STUDENTS’ PROBLEMS IN SPEAKING SKILL
AT THE SECOND GRADE OF MTs HAMZANWADI NW GELOGOR
IN ACADEMIC YEAR 2019/2020

by

Siti Salihun
NIM 1501071089

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2019
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Thesis of Sarjana
submitted to State Islamic University of Mataram as a Partial Fulfillment of
the Requirement for Bachelor Degree in English Education

by

Siti Salihun
NIM 1501071089

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
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STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
2019
APPROVAL SHEET

Thesis by: Siti Salihun, NIM: 1501071089 entitled “Students’ Problems in Speaking Skill at the Second Grade of MTs Hamzanwadi NW Gelogor” has fulfilled the requirement and has been approved to be examined.

Approved on: 19/12/2019

Research Advisor I
Dr. Muhsinin, MA.
NIP. 196812311993031022

Research Advisor II
Hery Rahmat, M. Hum.
NIP. 1977707012006041002
ADVISOR'S OFFICIAL NOTE

Mataram, 19/12/2019

Matter: Thesis Examination

Honorable
Dean of Faculty of Education and Teacher Training
At Mataram

Assalamu’alaikum, Wr. Wb.
After having several consultations, directions and corrections we confirm
that this thesis by:

Student's Name : Siti Salihun
Student's Number : 1501071089
Major : English Language Education Department
Title : Students’ Problems in Speaking Skill at the Second
       Grade of MTs Hamzanwadi NW Gelogor In
       Academic Year 2019/2020.

has fulfilled the requirements to be examined in the thesis munaqasyah,
Faculty of Education and Teacher Training, State Islamic University of
Mataram.
Wassalamu’alaikum, Wr. Wb.

Research Advisor I,

[Signature]
Dr. Muhsinin, MA.
NIP. 19681231199031022

Research Advisor II,

[Signature]
Hery Rahmat M. Hum.
NIP.197907012006041002
RATIFICATION

A thesis by: Siti Salihun, NIM: 1501071089 entitled “Students’ Problems in Speaking Skill at the Second Grade of MTs Hamzanwadi NW Gologor,” has been defended in front of examiners of English Language Education Department, Faculty of Education and Teachers Training, Mataram State Islamic University on

02-01-2020

Board of Examiners

Dr. Muhsinin, MA
(Chief of Examiner/Adv. I)

Hery Rahmat, M.Hum
(Secretary of Examiner/Adv. II)

Dr. Muhammad, M.Pd., M.S
(Examiner I)

Dr. Syarifudin, M.Pd
(Examiner II)

Approved by,
Dean of Faculty of Education and Teachers Training

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MOTTO

“And whoever strives only strives for [the benefit of] himself.”
(QS. Surat Al-Ankabut: [29]: 6).1

1 QS al-Ankabut [29]: 6.
DEDICATION

“I dedicated this thesis for my almamater, my teachers and lecturers, my beloved mother Maisah, my beloved father Jamaludin, my sisters Masnah and Hilmah, my brothers Rusdi and Rian and all of my families who always support and give me enlightenment for the completion of this thesis that I cannot mention one by one.”
PREFACE

Alhamdulillah, all prices be to Allah SWT, the almighty God of the universe and shalawat and salam may always be upon the prophet Muhammad SAW, family, companions, and all his followers. Aamiin.

The author realizes that the completion process of this thesis would not be successful without help and involvement of many parties. Therefore, the author gives appreciation and gratitude to the following parties.

1. Dr. Muhsinin, MA as my research advisor I, and Mr. Hery Rahmat, M.Hum as my research advisor II who have given their guidance, motivation and detail correction continuously without ever being bored, so that this thesis can be accomplished.

2. Dr. Muhammad, M.Pd., M.S as my research examiner I, and Dr. Syarifudin, M.Pd as my research examiner II who have given supported suggestion and detail correction in revised this thesis.

3. Dr. Syarifudin, M.Pd. as the head of Study Program of English Language Education Department.

4. Dr. Hj Lubna, M.Pd. as Dean of Faculty of Education and Teacher training

5. Prof. Dr. H. Mutawali, M.Ag. as a Rector of State Islamic University of Mataram

6. All lecturers of Study Program of English Language Education Department
7. Mr. Iswadi Idris, S.Sos.I. as headmaster of MTs Hamzanwadi NW Gelogor who had given me permission in conducted my research.

8. Mr. Muhammad Azmi, S.Pd. as English Teacher in MTs Hamzanwadi NW Gelogor who had allowed me to conduct my research.

9. My beloved parents who have prayed day and night for my success.

10. My beloved sisters and brothers who have always prayed and supported me in accomplish my thesis.

11. All my friends especially for TBI B Class 2015, who have always supported me during the completion of this thesis.
STUDENTS’ PROBLEMS IN SPEAKING SKILL
AT THE SECOND GRADE OF MTs HAMZANWADI NW GELOGOR

By:
Siti Salihun
NIM 1501071089

ABSTRACT

The research entitled “Students’ Problems in Speaking Skill at the Second Grade of MTs Hamzanwadi NW Gelogor”, was aimed to describe student’s problems and the factors led to students difficult in speaking English. Type of this research was descriptive qualitative research. This research was used observation and interview as the data collecting method. Based on the findings, data from the research of the study showed that: There were four problems faced by students in speaking English, they are: 1) Inhibition, 2) Nothing to say, 3) Low or Uneven participation, and 4) Mother tongue use. And there were two factors led to students’ difficulties in speaking English, they are: 1) Cognitive style, and 2) Personality.

Key Words: Speaking, Speaking problems
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CHAPTER I

INTRODUCTION

A. Background of Research

English is an international language which is used by millions of people all over the world. English plays an important role in many aspects of life, such as an international communication to communicate with other people from another country. According to Held et al in Erlenawati “it is English that stands at the very centre of the global language system. It has become the central language of communication in business, politics, administration, science and academia, as well as being the dominant language of globalized advertising and popular culture”.

In Indonesia, English is taught as a foreign language in which it is studied by students in order to get the knowledge and it is not used as daily communication.

Learning English is often related to learn how to speak that language. According to Ur “all of the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as speaker of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak”.

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3 Penny Ur, A Course in Language Teaching, (UK: Cambridge University, 1996), P. 120.
Speaking is the ability to use the language in the proper way through speech. Speaking is one of the four skills as a tool of communication with each other. According to Hornby “speaking is the use of words in an ordinary voice; uttering words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication”.

Speaking is not only matter of transferring some massages to other people but it is also about communication, which means that it involves more than one person to make that conversation. When people speak they construct ideas in words, express their perception, felling and intention so that the interlocutors grasp the meaning of what the speaker means. If the learners do not have speaking skill, do not understand and less of knowledge about the language, they will not be able to grasp the meaning of what the speaker means in conversation.

According to Ur there are some problems faced by students in learning English so that it makes English learner difficult for them to speak in English. They are “inhibition, nothing to say, uneven participation and mother tongue use”.

Based on the researcher preliminary observation at the second grade of MTs Hamzanwadi NW Gelogor, the researcher found some problems such as: most of students have several difficulties to speak English. The students found difficulties to speak or pronounce the words correctly besides students were

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5 Penny Ur, *A Course...*, P. 121.

lack of idea to express their thought into English language. The students found difficulties didn’t know how to make sentences correctly in English.

Moreover, when the teacher asked them to practice a dialogue in front of the class, the students showed that they were lack of confidence to speak loudly. The students also felt worried to make mistakes when was pronounced English words in front of the class. The students also preferred to use their mother tongue to answer English teacher’s question, when the teacher asked them about the material.

Based on the phenomenon above, the researcher was interested in conducting the research entitled, students’ problems in speaking skill at the second grade of MTs Hamzanwadi NW Gelogor in academic year 2019/2020.

B. Focus of Research

Based on the background of the study, the focus of this study formulated as follows:

1. What are the students’ problems in speaking English at the second grade of MTs Hamzanwadi NW Gelogor in academic year 2019/2020?
2. What factors cause the students’ difficulties in speaking English at the second grade of MTs Hamzanwadi NW Gelogor in academic year 2019/2020?
C. Objective and Significance of Research

1. Objective of Research

Dealing with problems stated above, the objectives of this research as follows:

a. To describe the students’ problems in speaking English at the second grade of MTs Hamzanwadi NW Gelogor in academic year 2019/2020

b. To find out the factors caused students’ difficulties in speaking English at the second grade of MTs Hamzanwadi NW Gelogor in academic year 2019/2020

2. Significance of Research

The significance results of this study are expected to be useful theoretically and practically.

a. Theoretically

1) This research is expected to be one of alternatives sources of information about the study of students’ problems in speaking English.

b. Practically

1) For the teachers

Hopefully the finding of this research is able to help the teacher in more comprehending students’ problems in speaking English and the factors caused students’ difficulties in speaking English
2) For the students

The finding of this research also can help students in comprehending about their difficulties in speaking English and the factors caused the difficulties in speaking English.

3) For the researcher

This research is expected to help the other researchers to get more information about the study of students’ problems in speaking skill.

D. Scope and Setting of Research

This research focuses on the problems faced by students in speaking English and what kind of factors caused students’ difficulties in speaking English. The researcher chooses the second grade students to be studied. The researcher conducted this research at MTs Hamzanwadi NW Gelogor in academic year 2019/2020.

E. Review of Previous Research

The research about students’ problems in speaking skill is not new. Before this research, there were many studies about students’ problems in speaking skill whether at school or university.

1. The research conducted by Nanda Aldila Sari. Entitled students’ difficulties in speaking skill, at the second grade of SMA Muhamadiyah 1 Karanganyer. The objectives of this research were to describe students’ difficulties in speaking, to describe the factors caused students difficulties in speaking and to describe the students’ strategies that used to overcome the difficulties.
This previous research used descriptive qualitative method. The instruments used in collecting the data of this research were observation and interview. The results of this research were every student has several difficulties in speaking were: inhibition, nothing to say, un-even participant and mother tongue. The factors caused students’ difficulties in speaking namely: personality, motivation, cognitive style and class condition. The students’ strategies to overcome the difficulties in speaking namely: meta-cognitive strategies, cognitive strategies, socio-affective strategies.\(^7\)

The difference between this research and the previous research is the subject of the research, in which the previous research took senior high school while the researcher took junior high school as the subject of the research. The similarities between both of this research were used the same research design and also used same data collecting method, they were: observation and interview.

2. The research conducted by Alvin Nadzirrotunnuha, Entitled the analysis of students’ problems on speaking skill, at SMP Islam Darrussalam Dongko. The objectives of this research were to analyze students’ problems in speaking skill and to know what were the teacher did to solve the students’ speaking problems.

This previous research used survey with quantitative approach, the instruments used to collect the data in this research were questionnaire and

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The result of this research showed that the students faced speaking problems such as; inhibition, nothing to say, low or uneven participation and mother tongue use. The teacher has some ways to solve the speaking problem. They were: For inhibition, the teacher asked the students to feel confident when they speak by giving reward. For nothing to say, the teachers gave the topic that was suitable to the students and gave the early concept at the beginning of learning. For low or uneven participation, the teachers gave same opportunity to all students and made a small dynamic group. For mother tongue use, the teachers habituated students to speak English, avoided giving too difficult and too many topics, and change the students’ mindset that English is not difficult.⁸

The difference between this research and the previous research is the data collecting method, in which the previous research used questionnaire and interview while the researcher used observation and interview. The similarity between both of these studies is the use same of research design.

3. The research conducted by Sheila Yolanda Fradya Afisa. Entitled the students’ difficulties in speaking at the tenth grade of SMA Negri 1 Sine. The objectives of the research were to describe students’ difficulties in speaking English, to describe the factors that contribute to the difficulties in speaking English.

This previous research used descriptive qualitative, the instruments used to collect the data in this research were interview and recorder. The result of this research showed that the students had several difficulties in speaking English. They were: the students had low vocabulary mastery, the students had difficulties in pronouncing several words, the students were still confused in arranging words, the students were afraid of making mistakes in speaking English.\(^9\)

The difference between this research and the previous research is the subject of the research, in which the previous research took senior high school while the researcher took the junior high school as the subject of the research. The similarity between both of these studies is the use same of research design and data collecting method, they are interview and observation.

F. Theoretical Bases

1. Definition of speaking

Speaking is one of the four skills in English. It is used by people as daily communication with other people. By speaking people could express their idea, thought or felling orally. Ahmad on his journal stated that “speaking is the delivery of language through the mouth. To speak, we create sounds using speech organs, including the lungs, vocal tract, vocal

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chords, tongue, teeth and lips”.\textsuperscript{10} Moreover Chaney in Kayi stated that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.\textsuperscript{11} In addition, Nunan stated that “mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success in measured in terms of the ability to carry out a conversation in language teaching”.\textsuperscript{12}

It means that the ability to speak English is measured by how we understand the meaning carried out the language in conversation.

2. Component of speaking skill

There are some components should be recognized by learner in speaking, they are:

a. Pronunciation

Thornburg stated that “pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. It refers to the production of individual sounds, the appropriate linking of words and the use of stress and intonation to convey the intended meaning”.\textsuperscript{13}

\textsuperscript{10} Ahmad Maher Mahmoud, Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University, \textit{International Journal of Humanities and Social Science Invention}, V 5, No 12, December 2016, P. 99.
\textsuperscript{11} Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language”, \textit{The Internet TESL Journal}, retrieved from \url{http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html}, accessed at September 2019, 11:20 a.m.
\textsuperscript{12} David Nunan, \textit{Language Teaching Methodology}, (Sydney:Macquarie University, 1991), P. 39.
b. Grammar

Harmer stated that “grammar of a language is the description of the ways in which words can change their forms and combine into sentence in that language. It helps the learners to combine the words, to produce sentence correctly. In speaking, grammar could help the learners to differentiate the formal and informal expression or polite and impolite expression”.


c. Vocabulary

Vocabulary is one of important element in speaking. Without vocabulary, learners cannot say something. The learners can make a sentence or communicate effectively what they want to say. Knowing a lot of words in foreign language is very important.

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d. Fluency

Fluency is used to measure capability or incapability someone in using the language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, or natural pauses, false start, word search, etc.

Based on the explanation above, it can be concluded that the students need to pronounce phonemes correctly, use appropriate stress and intonation patterns to be able to speak well.

3. Micro and Macro skills of speaking

Brown defined that a list of speaking skill can be drawn up for the purpose to serve as a taxonomy of skills from which we select on several
that will become the objective of an assessment task. There are micro and macro skills in speaking, as follows:

a. Micro skills of speaking

1) Orally produce differences among the English phonemes and allophonic variants.

2) Producing chunks of language of different lights.

3) Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

4) Producing reduced forms of words and phrases.

5) Using an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6) Producing fluent speech at different rates of delivery.

7) Monitoring one’s own oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

8) Using grammatical word classes (nouns, verbs etc.) systems (e.g. tense, agreement). Word order, patterns, rules, and elliptical forms.

9) Producing speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.

10) Expressing a particular meaning in different grammatical forms.

11) Using cohesive devices in spoken discourse.

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b. Macro skills of speaking

1) Appropriately accomplish communicative functions according to situations, participants, and goals.

2) Using appropriate styles, registers, implicate, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.

3) Conveying links and corrections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

4) Conveying facial features, kinesics, body language, and other nonverbal cues along with verbal language.

5) Developing and using a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor understanding you.

In conclusion micro skills refer to producing the smaller chunks of language such as; phonemes, morphemes, words, collocation, and phrasal units while the macro skills imply the speakers focus on the larger elements; fluency, discourse, function, style cohesion, nonverbal communication, and strategic options.
4. Characteristics of a successful speaking activity

There are several characteristics of successful speaking activities which include learners talk a lot, participant is even, motivation is high and language is of an acceptable level. Each of the characteristics will be explained, According to Ur the characteristics of a successful speaking activity.\(^\text{18}\) are:

a. Learners talk a lot

As much as possible of the period of time allocated to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by minority of talk active participant: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about, or because they want to contribute to achieve a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

\(^{18}\) Penny Ur, *A Course in Language Teaching*, (UK: Cambridge University, 1996), P. 120.
5. English speaking problem

Mastering speaking is not easy. In learning speaking the students usually face some problems during teaching and learning process. Ur stated that “there are some problems faced by the students in speaking activities”. They are:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires some real time exposure to an audience. Learners is often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful or criticism, or shy of their speech attracts.

b. Nothing to say

Even if they are not inhibited, learners often complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in a large group, this means that each one will have only very little talking 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

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19 ibid, P. 121.
In classes where all, or a number of, the learners share the same mother tongue they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

Based on the problems above, it can be concluded that there are four problems in learning speaking activities, namely: inhibition, nothing to say, low or uneven participation and the last is mother tongue use.

