Muhammadiyah 1 Purwokerto, as follows: 1) The students' problems in learning English speaking are students' lack of pronunciation, students' lack of vocabulary, students' poor grammar, students' lack of fluency, and students' low comprehension. 2) The psychological factors that cause students' problems in learning English speaking are: lack of confidence, fear of making mistakes, shyness, anxiety, and lack of motivation.

Keywords: *Students' Problems, Learning English Speaking, Cause of Speaking Problems.*

AN ANALYSIS OF STUDENTS' PROBLEMS IN LEARNING ENGLISH SPEAKING AT NINTH GRADE OF SMP MUHAMMADIYAH 1 PURWOKERTO

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ABSTRAK

Abstrak: Berbicara adalah mengkomunisasikan informasi atau mengungkapkan ide dan emosi melalui kata-kata yang diucapkan. Tujuan dari penelitian ini adalah untuk mengetahui masalah yang dialami siswa dan faktor-faktor yang menyebabkan kesulitan siswa dalam belajar berbicara Bahasa Inggris di kelas Sembilan SMP Muhammadiyah 1 Purwokerto.

Dalam penelitian ini, peneliti menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah guru Bahasa Inggris kelas sembilan dan siswa kelas sembilan G SMP Muhammadiyah 1 Purwokerto. Objek penelitian ini adalah kesulitan siswa dalam belajar berbicara Bahasa Inggris. Dalam pengumpulan data, peneliti menggunakan triangulasi yang terdiri dari wawancara, observasi, dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi.

Dari analisis data, peneliti menemukan permasalahan siswa dan faktor-faktor yang menyebabkan permasalahan dalam proses pembelajaran berbicara Bahasa inggris di SMP Muhammadiyah 1 Purwokerto, sebagai berikut: 1) Masalah siswa dalam pembelajaran berbicara Bahasa inggris adalah kurangnya ketepatan pengucapan siswa, kurangnya pemahaman kosakata siswa, kurangnya kemampuan siswa dalam tata Bahasa, kurang lancarnya siswa dalam pelafalan/pengucapan, dan kurangnya pemahaman siswa. 2) Faktor psikologis yang menyebabkan siswa mengalami kesulitan dalam belajar berbicara Bahasa inggris adalah: kurang percaya diri, takut melakukan kesalahan, malu, cemas, dan kurang motivasi.

Kata Kunci: Masalah Siswa, Pembelajaran Bahasa Inggris, Penyebab Masalah Berbicara

MOTTO

"When you want something, all the universe conspires to help you achieve it."

"Anyone can be anything." -Judy Hopps from Zootopia.

"I walk slow but I never walk back." -Queen of the Heart by Pamungkas.

UIN
PROF. K.H. SAIFUDDIN ZUHRI

DEDICATION

I dedicated this thesis to:

Me, myself, and I

My beloved parents, Sutaryo, S.Pd. (Ayah) & Puji Kuryati (Ibu)

My beloved sister and brothers,

(Shofiyatul Marfu'ah, Nahdly Gayuh Fatahillah, In'am Faqih Ulul Azmy)

My almamater, State Islamic University Prof. K.H. Saifuddin Zuhri

My beloved friends

The readers of this thesis.

PREFACE

First and first, praise is to Allah, the Almighty, the Most Merciful, the Most Beneficent, for His grace and kindness bestowed upon the researcher during her studies and completion of this thesis. Then, best wishes and salutations to the great prophet Muhammad, peace be upon him.

This thesis entitled "AN ANALYSIS OF STUDENTS' PROBLEMS IN LEARNING ENGLISH SPEAKING AT NINTH GRADE OF SMP MUHAMMADIYAH 1 PURWOKERTO" is presented to the English Education Study Program of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S-degree.

Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis:

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4. Dr. H. Munjin, M.Pd.I, as my supervisor, always patiently guided me until the completion of this thesis. May all of my best prayers multiply a million times to you and your family.
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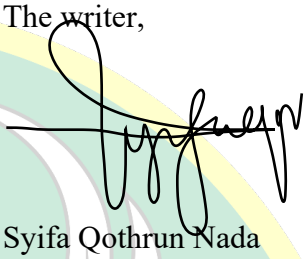
Purwokerto, 06th June 2022

The writer,



Syifa Qothrun Nada

UIN PROF. K.H. SAIFUDDIN ZUHRI

TABLE OF CONTENTS

TITLE PAGE ..... **i**
STATEMENT OF ORIGINALITY ..... **ii**
PAGE OF APPROVAL ..... **iii**
OFFICIAL NOTE OF SUPERVISOR ..... **iv**
ABSTRACT ..... **ii**
ABSTRAK ..... **iii**
MOTTO ..... **iv**
DEDICATION ..... **v**
PREFACE ..... **vi**
TABLE OF CONTENTS ..... **ix**
LIST OF TABLES ..... **xii**
LIST OF APPENDICES ..... **xiii**

CHAPTER I INTRODUCTION **1**
A. Background of Study 1
B. Clarification of Key Terms 2
C. Research Questions 4
D. Aims and Significances of the Research 4
E. Previous Studies 5
F. Organization of the Paper 8

CHAPTER II LITERATURE REVIEW **9**
A. Definition of Speaking 9
B. The Elements of Speaking 14
C. Micro and Macro Skills of Speaking 15
D. The Function of Speaking 16
E. Types of Classroom Speaking Performance 18

F. Concept of Teaching Speaking 19
a. Definition of Teaching Speaking 19
b. Teacher's Problems in Teaching Speaking 22
G. Concept of Learning 24
H. Concept of Learning Speaking 25
I. Concept of Problems in Learning Speaking 26
a. Definition of Problem 26
b. Problems in Learning 26
c. Problems in Learning English 28
d. Students' Problems in Learning Speaking 30
e. Factors that Cause Students' Problems in Learning Speaking 34
CHAPTER III METHODOLOGY 39
A. Research Design 39
B. Research Site and Participants 40
C. Object and Subject of the Research 40
D. Data Collection Techniques 41
E. Data Analysis 42
CHAPTER IV FINDINGS & DISCUSSIONS 45
A. Profile of SMP Muhammadiyah 1rPurwokerto 45
1. The History of SMP Muhammadiyah 1rPurwokerto 45
2. School Identify 46
3. Vision and Missions 46
4. Class Program Type 47
B. Research Findings 48
1. Students Problems in Learning English Speaking at Ninth Grade of SMP Muhammadiyah 1 Purwokerto 48
2. Factors that Cause Students' Problems in Learning English Speaking at Ninth Grade of SMP Muhammadiyah 1 Purwokerto 55

C. Discussions 62
1. Students' Problems in Learning English Speaking at Ninth Grade of SMP Muhammadiyah 1 Purwokerto 62
2. Factors that Cause the Problems for the Students' in Learning English Speaking at Ninth Grade of SMP Muhammadiyah 1 Purwokerto 66

CHAPTER V CONCLUSION AND SUGGESTION 70
A. Conclusion 70
B. Limitation of Study 70
C. Suggestion 71

REFERENCES 72
APPENDICES 75
BIOGRAPHY 115

UIN PROF. K.H. SAIFUDDIN ZUHRI

LIST OF TABLES

Table 4.1 Observation Notes 49
Table 4.2 Observation Notes 49
Table 4.3 Observation Notes 50
Table 4.4 Observation Notes 51
Table 4.5 Observation Notes 52
Table 4.6 Observation Notes 53
Table 4.7 Observation Notes 54
Table 4.8 Observation Notes 55
Table 4.9 Observation Notes 56
Table 4.10 Observation Notes 56
Table 4.11 Observation Notes 58
Table 4.12 Observation Notes 59
Table 4.13 Observation Notes 60
Table 4.14 Observation Notes 61
Table 4.15 Observation Notes 61

UIN PROF. K.H. SAIFUDDIN ZUHRI

LIST OF APPENDICES

Appendix I Research Instrument 76
Appendix II Transcript 80
Appendix III Teaching Materials 109
Appendix IV Photograps 112

UIN PROF. K.H. SAIFUDDIN ZUHRI

CHAPTER I
INTRODUCTION

A. Background of Study

According to Brown, four language skills should be mastered when learning the English language, there are: listening, reading, writing, and speaking.[1] Speaking English will be the first way to communicate with people in different countries in this study. According to Tinjaca & Contreas, the capacity to communicate is one of the most important skills that English language learners must acquire[2] because it is the ability to interact with others and requires a diverse set of skills[3]. Harmer discusses speaking, stating that good spoken communication needs linguistic competence and the capacity to interpret.[4]

SMP Muhammadiyah 1 Purwokerto was located in Jalan Perintis Kemerdekaan No. 22, Penisia, Purwokerto Selatan, Kabupaten Banyumas, Jawa Tengah 53141, is one of the favorite private schools in Purwokerto with "A" accreditation. This factor certainly attracts the attention of the researcher conducting this research. Another factor is this school has many programs for students.

In addition, SMP Muhammadiyah 1 Purwokerto is also divided into four classes: regular classes, intensive classes, Information Computer Technology (ICT) classes, and boarding school classes. Each type of class has a different program focus. The division, of course also influenced by the

[1] Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* New York: Pearson Education, 2001, p. 232.

[2] Tinjaca, R.A.B & Contreras,R.A, *Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers.* PROFILE, 9(1), 2008, p. 23-46.

[3] Hadfield, J. & Hadfield, C, *Introducing to Teaching English,* Oxford: Oxford University Press, 2012.

[4] Jeremy Harmer, *How to Teach Writing,* Essex: Pearson Longman, 2007.

students' background, which makes the researcher interested in doing this research in SMP Muhammadiyah 1 Purwokerto.

Based on the researcher's experiences during a rapid interview with one of the English teachers at SMP Muhammadiyah 1 Purwokerto, Mrs. Rufi'ah Ning Astrianti, S. Pd., and preliminary observation with ninth-grade students at SMP Muhammadiyah 1 Purwokerto, the researcher discovered some problems that occur, due to students' anxiety while learning English speaking and a lack of students' motivation to learning English speaking. Therefore, the researcher is interested in discovering the students' problems in learning English speaking in the ninth grade of SMP Muhammadiyah 1 Purwokerto.

B. Clarification of Key Terms

1. Students Problems

A student is someone who is enrolled in school. A learner is someone who attends school and seeks knowledge from professional teachers or books. According to Sardiman, students are individuals who attend school to obtain or learn some type of education.[5] Students are undergoing a variety of changes, both physically and psychologically, at this time. It also changes their cognitive abilities, allowing them to think abstractly like adults. Adolescents begin emotionally detaching from their parents to carry out their new social roles as adults during this period. This period lasts from the ages of 12 to 22 years. Students may encounter a variety of difficulties and problems while learning English. They are capable of making a variety of errors in English pronunciation, grammar, orthography, and vocabulary usage. There is a link between a learner's native language and the specific

[5] A.M, Sardiman, *Interaksi dan Motivasi Belajar Mengajar,* Jakarta: PT. Raja Grafindo Persada, 2003.

difficulties in learning and using English, as well as the sorts of errors a student generally makes in English pronunciation, grammar, and vocabulary due to native language interference in learning and using English. Sugiono defines a problem as a difference between what should be and what happened, between theory and practice, as well as between rules and implementation and between plans and implementers.[6] According to the Oxford Advanced Learners Dictionary, a problem is anything difficult to understand or deal with.[7]

As a result, the researcher concludes that student problems make it difficult for students to deal with or comprehend something. Students problem is a situation or thing that difficult to understand by students and needs attention then needs to be dealt or solved. To solve the problem, student need to understand the problem and cause of the problem occur.

2. Learning Speaking English

Speaking is one of the skills that students must master when learning English. It is a necessary tool for communication. According to Christopher, speaking is the most direct path from one thinking to another and is most often employed when we wish to ask a question or explain something.[8] Speaking is the act of producing and transmitting meaning in a variety of situations via the use of verbal and nonverbal representations.[9] According to Keith and Morrow, learning to speak is the process of learning English activity to communicate one's ideas and emotions via the creation of

[6] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D).* Bandung: IKAPI, 2009.

[7] *Oxford Advanced Learner's Dictionary (Sixth Edition),* Oxford University press, 2000.

[8] Turk Christopher, *Effective Speaking Communicating in Speech*, London: Taylor & Francis e-Library, 2003, p. 9

[9] Chaney, A.L., and T.L. Burk, *Teaching Oral Communication in Grades K-8*, Boston: Allyn&Bacon, 1998, p.13.

utterances in conversation with two or more persons.[10] It can be concluded that learning speaking English is the process of learning to express one's thoughts and feelings through the production of utterances in conversation with two or more person.

C. Research Questions

Based on the background of the study, this research formulates the following questions:

1. What are students' problems in learning English speaking at the ninth grade of SMP Muhammadiyah 1 Purwokerto?
2. What are the factors that cause students' problems in learning English speaking at the ninth grade of SMP Muhammadiyah 1 Purwokerto?

D. Aims and Significances of the Research

The objectives of this research are as follows:

1. To analyze the students' problems in learning English speaking at the ninth grade of SMP Muhammadiyah 1 Purwokerto.
2. To identify the factors that cause students' problems in learning English speaking at the ninth grade of SMP Muhammadiyah 1 Purwokerto.

The significance of this research is as follows:

1. Theoretical significances

   Theoretical significances of this research are:

   a. The expected benefit of the research is to broaden readers' knowledge about students' problems in learning English speaking.
   b. As a result, the researcher expects this research can be a consideration for the further researcher with a similar topic.

[10] Keith, Johnson and Morrow, *Communication in Classroom Applicaion and Method for a Communicative Approach*. Hongkong: Longman Group Limited, 1981.

2. Practical significant

a. For teachers

The result of this research is expected to give references teachers to handle students who have a problem learning English speaking.

b. For students

This research is expected to reduce students' problems in learning English speaking.

c. For school

The students can use this research to improve the English teaching and learning process, especially in teaching speaking English.

d. For researcher

This research is expected to enlarge the researcher's knowledge about students' problems in learning English speaking, especially in teaching speaking English, and provide experience for the researcher in the field studied.

E. Previous Studies

There are several previous types of research that have correlation with the topic of this research, according to several sources that are related to this research. The results of previous studies were compared as follows:

The first, a thesis entitled "Problem Faced by Student in Learning Speaking at SMAN 1 Karanganyar" by Riqqoh Fathin from Universitas Muhammadiyah Surakarta, 2021. This researcher's goal is to describe the difficulties that students face when conversing in English at SMAN 1 Karanganyar This is a qualitative descriptive study. The topic is the difficulties that students face while learning to speak at SMAN 1 Karanganyar, as well as how they solve those difficulties. The problems encountered by students of SMAN 1 Karanganyar, according to the findings of this study, are a limited

number of vocabularies, a lack of confidence, mother tongue, and poor pronunciation. Students' difficulty speaking English is caused by learning methods that are too monotonous for them, a lack of motivation for them, a lack of practice, and a lack of understanding of the importance of speaking English. Students' strategies for dealing with pronunciation problems in English include learning to increase vocabulary through social media, music, and films, practicing a lot in front of the mirror to build self confidence, getting used to speaking English with anyone to get used to it, being more active in class learning, and using technology or applications such as Google translate, which has a feature to justify the pronunciation, or learning.

The second, a thesis entitled "An Analysis of Students' Problems in Mastering Speaking Skill Faced by The First Semester of The Twelfth Grade at SMAN 3 Kotabumi Lampung Utara in The Academic Year of 2017/2018" by Baiq Rahmawati Yendra, 2018. This study explained how to analyze the students' problems with mastering speaking skills that they faced In the 2017/2018 academic year, students in the first semester of twelfth grade at SMAN 3 Kotabumi Lampung Utara. Based on the data analysis, the researcher came to the following conclusions about SMAN 3 Kotabumi Lampung Utara students' difficulties in mastering speaking skills: The researcher discovered that the students' struggles with speaking were caused by a lack of vocabulary, pronunciation, grammar, fluency, and comprehension or understanding of English. The causes of problems in mastering speaking skills were students' lack of confidence in speaking English, fear of making mistakes when speaking, anxiety when asked to speak up by the teacher, and shyness to perform in front of the class. Students are also unmotivated to learn English.

Third, a thesis entitled "An Analysis of Students Problem in Learning Speaking Ability by Using Chain Drill at The First Semester of The Eighth Grade of SMP Negeri 12 Bandar Lampung in The Academic Year of 2020/2021" by Randi Budiman, 2020. The researcher discovered that during the process of

learning to speak at SMPN 12 Bandar Lampung, the students' problem and the root cause of the problem were as follows: (1) The students' problem with learning to speak is their perception that they lack knowledge of the aspects of language that enable production in learning to speak, which are a lack of vocabulary, a lack of grammar knowledge, a lack of pronunciation, never practicing speaking English, a lack of opportunities, and nervousness. (2) Inhibition, a lack of something to say, the environment, and, most importantly, the use of one's mother tongue are the causes of the problem in learning to speak.

Fourth, a journal entitled "Students' Problems in Speaking English at Second Grade of SMA Negeri 1 Sitompu Barat" by La Mido, 2019. This research aims to investigate the problems of speaking English at the second grade of SMA Negeri 1 Siompu Barat. This research applied a qualitative research, categorized as a case study. Two kinds of instruments of collecting data were used; observation and interview. In analyzing the data, the researcher used three steps inner activities analysis; data reduction, data presentation, and conclusion drawing. The result of the research showed that there are two problems of speaking English at the second grade of SMA Negeri 1 Siompu Barat, consist of psychological and language problems. The psychological problems were fear of mistake, shyness, anxiety, lack of confidence, and motivation. Meanwhile, the students' speaking problem from language use were inhibition, nothing to say, low or even participation and mother tongue use. It can be concluded that there were some problems of speaking English at the second grade of SMA Negeri 1 Siompu Barat.

F. Organization of the Paper

In order to make systematic research and understandable by the reader, the writer classified the structure of this research. The structure of this research will explain as follow:

Chapter I presents as introduction. Introduction consist of background of research, operational definition, research question, objectives of the research, significances of the research, review of relevant studies, and structure of research.

