

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH  
SPEAKING FOR CLASS PRESENTATION AT SECOND GRADE OF  
MTsN 1 BIMA TOWN 2021/2022**

**Thesis**

**Submitted to State Islamic of Mataram as Partial Fulfillment of S1 Degree  
Requirements**



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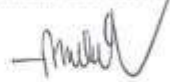
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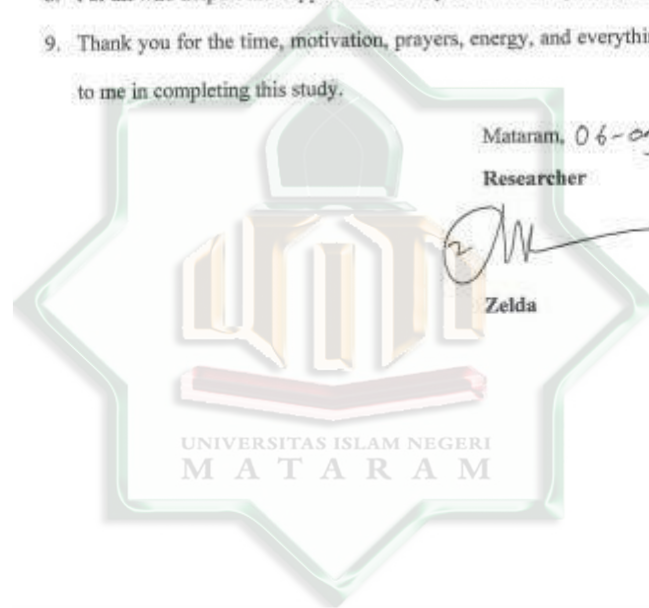
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## **MOTTO**

“Wise people are born from simplicity. Successful people exist because of their efforts. But when the hard and sad times come, you must choose whether to continue struggling or to get up and run after a ray of hope.”



**Perpustakaan UIN Mataram**

## DEDICATIONS

*“This thesis is dedicated to: My beloved mother: Bulgis. My beloved father: Usman. My Sister and my Brother. For someone on my Future who now always stay beside me. For my bestie Jumratun & Mardianti. All of my big families. All of my teachers and lecturers. and My Almamater, UIN Mataram”*



Perpustakaan UIN Mataram



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**By:**

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**ABSTRACT**

English also becomes important for communication and for expressing one's thoughts and feelings. It is not the same as learning one's mother tongue to learn a foreign language. The student met a lot of difficulties in English speaking for class presentation, and there were some factors what cause the difficulties in English. The purpose of this study was to determine the difficulties experienced by students and what are the factors that cause students' difficulties in speaking English class presentation. This research was conducted at the MTsN 1 Bima Town, especially the second grade. This research is a qualitative research with a descriptive qualitative design. In this research the researcher used descriptive qualitative research, from this study the researcher found that many students had difficulty speaking English during class presentations, the researchers found several causes of students' difficulties in speaking English, namely anxiety, lack of vocabulary in English, lack of pronunciation in English, lack of confidence, lack of pronunciation, feelings of shame, lack of motivation, lack of grammar, and so on. For the factors that cause students' difficulties in speaking English class presentation, the researcher found seven factor. There are seven factors that cause students' speaking difficulties when presenting English at MTsN 1 school in Bima. The seven factors are psychological, poor vocabulary, not having friends to talk to, pronunciation, grammar, personality factors, students prefer to use direct translation.

***Keywords: Students' difficulties, factor difficulties, speaking English.***

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**Oleh :**

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**Abstrak**

Bahasa Inggris juga menjadi penting untuk komunikasikan dan untuk mengekspresikan pikiran dan perasaan seseorang. Hal ini tidak sama dengan belajar bahasa ibu seseorang untuk belajar bahasa asing. Siswa menemui banyak kesulitan dalam berbicara bahasa Inggris untuk presentasi kelas, dan ada beberapa faktor yang menyebabkan kesulitan dalam bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan-kesulitan yang dialami siswa dan faktor-faktor apa saja yang menyebabkan kesulitan siswa dalam presentasi kelas berbicara bahasa Inggris. Penelitian ini dilaksanakan di MTsN 1 Kota Bima khususnya kelas II. Penelitian ini merupakan penelitian kualitatif dengan desain deskriptif kualitatif. Dalam penelitian ini peneliti menggunakan penelitian deskriptif kualitatif, dari penelitian ini peneliti menemukan bahwa banyak siswa yang mengalami kesulitan berbicara bahasa Inggris saat presentasi kelas, peneliti menemukan beberapa penyebab kesulitan siswa dalam berbicara bahasa Inggris yaitu kecemasan, kurangnya kosakata dalam bahasa Inggris, kurangnya pengucapan dalam bahasa Inggris, kurang percaya diri, kurangnya pengucapan, perasaan malu, kurangnya motivasi, kurangnya tata bahasa, dan sebagainya. Untuk faktor-faktor yang menyebabkan kesulitan siswa dalam presentasi kelas berbicara bahasa Inggris, peneliti menemukan tujuh faktor Ada tujuh faktor yang menyebabkan siswa kesulitan berbicara dalam presentasi bahasa Inggris di sekolah MTsN 1 di Bima. Ketujuh faktor tersebut adalah psikologis, kosakata yang buruk, tidak memiliki teman untuk diajak bicara, pengucapan, tata bahasa, faktor kepribadian, siswa lebih suka menggunakan terjemahan langsung.

**Kata kunci: Kesulitan siswa, faktor kesulitan, berbicara bahasa Inggris.**

تحليل الصعوبات التي يواجهها الطلاب في اللغة الإنجليزية في التحدث عن عرض الفصل في الصف

الثاني من مدرسة التسنوية مدينة واحدة بيما

بواسطة:

زيلدا

١٥٠٧٠١٠٧١

نبذة مختصرة

تصبح اللغة الإنجليزية مهمة أيضاً للتواصل وللتعبير عن أفكار الفرد ومشاعره. إنه يختلف عن تعلم اللغة الأم إلى تعلم لغة أجنبية. واجه الطالب الكثير من الصعوبات في التحدث باللغة الإنجليزية للعرض التقديمي في الفصل ، وكانت هناك بعض العوامل التي تسبب صعوبات في اللغة الإنجليزية. كان الغرض من هذه الدراسة هو تحديد الصعوبات التي يواجهها الطلاب والعوامل التي تسبب صعوبات الطلاب في التحدث باللغة الإنجليزية في الفصل. أجري هذا البحث في مدرسة التسنوية مدينة واحدة بيما وخاصة الصف الثاني. هذا البحث هو بحث نوعي ذو تصميم وصفي نوعي. في هذا البحث استخدم الباحث البحث الوصفي النوعي ، ومن هذه الدراسة وجد الباحث أن العديد من الطلاب يجدون صعوبة في التحدث باللغة الإنجليزية أثناء العروض الصفية ، ووجد الباحثون عدة أسباب لصعوبات الطلاب في التحدث باللغة الإنجليزية ، وهي القلق ، والافتقار إلى اللغة الإنجليزية. من مفردات اللغة الإنجليزية ، ونقص اللغة الإنجليزية. نطق اللغة الإنجليزية ، وقلّة الثقة ، وقلّة النطق ، والعار ، وقلّة الحافز ، وقلّة القواعد ، وما إلى ذلك. أما بالنسبة للعوامل التي تسبب صعوبة تحدث الطلاب باللغة الإنجليزية في الفصل ، فقد وجد الباحث سبعة عوامل هناك سبعة عوامل تسبب للطلاب. صعوبات التحدث عند إدخال اللغة الإنجليزية في مدرسة التسنوية مدينة واحدة بيما. العوامل السبعة هي نفسية ، ضعف المفردات ، عدم وجود أصدقاء للتحدث معهم ، النطق ، القواعد ، ..عوامل الشخصية ، يفضل الطلاب استخدام الترجمة المباشرة.

الكلمات المفتاحية: صعوبات الطلاب ، عوامل الصعوبات ، التحدث باللغة الإنجليزية

# CHAPTER I

## INTRODUCTION

### A. Background of Research

Today in global world and with the help of modern technology, English has become the most common and dominant language spoken and used both at the national and international levels. It has been playing a major role in many sectors, especially in education. In Indonesia, English becomes a foreign language and a compulsory subject learned by students in junior, senior high school and university.

To learn a foreign language, students must acquire language skills such as speaking, listening, reading, and writing. The students have to be master English very well. It makes it easier for students to communicate with other people around the world, and it opens the door to scientific and technical knowledge. It allows students to have better access to all kinds information. In this way, speaking has an important role among of four skills.

Speaking is a productive aural/oral skill. As a productive skill, talking to help students to communicate with another. Speaking can be able to measure to know the ability and weakness students in speaking English. According to Nunan, speaking is a productive aural/oral skill that can be directly and empirically observed. If the students in speak English well, it means they are good at English. Speaking needs some component to support it. They are fluency at vocabulary, pronunciation, grammar, and

comprehension. To speak English is not easy, because the people should master some aspects in speaking.<sup>1</sup>

Nunan said that speaking is very important in our lives because without speaking, we cannot know what the other is saying, and speaking is the way to use in interaction with the other people. From that statement it is clear that speaking is an important aspect of mastering English. speaking can be measured through students' 'skill in speaking English, carrying out conversation and interacting verbally in English. So it can be concluded that English speaking skills must be mastered if students' are determined to improve their abilities.<sup>2</sup>

In teaching and learning process, speaking is one of the subjects that should be mastered by the students at school. Speaking as one of the language skills, it is both an interesting topic for students and a difficult skill to master. MTsN 1 Bima Town taught the English language, especially speaking to the students. English language teaching aims to develop students' potentials to have communicative competence in interpersonal, transactional, and functional text by using several English texts, spoken, and written.

Teaching speaking through presentation is very interesting the students and challenging especially for teachers who teach English. Teaching speaking through presentation is an effective way to improve

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<sup>1</sup>Nurhadiah Fitri, "An analysis on students' difficulties in speaking English at Islamic senior high school Kota baru seberida"(Thesis), Uin Suska Riau, 2019. Hal.1

<sup>2</sup>*Ibid.*

students speaking skill. We will know what are the students difficulties in speaking presentation class. Presentation is one way to apply students speaking presentation in the classroom. The presentation method in teaching English, especially in speaking is very effective, and especially in giving individual and group assignments. Speaking using the presentation method can also help students develop their listening and thinking habits. When students do speaking presentation in class, the students will convey their material, they will convey some information/messages that are ordinary and even confidential, either individually or in groups. In the process of learning speaking through the presentation of the English teachers at MTsN 1 bima town, they hope that speaking learning can help students who have difficulty in speaking become bolder and have good speaking skills in front of the class.

Based on the writer's observation at MTsN 1 Bima Town, it is clearly shown that students difficulties in speaking for class presentation in English learning process, especially for presentation. This was supported by the result of interview with the English teacher Mrs. Yulianti. She said that most students in the second grade had difficult to be mastered in English speaking, most of them got under average score in speaking section and mostly they could not pronounce the word correctly. Actually, that was reasonable enough because generally, the teacher was used Indonesian dominantly. The researcher believe that the teacher just wanted to make the students understood what the material was delivered by her.



So, she used Indonesian as the best way to give the material to her students. Although the teacher had tried to guide and challenge them to speak English, but the students always used Indonesian. For example, when the students wanted to go to the toilet, they did not ask permission by using English. However, students must master not only the subject but also the component of speaking. That is why learning English (the students have to speak fluent with English) and also learning the other subject is very difficult for them.

Many causes contributed to the students' difficulty in English speaking for the class presentation, such as: inhibition, students' fear of criticism, or plain shyness are all elements that make students' speaking difficult in class presentation. Because inhibition impacts students' speaking fluency and self-confidence, it becomes one of the barriers to them speaking English fluently. In addition, occupancy is damaging because it can limit their ability to communicate their thoughts. The second reason that is nothing to say. Students are unable to express themselves since they have no reason to do so. If you are asked a question do not say something or speechless. The third is low participation, only one person can speak at a time because some students dominate the class, while the others speak little or not at all. The researchers attempted to gather further data that would strengthen the findings of issues.

Based on my initial observation and the fact above, the researcher found the fact many students in second grade had difficulty when

presenting in English speaking class, from this relevant research the researcher found that there were still problems as to why many students had difficulties in English speaking. So that the researcher are interest in analyzing, identifying, and knowing what cause students to have difiiculty in English speaking and how they perceptions when speaking during class presentation, which are usually done by students at MTsN 1 Bima Town. Therefore, the researcher took the title “Analysis of Students Difficulties in English Speaking for Class Presentations in Second Grade at MTsN 1 Bima Town. This is school is located in Bima town, West Nusa Tenggara. This School not only teaches students to master Arabic but also to master English too.

## **B. Statement of Problems**

Based on the problem in the background, the researcher statements of problem as follows:

1. What are the students' difficulties in English speaking for class presentation at the second grade of MTsN 1 Bima Town?
2. What are the factors that cause students' difficulties in speaking English class presentation?

## **C. Objective and Significance of the Research**

1. Objective of the statement

Based on the problem above, the objectives of this study are:

- a. To know the students difficulties in English speaking for presentation class at the second grade of MTsN 1 Bima Town.

- b. To know the factors that cause students difficulties in speaking English for class presentation class at the second grade of MTsN 1 Bima Town.

## 2. Significance of the Research

The findings of this research give the some benefits theoretically and practically, such as for researchers, teachers and students as follow:

### 1. Theoretical significance

The result of this study is expected to provide an alternative solution, useful, and valuable to determine students' difficulties in English speaking. So that can be applied in teaching and learning speaking through presentation.

### 2. Practical significance

There are some benefits practically in this research, as follows:

- 1) For the students in second grade of MTsN 1 Bima Town, this research it be can helped for their difficulties in English speaking class.
- 2) These research findings are also expected especially for students and teachers of English at the second grade of MTsN 1 Bima Town to be consideration for their future learning process.
- 3) For English teacher of MTsN 1 Bima Town, the research hopefully can be used in order to help the students' difficulties

in English speaking class, to give them motivation, and to make them interested in following English teaching and learning process.

#### **D. Scope and *Setting* of Research**

##### 1. Scope of the research

This study is focused on the students' difficulties and perception in English speaking class. In this case the researcher wants to analyze the difficulties of the students English speaking when they do the presentation.

##### 2. Setting of the research

This research take place at MTsN 1 Bima town. It is located in Jl. ST. salahuddin no.33, Rasanae Barat, province of west nusa tenggara. The selection of research locations is based on the focus in the analysis about the difficulties in speaking at the second grade of MTsN 1 Bima town. The reason why the researcher choose this location because the entire teaching system and environment in that school uses the English language.