6. Factor causing the difficulties in speaking

There are several factors that causing students difficulties in speaking as follow:

a. Age

Age is one of the most commonly cited determinant factors of success or failure in foreign language learning. People of different ages have different need, competences, and cognitive skills. The children of primary age can acquire much of a foreign language through play, for example, whereas for adults can reasonably expect a greater use of abstract thought.

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b. Aptitude and Intelligence

The students who has high IQ usually can solve their problem easily and they can understand the material faster than their friends who have lower IQ, whereas aptitude is natural ability carried since born. Some students are better in learning languages than others. It is caused by different aptitude in learning process.

Aptitude is a special ability involved in language learning. Aptitude is used to measure proficiency scores achieved by learners in learning process. Some of researchers mentioned that aptitude is major factor determining the level of success of classroom language learning.

c. Cognitive style

Cognitive style is reflection of the individual’s psychological differentiation, and behavioral or intellectual responses to situations. It is one way to characterize individual differences. Cognitive style describes consistencies in using cognitive processes. Cognitive styles include stable attitudes, preferences, or habitual strategies that distinguish the individual styles of perceiving, remembering, thinking, and solving problems.

d. Personality

Personality is the characteristic of people which cause consistency of feeling, thinking, and behavior. Many students have difficulty in speaking. It can be caused by personality factors. The students usually afraid about making mistakes, shy of the attention when speak English, lack vocabulary, error grammatical, and not good pronunciation.
e. Motivation

Motivation is one of factors that play important to get success or failure good speaking for someone. Motivation is kind of internal drive which pushes someone to do things in order to achieve something. Students have high motivation to success can receive and get better achievement than the students have weak motivation.

Motivation is divided into two categories they are extrinsic motivation and intrinsic motivation. Extrinsic motivation is caused by any number of factors outside the classroom, for example the students need to pass an exam, the hope of financial reward, or the possibility or future travel.

7. Factors Influencing English Speaking skill

There are several factors affecting students speaking skill.\textsuperscript{21} They are:

a. Lack of vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. The problems of vocabularies occur when someone is lack of vocabulary needed to talk.

b. Poor in grammar

Grammar is study in which sentences are structured and formatted. It really spends many times and efforts to study. If the learners do not know the rules of grammar, they will never be able to communicate using

English effectively. Grammar becomes difficult because the learners do not learn the structures continuously.

c. Poor in pronunciation

Pronunciation is as important as any other aspects of foreign language like vocabulary or syntax. A good pronunciation is very necessary in developing speaking skill. Foreign language learner needs to know the individual characteristic of the sound of a new language. Furthermore, it will be good for the students to be able to speak naturally like native speaker.

G. Research Method

Generally research method means scientific ways to get the data with specific purposes and uses.\textsuperscript{22}

1. Approach and Type of Research

The research approach used in this research is a qualitative design. Qualitative research a research aims to describe and analyze a phenomena, events, social activities, attitude, belief, perception, people thinking individually or in groups.\textsuperscript{23}

It means that this research was conducted in real life situation where the researcher got involved with the students in teaching and learning process to get the authentic and valid data. Furthermore, through self-involvement the researcher also dig more data about the problems in

\textsuperscript{22} Sugiyono, \textit{Metode Penelitian Kualitatif, Kuantitatif dan R&D}, (Bandung: Alfabeta, 2013), P. 3.

speaking and also what the factors by observing what exactly the students did while in the classroom.

The type of this research is descriptive research. According to Suharsimi Arikunto “the descriptive research is the research means to collect information about the status and indication that exists, in which that indication base on what it is, when the research was conducted because generally the descriptive research is not to test the hypothesis”.

Based on the explanation above, the descriptive research is a research approach based on description from the data collected from research location with many activities so that in this research the researcher only describe the problems faced by the students in speaking and also the factors causing the difficulties.

2. The Presence of the Researcher

The presence of the researcher is an important factor in qualitative research, because the researcher is as key instrument and also as the data collector. The researcher got involved in collecting the data by interviewing the informant. The researcher place herself in many activities with the subjects of the research. The researcher went to the field of the research directly, did observing also making analyze the activity and relevant data with the subject of the research. Furthermore, the presence of the researcher was known by the informants as there was prior information pertaining teh research.

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3. Setting of Research

This research was conducted in the second grade class of MTs Hamzanwadi NW Gelogor. The researcher chosen the second grade class because the researcher wanted to describe the difficulties faced by the students in speaking English and also what the factors, that the researcher found when the researcher did the preliminary observation in this class. A brief explanation regarding to the setting of research is as follows:

a. Geographical area of MTs Hamzanwadi NW Gelogor

MTs Hamzanwdai NW Gelogor is an educational under ministry of religion, west Lombok regency. It has duties and obligation to give an education service for students especially from Kediri district and the other places in general. It is located at Jln. TGH. Abdul Karim, Gelogor village, Kediri district, west Lombok regency, NTB, Indonesia.

4. Source of Data

The data sources in this research were from the English teacher and some of students who expected be able to give more information about what the researcher dug in this research related to the research problem. In choosing the students as the data sources, the researcher had several criterions as follows;

According to Sanafiah Faisal in Spradley in Sugiono stated that “there were several criteria’s of informant as the data sources in qualitative research”. They are:
a. They mastered something by process of enculturation, so that it not just understood but it meaningful.

b. They were still involved towards the activity which researched.

c. They have enough time to ask about the information

d. They did not inclined in stating information by packaging of themselves.

e. They were unfamiliar with the researcher at first so that they were more interested to be the informant of the research.25

Lafoland in Lexy. J. Moleog “the main sources of data in qualitative research are words and actions, additionally in form of data and others”.26

There are two types of data sources in this research:

1) The primary data

The primary data are the data that gathered directly from the subject of the research using tool measurement of data on the object as source information which searched.27 To gain the primary data of this research, the researcher involved 10 students of the second grade of MTs Hamzanwadi NW Gelogor as the informants with the criteria’s related to the theory that has been stated above as follow:

a) The students showed high interest in learning English.

b) The students able to catch the point or understood the material and being active to answer some question from the teacher.

25 Ibid., P.303.
27 Saifudin Azwar, Metode Penelitian, (Celaban Timur: Pustaka Pelajar, 2010), P. 91.
c) The students able to retell the material that has been explained by the teacher.

d) The students still learning at that school and they willing becomes an informant of conducting this research.

e) The students classes were classified based on gander.

The primary data of this research were transcript of interview. The researcher gains the data through interview. The researcher believes that this type of source is relevant to this research to find out the difficulties that faced by the students in speaking English and also the factors.

In addition the primary data that the researcher collected are students’ problems in speaking English and the factors causing the difficulties in speaking English.

2) The secondary data

The secondary data are the data collected directly by the researcher as a support of the primary data, or called as data that range in document forms.\(^{28}\)

In this case, the researcher not only used books but also journal articles, and thesis made by the prior researchers. The secondary data of this research also field note from observation, transcript of students and teacher interview, student attendance list, note from the teacher and the other document correlated with the research problem pertaining to the

problems in speaking English and also the factors that students face when speaking English in teaching learning activity.

5. Procedure of Data Collection

In this research there were several methods that the researcher used in collect the data they are: observation and interview.

a. Observation

Observation is the most commonly used especially in studies relating to behavioral science. Observation is the action or process of observing something or someone carefully in order to gain information. “the distinctive feature of observation as a research process it offers an investigator the opportunity to gather ‘live’ data naturally from occurring social situations”.²⁹

In this research the researcher place herself as non participant observation, means that in conducting the observation the researcher unrelated with the daily activities of person who is being observed, the researcher just observe passively that teaching learning process and note down the students activity in teaching and learning process to gain the information about the problems that students face when speaking English and also the factors caused students’ difficulties in speaking English.

The researcher display the data in the form of field note of observation, about the problems faced by students in speaking when the

process of learning activity was running related to the focus of the research.

b. Interview

Interview is another way to get information through conversation. According to Kvale & Brinkmann in Sarah J Tracy “Interviews are guided question–answer conversations, or an interchange of views between two persons conversing about a theme of mutual interest”.30 The purpose of conducting the interview is to gain information about the problems in speaking that faced by the students in speaking English and also the factors.

The interview was applied in this research is structured interview in which the researcher prepared several questions and was asked students in gained the information also teachers as supported the data about the problems faced by students when speaking English and also what the factors.

The researcher display the data in the form of transcript of interview, about the problems faced by students in speaking and also what the factors related to the focus of the research.

6. Technique of Data Analysis

The analysis of data is management of data that have been collected that expected to get an accurate data from the subject of the research.

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In analyzing the data the researcher took several steps they are: reduction of data, display of data and verification to get the valid data which gathered from observation and interview of the research.

Miles and Huberman in Sugiyono stated that “the analysis of qualitative data is done interactively by data reduction, data display and verification”.

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes and transcriptions. In this research, the researcher focuses on reducing and transforming the data that has been collected from observation and interview.

The first step in reducing the data, the researcher identify the data was acquired from (transcript of interview, field notes from observation, and other sources of data which needed).

The second step, the researcher selected and chosen the data which needed based on the focus of the research.

The last step, the researcher made summarize of the data.

The reduction of data was conducted continuously until the end of the research. Here the researcher takes the data about the problems in speaking English faced by the students and also what the factors.

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31 Sugiyono, Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2017), P.401.
b. Data display

Data display is the data description of the research. After reducing the data was gathered before, then the researcher displayed the data by organized, compressed the information that had been collected into conclusion drawing and action.

Data display of this research was the data gathered from answered of students interview and observation which related to the focus of the research, about students’ problems in speaking English that faced by students in speaking English and also the factors lead to students difficulties in speaking English. Data display of this research was in form list of table. The researcher was displayed the data and made summary for each parties.

And then the researcher made analyze about them into narrative text, and supported with answered of English teacher’s interview also filed note of observation related to focus of the research. The researcher presented the data about the problems in speaking English faced by the students and also factors led to students’ difficulties in speaking English.

c. Verification

Verification refers to the activity of making verification of the data, after the researcher has collected and analyzed the data, then the researcher drawn conclusion in last of the research.

The researcher gave result of the analysis based on focus of the research where it was concluded from the valid data gathered from the
entire data. The researcher takes conclusion after presented and analyzed the data.

7. Trustworthiness

Validity is an important key to effective research. Validity is thus a requirement for both quantitative and qualitative/naturalistic research. In this research the researcher uses triangulation. “Triangulation is defined as the use of two or more methods of data collection in the study of some aspect of human behavior”.  

In this research, the researcher used two types of triangulation they are; triangulation of method, triangulation of source and triangulation of theory.

a. Triangulation by using method

Triangulation by using methods means that the researcher checked the credibility data of the research and data source by using several data collection technique and analysis them by some method.

In relation to this research, the purpose for using this triangulation is to compare the data gathered from observation, interview and the other document pertaining to this research.

In validating the data the researcher was did observation in the second grade class of MTs Hamzanwadi NW Gelogor, the researcher observed the teaching and learning process besides the researcher

observed problems appeared related to focus of the research. And was did interview with subject of this research, they were English teacher and 10 students of the second grade class. And then the researcher crosschecked the data gained between both form observation and interview.

b. Triangulation by using source

Triangulation by using source means the researcher compare and check credibility the data of information found used same data collecting technique was interview from different sources.

In this research, the researcher compare the data gathered from different sources, they were; English teacher and the second grade student of MTs Hamzanwadi NW Gelogor which consists of 10 students.

In validating the data the researcher was observed the difficulties appeared in the second grade class of MTs Hamzanwadi NW Gelogor when was teaching and learning process was running. The researcher was crosschecked the data gained from different students and compare with interviewed was done with English teacher.

Thus, after reviewed all the data obtained, it could be seen the data gathered was valid.

c. Triangulation by using theory

Triangulation by using theory is the used of several perspectives or theories in analyzed the data finding. It means that the result of this
research compared with perspective of relevant’s theories towards the result of data analysis which was collected.

In validating the data the researcher did interview with students as the informant of this research and then the result of the interview was compared with relevant theory related to focus of this research.

**H. Organization of Discussion**

Chapter I Introduction

This chapter consisted of background of research, focus of research, objective and significance of research, scope and setting of research, review of previous research, theoretical bases, research method and systematical of the discussion. Especially for research method, there are some branches they are approach and type of research, the presence of researcher, setting of research, source of data, procedure of data collection, technique of data analysis, and trustworthiness.

Chapter II Data Display and Findings

This part of thesis includes data display and findings of the research.

Chapter III Discussion

This chapter discusses in detail about the data display and findings. Furthermore, the explanation particularly talks about students’ problems in speaking English and factors that caused students’ difficulties in speaking English.
Chapter IV Conclusion and Suggestion

The last chapter consists of conclusion and suggestion. The conclusion briefly explains the whole research findings which had correlated with the statement of problem. The conclusion was gained based on the result of analyzing the data explained in the previous chapter.
CHAPTER II
DATA DISPLAY AND FINDINGS

In this chapter, the researcher display the research findings that obtained from observation which had been conducted as long learning process was running and interview with English teacher and students of the second grade class of MTs Hamzanwadi NW Gelogor as sources of primary data of this research.

The aim of this study was to present the problems faced by students in speaking English and factors that caused them difficulties when speaking English. The data gained in this research showed that there were 4 problems that faced by students in speaking English. They are; Inhibition, Nothing to say, Low or Uneven participation and Mother tongue use. And there were 2 factors that caused students difficulties when speaking English. They are; Cognitive style and Personality.

A. The students problems in speaking English

1. Inhibition

Inhibition is the problem faced by students wherein, it hindered students to speak English confidently. There were three speaking problems faced by student in terms of inhibition as the following table;

<table>
<thead>
<tr>
<th></th>
<th>Inhibition</th>
<th>The answer of students interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Feeling shy</td>
<td><em>Malu kak, takut salah karena tidak bisa</em></td>
</tr>
</tbody>
</table>

Table 2.1
Students’ problems in speaking English in terms of inhibition
<table>
<thead>
<tr>
<th>b</th>
<th>Afraid of making mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>mengucapkan kata-kata yang berbahasa inggris itu dengan benar.</td>
</tr>
<tr>
<td>35</td>
<td>Biasa aja kak, tapi kadang malu kak takut diketawain temen-temen kalo salah atau tidak bisa cara membacanya.</td>
</tr>
<tr>
<td>36</td>
<td>Malu, terus takut diketawain kalo salah cara membacanya.</td>
</tr>
<tr>
<td>37</td>
<td>Malu, takut diketawain kalo salah cara membacanya.</td>
</tr>
<tr>
<td>38</td>
<td>Afraid of making mistake</td>
</tr>
<tr>
<td>39</td>
<td>Biasa aja kak, tapi kadang malu kak takut diketawain temen-temen kalo salah atau tidak bisa cara membacanya.</td>
</tr>
<tr>
<td>40</td>
<td>Gak pede kak, takut diketawain sama temen-temen itu kalo salah cara membacanya.</td>
</tr>
<tr>
<td>41</td>
<td>Malu, terus takut diketawain kalo salah cara membacanya.</td>
</tr>
</tbody>
</table>

---

34 Subject A, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019.
35 Subject D, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2019.
36 Subject H, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
37 Subject I, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019.
38 Subject A, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
39 Subject D, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2019.
40 Subject C, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
41 Subject H, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
Feeling unconfident

Malu, takut diketawain kalo salah cara membacanya.

Biasa aja kak, tapi kadang takut salah cara membacanya, temen-temen suka ngetawain kita soalnya.

Kalo maju didepan pede aja tapi kadag takut kak, takut diketawain temen kalo salah pas membacanya.

Gak pede kak, sering digangguin sama temen-temen, diketawain kalo ngomong pake bahasa inggris.