Chapter II contains the theories of students' problems in learning speaking English at ninth grade students of SMP Muhammadiyah 1 Purwokerto.

Chapter III contains the research method. This chapter consists of research design, subject of study, object of study, instrument of obtaining data, the technique of collecting data, the technique of analyzing data and triangulation models.

Chapter IV contains which is consists of general description of SMP Muhammadiyah 1 Purwokerto and students' problems in learning speaking English.

Chapter V contains the conclusion and suggestion of the research. As a result, in this part, the researcher will present the conclusion and the suggestion related to the research.

CHAPTER II
LITERATURE REVIEW

A. Definition of Speaking

Speaking refers to the ability to generate words in language practice. The Oxford Advanced Learners' Dictionary defines speak as to say words; to say or talk about something, to have a conversation with someone; to address someone in terms, and so on.[11] According to Harmer, there are three reasons you should speak up: They want to say something, have a communication goal, and choose a language from their language store.[12] Speaking is related to communication, while ability refers to the mental or physical capacity, power, or skill necessary to perform a task. In other words, speaking ability relates to people's ability to articulate their feelings and thoughts to others. According to Heriansyah, people must communicate to interact with one another. Many things should be considered when speaking, not only what is being said and what language is being used, but also who our interlocutor is.[13]

Speaking generally refers to communication and dialogue between two persons to verbally express any sort of information. Ronald argues that speaking is the most natural mode of communication in this case.[14] Speaking ability is an essential aspect of the language teaching curriculum, making it an important object of evaluation. Assessing speaking ability is difficult because people expect tests to be accurate, reasonable, and suitable for their objectives since many factors impact our assessment of how well someone can speak a language.[15] The speaking process improves one's ability to talk clearly and

[11] *Oxford Advanced Learner's Dictionary (Sixth Edition),* Oxford University Press, 2000, p.426
[12] Jeremy Harmer, *The Practice of English Language Teaching.* Longman: England, 2002, p.46.
[13] Hendra Heriansyah, *Speaking Problems Faced by the English Department Students of Syiah Kuala University*, Jurnal Bahasa dan Pembelajaran Bahasa, Vol. 6(1), 2012, p. 37.
[14] Ronald, *The Language of Speech and Writing,* London and New York: Routledgetaylor and Francis group, 2001, p.17
[15] Sari Luoma, *Assessing Speaking*, New York: Cambridge University Press, 2004, p. 1

correctly. In terms of speaking skills, according to Nurgiantoro, to communicate in a language, speakers must understand pronunciation, grammar, and word order.[16]

Thornbury defines speaking as "the act of making words". We take speaking for granted because it is such an essential part of our everyday lives. Some write tens of thousands of words daily, while others write significantly more.[17] It indicates the use of speaking to convey or communicate one's thoughts, emotions, and ideas, among other things. Furthermore, when speaking, students are concerned with how to articulate what they believe and feel. For example, if we have an idea that we want to communicate, we will use our oral skills to speak and express our thoughts, emotions, and ideas.

Nunan defines speaking as saying words loudly, communicating orally, requesting, and giving a speech.[18] It means that speaking is expressing one's thoughts aloud through voice or talking. It indicates that when someone engages with others by utilizing language as a mode of communication, they almost definitely aim to transmit something essential. According to Chaney, speaking is the act of producing and sharing meaning in many circumstances through verbal and nonverbal symbols.[19] According to Bygate, The creation of auditory information to garner various oral replies from listeners is referred to as speaking. It is believed to be the systematic combination of sounds that results in acceptable words.[20] Speaking, according to Howarth, is a two-way

[16] Nurgiantoro. *Penelitian dalam Pengajaran Bahasa dan Sastra,* Yogyakarta: BPEE: Yogyakarta, 2001, p.26.

[17] Scott Thornbury, *How to Teach Speaking,* Harlow: Longman, 2005, p. 1-2

[18] Nunan, D, *Language Teaching Methodology: A Textbook for Teachers.* NY: Phoenix Ltd., 1995, p. 593.

[19] Chaney A, *Teaching Oral Communication in Grades K-8*. USA. A Viacom Company, 1998.

[20] Bygate, M, *Speaking. Oxford:* Oxford University Press, 1987.

activity that involves the honest sharing of views, facts, or emotions. Spoken texts are the interaction of two or more persons in a shared time and place.[21]

Ladouse defines speaking as the action or capacity to communicate oneself in a circumstance, narrate acts or events in exact language, or talk or articulate a succession of thoughts smoothly. According to Keith and Marrow, speaking is an activity that generates utterances for oral communication. It denotes that this activity involves two or more people, each with a distinct goal or set of intentions. Because they are both hearers and speakers, participants must react to everything they hear and contribute at a rapid pace. According to Bailey, speaking is an interactional activity in which speakers attempt to create meaning by creating, receiving, and digesting information.[22]

Speaking ability is essential in everyday life and plays a vital role in language learning. It is a crucial skill for students because speaking allows us to assess their capacity to generate the target language or English. Furthermore, a good speaker should pay attention to what they say, what language they use to be easily understood by the listener, and to whom they speak. Speaking is a tool for communicating organized and developed ideas responding to the listener's needs.

Meanwhile, according to Kimtafsirah, speaking is a productive skill linked to listening. When we communicate with others, we send a powerful message.[23] According to McKay, people who aim to share do not just open their mouths and pronounce the words and phrases. People attempt to speak in a cultural context; they are talking to a person or persons (perhaps friends, teachers, or a taster) who bring with them a relative level of status and power. They are doing so to meet the purpose or requirement of the interaction,

[21] Howarth, P, *Process Speaking. Preparing to Repeat Yourself*. MET, Vol. 10(1), 2001, p.39 - 44.

[22] M. Bailey Kathleen, *Practical English Language Teaching Speaking*, New York: The Mc Graw. Hill companies 2000, p.25.

[23] Kimtafsirah, *Teaching Speaking*, Jakarta: Ministry of national Education, 2009, p.1

which may be a conversation or a task that must be completed.[24] It indicates that speaking has become the most significant way for individuals to express themselves. People should be aware of the topic of the talks if language is used as a connection. People may converse with each other about that issue and understand the meaning and intent of what they are saying.

Brown defines speaking as having five components such as pronunciation, fluency, grammar, vocabulary, and comprehension[25] with the following of description:

a. Pronunciation

One of the skills that students should develop in speaking is pronunciation. Students who speak like native speakers can be termed to speak well. More experience in speaking English is required in EFL because students rarely utilize it in practice.[26] Furthermore, it is about how students practice English in context and circumstance so that the listener can easily understand what the speaker is thinking. Teachers must ensure that their students know what they are saying during the learning process. If students say Like/lek/, the teacher should instruct them to say /laɪk/ instead of /lek/.

b. Grammar

Grammar is the combination of logical and structural principles that guide the formation of sentences, phrases, and words in any given natural language and the study of what forms or structures are conceivable in that language. According to Purpura, grammar consists of rules that may be used to construct faultless sentences when speaking.[27]

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[24] Penny McKay, *Assessing Young Language Learners*, Cambridge: Cambridge University press, 2006, p.19.

[25] [25] Douglas Brown, *Language Assesment: Principles and Classroom Practices*, Pearson Education, 2004.

[26] Gilbert, J. B, *Teaching pronunciation using the prosody pyramid (1st ed.).* New York: Cambridge University Press, 2008.

[27] Purpura, J. E, *Assessing Grammar.* Cambridge University Press. 24(2), 2004, p.291-298.

c. Vocabulary

The appropriate diction used in communication is referred to as vocabulary. Students should have an extensive vocabulary list when speaking because a speaker will be unable to use interactive communication if they do not have a comprehensive vocabulary list. In short, one of the keys to public speaking success is the ability to master words or have a large vocabulary.[28]

d. Comprehension

At a regular tempo of speech, comprehension is practically complete. Oral communication needs the presence of a subject who can react to and begin the lesson.

e. Fluency

The ability to efficiently process language and the quality or condition of a person to speak a language quickly and well are both defined as fluency. Speech fluency is the ease with which sounds, syllables, words, and phrases are combined.[29] According to Pollard, fluency refers to students' ability to communicate without interruption.[30] In a speaking lesson, the teacher should allow students to talk freely and without interruption, after which the teacher can assess the students' competency.[31] Several aspects determine students' speaking fluency, including whether they can speak English without repetition, hesitation, long pauses, or self-correction.[32]

The researcher concludes from these views that speaking is vital for communicating with others and that it is utilized as a medium for expressing

[28] Hiebert, E. H., & Kamil, M. L, *Teaching and Learning Vocabulary. Bringing Research to Practice.* Lawrence Erlbaum Associates Publishers. 2005.

[30] Pollard, Lucy, *Guide to Teaching English,* USA: Longman Group, 2008.

[31] Douglas Brown, *Language Assessment Principles and Classroom Practice Pedagogy*, .(New York: Longman, 2004, p.157

[32] Koizumi, R, *Vocabulary Knowledge and Speaking Proficiency among Second Language Learners from Novice to Intermediate Levels*. Academy Publisher Manufactured in Finland. 4(5), 2013.

ideas, opinions, thoughts, and feelings to others. Speaking in the mother tongue was not difficult for all students, but speaking in the target language (English) was difficult for some, particularly in the second grade of Junior High School. As a result, some students encountered difficulties when attempting to communicate in English.

B. The Elements of Speaking

According to Harmer, there are elements of speaking as follows:

a. In the linked speech, sounds are altered (assimilation), removed (elision), added (linking r), or weakened (via contractions and stress patterning). In conclusion, we should assign students exercises that are expressly tailored to help them enhance their connected speech.

b. Instruments of expression Native English speakers change the pitch and emphasis of certain sections of utterances, adjust volume and pace, and show their emotions physically and nonverbally (paralinguistically) (especially in face-to-face interaction). The employment of these technologies encourages interaction of meaning.

c. Language and grammar teachers should present a range of words for different tasks such as agreeing or disagreeing, expressing surprise, astonishment, or acceptance.

d. The language used in bargaining. We may communicate more successfully if we utilize negotiating language to request clarification and demonstrate the structure of what we are saying. When listening to someone else talk, people often need to ask for an explanation, which is particularly crucial for students.[33]

[33] Jeremy Harmer, *How to Teach English.* Essex: Pearson Education Ltd, 2001.

C. Micro and Macro Skills of Speaking

Micro skills are the capacity to produce small fragments of language such as phonemes, morphemes, words, collocations, and phrasal units. Macro skills include fluency, discourse, function style, cohesion, nonverbal communication, and strategic options. According to Brown, .there is around 16 different goals to measure in terms of micro and macro skills in speaking.[34]

1. Micro Skill of Speaking
   a. Differentiate between English phonemes and allophonic variants.
   b. Construct language chunks of various lengths.
   c. Create stress patterns in English, stressed and unstressed words, rhythmic structure, and intonation contours.
   d. Produce shortened versions of words and phrases.
   e. Use an appropriate number of lexical units (words) to achieve pragmatic goals.
   f. Deliver a speech that utilizes natural elements such as proper phrases, pause groups, breath groups, and sentence constituents.
   g. Monitor one's oral output and use strategic techniques, such as pauses, fillers, self-corrections, and backtracking to increase message clarity.
   h. Grammatical word classes (nouns, verbs, etc.) are used, as well as structures (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
   i. Deliver fluent speech at a variety of rates.
   j. Use various grammatical forms to convey a specific meaning.
   k. In spoken communication, use cohesive devices.

[34] Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy.* Englewood Cliffs: Prentice Hall, 2001.

2. Macro Skill of Speaking

   a. Carry out appropriate communicative functions for the situation, participants, and goals.

   b. In face-to-face talks, use suitable styles, registers, implicative, repeats, pragmatic norms, conversation rules, floor keeping and yielding, interrupting, and other sociolinguistic aspects.

   c. In addition to verbal cues, communicate nonverbal cues such as facial features, kinesics, body language, and other nonverbal cues.

   d. Use linkages and connections between events to communicate relationships such as primary and peripheral ideas, events and feelings, new and given knowledge, generalization, and exemplification.

   e. Create and practice speaking techniques, such as highlighting essential words, rephrasing, giving context for deciphering word meanings, seeking assistance, and adequately measuring how well your listener understands you.

The researcher assumes that micro-skills relate to creating smaller bits of language based on the description above. The macro skill is the speaker's attention on broader components, including fluency, discourse, function, style, cohesiveness, nonverbal communication, and strategic possibilities.

D. The Function of Speaking

There is a substantial distinction between the interactional and transactional objectives of speech, which serve to maintain and establish social connections, according to Richard, Brown, and Yule. Speaking serves three

functions. They are talk as interaction, talk as transaction, and talk as performance.[35]

a. Talk as Interaction

This generally refers to what we call a discussion and depicts essentially social engagement. To be kind and establish a comfortable zone of contact with others, people exchange pleasantries, engage in small talk and chit chat, retell current events, and so on when they meet. The emphasis is on the speakers and how they want to communicate with one another rather than on the content.

b. Talk as Transaction

Situations in which the attention is on what is said or done are referred to as this sort of communication. The message and precisely and clearly understanding someone are more important here than the participants and how they interact socially with one another. According to Jones and Richards, conversation is linked to other transactional activities. Hands-on activities, for example, are an option for students. Investigate sinking and floating concepts (for example, in a science class). In this style of spoken language, teachers and students frequently focus on meaning or talking their way to knowledge.

c. Talk as Performance

The third type of talk that can be effectively separated is discourse as a performance. This is frequently applied to public speaking. That is, public announcements, morning talks, and speeches are examples of conversation that conveys information to an audience.[36] Talk as interaction, which refers to conversation, talk as transaction, which refers to situations, and talk as

[35] Jack C Richards, *Teaching Listening and Speaking,* New York: Cambridge University Press, 2008, p.21.

[36] Jack C Richards, *Teaching Listening and Speaking,* New York: Cambridge University Press, 2008. p. 27.

performance, which refers to public speaking, are all examples of the function of speaking, according to the previous explanation. The entire function of speaking is dedicated to guiding individuals in their speaking actions.

E. Types of Classroom Speaking Performance

According to Brown's book, six related categories of classroom speaking performance correspond to the types of oral output required of students at the school.[37]

a. Imitative

The capacity to just repeat back or copy a word, phrase, or potentially a sentence is a continuum style of speaking performance. Although imitation is the most fundamental kind of oral production, the criteria performance may contain a wide range of prosodic, lexical, and grammatical language features.

b. Intensive

The second form of freedom is often used to produce short phrases for contexts, restricted grammar, sentences, and lexical or phonological links (for example, the sound of a prosodic element, speech, or rhythm). The speaker needs to be familiar with the semantic structures to respond, but contact with the interviewer or management is minimal.

c. Responsive

To maintain authenticity, the stimulus, in this case, is almost always a spoken prompt, with only one or two follow-up questions.

d. Transactional

Transactional language is a more advanced version of the responsive language used to express or exchange specific information.

[37] Douglas Brown, *Language Assessment Principles and Classroom Practice Pedagogy*, .(New York: Longman, 2004, p.271

e. Interpersonal

Interpersonal discourse and other forms of communication were discussed in the preceding chapter to preserve social ties rather than transmitting knowledge and facts.

f. Extensive

When the listener has the possibility for oral involvement, speeches, oral presentations, and storytelling are examples of extended verbal output. This type's speaking style is often more systematic and formal for lengthy jobs.

According to the statement above, each kind has strengths and weaknesses in learning to speak. The teacher should be imaginative and inventive. Indeed, the teacher requires media and more engaging ways to assist them in attaining their objectives.

F. Concept of Teaching Speaking

a. Definition of Teaching Speaking

The majority of countries around the world recognize English as an international language, and it has a significant impact on human life. English, for example, has become a material subject in schools and a component of the national exam in Indonesia. The teacher should have known what to do while teaching English as a foreign language. Teaching, according to Brown, is the act of showing or supporting someone in learning how to do something, offering information, and leading someone to know or comprehend something.[38] It refers to the process of passing on knowledge to students. Teaching can also assist students in learning about new experiences in their lives.

[38] Douglas Brown, *Principles of Language Learning and Teaching*. San Francisco: Pearson Education, 2000, p. 8.

Furthermore, rather than transmitting the results of knowledge-building activities completed by distant experts, teaching is viewed as preparing for, encouraging, facilitating, and extending dialogue about curricular-related issues of personal interest and concern to the specific community for which the teacher is responsible.[39] Teaching and learning are inextricably linked activities because teaching cannot occur without a learner. Teaching, according to Aristotle, is an activity that produces results in the learner rather than the teacher.[40]

Teaching is the process through which a teacher transfers their knowledge to students. Sudjana argues that teaching is a continuous interaction process between the teacher and the students.[41] The teacher is engaged in their activities known as teaching, while the students are involved in activities known as studying or learning. Teaching students to talk is a way of teaching them how to utilize languages for communication, such as transmitting ideas, thoughts, or even emotions from one person to another.

Teaching students to talk is to teach them how to use language to communicate and impart ideas, thoughts, or even thoughts to others. Teaching students speaking skills is to make them more effective communicators. They should work to prevent message misunderstandings caused by incorrect pronunciation, grammar, or vocabulary and obey the social and cultural conventions that apply in each communication situation.

Instructing students to use languages, such as communicating ideas, emotions, or even feelings to others, is part of teaching speaking. The goal of speaking skills learning is to help students communicate more effectively. Students should be able to adequately express themselves while making the

[39] Gordon Wells, *Learning and Teaching for Understanding*, Social Constructivist Teaching, Volume 9, 2002.

[40] Nel Nodding, *The Journal of the Philosophy of Education Society of Great Britain,* (Published by Blackwell Publishing Ltd.), 2003.

[41] Sudjana, *Dasar-Dasar Proses Belajar Mengajar,* Jakarta: Sinar Baru Algensindo, 1995, p. 21.

most of their current abilities. They should work to avoid message ambiguity due to improper pronunciation, syntax, or vocabulary and follow social and cultural traditions in all communication situations.