#### **E. Review of Previous Research**

The literature review contains a systematic description of the research results and previous information that is relevant to the problem and the issues to be studied in the thesis. Therefore, a critical review that contains the strengths, weaknesses, and the result of previous research must be put forward by the researcher. The researcher argues and shows firmly that the problem to be discussed has never been studied before or explains the position of the research being carried out.

Some of the research methods learned by the researcher related to teaching, method or technique to analyze the students' difficulties in speaking, some of which are mentioned with their research as follow:

- a. The first a research by Nurhadiah Fitri about "An Analysis on Students Difficulties in Speaking English at Islamic Senior High School." The purpose of this research is to understand the difficulties in speaking English, and the factors that most causes students to speak English. This research was conducted to analyze the difficulties in English speaking. In this research, the researcher used quantitative and descriptive research, and the researcher used questionnaires to collect the data.

Meanwhile, the result of this research shows that the difficulties students' in speaking English are categorized at a strong level. The average value of students' in academic and conversational English skills is 4.05, and the average value of obstacles linguistic is 3.66 the average value of access to speaking opportunities is 3.53. From the average value of speech process difficulty is 3.29, and the average negative effect value of 3.13. From five aspects of students' difficulty in speaking, it can be concluded that there is a dominant aspect found in this study. The most dominant difficulty of students' difficulties in speaking English is academic and conversational English skills and obstacles linguistic.

The previous research has similarities with this study, specifically, both researching students' difficulties in speaking. In previous research, the researcher conducted the research in senior high school that was in

SMA Assalafi Susukan. The current study, on the other hand, will be carried out at the MTsN 1 Bima Town. The different in the research design from the previous researcher is she used questionnaire to carry out her study. Meanwhile, the present research will use observation, interview, and documentation to conduct the research.

- b. The second a research by Natalia Rahayu is about “An Analysis of Students’ Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School.” The objective of this research is to analysis for students’ problems in speaking English daily language program. This study tried to find the students’ problems, the factors, and the strategies to overcome. In this study, the researcher used qualitative research, it is based on the research focus; to analyzed the students’ problems in English daily weeks of Husnul Khotimah Islamic Boarding School.

This study the researchers found that students’ of Husnul Khotimah Islamic Boarding School had many problems it comes from their internal and external factors. The students’ still lack of understanding of grammatical patterns, incorrect pronunciation, and they limited of vocabulary mastery, minimum opportunities students interest, mother tongue use, seldom to practice and less discipline, fear of making mistake and environment factors.<sup>3</sup>

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<sup>3</sup> Natalia Rahayu, “*An Analysis of Students’ in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School*”, (Thesis, English Language

Based on the explanation above, the previous study has similarity with the present research. That is, both use qualitative methods, and focus on speaking. The sampling Technique used in previous research was a purpose random sampling. The research instrument applied were interview and observation, while the present research instrument used interview method, observation method, documentation method. However, this previous research is really different from the present study in the subject of present research is the junior high school not from boarding school, while the previous research in boarding school.

- c. The last previous a research by from J.M Saputra is about “An Analysis the Difficulties Factors of Students’ Speaking Performance at the Ninth Grade of Islamic Junior High School Masmur Pekanbaru”. The objective of the study is to know the difficulties factors of students’ speaking performance to the ninth-grade students at Islamic Junior High School Masmur Pekanbaru. He used quantitative research and population of this research was 66 student at the ninth grade of Islamic Junior High School Masmur Pekanbaru. And the research used cluster random sampling technique with the total sample 20 students from the total population. And collect the data the researchers used a questionnaire to measure the

students' difficulties in speaking performance. Descriptive study which has only one variable.<sup>4</sup>

Based on the explanation above, the previous study has similarity with the present research which is focus on students' difficulties in speaking. And both chose the same research place, namely in junior high school. However, these two study used two different research method, while the previous research has focused on difficulties factors of students' speaking performance.

## **F. Theoretical Bases**

### **1. The definition of Speaking**

Speaking is in the nature of things, as is the difficulty of acquiring the other requires of an orator, and the even greater difficulty of achieving excellence in action, (which, despite our efforts, is still valued more than excellences of another kind).<sup>5</sup>

Speaking ability becomes the competence for people interaction and communication. Speaking also as the way of communication and it makes people who come from different countries to be comfort in making interaction and communication. Richards and Renandya said that speaking is one of the central it means that speaking is very essential, and someone can express his or her feeling, emotion, and idea by

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<sup>4</sup> J.M Saputra, "An Analysis the Difficulties Factors of Students' Speaking Performance at the Ninth Grade of Islamic Junior High School Masmur Pekanbaru", (Thesis, faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau, Pekanbaru, 2020), p.5

<sup>5</sup> John Walker, *Elements of Election*, (London, 1799), hlm.315



speaking. In addition, according to brown argues that speaking is an interactive an interactive process of constructing meaning that involve producing, receiving and processing information. When someone speaking they should be able to make meaning depending on the context of the information. For example: context of situation and on the participation.<sup>6</sup>

Another book said that speaking is one of abilities that must be mastered by everyone. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves on only verbal communication, but also paralinguistic elements of speech such a pitch, stress, and intonation.<sup>7</sup>

## 2. The Function of Speaking

The function of speaking is to deliver and express some messages, ideas, thoughts, and felling from a speaker to the listener. Mastering English language is so important for us, especially for foreign language learners.

According to Richard There are three function of speaking. They are talk as interaction, talk as transaction, and talk as performance.<sup>8</sup>

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<sup>6</sup> Natalia Rahayu, “ An Analysis of Students’ Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School, (*Thesis*, English Language Teaching Department Tarbiyah and Teacher Training faculty Syekh Nurjati Islamic Institute Cirebon, 2015), p.2

<sup>7</sup> Jack C. Richards and willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p.204

<sup>8</sup> Jack C Richard, *Teaching Listening and Speaking : From Theory to Practice*. (New York : Cambridge University Press, 2008), p.21

a. Talk as interaction

Our daily communication remains interactional with other people. This refers to what we said as conversation. It is an interactive communication which done spontaneous by two or more person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill communicate to other person. The main intention in this function is social relationship.

b. Talk as transaction

In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language teachers and students usually focus on meaning or talking their way to understanding.

c. Talk as performance

Speaking activities is more focus on monolog better than dialog. Often follows a recognizable formatThe third type of talk which can usefully be distinguished has been called talk as a performance. This usually refers to public talk. That is, talk which transmits information before audience such as public announcements, morning talk and speeches.<sup>9</sup>

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<sup>9</sup>Jack C Richards, Developing Classroom Activities: Rom Theory to Practice. Guidelines-Singapore-Periodical for Classroom Language Teachers Then Magazine for Teachers, Vol-28, No.2 (2006), P.2-5

That is the explanation of the function of speaking. It can be said that speaking skills have to be further improved if we are to master and fluently speak English well.

### 3. The Elements of Speaking

In speaking activities, there are three elements that should be considered by the speaker in order to make information that would be delivered to other people well accepted. Among the elements necessary for spoken production are<sup>10</sup>:

#### a. Pronunciation

Pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. Carter and Nunan said that pronunciation comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody of intonation. Without a good pronunciation, listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community.

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<sup>10</sup> Leila Listya Imangiasih, "The Effectiveness of Three-Step Interview Technique For Teaching Speaking, An Experimental Study at Second Grade Students of SMA Muhammadiyah Tambak in Academic Year 2015/2016, (*Thesis*, English Education Department Teacher Training and Education Faculty, Muhammadiyah University of Purwokerto, 2016), P.7-8.

b. Fluency

Fluency is the ability to speak spontaneously and eloquently with no feel hesitant. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. If the speaker's fluency is good, then the communication would be effective, the information conveyed by the speaker can be easily accepted by others.

c. Accuracy

Accuracy which refers to the mastery of phonology elements, grammar, and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication. Thornbury said that speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation.

In conclusion, fluency, accuracy, and pronunciation are three important components in the development of students' speaking skills to create effective communication.<sup>11</sup>

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<sup>11</sup> *Ibid.*

#### 4. The Difficulties in speaking

The Difficulties in speaking is also not easy for students' because they have to practice and learn more about the vocabulary, pronunciation, and grammar.

According to Chens, difficulties in English-speaking students' common difficulties are that they lack confident, limited fluency and limited vocabulary.

In this study, difficulties in English speaking refers to the problem or difficulties that students in eleventh grade of state Islamic at the Second Grade of MTsN 1 Bima Town.

In addition, Raba'ah pointed out that there are many factors that because difficulties in speaking English. Some of the factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For examples many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going.

Learning English as a second or foreign language makes students get some difficulties. In this research, the writer will focus on speaking difficulties. Penny Ur said that the four type problem speaking activities they are:<sup>12</sup>

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<sup>12</sup>*Ibid*, hlm. 12.

a. Inhibition

In learning English is the lack of desire for these students to read about and listen to, write language, so when students' speak in class nervous and see the audience lack confidence.

b. Nothing to say

The problems facing students' is when they speak in front of their class many. Because not many students' know the vocabulary and the grammar so they should be able to motivate themselves to have to speak to train their abilities.

c. Low or uneven participation

In low Participation group, this means that only one person can talk at a time if he is to be heard, and in large groups, this means that everyone will have very little speaking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother - tongue use.

The phenomenon of students we see today a number of students are accustomed to using mother tongue, they tend to use his mother tongue because it is indeed familiar since they were small, so it's easier to talk to their fellow. They feel less to speak a foreign language so that lack of motivation. They are so accustomed to using foreign languages.

From the definition above, it can be concluded that difficulty in speaking is due to students' difficulty in fluency when speaking English, and lack of vocabulary when speaking English. They are less confident when speaking English and often use mother tongue every day. Moreover, Ur also gave some solutions used by the teacher to solve those problems: use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, keep speaking the target language.

#### 5. The definition of Presentation

Presentation is a speaking public activity that is carried out in front of many people. Presentation is a form of communication. Presentation can also be interpreted as an activity to convey ideas, new product, opinions, or information to the audience. Presentation or public speaking is so important for success in public and professional life.

Presentation is the presentation or delivery of someone's written or scientific work in front of a forum of invitation/participant or an activity of speaking in front of the public (audience), in order to propose an idea or ideas to gain understanding or mutual agreement. Attendance of participants in a presentation is useful for making presentations more active and fluent within a specified time period.<sup>13</sup>

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<sup>13</sup>Nurul Imani Kurniwati, SE, MM, *Buku Ajar Tehnik Presentasi Rahasia Tampil Memukau Saat Presentai*, (Graha Indah E-11 Gayung Kebonsari Surabaya : CV. Jakarta Media Publishing, 2020), hlm. 3.

And usually in presentation the presenter often finds some problems when they make a multimedia presentation. But those constraints can now be overcome by the advent of sophisticated presentation applications that can help the presenters make impressive presentations.

Presentation is often said to be a form of communication. That is a form of communication carried out in an integrated manner through voice, picture, and body language. In order for a message in communication to be conveyed well, there are 3 (three) related components:<sup>14</sup>

1. The elements of presentation

The success of a presentation lies on the elements that exist in insurance. Those elements of the presentation are:<sup>15</sup>

- a. Presenter/speaker, namely are person who deliver the presentation directly in front of the audience.
- b. Material, namely material delivered.
- c. Facilities/equipment, namely the media and tools used to deliver presentation, such as slides, projector, and so on.
- d. Audience/participant, namely people who receive information.
- e. Moderator, namely the person who control the course of the presentation

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<sup>14</sup>*Ibid*

<sup>15</sup>Abi Asmana, "Definition of Presentation Elements, Types, Principle, and Basic Preparation of presentation," <http://legalstudies71.blogspot.com/2019/12/pengertian-presentasi-unsur-jenis.html>, diakses tanggal 7 april 2021, pukul 19:14



## 2. The Types of Presentation

In generally, the presentation it can be divided into the following types :<sup>16</sup>

### a. Sudden presentation

Sudden presentations are presentations that are done without preparation, where the speaker will speak directly without text or provide information in emergency and critical situations in a halting manner.

### b. The advantages of sudden presentations :

1. The information conveyed will be appropriate for what the presenters feels.
2. Make the presenters continued to think when they convey the information because there is not prior prepare.
3. And the words that come out of the presenter spontaneously.

## 3. Tools used in Presentation

In a presentation it takes a few tools to support an effective presentation, and there are four tools that you need to master, including:

### a. Notebook and computer

In presentation we need a laptop or computer to save our presentation files that we will deliver to the audience. In

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<sup>16</sup>Abi Asmana, “Devinition of Presentation Elements, Types, Principle, and Basic Preparation of Presentations”, in <http://legalstudies71.blogspot.com/2019/12/pengertian-presentasi-unsur-jenis.html>, diakses tanggal 7 april 2021, pukul 17:20

addition to saving the files, we also have to optimize these tools and should do make special settings on the notebook or computers so that our presentation will run smoothly and no distractions.

b. LCD projector

This is a tools used to display slides from a notebook or computer to a screen so that it can be seen by the audience. And this tools can also serves to convey the contents of the message in visual form.

c. Whiteboard

The whiteboard is used to show or explain a picture that is difficult for the speakers to explain, but sometimes it is used to pasting concept map scheme in a presentation.

d. Sound System or Microphone

The microphone is an important tool to use when presenting to an audience. And this tool is used when we are performing in an open space. Because many audiences were present, a microphone was needed to amplify the speaker's voice so that it could be heard clearly.

4. Teaching speaking through presentation

Teaching speaking is very interesting and challenging for students. Teaching speaking through presentation in class can give students special freedom in expressing ideas, desires, and thoughts

through speaking. And presentation is a suitable teaching model for junior high school to improve their speaking skill.

In the classroom presentation, students are required to be able to develop their idea and try to transfer the idea in front of the class. Kartimi suggests that presentation is the ability in using oral language to explore idea, intention, thought, and feeling to the other people as way to make the hearer understand the message clearly.<sup>17</sup> Presentation class becomes one of the ways in applying students speaking presentation in the classroom. Naturally, it is as a tool for teacher in order to help the students to get involved in learning process.

The teacher in MTsN 1 Bim Town teach the students speaking through presentation because from the observations of researchers at MTsN 1 Bima town, many students had difficulty speaking during the presentation. Therefore, before the teacher gives the assignment, the teacher will give an explanation in advance about the assignment of independent and group presentations. The use of the presentation method in teaching and learning English at MTsN 1 Kota Bima is very effective. However, there are some students who have not been able to use English when speaking in front of the class because of the lack of student interest, lack of memorized

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<sup>17</sup> Fajar Aminullah, Rahayu Apriliawati, Zainal Arifin, "An Analysis on The Students' Speaking Performance in Giving Presentation", English Education Study Program, (FKIP Untan, Pontianak, 2015). P.2

vocabulary, and lack of motivation given by the teacher in the process of teaching and learning activities. Therefore, the teacher uses the presentation method to make it easier for students to build knowledge, competence, self-exploration, and student confidence to deliver class presentations.