Nggak pede, karena kalo salah temen-temen suka ngejekin.

Pertaining to feeling shy in terms of inhibition, the problem faced by students as subject A and D was supported with the result of observation that researcher did in the second grade class in November 6, 2019. When teacher was teaching material “Prohibition”, in this meeting, teacher asked students made peers and came forward promoted examples which had been promoted by teacher first. Student as subject A came forward promoted

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42 Subject I, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019
43 Subject F, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019.
44 Subject J, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
45 Subject B, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
46 Subject G, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2019.
examples with students as subject D. The student as subject A read the text quietly and slowly voice and still wrong in pronunciation, wherein there were several words she read depended on written, such as; “excuse, doing, comfort, rubbish, caution”.

While students as subject D shied read the text and slowly voice, when was wrong in pronounced the words, wherein there were several words she read depended on written, such as; “reading, of course, caution”.

Another of feeling shy faced by student as subjects H and I, It also was supported by the result of observation that researcher did in October 21, 2019. When teacher was teaching material “Describing picture”, in this meeting, teacher asked students made example translated some pictures activity in teachers book, then teacher asked students came forward promoted one of examples. In translated examples given by teacher, the researcher found all of students asked many words they unknown directly to English teacher, such as; she, he, playing, baking, swimming, in, swimming pool, because all of students did not have dictionary to find the meaning.

In this meeting student as the subject H got chance promoted exercise she made, student as the subject H came forward slowly and with little bit afraid she started read the text in low voice.

While for student as subject I, it was supported by the result of observation that researcher did in the second grade class in November 6

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47 Subject A, Observation, MTs Hamzanwadi NW Gelogor, 6 November 2019.
48 Subject D, Observation, MTs Hamzanwadi NW Gelogor, 6 November 2019.
49 Subject H, Observation, MTs Hamzanwadi NW Gelogor, 21 October 2019.
2019. When was teacher teaching material “Prohibition”. In this meeting, teacher asked students made peers and came forward promoted examples had been promoted by teacher first. Student as the subject I came forward promoted examples with student as subject G.

Student as subject I asked teacher repeated for her again because she forgot how to pronounce the words, also she read the example little bit shy. There were several words she pronounced depended on written such as; “excuse me, here, doing, comfort, some, prohibition, rubbish, and caution”.

Pertaining to afraid of making mistake in terms of inhibition, the problem faced by students as subject A and D it was supported with the result of observation that researcher did in the second grade class in November 6, 2019. When teacher was teaching the material “Prohibition”, in this meeting, teacher asked students made peers and then came forward promoted examples had been promoted by teacher first.

Student as subject A came forward promoted examples with students as subject D. Student as subject A read the text quietly and slowly voice and still wrong in pronunciation, wherein there were several words she read depended on written, such as; “excuse, doing, comfort, rubbish, caution”.

While students as subject D shied in read the text, used slowly voice and also wrong in pronounced the words, wherein there were

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50 Subject I, Observation, MTs Hamzanwadi NW Gelogor, 6 November 2019.
51 Subject A, Observation, MTs Hamzanwadi NW Gelogor, 6 November 2019.
several words she read depended on written, such as; “reading, of course, caution”.

Another afraid of making mistake faced by student as subject C, It also was supported by the result of observation that researcher did in October 21, 2019. When teacher was teaching material “Describing picture”, in this meeting, teacher asked students made example translated some pictures activity in teachers book, teacher asked students who as subject C came forward promoted one of examples. In translated examples given by teacher, the researcher found all of students asked many words they unknown directly to English teacher because all of students did not have dictionary to find the meaning.

In this meeting student as subject C got chance promoted example in front of class. Student as subject C came forward and closed her face with hands, flipped her bodies back after read the text, she afraid of making mistake by read the text quietly.

Another afraid of making mistake faced by students as subjects H and I, It also was supported by the result of observation that researcher did in October 21, 2019. When teacher was teaching material “Describing picture”, in this meeting, teacher asked students made example translated some pictures activity in teachers book, then teacher asked students came forward promoted one of examples. In translating the examples given by teacher, the researcher found all of students asked

\[52 \text{ Subject D, Observation, MTs Hamzanwadi NW Gelogor, 6 November 2019.} \]
\[53 \text{ Subject C, Observation, MTs Hamzanwadi NW Gelogor, 21 October 2019.} \]
many words they unknown directly to English teacher, such as; she, he, playing, baking, swimming, in, swimming pool because all of students did not have dictionary to find meaning.

In this meeting student as subject H got chance promoted exercise she made. Student as the subject H came forward slowly and little bit afraid she started read the text in low voice.\footnote{Subject H, Observation, MTs Hamzanwadi NW Gelogor, 21 October 2019.}

While for student as subject I, it also was supported by the result of observation that researcher did in the second grade class in November 6, 2019. When teacher was teach material “Prohibition”. In this meeting, teacher asked students made peers and then came forward promoted examples had been promoted by teacher first. Student as subject I came forward promoted example with student as subject G.

Student as subject I asked teacher repeated for her again because she forgot how to pronounce the words, she read example little bit shy.\footnote{Subject I, Observation, MTs Hamzanwadi NW Gelogor, 6 November 2019.}

There were several words she pronounced depended on written such as; “excuse me, here, doing, comfort, some, prohibition, rubbish, and caution”.

Another afraid of making mistake faced by student as subject F, It also was supported by the result of observation that researcher did in November 6, 2019. When teacher was teaching material about “Prohibition”, in this meeting, teacher asked students made peers and
came forward promoted examples which had been promoted by teacher first.

Student as the subject F came forward promoted example with student as subject E. The researcher found student as subject F confidently, she read the text in loud voice but also afraid read the text, she difficult pronounced the text, she was too fast in spelling the text. She also still wrong in pronounced some words, there were several words she read depended on written, such as; “excuse, here, comfort, some, prohibition, rubbish, caution, attention and around”.

Another afraid of making mistake faced by student as subject J, It also was supported by the result of observation that researcher did in October 21, 2019. When teacher was teaching material “Describing picture”, in this meeting, teacher asked students made example translated some pictures activity in teachers book, then teacher asked students came forward promoted one of examples. In translating examples given by teacher, the researcher found that all of students asked many words they unknown directly to English teacher, such as; she, he, playing, baking, swimming, in, swimming pool because all of students did not have dictionary to find meaning.

In this meeting student as the subject J got chance promoted example she made. Student as the subject J came forward and started

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56 Subject F, Observation, MTs Hamzanwadi NW Gelogor, 6 November 2019.
read the text loudly, she looks afraid then she asked teacher repeated the text again for her.\footnote{Subject J, Observation, MTs Hamzanwadi NW Gelogor, 21 Oktober 2019.}

Pertaining to \textit{feeling unconfident} in terms of inhibition, the problem faced by students as subject B, it was reinforced by the result of observation that researcher did in October 21, 2019. When teacher was teaching material \textit{“Describing picture”}, in this meeting, teacher asked students made example translated some pictures activity in teachers book, then teacher asked students came forward promoted one of examples. In translating examples given by teacher, the researcher found all of students asked many words they unknown directly to English teacher, such as; she, he, playing, baking, swimming, in, swimming pool because all of students did not have dictionary to find meaning.

In this meeting student as subject B got chance promoted examples she made. Student as the subject B came forward unconfidently by promote the text with little bit voice.\footnote{Subject B, Observation, MTs Hamzanwadi NW Gelogor, 21 October 2019.}

Another of feeling unconfident faced by student as subject G, It also was supported by the result of observation researcher did in the second grade class in November 6, 2019. When teacher was teaching material \textit{“Prohibition”}, in this meeting teacher asked students made peers and came forward promoted example which had been promoted by teacher.
Student as the subject G came forward promoted example with student as subject I. The researcher found student as subject G read the text unconfidently with little bit low voice and still wrong in pronouncing the text.\textsuperscript{59} There were several words she read depended on written, such as; “pleasure, prohibition, of course”.

In conclusion, pertaining to inhibition the researcher found there were 4 out of 10 students faced feeling shy, there were 7 out of 10 students faced afraid of making mistakes and there were 2 out of 10 students faced feeling unconfident when speaking English.

2. Nothing to say

Nothing to say is the problem faced by students wherein, it hindered students to speak English freely. Nothing to say means students have nothing to say when speaking English. There were two speaking problems faced by student in terms of nothing to say as the following table;

<table>
<thead>
<tr>
<th>2</th>
<th>Nothing to say</th>
<th>The answer of students interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Students don’t know meaning of words</td>
<td>Kesulitan saya saat mengartikan katanya karena tidak punya kamus.\textsuperscript{60}</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kesulitan saya pas mengartikan kata-katanya.\textsuperscript{61}</td>
</tr>
</tbody>
</table>

\textsuperscript{59} Subject G, Observation, MTs Hamzanwadi NW Gelogor, 6 November 2109.
\textsuperscript{60} Subject F, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2109.
\textsuperscript{61} Subject G, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2109.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Interview</th>
<th>MTs Hamzanwadi NW Gelogor, 22 October 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 22 October 2019</td>
</tr>
<tr>
<td>I</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 7 November 2019</td>
</tr>
<tr>
<td>C</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 22 October 2019</td>
</tr>
<tr>
<td>A</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 7 November 2019</td>
</tr>
<tr>
<td>B</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 22 October 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lack of vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kesulitan saya pas nerjemahin kata-katanya.</td>
</tr>
<tr>
<td>Kesulitan saya karena tidak tau artinya.</td>
</tr>
<tr>
<td>Kesulitan saya tidak tau bahasa inggrisnya kata yang mau ditulis itu apa, kalo dikasi tugas pas belajar di kelas saya lansung tanya arti kata yang saya tidak tau itu ke ust lansung, gak ada kamus buat cari artinya.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sulitnya itu karena tidak tahu bahasa inggrisnya kalo disuruh mengerjakan latihan contoh kalimat yang berbahasa inggris.</td>
</tr>
<tr>
<td>Sulit itu kak karena saya tidak tau bahasa inggrisnya itu mau bilang apa, gak ada kamus juga, jadi setiap ada tugas di kelas itu saya nanya bahasa inggrisnya lansung ke pak ust.</td>
</tr>
</tbody>
</table>

---

64 Subject C, *Interview*, MTs Hamzanwadi NW Gelogor, 22 October 2019.
<table>
<thead>
<tr>
<th>Kesulitan saya tidak tau bahasa inggrisnya kata yang mau ditulis itu apa, kalo dikasi tugas pas belajar di kelas saya lansung tanya arti kata yang saya tidak tau itu ke ust lansung, gak ada kamus buat cari artinya. 67</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saya kesulitan kalo pas mau mengartikan kata yang berbahasa inggris, tidak ada kamus buat nyari artinya. 68</td>
</tr>
<tr>
<td>Kesulitan saya pas menterjemahkan kata itu tidak tau bahasa inggrisnya apa. 69</td>
</tr>
<tr>
<td>Kesulitan saya tidak tau bahasa inggrisnya kata yang saya mau tulis itu apa. 70</td>
</tr>
</tbody>
</table>

Pertaining to *students don’t know meaning of words* in terms of nothing to say, the problems faced by students as subjects F, G, H, I, and C. It also was supported by the results of observation conducted by researcher in second grade class. As long learning process was running, the researcher found none of all students had dictionary to support learning activity used to find meaning of English words.

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67 Subject C, *Interview*, MTs Hamzanwadi NW Gelogor, 22 November 2109  
68 Subject D, *Interview*, MTs Hamzanwadi NW Gelogor, 8 November 2109  
69 Subject E, *Interview*, MTs Hamzanwadi NW Gelogor, 8 November 2109  
70 Subject J, *Interview*, MTs Hamzanwadi NW Gelogor, 22 October 2109
Student as subject F asked meaning of words she did not known to English teacher directly.\textsuperscript{71} While student as subject G also asked words meaning she did not known to English teacher directly.\textsuperscript{72} Student as subject H also asked words meaning she did not known to English teacher directly.\textsuperscript{73} Student as subject I also asked words meaning she did not know to English teacher directly.\textsuperscript{74} And last student as subject C also asked words meaning she did not known to English teacher directly.\textsuperscript{75}

Moreover all stated was substantiated from interview with English teacher about difficulties faced by students in speaking English, the English teacher stated that:

\begin{quote}
“Siswa di sini masih kurang di vocabulary nya, juga buku pelajaran bahasa inggris itu Cuma guru saja yang punya, dan juga tidak ada kamus untuk mendukung peroses pembelajaran siswa untuk mencari setiap terjemahan kata bahasa inggris ketika sedang belajar, jadi setiap kata yang siswa tidak tahu pasti semuanya rata-rata menanyakan lansung artinya kepada saya sebagai guru yang mengajar bahasa inggris.”\textsuperscript{76}
\end{quote}

Pertaining to \textit{lack of vocabulary} in terms of nothing to say, the problems faced by students as subject A, B, C, D, E and J. It also was supported by the result of observation conducted by researcher in 21 October and 6 November in the second grade class. As long learning process was running, the researcher found there were some students answered teacher question by mixing both of Indo and English.

\textsuperscript{71} Subject F, \textit{Observation}, MTs Hamzanwadi NW Gelogor, 6 November 2019.
\textsuperscript{72} Subject G, \textit{Observation}, MTs Hamzanwadi NW Gelogor, 8 November 2109.
\textsuperscript{73} Subject H, \textit{Observation}, MTs Hamzanwadi NW Gelogor, 21 October 2109.
\textsuperscript{74} Subject I, \textit{Observation}, MTs Hamzanwadi NW Gelogor, 6 November 2109.
\textsuperscript{75} Subject C, \textit{Observation}, MTs Hamzanwadi NW Gelogor, 21 October 2109.
\textsuperscript{76} English Teacher, \textit{Interview}, MTs Hamzanwadi NW Gelogor, 9 November 2019.
Moreover all stated reinforced by interview was researcher done with English teacher about difficulties faced by students in speaking English, the English teacher stated that:

“Siswa di sini masih kurang di vocabulary nya, juga buku pelajaran bahasa inggris itu Cuma guru saja yang punya, dan juga tidak ada kamus untuk mendukung proses pembelajaran siswa untuk mencari setiap terjemahan kata bahasa inggris ketika sedang belajar, jadi setiap kata yang siswa tidak tahu pasti semuanya rata-rata menanyakan langsung artinya kepada saya sebagai guru yang mengajar bahasa inggris.”

In conclusion, pertaining to nothing to say the researcher found there were 5 out of 10 students faced don’t know meaning of words, there were 6 out of 10 students faced lack of vocabulary when speaking English.

3. Low or Uneven participation

Low or uneven participation is the problem faced by students wherein, it hindered students’ speak English in learning activity. There were three speaking problems faced by student in terms of low or uneven participation as the following table;

<table>
<thead>
<tr>
<th>3</th>
<th>Low or uneven participation</th>
<th>The answer of students interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Difficult in</td>
<td><em>Sulitnya karena katanya itu beda sama cara kita</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>pronounce English words</th>
<th>memabacanya, gak pernah ngomong pake bahasa inggris juga kalo di kelas, paling kalo di suruh maju buat nyontohin baru pake bahasa inggris.¹⁷⁸</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sulit kak, karena katanya itu beda sama cara ngucapinnya. Kita juga gak pernah ngomong bahasa inggris sama temen kalo lagi dekelas, gak bisa soalnya hehe.¹⁷⁹</td>
</tr>
<tr>
<td></td>
<td>Sulit kak, karena cara membacanya itu tidak sama dengan tulisannya.¹⁸⁰</td>
</tr>
<tr>
<td></td>
<td>Sulit kak, karena mengucapkan bahasa inggris itu tulisannya tidak sama dengan cara membacanya, beda banget.¹⁸¹</td>
</tr>
<tr>
<td></td>
<td>Karena saya tidak suka pelajaran bahasa inggris ni kak menurut saya sulit banget, bahasa inggris itu menipu soalnya tulisan sama cara diucapkannya itu tidak sama.¹⁸²</td>
</tr>
<tr>
<td></td>
<td>Sulit banget, karena tulisannya itu beda sama cara membacanya.¹⁸³</td>
</tr>
<tr>
<td></td>
<td>Sulit kak, karena kata-katanya itu beda sama cara</td>
</tr>
</tbody>
</table>

---

¹⁷⁸ Subject A, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2109.
¹⁷⁹ Subject B, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2109.
¹⁸⁰ Subject C, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2109.
¹⁸¹ Subject D, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2109.
¹⁸² Subject E, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2109.
¹⁸³ Subject F, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2109.
| b | Don’t like study | Karena saya tidak suka pelajaran bahasa inggris ni kak, menurut saya sulit banget, bahasa inggris itu menipu soalnya tulisannya sama cara diucapkannya itu tidak sama.  