The goal of teaching speaking is to help students communicate more effectively. They must strive to prevent message confusion caused by poor pronunciation, grammar, or vocabulary and conform to the social and cultural norms that govern each communication situation. According to Harmer, there are three reasons for teaching speaking:

1) Speaking activities allow students to practice real-life speaking in the safety of the classroom.
2) Speaking activities where students try to employ any or all of the languages they are acquainted with, providing the teacher and the students' feedback.
3) The greater the number of possibilities for students to engage with different language components, the better.[42]

Nunan identifies five principles for teaching speaking as follows:

1) Consider what it's like to teach a second language. The target language of the second language context is the language of communication in society since it is used virtually every day. In contrast, the target language in a foreign language is not a language for public communication. As a result, learning to speak in this circumstance is incredibly challenging.
2) Provide students with the opportunity to improve their fluency and accuracy. Fluency refers to how swiftly and confidently a speaker employs the language, with minimal hesitations or forced pauses. The degree to which a student's speech corresponds to what individuals say when speaking the target language is called accuracy.

[42] Jeremy Harmer, *How to Teach English,* Harlow: Pearson Educated Limited, 2007, p. 123.

3) Allow students to communicate by utilizing group and pair projects. Those exercises were used to enhance the number of time students spent speaking and to reduce the amount of time the teacher said.
4) Consider the meaning-negotiation process. Its purpose is to explain and check to see if the students have understood each other. It is possible to do this by requesting clarification, repetition, or explanation during a conversation.
5) Planning classroom activities that provide advice and practice in both transactional and interactive speaking is critical. Transactional communication entails communication to accomplish a goal, such as the trade of products and services. Interactional speaking is when you communicate with someone for a specific reason. It entails both the formation and interpretation of social relationships.[43]

b. Teacher's Problems in Teaching Speaking

In teaching English speaking, a teacher frequently encounters difficulties. According to Maley, some issues that the teacher faces when teaching speaking activities in the classroom:

1) Students will not talk or say anything
   It can be alleviated by putting the classroom tables in groups. Positive feedback also relaxes students and encourages them to speak out more.
2) Students work in pairs or groups simply converse in their native tongue.
3) When all students speak at once, the classroom becomes too loud, out of control, and unmanageable.[44]

[43] David Nunan, *Language Teaching Methodology*, New York: Prentice Hall International, 1991, p.54

[44] Alan Maley, Classroom Problems in Teacher British Council, available on: http//www.teachingEnglish.org.uk/article/teaching.speaking-skills-2-oovercomingclassroomproblems, Elt, Caracas, 2004, accessed on December 28th 2021.

Another technique to dissuade students from speaking in their mother tongue is to move about the classroom monitoring their involvement and offering guidance and assistance as needed. Perhaps they simply want further reassurance, dislike dealing with specific students, or have another issue that can be resolved. According to Ur, there are solutions to speaking problems as follows:

1) Working in groups also reduces the inhibitions of timid students who feel uncomfortable speaking in front of the entire class.
2) Simple language allows students to communicate for extended periods without hesitation and gives them a sense of success.
3) Choosing an interesting topic based on the interests of the class ensures student motivation.
4) Feedback shows the debate's outcome and urges each student to follow the directions.
5) Each group might have an English monitor who reminds students speaking in their native language to switch back to English.[45]

The teacher is responsible for classroom management in connection to the above statements. The teacher may do things to make the students less boisterous and embarrassed, such as working in groups to allow timid students to interact more efficiently and using accessible language to help them understand the issues better. Third, choose exciting topics to pique students' interest in the material; fourth, try giving students feedback to reveal the discussion results and encourage each student to follow the rules; and fifth, keep an eye on the classroom to discourage students from speaking in their native language. The teacher may be a natural teacher. Walk over to the source of the noise in the classroom, calm down the unruly students, and refocus them on their work without disrupting the other students who are doing well.

[45] Penny Ur, *A Course in Language Teaching: Practicing and Theory*, New York: Cambridge University Press, 1991, p.121-122

G. Concept of Learning

Learning, according to Brown, is the process of incorporating new knowledge into an existing structure and memory system. The resulting associative link makes it easier to remember than if you just learned one thing at a time.[46] To be considered learning, the learner's interaction with the environment must change how they do something. To learn, you need to do things. Different learning theories differ in how these experiences are assumed to result in learning.

Furthermore, the learning process entails activeness, conscious concentration, and responding to events either outside or inside an organism, as well as various sorts of practices, maybe reinforced methods. Thus, learning may be defined as an Experience-based information-gathering process that includes activeness and techniques that result in long-term behavioral changes.

According to Ileris, Going to school has something to do with learning. In short, a school is an institution formed by society to guarantee that all members of that society learn the information they need to maintain and perpetuate it.[47] Brown claims that we can isolate fields of research and inquiry by breaking down the components of the concept of learning, as we did with language:

a. Learning is the process of acquiring or obtaining knowledge.
b. Learning is the retention of knowledge or skills.
c. Storage systems, memory, and cognitive structure are all associated with retention.
d. Learning entails an active, conscious focus on events happening around or within the individual.
e. Although learning is somewhat permanent, it is subject to change.

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[46] Douglas Brown, *Principles of Language Learning and Teaching*. San Francisco: Pearson Education, 2000, p.56.

[47] Illeris K, *How We Learn: Learing and Non Learning in School and Beyond,* New York: Roudledge, 2007, p.2.

f. Learning entails some form of practice, possibly encouraged practice.

g. Learning is a behavioral change.[48]

It means that learning is an activity that involves a school as an institution contributing new knowledge that is retained and perpetuated via the use of store memory systems, as well as a sort of practice to change attitudes, beliefs, and actions. The researcher finds that learning is the acquisition or absorption of new information into the current structure and memory system of a subject or skill via study, experience, or instruction, based on the criteria presented above. The school as an institution contributes new knowledge to the information collecting process

H. Concept of Learning Speaking

According to Richard, if we attempt to comprehend the nature of what seems to be involved, we might infer that speaking a second or foreign language well is a challenging task.[49] It indicates that to talk successfully, we must understand how to employ grammatically acceptable words and when, when, and to whom we apply the sentences.

In language learning, speaking ability is an essential and valuable skill. In addition to writing, reading, and listening, it is an aim or skill in learning English. According to Brown, speaking with a normal voice, creating words, knowing and being able to utilize a language, verbally expressing oneself, and giving a speech.[50] It denotes that students should master speaking and listening, reading, and writing as a goal of learning English. The capacity to articulate ideas through language is referred to as speaking ability. Furthermore, because speaking is a challenging skill to learn, it is difficult to test with precision. In speech process

[48] Douglas Brown, *Principles of Language Learning and Teaching, (5th ed),* New York: Logman, 2007, p. 7-8

[49] Jack C. Richard and Willy A. Renandya*, Methodology in Language Teaching: An Anthropologhy of Current Practice,* New York: Cambridge University Press, 2002, p.201.

[50] Douglas Brown, *Principles of Language Learning and Teaching, (5th ed),* New York: Logman, 2007, p. 157

analysis, the following five components are frequently identified: vocabulary, grammar, pronunciation, fluency, and comprehension, as previously mentioned.

According to the above notions, speaking ability is defined as the capacity to convey ideas, views, thoughts, experiences, and emotions in English while mastering grammar, vocabulary, pronunciation, fluency, and understanding.

I. Concept of Problems in Learning Speaking

a. Definition of Problem

A problem, according to Oxford Learning's Pocket Dictionary, is something difficult to deal with or understand.[51] A problem is a difficult-to-understand situation, person, or object that requires attention before it can be dealt with or handled. According to Margono, the problem is a mismatch between what people expect and what is happening. An example is a disparity between a large number of high school graduates and the capabilities of universities to accommodate them.[52] It suggests that the source of the difficulty in learning English is a difference in pronunciation, grammar, and phrase structure between English and Indonesian.

It may be argued that an issue is anything challenging to deal with and understand; problems develop when there is a gap between expectations and reality. We must first understand the problem and its primary cause to solve it.

b. Problems in Learning

There are several causes of learning difficulties. According to Harmer, learning difficulties can be seen in students' reactions to their teacher's

[51] Victoria Bull, *Oxford Learner's Pocket Dictionary,* New York: Oxford University Press, 2008, p.350.

[52] Margono, *Metode Penelitian Pendidikan,* Yogyakarta: Renika Cipta, 2010, p.54.

behavior, other things in the classroom, or outside influences, such as the following:

a. The family: students' family experiences significantly impact their attitudes toward learning and authorship.
b. Education: prior learning experiences of all types affect students' behavior.
c. Self-esteem: Self-esteem can be influenced in part by teacher approval (particularly for youngsters) and peer approval (especially for adolescents).
d. Boredom; when students are engaged in an activity or a topic, they are unlikely to misbehave; however, when that interest wanes, they may misbehave.
e. External factors: Some external circumstances may also have an impact on students' behavior. They are unable to focus if they are weary. If the classroom is too hot or chilly, students may become too relaxed or too nervous.[53]

In short, problems in learning must be detected both within and outside the classroom. These problems might be caused by students' families, past learning experiences, self-esteem, or an unusual topic. Aside from the abovementioned issues, some are external, such as the classroom is too hot or any other problem.

According to Kumaravadivelu, the problem in learning refers to learner internal and learner external factors, which are as follows:

a. Personal factors include age and anxiety.
b. Negotiation factors include interaction and interpretation
c. Tactical considerations include learning and communication strategies
d. Attitudes and motivation have influential factors

[53] Jeremy Harmer, *How to Teach English,* Harlow: Pearson Educated Limited, 2007, p. 126-128.

e. Language and meta-language knowledge is knowledge factors.

f. Environmental factors include education and social environment.[54]

In short, a problem in learning, according to Kumaravadivelu, is the result of learner factors and circumstances outside of learner factors. Individual variables and affective elements are examples of learner factors. In addition to learner factors, external factors include tactical and environmental factors.

Based on the similarities and contradictions in the above explanations of learning problems, it can be concluded that two boards of factors influence learning: internal factors such as age, anxiety, boredom, self-esteem, attitude, and motivation, and external factors such as family, other education, learning strategy, and classrooms.

c. Problems in Learning English

Learner factors influence authoritarian states that learning English, and the factors are as follows:

a. The ideal age question is one of interpretation and should be asked only after age-specific language learning characteristics have been determined.

b. Language aptitude and other cognitive factors: Some language learners appear to have a talent for languages that others do not. Also required for language development are cognitive abilities such as word knowledge, verbal intelligence, logic, and academic achievement.

c. Affective and personality factors: When students choose or reject language lessons, they use their feet to express their feelings and

[54] B. Kumaravadivelu, *Understanding Language Teaching from Method to Postmethod*, London: Lawrence Erbaum Associates Publisers, 2006, p.30

intentions. Learners, social attitudes, values, and learner motivation were studied concerning other learner characteristics and learning outcomes.[55]

Shumin argues that learning to speak English as a foreign language is more essential than knowing its grammatical and semantic norms. Learners must be able to understand how native speakers use the language in a variety of situations. According to Clement and Kruidenier, learners' speaking skill is influenced by cognitive, linguistic, and emotional aspects.[56] Cognitive factors, according to Levelt, include conception, formulation, and articulation.[57]

To learn new information in English, one must be aware of the problem that arises as a result of age differences and previous language learning, everyone's shortage, learner feelings, and attention in class, which are focused on social attitudes, values, motivation, and relationship.

Praveen and Patel are two other experts who explain the problem with learning English. The problem is as follows:

a. Motivation is a thought discourse that teaches a student how to organize his perception and regulate his behavior and mental activity.
b. Encouragement: increases the potency of any reaction.
c. Attention: the mental process of pupils that determines their function in the instructional-learning procedure.
d. Memory: The human brain is a storage facility for memories.
e. Habit formation: We must practice a language to learn it. New habits are formed as a result of learning.[58]

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[55] H.H.Stern, *Fundamental Concept of Language Teaching*, New York: Oxford University Press, 1991, p.361.

[56] Clement, R., & Kruidenier, B. G, *Orientations in Second Language Acquisition: The Effects of Ethnicity, Milieu, and Target Language on Their Emergence*, Language Learning, vol. 33, 273. 1983.

[57] Levelt, W. J. M, *Speaking: From Intention to Articulation.* Cambridge: MIT Press. 1989.

[58] M. Praveen and M.E.Patel, *English Language Teaching,* Jaipur: Sunsire Publishers, 2008, p. 41-45.

In summary the learner's self, learner motivation, positive response, a process to provide attention, a human brain, and new habitual activity all affect learning English. The study discovered that the two specialists described above held similar viewpoints based on various ideas concerning the challenge of learning English. Learner variables influencing English learning include age, linguistic ability, and other cognitive aspects such as the human brain, reaction, a few fundamental qualities of school learning, attention, and functional and personality traits such as attention, motivation, and habitual action.

d. Students' Problems in Learning Speaking

An essential feature in English teaching is speaking. True mastery of a language is almost impossible without saying it.[59] As we all know, communication is vital for people worldwide. In this case, using language as a connector, Speaking becomes the most effective means of expressing oneself. Some individuals write tens of thousands of words every day, while others write much more. It implies that the students can develop their communication skills.

Speaking in a foreign language to share understanding with others necessitates paying close attention to linguistic details. A speaker must use the most appropriate words and grammar to convey meaning accurately and precisely and order the conversation so that the audience understands. Speaking actions are so demanding that they need cautious and ample help of all types, not simply comprehension support but also production support.[60]

[59] Michelle Maxom, *Teaching English as a Foreign Language for Dummies,* Chicester West Sussex: John Wiley & Sons, Ltd, 2009, p. 204.

[60] Lynne Cameron, *Teaching Language to Young Learners*, Cambridge University Press, 2001.

People should pay attention to language characteristics such as pronunciation, vocabulary, grammar, fluency, and pronunciation while speaking English.[61]

Harmer defines three components of language that permit production: grammar, vocabulary, and pronunciation. Students should understand these three components to enhance their public speaking abilities. In addition, the teacher should be able to motivate students to find themselves to develop their public speaking skills. It may be practiced by attempting to communicate with other students in class. As a result, students may be pushed by their teacher to demonstrate their competence in verbal support. In this case, the teacher may also provide a chance for students to discover themselves by providing a subject, and students will practice utilizing pictures as media and communicating in the target language.[62]

Furthermore, Brown claims that clustering, abbreviated forms, performance variables, and colloquial language are the root causes of issues that make speaking difficult. These challenges with language concerns will be discussed more below: (1) Clustering. Fluent speech is phrasal rather than word for word. Through such clustering, learners may arrange their output intellectually and physically (in-breath groups). (2) Abbreviated forms, Contractions, elisions, shortened vowels, and so on provide unique challenges in teaching spoken English. Students who do not master colloquial contractions may develop a stiff, scholarly manner of speaking, which stigmatizes them. (3) Variables affecting performance. One benefit of spoken language is that the act of thinking while speaking allows for a certain amount of performance hesitations, pauses, backtracking, and adjustments. It is possible to teach students how to halt and hesitate. In English, for example, our "thinking time" is not quiet; we use "fillers" such as " eh, " " huh, " " well, " " mean, " " like, " and so on. One of the most noticeable contrasts

[61] Arthur Hughes, *Testing for Language Teacher*. New York, Cambridge University Press, 2003.
[62] Jeremy Harmer, *How to Teach English,* Harlow: Pearson Educated Limited, 2007, p.269.

between native and nonnative speakers of a language is the phenomenon of hesitation. (4) Colloquial language. Students should be familiar with everyday language vocabulary, idioms, and phrases and practice generating these forms.

To understand the difficulties students may face in mastering the art of speaking. They are as follows:

1) Pronunciation

Pronunciation is the creation of spoken sounds for communication. Brown defines pronunciation as "psychomotor skills," one of the components of communicative competence, claimed to be the ultimate objective of all language training.[63] In language learning, pronunciation is a crucial concern. Because there are discrepancies between the native and target languages, pronunciation issues and challenges are inevitable.

According to research, difficult-to-pronounce words are more difficult to learn. Typically, potentially challenging words will include sounds foreign to specific student groups.[64] It indicates that the problem with the English language is pronunciation since what you see in English does not necessarily correspond to what you pronounce. This may be very frustrating for students who have a firm grasp of syntax and lexis yet struggle to comprehend and be understood by native speakers.

2) Grammar

Grammar studies the many forms (or structures) of language. Grammar has focussed nearly solely on sentence-level analysis. Thus, grammar describes the rules that control how sentences are generated in a language.[65] Students must be able to arrange a correct sentence in conversation. Grammar is also essential in understanding the appropriate

[63] Doughlas Brown, *Teaching by Principle: An Interactive Approach in Language Pedagogy, (2nd Ed.),* New York: Longman, 2001, p.68.

[64] Jeremy Harmer*, How to Teach English,* Harlow: Pearson Educated Limited, 2007,

[65] Scott Thornbury, *How To Teach Grammar*, London: Longman, 2002, p. 1.

technique to acquire language skills in both spoken and written forms. Grammar is crucial in developing speaking skills since students cannot disregard the contribution of the language being studied until the grammar is first constructed.

3) Vocabulary

Vocabulary is essential to language competency because it is the basis for how effectively students talk, listen, read, and write. This implies that vocabulary is a critical language component employed both orally and in writing. We can't accomplish anything without language, whether listening, speaking, reading, or writing. If we have the required terminology, communicating with others is straightforward.

4) Comprehension

The understanding concept is comprehension. It signifies that the individual can respond or articulate the statement accurately, demonstrating that they comprehend or understand the message.[66] Students are more prone to mix up two terms whose meanings overlap. Students may struggle to grasp words with various meanings. In terms of range, connotation, and everyday use, words that may be employed in a wide variety of circumstances will be seen as more accessible than their equivalents with a restricted range. Uncertainty over the implications of some phrases may create problems.[67]

[66] Douglas Brown, *Teaching By Principles An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001, p.172.