## **G. Research Method**

### **1. Research approach**

In this study, the researcher will use a descriptive qualitative approach. A qualitative approach aims to describe and analyze events, phenomena, social activities, attitudes, perceptions and thoughts of people individually and in groups.<sup>18</sup> The researcher uses the descriptive qualitative method because this study aims to describe the students' difficulties in speaking presentation class.

In this descriptive qualitative research, the researcher describes the students difficulties in speaking presentation class. Therefore, the researcher will identify which students' difficulty in English speaking presentation classes.

According to Bogdan Taylor, qualitative research is a method of gathering descriptive data in the form of written words, as well as information from individuals and observable behavior. The method is holistically and comprehensive in nature, focusing on individuals background. Qualitative research is likened to a person going on a

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<sup>18</sup> Nana syaodh sukmandinata, *Metode Penelitian Pendidikan*, (Bandung : rosdakatya, 2010), hlm.60

picnic, you know where you're going but don't know exactly where you're going. If you conduct qualitative in the field, you will be able to see and analyze the objects and the activities of people around you.<sup>19</sup>

## 2. The presence of researcher

The presence of researchers in qualitative research means that the researcher acts as a predefined instrument in the life of the subject that has been determined in the research. The presence of the researcher in the field is a very absolute thing because it means the whole series of research can be carried out properly and optimally. The researcher is the main key of instrument to express meaning, and at the same time as a data collection tool. In this study the researcher as observer, the subject or informant, knows the researchers' attendance in the researchers of students' difficulties in speaking for class presentation at second grade of MTs 1 Bima Town.

## 3. Research location

This research will be conducted at MTsN 1 Kota Bima, a state junior high school (SMP) located on Jl. Sultan Hasanuddin, Dara, Rasanae Barat, Kota Bima, West Nusa Tenggara. MTsN 1 Kota Bima is Madrasah Tsanawiyah that serves junior high school in Bima town that is pioneers IT-based education by organizing UNBK, UASBK and PPDB online. The lessons provided include all compulsory subjects

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<sup>19</sup>Lexy J, Moleong, *Metode Penelitian Kualitatif* (Bandung : Remaja Rosdakarya, 2005), hlm 4 & 27.

according to the applicable curriculum and additional Islamic religious lessons. MTsN 1 Kota Bima also has teaching staff who are competent in their subject areas so that they are of high quality and become one of the best in Bima town. MTsN 1 Kota Bima also applies an English and Arabic zone system around the school.

There are also various school facilities such as comfortable classrooms, libraries, sports fields, prayer room/mosques, canteens and other. When viewed from a physical point of view, this school is very feasible to be used as a process of teaching and learning activities, and this location was chosen by researchers because there is a suitability of the phenomenon to be examined, of course based on the objectivity that has been done, namely regarding the process of students' difficulties in making presentations speaking in English, when giving a speech in front of the class.

#### 4. Source of data

Every research requires data or information from reliable sources and requires that data or information can be used to answer research problems. The data and information are empirical data, essentially field data or data that occurs as is; the data that obtained must be clear, connected to this, the categories of data are split into words actions, as well as textual data sources, in this area. According to Lofland in Lexi J.

Moleong, the main data source in qualitative research is words and actions, with the balance of the data gathered from other sources.<sup>20</sup>

Meanwhile, according to another opinion that when the research uses a questionnaire in data collection, the data source is called the respondent, while the research uses documentation, the record document is called the respondent, while the research uses documentation, the record documents is called the data source.<sup>21</sup> In this study the data sources used are:<sup>22</sup>

a. Primary data sources

Primary data sources are data sources that directly provide data to data collectors. The primary data used in this research are students.

b. Secondary data sources

Secondary data sources are sources that do not directly provide data to data collectors, for example through other people or through documents. The secondary data used in this research are the school profile, the school's vision and mission, the rules that apply in the library, the organizational structure of the library and activities related to the use of the library as a learning resource.

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<sup>20</sup>Lexi J, Moleong, *Metode Penelitian Kualitatif* (Bandung : Alfabeta, 2011), p.85

<sup>21</sup>Suharimi Arikunto, *prosedur Penelitian*, ( Jakarta: Rineka Cipta, 2002), p.107

<sup>22</sup>Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung, Alfabeta, 2016), p.193

## 5. Data collection technique

Data collection method is a tool at the time of research using a method. To collect the data the researcher will use three instruments those are observation, interview, and documentation.

The researcher also collect and analyze observations and documents, but this form of data is unusual. According to Creswell in his book Emzir, data collection I grounded theory studies is a zigzag, going out of the field to obtain information, analyze data, and so on.<sup>23</sup>

Accurate data can be obtained if the data collection process is well prepared. In the collection there are several approaches, including:

### a. Observation method

Observation method is a way to collect data by observing or observing the research object or even. According to Suharismi Arikunto, observation is an activity to pay attention to an object by using all the senses. So, observing can be done through sight, smell, hearing, touch, and taste can be interpreted as direct observation.<sup>24</sup>

In qualitative research, collecting the data mostly is done in participant observation. According to Aryet.al, According to Aryet.al, in qualitative research, observation is a fundamental technique for gathering data and involves more than merely

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<sup>23</sup>Emzir, *Metodologi Penelitian Pendidikan Kuantatif, Kualitatif*, (Jakarta: Rajawali Pers, 2010), hlm. 210

<sup>24</sup> Suharismi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta : Rineka Cipta, 2006), P.156-157



"hanging out." Compared to the systematic, structured observation employed in quantitative research, it is a broader sort of observation.<sup>25</sup> When making observations in the field, researchers observe, document, and record the events and data they discover.

b. Interview method

Interview is the technique that can be used to collect the research data. It can be said that the interview is an event or process of interaction between the interviewer and source of information or the person being interviewed through direct communication. It can also be said that the interview is a face-to-face conversation between the interviewer and the source of information where the interviewer asks directly about an object that has been studied and has been previously designed.<sup>26</sup>

Slamet said that an Interview is a method used to obtain information through social interaction activities between researchers and those being studied.<sup>27</sup> Meanwhile, Nazir defines interview as 'the process of obtaining information for research purposes through the use of questions and answer while face-to-

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<sup>25</sup> Donald Ary, et.al, *Introduction to Research in Education, Eight Education*, (USA: Wadsworth, 2010). P.431.

<sup>26</sup> Mari Yusuf, *Metodologi Penelitian kuantitatif, Kualitatif & Penelitian Gabungan*, (Jakarta: Prenada Media Group, 2016), hlm.372

<sup>27</sup> Fandi Rosi Sarwo Edi, *Teori Wawancara Psikodiagnostik*, (Yogyakarta: Leutika Nouvallitera, 2016), P.2.

face between the questioner or interviewer and the respondent using an interview guide.<sup>28</sup>

Based on the explanation above, the researcher uses this method to obtain more data and information about what are the students' difficulties and how students perception when speaking during class presentation using English. Besides that, it also makes it easier for researcher to process and analyze data and information in a scientific work carried out through instruments or notes under researcher in carrying out the research.

c. Documentation method

Documentation is a technique of collecting data through documents that can be in the form of recordings, written documents, or pictures.<sup>29</sup>

The researcher will use documentation technique to collect relevant data and in accordance with the research needs. Documentation techniques in this study are used to collect archives related to research as evidence of accountable activities. This technique is a practical technique because if there is an error or unclear in the study, it can be checked again on the original data.

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<sup>28</sup> *Ibid*, P.3

<sup>29</sup> Mahmud, *Metodelogi Penelitian Pendidikan*, (Bandung: Pustaka Stia, 2011), P.183.

In this study, the researcher used the documentation method as written evidence in research. Which can help the researcher wanted to collect the data from the causes of difficulty, and students' perception to speaking during class presentation at MTsN 1 Bima Town.

#### 6. Data Analysis Technique

Internal data analysis, qualitative research was carried out since entering the field. After all data is collected from the field, then the data is analyzed descriptively qualitatively. Data analysis is a very important research phase because it is through data analysis that the research takes the form of the research it does. The techniques used in analyzing the data in this study went through three stages of data analysis, namely:

##### a. Data Collection

The next step is to choose the data collection technique to be used. Data collection techniques are the methods used by researchers to collect data in research. In this study, researchers used several techniques in data collection. Namely observation, interviews, and documentation.

In this study, the researcher will collected the data through observation, interview, and documentation, and the researchers only focus on students speaking difficulties and perceptions.

##### b. Data Display

Data display is a way of assembling data in an organization that makes it easy to draw conclusions or proposed actions.<sup>30</sup>In the reduction stage, the data obtained in the field are then selected, and then collected so that the data becomes simpler and easier to process. Data verification or conclusion of the analyzed data.

c. Conclusion Drawing/Verification

Conclusion in qualitative writing become the essence of the answers to the problem formulation and their contents are the crystallization of valuable field data for practice and scientific development.

In this study, the researcher draws conclusion from research that has been carried out in the field deductively, namely the research process that begins with general facts to specific facts related to students speaking difficulties during class presentations.

7. Validity of data

In order for the finding or data obtained to be valid and valid earlier, it is necessary to research their credibility. Here are some data checking technique that researchers need to do:

a. Extend participant

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<sup>30</sup>*Ibid, hlm 79*

As it has been started that the core researchers themselves are the instruments themselves, the participation is not only carried out in a short time, but requires an extension of participation in the research setting.

b. Observation persistence

Increasing persistence means making observations more carefully and continuously.<sup>31</sup> The persistence of this observation means that researchers must observe carefully in order to make it easier for researchers to obtain valid data.

c. Triangulation

Triangulation is the examination of data that utilizes something else, the most widely used triangulation technique is checking through other sources. According to Lexy J. Maleong “triangulation is a technique of checking the validity of data that is useful for something other than the data for checking purposes or as a comparison to the data. So that it will obtain data that can be accounted for scientifically.”<sup>32</sup>

d. Coding data

Coding data (coding) is done to create several categories that can provide meaning and can help in interpreting the data.<sup>33</sup>

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<sup>31</sup>Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta 2005), P.124

<sup>32</sup>*Ibid*, P.177

<sup>33</sup> Ilham Junaidi, “Analisis Penelitian Kualitatif dalam Penelitian Pariwisata”, *Jurnal Kepariwisataaan*, Vol. 10, Nomor 01, Februari 2016, P.69.

Based on the above understanding, it can be concluded that data coding is the process of processing raw material or information which will become a label in form of words and then into writing segments before interpreting it.

## **H. Organization of Discussion**

In order to get a clearly and comprehensive picture of this discussion, the researchers describe in general terms related to the systematic discussion as follows:

In chapter I is an introduction that explains about the background of research, focus of research, objective and significance of research, scope and setting of research, review of previous research, theoretical bases, research method, organization of discussion, schedule of research. In this chapter can be used as a reference for the discussion of subsequent chapters.

In chapter II there is an explanation of the data and findings that can develop all the data and research findings at the MTsN 1 Bima Town.

In chapter III the research chapter contains an explanation of the presentation of data analysis and findings in chapter II on the analysis students' speaking difficulties presentation to second grade students of MTsN 1 Bima Town.

And in chapter IV contains the closing which contains conclusions based on the results of the study followed by giving suggestions, and is equipped with a bibliography and attachments.

## CHAPTER II

### DATA DISPLAY AND FINDINGS

This chapter presents the data display and research finding based on the focus of research stated in the first chapter, namely is students' difficulties in English speaking class presentation in second grade at MTsN 1 BIMA Town. The researchers obtained the data through a observation, an interview, and document. The information was gathered in the form of student voice, and student information.

#### A. Overview of Research Sites

Based on the results of research conducted at MTsN 1 Bima town through observation, interviews and documentation, the study can find out the general description of the research location.

##### 1. A brief history of the establishment of MTsN 1 Bima town

MTsN 1 Kota Bima was established in 1967. The name MTsN 1 Kota Bima is more widely known to the people of Kota Bima as MTs Padolo, because the Madrasah is close to a large river in the middle of the town, namely the Padolo River. Initially MTsN 1 Kota Bima was a private Madrasah managed by the Bima Regency Islamic Foundation. On March 21, 1968, the chairman of the Foundation handed it over to the Head of the Religious Education Office of Bima Regency. Then on August 6, 1968, the Decree of the Minister of Religion of the Republic of Indonesia Number: 171/1968 concerning the conversion from MTs Bima to

MTs.AIN Bima was issued. Seven years later the name MTs.AIN Bima was changed to MTsN Bima 1 Kota Bima based on the Decree of the Minister of Religion of the Republic of Indonesia in 1975, the name MTsN Bima 1 Kota Bima was used until the end of 2013 with the statistical number 12115720001. In early 2014 the name Madrasah changed to MTsN 1 Bima town refers to the Regulation of the Minister of Religion Number: 90 of 2013.

In 1998 MTsN 1 Kota Bima was designated as a Model Tsanawiyah Madrasah based on the Decree of the Minister of Religion of the Republic of Indonesia, in addition, 2 years later in 2010, MTsN 1 Kota Bima was designated as an International Standard Madrasah (MBI).

Until now MTsN 1 Kota Bima has experienced quite rapid development. The location of the Madrasah is in the heart of Bima town, very strategic and easy to reach. The environment adjacent to the terminal, shops and markets as well as other public facilities makes the madrasa well known to the public, even outside the of Bima town.

## **2. MTsN 1 Bima Town Geographical Location**

The location of the Madrasah is in the heart of Bima Town, very strategic and easy to reach. The environment adjacent to the terminal, shops and markets as well as other public facilities makes the madrasa well known to the public, even outside the city of Bima town. Geographically bordered by:



- a. North : bordered by shops
- b. South side : bordering the river
- c. East side : bordered by shops
- d. West Side : bordered by community houses

### 3. Vision and Mission of MTsN 1 Bima Town

#### a. Vision of MTsN 1 Bima Town:

”Creating pious children who have faith and knowledge and have good morals”.

#### b. Mission of MTsN 1 Bima Town:

- 1) Improving the professionalism of teachers in carrying out their duties.
- 2) Creating conditions that are religious and mutual respect.
- 3) Strive for integrated learning between religious subject matter and general subject matter.
- 4) Improving the quality and completeness of learning and religious facilities.
- 5) To develop a productive, active, creative, effective, and fun learning climate (PAKEM).
- 6) Improve the quality and quality of students.
- 7) Increase habituation in practicing religious teachings.

#### c. Destination

Goals within 5 (five) years, among others:

- a) Realizing quality Madrasas as the community's choice.

- b) Realizing an ideal and representative Madrasah with the support of adequate facilities and infrastructure.
- c) Realizing work programs and optimal Madrasah development by the team.
- d) Improving the process of learning outcomes and quality with character.
- e) Give birth to quality and competitive school graduates.
- f) Effective evaluation and optimal supervision by the team.
- g) Improve the discipline of all residents of MTsN 1 Bima City.