Pertaining to **difficult in pronounce English words** in terms of low or uneven participation, the problems faced by students as subject A, B, C, D, E, F, G, H, I, and J. It also was reinforced by the result of observation that researcher did in the second grade class in November 6 and October 21, 2019. When teacher was teaching material “**Prohibition and Describing picture**”, as long learning process was running, the researcher found all of students as informants of this research just paid

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84 Subject G, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2109.
85 Subject H, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2109.
86 Subject I, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2109.
87 Subject J, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2109.
88 Subject E, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2109.
explanation from teacher and spoke when teacher asked them promoted example given by teacher.⁸⁹

Also it was substantiated by the result of interview that researcher did with English teacher it was about his thought to students abilities and how frequents them spoke English in class when learning process was running. The teacher stated that;

“Disini siswa itu masih kesulitan sekali saat berbicara menggunakan bahasa inggris, bisa dibilang siswa itu belum bisa praktik berbicara secara langsung, karena siswa itu jarang bahkan tidak pernah peraktik dalam sehari-harinya. Siswa cuma berbica bahasa inggris saat saya meminta mereka untuk maju mencontohkan ke depan dan saat bertanya langsung ke masing-maing siswa”.⁹⁰

Pertaining to don’t like study English in terms of low or uneven participation, the problem faced by students as subject E. It was also reinforced by the result of observation that researcher did in the second grade class in November 6, 2019. When teacher was teaching material “Prohibition”, as long learning process was running, the researcher found students as E just paid explanation from teacher and spoke when teacher asked her promoted example given by teacher.⁹¹

Also it was supported by the result of interview that researcher did with English teacher it was about his thought to students abilities and how frequents them spoke English in class, when learning process was running. The teacher stated that,

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⁸⁹ All informants, Observation, MT s Hamzanwadi NW Gelogor, 6 November and 21 October 2019.
⁹⁰ English Teacher, Interview, MTs Hamzanwadi NW Gelogor, November 9, 2019.
⁹¹ Subject E, Observation, MTs Hamzanwadi NW Gelogor, 6 November, 2019.
“Disini siswa itu masih kesulitan sekali saat berbicara menggunakan bahasa inggris, bisa dibilang siswa itu belum bisa praktik berbicara secara lansung, karena siswa itu jarang bahkan tidak pernah peraktik dalam sehari-harinya. Siswa cuma berbica bahasa inggris saat saya meminta mereka untuk maju mencontohkan ke depan dan saat bertanya langsung ke masing-masing siswa”.

In conclusion, pertaining to low or uneven participation the researcher found all of the students which consists 10 students faced difficultes in pronounce English words, there was 1 out of 10 students faced don’t like study English when speaking English.

4. Mother tongue use

Mother tongue use is the problem faced by students wherein, it hindered students to speak English in learning activity. There were three speaking problems faced by student in terms of mother tongue use as the following table;

<table>
<thead>
<tr>
<th>4</th>
<th>Mother tongue use</th>
<th>The answer of students interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Speaking easier using mother tongue</td>
<td>Nggak pernah kak, bahasa sasak doang kita pake berbicara sama bahasa Indonesia kadang-kadang, lebih mudah soalnya ngomong pake bahasa sendiri.</td>
</tr>
</tbody>
</table>

Table 2.4
Students’ problems in speaking English in terms of Mother Tongue Use

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| **or Indonesian** | Nggak kak, bahasa sasak doang kita pake berbicara kalo sama temen, lebih mudah sasak.  
Tidak, gak bisa soalnya kak. Kalo ngobrol sama teman kita pake bahasa sasak doang, karena lebih mudah ngomong pake bahasa sasak.  
Tidak pernah, sasak doang lebih mudah soalnya.  
Tidak, gak bisa soalnya kak,,hehe. Saya lebih suka ngomong pake bahasa sasak karena lebih mudah.  
Ngak pernah kak, bahasa sasak doang kita pake berbicara sama bahasa Indonesia kadang, lebih suka ngomong pake bahasa sasak.  
Tidak, gak bisa soalnya kak,,hehe. Saya lebih suka ngomong pake bahasa sasak karena lebih mudah.  
Tidak, kalo berbicara sama temen kita pake bahasa sasak sama bahasa Indonesia keseringan. |
| **b** | Prefer using mother tongue or Indonesian |

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94 Subject C, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2109.  
95 Subject D, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2109.  
96 Subject F, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2109.  
97 Subject H, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2109.  
98 Subject B, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.  
99 Subject H, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.  
100 Subject J, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
Pertaining to *speaking easier using mother tongue or Indonesian* in terms of mother tongue use, the problem faced by students as subjects A, C, D, E, F and H. It also was supported by the result of interview that researcher did with English teacher. It was about did students frequently spoke using English when communicating with other students in learning process was running. The teacher stated that:

“*Jarang bahkan tidak pernah, jadi siswa cuma mengucapkan bahasa inggris itu kalo saya meminta mereka untuk berbicara dan siswa itu lebih suka pake sasak atau bahasa indonesia saat berbicara dengan teman kelasnya. Siswa kesulitan sekali berbicara/ ngomong pake bahasa inggris dikarenakan siswa yang kurang menghafal vocab. Kita sebagai siswa tidak akan bisa ngomong pake*”

---

Pertaining to *prefer using mother tongue or Indonesian* in terms of mother tongue use, the problem was faced by students as subjects B, H, and J. It also was supported with the result of interview that researcher did with English teacher. It was about did students frequently spoke using English when communicating with other students in learning process was running. The teacher stated that:

“Jarang bahkan tidak pernah, jadi siswa cuma mengucapkan bahasa inggris itu kalo saya meminta mereka untuk berbicara dan siswa itu lebih suka pake sasak atau bahasa indonesia saat berbicara dengan teman kelasnya. Siswa kesulitan sekali berbicara/ ngomong pake bahasa inggris dikarenakan siswa yang kurang menghafal vocab. Kita sebagai siswa tidak akan bisa ngomong pake bahasa inggris jika tidak memiliki vocabulary yang memadai.”

Pertaining to *unable speak in English* in terms of mother tongue use, the problem faced by students as subjects D, E, G, and I. It also was supported by the result of interview that researcher did with English teacher. It was about did students frequently spoke used English when communicating with other students in learning process was running. The teacher stated that:

“Jarang bahkan tidak pernah, jadi siswa cuma mengucapkan bahasa inggris itu kalo saya meminta mereka untuk berbicara dan siswa itu lebih suka pake sasak atau bahasa indonesia saat berbicara dengan teman kelasnya. Siswa kesulitan sekali berbicara/ ngomong pake bahasa inggris dikarenakan siswa yang kurang menghafal vocab. Kita sebagai siswa tidak akan bisa ngomong pake bahasa inggris jika tidak memiliki vocabulary yang memadai.”


vocab. Kita sebagai siswa tidak akan bisa ngomong pake bahasa inggris jika tidak memiliki vocabulary yang memadai”.

In conclusion pertaining to mother tongue use the researcher found there were 5 out of 10 students faced speaking easier using mother tongue or Indonesian, there were 3 out of 10 students faced prefer using mother tongue or Indonesian and there were 4 out of 10 students faced unable speak in English.

B. The factors causing students’ difficulties in speaking English

1. Cognitive style

Cognitive style means of students consistencies in using cognitive process, that involve stable attitude, preference or habitual strategies that distinguish individual style of perceiving, remembering, thinking and solving problem. There were three factors that caused students’ difficulties in speaking English, they are: uninteresting of learning method, teacher too fast explain the lesson and feeling bored in terms of cognitive style. The researcher spelled out them based on each categorie’s in the following table as follow;

<table>
<thead>
<tr>
<th></th>
<th>Cognitive style</th>
<th>The answer of students interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Uninteresting of</td>
<td>Kurang menyenangkan kak, karena metode</td>
</tr>
</tbody>
</table>

107 English Teacher, Interview, MTs Hamzanwadi NW Gelogor, 9 November 2019.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Interview</th>
<th>MTs Hamzanwadi NW Gelogor, 7 November 2019.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject A</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 7 November 2019.</td>
</tr>
<tr>
<td>Subject B</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 22 October 2019.</td>
</tr>
<tr>
<td>Subject C</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 22 October 2019.</td>
</tr>
<tr>
<td>Subject D</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 8 November 2019.</td>
</tr>
<tr>
<td>Subject E</td>
<td>Interview</td>
<td>MTs Hamzanwadi NW Gelogor, 8 November 2019.</td>
</tr>
</tbody>
</table>

- **Learning Method:** mengajaryna itu ceramah doang, bosan rasanya, kadang saya mengantuk kalo lagi belajar.¹⁰⁸
- **Gan menyenangkan kah, soalnya gak seru cuma di jelaskan doang, jadinya mengantuk kalo lagi belajar.¹⁰⁹
- **Gan menyenangkan kah, cara mengajar pak ust buat saya mengantuk karena pak ust masih menggunakan metode ceramah. Cepet bosan juga kah hehe.¹¹⁰
- **Biasa aja, tapi kah karena pak ust terlalu cepat cara ngjelasinya kurang ngerti saya.¹¹¹
- **Tidak menyenangkan, karena kalo menjelaskan kurang jelas, saya selama belajar sering tidur didalam kelas bosan lasing kah.¹¹²
- **Tidak menyenangkan, sering mengantuk saya kalo lagi belajar karena cara**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>Teacher too fast explaining the lesson</td>
</tr>
</tbody>
</table>

- **menjelaskannya itu teerlalu cepat bosan juga rasanya.**

- **Kurang menyenangkan kak, soalnya cuma dijelasian doang.**

- **Nggak menyenangkan karena masih menggunakan metode ceramah terus kalo menjelaskan terlalu cepat, kurang ngerti kadang sama apa yang dijelaskan.**

- **Tidak menyenangkan, kurang seru. penjelasannya juga kurang detail. sering saya ngantuk pas belajar.**

- **Tidak menyenangkan, sering ngantuk saya kalo lagi belajar karena cara menjelaskannya itu teerlalu cepat. bosan juga rasanya.**

- **Biasa aja, tapi kadang terlalu cepat cara ngejelasinnya.**

- **Nggak menyenangkan, karena masih menggunakan metode ceramah terus kalo**

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113 Subject F, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019.
114 Subject G, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2019.
115 Subject I, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019.
116 Subject J, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
117 Subject F, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019.
118 Subject H, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
| Subject I, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019. |
| Subject J, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019. |
| Subject A, Interview, MTs Hamzanwadi NW Gelogor, 7 November 2019. |
| Subject B, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019. |
| Subject C, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019. |
| Subject E, Interview, MTs Hamzanwadi NW Gelogor, 8 November 2019. |
Tidak menyenangkan, sering ngantuk saya kalo lagi belajar karena cara menjelaskannya itu teerlalu cepat. bosan juga rasanya.\textsuperscript{125}

Tidak menyenangkan, kurang seru. penjelasannya juga kurang detail sering saya ngantuk pas belajar.\textsuperscript{126}

Pertaining to \textit{uninteresting of learning method} in terms of cognitive style, the factors was caused students’ difficulties in speaking English faced by students as subjects A, B, C, D,E, F, G, I and J. It also was supported with the result of observation that researcher did in the second grade class, wherein teacher thought material “Describing picture and Prohibition”. The researcher found all students was mentioned above faced uninteresting of learning method showed that they were look sleepy, bored, more quite than speak often made joke with others.\textsuperscript{127}

Pertaining to \textit{teacher to fast explaining the lesson} in terms of cognitive style, the factors was caused students’ difficulties in speaking English faced by students as subjects F, H, I, and J. It also was reinforced by the result of observation that researcher did in the second grade class, wherein teacher thought material “Describing picture and Prohibition”. The

\textsuperscript{125} Subject F, \textit{Interview}, MTs Hamzanwadi NW Gelogor, 7 November 2019.
\textsuperscript{126} Subject J, \textit{Interview}, MTs Hamzanwadi NW Gelogor, 22 October 2019.
\textsuperscript{127} Students, \textit{Observation}, MTs Hamzanwadi NW Gelogor, 22 October and 6 November 2019.
researcher found all students mentioned above cognitive style led to teacher too fast explaining the lesson faced by students, showed that they were look sleepy, bored, more quite than speak often made joke with others.\textsuperscript{128}

Pertaining to \textit{feeling bored} in terms of cognitive style, the factors was caused students’ difficulties in speaking English faced by students as subjects A, B, C, E, F and J. It also was was reinforced by the result of observation that researcher did in the second grade class, wherein teacher thought material “Describing picture and Prohibition”. The researcher found all students mentioned above faced cognitive style factor led to feeling bored showed that they were look sleepy, bored, more quite than speak often made joke with others.\textsuperscript{129}

In conclusion, pertaining to cognitive style factor the researcher found there were 9 out of 10 students faced the cognitive style factor led to uninteresting learning method, there were 4 out of 10 students faced the cognitive style factors led to teacher too fast explaining the lesson and there were 6 out of 10 students faced the cognitive style factor led to feeling bored when speaking English.

2. Personality

Personality means that students characterize of consistence in feeling, thinking and behavior. Personality effected students in how was consistence them when speaking English in learning process. There were

\begin{itemize}
\item \textsuperscript{128} Students, \textit{Observation}, MTs Hamzanwadi NW Gelogor, 22 October and 6 November 2019.
\item \textsuperscript{129} Students, \textit{Observation}, MTs Hamzanwadi NW Gelogor, 22 October and 6 November 2019.
\end{itemize}
two factors speaking difficulties faced by students led to Lack of vocabulary and Never practicing English in terms of personality as the following table;

**Table 2.5**
The factors causing students’ difficulties in speaking English terms of cognitive style

<table>
<thead>
<tr>
<th>2</th>
<th>Personality</th>
<th>The answer of students interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Lack of vocabulary</td>
<td>Tidak tahu bahasa inggrisnya kalo disuruh ngerjain contohnya dan gak pernah ngomong pake bahasa inggris juga kalo di kelas.(^{130})</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saya tidak tau bahasa inggrisnya itu mau bilang apa dan kita juga gak pernah ngomong bahasa inggris sama temen kalo lagi dekelas.(^{131})</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saya tidak tau bahasa inggrisnya kata yang mau ditulis itu apa dan bahasa sasak doang kita pake berbicara kalo sama temen.(^{132})</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Saya kesulitan pas mengartikan kata yang berbahasa inggris dan kalo ngobrol sama teman kita pake bahasa sasak doang.(^{133})</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kesulitan saya pas menterjemahkan kata itu tidak tau bahasa inggrisnya apa dan tidak pernah</td>
</tr>
</tbody>
</table>

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\(^{131}\) Subject B, *Interview*, MTs Hamzanwadi NW Gelogor, 22 October 2019.

\(^{132}\) Subject C, *Interview*, MTs Hamzanwadi NW Gelogor, 22 October 2019.