[67] Jeremy Harmer, *How to Teach English,* Harlow: Pearson Educated Limited, 2007,

5) Fluency

Fluency is defined as the ability to babble. Speed is a crucial concern, but it is far from the only one.[68] Speaking fluency in speech is comparable to a native speaker's pauses, rhythm, emphasis, and intonations. Fluency in an EFL class refers to one's degree of communicative skill.[69] The definition of speaking fluency highlights the need to establish speaking fluency in an EFL lesson.

The majority of foreign language learners struggle with speaking. This is likely due to their belief that the language target is not their native language. According to the description above, children experience the following issues/difficulties while learning to speak: pronunciation, vocabulary, grammar, fluency, and comprehension (ability to understand and get meaning from spoken and written language). These difficulties make it difficult for students to communicate and convey their thoughts in English.

e. Factors that Cause Students' Problems in Learning Speaking

According to Zhang, most English learners find it challenging to acquire this ability, and many still cannot communicate orally in English.[70] According to Oxford, speaking in English is a challenging experience for students. This is due to their fear of making grammatical errors and a lack of English vocabulary to assist their speaking activities.[71]

To understand precisely the difficulties that students may have when learning to speak. According to Ur, there are various issues that students experience when learning to speak, and here are other examples:

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[68] Scott Thornbury, *How To Teach Grammar*, London: Longman, 2002, p. 6.

[69] Jack C. Richard, and H. Weber, *Longman Dictionary of Applied Linguistics,* London: Longman, 1985, p. 273.

[70] Zhang, S, *The Role of Input, Interaction, and Output in the Development of Oral Fluency*. English Language Teaching, 2009, p.91–100.

[71] Oxford R, *Language Learning Strategies: What Every Teacher Should Know*, Boston: Heinle&Heinle, 1990.

1) Inhibition

   Unlike reading, writing, and listening, speaking requires real-time exposure to an audience. Learners are commonly constrained in the classroom while seeking to express themselves in a foreign language. They are afraid of making errors, fearful of criticism or losing face, or just scared of the attention their speech attracts.

2) Nothing to say

   Even if they are not constrained, learners frequently claim that they can't think of anything to say: they have no reason to express themselves other than the shame that they should be speaking. Learners struggle to find the motivation to communicate, formulate thoughts, or make meaningful comments.

3) Low or uneven participation

   To be heard, only one person may speak at a time, implying that each participant would have minimal talking time in a large group. This difficulty is increased by some students' inclination to dominate, while others speak little or not at all. According to Desi W. M., Srihidayati, & Cici R., the learners' problem in questioning are that students do not often ask question in the classroom and they are still not able to ask good question.[72]

4) Mother-tongue use

   Because it is more straightforward, it seems strange, and they feel less "exposed" if they talk in small groups, it may be difficult to encourage

[72] Desi, W. M., Srihidayanti, S., & Cici, R. W. *Learner's Problems in Questioning: A Portrayal of Implementation of Scientific Approach in 2013 Curriculum*. Indonesia University of Education. p. 196.

some classes—particularly the less disciplined or motivated ones—to stick to the target language.[73]

Students' speaking issues often stem from difficulties in speaking activities, such as their fear of making mistakes, which derives from a skill component or hurdles students encounter. According to Thornbury, the majority of issues faced by learner speakers fall into two categories:

1) Knowledge Factor

   The learner does not yet comprehend features of the language that enable production. They lack language understanding and a lack of interactive speaking practice. Because English is a complicated language, exercise is essential for increasing speaking ability.

2) Skill Factor

   The learner's knowledge is not sufficiently automated to assure fluency. Consequently, "affective variables" like lack of confidence or self-consciousness may impede fluency.[74]

The researcher may deduce from the above statement that two elements restrict speaking: knowledge and competence. Knowledge is theoretical information about any topic, while skills apply that knowledge. Fluency may also be hampered by affective issues such as a lack of confidence.

According to Normazidah, Koo, and Hazita; Trawinski, the following variables influence EFL learners' poor performance in English Language Learning:

1) English is seen as a challenging subject to master.
2) Learners rely on English teachers as experts.

[73] Penny Ur, *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press, 1996, p.21.

[74] Scott Thornbury, *How to Teach Grammar*, London: Longman, 2002, p.39.

3) There is a lack of support for using English in the home environment and the community
4) Learners receive inadequate or no exposure to the language since there are few opportunities to use English outside the classroom.
5) Students have little vocabulary ability, and English reading resources are not always accessible.
6) Learners are hesitant and unmotivated to study English because they do not perceive an urgent need to utilize the language.
7) Learners have a negative attitude toward the target language.[75]

Based on the preceding statement, it is possible to conclude that, aside from English being a tricky topic, students may struggle to learn speaking skills due to restricted chances in the classroom and a lack of motivation in English speaking.

Meanwhile, Juhana claims that some psychological aspects, such as:

1) Fear of mistake
2) Shyness
3) Anxiety
4) Lack of confidence
5) Lack of Motivation[76]

According to the statement above, numerous factors contribute to speaking difficulties, including fear of making a mistake, shyness, anxiety, lack of confidence, and lack of motivation. According to the description above, the researcher picked Juhana's research since she had the opportunity to gather data.

[75] Normazidah , Koo, & Hazita, *Factors Causes Students Low English Language Learning: A Case Study in the Natioanl University of Laos.* International Journal of English Language Education, Volume 1. No. 1 Macrothink Institute™, Laos, 2013, p.184. (Access on January 24th, 2021)

[76] Juhana, *Psychological Factors that Hinder Students from Speaking in English Class,* Journal of Education and Practice, Volume 3, No. 12, Indonesia Open University, Tangerang, 2012, p.100. (Accessed on January 24th, 2021).

She mentioned that there had been some relevant investigations completed. Another study discovered that students fail to engage in English speaking because of their fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation are causing in their ability to speak English. In the study, she discovered that students are hindered from practicing their English speaking due to fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation. Fear of making mistakes was typically prompted by their fear of being laughed at by their friends.

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PROF. K.H. SAIFUDDIN ZUHRI

CHAPTER III
METHODOLOGY

A. Research Design

The researcher used field research in this research. The researcher would collect the data by observing the object directly by visiting the research location. The researcher used qualitative research for the research design. Anderson and Arsenault define research as an investigation that analyzes objects in their natural surroundings and uses a range of approaches to learn, interpret, explain, and offer to mean to them.[77]

Qualitative research is a method to produce research by explaining the result descriptively and emphasizing analysis and explanation. Qualitative research focuses on how individuals or groups of individuals can have distinct perspectives on reality or social issues. According to Mackey and Gass, qualitative research is not often conducted as experiments, the data cannot be readily measured, and the analysis is interpretive rather than scientific.[78] According to Cresswell J. W., qualitative approaches depend on text and picture data.[79]

According to Miles and Huberman, qualitative research data analysis consists of three steps.[80] First, the researcher gathered information from the interview and transcribed each piece of information. The researcher analyzed each piece of information in the second procedure. The researcher was looking for significance and insights. To put it another way, this stage is

[77] Gary Anderson and Nancy Arsenault, *Fundamentals of Educational Research*, London: The Falmer Press, 2005, p.126.

[78] Mackey, A. & Susan, M. G. *Second Language Research: Methodology and Design.* New York: Routledge. 2005.

[79] Cresswell, J. W. *Research Design Qualitative, Quantitative and Mixed Method Approach,* Thousand Oaks, CA: SAGE Publication, Inc. 2014.

[80] Miles, M. B. & Huberman, A. M, *Qualitative Data Analysis: An Expanded Sourcebook.* Sage, 1994.

completed by presenting a systematic collection of data with the ability to generate conclusions. The final step is to form the findings and verify the data, which begins after the data has been collected.

B. Research Site and Participants

SMP Muhammadiyah 1 Purwokerto is one of the junior schools that have those problems mentioned. This school will be the research place based on considerations that it has a problem in teaching speaking. SMP Muhammadiyah 1 Purwokerto is one of the favorite private schools in Purwokerto, with "A" accreditation. This factor certainly attracts the attention of the researcher conducting this research. Another factor is this school has many programs for students such as Daily English, English Day, English Corner, Learning English from Native Speaker, Fun English Camp, Refreshing and Tourist Hunting, and Speech, Storytelling, and News Casting Competition.

C. Object and Subject of the Research

1. The Object of the Research

   The research object is one of the critical terms in the research. The object of this research is the problems in learning English speaking at SMP Muhammadiyah 1 Purwokerto. The object of this research also consists of problems that students faced while learning English speaking and the factors that caused students' problems in learning English speaking.

2. The Subject of the Research

   The subject of the research is a person who is human subject research and the source of data that directly provides for the research. The subject of the study in this research would be obtained from:

   a. Mrs. Rufi'ah Ning Asrianti, S. Pd. One of the English teachers in SMP Muhammadiyah 1 Purwokerto.
   b. Five of the ninth grade students of SMP Muhammadiyah 1 Purwokerto

D. Data Collection Techniques

In gathering the data in this research, the researcher uses a descriptive qualitative method that contains descriptions and information about the students' problems with speaking English in this post-pandemic situation. The techniques of data collection that the researcher will use are qualitative as follow:

1. Observation

   The researcher will do the observation to knowing how learning process occurred, how the teacher's performance during teaching and learning English process, a class situation in the classroom activity, the facilities of the language laboratory which may affect students' problems toward learning speaking English. The instruments of direct observation were the form of observation sheets and field notes. According to Kothari, the main advantage of this method is that it eliminates subjective bias if the observation is done correctly.

2. Interview

   The researcher gathered data through an interview. The researcher employs an interview as a data collection technique because, according to Ary, interviews are one of the most widely used and fundamental methods for obtaining qualitative data. It is used to learn more about the perceptions of students.[81] To collect data for this study, the researcher employs a semi-structured interview method on 9th-grade students of SMP Muhammadiyah 1 Purwokerto.

   According to Barriball and While, one justification for conducting semi-structured interviews is because they are ideally suited for exploring respondents' thoughts and attitudes about complicated and often sensitive

[81] Ary, D et al.2010. Introduction to Research in Education. Canada:Thompson Wadsworth.

problems, and they allow for digging for additional information and clarification of replies.[82]

The researcher interviews by asking some questions to the respondent to gain further information. The researcher obtained the information and the data by interviewing Mrs. Rufi'ah Ning Asrianti, S.Pd. as an English teacher in SMP Muhammadiyah 1 Purwokerto. The researcher also interviews 9th-grade students in SMP Muhammadiyah 1 Purwokerto as the main object of this research.

3. Documentation

The researcher will collect documentation data such as the pictures while observing, lesson plans, and the data of ninth-grade students in SMP Muhammadiyah 1 Purwokerto.

E. Data Analysis

Collecting data become the crucial step in doing the research. The activity of data analysis in research is a core activity that will eventually produce research results. Data analysis is the systematic search and compilation of data obtained from interviews, observations, and documentation by categorizing the data, splitting it into units, formulating it, arranging it in patterns, deciding which ones are important and which ones to study, and coming to a conclusion that is easily understood by themselves and others.

Data analysis, according to Seiddel in Moloeng, consists of three steps. The first step is to take notes on what we've learned from the respondents and keep an eye out for each of them. The second step is collecting, sorting, classifying,

[82] Barriball, K. L. & While, *A. Collecting Data using Semi-Structured Interview: A Discussion Paper.* Journal of Advanced Nursing, 1994, p. 328-335.

synthesizing, concluding, and creating an index. The final step is thought to be data correlation to find common findings.[83]

This research uses data analysis techniques used by the Miles and Hubberman model. Data reduction, data display, and conclusion drawing/data verification are steps.

1. Data Reduction

   The process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written up field notes or transcriptions is referred to as data reduction. A large amount of data must be categorized and usefully reduced or redesigned in data reduction.[84]

2. Data Display

   Data display is the second component or level in the Miles and Huberman model of qualitative data analysis. A display may be an expanded piece of text or a diagram, graph, chart, table, or matrix that provides a fresh perspective on more textually integrated material. Also, higher-order categories or themes may emerge from the data during the display stage and those discovered during the initial data reduction process.[85] Following data reduction, the next step is to make the data useful by presenting it. Data may be shown in various ways, including narrative, tabular, graphic, and other forms. In this research, the researcher describes the data about the students' problems in learning English speaking. Data was obtained from activity observations and interviews.

[83] J.Moleong, Lexy. *Metode Penelitian Kualitatif* . PT Remaja Rosdakarya, Bandung, 2009, p. 248.

[84] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, Thousand Oaks: Sage Publications, 1994, p. 10

[85] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, Thousand Oaks: Sage Publications, 1994, p. 11

3. Drawing Conclusion/Data Verification

The last phase in data analysis is drawing/verifying conclusions. Drawing conclusions entails taking a step back to consider what the analyzed data mean and how they relate to the questions. Verification, related to conclusion drawing, entails revising the data as often as necessary to cross-check or verify the emergent conclusions. The process of ascertaining something is referred to as verification.[86] The use of reinforcement was written in the data displayed in this study. The data displayed is further analyzed to involve the conclusions in the form of a description

[86] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, Thousand Oaks: Sage Publications, 1994, p. 11

CHAPTER IV
FINDINGS & DISCUSSIONS

In this chapter, the researcher presents the research finding and discusses them to get the answer to the research problems. There are two objectives of this study. The first was students' problems in learning English speaking and the factors that caused the problems in learning English speaking at ninth grade of SMP Muhammadiyah 1 Purwokerto. The data that have been collected were presented based on the method of this study. There were interviews, observations, and documentation.

A. Profile of SMP Muhammadiyah 1 Purwokerto

1. The History of SMP Muhammadiyah 1 Purwokerto

SMP Muhammadiyah 1 Purwokerto was established in 1951 as an orphanage with 23 inhabitants, created by Yasmireja. SMP Muhammadiyah 1 Purwokerto (SK No. 38779/d/I/1979) was created on August 1, 1951, with consecutive principals including Muhammad Soeparno, Khayun, Ir. Badiuzaman, Iskandar, Mr. Suyanto, Drs. M. Djohar, M.Pd., Sahlan A.Md.Ag., Ali Rachman, S.Pd., Drs. N. Fredy and currently headed by Drs. Bayu Santosa. SMP Muhammadiyah 1 Purwokerto is located at Jalan Perintis Kemerdekaan No. 6 Purwokerto is currently continuing to improve its facilities, infrastructure, and academics. Currently, SMP Muhammadiyah 1 Purwokerto has 547 students and 20 groups or classes. Class VII consists of 5 groups, three intensive classes, and 2 ICT classes. Class VIII consists of 7 groups, five intensive classes, and 2 ICT classes. Class IX consists of 8 groups, two regular classes, four intensive classes, and 2 ICT classes with a total of 32 teachers and 13 employees

2. School Identify

School Name : SMP Muhammadiyah 1 Purwokerto
School Address : Jalan Perintis Kemerdekaan No. 6 Penisian, 53141
District : Purwokerto Selatan
Regency : Banyumas
Province : Jawa Tengah
Phone Number : (0281) 637782
Name of Headmaster : Drs. Bayu Santosa
E-mail : smpmuh1pwt@yahoo.com

3. Vision and Missions

As an educational institution that carries out tasks in the form of a curriculum to achieve educational goals, in carrying out its duties, SMP Muhammadiyah 1 Purwokerto has the following vision and mission:

Vision: "Faith, Achievement, Independence, and Leadership Spirit."

Missions:

1) Increase understanding, appreciation, and practice of Islamic teachings.
2) Implement effective learning with a contextual approach.
3) It realizes a school that is insightful in technology, information, and Islamic art.
4) They are making school vehicles for cadres, organizational cadres, people, and national cadres.
5) Exploring and developing students' talents and interests so that students' self-reliance spirit grows and develops optimally.

4. Class Program Type

SMP Muhammadiyah 1 Purwokerto divides classes into various programs. Among them are Regular, Intensive, ICT, and Boarding School classes. The following is an explanation of each type.

1) Regular Class

   Using the 2013 curriculum, the number of students in this class is more than 40. The facilities in this class are the same as in schools, such as seats for two people per table, fans, etc.

2) Intensive Class

   In this class, the curriculum used is the 2013 curriculum with the addition of a concentration on language deepening and Applied Science. The facilities provided in this class are the number of students per class, which is less than 20 students. Also, the classroom facilities such as air conditioning and seating for only one person per table make them feel comfortable and concentrate on the teaching and learning process.

3) ICT Class

   Curriculum used 2013 curriculum with the addition of an Information Technology deepening concentration. In terms of class facilities, it is almost the same as the intensive class. The number of students per class is less than 30 students. This class emphasizes mastery of Microsoft Word, Microsoft Excel, Microsoft PowerPoint, and graphic design.

4) Boarding School

   This class combines the 2013 curriculum with the Islamic boarding school curriculum. This boarding school class uses three languages, namely Indonesian, Arabic, and English. In terms of classroom facilities, ICT and Intensive classes are remarkably similar.

B. Research Findings

1. Students Problems in Learning English Speaking at Ninth Grade of SMP Muhammadiyah 1 Purwokerto

This result is based on interview and observation methods to know the students' problems in learning English speaking. The subject is ninth-grade students, and Mrs. Rufi'ah Ning Asrianti, S.Pd., the ninth-grade English teacher in SMP Muhammadiyah 1 Purwokerto.

a. Students' Lack of Pronunciation

Pronunciation is one of the components of speaking skills. Pronunciation is practiced to learn how to pronounce words like native speakers. Pronunciation becomes a problem in learning English when students cannot pronounce the word correctly. The student should have it in learning English because pronunciation is essential in speaking. Moreover, in English, many words are almost the same way of pronunciation. Students' lack of pronunciation would be one of the problems in learning to speak because, through pronunciation, the listeners can get the information from the speaker. According to the observation result, the students have problems learning to speak English because they often cannot pronounce the word. As shown in the following observation note:

Excerpt of Observation 1

Table 4.1 Observation Notes

Date	Description
Wednesday, 20th April 2022	"The teacher asks students to read the text displayed on LCD projector entitled "Tiger". The text contains a description of the tiger. Students tend to be silent when ordered to read the text. They ask the teacher for help to say words they do not know how to pronounce."