#### 4. Teacher Data and Student Condition for MTsN 1 bima

##### 1. Teacher's condition

In the 2020/2021 Academic Year, MTsN 1 Kota Bima was fostered by 93 teachers, consisting of 40 permanent teachers, 8 regional seconded teachers (YDPK), and 45 honorary teachers. The teacher data based on Employment Status can be described as follows:

No.	Status kepegawaian	JenisKelamin		Jumlah
		Laki-laki	Perempuan	
1	PNS	15	25	40
2	YDPK	2	6	8
3	Honorer	24	21	45
Jumlah		41	52	93

##### 2. Educational staff

The total number of education staff at MTsN 1 Kota Bima is 27 people. Consists of 5 Civil Servants and 22 honorary staff.

### 3. Students' Data

Learners as one of the main sources in the learning process in the classroom and as the main component in teaching and learning activities that occupy an important role in an educational institution that is indispensable. The student data can be seen in the following table:

**Data on the number of students at SDN 41 Ampenan for the  
2021/2022 academic year**

No.	CLASS	Type of Activity		Amount
		Male	female	
1.	VII	217	232	449
2.	VIII	165	243	408
3.	IX	153	246	399
Amount		535	721	1.251

Based on data obtained from schools, students at MTsN 1 Bima town in the 2020/2021 school year totaled 1,251 students, with 535 male students and 721 female students.

### 5. State of the Facilities and Infrastructure of MTsN 1 Bima town

Educational components that are very important apart from humans (teachers and students) are infrastructure (madrasah equipment), which serves as a supporter in teaching and learning activities. Without infrastructure (madrasah equipment), teaching and learning activities will not be able to run well, while the list of infrastructure facilities (madrasah equipment) at MTsN 1 Kota Bima includes:

a. Headmaster's Office

The headmaster's room is next to the administrative room, the room is arranged as good as possible than the other rooms, there is one table and chair where the headmaster does madrasa work and one air conditioner. In front there are also several sofas and a table for guests who have an interest in the head of the madrasa.

b. Administration Room (TU)

The position of the administrative room is on the 2nd floor of the madrasa. As its function is as a place to prepare and serve madrasa administration. The size is quite large and in it there are several cupboards where to put and store files or madrasa data and there are 7 tables and chairs for each TU staff.

c. Teacher's room

There are 2 teacher rooms located in front of the student council room, the area of the female teacher's room is twice the size of the teacher's room for male teachers. Inside there is 1 globe, several cupboards for storing madrasa files, several tables and a few chairs, there are also 3 fans and 2 toilets in the female teacher's room right at the back of the room.

d. Classroom

The classroom is a space that must exist in a madrasa so that teaching and learning activities can take place effectively and comfortably.

MTs.N 1 Kota Bima has 29 classrooms. Each classroom is equipped with some equipment. The following will detail the classroom equipment.

e. Library room

Books are a store of knowledge that is used as a source of learning for all levels of education, be it from kindergarten, elementary, junior high, high school, as well as students in college. By having a book, it will further add insight into various things that were previously unknown.

Therefore MTs.N 1 Kota Bima provides infrastructure in the form of a library room, which will greatly assist students in finding the necessary references or just a hobby of reading. In the library room, in addition to providing reading books, some of the equipment is also provided as follows:

Library Equipment	Condition		total
	Good	Broke	
Textbooks/packages	9.861	-	9.861
Fiction book	900	-	900
Non fiction book	364	-	364
Encyclopedia	73	-	73
Magazine	69	-	69
Reference Book	573	-	573
Bookshelf	19	-	19
Cupboard	3	-	3
Table	10	-	10
Chair	3	-	3
Fan	4	-	4
Catalog Place	1	-	1

Deposit box	1	-	1
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f. WC/Bathroom Ruang

MTsN 1 Kota Bima has 15 student toilets, 2 teacher toilets, 1 principal's toilet, and 1 school guard toilet.

g. Field

The field is used as a place for flag ceremonies, and for sports purposes.

h. Garage

The MTs.N 1 Kota Bima garage is located in front of the school building, its size is very large and can accommodate many cars and motorbikes.

i. Canteen

The madrasa canteen is next to the teacher's room, various madrasa needs are sold in the canteen, ranging from pens, pencils, erasers, rulers, notebooks, and others. In addition to the needs of the madrasa, the madrasa canteen also sells snacks and drinks so that students do not leave the madrasa and so that they do not make excuses for leaving the madrasa during class hours.

j. Cleansing room'

a place for ablution 'is a necessity that should exist in every madrasa and at MTs.N 1 Kota Bima it is provided. The position of the ablution place is behind the prayer room.

## **6. State of The Madrasah**

### **a. Land and Building**

MTsN 1 Kota Bima is located at ST. Salahuddin No. 33 Kota Bima Postal Code 84119, Phone (0374) 42560. This madrasa has a land area of approximately 7861 m<sup>2</sup>. The allocation of buildings is about part of the land area, the remaining part for gardens and courtyards/ceremonial grounds.

There are 4 main buildings, 3 of which are two-story with building models adapting to the development of modern architecture without leaving the characteristics of local buildings. On average, the main buildings are used as study rooms for students, a total of 29 Rombels. Each building is connected by a building connecting bridge whose purpose is to provide comfort for teachers and students during the teaching and learning process. The following is data on the entire building in MTsN 1

Kota Bima:

Number of School Buildings Consists of:

1. Classroom : 34 Room
2. Function Room/Hall : 1 Room
3. LaboratoryLanguage : 1 Room
4. Physics Laboratory : 1 Room
5. Biology Laboratory : 1 Room
6. Library : 1 Room
7. Multimedia room : 1

8. RoomComputer Room : 1 Room

9. Skill Room : 1 Room

10. Principal's Room: 1 Room

11. Deputy Head Room : 1 Room

12. UKS Room : 1 Room

13. BK Room : 1 Room

14. Administration Room : 2 Rooms

15. Mosque : 1 Room

16. Student Canteen : 2 Rooms

17. Guard House : 1 Room

18. Security Post : 2 Rooms

19. Student WC : 25 Rooms

20. Teacher's WC: 2 Rooms

21. Principal's WC: 1 Room

22. School caretaker's WC: 1 room

**B. Students Difficulties in English Speaking for Presentation Class at  
The Second Grade of MTsN 1 Bima Town.**

According to Hasan, one of the most difficult aspects of learning English as a foreign language for many students is their inability to comprehend English pronunciation, which is spoken at a normal rate.<sup>34</sup>

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<sup>34</sup> Dr. Tien Rafida, M.hum, Suwandi “kesulitan Mahasiswa Dalam Berbicara Bahasa Inggris Pada Program Bahasa Inggris di Universitas Islam, Sumatera Utara”, dalam [https://www.academia.edu/38350416/Kesulitan\\_Mahasiswa\\_Dalam\\_Berbicara\\_Bahasa\\_](https://www.academia.edu/38350416/Kesulitan_Mahasiswa_Dalam_Berbicara_Bahasa_)



Based on the researcher interview, the researcher found several causes of difficulties in speaking English in students at second grade, those are:

a. Lack of motivation

For pupils, motivation is really important. They may become unwanted as a result of their lack of motivation.

Motivation is very important thing, it is something that energizes. Based on the interview result, the students were highly motivated in joining learning process by offline and sometimes online (daring) but only a few subjects, and they have own motivation in learning English. It stated in the interview result.

Informant A said:

"I'm not good when speak with English, because, because I'm afraid and embarrassed to start speaking English because I'm not used to it."<sup>35</sup>

Moreover, informant R stated:

"English language it's so difficult for me, but I'm not excited for learn English, because i don't have skill in English speak".<sup>36</sup>

In addition, informant F stated:

"I am often sleepy when studying English in class, because I am not very interested, and i am always sleepy when studying English."<sup>37</sup>

Besides, informant S stated:

"I'm not excited when I take English speaking lessons, because I'm bored when I learn English"<sup>38</sup>

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Inggris\_Pada\_Program\_Studi\_Bahasa\_Inggris\_di\_Universitas\_Islam\_docx, diakses pada tanggal 14 April 2020, pukul 19.14.

<sup>35</sup> Informant A, Interview, March 14 2022

<sup>36</sup> Informant R, Interview, March 14 2022

<sup>37</sup> Informant F, Interview, March 14 2022

And informan K said:

“I find it difficult when I have to speak in English, especially if I have to present in English in class, so when learning activities take place I am a lot quiet and will be embarrassed when I appear.”<sup>39</sup>

Based on result interview above, the student had low motivation to express something that used English as foreign language. Lack of motivation in students when they take lessons they feel bored, some are sleepy. Students are also not enthusiastic in learning to speak English, and they are also not interested when they have to speak in English.

b. Lack of vocabulary mastery

Regarding the respondents' lack of vocabulary, Brown suggests that the teacher devote specific class time to vocabulary learning, assist students in learning vocabulary in context, minimize the use of bilingual dictionaries, encourage developing strategies for determining the meaning of words, and engage in “unplanned activities.”<sup>40</sup>

'Lack of vocabulary,' 'not being confidence to speak,' 'not being used to talking in class,' and 'difficulty expressing words or sentences' were among the issues that most students had with speaking.<sup>41</sup>

Speaking requires a certain amount of vocabulary. Students must learn a large vocabulary when speaking English since having a large vocabulary allows them to study the method of speaking more readily.

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<sup>38</sup> Informant S, Interview, March 14 2022

<sup>39</sup> Informant K, Interview, March 14 2022

<sup>40</sup> Hendra Heriansyah, “Speaking Problems Faced by The English Department students of Syiah Kuala University”, Vol 6, No.1, Desember 2012, P.42.

<sup>41</sup> *Ibid*, P.40

Because they had a limited vocabulary, children found learning challenging at times. According to the findings of the researcher, pupils who do not have the language in second grade utilize Indonesian when forced to speak English. It's a shame considering they'll be using Indonesian multiple times. It is a common adage that talking necessitates a strong vocabulary. Students are hesitant to speak English because they are worried of using the incorrect term.

During the interview process, the majority of the students stated that the English language is very difficult for them. Several pupils also confessed that they struggle when they don't have enough vocabulary to talk and must to memorize the vocabulary in English, like one of them said:

Informant A said:

“English is a tough language for me to learn, and when I try to speak it, I get confused due to a lack of vocabulary”.<sup>42</sup>

Moreover, informant R stated:

“When I try to speak with my friends, I have difficulties when i talk with my friend with English because I don't memorize enough vocabulary, and after that, I'm too shy to speak more”.<sup>43</sup>

The results of the interview above show that there are still many students who lack vocabulary and who become shy when interacting when speaking English with their friends.

In addition, informant F stated:

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<sup>42</sup> Informant A, Interview, March 14 2022

<sup>43</sup> Informant R, Interview, March 14 2022

“I am afraid of making mistakes when speaking English, because sometimes I have to first find the vocabulary that I want to use”.<sup>44</sup>

Similarly, during interviews with students, they stated that English vocabulary is too difficult to comprehend.

Besides, informant S stated:

“English language is difficult to understand both in writing and in speech since various compositions have different readings.”<sup>45</sup>

The next K said:

“In class, I once gave a presentation in English. It was easy at initially, but by the end of the presentation, I had forgotten some of the words I wanted to use”.<sup>46</sup>

The results of the interviews above show that there are still many students who lack vocabulary. Based on that, the main problem that students experienced was vocabulary, especially during presentations. It is because vocabulary is a word that many people will use when speaking. So in this point, the students must master a lot of vocabulary to get fluent in communication.

#### c. Low self-confident

Low self-confidence is one of the most common problems that students experience. This can be seen from student statements.

Informant A said:

“Having self-confidence is the most challenging aspect of speaking. To be honest, I am really shy, especially when I meet people who are fluent in

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<sup>44</sup> Informant F, Interview, March 14 2022

<sup>45</sup> Informant S, Interview, March 14 2022

<sup>46</sup> Informant K, Interview, March 14 2022

English, or presentation with English, especially when I want to deliver something”<sup>47</sup>

Moreover, informant R stated:

“I was once challenged by a buddy to talk to foreign tourists, I did it, but I didn't dare to ask more questions since I was frightened of making mistakes and being embarrassed if I was wrong”<sup>48</sup>.

In addition, informant F stated:

“I am confident at times and not at others; I lack confidence when I am not prepared or do not study and practice speaking in front of the class and outside of it”<sup>49</sup>.

Besides, informant S stated:

“Depending, I will be confident if I understand how to speak English correctly, because every day I always speak Indonesian, especially in the home environment, that's what makes me shy and sometimes afraid to speak in other languages. Sometimes, i afraid of being said to be pretentious to English, but I try to always confident at the same time”<sup>50</sup>.

Based above, only a few pupils are confident speaking with English, even if they are unsure whether it is correct or incorrect. Lack of confidence was a hindrance to their capacity to talk. It was because pupils were afraid of making mistakes while speaking and of being humiliated if they did not speak properly.

According to Gruber, It was discovered that one of the obstacles in speaking was a lack of confidence. Low self-confidence was a significant

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<sup>47</sup> Informant A, Interview, March 14 2022

<sup>48</sup> Informant R, Interview, March 14 2022

<sup>49</sup> Informant F, Interview, March 14 2022

<sup>50</sup> Informant S, Interview, March 14 2022

element affecting students' challenges, as confidence can help students achieve their goals.<sup>51</sup>

d. Difficulties in grammar use

According to Tasmia, grammar is an essential part of learning English.<sup>52</sup> There were several issues that pupils had with grammar use, particularly in direct or spontaneous time.

Informant A said:

“For example, when I forgot a word during on my presentation, I substituted my own, non-grammar-compliant ones. After that, I'll be able to speak fluently once more”.<sup>53</sup>

Moreover, informant R stated:

“Practically, I don't know if my grammar is wrong or right, but I choose to continue my presentation”.<sup>54</sup>

In addition, informant F stated:

“When I give a presentation, I have to speak spontaneously, which confuses me (in using grammar)”<sup>55</sup>

Besides, informant S stated:

“I haven't yet mastered grammar, but I do use it occasionally when I speak, even sometime of my friends not always understand”.<sup>56</sup>

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<sup>51</sup> Gruber, K. The Importance of Self Confidence, Dalam <https://livestrong.com/article/138172-the-importance-self-confidence> diakses pada tanggal 17 April 2020, pukul 8.12

<sup>52</sup> Tasmia, “Students’ Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi”, (*Thesis*, English English Education Study

Faculty of Education and Teacher Training the State Islamic University of Sulthan Thaha Saifuddin Jambi, 2019), P.39.