\(^{133}\) Subject D, *Interview*, MTs Hamzanwadi NW Gelogor, 8 November 2019.
<table>
<thead>
<tr>
<th></th>
<th><strong>ngomong pake bahasa inggris, sulit sekali rasanya kalo bicara pake bahasa inggris.</strong>&lt;sup&gt;134&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kesulitan saya saat mengartikan katanya dan tidak pernah ngomong pake bahasa inggris, sasak doang kak.&lt;sup&gt;135&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Saya kesulitan membaca kata-katanya, mengartikan katanya juga dan nggak pernah ngomong pake bahasa inggris.&lt;sup&gt;136&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Kesulitan saya kalo nerjemahin katanya dan tidak idak pernah ngomong pake bahasa inggris.&lt;sup&gt;137&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Kesulitan saya tidak tau artinya kata yang mau ditulis itu apa, dan nggak pernah ngomong pake bahasa inggris kak.&lt;sup&gt;138&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Kesulitan saya tidak tau bahasa inggrisnya kata yang mau saya tulis and tidak pernah ngomong pake bahasa inggris kalo sama temen.&lt;sup&gt;139&lt;/sup&gt;</td>
</tr>
<tr>
<td>b</td>
<td><strong>Never practicing</strong></td>
</tr>
<tr>
<td></td>
<td><strong>English</strong></td>
</tr>
<tr>
<td></td>
<td>Tidak tahu bahasa inggrisnya kalo disuruh ngerjain contohnya and gak pernah ngomong pake bahasa inggris juga kalo di kelas.&lt;sup&gt;140&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

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<sup>134</sup> Subject E, *Interview*, MTs Hamzanwadi NW Gelogor, 8 November 2019.
<sup>137</sup> Subject H, *Interview*, MTs Hamzanwadi NW Gelogor, 22 October 2019.
<sup>139</sup> Subject J, *Interview*, MTs Hamzanwadi NW Gelogor, 22 October 2019.
Saya tidak tau bahasa inggrisnya itu mau bilang apa and kita juga gak pernah ngomong bahasa inggris sama temen kalo lagi dekelas.\(^{141}\)

Kesulitan saya pas menterjemahkan kata itu tidak tau bahasa inggrisnya apa dan tidak pernah ngomong pake bahasa inggris, sulit sekali rasanya kalo bicara pake bahasa inggris.\(^{142}\)

Kesulitan saya saat mengartikan katanya dan tidak pernah ngomong pake bahasa inggris, sasak doang kak.\(^{143}\)

Saya kesulitan membaca kata-katanya, mengartikan katanya juga dan nggak pernah ngomong pake bahasa inggris.\(^{144}\)

Kesulitan saya kalo nerjemahin katanya dan tidak idak pernah ngomong pake bahasa inggris.\(^{145}\)

Kesulitan saya tidak tau artinya kata yang mau ditulis itu apa, dan nggak pernah ngomong pake bahasa inggris kak.\(^{146}\)

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\(^{141}\) Subject B, *Interview*, MTs Hamzanwadi NW Gelogor, 22 October 2019.

\(^{142}\) Subject E, *Interview*, MTs Hamzanwadi NW Gelogor, 8 November 2019.


\(^{144}\) Subject G, *Interview*, MTs Hamzanwadi NW Gelogor, 8 November 2019.


Kesulitan saya tidak tau bahasa inggrisnya kata yang mau saya tulis and tidak pernah ngomong pake bahasa inggris kalo sama temen.  

It also was supported by the result of interview with English teacher about the difficulties factor led to students difficult when speaking English. The teacher stated that:

"Intinya factor utama kesulitan siswa itu point utamanya adalah karena tidak memahami vocabulary, yang kedua siswa harus sering-sering membaca teks yang berbahasa inggris, juga siswa diharapkan agar siswa itu bisa sering-sering berkomunikasi dengan teman sekelasnya."  

Pertaining to never practicing English in terms of personality, the factors was caused students’ difficulties in speaking English faced by students as subject A, B, E, F, G, I and J. It also was reinforced by the result of interview with English teacher about the difficulties factor led to students difficult when speaking English in learning process. The teacher stated that:

"Intinya factor utama kesulitan siswa itu point utamanya adalah karena tidak memahami vocabulary, yang kedua siswa harus sering-sering membaca teks yang berbahasa inggris, juga siswa diharapkan agar siswa itu bisa sering-sering berkomunikasi dengan teman sekelasnya".

147 Subject J, Interview, MTs Hamzanwadi NW Gelogor, 22 October 2019.
148 English Teacher, Interview, MTs Hamzanwadi NW Gelogor, 9 November 2019.
149 English Teacher, Interview, MTs Hamzanwadi NW Gelogor, 9 November 2019.
In conclusion, pertaining to personality the researcher found all of students as informant of these research faced the personality factor led to lack of mastering vocabulary, and there were 8 out of 10 students faced personality factor led to never practicing English.
CHAPTER III

DISCUSSION

Based on data display and findings on previous chapter, next the researcher discussed the problems and also the factors faced by students in speaking English. The purpose of the study was to answer focus of the research in first chapter. There were two objectives in this research. The first is to describe students’ problems in speaking English. The second is to describe factors caused students difficulties in speaking English. The data has been collected presented based on the observation in classroom teaching learning process was running and also from interview with students and English teacher related to the problems faced by students in speaking English.

A. The students’ problems in speaking English

After conducting the research, the researcher found about the problems faced by students in speaking English were; Inhibition, Nothing to say, Low or Uneven participation and Mother tongue use that related to Ur stated that “there are some problems that faced by students in speaking activities they are; Inhibition, Nothing to say, Low or Uneven participation and Mother tongue use”.150

1. Inhibition

Inhibition is the difficulties faced by students wherein, it was hindered students to speak English confidently. Inhibition means felling of inhibited when students tried to speak in foreign language. In this research, the

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150 Penny Ur, *A Course in Language Teaching*, (UK: Cambridge University, 1996), P. 120.
researcher found there were three kinds of inhibition faced by students in speaking English. They were; feeling shy, afraid of making mistake and feeling unconfident.

a. Feeling Shy

Feeling shy faced by students as they were stating when researcher interviewed with them about what does they felt at the time teacher asked them promoted English text in front of class in learning activity. In this research the researcher found students’ problems of feeling shy in terms of inhibition was faced by students as subjects A, D, H, and I as they were particularly told their problems in speaking English as the example data was gathered below:

“Malu kak, takut salah karena tidak bisa mengucapkan kata-kata yang berbahasa inggris itu dengan benar”.

“Biasa aja kak, tapi kadang malu kak takut diketawain -temen kalo salah atau tidak bisa cara membacanya”.

“Malu, terus takut diketawain kalo salah cara membacanya”.

“Malu, takut diketawain kalo salah cara membacanya”.

Related to as was stated by students as the subjects A, D, H and I above, It could be seen that they were faced speaking problems of feeling shy in terms of inhibition.

b. Afraid of making mistake

Afraid of making mistake faced by students as they were stating when researcher interviewed with them about what does they felt at the
time teacher asked them promoted English text in front of class in
learning activity. In this research the researcher found students’ problems
of afraid of making mistake in terms of inhibition was faced by students
as subjects A, D, C, H, I, F and J as they were particularly told their
problems in speaking English as the example data was gathered below:

“Malu kak, takut salah karena tidak bisa mengucapkan kata-
kata yang berbahasa inggris itu dengan benar”.

“Biasa aja kak, tapi kadang malu kak takut diketawain temen-
temen kalo salah atau tidak bisa cara membacanya”.

“Biasa aja kak, tapi kadang malu kak takut diketawain temen-
temen kalo salah atau tidak bisa cara membacanya”.

“Malu, terus takut diketawain kalo salah cara membacanya”.

“Malu, takut diketawain kalo salah cara membacanya”.

“Biasa aja kak, tapi kadang takut salah cara membacanya,
temen-temen suka ngetawain kita soalnya”.

“Kalo maju didepan pede aja tapi kadang takut kak, takut
diketawain temen kalo salah pas membacanya”.

Related to as was stated by students as the subjects A, D, C, H, I, F
and J above, It could be seen that they were faced speaking problems of
afraid of making mistake in terms of inhibition.

c. Feeling unconfident

Feeling unconfident faced by students as they were stating when
researcher interviewed with them about what does they felt at the time
teacher asked them promoted English text in front of class in learning activity. In this research the researcher found students’ problems of afraid of making mistake in terms of inhibition was faced by students as subjects B and G as they were particularly told their problems in speaking English as the example data was gathered below:

“Gak pede kak, sering digangguin sama temen-temen, diketawain kalo ngomong pake bahasa inggris”.

“Nggak pede, karena kalo salah temen-temen suka ngejekin”.

Related to as was stated by students as the subjects B and G above, It could be seen that they were faced speaking problems of feeling unconfident in terms of inhibition.

2. Nothing to say

Nothing to say is the problem faced by students wherein, it hindered students to speak English freely. Nothing to say means students have nothing to say when speaking English. In this research, the researcher found there were two kinds of nothing to say faced by students in speaking English. They were; students don’t know meaning of words and lack of vocabulary.

a. Students don’t know meaning of words

Don’t know meaning of words faced by students as they were stated when researcher interviewed with them about what kinds of difficulties they faced in learning English. In this research the researcher
found students’ problems of don’t know meaning of words in terms of nothing to say was faced by students as subjects F, G, H, I, and C, as they were particularly told their problems in speaking English as the example data was gathered below:

“Kesulitan saya saat mengartikan katanya karena tidak punya kamus”.

“Kesulitan saya pas mengartikan kata-katanya”.

“Kesulitan saya pas nerjemahin kata-katanya”.

“Kesulitan saya karena tidak tau artinya”.

“Kesulitan saya tidak tau bahasa inggrisnya kata yag mau ditulis itu apa, kalo dikasi tugas pas belajar di kelas saya langsung tanya arti kata yang saya tidak tau itu ke ust langsung, gak ada kamus buat cari artinya”.

Related to as was stated by students as the subjects F, G, H, I, and C above, It could be seen that they were faced speaking problems of don’t know meaning of words in terms of nothing to say.

b. Lack of vocabulary

Lack of vocabulary was faced by students as subjects A, B, C, D, E and J, were found from researcher interview with them, as they were particularly told their difficulties in speaking English. In this research the researcher found students’ problems of afraid of lack of vocabulary in terms of inhibition was faced by students as subjects A, B, C, D, E and J, as they were particularly told their problems in speaking English as the example data was gathered below:
“Sulitnya itu karena tidak tahu bahasa inggrisnya kalo disuruh mengerjakan latihan contoh kalimat yang berbahasa inggris”.

“Sulit itu kak karena saya tidak tahu bahasa inggrisnya itu mau bilang apa, gak ada kamus juga, jadi setiap ada tugas di kelas itu saya nanya bahasa inggrisnya langsung ke pak ust”.

“Kesulitan saya tidak tau bahasa inggrisnya kata yag mau ditulis itu apa, kalo dikasi tugas pas belajar di kelas saya langsung tanya arti kata yang saya tidak tau itu ke ust langsung, gak ada kamus buat cari artinya”.

“Saya kesulitan kalo pas mau mengartikan kata yang berbahasa inggris, tidak ada kamus buat nyari artinya”.

“Kesulitan saya pas menterjemahkan kata itu tidak tau bahasa inggrisnya apa”.

“Kesulitan saya tidak tau bahasa inggrisnya kata yang saya mau tulis itu apa”.

Related to as was stated by students as the subjects A, B, C, D, E and J, above, it could be seen that they were faced speaking problems of lack of vocabulary in terms of nothing to say.

3. Low or Uneven participation

Low or uneven participation is the difficulties faced by students wherein, it hindered students to speak English in learning activity. In this research, the researcher found there were two kinds of low or uneven participation faced by students in speaking English. They were; difficult in pronounce English words and don’t like study English.

a. Difficult in pronounce English words
Difficult in pronounce English words faced by students as subjects F, G, H, I and C were found from researcher interview with them, as they were particularly told their problems in speaking English, as the example data was gathered bellow:

“Sulitnya karena katanya itu beda sama cara kita memabacanya, gak pernah ngomong pake bahasa inggris juga kalo di kelas, paling kalo di suruh maju buat nyontohin baru pake bahasa inggris”.

“Sulit kak, karena katanya itu beda sama cara ngucapinnya. Kita juga gak pernah ngomong bahasa inggris sama temen kalo lagi dekelas, gak bisa soalnya hehe”.

“Sulit kak, karena cara membacanya itu tidak sama dengan tulisannya”.

“Sulit kak, karena mengucapkan bahasa inggris itu tulisannya tidak sama dengan cara membacanya, beda banget”.

“Karena saya tidak suka pelajaran bahasa inggris ini kak menurut saya sulit banget, bahasa inggris itu menipu soalnya tulisan sama cara diucapkannya itu tidak sama”.

“Sulit banget, karena tulisannya itu beda sama cara membacanya”.

“Sulit kak,karena kata-katanya itu beda sama cara kita mengucapkannya”.

“Iya sulit banget kak, karena cara membacanya itu beda sama tulisannya”.

“Sulitnya karena bacaannya itu beda sama tulisannya”.
“Sulit, karena bacaannya itu tidak sesuai sama cara bacanya”.

Related to as was stated by all of students as the informants of this research, it could be seen that they were faced speaking problems of difficult in pronounce English words in terms of low or uneven participation.

b. Don’t like study English

Don’t like study English faced by student as subject E was found from researcher interview with her as she was particularly told her problems in speaking English, as the example data was gathered bellow:

“Karena saya tidak suka pelajaran bahasa inggris ni kak, menurut saya sulit banget, bahasa inggris itu menipu soalnya tulisannya sama cara diucapkannya itu tidak sama”.

Related to as was stated by student’s as subject E, it could be seen that she was faced speaking problems of don’t like study English in terms of low or uneven participation.

4. Mother tongue Use

a. Speaking easier using mother tongue or Indonesian

Speaking easier using mother tongue or Indonesian faced by students as they were stating when researcher interviewed with them about did they ever tried spoken in English with other students. In this research the researcher found students’ problems of speaking easier using mother tongue in terms of inhibition was faced by students as
subjects A, C, D, F, and H as they were particularly told their problems in speaking English as the example data was gathered below:

“Ngak pernah kak, bahasa sasak doang kita pake berbicara sama bahasa Indonesia kadang-kadang, lebih mudah soalnya ngomong pake bahasa sendiri”.

“Ngak kak, bahasa sasak doang kita pake berbicara kalo sama temen, lebih mudah sasak”.

“Tidak, gak bisa soalnya kak. Kalo ngobrol sama teman kita pake bahasa sasak doang, karena lebih mudah ngomong pake bahasa sasak”.

“Tidak pernah, sasak doang lebih mudah soalnya”.

“Tidak, gak bisa soalnya kak, hehe. Saya lebih suka ngomong pake bahasa sasak karena lebih mudah”.

Related to as was stated by students as the subjects A, C, D, F, and H above, It could be seen that they were faced speaking problems of speaking easier using mother or Indonesian tongue in terms of mother tongue use.

b. Prefer using mother tongue or Indonesian

Prefer using mother tongue or Indonesian faced by students as they were stating when researcher interviewed with them about did they ever tried spoken in English with other students. In this research the researcher found students’ problems of prefer using mother tongue
or Indonesian in terms of mother tongue use was faced by students as subjects B, H and J as they were particularly told their problems in speaking English as the example data was gathered below:

“Ngak pernah kak, bahasa sasak doang kita pake berbicara sama bahasa Indonesia kadang, lebih suka ngomong pake bahasa sasak”.

“Tidak, gak bisa saoli nya kak, hehe. Saya lebih suka ngomong pake bahasa sasak karena lebih mudah”.

“Tidak, kalo berbicara sama temen kita pake bahasa sasak sama bahasa Indonesia keseringan”.

Related to as was stated by students as the subjects B, H and J above, It could be seen that they were faced speaking problems of prefer using mother tongue or Indonesian in terms of mother tongue use.

c. Unable speak in English

Unable speak in English faced by students as subject D, E, G and I were found from researcher interview with them, as they were particularly told their difficulties when speaking English. In this research the researcher found students’ problems of unable speak in English in terms of mother tongue use, as the example data was gathered below:
“Tidak, gak bisa soalnya kak. Kalo ngobrol sama teman kita pake bahasa sasak doang, karena lebih mudah ngomong pake bahasa sasak”.

“Tidak pernah, sulit sekali rasanya kalo bicara pake bahasa inggris”.

“Nggak, gak bisa lasing hehe, bahasa inggris itu sulit banget soalnya”.

“Gak pernah kak, gak bisa. kalo dikelas kita biasa ngobrol pake bahasa sasak atau bahasa Indonesia”.

Related to as was stated by students as the subjects D, E, G and I above, It could be seen that they were faced speaking problems of unable speak in English in terms of mother tongue use.

B. The factors causing students’ difficulties in speaking English

1. Cognitive style

Cognitive style means of students consistencies in using cognitive process, that involve stable attitude, preference or habitual strategies that distinguish individual style of perceiving, remembering, thinking and solving problem.