Excerpt of Observation 2

Table 4.2 Observation Notes

Date	Description
Wednesday, 9th March 2022	"When presenting their learning results in front of the class, students still seem to be wrong in pronouncing English."

According to the interview with the teacher, the most often problem faced by the students when learning speaking is pronunciation. The lack of student's ability in pronounced the words causing the inhibition of learning speaking. As she explains in the following interview:

Excerpt of Teacher's Interview

T :"*Pronunciation. Moreover, we have a very "medhok" dialect. I, myself sometimes get carried away with their dialect. Students are also often silent and laugh when ordered to read English text because they do not know how to pronounce it*."

In addition, based on interview result with the students, their problems in learning English speaking are they cannot pronounce the words correctly. As their explanation in the following interview:

Excerpt of Students' Interview

S1 :"*I experienced it was a little difficult for me to say a few words of English that are very hard to pronounce, then I should repeat it several times*."

S2 :"*The obstacles when learning speaking are mispronunciation. I feel afraid to speak English because I am afraid of pronouncing it wrong*."

S3 :"*The pronunciation is difficult. I cannot pronounce words in English properly*"

b. Students' Lack of Vocabulary

Another component in speaking skill is vocabulary. Vocabulary is a series of words or a collection of words with meaning. Vocabulary may be used to construct sentences. People cannot communicate effectively if their vocabulary is insufficient. The vocabulary and types of words used by persons will reveal whether or not they have improved their speaking abilities. However, the students have not mastered the vocabulary. It makes them difficult while learning English speaking. As shown in the observation notes in below:

Excerpt of Observation 3

Table 4.3 Observation Notes

Date	Description
Wednesday, 9th March 2022	"When students do assignments to present their learning results about passive voice, the vocabulary they used is less varied."

Excerpt of Observation 4

Table 4.4 Observation Notes

Date	Description
Wednesday, 20th April 2022	"Students were instructed to interpret the report text entitle "Tiger". They are appointed alternately to interpret the sentence from the text, but most of them still have difficulty in vocabulary and are assisted by dictionary from their cell phone."

According to the interview with English teacher, she said that one of the problems in learning English speaking is vocabulary but that is not the main problem. As her explanation in the interview:

Excerpt of Teacher's Interview

T *:"I think vocabulary is not the main problem in the learning English speaking. Moreover, I teach in Junior High School, the vocabulary used still classified as basic vocabulary but it is still an obstacle in learning speaking. It is because in the 2013 curriculum, elementary students have not been equipped with English subjects so they really start learning English in middle school and it is make the students' have a very limited vocabulary."*

Besides that, according to interview result with the students, they assume that the problems of learning Speaking cause they have lack of vocabularies. As their opinion in the following interview result:

Excerpt of Students' Interview

S1 :"*There are a lot of words that I do not know what they mean and how to use them.*"

S3 :"*There are many words that I understand in Indonesian, but I do not understand in English*."

S4 :"*The obstacle is there are still many things that I do not know what it means.*"

S5 :"*The problem that I face is the most words that I do not know in English.*"

c. Students' Poor in Grammar

Grammar is a language's structure and organization. Grammar is very important in the speaking process because when individuals speak, they must organize words to produce sentences that are appropriate to the situation. They do not need to acquire all of the grammatical patterns since speaking English will be challenging for them. They must understand the subject, predicate, and word form as they relate to the moment and context. That is the reason why students' poor in grammar become one of the problems in learning English students. As shown in the observation notes above:

Excerpt of Observation 5

Table 4.5 Observation Notes

Date	Description
Wednesday, 9th March 2022	"When the teacher explains the material about passive voice and gives assignments to students to find the passive voice in a text, they still have difficulty."

According to the interview with English teacher, she said that one of the problems in learning English speaking is grammar but that is not the main problem. As her explanation in the interview:

Excerpt of Teacher's Interview

T :"*Again, grammar is one of the problem but it is not the main problem in teaching and learning speaking*."

Furthermore, according to the results of interview with the students, they assume that their poor in grammar are one of the problems in learning English speaking. As their explanation in the following interview:

S2 :"*... I also do not really understand how to compose correct English sentences.*"

S3 :"*… because I do not know what it means so it is hard to compose a sentence*."

S5 :"*I do not know how to arrange the words so they become a correct sentence.*"

Based on the interview above, students mentioned that they have issues in mastering grammar while learning English speaking.

d. Student's Lack of Fluency

Fluency is described as the capacity to talk clearly and fluently. Fluency in a language involves being able to communicate smoothly, swiftly, and without having to stop and halt often. Student's lack of fluency became one of the students' problems in learning English speaking. As shown in the observation notes:

Excerpt of Observation 6

Table 4.6 Observation Notes

Date	Description
Wednesday, 9th March 2022	"It can seen when they presenting the results of their discussions in front of the class, they cannot imitate pausing, rhythm, stress, and intonation well."

According to the interview with English teacher, she said that one of the problems in learning English speaking is fluency. They are still influenced by their mother-tongue. As her explanation in the interview:

T :*"Mother-tongue still greatly influences students' in speaking English and this is one of the problems in learning speaking."*

Moreover, according to the results of interview with the students, they assume that their lack of fluency is one of the problems in learning English speaking. As their explanation in the following interview:

S3 :"*Sometimes, I prefer to be silent because when I speak in English, my accent is not like a native speaker."*

S4 :"*I cannot understand fluency because I seldom to practice speaking English."*

S5 :"*When I speak in English, my accent is very Javanese."*

Based on the interview above, students mentioned that they feel difficult in fluency while learning English speaking.

e. Student's Low in Comprehension

Comprehension is the understanding idea. It is the capacity to comprehend and decipher spoken and written words. Low in comprehension became the problems in learning English speaking because the listener cannot understand what the speaker means. As shown in the observation notes above:

Excerpt of Observation 7

Table 4.7 Observation Notes

Date	Description
Wednesday, 20th April 2022	"When the teacher finished explaining the material and asked whether the students had understood the material, the students just kept quiet."

Excerpt of Observation 8

Table 4.8 Observation Notes

Date	Description
Wednesday, 20th April 2022	"After finishing explaining the material using English, teacher also explains it using Indonesian so that the students can understand."

According to the interview with English teacher, students' low in comprehension is one of the problems in learning English speaking, especially for the first students' in Junior High School. As her explanation in the interview above:

T :*"In my opinion, comprehension is also one of the problems in learning speaking, especially for 7th and 8th grades of middle school."*

Based on the interview with the students, they also have a problem in learning English speaking when comprehend the teacher's explanation. As the explanation in the interview:

S2 :*"... when the teacher speaks in English, sometimes we do not understand what it means. Especially in English, the words are pronounced the way."*

S3 :*"I often did not understand what the speaker's saying."*

S5 :*"I felt difficult to get meaning when someone speak English with me."*

2. Factors that Cause Students' Problems in Learning English Speaking at Ninth Grade of SMP Muhammadiyah 1 Purwokerto

After know the students' problems in learning English speaking, the researcher also finding out the factors that cause the problems. In this

segment, the researcher wanted to display the data finding from the English teacher and the students through the observation and interview to find out the factors that cause students' problems in learning English speaking at ninth grade of SMP Muhammadiyah 1 Purwokerto. Here is the following data finding:

a. Lack of Confidence

The important key in speaking a language is self-confidence. When someone attempts to speak English, they should have a lot of confidence because it will assist them at least get up and try to speak as well as they can. No matter how awful their speech is, having strong confidence will improve them. However, the majority of the students lacked confidence in their ability to communicate in English. As shown in the observation notes above:

Excerpt of Observation 9

Table 4.9 Observation Notes

Date	Description
Wednesday, 9th March 2022	"Many students refuse to come to the front of class and present the results of their discussion. They argue that they are not confident enough."

Excerpt of Observation 10

Table 4.10 Observation Notes

Date	Description
Wednesday, 20th April 2022	"When instructed by the teacher to read the displayed text, their voice is very low volume."

It is also supported by the results of interview with the English teacher. She said that lack of confident is the main factor that cause students' problem in learning English speaking. As her explanation in the interview:

T :*"Unconfident is the main factor that cause students' problems in learning speaking. It is because in Elementary School, students' do not get English lesson so they feel incapable, they feel that they are not confident to speak using English, their voice is very low."*

In addition, based on the interviews with the students, they also agree that lack of confidence is one of the factors that cause students' problems in learning English speaking. As they explain in interview:

S1 :"*I never speak English in front of class. I do not even want to make a presentation. Not confident enough."*

S4 :*"... because I am not confident, so I am embarrassed to speak in English."*

S5 :*"I do not have that confidence to speaking English especially in front of my friends."*

b. Fear of Making Mistake

Another factor that caused students' problems in learning speaking is they fear of making mistake. Especially when practicing speaking in front of many people, they afraid of being wrong and getting a bad response from the listeners. In Indonesia, English is a foreign language. People are certainly not used English to communicate. Therefore, fear of making mistakes is one of the factors that cause students problems in learning speaking. As shown in the observation notes:

Excerpt of Observation 11

Table 4.11 Observation Notes

Date	Description
Wednesday, 20th April 2022	"… seen that students' feel afraid when appointed by the teacher to read the text."

Based on the results of interview with the English teacher, she said that fear of making mistakes is the factor that cause students' problem in learning English speaking. As her explanation in the interview:

T :*"In addition, students are afraid to speak in English. It is because, firstly, they fear of being scolded by the teacher when they mispronounce English. Second, they are afraid of getting a bad response like being laughed by other friends when they mispronounce English words."*

Moreover, based on the interviews with the students, they also agree that fear of making mistakes is one of the factors that cause students' problems in learning English speaking. As they explain in interview:

S1 :*"I think, I am afraid if I said the wrong thing or something."*

S2 :*"... and I am fear of pronouncing it wrong and my friends will laugh at me."*

S3 :*"If I am mispronounce the words or sentences, I am afraid of being laughed by my friends because it is hard for me to speak in English."*

c. Shyness

Shyness is an emotional state that many students suffer when having to speak in English class. This shows that shyness may be a barrier to learning in the classroom, especially in the class of speaking. As shown in the observation notes above:

Excerpt of Observation 12

Table 4.12 Observation Notes

Date	Description
Wednesday, 20th April 2022	"… sometimes, when the teacher invited the students to speak in front of the class, they were normally embarrassed and often requested that their friends speak first."

Based on the interviews with the students, they agree that shyness is one of the factors that cause students' problems in learning English speaking. As they explain in interview:

S1 :*"... because I am shy so I do not want to give a presentation or speak English in front of the class."*

S3 ;*"Actually, it is fun from the teacher, but we are still shy so the class look so quiet. If the teacher asks some question, the only one who often answers is only the same child."*

S4 :*"I feel shy and afraid of being laughed by others."*

S5 :*"I feel embarrassed because I am rarely speaking in English."*

d. Anxiety

Anxiety is a feeling of tension, concern, and unease that is associated with learning a foreign language. Anxiety affects students' performance and plays a significant influence in their learning. It has the potential to degrade the quality of oral language output and make individuals seem less proficient than they are. Anxiety has become one of the variables that contribute to students' difficulties in learning to speak. It shown in the observation notes:

Excerpt of Observation 13

Table 4.13 Observation Notes

Date	Description
Wednesday, 9th March 2022	"They felt anxious when the teacher aksed them to speak English in front of the class."

Moreover, based on the results of interview with the English teacher, she said that anxiety is one of the factors that cause students' problem in learning English speaking. As her explanation in the interview:

T :*"They were anxious since they could not communicate effectively in English. Because they lacked in English knowledge, vocabulary, and pronunciation skills, and they were nervous if I asked them to speak English in front of the class."*

Based on the interviews with the students, they agree that shyness is one of the factors that cause students' problems in learning English speaking. As they explain in interview:

S1 :*"I feel anxious when someone speaks English more fluently than me."*

S2 :*"Anxiety make me did not understand about the English speaking."*

S3 :*"I feel anxious to speaking English, especially in front of my friends and my English teacher."*

S5 :*"I am so nervous every time the teacher ask me to speak in front of the class."*

e. Lack of Motivation

Motivation is significant because it might influence students' reluctance to talk in English. Motivation is an important factor in influencing learners' readiness to communicate. Students' lack of motivation is one of the factors that cause students' problems in learning English speaking. As shown in the observation notes above:

Excerpt of Observation 14

Table 4.14 Observation Notes

Date	Description
Wednesday, 9th March 2022	"Students are still busy talking to other students when the teacher enters the classroom."

Excerpt of Observation 15

Table 4.15 Observation Notes

Date	Description
Wednesday, 20th April 2022	"When the teacher is explaining the material, many students keep on focus with their cell phone. When the teacher gave a task to make pamphlets about passive voice, they actually open other applications such as *Mobile Legend* and *TikTok* instead of opening applications to make pamphlets according to the teacher's orders."

Based on the results of interview with the English teacher, she said that lack of motivation is the factor that cause students' problem in learning English speaking. As her explanation in the interview:

T :*"Of course, motivation is the important factor for students in learning English. If they have lack of motivation in learning English, it became the problems in learning speaking."*

Even though they do not mentioned lack of motivation in interview, but based on the results of observations and interviews with the English

teacher shows that one of the factors that cause student's problems in learning English speaking is lack of motivation.

C. Discussions

The researcher described the research finding in the sub-chapter above. The researcher discussed it in detail in the research finding. According to the first chapter, there are two objectives of this research: to know the students' problems in learning English speaking and the factors that cause students' problems in learning English speaking in the ninth grade of SMP Muhammadiyah 1 Purwokerto. The researcher used observation and interviews to collect the data in this research. In this subchapter, the researcher discussed the data findings of this research. The explanation is presented below:

1. Students' Problems in Learning English Speaking at Ninth Grade of SMP Muhammadiyah 1 Purwokerto

The researcher used observation and interviews to learn about the students' problems in learning English speaking. The researcher discovered that the students' problems in learning English speaking were as follows:

a. Students' Lack of Pronunciation

According to Nunan, speaking means saying words aloud, communicating verbally, requesting, and giving a speech.[87] Pronunciation is highly related to this theory. According to the data findings, the researcher discovered that the students were confused about how to pronounce the words correctly and that most students were impacted by their mother language.

Students mentioned that it is tough to pronounce English words since they are challenging to say and have similar but distinct meanings.

[87] Nunan, D. (1995). *Language Teaching Methodology: A Textbook for Teachers.* NY: Phoenix Ltd., p. 593.

The students feel afraid of pronouncing it wrong, so they cannot pronounce it correctly. They often ask the teacher to help them when speaking words or sentences in English. The teacher said that pronunciation is the main problem in learning English. It makes teaching and learning spoken English passive since they are often quite when asked to pronounce English words.

b. Students' Lack of Vocabulary

According to the findings (excerpt of teacher's interview p. 51), one of the obstacles to learning English speaking is students' lack of vocabulary. Due to a lack of vocabulary, students are unable to talk in whole sentences. According to Hiebert and Kamil, one of the keys to success in public speaking is the ability to master words or have a large vocabulary.[88] Therefore, students who do not master vocabulary will have difficulty learning English.

Students' said the thing that caused their difficulty in learning speaking is that there are many vocabularies that they do not know in English but Indonesian. They also mentioned that they do not know the meaning of words or sentences in English, and they do not know how to use the words to make a sentence. The teacher also noted that one of the difficulties in learning English speaking is a lack of vocabulary. The 2013 curriculum influences it, and elementary students have not been equipped with English subjects, making them start learning English in middle school and have no basic vocabulary when entering junior high school.

c. Students' Poor in Grammar

According to the data findings, the researcher discovered that the students were confused about how to compose sentences to talk in English. It indicates that they have grammatical issues. According to

[88] Hiebert, E. H., & Kamil, M. L. (2005). Teaching and Learning Vocabulary. Bringing Research to Practice. Lawrence Erlbaum Associates Publishers

Purpura, grammar consists of rules that may be used to construct faultless sentences when speaking.[89] According to Brown, the speaker should deliver a speech in appropriate phrases.[90] Using incorrect grammar can lead to sentences being meaningless and the message unclear.

According to Oxford, communicating in English is a challenging experience for students. This is due to their fear of making grammatical errors as well as a lack of vocabulary in English to support their speaking activities.[91] The teacher mentioned that grammar is one of the issues in learning English speaking since a thorough understanding of grammar allows learners to produce sentences that are easy to grasp. Meanwhile, students have difficulties mastering grammar when learning English speaking because they do not know how to compose words into correct English sentences. It is affected by their lack of vocabulary, making it hard to understand grammar.

d. Students' Lack of Fluency

Fluency is the smoothness with which sounds, syllables, words, and phrases are combined.[92] When delivering information and interacting, it is critical to speak fluently. The more disfluent the speech, the more difficult it is for the speaker and listener to participate in a successful and easy conversation. According to the findings, students struggle to emulate stop, rhythm, emphasis, and intonation while speaking English in front of a class.

[89] Purpura, J. E, *Assessing Grammar*. Cambridge University Press. Vol. 24 No. 2, 2004, p.291-298.

[90] Douglas Brown. *Teaching by Principles. An Interactive Approach to Language Pedagogy.* Englewood Cliffs: Prentice Hall, 2001.

[91] Oxford, R. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle&Heinle, 1990.

[92] Douglas Brown. *Language Assesment: Principles and Classroom Practices,* San Fransisco: Longman, 2004.

According to the research findings, the researcher discovered that it was difficult for the students to speak English with a good accent since it was natural for them when they attempted to talk in English. This is justified by the teacher, who said that the mother tongue still greatly influences students' English speaking. Fluency is one of the difficulties in learning English speaking for two reasons. First, since the students' accents differ from those of native speakers, they prefer to remain quiet. Second, since they do not grasp English fluency, they seldom practice speaking English.

e. Students' Low in Comprehension

The researcher discovered that the students found it challenging to grasp words in English based on the data findings. When the teacher taught the content in English, they found it difficult to get. It proved that students' have low in comprehension. The teacher mentioned comprehension as one of the problems in learning English speaking, especially in the 7th and 8th grades of middle school. The students also said that they have low comprehension when learning English speaking. When someone (the teacher) spoke in English, they found it difficult to comprehend. It is related to Brown's theory that comprehension is one of the students' problems in learning English speaking.