<sup>53</sup> Informant A, Interview, March 14 2022

<sup>54</sup> Informant R, Interview, March 14 2022

<sup>55</sup> Informant F, Interview, March 14 2022

<sup>56</sup> Informant S, Interview, March 14 2022

Based above, interview result showed that the students have similar problem in grammar, there are some faced by students such as Misuse of prepositions, past tense, and third person singular are some of the challenges that students experience. Based on the difficulties in grammar use, some of students faced the same problem in use grammar, but the case they faced was different.

e. Lack of practice

Students' abilities may increase if they practice on a regular basis. Students required practice in order to improve their skills in learning tasks such as speaking. Practice is one that makes students lazy to practice their English.

Many challenges were discovered as a result of a scarcity of practice pupils. The first was a lack of vocabulary as a result of the students' lack of experience, based on interview result.

Informant A said:

“The main reason (for the lack of vocabulary) was a lack of practice.”<sup>57</sup>

Moreover, informant R stated:

“It was, in my opinion, due to a lack of practice. When I write, for example, I can still think about grammar directly, but it was really difficult for me to arrange grammar in my head when speaking”.<sup>58</sup>

In addition, informant F stated:

“I'm scared that if I practice speaking, my friends would laugh at me”.<sup>59</sup>

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<sup>57</sup> Informant A, Interview, March 14 2022

<sup>58</sup> Informant R, Interview, March 14 2022

<sup>59</sup> Informant F, Interview, March 14 2022

Informant K stated:

“When I was practice speaking, I was shy and scared since I had no idea what to say, because in usually I’m so bored with English”.<sup>60</sup>

Besides, informant S stated:

“I am very nervous when I practice speaking English and I also feel shy with my friends”.<sup>61</sup>

Based on the explanation, numerous circumstances contributed to the difficulty in speaking. One of them was a lack of practice, which impaired vocabulary and grammar usage and bored with english. The vocabulary of the kids will improve if they practice often. On the other hand, if students do not have enough practice memorizing words, they will forget them.

f. Fee for English Course is Expensive.

The cost of English courses, which are deemed pricey, is also a common cause. Courses are often regarded as one of the most effective methods for mastering a skill. Of course, it isn't incorrect, because by enrolling in the course, we will be instructed by a professional and given access to structured resources. Not only that, but most courses provide learning aids like consultations, final exams, student reports, and diplomas. Unfortunately, a number of course providers in Indonesia charge quite high fees, based on the interview result.

Informant A said:

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<sup>60</sup> Informant K, Interview, March 14 2022

<sup>61</sup> Informant S, Interview, March 14 2022



“When I was younger, I took an English course. The course fees are now prohibitively exorbitant”.<sup>62</sup>

Moreover, informant R stated:

“Since I was a child, I have never taken a course since, in addition to the expensive, my parents were unable to afford it”.<sup>63</sup>

In addition, informant F stated:

“I have never attended a course since I was a child, because apart from the high cost, my parents were also unable to pay for it”.<sup>64</sup>

Besides, informant S stated:

“Now I have a desire, but because of the pandemic situation, I am lazy to register”.<sup>65</sup>

Another question from the researcher linked to the course elicited a variety of responses from the students, as shown in the interview results below.

Informant K said:

“In my opinion, the cost of the course is not always high, and some are even low, depending on each parent's financial situation. There are some inexpensive courses, but because they are not well-known, some individuals are only interested in well-known and expensive courses; if the price of an expensive course is reasonable, the quality is reasonable”.<sup>66</sup>

Informant R:

“I wanted to take the course in a low-cost location, but I wasn't interested in registering there because there were no other participant”.<sup>67</sup>

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<sup>62</sup> Informant A, Interview, March 14 2022

<sup>63</sup> Informant R, Interview, March 14 2022

<sup>64</sup> Informant F, Interview, March 14 2022

<sup>65</sup> Informant S, Interview, March 14 2022

<sup>66</sup> Informant K, Interview, March 14 2022

<sup>67</sup> Informant R, Interview, March 14 2022

Based on the explanation above, there are some students who want to take the course, but because the high cost makes them uninterested and lazy, and according to some students only those who have economic advantages can take the course, and some students are less interested in expensive courses. But there are also those who say that there are several courses with low fees but only lack of interest, so they are not interested in registering.

### **C. The factors that cause students' difficulties in speaking English class presentation**

#### **1. Psychological**

Indonesia is a country that does not apply English as the language of daily communication, especially in the school environments, many factors cause students to have difficulty speaking English. Indonesia is a country that does not apply English as the language of daily communication, especially in the school environment, many factors cause students to have difficulty speaking English, especially during class presentations.

Some students admitted that they never used English when speaking because they were ashamed of their friends for fear of being laughed at. English is only taught in schools not at home, there are students who say because English is a foreign language so they are not

confident to speak, as they said in the agenda of the interview that the researcher conducted with them:

Informant A said:

“I only learn English at school, in my environment for example when I talk to friends, almost no one uses English vocabulary, although it makes me a little embarrassed when speaking at school, especially when I have to make presentations in English, I am afraid of being laughed at by my classmates”<sup>68</sup>

Moreover, informant R stated:

“I don't want to speak English because I'm afraid and embarrassed, I'm afraid when I speak people who listen to what I say will laugh and blame my English”<sup>69</sup>

In addition, informant F stated:

“I dare to speak English when i am alone and talking in front of the mirror, I never speak English outside the house”<sup>70</sup>

Besides, informant S stated:

“I'm a shy person, so I don't dare to speak in front of the class”<sup>71</sup>

There was a student who only talked to his friends in the dormitory, and never spoke outside the dormitory for fear that other people would hear him and be afraid to laugh at him.

The next K said:

“I often speak English when I'm only in the dormitory, because in class I'm afraid to use speaking English because I'm afraid of being laughed at by my classmates”<sup>72</sup>

Psychologically feel discouraged if someone laughs at the mistakes they make when speaking English. Some students said that they never use

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<sup>68</sup> Informant A, Interview, March 14 2022

<sup>69</sup> Informant R, Interview, March 14 2022

<sup>70</sup> Informant F, Interview, March 14 2022

<sup>71</sup> Informant K, Interview, March 14 2022

<sup>72</sup> Informant K, Interview, March 14 2022

English in their daily communication because they feel ashamed of people who hear and see them speak English. Some students found themselves having mental problems that they did not dare to speak English, and others said that they felt ashamed to speak in English. psychological factors students feel ashamed to speak when they are in the school environment because they are afraid of being laughed at by listeners or anyone close to them when the conversation takes place.

Psychologically the students feel discouraged if someone laughs at the mistakes they make when speaking English. Some students said that they never use English in their daily communication because they feel ashamed of people who hear and see them speak English. Some students found themselves having mental problems that they did not dare to speak English, and others said that they felt ashamed to speak in English. Psychological factors students feel ashamed to speak when they are in the school environment because they are afraid of being laughed at by listeners or anyone close to them when the conversation takes place.

## 2. Bad vocabulary

The second factor faced by students is vocabulary. Students often look for the right words to say. This case happened to some students who said that it was quite difficult for them to determine the right words to use correctly in an English presentation. This happened when the researcher made observations and interviewed some students, as they said in the interview agenda:

Informant A said:

“Speaking English on a daily basis, it's quite difficult for me especially if I have to speak during a presentation in English, because it's quite difficult for me to determine the right vocabulary to use correctly during an English presentation.”<sup>73</sup>

Moreover, informant R stated:

“From the many vocabularies in English, I have to choose new and appropriate vocabulary for presentations, because there are many vocabularies that have the same word form but have different meanings. Its so difficult for me”.<sup>74</sup>

From the student's opinion it means that English has different word diction and the speaker must selectively choose words to build a meaningful and understandable utterance when making a presentation..

In addition, informant F stated:

“Lack of vocabulary is one of the problems I often face when studying or speaking in English, especially when I have to answer questions from the teacher”.<sup>75</sup>

Some students stated that they lacked vocabulary which made it difficult for them to communicate verbally in English. They stutter when they try to talk to their interlocutor because they only have a very limited stock of vocabulary.

Besides, informant S stated:

“When I want to string words that are used as presentation material, there must be a lot of long English vocabulary that makes it difficult for me to memorize and pronounce the vocabulary, so I have to read it over and over again so I can easily memorize”.<sup>76</sup>

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<sup>73</sup> Informant A, Interview, March 14 2022

<sup>74</sup> Informant R, Interview, March 14 2022

<sup>75</sup> Informant F, Interview, March 14 2022

<sup>76</sup> Informant S, Interview, March 14 2022

Because the length of the vocabulary in English also makes it difficult for them to memorize and pronounce the vocabulary. This is due to the tendency to use the mother tongue, namely Indonesian, where the spelling and pronunciation of words are the same, while in English, there is often a difference between spelling and pronunciation.

The next K said:

“I think, in English there are a lot of vocabularies which also have different meanings, therefore every time I will present a presentation using English I will look for some vocabulary that I didn't know before from various media such as story books, dictionaries and YouTube, maybe a bit cumbersome and troublesome”<sup>77</sup>.

However, to prepare the presentation task as stated above, some students have different ways, including reading the text over and over while memorizing it, looking for the meaning of vocabulary in the English-Indonesian dictionary, watching YouTube to be able to imitate the pronunciation of words in English. English, and ask those who are considered better understand English. Lack of vocabulary, in fact, makes students not confident to use English for communication because they do not know many English words.

### 3. The factor of not having a friend to talk to

The role of friends is very important in terms of developing foreign language communication. It is difficult for them to find a partner to practice speaking English, as stated by several students during the interview session, as follows:

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<sup>77</sup> Informant K, Interview, March 14 2022

Informant A said:

“One of the things that make it difficult for me when practicing English is that there are no friends to talk to in English, either at home, in the play environment, or at school”.<sup>78</sup>

Moreover, informant R stated:

“Many of my friends are embarrassed when asked to speak English, because that is also what makes me reluctant to invite friends to talk”.<sup>79</sup>

In addition, informant F stated:

“I rarely invite people to communicate with me, because I'm afraid they won't respond to what I say.”<sup>80</sup>

It is difficult for students to find partners to practice speaking with them. Seven students admitted that they rarely practice speaking because they do not have a speaking partner. They find their friends too shy to use English at home (outside of English class). As one interviewee said:

Informant S stated: UNIVERSITAS ISLAM NEGERI  
MATARAM

“I once practiced English with my friends in one of the classroom terraces, instead of responding to us, they even sneered and said we were showing off to them”.<sup>81</sup>

The next K said: Perpustakaan UIN Mataram

“I once practiced English with my friends in one of the classroom terraces, instead of responding to us, they even sneered and called us”,<sup>82</sup>

Some students stated that he rarely communicated in English because he had no friends to talk to. Other students also stated that they rarely use English for daily communication because their interlocutors

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<sup>78</sup> Informant A, Interview, March 14 2022

<sup>79</sup> Informant R, Interview, March 14 2022

<sup>80</sup> Informant F, Interview, March 14 2022

<sup>81</sup> Informant F, Interview, March 14 2022

<sup>82</sup> Informant K, Interview, March 14 2022

tend to respond in Indonesian rather than English. some students sometimes practice speaking English in school but other students who listen to them speak instead of responding to them in English, their friends discourage them by saying that they are showing off. The scarcity of friends to practice English both at school and at home has become a barrier for students to improve their speaking competence.

#### 4. Pronunciation

To convey the meaning of words, students must have knowledge of words and sentences. They must understand how words are segmented into different sounds, how sentences are emphasized in certain ways. This is based on the statements of the students as follows:

Informant A said:

“The difficult thing in speaking English is pronunciation, because the writing of the letters and the pronunciation are very different, where we call the color 'kolor' and the others laugh”.<sup>83</sup>

Moreover, informant R stated:

“I find it more difficult when I have to say sentences or English words in order to produce a sound like a native speaker”.<sup>84</sup>

This is the case faced by the students interviewed so far. They said that they had difficulty producing English sounds as well as words.

In addition, informant F stated:

“I was wrong when doing a presentation speaking in English, because many words were difficult to pronounce, so I needed time to repeat until I could pronounce the sentence fluently”.<sup>85</sup>

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<sup>83</sup> Informant A, Interview, March 14 2022

<sup>84</sup> Informant R, Interview, March 14 2022

<sup>85</sup> Informant F, Interview, March 14 2022



In general, students' English pronunciation skills are still lacking, because they are used to their mother tongue, namely Indonesian. so when they will say English they are a little difficult to pronounce sentences in English.

Ang then K said:

“The most difficult thing during a presentation is when we pronounce the sentence according to the sound of the letters. different readings have different meanings, because in everyday life I more often use Indonesian as my main language”.<sup>86</sup>

Informant S stated:

“I often pause my speech when presenting in English because I am afraid that when my friends who understand hear what I say they will laugh”.<sup>87</sup>

In the problem of pronunciation, many students have difficulty in pronouncing sentences, for example, the sentence "cat" is read as "kat". in terms of pronunciation, most of them still have difficulty in pronouncing vocabulary in English. In grammar, students also still have difficulty using it at certain times according to the context.

## 5. Grammar

The fifth factor is related to grammar, by using correct and appropriate grammar students will be able to convey what they want to convey appropriately without making listeners confused or misunderstood, using the right conjunctions so that they can convey their ideas correctly , and able to speak according to the appropriate situation and condition.

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<sup>86</sup> Informant K, Interview, March 14 2022

<sup>87</sup> Informant S, Interview, March 14 2022

Informant A stated:

“I prefer to speak without using grammar, because it is simpler and less hassle. but the teacher sometimes complains to me for not using grammar when speaking, grammar is very complicated”.<sup>88</sup>

Informant S stated:

“In my opinion, grammar is only used in formal conditions, or more widely used by adults, but sometimes grammar is also very helpful when we write letters in English, and also helps us in translating translated books”.<sup>89</sup>

From the results of the interview, most of the students stated that they didn't really need grammar, but the demands of the teacher and subjects that required them to use grammar when speaking or speaking in English presentations.

And then K said:

“I'm a little difficult to digest grammar lessons manually, because I'm often online at home. I'm used to being easier to understand lessons online, so it's easier for me to absorb lessons via the internet, especially in understanding grammar”.<sup>90</sup>

In addition, informant F stated:

“According to grammar, it is one of the most difficult components in English, because we have to learn something that even a native speaker rarely uses grammar. I myself rarely use grammar when speaking or presenting in class.”<sup>91</sup>

Moreover, informant R stated:

“I think learning grammar in class is more fun, because we get more knowledge about how to speak in an organized language”.<sup>92</sup>

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<sup>88</sup> Informant A, Interview, March 14 2022

<sup>89</sup> Informant S, Interview, March 14 2022

<sup>90</sup> Informant K, Interview, March 14 2022

<sup>91</sup> Informant F, Interview, March 14 2022

<sup>92</sup> Informant R, Interview, March 14 2022

From some of the students' statements, there are students who do not like to speak using grammar because it is troublesome and complicated. There are also those who make many grammatical errors when students speak in English during presentations making them not confident to speak during presentations because they understand that they have violated the rules of English grammar.