In this research, the researcher found there were three kinds of cognitive style factors led to students’ difficulties when speaking English. They are; Uninteresting of learning method, Teacher too fast explaining the lesson and Feeling bored.
a. Uninteresting of learning method

The factor difficulties of cognitive style led to uninteresting of learning method faced by students as they were stating when researcher interviewed with them about did English learning process was interested or not. In this research the researcher found cognitive style factor led to uninteresting of learning method faced by students as subjects A, B, C, D, E, F, G, I and J were found from researcher interview with them, as they were particularly told their factor difficulties when speaking English when speaking English in learning process, as the example data was gathered below:

“Kurang menyenangkan kak, karena metode mengajarnya itu ceramah doang, bosan rasanya, kadang saya mengantuk kalo lagi belajar”.

“Nggak menyenangkan kak, soalnya gak seru cuma di jelaskan doang, jadinya ngantuk kalo lagi belajar”.

“Nggak menyenangkan kak, cara mengajar pak ust buat saya ngantuk karena pak ust masih menggunakan metode ceramah. Cepet bosan juga kak hehe”.

“Biasa aja, tapi kadang karena pak ust terlalu cepat cara ngejelasinnya kurang ngerti saya”.

“Tidak menyenangkan, karena kalo menjelaskan kurang jelas, saya selama belajar sering tidur didalam kelas bosan lasing kak”.
“Tidak menyenangkan, sering ngantuk saya kalo lagi belajar karena cara menjelaskannya itu terlalu cepat bosan juga rasanya”.

“Kurang menyenangkan kak, soalnya cuma dijelasian doang”.

“Nggak menyenangkan, karena masih menggunakan metode ceramah terus kalo menjelaskan terlalu cepat, kurang ngerti kadang sama apa yang dijelaskan”.

“Tidak menyenangkan, kurang seru, penjelasannya juga kurang detail, sering saya ngantuk pas belajar”.

Related to as was stated by students as the subjects A, B, C, D, E, F, G, I and J above, It could be seen that they were faced the factors difficulties led to uninteresting of learning method in terms of cognitive style.

b. Teacher too fast explaining the lesson

The factor difficulties of cognitive style led to teacher too fast explaining the lesson faced by students as they were stating when researcher interviewed with them about did English learning process was interested or not. In this research the researcher found cognitive style factor led to teacher too fast explaining the lesson faced by students as subjects F, H, I and J were found from researcher interview with them, as they were particularly told their factor difficulties in speaking English, as the example data was gathered below:
“Tidak menyenangkan, sering ngantuk saya kalo lagi belajar karena cara menjelaskannya itu teerlalu cepat. bosan juga rasanya”. “Biasa aja, tapi kadang terlalu cepat cara ngejelasinnya”.

“Nggak menyenangkan, karena masih menggunakan metode ceramah terus kalo menjelaskan terlalu cepat, kurang ngerti kadang sama apa yang dijelaskan”.

“Tidak menyenangkan, kurang seru. penjelasannya juga kurang detail. sering saya ngantuk pas belajar”.

Related to as was stated by students as the subjects F, H, I and J above, It could be seen that they were faced the factors difficulties led to teacher too fast explaining the lesson in terms of cognitive style.

c. Feeling bored

The factor difficulties of cognitive style led to feeling bored faced by students as they were stating when researcher interviewed with them about did English learning process was interested or not. In this research the researcher found cognitive style factor led to feeling bored faced by students as subjects A, B, C, E, F and J were found from researcher interview with them, as they were particularly told their factor difficulties in speaking English, as the example data was gathered below:

“kurang menyenangkan kak, karena metode mengajarnya itu ceramah doang, bosan rasanya, kadang saya mengantuk kalo lagi belajar”.
“Nggak menyenangkan kak, soalnya gak seru cuma di jelaskan doang, jadinya ngantuk kalo lagi belajar”.

“Nggak menyenangkan kak, cara mengajar pak ust buat saya ngantuk karena pak ust masih menggunakan metode ceramah. Cepet bosan juga kak hehe”.

“Tidak menyenangkan, karena kalo menjelaskan kurang jelas. Saya selama belajar sering tidur didalam kelas bosan lasing kak”.

“Tidak menyenangkan, sering ngantuk saya kalo lagi belajar karena cara menjelaskannya itu teerlalu cepat. bosan juga rasanya”.

“Tidak menyenangkan, kurang seru. penjelasannya juga kurang detail sering saya ngantuk pas belajar”.

Related to as was stated by students as the subjects A, B, C, E, F and J above, it could be seen that they were faced the factors difficulties led to feeling bored in terms of cognitive style.

2. Personality

Personality means that students characterize of consistence in feeling, thinking and behavior. Personality effected students in how consistencies them to speak English in learning process. In this research, the researcher found there were two kinds of personality factors led to students difficult in speaking English in learning process. They were; lack of vocabulary and never practicing English.
a. Lack of vocabulary

Personality factor led to lack of vocabulary, faced by students as subjects A, B, C, D, E, F, G, H, I, and J students as they were stating when researcher interviewed them about difficulties factor led them difficult when speaking English in learning process, as the example data was gathered below:

“Tidak tahu bahasa inggrisnya kalo disuruh ngerjain contohnya dan gak pernah ngomong pake bahasa inggris juga kalo di kelas”.

“Saya tidak tau bahasa inggrisnya itu mau bilang apa dan kita juga gak pernah ngomong bahasa inggris sama temen kalo lagi dekelas”.

“Saya tidak tau bahasa inggrisnya kata yang mau ditulis itu apa dan bahasa sasak doang kita pake berbicara kalo sama temen”.

“Saya kesulitan pas mengartikan kata yang berbahasa inggris dan kalo ngobrol sama teman kita pake bahasa sasak doang”.

“Kesulitan saya pas menterjemahkan kata itu tidak tau bahasa inggrisnya apa dan tidak pernah ngomong pake bahasa inggris, sulit sekali rasanya kalo bicara pake bahasa inggris”.

“Kesulitan saya saat mengartikan katanya dan tidak pernah ngomong pake bahasa inggris, sasak doang kak”.

“Saya kesulitan membaca kata-katanya, mengartikan katanya juga dan nggak pernah ngomong pake bahasa inggris”.
“Kesulitan saya kalo nerjemahin katanya dan tidak idak pernah ngomong pake bahasa inggris”.

“Kesulitan saya tidak tau artinya kata yang mau ditulis itu apa, dan nggak pernah ngomong pake bahasa inggris kak”.

“Kesulitan saya tidak tau bahasa inggrisnya kata yang mau saya tulis and tidak pernah ngomong pake bahasa inggris kalo sama temen”.

Related to as was stated by students as the subjects A, B, C, D, E, F, G, H, I, and J above, it could be seen that they were faced the factors difficulties led to lack of vocabulary in terms of personality.

b. Never practicing English

Personality factor led to never practicing English faced by students as subjects A, B, E, F, G, H, I, and J as they were stating when researcher interviewed them about what difficulties led them difficult when speaking English in learning process, as the example data was gathered below:

“Tidak tahu bahasa inggrisnya kalo disuruh ngerjain contohnya and gak pernah ngomong pake bahasa inggris juga kalo di kelas”.

“Saya tidak tau bahasa inggrisnya itu mau bilang apa and kita juga gak pernah ngomong bahasa inggris sama temen kalo lagi dekelas”.
“Kesulitan saya pas menterjemahkan kata itu tidak tau bahasa inggrisnya apa dan tidak pernah ngomong pake bahasa inggris, sulit sekali rasanya kalo bicara pake bahasa inggris”.

“Kesulitan saya saat mengartikan katanya dan tidak pernah ngomong pake bahasa inggris, sasak doang kak”.

“Saya kesulitan membaca kata-katanya, mengartikan katanya juga dan nggak pernah ngomong pake bahasa inggris”.

“Kesulitan saya kalo nerjemahin katanya dan tidak idak pernah ngomong pake bahasa inggris”.

“Kesulitan saya tidak tau artinya kata yang mau ditulis itu apa, dan nggak pernah ngomong pake bahasa inggris kak”.

“Kesulitan saya tidak tau bahasa inggrisnya kata yang mau saya tulis and tidak pernah ngomong pake bahasa inggris kalo sama temen”.

Related to as was stated by students as the subjects A, B, C, D, E, F, G, H, I, and J above, It could be seen that they were faced the factors difficulties led to never practicing English in terms of personality.
CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion of the research. The conclusion was drawn based on the research finding and discussion. This chapter is in two parts, where in the first part was aimed gave conclusion about the student’s problems in speaking English faced by the the second grade students of Mts Hamzanwadi NW Gelogor, and the factors caused students’ difficulties when speaking English. The second contained suggestion for related parties and future researcher which related topic with this study.

A. Conclusion

The researcher concludes that students’ of the second grade class of MTs Hamzanwadi NW Gelogor faced problems in speaking English are:

1. There were four problems faced by students in speaking English, they are: inhibition, nothing to say, low or Uneven participation and mother tongue use

2. There were two factors difficulties led to students’ difficulties in speaking English are: cognitive style and personality

B. Suggestion

1. For students

   a. Students must have high motivation to learn English and mastered vocabulary so that it can help them in understanding English lesson.
b. Students have to exercise their pronunciation, such as they have to practice an easy expression like, hello, good morning, how are you and etc, or an easy conversation so that it makes them more fluently in pronounced English words.

2. For English teacher

a. The teacher must give students information about the important roles of English in this global era, so that it can makes students more motivated to learn English.

b. The teacher must make summary of the material and gives the hard copy for students to copy so that it can help students in learning maximally and it will make learning process more efficient.

3. For the next researcher

The researcher hopes this research will guide the other researcher that wants to conduct the similar problem about students difficulties in speaking skill. In addition the next researcher are suggested to find more difficulties which faced by students when speaking English and also the factors.
REFERENCES


APPENDIX 1

INTERVIEW GUIDANCE WITH THE SECOND GRADE STUDENTS OF MTS HAMZANWADI NW GELOGOR

THE STUDENTS’ PROBLEMS IN SPEAKING SKILL, AT THE SECOND GARDE OF MTs HAMZANWDAI NW GELOGOR

Name: AM as subject A
     : EF as subject B
     : AH as subject C
     : HL as subject D
     : IU as subject E
     : EM as subject F
     : MZ as subject G
     : MN as subject H
     : QH as subject I
     : MF as subject J

Place of Interview: MTs Hamzanwadi NW Gelogor

List of Students Interview Questions
1. Suka pelajaran bahasa inggris gak dek, kenapa?
2. Bisa di certain lagi kemarin materinya belajar tentang apa? sulit gak dek, terus kesulitan kamu selama belajar tadi apa saja?
3. Kalo membaca kata yang berbahasa inggris itu sulitnya karena apa si dek?
4. dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?
5. Kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?
6. Tau apa itu tenses sama grammar gak dek?
7. Saran kamu buat pak ust dlm mengajar untuk kedepannya itu seperti apa?
**List of Teacher Interview Questions**

1. Selama pak ust mengajar di pelajaran bahasa inggris, Menurut pak ust apa saja kesulitan yang siswa alami dalam proses pembelajaran bahasa inggris tersebut?

2. Misal pak ust kalo siswa bapak di susuruh untuk maju kedepan, misalnya ketika bapak menyuruh mereka untuk memperaktikan contoh percakapan didepan, biasanya siswa bapak responnya seperti apa?

3. Bagaimana tanggapan bapak terhadap minat atau motivasi siswa dalam berbicara menggunakan bahasa inggris?

4. Apakah siswa sering berbicara menggunakan bahasa inggris di kelas?

5. Menurut bapak kendala yang membuat proses belajar mengajar pak ust terhamabt apa?

6. Bagaimana pandangan bapak terhadap minat dan kemauan siswa dalam proses pembelajaran itu sendiri?

7. Bagaimana tanggapan bapak terhadap kemampuan siswa dalam mempelajari bahasa inggris? dan seberapa aktif siswa dalam berbicara bahasa inggris saat pembelajaran dikelas?

8. Apakah bapak mengalami kesulitan mengajar dalam kondisi yang seperti ini?

9. Saran bapak untuk kedepannya seperti apa?
APPENDIX 2

OBSERVATION GUIDENCE

In conducting these research, the researcher used an observation guidance which was arranged to facilitate this research. The following is the arrangement of observation guidance researcher used to hold a research entitled “Students’ Problems in Speaking Skill”

1. Teaching Learning Activity : The Second Grade Students
APPENDIX 3

Transcript of Interview

Students Interview

Time : Tuesday, October 22nd 2019, at 10:15 A.M

Place : In front of classroom VIII B

Informant : B

Researcher : Siti Salihun

R : Suka pelajaran bahasa inggris gak dek, kenapa?

B : Suka, karena kalo bisa bahasa inggris itu kita bisa ngomong sama orang asing

R : Bisa di certain lagi tadi materinya belajar tentang apa? sulit gak dek, terus kesulitan kamu selama belajar tadi apa saja?

B : Tadi habis belajar menjelaskan gambar dalam bahasa inggris, sulit itu kak karena saya tidak tau bahasa inggrisnya itu mau bilang apa, gak ada kamus juga, jadi setiap ada tugas dikelas itu saya nanya bahasa inggrisnya langsung ke pak ust.

R : Kalo mengucapkan atau ngomong kata yang berbahasa inggris itu sulit gak dek? kenapa?

B : Sulit kak, karena katanya itu beda sama cara ngucapinnya. Kita juga gak pernah ngomong bahasa inggris sama temen kalo lagi dekelas, gak bisa soalnya hehe,

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

B : Ngak pernah kak, bahasa sasak doang kita pake berbicara sama bahasa Indonesia kadang, lebih suka ngomong pake bahasa sasak
R: Terus kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?

B : Gak pede kak, sering digangguin sama temen-temen, diketawain kalo ngomong pake bahasa inggris.

R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?

B : Nggak menyenangkan kak, soalnya gak seru cuma di jelasin doang, jadinya ngantuk kalo lagi belajar.

R : Jadi selama belajar kamu ngeri atau tidak? kenapa?

B : Selama belajar kadang ngeri tapi kadang nggak ngeri juga, soalnya pak ust kalo ngejelasinnya terlalu cepat dan kurang detail.

R : Tau apa itu tenses sama grammar gak dek?

B : Nggak tau kak.

R: Saran kamu buat pak ust dalam mengajar untuk kedepannya itu seperti apa?

B : Kalo ngejelasin pelan-pelan biar kita cepet ngeri. vocabnya juga harus di terjemahain karena kita nggak punya kamus buat nyari artinya.
R : Suka pelajaran bahasa inggris gak dek, kenapa?

C : Nggak, karena bahasa inggris itu sulit

R : Bisa di certain lagi tadi materinya belajar tentang apa? terus kesulitan kamu selama belajar tadi apa saja?

C : Tadi habis belajar cara mendeskripsikan gambar menggunakan bahasa inggris, kesulitan saya tidak tau bahasa inggrisnya kata yang mau ditulis itu apa. Kalo dikasi tugas pas belajar dikelas saya lansung Tanya arti kata yang tidak saya tau ke ust lansung gak ada kamus buat cari artinya.

R : Kalo membaca kata yang berbahasa inggris itu sulit gak? kenapa?

C : Sulit kak, karena cara membacanya itu tidak sama dengan tulisannya.

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

C : Ngak kak, bahasa sasak doang kita pake berbicara kalo sama temen, lebih mudah sasak

R : Kalo pak guru nyuruh maju buat ngomong di depan reaksi kamu bagaimana?

C : Gak pede kak, takut di ketawain sama temen-temen kalo salah cara membacanya

R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?
C : Nggak menyenangkan kak, cara mengajar pak ust buat saya ngantuk karena pak ust masih menggunakan metode ceramah. Cepet bosan juga kak hehe

R : Jadi selama belajar kamu ngerti atau tidak? kenapa?

C : Gak ngerti tapi kadang ngerti juga, soalnya ust cara ngejelasinnya itu terlalu cepat, gak denger kadang, jadinya saya bingung sendiri dan males rasanya setiap belajar bahasa inggris.

R : Tau apa itu tenses sama grammer gak dek?

C : Nggak

R : Saran kamu buat pak ust dalam mengajar untuk kedepannya itu seperti apa?