Based on the abovementioned issues, it can be inferred that the problems described in the theory occurred to the students, which is consistent with Brown's theory, which describes problems in learning English speaking skills as follows: vocabulary, pronunciation, grammar, fluency, and comprehension. Furthermore, it is supported by the theory stated by Thornbury, such as; not knowing the components of language that allow production, lack of vocabulary, use of grammar, poor pronunciation, and lack of experience speaking English. The knowledge was obtained based on the students' responses, with the students believing that they did not know things

such as grammar, pronunciation, vocabulary, and fluency while learning to talk in speaking class.

Furthermore, when the students attempted to speak English, they had difficulty pronouncing the words correctly. The students then encountered a vocabulary barrier since it was difficult for them to speak English and communicate their views. Additionally, the students never practice speaking English when the teacher forces them to. The students subsequently became anxious while speaking English. Sometimes the students were worried, and they had difficulty understanding the meaning of words and phrases from what they had previously said or been about to tell.

2. Factors that Cause the Problems for the Students' in Learning English Speaking at Ninth Grade of SMP Muhammadiyah 1 Purwokerto

After discussing the students' problems in learning English speaking, at this point, the researcher would discuss the factors that cause students' problems in learning English speaking. They were:

a. Lack of Confidence

Based on the data findings, many students refuse to present the result of their discussion in front of the class because they lack of confidence. When they used to read the displayed text, their voice was shallow. The teacher said that unconfident are the main factors that cause students' problems in learning speaking. The reason is that when they are in elementary school, they do not get English subjects, so they feel incapable, and they do not have the confidence to speak English in junior high school.

Juhana states that lack of confidence is one of the psychological factors that cause students' problems in learning English speaking.[93] It is supported by Thornbury that said affective factors such as lack of confidence or self-consciousness cause students' problems while learning English speaking.

b. Fear of Making Mistakes

The second factor that hinders students' ability to acquire English speaking is their fear of making errors. One of the biggest reasons for students' reluctance to speak English in class is fear of making mistakes.[94] The teacher said that students are hesitant to talk in English because they are terrified of being chastised by the teacher and laughed at by their classmates when they mispronounce English terms. Furthermore, the students said they are frightened of saying inappropriate English words and being laughed at by their friends.

c. Shyness

According to the findings, the following factors that cause students' problems in learning speaking are their shyness. Keller, Troesch, and Grob found that shy immigrant children learn a second language more slowly and have lower proficiency in foreign languages than non-shy immigrant classmates.[95] Shyness is related to students' confidence because if they lack self-confidence, shy students are frequently reluctant to ask questions when they do not understand something. They avoid sharing their ideas and opinions.

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[93] Juhana, *Psychological Factors that Hinder Students from Speaking in English Class*, Journal of Education and Practice, Volume 3, No. 12, Tangerang: Indonesia Open University, 2012, p. 100. (Accessed on January 24th, 2021).

[94] Nunan, D, *Second Language Teaching & Learning.* USA: Heinle&Heinle Publisher, 1999.

[95] Keller, K., Troesch L. M., & Grob A, *Shyness as A Risk Factor for Second Language Acquisition of Immigrant Preschoolers.* Journal of Applied Developmental Psychology, 34(6), 2013, p. 328–335.

Based on the research findings, the students usually felt embarrassed and often asked their friends to speak English. The students also agree that shyness is one of the factors that cause students problems in learning English speaking. They said they are too shy to speak in English, which makes the English class passive.

d. Anxiety

According to Reber, uncertainty, worry, anguish, restlessness, lack of control, and a state of feeling associated with the fear of something awful happening are all definitions of anxiety.[96] According to Juhana, anxiety is one of the psychological factors that cause students problems in learning speaking.[97] Based on the research findings above, the researcher found that the students felt anxious when the teacher asked them to speak English in front of the class. The teacher said the students' anxiety while learning English is because of the lack of knowledge in English, and they also lack to master vocabulary and pronunciation. The student mentioned that they are feeling anxious when another students speaks English more fluently than them. Additionally, anxiety prevents students from understanding spoken English.

e. Lack of Motivation

According to Normaizah, Koo & Hazita: Trawinski, one factor contributing to students' problems in learning English is the lack of motivation for learning or a negative attitude towards the target language.[98] According to Woolfolk, motivation is a condition that

[96]Reber, A.S. *The penguin dictionary of psychology*. New York: Penguin Books, 1990.

[97] Juhana, *Psychological Factors that Hinder Students from Speaking in English Class,* Journal of Education and Practice, Volume 3, No. 12, Tangerang: Indonesia Open University, Tangerang,, 2012, p.100. (Accessed on January 24th, 2021).

[98] Normazidah , Koo, & Hazita, *Factors Causes Students Low English Language Learning: A Case Study in the Natioanl University of Laos.* International Journal of English Language Education, Volume 1. No. 1 (2013), Macrothink Institute™, Laos, (Access on January 24th, 2021), p. 184

activates and sustains behavior toward a goal.[99] In addition, according to Wigfield and Guthrie, motivation plays a significant role in the process of learning a language.[100] English teachers cannot successfully teach a language unless they comprehend the link between motivation and language learning.

Nunan highlighted the role of motivation in influencing students' reluctance to talk in English.[101] The teacher said if the students lack of motivation, it becomes a problem in learning English speaking. Based on the data, the researcher found that most students lack motivation in English-speaking classes. They are still busy with their activity, such as talking to other students when the teacher enters the class, and they are also busy with their cell phones during speaking class.

Based on the discussion above, the researcher found that most students were hesitant to speak English. Furthermore, they are afraid of making errors, anxious, and bashful while speaking in English. The third source of difficulty for students in gaining speaking skills was a lack of motivation to learn English, particularly in speaking. Because students lacked the motivation to express themselves in a foreign language, they were either quiet or inactive throughout the learning process. It was supported by Juhana that said the causes of students' problems in learning speaking skills are: lack of confidence, fear of making mistakes, shyness, anxiety, and lack of motivation.

[99] Woolfolk, Anita. E. Educational psychology (7th Ed). Boston, MA: Allyn and Bacon. 1998. p. 27.

[100] Wigfield, A., & Guthrie, J. T. Dimension of children's motivation for reading: an initial study. Athens, GA:National reading research center. 1995. p.47.

[101] Nunan D. *Second Language Teaching & Learning.* USA: Heinle&Heinle Publisher, 1999.

CHAPTER V
CONCLUSION AND SUGGESTION

The previous chapters provided the general introduction; they provided the theoretical background, research methods, and examined the study's results. In this chapter, the researcher offers the research conclusion and suggestions for the students' problems in learning English speaking at SMP Muhammadiyah 1 Purwokerto.

A. Conclusion

Students' problems in learning speaking skills included limited vocabulary, confusion over how to pronounce English words, a lack of mastery of grammar, a lack of fluency in speaking, and difficulty understanding what the speaker said. Furthermore, the students are hesitant to speak English and prefer to speak in their mother tongue. The psychological factors that cause students' problems in learning English speaking are they lack of confidence, fear of making mistake, shyness, anxiety, and also lack of motivation.

B. Limitation of Study

This research has been carried out and endeavored under scientific procedures. However, the researcher realizes that this research still has limitations, including:

1. This study did not mentioned solution of the problems in learning English speaking. In other words, this study focuses on problems faced by students in learning English speaking and factors that cause the problems.
2. This study only focus on psychological factors that cause students' problems in learning speaking even though there are external factors that cause students' problems in learning English speaking.

C. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the teacher
   a. Gave students the motivation as often as possible can make them in high motivation to learning English speaking.
   b. Use interesting strategy in teaching and make students interest to the material.
   c. Asked the students to use English as much as possible and do not ever fear to making mistakes or feeling shy of being an object of laugh.

2. For other researcher

   The following researchers can study speaking problems, their causes and more specific solutions to speaking problems that can help students succeed in English, particularly in speaking.

UIN PROF. K.H. SAIFUDDIN ZUHRI

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UIN PROF. K.H. SAIFUDDIN ZUHRI

APPENDICES

Appendix I

(Research Instrument)

A. Observation Checklist

1. Observation Checklist for Teacher

No.	Activities	Did	Not	Description
	The teacher introducing the topic before start teaching.			
2.	The teacher gives an explanation the material until finish.			
3.	The teacher telling the procedure of speaking material to the students.			
4.	The teacher uses Indonesian language and English to explain the materials.			
5.	The teacher always uses English in teaching speaking.			
6.	The teacher uses media in teaching speaking.			
7.	The teacher use the technique of speaking are : a. Discussion b. Speech c. Role-play d. Picture Describing e. Story Telling f. Playing Cards			

UIN PROF K.H. SAIFUDDIN ZUHRI

2. Observation Checklist for Students

No.	Activities	Did	Not	Description
1.	The students are preparing themselves for teaching and learning process.			
2.	Students can use the media or learning tools readily accessible by the teacher.			
3.	The students are active in participating in the teaching and learning process by giving questions and answers.			
4.	The students are always uses English in learning speaking process.			
5.	The students can answer the task of the material as an evaluation from the teacher.			
6.	The students can easily understand the material using learning techniques that used by the teacher during learning speaking.			
7.	The students can use the media for improving the learning media according to the teacher's instruction.			

UIN PROF. K.H. SAIFUDDIN ZUHRI

B. Interview Guidelines

1. Interview Guidelines for Teacher

Research Object	: Students' Problems in Learning English Speaking
Interviewer	: Syifa Qothrun Nada
Teacher	: Rufi'ah Ning Asrianti, S.Pd.
Time	:
Place	: SMP Muhammadiyah 1 Purwokerto

Questions:

1. Since when did you start teaching English?
2. What do you think about speaking English is an important skill in learning the English language?
3. What is your opinion about the importance of teaching speaking skill?
4. How do you get students used to speaking in English?
5. In your opinion, what is a good way to improve students' speaking skill in English?
6. What are the problems did you faced in the process of teaching speaking?
7. How do you overcome the problems during teaching speaking?
8. There are 5 indicator components in speaking, namely pronunciation, grammar, vocabulary, fluency, and comprehension. In your opinion, which indicator is the most difficult for students to learn to improve speaking skills?
9. How do you teach English speaking by using indicators of grammar, vocabulary, pronunciation, and fluency?

2. Interview Guidelines for Students

Research Object : Students' Problems in Learning English Speaking	
Interviewer	: Syifa Qothrun Nada
Respondent	: 9th Grade of Students
Time	:
Place	: SMP Muhammadiyah 1 Purwokerto

Questions:

1. What do you think about speaking?
2. Is learning speaking English important for you?
3. What do you think about learning speaking in class?
4. How do you feel when you speak in English?
5. Have you ever spoken in English in front of the class?
6. What do you often experience when you practice speaking in English?
7. What obstacles did you experience when learning speaking in class?
8. What makes you reluctant to speak English?
9. How often does your English teacher give you new vocabulary and ask you to memorize it and practice it in front of the class?
10. When you practice speaking English, can you pronounce English words or sentences correctly?

Appendix II

(Transcript)

A. Observation Result

1. Observation Checklist for Teacher

No.	Activities	Did	Not	Description
	The teacher introducing the topic before start teaching.	√		
2.	The teacher gives an explanation the material until finish.	√		
3.	The teacher telling the procedure of speaking material to the students.	√		
4.	The teacher uses Indonesian language and English to explain the materials.	√		
5.	The teacher always uses English in teaching speaking.		√	
6.	The teacher uses media in teaching speaking.		√	
7.	The teacher use the technique of speaking are : a. Discussion b. Speech c. Role-play d. Picture Describing e. Story Telling f. Playing Cards	√		

UIN PROF K.H. SAIFUDDIN ZUHRI

2. Observation Checklist for Students

No.	Activities	Did	Not	Description
1.	The students are preparing themselves for teaching and learning process.		√	
2.	Students can use the media or learning tools readily accessible by the teacher.	√		
3.	The students are active in participating in the teaching and learning process by giving questions and answers.		√	
4.	The students are always uses English in learning speaking process.		√	
5.	The students can answer the task of the material as an evaluation from the teacher.		√	
6.	The students can easily understand the material using learning techniques that used by the teacher during learning speaking.		√	
7.	The students can use the media for improving the learning media according to the teacher's instruction.	√		

UIN PROF. K.H. SAIFUDDIN ZUHRI

1. Observation Field Notes

Researcher : Non Participant
Date : Wednesday, 9th March 2022
Grade : Ninth Grade of SMP Muhammadiyah 1 Purwokerto
Teacher : Mrs. Rufi'ah Ning Asrianti, S.Pd.
Topic : Passive Voice

Tanggal	Hasil
Rabu, 09 Maret 2022	The teacher started the class by greeting students. Some of them were still busy small talking with the others. Learning began, the material given by the teacher at that time was about "Passive Voice". At the beginning of the learning activity, the teacher did not repeat the material taught at the previous meeting. The teacher immediately explained the material about Passive Voice. First, the teacher explained the material in English, then the teacher repeated the explanation of the material in Bahasa, so that all students can reach and understand it. Besides, LCD Projector is used by the teacher as the learning media to support students get the point of the learning material. The teacher presented a text and asked the students to find out the passive voice in the text. However, the students still get difficulties understanding the passive voice. Some of them took their phone to search for the example of passive voice. The students are given access to use their phones during the learning process and break time. Unfortunately, the access that has been given was misused. It was proved when the teacher started the class, the students were still using their phones. They just stopped their phone activity when the teacher asked them to put

	their phone off to the bags. The atmosphere of the learning class was passive, it showed by only one to two students that answered the teacher's questions. It also proved when the teacher asked students in turn to re-explain the material that has been taught, they were frightened and asked their friends to explain instead. Therefore, the teacher gave a task to make a group that consist of 4 students. The task was about making summary of "Passive Voice" in a poster and present it in front of the class. All the students of this ICT (Information and Communications Technology) class were already capable to use and operate editor application such as Canva. During the assignment process, there were students who asked the writer about examples of passive voice several times. It showed that students still did not understand the material that has been taught. The learning time was almost over but the students have not been finished yet. Thus, the teacher told them to finish it at home. The class was closing by reviewing the learning material that has been taught. Checking the presence of students was also conducted by the teacher. The teacher asked the students whether the learning material today can be understood, but they were just silent and there was no response.

Researcher : Non Participant
Date : Thursday, 10th March 2022
Grade : Ninth Grade of SMP Muhammadiyah 1 Purwokerto
Teacher : Mrs. Rufi'ah Ning Asrianti, S.Pd.
Topic : Passive Voice

Tanggal	Hasil
Kamis, 10 Maret 2022	The learning process started by re-explaining the material that has been taught in the previous meeting; was about passive voice. Students were appointed in turn to answer the material about passive voice by the teacher. Hereafter, the teacher reminded them about the task that was given before and found some students still have not been finished their tasks yet. They were given 15 minutes as additional time by the teacher to finish and present it in front of the class. Unfortunately, in each group, only one student has done the assignment. Meanwhile, the other members of the group instead operate other applications such as TikTok and mobile legend. After all of the groups have finished their assignment, the students chose one of them to present their poster in front of the class. Most of the students did not want to be the first presenter, they appointed their friends instead. There were even students denied when the teacher asked them to present the assignment. The students became frightened when the teacher gave a task to present the result of the discussion in front of the class. It happened because the students lack confidence. Ultimately, the teacher decided to ask a student to be a delegation from each group. Most of the students felt shy and lacked the confidence to do a presentation and it showed from their very low intonation.

	The students were spelling word by word in English also still less precise, it was influenced by their mother tongue. The limit of vocabulary also became their problem. It can be seen from their presentation performance in front of the class that did not care about the pause, rhythm, and intonation well. If there was a student presented in front of the class got mispronounced the words, other students would respond by laughing. It made the presenter hesitant and afraid to continue their presentation. Besides, when the teacher let the students ask some questions, there was no response from them. All of the group have been presented their result of the discussion and the time was almost over. Hence, the teacher was closing the teaching and learning activity without reviewing the learning material that have been taught.

UIN PROF. K.H. SAIFUDDIN ZUHRI

Researcher : Non Participant
Date : Friday, 24th April 2022
Grade : Ninth Grade of SMP Muhammadiyah 1 Purwokerto
Teacher : Mrs. Rufi'ah Ning Asrianti, S.Pd.
Topic : Report Text

Tanggal	Hasil
Jum'at, 24 April 2022	The learning activity started by checking the presence of students, greeting the students, and stimulating them through some questions related to the previous learning material. Some of the students were still less enthusiastic to answer the teacher's questions. The teacher conducted a presentation by using a report text entitled "Tiger" to start the learning activity. The presentation was supported by LCD Projector media. It helped the teacher to explain the objective of the report text, the structure of sentences in a report text, the function of the report text, etc. The teacher explained the material in English and Bahasa. After a part of the report text was explained in English, the teacher gave a question to the students randomly about the material that has been explained. If the students still did not understand, the teacher would re-explain it in Bahasa. Thereafter, the teacher asked the students to re-interpreting the text entitled "Tiger". They looked very confused and got difficult, then asked permission from the teacher to open digital dictionaries on their phones. Besides, the students were given questions by the teacher related to the structure of the text. Most of them still did not get the point of the learning material to answer the questions. For example, the teacher asked the students about "physical appearance" from the text entitled

	"Tiger", meanwhile, they answered the characteristic of "Tiger" instead. Subsequently, the students were appointed randomly by the teacher to re-read the text, but there was no response from them. They were just silent and asked the teacher's help to spell word by word the text entitled "Tiger". The teacher presented another text entitled "Cactus". They both read and analyzed the text together. After the text has been analyzed and the teacher asked the students to know whether they understood the learning material, they did not answer. It can be concluded that they did not understand the report text material. The learning activity was over and the head of the class was asked by the teacher to lead the prayer and greet the salam.