#### 6. Personality factor

Personality is the way an individual interacts and communicates with other individuals. There are several factors that influence students' willingness to speak, one of which is personality. The specifics of personality factors are human behavior, namely self-esteem, willingness to communicate, anxiety, empathy, extroversion/introversion and motivation. Those are some of the factors of personality. As the following students think:

Informant A stated:

“I am an introvert person, so I find it difficult when I have to speak English, especially when speaking English in front of the class”.<sup>93</sup>

Informant S stated:

“I am a shy person, and what made it difficult for me the most was when the English presentation took place, when all gazes and attention were on me, there I started to feel nervous and worried that I would relapse”.<sup>94</sup>

And then K said:

“I feel ashamed and not confident when I will start an English presentation in front of friends”.<sup>95</sup>

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<sup>93</sup> Informant A, Interview, March 14 2022

<sup>94</sup> Informant S, Interview, March 14 2022

In addition, informant F stated:

“Some friends judged me as an introverted child so some of them didn't want to be friends, even in groups with me at the time of group distribution or presentations.”<sup>96</sup>

Some students mentioned that personality can affect their willingness to speak during presentations, such as self-confidence and extroversion, but also other students said they were shy when they started speaking English in front of the class.

Moreover, informant R stated:

“I am the least confident when it comes to speaking English in class, especially during presentations, this lack of confidence causes me to fail in everything”.<sup>97</sup>

Some students agreed to put themselves as the subject when starting a conversation while others did not. Furthermore, they said that their self-confidence was an important factor when they wanted to start speaking English. In short, based on the interviews I did, it showed that students' willingness to speak was influenced by their personality.

## 7. Students prefer to use direct translation

In this modern era, many people learn to rely more on media than using textbooks or manuals. The same thing in the world of learning students tend to use internet media as their reference source in learning. Especially in terms of English subjects, when teachers give English assignments they rely more on translation than manuals through memorizing vocabulary. In the interview agenda that the researcher

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<sup>95</sup> Informant K, Interview, March 14 2022

<sup>96</sup> Informant F, Interview, March 14 2022

<sup>97</sup> Informant R, Interview, March 14 2022

conducted, the researcher asked about the task system they were working on through translation, as follows:

Informant A stated:

“To make my work easier, I sometimes use a translation application instead of a manual, because it's easier and simpler.”<sup>98</sup>

Informant S stated:

“Because English is difficult, instead of me having to translate one sentence at a time, it's better to just use a translation application so it's easy.”<sup>99</sup>

Students tend to use direct translation where every word from Indonesian is directly translated into English. they prefer to do English assignments with a translation application because they think it is easier and simpler than having to translate words.

And then K said:

“Everyone will prepare for the presentation, especially the material. And if it's difficult then I ask my friends or sisters first to help work on and translate words from Indonesian to English.”<sup>100</sup>

In addition, informant F stated:

“Before I make a presentation I will prepare in advance the material that I will bring during the presentation later, I compose a few sentences and then I will translate it through a translation application.”<sup>101</sup>

Moreover, informant R stated:

“The translation application can make it easier for me to do English tasks, especially when I am confused about translating western songs into Indonesian.”<sup>102</sup>

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<sup>98</sup> Informant A, Interview, March 14 2022

<sup>99</sup> Informant S, Interview, March 14 2022

<sup>100</sup> Informant K, Interview, March 14 2022

<sup>101</sup> Informant F, Interview, March 14 2022

<sup>102</sup> Informant R, Interview, March 14 2022

Students tend to use direct translation where every word from Indonesian is directly translated into English. they prefer to do English assignments with a translation application because they think it is easier and simpler than having to translate words. they use a translation application to translate their material before it is presented as English presentation material.



Perpustakaan UIN Mataram

## CHAPTER III

### DISCUSSION

In this section, the researcher would like to discuss about the finding of the students' difficulties in English speaking for class presentation as the first formulation of the problem in this study. The researcher also discusses a number of issues that cause pupils to have trouble speaking English during the teaching and learning process. They are the students of second grade at MTsN Bima town that had been observed. The researcher used an observation, interview, and documentation to analyze the students' difficulties in English speaking.

#### **A. The Teaching and Learning English Process at MTsN 1 Bima Town**

According to Burns, teaching speaking is difficult for teachers because it is a complex skill that must be learned and practiced on a regular basis.<sup>103</sup> The teacher also felt that speaking is also a difficult lesson for students, because there are many difficulties that students face when learning to speak. The researcher observed the teaching and learning process in a speaking lesson based on the first researcher observation result at second grade of MTsN 1 Bima Town. In the teaching and learning process, the teacher uses his or her free time to warm up, greet students, inquire about their health, and check the attendance list before beginning

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<sup>103</sup> Amelinda Mariatul Qiptiah, An Analysis of Students' Difficulties in Speaking English at SMK Plus Al Fattah Islamic Boarding School Singkut 2 Sarolangun, (*Thesis*, English Education Study Program Faculty Education and Teacher Training State Islamic University Sulthan Thaha Saifuddin Jambi, 2021), P.33.

the lesson. The teacher then explained the lesson based on the speaking material that had been prepared. The teacher then asked the students to come to the front of the class and speak about what they had learned in groups, pairs, or individually.

While Tarigan<sup>104</sup> stated that speaking is a language skill that develops throughout a child's life, predated only by listening abilities, and at that time the ability to talk or speak is learned. When someone speak with others, this situation develops into a connection known as communication. Communication is the creation and use of information by individuals, groups, organizations, and society to interact with the environment and other people. Communication is extremely important for human interaction in everyday life. As a result, the instructor faces a significant task in enabling their students to master English, particularly speaking in the classroom or outside.

## **B. Students' Difficulties in in English Speaking for Class Presentation**

After conducting this research, the researcher found the detail information about After conducting this research, the researcher found the detail information about what the students' difficulties of English speaking for class presentation. There are some several causes of difficulty speaking to students during class presentations, namely they were lack of vocabulary, lack in grammar, lack in pronunciation, motivation, fear of making mistake, lack of confident, apprehension to other evaluation.

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<sup>104</sup> *Ibid.*



From the results of interviews, researchers concluded that from the many students had opinions and perceptions of each in English subjects, some had difficulties and there were also no.<sup>105</sup> The causes that make students have difficulty when talking, that is, is the lack of pronunciation, lack of vocabulary, lack of confidence, lack of practice, lack of motivation.

When students speak in front of the class, researchers can see them directly when the presentation is found. When making a presentation that includes some text, there are several students who, even if they memorize the text, will discuss it during the presentation.

But in this research, the researcher found some difficulties that students experienced. Those are:

a. Lack of vocabulary

Because English is a foreign language, it is difficult for Indonesian students to master English speaking. According to Gilakjani, when learning to speak, more emphasis should be placed on pronunciation. Because pronunciation is so important in speaking English, it must be taught to students who are learning the language.<sup>106</sup> Almost all of the students still struggle to communicate in English. It's because the students lacked vocabulary, had poor pronunciation, were afraid of making mistakes, and refused to speak English.

The second issue is a lack of vocabulary. The English language has a large vocabulary with many different meanings. When it comes to

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<sup>105</sup> *Ibid*, P.33.

<sup>106</sup> *Ibid*, p.35.

vocabulary, some English students struggle to figure out how to fit the vocabulary into the conversation so that the other person understands and connects with what is being said. When asked about their difficulties speaking English, students said that the majority of their issues stem from a lack of vocabulary and meaning.

According to the results of an interview with students, nearly all of them said that learning vocabulary in the English language is difficult. It's because they don't have a lot of vocabulary knowledge. They also stated that memorizing English vocabulary is difficult.

When they practice speaking for several times, they always use Indonesian language. Because they had a limited vocabulary, students found it difficult to speak at times. Similarly, she discovered, based on the researcher's observations, that when a teacher assigns some vocabularies for students to memorize, the students only memorize the word and do not attempt to use it in conversation with their peers.

b. Lack of Pronunciation

If students' pronunciation skills are poor, they will be unable to improve their speaking abilities. It can be a major issue for students if they do not master pronunciation because poor pronunciation causes other people to misunderstand what they are trying to say. Despite the fact that it caused others to misunderstand the meaning. Pronunciation is the first issue that students face when speaking English. For pre-service English teachers, pronunciation is very important for students; incorrect

pronunciation leads to a hazy vocabulary. Some of these students' at second grade have trouble pronouncing what they've learned, whether it's how to pronounce it correctly with the correct spelling or with the correct emphasis intonation.

c. Lack of Motivation

Because of their lack of motivation, students find it difficult to speak English. Motivation is one of the many factors that can influence students' ability to master English. One of the factors that influences the success of learning a foreign language is motivation. It can have an impact on students' apprehension to speak in English.

Nunan emphasizes the importance of recognizing motivation because it can influence students' apprehension to speak in English. In this sense, motivation is an important factor in determining whether or not students are ready to communicate.<sup>107</sup> Many studies have shown that students who have a strong desire to succeed can persevere in learning and achieve higher grades than students who have a weaker desire to succeed, demonstrating that teachers must focus on increasing students' desire to learn.

d. Lack of Grammar use

Grammar and speaking are inextricably linked. The system of language is known as grammar. Grammar is sometimes referred to as a

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<sup>107</sup> Sara Desmayani, Students' Difficulties in Speaking English at Tenth Grade of MAS As'ad Jambi, (*Thesis*, English Education Program of Students' Difficulties in Speaking English at Tenth Grade of Mas'ad Jambi, 2019), P.37

language's 'rules.' Grammar is one of the most important aspects of learning a language. Because of their ability and understanding of grammar, speakers and writers can communicate and convey their messages clearly and meaningfully.

According to Coghill and Magendanz, the grammar of a language is the set of rules that govern its structure. The order in which they are arranged to form meaningful units is determined by grammar. On the other hand, Swan stated that the rules that govern how words are combined, arranged, or changed to convey specific meanings.

e. Lack of practice

Students' abilities may increase if they practice on a regular basis. Students required practice in order to improve their skills in learning tasks such as speaking. Practice is one that makes students lazy to practice their English.

Without practice, English will be useless. It's nothing; it's a problem with many people's inability to communicate effectively in English. Because English is a foreign language, our government has made it compulsory for Indonesians to learn it from elementary school through university.

To master speaking English, students must put in a lot of practice time. As a result, students must converse and interact with one another in the classroom during the learning and teaching process, as well as

whenever they are, because improving one's ability to speak is not easy, and students must have a strong desire to study hard.

f. Lack of Confidence

Lack of self-confidence makes it difficult for students to speak, as said by Fatmawati, students have difficulty speaking English because they lack confidence when speaking. Confidence is the most important thing when students speak English. Because of their lack of confidence, students find it difficult to speak English. Students frequently believe that they cannot speak English as well as others, or that they simply lack the ability to do so. Students' lack of confidence is commonly understood to occur when they realize their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather remain silent while others converse, demonstrating that the students lack confidence in their ability to communicate.

Teachers' primary focus is on instilling confidence in their students. This means that the teacher should learn how to build students' confidence from both theories and practical experience. Students' lack of confidence usually arises when they realize their English ability is insufficient and they prefer to remain silent.

**C. The factors that cause students' difficulties in speaking English class presentation**

Surely everyone has difficulty speaking a foreign language, as well as some students at school, so there are several factors that cause students'

difficulties in speaking English, especially during class presentations using English. There are several factors that cause students' speaking difficulties, including:

1. Psychological

As a country that is not used to using English as their daily language in their lives. there are not many students who do not use English as their daily communication language. If students do not have friends or someone in their environment to talk to in English, when they speak in public or in front of the class, especially during class presentations, they will be discouraged and embarrassed because they are afraid of being laughed at by other people or their friends.

This is also in accordance with the results of research conducted by Desmayani on psychological problems, namely students feel anxious, lack self-confidence and are embarrassed when practicing speaking.<sup>108</sup> This psychological problem can have a negative effect on students' speaking presentations.

2. Bad vocabulary

Lack of vocabulary is also one of the factors that causes students to have difficulty in speaking English, they do not memorize English vocabulary enough so that it makes them difficult to speak English, especially during class presentations, they often forget some vocabulary to

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<sup>108</sup> Desmayani, S. "Students' Difficulties in Speaking English at the Tenth Grade of Sekolah Menengah Kejuruan", (*Thesis*), Uin Jambi, P.34.

join the next sentence, this also makes them more use a translation app to find difficult vocabulary. the number of errors related to grammar and lack of vocabulary in the use of English in the classroom turned out to be the reason why students felt less confident to speak in English.

3. The factor of not having a friend to talk to

The absence of partners or friends to practice with or speak English, because they rarely have friends to practice communicating in English. so it makes them lazy to speak English both in class and interact outside the room. In other words, English is less used to communicate with fellow students and with teachers. Students stated that teachers used Indonesian and local languages more often than English to provide explanations and instructions. This makes students less opportunity to listen and practice using English to communicate during the learning process

4. Pronunciation

Pronunciation is one of the factors causing difficulties in speaking English which are also faced by students, they are used to using regional dialects so when they try to pronounce some words in English it also becomes a difficulty for them, because they have to say different words from the original writing. Because the difference in speech makes their tongue stiff when they have to say a few words in English. students must decide what they want to say in English, besides that they must also be able to articulate words, and must make sound pressure according to the

intonation of the pronunciation of these words. Therefore, students or students who study English must have knowledge or master the language they want to use so that it is easy to speak, as well as an understanding of the phonetic structure of the language at the individual word level, and an understanding of intonation.

The students are not native speakers of English so they find it difficult to follow the style or accent like a speaker. It relevant with Harmer statement, the students' have the same pronunciation patterns and make the same mistakes so it is easy for them to understand each other. The classroom is not a real situation and it just takes place at school and students do not have an opportunity to talk to native speakers.<sup>109</sup>

##### 5. Grammar

The students study hard about tenses to make them speak better. If they have difficulty in learning grammar, they ask their friends and work on and arrange sentences in the book using grammar so that they better understand the use of grammar. The students think that if they think too long to make sentences using grammar to make a good sentence, then their ideas will be lost. In fact, grammar will make one's communication clearer and more accurate. Correct grammar will avoid misunderstandings among people or students in their communication with others.

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<sup>109</sup> Gilakjani, A.P, "English Pronunciation Intruction: A literature Review", *Lahijan Branch, Islamic Azad University, Lahijan Iran*, Vol. 1, Nomor 1, November 14, 2016, P.3.