C : Kalo ngejelasin kita itu harus pelan-pelan biar kita cepat ngerti dan harus jelas. kata-kata yang tidak kita tau juga harus di tulisin dan di terjemahin.
Time : Thursday, October 22\textsuperscript{th} 2019, at 10:25 A.M

Place : In front of classroom VIII B

Informant : H

Researcher : Siti Salihun

R : Suka pelajaran bahasa inggris gak dek, kenapa?

H : Lumayan suka, karena gurunya ngak galak

R : Bisa di certain lagi kemarin materinya belajar tentang apa? kesulitan kamu selama belajar tadi apa saja?

H : Kemarin pelajarannya itu tentang mendeskripsikan gambar, kesulitan saya pas ngerjemahin katanya sama cara membaca, tidak tau oalnya kak.

R : Kalo cara membaca/ mengucapkan kata yang berbahasa inggris itu sulit gak? karena apa si dek?

H : Iya sulit banget kak, karena cara membacanya itu beda sama tulisannya

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

H : Tidak, gak bisa saolnya kak,,hehe. saya lebih suka ngomong pake bahasa sasak karena lebih mudah.

R : Kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?

H : Malu, takut di ketawain kalo salah cara membacanya

R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?

H : Biasa aja, tapi kadang terlalu cepat cara ngejelasinnya

R : Selama belajar kamu ngerti atau tidak? kenapa?
H : Kadang ngerti tapi kadang juga tidak, karena cara menjelaskannya itu terlalu cepat.

R : Tau apa itu tenses sama grammar gak dek?

H : Nggak tau

R : Saran kamu buat pak ust dalam mengajar untuk kedepannya itu seperti apa?

H : Harus pelan-pelan caranya kalo ngejelasin.
Time : Thursday, October 22\textsuperscript{th} 2019, at 10:30 A.M

Place : In front of classroom VIII B

Informant : J

Researcher : Siti Salihun

R : Suka pelajaran bahsa inggris gak dek, kenapa?

J : Suka, karena saya suka pelajaran bahasa inggris.

R : Bisa di certain lagi kemarin materinya belajar tentang apa? sulit gak dek, terus kesulitan kamu selama belajar tadi apa saja?

J : Kemarin belajar tentang mendeskripsikan gambar, sulit kak, kesulitan saya tidak tau bahasa inggrisnya kata yang mau saya tulis apa sama tidak tau cara membacanya takut salah.

R : Menurutmu cara membaca/mengucapkan kata yang berbahasa inggris itu sulit tidak? kenapa si dek?

J : Sulit, karena bacaannya itu tidak sesuai sama cara bacanya

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

J : Tidak, kalo berbicara sama temen kita pake bahasa sasak sama bahasa Indonesia keseringan.

R : Kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?

J : Kalo di suruh maju didepan pede aja, tapi kadang takut kak, takut diketawain kalo salah pas membacanya.

R : Tau apa itu tenses sama grammar gak dek?

J : Tidak
R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?

J : Tidak menyenangkan, kurang seru. penjelasannya juga kurang detail. sering saya ngantuk pas belajar.

R : Jadi selama belajar kamu ngerti atau tidak?

J : Kadng ngerti kadang juga enggak

R : Saran kamu buat pak ust dalam mengajar untuk kedepannya itu seperti apa?

J : Saran saya kalo menjelaskan harus lebih detail lagi.
Time : Tuesday, November 7th 2019, at 10:15 A.M

Place : In front of classroom VIII B

Informant : A

Researcher : Siti Salihun

R : Suka pelajaran bahsa inggris gak dek, kenapa?

A : Suka kak, karena seru

R : Bisa di certain lagi kemarin materinya belajar tentang apa? sulit gak dek, terus kesulitan kamu selama belajar tadi apa saja?

A: Kita belajar tentang menjelaskan gambar, tapi sulit kak. sulitnya itu karena tidak tahu bahasa inggrisnya kalo disuruh mengerjakan latihan contoh kalimat yang berbahasa inggris. Terus kalo disuruh baca, saya tidak tau cara bacanya.

R : Emang kalo membaca kata yang berbahasa inggris itu sulitnya karena apa si dek?

A : Sulitnya karena katanya itu beda sama cara kita memabacanya, gak pernah ngomong pake bahasa inggris juga kalo di kelas, paling kalo di suruh maju buat nyontokin baru pake bahasa inggris.

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

A : Ngak pernah kak, bahasa sasak doang kita pake berbicara sama bahasa Indonesia kadang-kadang, lebih mudah soalnya ngomong pake bahasa sendiri.

R : oh gitu ya dek, kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?

A : Malu kak, takut salah karena tidak bisa mengucapkan kata-kata yang berbahasa inggris itu dengan benar.
R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?

A : Kurang menyenangkan kak, karena metode mengajarnya itu ceramah doang, bosan rasanya, kadang saya mengantuk kalo lagi belajar.

R : Jadi selama belajar kamu ngerti atau tidak?

A : Kadang ngerti kadang juga nggk, karena pak ust kalo ngejelasin itu kurang jelas sama terlalu cepat cara menjelaskannya.

R : Tau apa itu tenses sama grammar gak dek?


R : Saran kamu buat pak ust dlm mengajar untuk kedepannya itu seperti apa?

A : Saran saya, pak ust harus menjelaskan dengan pelan dan lebih detail supaya kita cepat ngerti, vocabnya juga harus ditulis di papan biar kita tau bahasa inggrisnya, gak punya kamus saya soalnya, buku paket juga gak ada buat belajar.

R : Beararti karena tidak ada buku siswa, selama belajar itu kamu harus mencatat dulu baru dijelasin ya dek.

A: Iya
R : Suka pelajaran bahasa inggris gak dek, kenapa?

F : Gak suka, karena bahasa inggris itu susah.

R : Bisa di certain lagi tadi materinya belajar tentang apa? terus kesulitan kamu selama belajar kemarin apa saja?

F : Kemarin belajar tentang menjelaskan larangan, kesulitan saya saat mengartikan katanya karena tidak punya kamus, semua kata-kata yang ada digambar itu saya tidak tau bahasa inggrisnya apa.

R : Kalo mengucapkan kata yang berbahasa inggris itu sulit gak dek? kenapa?

F : Sulit banget, karena tulisannya itu beda sama cara membacanya.

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

F : Tidak pernah, sasak doang lebih mudah soalnya.

R : Terus kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?

F : Biasa aja kak, tapi kadang takut salah cara membacanya, temen-temen suka ngetawain kita soalnya.

R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?
F : Tidak menyenangkan, sering ngantuk saya kalo lagi belajar karena cara menjelaskannya itu terlalu cepat. bosan juga rasanya.

R : Jadi selama belajar kamu ngerti atau tidak?

F : Kadang ngerti, tapi kadang juga tidak, hehe

R : Tau apa itu tenses sama grammar gak dek?

F : Ndak tau

R : Saran kamu buat pak ust dalam mengajar untuk kedepannya itu seperti apa?

F : Saran saya pas menjelaskan itu harus pelan-pelan, jelas biar kita cepat ngerti.
Time : Thursday, November 7th 2019, at 10:25 A.M
Place : In front of classroom VIII B
Informant : I
Researcher : Siti Salihun

R : Suka pelajaran bahasa inggris gak dek, kenapa?
I : Suka, karena seru

R : Bisa di certain lagi krmarin materinya belajar tentang apa? sulit gak dek, terus kesulitan kamu selama belajar tadi apa saja?
I : Kemarin belajar tentang laranagn, sulit kak, kesulitan saya karena tidak tau artinya sama sulit cara membacanya.

R : Kalo cara membacanya/mengucapkan kata yang berbahasa inggris itu sulitnya karena apa si dek?
I : Sulitnya karena bacaannya itu beda sama tulisannya.

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?
I : Gak pernah kak, gak bisa. kalo dikelas kita biasa ngobrol pake bahasa sassak atau bahasa Indonesia.

R : Kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?
I : Kalo maju di depan itu malu kak, takut di ketawain temen kalo salah cara membacanya

R : Tau apa itu tenses sama grammar gak dek?
I : Tidak kak
R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?

I : Nggak menyenangkan, karena masih menggunakan metode ceramah terus kalo menjelaskan terlalu cepat, kurang ngerti kadang sama apa yang dijelaskan.

R : Jadi selama belajar ngerti atau tidal?

I : Kadang ngerti tapi kadang juga enggak.

R : Saran kamu buat pak ust dalam mengajar untuk kedepannya itu seperti apa?

I : Kalo menjelaskan itu jangan cepat-cepat biar kita paham kalo dijelaskan
Time : Thursday, November 8th 2019, at 10:15 A.M

Place : In front of classroom VIII B

Informant : D

Researcher : Siti Salihun

R : Suka pelajaran bahasa inggris gak dek, kenapa?

D : Suka aja dah kak

R : Bisa di certain kemarin materinya belajar tentang apa? sulit gak, terus kesulitan kamu selama belajar itu apa saja?

D : Kemarin belajar tentang larangan, sulit. Saya kesulitan pas mau mengartikan kata yang berbahasa inggris karena tidak punya kamus buat nyari artinya.

R : Kalo membaca/mengucapkan kata yang berbahasa inggris sulit gak? kenapa?

D : Sulit kak, karena mengucapkan bahasa inggris itu tulisannya tidak sama dengan cara membacanya, beda banget.

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

D : Tidak, gak bisa soalnya kak. Kalo ngobrol sama teman kita pake bahasa sasak doang, karena lebih mudah ngomong pake bahasa sasak.

R : Kalo pak guru menyuruh maju buat ngomong di depan reaksi kamu bagaimana?

D : Biasa aja kak, tapi kadang malu kak takut diketawain temen-temen kalo slah atau tidak bisa cara membacanya.

R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?
D : Biasa aja, tapi kadang karena pak ust terlalu cepat cara ngejelasinnya kurang ngerti saya.

R : Jadi selama belajar kamu ngerti atau tidak? kenapa?

D : Ngerti tapi kadang tidak ngerti juga.

R : Tau apa itu tenses sama grammer gak dek?

D : Nggak tau.
Time : Thursday, November 8th 2019, at 10:20 A.M

Place : In front of classroom VIII B

Informant : E

Researcher : Siti Salihun

R : Suka pelajaran bahasa inggris gak dek, kenapa?

E : Tidak suka, bahasa inggris itu sulit.

R : Bisa di certakan kemarin materinya belajar tentang apa? terus kesulitan kamu selama belajar kemarin apa saja?

E : Kemarin kita belajar tentang laranagn, kesulitan saya pas menterjemahkan kata itu tidak tau bahasa inggrisnya apa.

R : Kalo mengucapkan kata yang berbahasa inggris itu sulit gak dek? kenapa?

E : Karena aya tidak suka pelajaran bahasa inggris ni kak menurut saya sulit banget, bahasa inggris itu menipu soalnya tulisan sama cara diucapkannya itu tidak sama.

R : Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

E : Tidak, pernah, sulit sekali rasanya kalo bicara pake bahasa inggris.

R : Terus kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?

E : Biasa aja, kalo diketawain karena cara saya membacanya salah saya biasa aja, kan sesame cewek apa yang perlu dimaluin.

R : Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?
E : Tidak menyenangkan, karena kalo menjelaskan kurang jelas. Saya selama belajar sering tidur didalam kelas bosan lasing kak.

R : Jadi selama belajar kamu ngerti atau tidak?

E : Kadang ngerti kadang juga enggak.

R : Tau apa itu tenses sama grammar gak dek?

E : Tidak

R : Saran kamu buat pak ust dalam mengajar untuk kedepannya itu seperti apa?

E : Kalo ngejelasin kita itu harus pelan-pelan dan jelas sampai kita ngerti kak.
Time: Thursday, November 8th 2019, at 10:25 A.M

Place: In front of classroom VIII B

Informant: G

Researcher: Siti Salihun

R: Suka pelajaran bahasa inggris gak dek, kenapa?

G: Lumayan suka, karena seru

R: Bisa di certain lagi kemarin materinya belajar tentang apa? sulit gak dek, terus kesulitan kamu selama belajar apa saja?

G: Kemarin habis belajar tentang larangan, sulit, saya kesulitan membaca kata-katanya dan kesulitan saya pas mengartikan kata-katanya.

R: Kalo mengucapkan kata yang berbahasa inggris itu sulit tidak, karena apa si dek?

G: Sulit kak, karena kata-katanya itu beda sama cara kita mengucapkannya.

R: Dikelas sering mencoba berbicara menggunakan bahasa inggris gak kalo sama teman?

G: Nggak, gak bisa lasing hehe, bahasa inggris itu sulit banget soalnya.

R: Kalo pak ust nyuruh maju buat ngomong di depan reaksi kamu bagaimana?

G: Kurang pede, karena kalo salah temen-temen itu suka ngejekin

R: Menurut adek metode atau cara mengajar pak ust menyenangkan atau tidak? kenapa?

G: Kurang menyenagkan kak, soalnya cuma dijelasian doang.

R: Jadi selama belajar kamu ngerti atau tidak? kenapa?
G : Ngerti tapi kadang juga tidak ngerti, karena kalo dijalsin cara menjelaskannya itu terlalu cepat.

R : Tau apa itu tenses sama grammar gak dek?

G : Nggak tau

R : Saran kamu buat pak ust dalam mengajar untuk kedepannya itu seperti apa?

G : Saran saya kalo menjelaskan harus dengan cara yang pelan sampai kita bisa paham.
Teacher’s Interview

Time: Friday, November 9th 2019, at 09:30 A.M

Place: At staff room.

Informant: English Teacher

Researcher: Siti Salihun

R: Selamat pagi pak ust, boleh minta waktunya?
T: Iya mba, tidak masalah

R: Sebelumnya saya ingin menyampaikan tujuan peneliti melakukan wawancara ini yaitu untuk menggali informasi lebih untuk menemukan jawaban dari rumusan masalah saya pak ust. disini saya akan mengajukan beberapa pertanyaan seputar kesulitan siswa dalam berbicara atau menucapkna kata yang berbahasa inggris.

T: Oh iya silahkan

R: Selama pak ust mengajar di pelajaran bahasa inggris, Menurut pak ust apa saja kesulitan yang siswa alami dalam peroses pembelajaran bahsa inggris tersebut?

T: Siswa saya masih kurang dalam menghapal vocabulary atau perbendaharaan kosa kata. karena untuk memahami bahasa asing/inggris yang paling utama dibutuhkan dalam berkomunikasi adalah kosakata yang ingin kita ucapkan itu apa.karena kan ini bahasa asing, tentunya yang namanya bahasa asing ya artinya bukan bahasa kita yang kita dengar sehari-hari. tentunya juga yang kita butuhkan untuk bisa berkomunikasi disini adalah vocabulary. karena bagaimanapun mudah bahasa itu kalo kita tidak menguasai atau tidak menghapal vocabularynya, bagaimana akan bisa memahami suatu konteks”.

Disini kita sebagai guru juga tidak mungkin sehari-hari artinya didalam memberikan siswa itu seluruhnya adalah menuliskan vocab. artinya Cuma pas mengajar saja guru bisa memberrikan vocab kepada siswa.
Intinya faktor utama kesulitan siswa itu point utamanya adalah karena tidak memahami *Vocabulary*. Yang kedua adalah siswa harus sering-sering membaca teks yang berbahasa inggris artinya siswa itu kurang dalam membaca, dalam arti membaca teks yang sesuai sama tingkat kelas mereka atau yang biasa. dalam hal ini siswa harus dibiasakan untuk membaca teks yang berbahasa inggris untuk memudahkan siswa dalam melapalkan teks yang berbahasa inggris.

Juga siswa diharapkan agar bisa sering-sering berkomunikasi dengan teman sekelasnya, karena yang namanya bahasa itu adalah kebiasaan artinya jika bahasa itu tidak dipraktikan maka kita tidak akan bisa, yang bukan hanya dengan mempelajari teorinya saja. seperti yang saya bilang tadi bahasa itu harus di praktikan, entah mau salahkah atau benar konteksnya yang penting adalah kemauan siswa itu untuk praktik bersama temannya.

R: Misal pak ust kalo siswa bapak di susuruh untuk maju kedepan, misalnya ketika bapak menyuruh mereka untuk memperaktikan contoh percakapan di depan, biasanya siswa bapak responnya seperti apa?