UIN PROF. K.H. SAIFUDDIN ZUHRI

B. Transcript

1. Teacher's Interview

Interviewer	: Syifa Qothrun Nada (SQ)
Respondent	: Rufi'ah Ning Asrianti, S.Pd. (RN)
Class	: English Teacher
Date	: Thursday, 12th May 2022
Time	: 11.00 AM
Place	: SMP Muhammadiyah 1 Purwokerto
Code	: TC

SQ *:"Assalamualaikum Wr. Wb. Terimakasih Miss Rufi sudah mau menyempatkan waktunya untuk mengobrol dengan saya pada siang hari ini. Jadi, keperluan saya di sini yaitu guna mengumpulkan data untuk skripsi saya yang berjudul An Analysis of Students' Problems in Learning English Speaking. Jadi saya akan menganalisis tentang problem apa saja yang dialami oleh siswa-siswi SMP Muhammadiyah 1 Purwokerto khususnya kelas 9. Apakah bisa langsung dimulai Miss?"*

RN *:"Iya Mba Syifa, monggo."*

SQ *:"Baik, untuk pertanyaan pertama, sejak kapan Miss Rufi mengajar Bahasa Inggris?"*

RN *:"Kalo di sini, saya mengajar itu dari tahun 2015 bulan Januari sampai sekarang. Kalo di sekolah sebelumnya itu saya di LP3I hanya 1 tahun dari tahun 2013 sampai 2014.*

SQ :"Berati sudah lumayan lama ya Miss, 8 tahun. Menurut pendapat Miss Rufi, apakah speaking termasuk skill yang penting dalam pembelajaran bahasa Inggris?"

RN :"Sure. Penting banget, apalagi kan sekarang ini saya mengajar di SMP. Kenapa penting karena ada dua hal. Yang pertama, penting karena untuk menunjukkan ke orang tua hasil belajarnya itu yang paling mudah speaking. Orang tua walaupun anaknya baru bisa bilang good morning atau good afternoon itu udah senang, nyenengin orang tua tuh. Yang kedua, saya memang ingin anak itu dari kecil, dari dini sudah confident untuk ngomong bahasa Inggris apalagi SMP Muhammadiyah 1 Purwokerto itu kan sekolah Pre International School, jadi kita udah kerja sama dengan beberapa universitas yang mereka itu mendatangkan mahasiswa internasionalnya untuk PPL di sini gitu. Mau tidak mau, otomatis siswa harus bisa berkomunikasi sama mahasiswa tersebut kan, nggak mungkin pakai bahasa tarzan terus gitu sih."

SQ :"Baik, untuk Miss Rufi, teaching speaking skill itu penting atau tidak?"

RN :"Of course, penting banget. Kalo menurut saya dari 4 skills, ada writing, reading, listening, dan speaking, yang paling kelihatan itu speakingnya. Yang bisa diaplikasikan itu bener-bener speakingnya. Taruhlah misalnya ketika bagus di writing, tapi speakingnya nggak bisa terus gimana cara komunikasinya? Tapi ketika speaking walaupun secara grammar mungkin ada yang salah, tapi semisalnya saya ngomong ke Mba Syifa terus Mba Syifa mudeng dengan apa yang saya omongkan dengan bahasa Inggris, yasudah it's enough. Berarti sudah selesai kan, itulah tujuan komunikasi. Jadi speaking itu sangat penting menurut saya, paling penting malah.dari 4 skills yang ada."

SQ *:"Baik Miss, lalu bagaimana cara Miss Rufi membiasakan siswa untuk berbicara menggunakan bahasa Inggris?"*

RN *:"Dari gurunya dulu, gurunya harus istiqomah ya harus continue ngomong pake bahasa Inggris. Awalnya itu berat buat siswa, untuk mengerti ini guruku ngomong apa sih sebenernya, tapi kan telinga itu akan merasa terbiasa ketika gurunya juga istiqomah dengan ngomongnya pake bahasa Inggris gitu, menurut saya sih pertama itu. Pertama saya biasakan ketika menyapa, ketika ketemu, itu pasti menggunakan bahasa Inggris. Termasuk juga saya mengajarkan ke siswa ketika you wants to allow to go and get permission from me, yaudah use that language, gitu. Misal mereka izin ke toilet, izinnya harus pake bahasa Inggris seperti itu. Yang kedua, caranya itu biasanya saya pakai games. Kebanyakan pakai games, tadi pagi juga pakai games. Ular naga panjangnya itu saya ganti pakai mother finger, mother finger where are you, gitu jadi ketika anak di stop, nanti yang masang itu ngasih pertanyaan ke yang kena. Misalnya mention three names of the fruit gitu nanti yang kena harus menjawab, kalo gabisa jawab berate gentian masang."*

SQ *:"Lalu, apa sih cara yang paling baik untuk meningkatkan speaking skill pada siswa?"*

RN *:"Practice. Practice. Practice. Nggak mungkin bisa ngomong kalau ngga sering pratek.*

SQ *:"Okey, kuncinya ada dipractice ya Miss. Terus, apa problems yang sering Miss Rufi hadapi saat mengajar bahasa Inggris, terutama speaking?"*

RN *:"Unconfident, karena di SMP itu siswa kan SD nggak dapet pelajaran bahasa Inggris, jadi mereka merasa tidak mampu, merasa belum terbiasa jadinya nggak PD, suaranya kecil banget, itu aja sih problemnya. Tapi kalau guru itu bisa paham karakter siswa itu bisa diatasi.*

SQ *:"Berarti untuk grammar dan sebagainya tidak jadi masalah ya Miss?"*

RN *:"Untuk grammar, fluency, dan comprehension tentu menjadi masalah ya. Tapi fokus saya cenderung ke pronunciation dulu karena menurut saya nih saya mengajar anak SMP, jadi yang penting kamu ngomong dulu. Kalau kamu sudah PD ngomong, kita masuk ke yang lain-lain. Ketika kamu ngomong, ada kesalahan grammatically sedikit nanti kita perbaiki pelan-pelan yang penting mau ngomong dulu. Karena missal saya mau konsentrasi di grammar, anak baru ngomong sedikit grammarnya salah lalu langsung saya tegur, nggak jadi nanti. Mereka akan merasa takut buat ngomong bahasa Inggris lagi. Untuk vocabulary juga sebenarnya ada masalah karena siswa kan dari SD udah ngga ada pelajaran bahaa Inggris dan baru benar-benar ketemu Bahasa Inggris saat masuk SMP jadi sebenarnya kosa kata yang dipakai masih sangat sederhana, tapi karena siswa baru pertama belajar Bahasa Inggris jadi kosa kata yang mereka gunakan masih sangat terbatas."*

SQ *:"Baik, lalu untuk cara menghandle problems tersebut menurut Miss Rufi bagaimana?"*

RN *:"Ya dengan cara practice itu tadi, dan kita nggak boleh menjustifikasi eh kamu salah, gitu nggak boleh nanti mereka jadi takut ngomong. Just let it flow, dia mau ngomong apa ya kita dengerin aja gitu."*

SQ *:"Selanjutnya, kan ada 5 indikator komponen dalam speaking, pronunciation, grammar, vocabulary, fluency, dan comprehension. Menurut Miss Rufi, indicator mana yang paling sulit untuk dipelajari oleh siswa saat proses pembelajaran speaking?"*

RN *:"Pronunciation. Apalagi kita punya dialek yang sangat medhok. Saya sendiri juga kadang kebawa gitu sama medhoknya mereka. Kalo comprehension untuk kelas 8-9 menurut saya nggak terlalu susah."*

SQ *:'Yang terakhir, bagaimana cara Miss Rufi mengajar speaking dengan mnggunakan indicator pronunciation, grammar, vocabulary, dan fluency?"*

RN *:"Kalo itu, kita kan punya kurikulum nih. Di dalam kurikulum itu ada materi-materi yang harus kita sampaikan. Otomatis untuk mengajar seakingnya ya sesuai dengan materi itu. Dikasih bacaan, misalnya itu tentang narrative ya kita ayo speaking tentang narrative, terus nanti grammarnya juga mengikuti narrative, termasuk pertanyaannya pun juga bentuknya harus past tense seuai dengan teks yang sedang kita hadapin gitu. Saya si biasanya mengajar menggunakan media Quipper, Duolingo itu bagus untuk speaking karena banyak materi listeningnya, jadi mereka bisa mendengarkan lalu mengulangi pengucapannya gitu.*

UIN PROF. K.H. SAIFUDDIN ZUHRI

2. Students' Interviews

a) Students Interview 1

Interviewer	: Syifa Qothrun Nada (SQ)
Respondent	: Talitha Nova Martina (TN)
Class	: IX G
Date	: Wednesday, 20th April 2022
Time	: 09.30 AM
Place	: SMP Muhammadiyah 1 Purwokerto
Code	: S1

SQ *:"Assalamu'alaikum Wr. Wb. Perkenalkan nama saya Syifa Qothrun Nada, mahasiswa UIN Saifuddin Zuhri Purwokerto jurusan Tadris Bahasa Inggris. Boleh saya tau namanya siapa?"*

TN *:"Wa'alaikumsalam Wr.Wb. Nama saya Talitha Nova Martina, biasa dipanggil Talitha."*

SQ *:"Oke Talitha, jadi keperluan saya di sini yaitu guna mencari data dari skripsi saya yang berjudul An Analysis of Student' Problems in Learning English Speaking yaitu tentang problems atau masalah-masalah yang dialami oleh siswa-siswi SMP Muhammadiyah 1 Purwokerto khususnya kelas 9G dalam pembelajaran speaking bahasa Inggris. Maka dari itu saya akan menanyakan beberapa pertanyaan yang berkaitan dengan pembelajaran speaking di kelas Talitha. Apakah Talitha bersedia?"*

TN *:"Iya kak, bersedia."*

SQ *:"Baiklah kalau begitu, dijawab santai saja ya jangan takut."*

TN *:"Oke kak. Hehe."*

SQ *:"Menurut kamu, speaking itu apa?"*

TN *:"Berbicara atau menjelaskan."*

SQ *:"Apakah belajar speaking itu penting untuk kamu?"*

TN *:"Lumayan penting kak buat komunikasi."*

SQ *:"Pendapat kamu tentang proses pembelajaran speaking di kelas ini bagaimana?"*

TN *:"Buat proses pembelajarannya sih cukup asyik menurut aku. Karena emang kaya ngga terlalu di pressure, ngga terlalu ditekan buat kamu harus menguasai ini kamu harus menguasai itu, gitu ngga teralu, jadi kaya asik aja menurutku."*

SQ *:"Oke, terus menurut Talitha sendiri apa yang Talitha rasakan pas kamu berbicara menggunakan bahasa Inggris?"*

TN *:"Hm, kalo buat direkam atau sesuatu yang penting kaya presentasi gitu deg-degan sih kak. Takut aku salah ngomong atau gimana. Kalo untuk ngobrol sendiri di rumah atau sama temen deket masih santai sih, masih bisa, paling mungkin ada beberapa kosa kata yang aku ngga ngerti jadi pake bahasa campuran Indonesia-Inggris gitu kak."*

SQ *:"Baik, terus Talitha pernah ngga berbicara menggunakan bahasa Inggris di depan kelas?*

TN *:"Kalo di depan kelas ngga pernah kak. Presentasi pun aku ngga pernah mau maju. Ngga percaya diri. Hehe."*

SQ *:"Terus, apa yang sering Talitha alami saat praktek berbicara bahasa Inggris?"*

TN *:"Yang aku alami kaya sedikit susah buat ngomong beberapa kata yang bahasa Inggrisnya belibet gitu. Jadi kaya harus diulang-ulang gitu kak."*

SQ *:"Oh seperti itu, terus hambatan apa sih yang Talitha alami saat pembelajaran speaking di kelas?"*

TN *:"Hm, hambatannya paling ya itu kak kata yang belum bisa aku ucapin sama beberapa kata eh bukan beberapa sih, banyak kata yang belum aku ngerti artinya apa sama cara penggunaannya."*

SQ *:"Oke, berati hambatannya di pronunciation atau pengucapan, vocabulary atau kosa katanya masih kurang sama penggunaan grammarnya ya.*

SQ *:"Baik, terus apa yang membuat Talitha enggan untuk berbicara bahasa Inggris?"*

TN *:"Malu sebenernya kak. Malu dan takut nanti aku salah dan ada orang yang lebih jago dari aku terus malu diketawain kalo salah."*

SQ *:"Oh gitu, terus apakah Miss Rufi sering memberikan kosa kata baru dan menyuruh kamu untuk menghafal dan mempraktekannya di depan kelas?"*

TN *:"Kalo untuk ngasih kosa kata lumayan sering kak, tapi ngga disuruh buat maju ke depan kelas."*

SQ *:"Terus pas Talitha praktek berbicara bahasa Inggris, apakah Talitha mengucapkan kata dan kalimatnya dengan benar?"*

TN *:"Sebenernya buat nilai diri sendiri benar atau ngga aku gatau kak, tapi menurutku cukup benar."*

SQ *:"Oke, terimakasih Talitha semua pertanyaan sudah terjawab. Apakah saya boleh minta foto bersama?"*

TN *:"Sama-sama, boleh kak."*

b) Students Interview 2

Interviewer	: Syifa Qothrun Nada (SQ)
Respondent	: Nabila Regilia Putri (NR)
Class	: IX G
Date	: Wednesday, 20th April 2022
Time	: 09.38 AM
Place	: SMP Muhammadiyah 1 Purwokerto
Code	: S2

SQ *:"Assalamu'alaikum Wr. Wb. Perkenalkan nama saya Syifa Qothrun Nada, mahasiswa UIN Saifuddin Zuhri Purwokerto jurusan Tadris Bahasa Inggris. Boleh saya tau namanya siapa?"*

NR *:"Waalaikumsalam Wr. Wb. Nama saya Nabila Regilia Putri."*

SQ *:"Oke Nabila, jadi keperluan saya di sini yaitu guna mencari data dari skripsi saya yang berjudul An Analysis of Student' Problems in Learning English Speaking yaitu tentang problems atau masalah-masalah yang dialami oleh siswa-siswi SMP Muhammadiyah 1 Purwokerto khususnya kelas 9G dalam pembelajaran speaking bahasa Inggris. Maka dari itu saya akan menanyakan beberapa pertanyaan yang berkaitan dengan pembelajaran speaking di kelas ini. Apakah Nabila bersedia?"*

NR *:"Iya kak, bersedia."*

SQ *:"Oke, yang pertama apa yang Nabila ketahui tentang speaking?"*

NR *:"Ngomong pake bahasa Inggris."*

SQ *:"Betul, menurut Nabila belajar speaking itu penting ngga?"*

NR *:"Penting kak, buat penilaian."*

SQ *:"Terus, pendapat Nabila tentang proses pembelajaran speaking di kelas ini bagaimana?"*

NR *:"Kalo sama Miss Rufi sih singkat terus mudengin kak, kalo sama guru lain agak kurang paham."*

SQ *:"Oke, apa yang Nabila rasakan ketika berbicara menggunakan Bahasa Inggris?"*

NR *:"Hm, ada rasa senengnya sih kak pas ngomongnya bisa lancar, terus kaya oh aku ternyata bisa gitu loh."*

SQ *:"Baik, berati happy aja ya. Terus Nabila pernah ngga berbicara menggunakan bahasa Inggris di depan kelas?"*

NR *:"Pernah kak, pas presentasi."*

SQ *:"Oh pas presentasi ya. Apa yang sering Nabila alami saat praktek berbicara bahasa Inggris?"*

NR *:"Deg-degan banget kak. Terus takut salah pengucapan gitu loh kak."*

SQ *:"Oke, terus hambatan apa yang Nabila alami saat pembelajaran speaking di kelas?"*

NR *:"Hambatannya tuh karena salah pengucapan, terus pas gurunya ngomong pake bahasa Inggris kadang kita ngga paham artinya gitu kak. Apalagi kalo bahasa Inggris kan kata sama pengucapannya beda."*

SQ *:"Baik, berati hambatannya di kurangnya vocabulary atau kosa kata, sama cara pengucapannya atau pronunciation masih bingung ya.*

SQ *:"Oke, terus apa yang membuat Nabila enggan untuk berbicara menggunakan bahasa Inggris?"*

NR *:"Pertama, takut salah pengucapan. Terus malu juga takut salah ntar diketawain temen-temen. terus aku juga belum begitu paham buat nyusun kalimat bahasa Inggris yang bener kak."*

SQ *:"Oh seperti itu, apakah Miss Rufi sering memberikan kosa kata baru dan menyuruh kamu buat menghafal dan mempraktekannya di depan kelas?"*

NR *:"Lumayan sering kak, paling cuma disuruh membaca cerita terus disuruh cari kata-kata yang belum pernah aku temuin di cerita itu. Ngga disuruh maju sih kak, Cuma dijelasin aja kata ini dibacanya gimana terus dikasih tau artinya apa gitu."*

SQ *:"Oke pertanyaan terakhir, ketika kamu praktek berbicara bahasa Inggris, apakah kamu bisa mengucapkan kata atau kalimatnya dengan benar?"*

NR *:"Terkadang masih salah kak."*

SQ *:"Oke, terimakasih Nabila sudah menyempatkan waktunya. Semua pertanyaan sudah terjawab. Apakah saya boleh minta foto bersama?"*

NR *:"Iya kak, boleh."*

UIN PROF. K.H. SAIFUDDIN ZUHRI

c) Students Interview 3

Interviewer	: Syifa Qothrun Nada (SQ)
Respondent	: Deviana Putri Az'zahro (DP)
Class	: IX G
Date	: Wednesday, 20th 2022
Time	: 09.45 AM
Place	: SMP Muhammadiyah 1 Purwokerto
Code	: S3

SQ *:"Assalamu'alaikum Wr. Wb. Perkenalkan nama saya Syifa Qothrun Nada, mahasiswa UIN Saifuddin Zuhri Purwokerto jurusan Tadris Bahasa Inggris. Boleh saya tau namanya siapa?"*