## 6. Personality factor

Personality factors affecting students' participation in the speaking classroom, I hoped the students would also know how to improve themselves most efficiently by using different factors of personality. Personality is the way an individual interacts and communicates with other individuals. There are several factors that influence students' willingness to speak, one of which is personality. The specifics of personality factors are human behavior, namely self-esteem, willingness to communicate, anxiety, empathy, extroversion/introversion and motivation. Those are some of the factors of personality.

## 7. Students prefer to use direct translation

Students tend to use direct translation applications where every word from Indonesian is directly translated into English. They conceptualize words in their mother tongue and then translate them into English. According to them, using a translation application is more efficient and makes it easier for them to do assignments and translate sentences from English to Indonesian. Today's students are better at mastering communication technology using applications, and this makes it easier for them to communicate and translate English assignments.

## CHAPTER IV

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this study. The conclusion derived from the findings of the research explained on the chapter two. The suggestions were addressed to the students' of second grade of MTsN 1 Bima Town, English Teachers, and future researchers.

#### A. Conclusion

Based on the research finding and discussion result, it can be concluded that there was second grade students of MTsN 1 Bima Town 2022 face several causes of speaking difficulties when they did class presentations. There were several causes that are faced by students in English speaking, they were (lack of pronunciation, lack of motivation, lack of grammar, lack of practice, lack of confidence).

The researcher found that the biggest causes faced by students were lack of vocabulary and lack of confidence. The students got nervous, shyness, fear of mistake, lack of motivation and worry for getting criticism. When they speak English in front of the class, they can't speak English well if they got nervous, although they are fluent in English but if they got anxious they can't speak English well.

The other problem faced by the second grade students were lack of bored, confidence, shyness, fear of mistake, lack of motivation and worry for getting criticism. Lack of confidence as the second highest problem

that faced by second grade, shyness as the third highest problem that faced by second grade, fear of mistake as the fourth highest problem that faced by second grade, lack of motivation as the fifth highest problem that faced by students, and least problem that faced by second grade was worry for getting criticism.

## **B. Suggestion**

Based on the conclusion above, researcher gives suggestion as follows:

1. For students
  - a. To overcome students' difficulties in English speaking for class presentation, it would be preferable if students in the classroom made it a habit to use English as a second language in order to improve their ability to communicate with their classmates or participate in classroom speaking activities.
  - b. To overcome their difficulties in English speaking, students in the second grade should do more speaking practice and try to speak English in front of their classmates, especially if they lack confidence, anxiety, or shyness.
  - c. Students must participate actively in the teaching and learning process, particularly while learning to speak English. Students must also study hard and get more practice speaking English in class or with their friends outside of class. Students must also memorize new vocabulary and study how to pronounce English

words correctly using a dictionary, after which they must practice with their English teacher or friends. If you want to perfect speaking in English, don't be shy, insecure, or afraid of making mistakes.

## 2. English teacher

- a. For the teacher, they should often to ask the students to speak English when do presentation and give the suggestion how to prepare their self before do the presentation, and then the students will automatically get used to speak English when presentation. For the teacher, they should often to ask the students to speak English when do presentation and give the suggestion how to prepare their self before do the presentation, and then the students will automatically get used to speak English when presentation.
- b. The role of the teacher in encouraging and inspiring students' opinions is crucial in improving students' enthusiasm in studying English, particularly for presentations and speaking. For pupils to like and understand learning English, the teacher must be able to make the teaching and learning process fun and not tedious.

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**Appendix 1**

**INTERVIEW GUIDE**

**(Students' Difficulties in in English Speaking for Class Presentation)**

**To: Students of MTsN 1 Bima Town (The Second Grade)**

**Interviewer: Zelda**

**Interviewed: \_\_\_\_\_**

**Profession: Student**

**Day, Date: \_\_\_\_\_**

**Place: \_\_\_\_\_**

*R: Researcher*

*S: Student*

R: Apakah kamu memiliki motivasi dalam belajar bahasa inggris?

(Do you have motivation in learning English?)

S: .....  
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R: Apakah adek memiliki kekurangan kosakata dalam berbicara bahasa inggris?

(Do you have a lack of vocabulary in speaking English?)

S: .....

R: Apa adek pernah tidak percaya diri ketika belajar, ataupun berbicara menggunakan bahasa inggris?

S: .....

(Have you ever lacked confidence when studying, or speaking in English?)



R: Apakah kamu bisa menguasai grammar dalam bahasa Inggris?

(Can you master grammar in English?)

S: .....

R: Apakah adik sering berlatih berbicara bahasa Inggris adek?

(Do you often practice speaking English, brother?)

S: .....

R: Apakah kamu pernah mendapat bimbingan tambahan, semacam kursus?

(Have you ever received additional tutoring, some kind of course?)

S: .....

R: Bagaimana pendapatmu tentang presentasi menggunakan bahasa Inggris?

(What do you think about presentations in English?)

S: .....

R: Sebelum melakukan presentasi apakah kamu akan mempersiapkan diri dulu, seperti menyiapkan materi?

(Before making a presentation, will you prepare yourself first, such as preparing material?)

S: .....

R: Pernahkan kamu mengalami kesulitan ketika presentasi bahasa Inggris berlangsung?

(Have you ever had difficulty during an English presentation?)

S: .....

## Appendix 2

**(The factors that cause students' difficulties in speaking English class presentation)**

**To: Students of MTsN 1 Bima Town (The Second Grade)**

**Interviewer: Zelda**

**Interviewed: \_\_\_\_\_**

**Profession: Student**

**Day, Date: \_\_\_\_\_**

**Place: \_\_\_\_\_**

*R: Researcher*

*S: Student*

R: Apakah ada hal yang membuatmu terganggu ketika berbicara bahasa Inggris, mungkin seperti malu atau sebagainya, dan kenapa?

(Is there anything that bothers you when speaking English, maybe shy or something, and why?)

S: .....

R: Apa yang membuat Adek lupa ketika berbicara bahasa Inggris saat presentasi, mungkin seperti kosakata?

(What makes you forget when you speak English during a presentation, maybe with the vocabulary?)

S: .....

R: Apakah anda punya teman untuk diajak berlatih berkomunikasi menggunakan bahasa Inggris?

(Do you have friends to practice communicating in English with?)

S: .....

R: Apakah anda merasa mudah dalam pelafalan bahasa inggris ketika presentasi?

(So you find it easy in English pronunciation when you do the presentation?)

S: .....

R: Apakah berbicara menggunakan Grammar itu menyulitkan andik?

(Does speaking using Grammar make it difficult for you?)

S: .....

R: Apakah adek merasa terganggu dengan ketidak percayaan diri adek ketika berbicara bahasa inggris, atau merasa malu?

(Are you bothered by your lack of confidence when speaking English, or feel embarrassed?)

R: Apakah anda sering menggunakan aplikasi terjemahan ketika mengerjakan tugas, atau misalnya sebelum berbicara apakah anda memakai terjemahan?

(Do you often use translation applications when doing assignments, or for example before speaking do you use translation?)

### **Appendix 3**

#### **“THE DRAFT OF INTERVIEW TO THE SECOND GRADE OF MTsN 1 BIMA TOWN”**

**Date of Interview: 4 March 2022**

**Interviewer: Zelda**

**Interviewed: Students Difficulties of MTsN 1 Bima Town (The Second  
Grade)**

#### **Interview 1**

Interviewer: Do you have motivation in learning English?

Informant A: Motivation is incredibly vital since it energizes people. According to the results of the interviews, the students were extremely driven to participate in the learning process both offline and online (daring), but only for a few subject, and they have their own motivation in learning English. The result of the interview indicated this.

Informant R: English language it's so difficult for me, but I still excited to be motivated to learn English, because I want to learn more and more.

Informant F: English language its' so challenging for me, my drive to learn English stems from my desire to study abroad, so I must improve my English abilities as much as possible in order to achieve my goal.

Informant S: Maybe speaking English is hard, but my motivation for learning English stems from the fact that it is the world's language. I need to be able to speak in English with people from all over the world.

#### **Interview 2**

Interview: Do you have a lack of vocabulary in speaking English?

Informant A: English is a tough language for me to learn, and when I try to speak it, I get confused due to a lack of vocabulary.

Informant R: When I try to speak with my friends, I have difficulties when i talk with my friend with English because I don't memorize enough vocabulary, and after that, I'm too shy to speak more.

Informant F: I am afraid of making mistakes when speaking English, because sometimes I have to first find the vocabulary that I want to use.

Informant S: English language is difficult to understand both in writing and in speech since various compositions have different readings.

Informant K: In class, I once gave a presentation in English. It was easy at initially, but by the end of the presentation, I had forgotten some of the words I wanted to use.

### **Interview 3:**

Interviewer: Have you ever lacked confidence when studying, or speaking in English?

Informant A: Having self-confidence is the most challenging aspect of speaking. To be honest, I am really shy, especially when I meet people who are fluent in English, or presentation with English, especially when I want to deliver something.

Informant R: I was once challenged by a buddy to talk to foreign tourists, I did it, but I didn't dare to ask more questions since I was frightened of making mistakes and being embarrassed if I was wrong.

Informant F: I am confident at times and not at others; I lack confidence when I am not prepared or do not study and practice speaking in front of the class and outside of it.

Informant S: Depending, I will be confident if I understand how to speak English correctly, because every day I always speak Indonesian, especially in the home environment, that's what makes me shy and sometimes afraid to speak in other languages. Sometimes, I'm afraid of being said to be pretentious to English, but I try to always be confident at the same time.

#### **Interview 4:**

Interviewer: Can you master grammar in English?

Informant A: For example, when I forgot a word during my presentation, I substituted my own, non-grammar-compliant ones. After that, I'll be able to speak fluently once more.

Moreover, informant R stated:

“Practically, I don't know if my grammar is wrong or right, but I choose to continue my presentation.

Informant F: When I give a presentation, I have to speak spontaneously, which confuses me in using grammar.

Besides, informant S stated:

“I haven't yet mastered grammar, but I do use it occasionally when I speak, even sometimes my friends not always understand

#### **Interview 5:**

Interviewer: Do you often practice speaking English, brother?

Informant A:

The main reason (for the lack of vocabulary) was a lack of practice.

Informant R: It was, in my opinion, due to a lack of practice. When I write, for example, I can still think about grammar directly, but it was really difficult for me to arrange grammar in my head when speaking.

Informant F: I'm scared that if I practice speaking, my friends would laugh at me.

Informant K: When I was practice speaking, I was shy and scared since I had no idea what to say, because in usually I'm so bored with English.

Informant S: I am very nervous when I practice speaking English and I also feel shy with my friends”

### **Interview 6:**

Interviewer: Have you ever received additional tutoring, some kind of course?

Informant A: When I was younger, I took an English course. The course fees are now prohibitively exorbitant.

Informant R: Since I was a child, I have never taken a course since, in addition to expensive, my parents were unable to afford it.

Informant F: I have never attended a course since I was a child, because apart from the high cost, my parents were also unable to pay for it.

Informant S: Now I have a desire, but because of the pandemic situation, I am lazy to register.

Informant K: In my opinion, the cost of the course is not always high, and some are even low, depending on each parent's financial situation. There are some inexpensive courses, but because they are not well-known, some individuals are only interested in well-known and expensive courses; if the price of an expensive course is reasonable, the quality is reasonable.

Informant R: I wanted to take the course in a low-cost location, but I wasn't interested in registering there because there were no other participant.

### **Interview 7:**

Interviewer: What do you think about presentations in English?

Informant A: When I was younger, I took an English course. The course fees are now prohibitively exorbitant.

Informant R: Since I was a child, I have never taken a course since, in addition to the expensive, my parents were unable to afford it.

Informant F: I have never attended a course since I was a child, because apart from the high cost, my parents were also unable to pay for it.

Informant S: Now I have a desire, but because of the pandemic situation, I am lazy to register.

Informant K: In my opinion, the cost of the course is not always high, and some are even low, depending on each parent's financial situation. There are some inexpensive courses, but because they are not well-known, some individuals are only interested in well-known and expensive courses; if the price of an expensive course is reasonable, the quality is reasonable.

Informant R: I wanted to take the course in a low-cost location, but I wasn't interested in registering there because there were no other participant.

### **Interview 8:**

Interviewer: Before making a presentation, will you prepare yourself first, such as preparing material?

Informant A: Before making a presentation, I will memorize the city of the word that will be used, and after that the teacher and friends in the class will sometimes correct it.

Informant R: I will pay attention to what materials are needed to make a presentation, and then I will arrange, prepare, and study at home first.

Informant F: Speaking in English is very difficult, where we have to use a language we don't understand, but sometimes it will be easy if I understand what material will be presented.



Informant S: Every task we were given was obligatory to do, and for presentations I was quite relaxed in terms of preparing myself.

Informant K: Everyone will prepare for the presentation, especially the material. And if it's difficult then I ask my friends or sisters first to help work on and translate words from Indonesian to English.

### **Interview 9:**

Interviewer: Have you ever had difficulty during an English presentation?

Informant A: I don't believe in myself, especially when my friends start to notice me. At that moment I felt like I just wanted to end it, because there were so many eyes watching me, it made me scared and stammered when I spoke.

Informant R: At first I was a little embarrassed, but because I have studied and mastered the material that will be presented, I remain confident and choose to keep doing it, even though I have to be nervous and keep sweating because I am nervous about speaking in front of friends, but I still try my best.

Informant F: When presenting a presentation in front of my friends, I was quite nervous, because I felt like I was being intimidated, because I was scared first, because after the presentation we will enter the next session, which is a question and answer session between the audience and presenter.

Informant S: I always feel relaxed, and not too burdened like the others. Many of my friends are afraid when the teacher gives independent or group presentation assignments.

Informant K: To be honest, some of the friends I saw objected to the presentation and some took it easy. For me, it depends on the situation, independent presentations are much more difficult than group presentations, because we have to present all the material independently from start to finish, if the group is very young, all members have their respective parts so it's easier.

## **Appendix IV**

### **“THE DRAFT OF INTERVIEW TO THE SECOND GRADE OF MTsN 1 BIMA TOWN”**

**Date of Interview: 4 March 2022**

**Interviewer: Zelda**

**Interviewed: The factors that cause students' difficulties in speaking English class presentation**

#### **Interview 1**

Interviewer: Is there anything that bothers you when speaking English, maybe shy or something, and why?)

Informant A: I only learn English at school, in my environment for example when I talk to friends, almost no one uses English vocabulary, although it makes me a little embarrassed when speaking at school, especially when I have to make presentations in English, I am afraid of being laughed at by my classmates.

Informant R: I don't want to speak English because I'm afraid and embarrassed, I'm afraid when I speak people who listen to what I say will laugh and blame my English.

Informant F: I dare to speak English when i am alone and talking in front of the mirror, I never speak English outside the house.

Informant S: I'm a shy person, so I don't dare to speak in front of the class.