T: Iya, didalam siswa memperaktikan conversation atau percakapan, siswa saya agak merasa masih malu-malu, masih kurang pedelah mereka memperaktikan bahasa inggris itu, karena yang namanya bahasa itu tidak boleh kita merasa malu atau sungkan, harus diucapkan saja senaturalnya tidak masalah kalo salah, karena pada saat itu kita membiasakan untuk berbicara. karena juga tidak mungkin kita berbicara bahasa sing dengan fluently atau bahasa yang sangat faseh kalo nggak kita biasakan.intinya kemauan kita untuk bisa berbahasa itu harus dipaksakan karena nanti akan jadi terbiasa.

R : Bagaimana tangggapan bapak terhadap minat atau motivasi siswa dalam berbicara menggunakan bahasa inggri?

T : Minat siswa masih kurang didalam minat berbahasa itu sendiri dikarekannakan seperti yang tlah saya katakan sebelumnya, kurangnya vocab dan praktik berbicara membuat siswa canggung atau malu untuk mengungkapkan kata
yang berbahasa inggris tersebut, juga minat membaca. siswa dalam praktik dengan teman-temannya masih kurang, missal seperti mengungkapkan hal dalam keseharian seperti “good morning, how are you, fine, dan sebagainya, nah mengungkapkan hal seperti contoh inilah yang masih belum ada sama siswa tersebut. nah kondisi yang seperti inilah yang membuat siswa tidak terbiasa atau canggung dan malu untuk melafalkan teks yang berbahasa inggris.

R : Apakah siswa sering berbicara menggunakan bahasa inggris kalo di kelas?

T : Jarang, jarang banget siswa itu lebih sering pake bahasa sasak kalo berbicara dengan yang lain, mereka kesulitan sekali bebicara menggunakan bahasa inggris karena kurangnya menghafal vocab, kita sebagai siswa tidak akan ngomong pake bahasa orang jika tidak punya vocab yang memadai.

R: Menurut bapak kendala yang membuat proses belajar mengajar pak ust terhabamt apa?

T: Di sini kita masih kekurangan vasilitas artinya kekurangan dalam vasilitass media bahasa itu sendiri seperti LCD untuk mengefisin waktu, misalnya untuk menampilkan video percakapan atau tilisan yang berbahasa inggris. terus siswa di sini masih kurang di vocabulary nya, juga buku pelajaran bahasa inggris itu Cuma guru saja yang punya, dan juga tidak ada kamus untuk mendukung proses pembelajaran siswa untuk mencari setiap terjemahan kata bahasa inggris ketika sedang belajar. jadi setiap kata yang siswa tidak tahu pasti semuanya rata-rata menanyakan rata-rata kepada saya sebagai guru yang mengajar bahasaa inggris nah di sinilah letak kesulitan bagi saya yang mengajarkan materi bahasa inggris ini. karena kan tidak selamanya saya walaupun sebagai guru bahasa inggris di sini akan selalu menyuapi setiap kata yang siswa ingin tahu artinya ketika misalnya mereka ingin mentraslate satu kata dan mereka tidak tahu artinya, siswa menggunakan gabungan dua kata. nah yang saya ingin katakana disini itu kesulitannya dalam buku penunjang artinya buku bacaan-bacan yang standar
seperti percakapan pendek. paling tidak semoga kedepannya kita mempunyai lab bahasa.

R: Bagaimana pandangan bapak teerhadap minat dan kemauan siswa dalam peroses pembelajaran itu sendiri?

T: Kalau saya menjelaskan mereka memperhatikan apa yang saya sampaiakn, bisa menjawab pertanyaan yang saya tanyakan, lumayan aktif di dalam kelas untuk bertanya, dan bisa menjelaskan lah keteman-temannya.

R: Bagaimana tanggpan bapak terhadap kemampuan siswa dalam mempelajari bahsa inggris? dan seberapa aktif siswa dalam berbicara bahasa inggris saat pembelajaran dikelas?

T: Jadi sebenarnya disini kemampuan siswa itu masih standar kebawah keseluruhannya, tapi paling tidak minat belajar itu harus ada. siswa itu masih kesulitan sekali saat berbicara menggunakan bahasa inggris dan bisa dibilang siswa itu belum bisa peraktik ngomong secara langsung, karena tidak pernah memperaktikan dalam sehari-harinya, siswa cuma berbicara saat saya meminta mereka untuk mencontohkan maju didepan dan saat bertanta langsung ke masing-masing siswa.

R: Apakah bapak mengalami kesulitan mengajar dalam kondisi yang seperti ini?

T: Iya sulit, karena kan siswa untuk menghapal vocabulary tidak ada, bagaimana dia mau ngomong kalau vocabnya saja tidak di hafal. kalu saya mengjak mereka ngomong pake bahasa inggris masih asing di telinga mereka. seperti yang saya katakan sebelumnya perlunya bacaan sederhana untuk membiasakan siswa mengucapkan teks bahasa inggris tersebut. nah disinilah kita memerlukan perpustakaan husus agar menyediakan bacaan dan buku pegangan untuk siswa dalam menunjang sarana siswa untuk belajar.

R: Saran bapak untuk kedepannya seperti apa?
T: Harus semuanya membahas semua ini, harus ada pembekalan untuk Eksckulnya lah, tidak berjalan disini, juga masalah pembiayaan disini artinya masalah keuangannya. semoga kedeannya mempunyai perpus yang lengkap terutama untuk bacaan-bacaannya yang berbahsa inggris. yang bisa menarik minat siswa untuk lebih giat dalam belajar bahasa inggris ini, karena kalo belajar siswa yng seperti harus menulis setelah di jelaskan materinya itu cepat bosan mereka.

Karna ketika kita telah terbiasa membaca teks yang berbahsa inggris itu maka vocab ayang sering kit abaca itu akan melekat di kepala kita, karena kalo kita menghafal vocab saja tanpa membaca atau di praktikan maka akan hilang vocab itu. sisawa itu akan tertarik untuk membaca buku yang beragam artinya bacaan bahasa inggris yang standar dan katanya itu mudah untuk dipahami.

Selanjutnya siswa itu kadang kadang masih agak merasa malu untuk berbicara, karena bahasa itu tidak bisa hanya kita angan-angan saja tanpa kita peraktik, harus ada praktik secara terus menerus paling tidak apapun, maupun bahsanya itu digabungkan tidak masalah yang penting mereka mau mengungkapkan dulu, karena bahasa itu adalah peraktik intinya.
APPENDIX 4

FIELD NOTES OF OBSERVATION

Informant : English Teacher
Place : At staff room of MTs Hamzanwadi NW Gelogor
Date : Friday, October 16th 2019
Time : 09:25 A.M

This was my first day of my research in MTs Hamzanwadi NW Gelogor. When I arrived about at 09:00 in that school, I walked gratefully passed the gate and entered the school. There I saw the security and makes greeting with him. I asked him the headmaster room, he guided me to headmaster. The headmaster gave me permission to conduct this research in that school. The headmaster asked me to meet The English teacher. He is as the English teacher at second grade class. He asked me about my title and designed of my research. I told her this research is about descriptive research entitled “students’ problems in speaking skill”. He gave permission to me in conducted this research. After having short conversation with him, I said thank you to him and then left the room.
Date : Monday, October 21th 2019
Time : 11:05-11:45 A.M
Place : VIII B Class

Today is my first to do observation in second grade class. I prepare my notebook and my pen. The English lesson will be held on Monday at 11.05 as usual. I waited the teacher in front of the class. The second grade class consisted of 26 students. The English teacher entered the class, the English lesson held on Monday. The bell rang. The students sat quietly and I also sat on back. He opened the lesson “Good afternoon students” he said. The students answered enthusiastically “Good afternoon sir”. After that, the teacher checked students attendance list, then, the teacher started to explain the lesson for that day. The teacher said “in this meeting, the material were describing picture”. The teacher explained the material by used two languages were Indonesian first and then used English to pronounce some expressions. As long learning process was running most of students just answer teacher question using Sasak often Indonesian. In mid-lesson was running there were students look as sleep, while other students play with others and make noise such as talking with other friends closed with them.

After that the researcher wrote down the example for that lesson, and asked students repeated after him. After that, the teacher were asked students to come forward to promote some expression independently and also to translate the example given by teacher that wrote down on white board into Indonesian.
The teacher called absent number would be present firstly and it was 06, she became subject B, she slowly came forward and laughed slightly. The teacher asked the other students quite and gave attention for her. She with unconfidently promoted the example for no 1 it was “he is playing a piano”, she read that with slowly voice and cover her face with book she brought.

Teacher: coba ulang dibaca lagi tapi dengan suara yang keras ya, supaya temennya juga dengar, terus jangan di tutupi mukanya.

Student: hehe.

After that, the teacher called absent number would be present for second and it was 02, she became subject C, she came forward closed her face with her hands then flipped her bodies back after read the text. She afraid of making mistakes by read the text with quietly voice, She promoted the example for no 2 it was “she is baking a cake”.

Teacher: kalo maju nyontohin itu jangan tertawa, gak jelas kedengeran suaranya. Baca lagi dengan suara yang jelas biar teman-temannya juga dengar.

Student: hehe,, baik ust.

And then, the teacher called absent number would be present for third and it was 15, she became subject H came forward slowly and with little bit afraid she started to read the text with low voice, and sudden by herself. She pronounced the words appropriate on the written. She flipped her bodies back. She promoted the
example for no 3 it was “he is swimming at swimming pool”. Teacher read the example again for her.

Teacher: ulang baca lagi tapi dengan suara yang besar.

jangan takut salah.

Student: hehe,, iya ust.

And for the last student, the teacher called absent number would be present for fourth and it was 13, she became subject J, she came forward and started to read the text loudly before she asked teacher repeated again for her. but She promoted the example for no 4 it was “she is cooking rice”.

Sudden, the bell was ringing. The English teacher closed the lesson and reminded students to study the material those days at home. The teacher closed the lesson by saying Al-Hamdalah and Salam at last.
Date: Wednesday, November 6th 2019
Time: 11:05-11:45 A.M
Place: VIII B Class

It was my second observation. English lesson in second grade class will be held at 11.05 a.m. I prepare my note books and my pen. As usual I waited the English teacher in front of class. The bell rang, then I followed him entered the second grade class. The students sat quietly and I also sat on back. He opened the lesson He opened the lesson “Good afternoon students” he said. The students answered enthusiastically “Good afternoon sir”. After that, the teacher checked students attendance list, then, the teacher started to explain the lesson for that day. The teacher said “in this meeting, the material was Prohibition. The teacher told students about the material for those days and told the point of Prohibition. After that, the teacher wrote prohibition material on white board and then explained the material with little bit fast explanation. There were some students paid attention and listened explanation the teacher, other students were slept and played with the other student. As long learning process was running most of students just answer teacher question using Sasak often Indonesian. In mid-lesson was running there were students look as sleep, while other students play with others and make noise such as talking with other friends closed with them.

After the teacher finished explained the material, the teacher asked students about their understanding for the material. There are some students said yes for it. Then, teacher wrote an example and gave example how to pronounce it properly.
The teacher told students to repeat after him, then the teacher asked students to make peers with other students and then performed in front of class.

The teacher called absent number would be present firstly and it were 01 and 08, they were became subject A and D. They came forward and started to read the text. They presented a dialogue about “prohibition”. The informant as the subject A started to read the text first with quietly and slowly voices, and still wrong in pronounced several words on the text, she read the text depended on written, there were several words such as “excuse, doing, comfort, rubbish, caution”. And then the informant as the subject D continued read her parts, she little bit shied in read the text and with slowly voices, she also had wrong in pronounced several words on the text, there were several words that she read depended on written such as “reading, of course, caution”.

After that, the teacher called absent number would be present second, and it were 19 and 11, they were became subject I and G. Subject G came forward with un-confidence and seldom cover her face with hands. The informant as the subject I asked the teacher to repeat the text for her, also she read the example with little bit shy and low voice, she forgot how to pronounce the words. There were several words that she read wrongs, she read the text depended on written such as “excuse me, here, doing, comfort, some, prohibition, rubbish, caution”. And then the informant as the subject G continued read her parts, she read the text unconfidently, she also read the text with little bit low voice and still wrongs in pronounced several words on the text, there were several words that she read depended on written such as “pleasure, of course, pleasure”.
And for the last presented, then the teacher called students for absent number 07 and 09 that would be presented for last, They were subject F and E. They came forward confidently. The informant as the subject F started to read the text with loud voice but still asked teacher repeated for her again, she had difficulties to spelled English words, also she had to fast in spelling them. There were several words that she read wrongs, she read them depended on written such as “excuse, here, comfort, some, prohibition, rubbish, caution, attention, around”. And then, the informant as the subject E continued to read her parts, she read the text with loud voice but she also had wrongs in pronounced the words, she read the text depended on written, such as “pleasure, prohibition, caution, sorry, pleasure”. Sudden, the bell was ringing. The English teacher closed the lesson and reminded students to study the material those days at home. The teacher closed the lesson by saying Al-Hamdalah and Salam at last.
PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN KESATUAN BANGSA DAN POLITIK

Jalan Pendidikan Nomor 2 Tlp. (0370) 7505330 Fax. (0370) 7505330
E-mail: bakesbangpoldagri@ntbprov.go.id Website: http://bakesbangpoldagri.ntbprov.go.id

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kode pos: 83125

REKOMENDASI PENELITIAN

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   Alamat : Ombe Desa RT 000 RW 000 Kel./Desa Ombe Baru Kec. Kediri Kab. Lombok Barat No Indenitas 5201027112970000 No Tnp. 067996943093
   Pekerjaan : Mahasiswa Jurusan TBI (Taudis Bahasa Inggris)
   Bidang/Judul : THE STUDENTS DIFFICULTIES IN SPEAKING SKILL AT THE SECOND GARADE OF MTS. HAMZIWAJDI NW GELOGOR IN ACADEMIC YEAR 2019/2020
   Lokasi: Mts. Hamzanwadi NW Geologor Lombok Barat
   Jumlah Peserta : 1 (Satu) Orang
   Lamanya : Oktober - November 2019
   Status Penelitian : Baru

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Mataram, 16 Oktober 2019
An. KEPALA BADAN KESATUAN BANGSA DAN POLITIK PROVINSI NTB

Drs. Rosidi

NIP. 19941231 199203 1184

Tambahan disampaikan kepada Yth:
1. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Provinsi NTB di Mataram;
3. Kepala Kantor Kementerian Agama Kab. Lombok Barat di Tempat
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6. Apa
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Nama: SITI SALIHUN
NIM: 1501071089
Jurusan: Tadris Bahasa Inggris
Fakultas: Fakultas Tarbiyah dan Keguruan
Lembaga: Universitas Islam Negeri Mataram
Lokasi Penelitian: MTs. Hamzanwadi NW Gelgor
Lama Penelitian: 2 (dua) Bulan


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Gelgor, 28 Oktober 2019
Kepala Madrasah.

Iswadi Idris, S. Sos.I
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Jalan Gejala Mada No. 100 Jenipung Baru Mataram Telp. (0370) 620783, Fax. (0370) 620784

Mataram, 07 Oktober 2019

Nomor Lamp. Hal

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: Permohonan Rekomendasi Penelitian

Kepada :
Yth. Kepala Bakesbangpoldagri Provinsi NTB

di
Tempat

Assalamu'alakum Wr. Wb.

Bersama surat ini kami mohon kesediaan Bapak/ibu untuk memberikan rekomendasi penelitian kepada Mahasiswa di bawah ini:
Nama : Siti Salihun
NIM : 1501071009
Fakultas : Tarbiyah dan Keguruan
Jurusan : TBI
Tujuan : Penelitian
Lokasi Penelitian : MTs. Hamzanwadi NW Gelogor Lobar

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Demikian surat pengantar ini kami buat, atas kerjasama Bapak/ibu kami sampaikan terima kasih.

Wassalamu alakum Wr. Wb.

An. Dekan
Wali Dekan Bidang Akademik

Dr. Abdul Quddus, M.A
NIP. 19731112005011009
SURAT KETERANGAN
No. : 459/Uun.12/Perpustakaan/05/2019

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