DP *:"Waalaikumsalam, Deviana Putri."*

SQ *:"Baik Deviana, jadi keperluan saya di sini yaitu guna mencari data dari skripsi saya yang berjudul An Analysis of Student' Problems in Learning English Speaking yaitu tentang problems atau masalah-masalah yang dialami oleh siswa-siswi SMP Muhammadiyah 1 Purwokerto khususnya kelas 9G dalam pembelajaran speaking bahasa Inggris. Maka dari itu saya akan menanyakan beberapa pertanyaan yang berkaitan dengan pembelajaran speaking di kelas ini. Kira-kira Deviana bersedia ngga?"*

DP *:"Iya kak, mau."*

SQ *:"Baik, untuk pertanyaan pertama, apa yang Deviana ketahui tentang speaking?"*

DP *:"Ngomong pake bahasa Inggris."*

SQ *:"Betul, berbicara ya. Terus menurut Deviana, belajar speaking itu penting ngga sih?"*

DP *:"Penting karena kayak ngelatih kita buat ngomong Inggris biar ngga belibet."*

SQ *:"Penting ya berati. Menurut Deviana, gimana pembelajaran speaking di kelas ini?"*

DP *:"Sebenernya kalo dari guru sih asyik kak, tapi kita yang masih malu-malu jadinya kelasnya kayak sepi gitu. Kalo Miss Rufi tanya juga paling yang berani jawab cuma anak itu itu terus."*

SQ *:"Berati agak monoton ya. Baik, terus apa sih yang Devina rasakan ketika berbicara menggunakan bahasa Inggris?"*

DP *"Malu kak, takut diketawain yang lain. Hehe."*

SQ *:"Tapi Deviana pernah ngga berbicara bahasa Inggris di depan kelas?"*

DP *:"Pernah kak pas presentasi, tapi cuma baca tulisan di buku."*

SQ *:"Baik, terus apa yang sering Devina alami saat praktek berbicara bahasa Inggris?*

DP *:"Malu kak soalnya ngga terbiasa, paling ngomong bahasa Inggris campur Indonesia ngga full gitu. Kalo salah pengucapan juga takut diketawain temen-temen. Soalnya susah kak ngomong pake bahasa Inggris."*

SQ *:"Oke, nah hambatan apa sih yang sering Deviana alami saat pembelajaran speaking di kelas?"*

UIN PROF. K.H. SAIFUDDIN ZUHRI

DP *:"Banyak kata-kata yang aku ngerti bahasa Indonesianya tapi ngga ngerti bahasa Inggrisnya kak. Terus karena aku ngga ngerti artinya jadi susah buat nyusun kalimatnya."*

SQ *:"Baik berati hambatannya ada di kosa kata yang masih kurang sama susunan grammarnya ya.*

SQ *:"Oke, pertanyaan selanjutnya, apa yang membuat Deviana enggan untuk berbicara menggunakan bahasa Inggris?"*

DP *:"Susah kak soalnya kadang mulut orang Jawa kan kadang medok jadi susah buat ngomong bahasa Inggris, malu."*

SQ *:"Baik, terus apakah Miss Rufi sering memberikan kosa kata baru dan menyuruh Deviana buat menghafal dan mempraktekannya di depan kelas?"*

DP *:Iya kak, tapi ngga disuruh praktek paling disuruh tulis aja di buku."*

SQ *:"Oh seperti itu, terus pas Deviana praktek berbicara bahasa Inggris, apakah kamu bisa mengucapkan kata atau kalimatnya dengan benar?"*

DP *:"Masih kurang banget kak."*

SQ *:"Oke, terimakasih Deviana sudah menyempatkan waktunya. Semua pertanyaan sudah terjawab. Apakah saya boleh minta foto bersama?"*

DP *:"Boleh."*

d) Students Interview 4

Interviewer	: Syifa Qothrun Nada (SQ)
Respondent	: Farah Maulannisa Nabil (FM)
Class	: IX G
Date	: Wednesday, 20th April 2022
Time	: 09.52 AM
Place	: SMP Muhammadiyah 1 Purwokerto
Code	: S4

SQ *:"Perkenalkan nama saya Syifa Qothrun Nada, mahasiswa UIN Saifuddin Zuhri Purwokerto jurusan Tadris Bahasa Inggris. Boleh saya tau namanya siapa?"*

FM *:"Farah."*

SQ *:"Oke Farah, jadi keperluan saya di sini yaitu guna mencari data dari skripsi saya yang berjudul An Analysis of Student' Problems in Learning English Speaking yaitu tentang problems atau masalah-masalah yang dialami oleh siswa-siswi SMP Muhammadiyah 1 Purwokerto khususnya kelas 9G dalam pembelajaran speaking bahasa Inggris. Maka dari itu saya akan menanyakan beberapa pertanyaan yang berkaitan dengan pembelajaran speaking di kelas ini. Apa Farah bersedia untuk menjawab pertanyaan-pertanyaan saya?"*

FM *:"Bersedia kak."*

SQ *:"Oke, untuk pertanyaan pertama apa yang Farah ketahui tentang speaking?"*

FM *:"Speaking itu kalo misalnya pelajaran bahasa Inggris nanti kita ngafalin kalimat terus kita ngucapin apa yang udah dihafalin."*

SQ *:"Berati mengucapkan kata dengan bahasa Inggris ya. Oke, terus menurut Farah speaking itu penting ngga?"*

FM *:"Penting sih kak."*

SQ *:"Menurut Farah, pembelajaran speaking di kelas ini bagaimana?"*

FM *:"Seru kak, Miss Rufi suka becanda juga ngga terlalu serius jadi kita agak santai."*

SQ *:"Terus apa yang Farah rasakan ketika berbicara menggunakan bahasa Inggris?"*

FM *:"Lumayan seneng sih kak, aku juga suka film sama lagu Inggris jadi seneng aja gitu."*

SQ *:"Wah seneng ya ternyata. Farah pernah ngga berbicara bahasa Inggris di depan kelas?"*

FM *:"Pernah kak kalo presentasi. Kalo buat sehari-hari si ngga."*

SQ *:"Apa yang sering Farah alami saat praktek berbicara menggunakan bahasa Inggris?"*

FM *:"Deg-degan sih kak kan ngga terbiasa pake, takut salah ngucapinnya."*

SQ *:"Oke, terus hambatan atau kesulitan apa yang Farah alami saat berbicara bahasa Inggris?"*

FM *:"Pelafalannya susah kak terus ragu-ragu jadi salah, terus kalo salah denger cara ngucapinnya juga pelafalannya jadi salah, juga masih banyak benda yang aku belum tau artinya kak."*

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SQ *:"Berati hambatannya di pelafalan sama kurangnya kosa kata ya Farah.*

SQ *:"Baik, terus apa yang membuat Farah enggan buat berbicara menggunakan bahasa Inggris?"*

FM *:"Mungkin takut salah ya kak, sama kadang malu juga buat ngomong bahasa Inggris apalagi kalo diliatin orang banyak."*

SQ *:"Oke selanjutnya, apakah Miss Rufi sering memberikan kosa kata baru dan menyuruh Farah buat menghafal dan mempraktekannya di depan kelas."*

FM *:"Pernah tapi ngga terlalu sering."*

SQ *:"Baik, terus saat praktek berbicara bahasa Inggris, apakah Farah bisa mengucapkan kata atau kalimatnya dengan benar?*

FM *:"Kalo menurut aku sih belum kak."*

SQ *:"Baik, semua pertanyaan sudah terjawab. Terimakasih Farah sudah menyempatkan waktunya. Apakah saya boleh minta foto bersama?"*

FM *:"Oke kak, boleh."*

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e) Students Interview 5

Interviewer	: Syifa Qothrun Nada (SQ)
Respondent	: Abdur Rafi Yanuar (AR)
Class	: IX G
Date	: Wednesday, 20th April 2022
Time	: 10.00 AM
Place	: SMP Muhammadiyah 1 Purwokerto
Code	: S5

SQ *:" Perkenalkan nama saya Syifa Qothrun Nada, mahasiswa UIN Saifuddin Zuhri Purwokerto jurusan Tadris Bahasa Inggris. Boleh saya tau namanya siapa?"*

AR *:"Abdur Rafi, mba."*

SQ *:"Oke Rafi, keperluan saya di sini untuk mencari data dari skripsi saya yang berjudul An Analysis of Student' Problems in Learning English Speaking yaitu tentang problems atau masalah-masalah yang dialami oleh siswa-siswi SMP Muhammadiyah 1 Purwokerto khususnya kelas 9G dalam pembelajaran speaking bahasa Inggris. Oleh karena itu saya akan menanyakan beberapa pertanyaan yang berkaitan dengan pembelajaran speaking di kelas ini. Apakah Rafi bersedia untuk menjawab pertanyaan-pertanyaan saya?*

AR *:"Siap mba, bersedia."*

SQ *:"Langsung saja ya, menurut kamu speaking itu apa?"*

AR *:"Ngomong kan ya mba."*

SQ *:"Betul, speaking itu berbicara. Terus menurut Rafi, speaking itu penting atau tidak dalam pelajaran bahasa Inggris?"*

AR *:"Ya cukup penting mba, kalo speaking di bahasa Inggris kan buat ngelatih kemampuan sama cara ngomong bahasa Inggrisnya. Ya penting si mba."*

SQ *:"Baik, berate penting ya. Pembelajaran speaking di kelas ini gimana menurut Rafi?"*

AR *:"Seru si mba, gurunya mudengin tapi muridnya masih sering diem."*

SQ *:"Wah seru ya ternyata, terus apa yang Rafi alami saat berbicara menggunakan bahasa Inggris?"*

AR *:"Takut mba, soalnya nggak terbiasa ngomong bahasa Inggris takut salah."*

SQ *:"Rafi pernah atau tidak berbicara menggunakan bahasa Inggris di depan kelas?"*

AR *:"Pernahnya baca teks bahasa Inggris mba, kalo ngomong sendiri gitu nggak pernah sih."*

SQ *:"Terus apa yang sering Rafi alami saat berbicara menggunakan bahasa Inggris?"*

AR *:"Malu mba, nggak percaya diri aja gitu."*

SQ *:"Memang kesulitan apa yang sering Rafi alami saat berbicara bahasa Inggris?"*

AR *:"Kalo buat ngomongnya si insyaAllah aku bisa mba, tapi logatnya Jawa banget jadi malu buat ngomongnya, sama paling banyak kata-kata yang aku belum tau bahasa Inggrisnya apa, cara nyusun katanya gimana biar pas."*

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SQ *:"Oh berati kesulitannya ada di aksennya ya, sama vocabulary atau kosa kata dan grammarnya. Baik, terus apa yang membuat Rafi enggan untuk berbicara menggunakan bahasa Inggris?"*

AR *:"Takut salah ngomong mba, ntar diketawain yang lain."*

SQ *:"Oke pertanyaan selanjutnya, apakah Miss Rufi sering memberikan kosa kata baru dan menyuruh Rafi untuk menghafal dan mempraktekannya di depan kelas."*

AR *:"Nggak pernah sih kayaknya."*

SQ *:"Baik, terus saat praktek berbicara bahasa Inggris, apakah Rafi bisa mengucapkan kata atau kalimatnya dengan benar?*

AR *:"Bisa mba, tapi buat aksennya itu yang belum kaya orang Inggris."*

SQ *:"Baik, semua pertanyaan sudah terjawab. Terimakasih Rafi sudah menyempatkan waktunya. Apakah saya boleh minta foto bersama?"*

AR *:"Sama-sama mba, boleh mba."*

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Appendix III

Teaching Material

ANIMAL

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TIGER

Tiger (Panthera Tigris) is mammal that belongs to Chordate phylum (having spinal cord), Vertebrate subphylum (vertebrates), Felidae family (cat), Panthera genus, and Tigris species. They are the biggest cat that lives on earth. Even they are bigger than a lion. Besides being the largest cat, they are also the second fastest cat in terms of running, after cheetah. In the class of carnivorous animal.

They have nine sub- species of which three species have been declared Vanished. The subspecies which still live on earth are Siberian tigers, tiger South China tiger, Indochinese tiger, Bengal tiger, and Malayan tiger. In general, male tigers weigh between 180 and 320 kg, while the weight is between 120 and 180 kg for females. Their body length is between 2.6 and 3.3 meters for males, while females' body length is between 2.3 and 2.75 meters.

LANGUAGE FEATURES

VK' S Project

Linking verb
- Is, are, seem

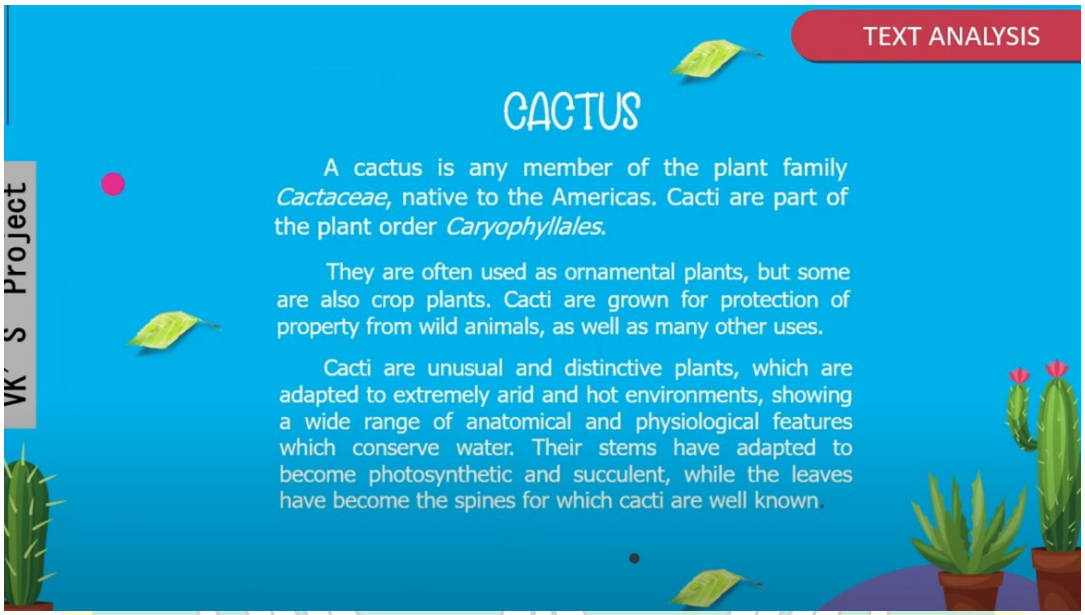
Timeless present
- Often, usually, always

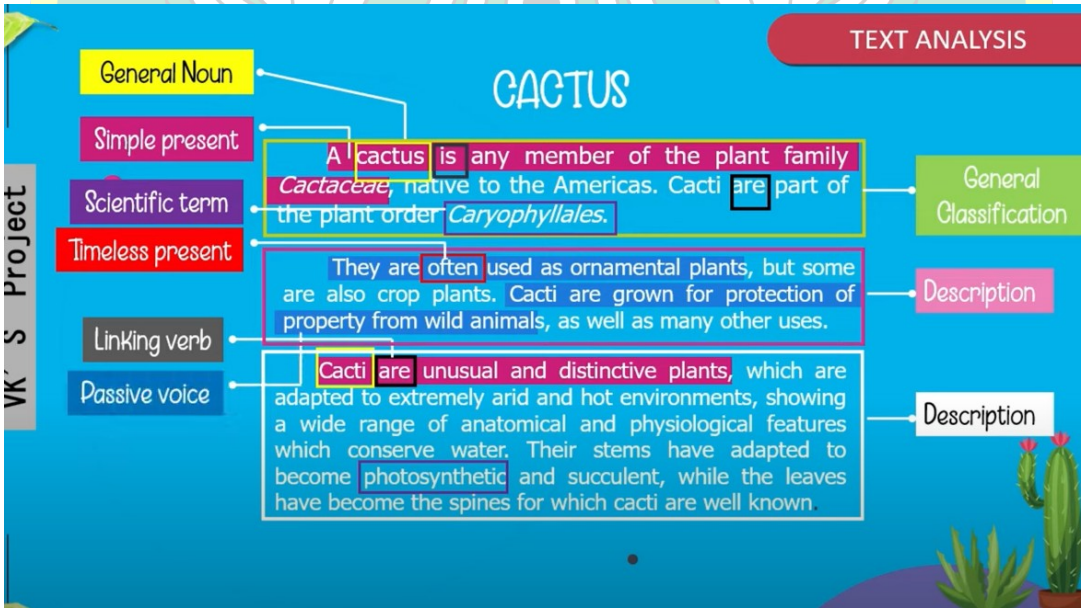
Scientific term
- Arecaceae, Panthera Tigris,

General Noun
- Tiger, Monstera, Airplane

Present tense
- Tiger lives in the jungle.

Passive voice
- It is grown for protection


TEXT ANALYSIS
CACTUS
A cactus is any member of the plant family *Cactaceae*, native to the Americas. Cacti are part of the plant order *Caryophyllales*.
They are often used as ornamental plants, but some are also crop plants. Cacti are grown for protection of property from wild animals, as well as many other uses.
Cacti are unusual and distinctive plants, which are adapted to extremely arid and hot environments, showing a wide range of anatomical and physiological features which conserve water. Their stems have adapted to become photosynthetic and succulent, while the leaves have become the spines for which cacti are well known.
VK'S Project


TEXT ANALYSIS
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General Noun
Simple present
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General Classification
Description
Description
VK'S Project

Appendix IV

Photographs

PAPAN KARIES

PROF. K.H. SAIFUDDIN ZUHRI

BIOGRAPHY

A. Identify

Full Name : Syifa Qothrun Nada

Students Number : 1717404039

Place and Date of Birth : Purbalingga, 12 Mei 1998

Address : Kedungjati RT 02 RW 07, Bukateja, Purbalingga, Jawa Tengah.

B. Educational Background

1. SD Negeri 1 Kedungjati, graduated in 2010
2. MTs Ma'arif NU 05 Majasari, graduated in 2013
3. SMA Negeri 1 Bukateja, graduated in 2016
4. S1 in UIN Prof. K.H. Saifuddin Zuhri, registered in 2017

UIN PROF. K.H. SAIFUDDIN ZUHRI