Informant K: I often speak English when I'm only in the dormitory, because in class I'm afraid to use speaking English because I'm afraid of being laughed at by my classmates.

#### **Interview 2**

Interviewer: What makes you forget when you speak English during a presentation, maybe with the Vocabulary?

Informant A: Speaking English on a daily basis, it's quite difficult for me especially if I have to speak during a presentation in English, because it's quite difficult for me to determine the right vocabulary to use correctly during an English presentation.

Informant R: From the many vocabularies in English, I have to choose new and appropriate vocabulary for presentations, because there are many vocabularies that have the same word form but have different meanings. It's so difficult for me.

Informant F: Lack of vocabulary is one of the problems I often face when studying or speaking in English, especially when I have to answer questions from the teacher.

Informant S: When I want to string words that are used as presentation material, there must be a lot of long English vocabulary that makes it difficult for me to memorize and pronounce the vocabulary, so I have to read it over and over again so I can easily memorize.

Informant K: I think, in English there are a lot of vocabularies which also have different meanings, therefore every time I will present a presentation using English I will look for some vocabulary that I didn't know before from various media such as story books, dictionaries and YouTube, maybe a bit cumbersome and troublesome.

### **Interview 3:**

Interviewer: Do you have friends to practice communicating in English with?

A: One of the things that make it difficult for me when practicing English is that there are no friends to talk to in English, either at home, in the play environment, or at school.

Informant R: Many of my friends are embarrassed when asked to speak English, because that is also what makes me reluctant to invite friends to talk.

Informant F: I rarely invite people to communicate with me, because I'm afraid they won't respond to what I say.

Informant S: I once practiced English with my friends in one of the classroom terraces, instead of responding to us, they even sneered and said we were showing off to them.

Informant K said: I once practiced English with my friends in one of the classroom terraces, instead of responding to us, they even sneered and called us",

### **Interview 4:**

Interviewer: So you find it easy in English pronunciation when you do the presentation?

Informant A: The difficult thing in speaking English is pronunciation, because the writing of the letters and the pronunciation are very different, where we call the color 'kolor' and the others laugh.

Informant R: I find it more difficult when I have to say sentences or English words in order to produce a sound like a native speaker”.

Informant F: I was wrong when doing a presentation speaking in English, because many words were difficult to pronounce, so I needed time to repeat until I could pronounce the sentence fluently”.

Informant K: The most difficult thing during a presentation is when we pronounce the sentence according to the sound of the letters. Different readings have different meanings, because in everyday life I more often use Indonesian as my main language”

Informant S: I often pause my speech when presenting in English because I am afraid that when my friends who understand hear what I say they will laugh”.

#### **Interview 5:**

Interviewer: Does speaking using Grammar make it difficult for you?

Informant A: I prefer to speak without using grammar, because it is simpler and less hassle. but the teacher sometimes complains to me for not using grammar when speaking, grammar is very complicated.

Informant S: In my opinion, grammar is only used in formal conditions, or more widely used by adults, but sometimes grammar is also very helpful when we write letters in English, and also helps us in translating translated books”.

an organized language.

Informant K: I'm a little difficult to digest grammar lessons manually, because I'm often online at home. I'm used to being easier to understand lessons online, so it's easier for me to absorb lessons via the internet, especially in understanding grammar.

Informant F: According to grammar, it is one of the most difficult components in English, because we have to learn something that even a native speaker rarely uses grammar. I myself rarely use grammar when speaking or presenting in class.

Informant R: I think learning grammar in class is more fun, because we get more knowledge about how to speak in

### **Interview 6:**

Interviewer: (Are you bothered by your lack of confidence when speaking English, or feel embarrassed?)

Informant A: I am an introvert person, so I find it difficult when I have to speak English, especially when speaking English in front of the class”.

Informant S: I am a shy person, and what made it difficult for me the most was when the English presentation took place, when all gazes and attention were on me, there I started to feel nervous and worried that I would relapse”.

Informant K: I feel ashamed and not confident when I will start an English presentation in front of friends.

Informant F: Some friends judged me as an introverted child so some of them didn't want to be friends, even in groups with me at the time of group distribution or presentations.

Informant R: I am the least confident when it comes to speaking English in class, especially during presentations, this lack of confidence causes me to fail in everything”.

### **Interview 7:**

Interviewer:

(Do you often use translation applications when doing assignments, or for example before speaking do you use translation?)

Informant A: To make my work easier, I sometimes use a translation application instead of a manual, because it's easier and simpler.

Informant S: Because English is difficult, instead of me having to translate one sentence at a time, it's better to just use a translation application so it's easy.

Informant K: Everyone will prepare for the presentation, especially the material. And if it's difficult then I ask my friends or sisters first to help work on and translate words from Indonesian to English”

Informant F: Before I make a presentation I will prepare in advance the material that I will bring during the presentation later, I compose a few sentences and then I will translate it through a translation application.

Informant R: The translation application can make it easier for me to do English tasks, especially when I am confused about translating western songs into Indonesian”.



Perpustakaan UIN Mataram

**APPENDIX V**  
**DOCUMENTATION**

**Figure 1.**

**Teaching and learning process**





**Interview Session with Students'**







## APPENDIX VI

### SURAT IZIN PERMOHONAN PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA BIMA

Jalan : Garuda Nomor 09 Raba Kota Bima Telepon /Faksimili : (0374) 43500  
E-mail : kotabima@kemenag.go.id / pendmad\_kotabima@kemenag.go.id

#### SURAT REKOMENDASI

Nomor : 125 /Kk. 18.08/PP.00.06/02/2022

Yang bertanda tangan dibawah ini Kepala Kantor Kementerian Agama Kota Bima, dengan ini membenkan dukungan dan rekomendasi kepada,

Nama : Zelda  
Alamat : Melayu RT /RW. 005/002 Kec. Asakota Kota Bima  
Prodi : Tadris Bahasa Inggris UIN Mataram  
Judul Penelitian : An Analysis Of Students' Difficulties In English Speaking For Class Presentation At Second Grade Of MTsN 1 Bima Town 2021/2022  
Lokasi : MTsN 1 Kota Bima  
Lama Penelitian : 2 (dua) Bulan, Pebruari s/d Maret

Dengan Ketentuan sebagai berikut

1. Melaporkan kedatangan kepada MTsN 1 Kota Bima
2. Penelitian harus sesuai maksud dan tujuan yang terkandung dalam Proposal Penelitian.
3. Penelitian tidak mengganggu proses KBM di Madrasah;
4. Melaporkan hasil penelitian pada Kepala Kantor Kementerian Agama Kota Bima setelah selesai melakukan penelitian

Demikian rekomendasi ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Kota Bima, 24 Pebruari 2022

Kepala

Ahmad Taufik

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Prov. NTB
2. Kepala MTsN 1 Kota Bima

## APPENDIX VII

### SURAT REKOMENDASI PENELITIAN BAKESBANGPOL KOTA BIMA

**PEMERINTAH KOTA BIMA**  
**BADAN KESATUAN BANGSA DAN POLITIK**  
*Jln. Soekarno Hatta No. 02 Telpom-Fax (0374) 846355 Raha - Bima*

Kota Bima, 24 Februari 2022

Nomor 074 / 021 / Kesbangpol / II / 2022  
Lampiran -  
Perihal **Rekomendasi Penelitian**

Kepada  
Yth Kepala BAPPEDA LITBANG  
Kota Bima  
di  
**Raha-Bima**

Berdasarkan surat Badan Kesatuan Bangsa dan Politik Dalam Negeri Nomor 070/217/ILR/BKBDN/2022 tanggal 10 Februari 2022 Perihal Izin Penelitian, dengan ini disampaikan bahwa yang tersebut dibawah ini

Nama **ZELDA**  
NIM 170107015  
Jurusan/Prog. Studi Pendidikan Bahasa Inggris  
Alamat Kota Bima  
Judul **"AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING FOR CLASS PRESENTATION AT SECOND GRADE OF MTsN/A BIMA 2021/2022"**  
Tempat Penelitian MTsN 1 Bima  
Lama Penelitian 1 (satu) Bulan TMT 25 Februari 2022 - 24 Maret 2022

Sehubungan dengan hal tersebut dengan ini kami menyetujui kegiatan dimaksud dengan ketentuan sebagai berikut

1. Setelah kegiatan penelitian selesai, yang bersangkutan harus melaporkan kepada Walikota Bima U.p. Kepala Badan Kesatuan Bangsa dan Politik Kota Bima
2. Penelitian tidak akan menyimpang dari him yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat daerah setempat
4. Menyerahkan 1 (satu) exemplar hasil penelitian (Skripsi) kepada Walikota Bima U.p. Kepala Badan Kesatuan Bangsa dan Politik Kota Bima

Demikian untuk dimaklumi seperhanya, terima kasih

d.d. KEPALA BADAN  
SEKRETARIS,  
  
Des. **ABU HARIS**  
Pembina Tk. 1 (IV/b)  
Nip. 19640409 199003 1 011

**Tembusan :**  
Yth : 1. Walikota Bima,  
2. Rektor Universitas Islam Negeri (UIN) Mataram,  
3. Yang bersangkutan

**APPENDIX VIII**  
**SURAT IZIN PENELITIAN**



**PEMERINTAH PROVINSI NUSA TENGGARA BARAT**  
**BADAN KESATUAN BANGSA DAN POLITIK DALAM NEGERI**  
Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330  
Email: bakesbangpoldagri@ntbprov.go.id Website: http://bakesbangpoldagri.lntbprov.go.id  
**MATARAM** kode pos 81125

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**REKOMENDASI PENELITIAN**  
NOMOR: 070/217/1178/BKBDPN/2022

- Dasar**
  - Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 04 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian Surat Dasi Dekan Wakil Dekan Bidang Akademik Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri (IIN) Mataram Nomor 1103/In.12/FTK/PP.00/9/03/2022  
Tanggal: 03 Februari 2022  
Penyusul: Permohonan Rekomendasi Penelitian
- Menimbang** Setelah mempelajari Proposal Survei/Rencana Kegiatan Penelitian yang diajukan, maka dapat diberikan Rekomendasi Penelitian Kepada:
 

Nama	ZELDA
Alamat	Melayu, RT. 005 RW. 002, Kel/Desa Melayu, Kec. Acakota, Kab. Bima, No. Identitas
Pekerjaan/Bidang/Judul	5272037105990003 No. Telp. 085339403457 Mahasiswa Jurusan Tadris Bahasa Inggris <b>AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING FOR CLASS PRESENTATION AT SECOND GRADE OF MTsN 1 BIMA TOWN 2021/2022</b>
Lokasi	MTs N 1 Kota Bima
Jumlah Peserta	1 ( Satu ) Orang
Lamanya	Februari - Maret 2022
Status Penelitian	Baru
- Hal-hal yang harus ditaati oleh Peneliti**
  - Sebelum melakukan Kegiatan Penelitian, agar melaporkan kedatangan Kepada Bupati/Walikota atau Pejabat yang ditunjuk.
  - Penelitian yang dilakukan harus sesuai dengan jadwal, data, data dan berkas pada Surat Permohonan dan apabila melanggar ketentuan, maka Rekomendasi Penelitian akan dicabut sementara dan menghentikan segala kegiatan penelitian.
  - Peneliti harus mentaati ketentuan Perundang-Undangan, norma-norma dan adat istiadat yang berlaku dan penelitian yang dilakukan tidak menimbulkan keresahan di masyarakat, disintegrasi Bangsa atau keutuhan NKRI. Apabila masa berlaku Rekomendasi Penelitian telah berakhir, sedangkan pelaksanaan Kegiatan Penelitian tersebut belum selesai, maka Peneliti harus mengajukan perpanjangan Rekomendasi Penelitian.
  - Melaporkan hasil Kegiatan Penelitian kepada Gubernur Nusa Tenggara Barat melalui Kepala Bakesbangpoldagri Provinsi Nusa Tenggara Barat.

Demiikian Surat Rekomendasi Penelitian ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Mataram, 10 Februari 2022  
Kepala Badan Kesatuan Bangsa dan Politik Dalam Negeri Provinsi NTB  
Kepala Bidang Wasnas dan PK



**RIVAL FEBRIANGY UDUJEDA, S.Sos**  
NIP. 19730209 199402 1 002

**Tembusan disampaikan Kepada Yth:**

- Kepala Badan Riset dan Inovasi Daerah Daerah Provinsi NTB di Mataram;
- Walikota Mataram Cq. Ka. Kesbangpol Kota Bima di Tempat;
- Kepala Kantor Kementerian Agama Kota Bima di Tempat;
- Kepala Sekolah MTs N 1 Kota Bima di Tempat;
- Yang bersangkutan;
- Arsip

## APPENDIX IX

### SURAT PENELITIAN DARI SEKOLAH

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KEMENTERIAN AGAMA KOTA BIMA**  
**MADRASAH TSANAWIYAH NEGERI 1 KOTA BIMA**  
Jln. Sultan Salehuddin No. 33 Bima Telp. (0374) 42640  
Email : mtabima@yahoo.co.id

---

**SURAT KETERANGAN**  
Nomor : B-211/MTs.18.26/KP.01.2/04/2022

Sehubungan dengan surat dari Badan Kesatuan Bangsa dan Politik dalam Negeri Nomor : 070/217/UBR/BKBDN/2022 tanggal 10 Februari 2022 perihal : Rekomendasi Izin Penelitian, maka Kepala MTsN 1 Kota Bima dengan ini menerangkan nama mahasiswa di bawah ini :

Nama	ZELDA
NIM	UN70107615
Jurusan	Madaris Baitussalam
Fakultas	Tarbiyah dan Keguruan Universitas Islam Negeri (UIN) Mataram

Benar telah mengadakan penelitian di MTsN 1 Kota Bima pada tanggal 20 Februari s.d 21 Maret 2022 guna melengkapi data pada penyusunan Skripsi yang berjudul : "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN ENGLISH SPEAKING FOR CLASS PRESENTATION AT SECOND GRADE OF MTsN 1 BIMA TOWN 2021/2022".

Demikian Surat Keterangan dibuat untuk dapat dipergunakan seperlunya.

Kota Bima, 13 April 2022  
Kepala Madrasah,  
  
  
Drs. M. ADNAN  
HP 08561251 196403 1 037



KEMENTERIAN AGAMA RI  
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM  
UPT PERPUSTAKAAN

Jl. Pendidikan No. 35 Tlp. (0370) 621298-625337-634490 Fax. (0370) 625337

**SURAT KETERANGAN**

No. :2628/Un.12/Perpustakaan/09/2022

Dengan ini menerangkan bahwa :

Nama : Zaida  
Nim : 170107015  
Jurusan : TBI  
Fakultas : FTK I

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Mataram, 14 September 2022

Kepala UPT Perpustakaan

Perpustakaan  Mataram

Nuraeni, S.IPI

NIP. 197706182005012003

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