

STUDENT DIFFICULTIES IN IMPROVE SPEAKING SKILL AT SMAN 1 DANDER

Dimas Adi Bagus Irawan,
email: dimasadibagua@gmail.com
Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro (Dimas Adi Bagus Irawan)

Advisor I : Dr.Ima Isnaini TR. S.Pd, M.Pd.

Rimataufiq83@gmail.com

Advisor II : Moh. Fuadul Matin M.Pd.

fuadulmatin@gmail.com

Abstrak berbahasa Inggris

This study aims to determine the speaking problems of tenth grade students of SMA Negeri 1 Dander in MIPA 2.

The design of this research is to use a qualitative descriptive method. The subjects of this study were students of Class Ten MIPA 2 at SMA Negeri 1 Dander.

The data of this study were collected using observation and interviews. From the findings and discussions, it can be concluded that based on the results, students have problems in speaking.

The problems consist of shyness, grammar, vocabulary and meaning, pronunciation, lack of confidence, fear of making mistakes, anxiety. From these problems, the most dominant problems are vocabulary and pronunciation. Most of them stated that they were afraid to speak because of the lack of vocabulary and pronunciation.

They feel afraid if they make mistakes in pronouncing English words and using the vocabulary.

Keyword: Student, Difficulties, Speaking Skill

Abstrak berbahasa Indonesia

Penelitian ini bertujuan untuk mengetahui permasalahan berbicara siswa SMA Negeri 1 Dander kelas sepuluh MIPA 2 tujuan dari penelitian ini adalah untuk mengetahui masalah siswa dalam kesulitan meningkatkan kemampuan berbahasa inggris.

desain penelitian ini adalah dengan menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah siswa Kelas Sepuluh MIPA 2 di sekolah SMA Negeri 1 Dander.

Data penelitian ini dikumpulkan dengan menggunakan observasi dan wawancara. Dari hasil temuan dan diskusi, dapat disimpulkan bahwa berdasarkan hasil,

siswa memiliki masalah dalam berbicara. Masalahnya terdiri dari rasa malu, tata bahasa, kosa kata dan makna, pengucapan, kurang percaya diri, takut membuat kesalahan, kecemasan.

Dari masalah tersebut masalah yang paling dominan adalah kosakata dan pengucapan.

Kebanyakan dari mereka menyatakan bahwa mereka takut berbicara karena kurangnya kosa-kata dan pengucapan. Mereka merasa takut jika mereka melakukan kesalahan dalam pengucapan kata dalam bahasa Inggris dan menggunakan kosa kata tersebut.

Kata kunci: Siswa, kesulitan, kemampuan berbicara

PENDAHULUAN

English as an international language has an important role in this globalization era. It is a key to open the world of scientific and technical knowledge which is needed for the economical and political development of many countries, and it is also a top requirement of those seeking job applicants who master either active or passive English are more favorable than those who do not. From that fact, it is obvious that everyday we need to learn English.

We know that in English we have four skills, namely: speaking, listening, writing and reading. We have known, too, that if speaking is the most important skill, by speaking we can directly interact, convey the information, and express our ideas/thoughts to others. However we cannot neglect other skills such as listening, reading, and writing. Because of this, they receive support and have relations that cannot be separated by each other.

Speaking is the main inseparable component of communication, because when we speak, automatically we communicate something. It is supported by the statement of Penny Ur (1996) that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all the kind of knowing and many if not most foreign language learners are primarily interested in speaking to speak

Speaking enables students to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. Standard of competence for second graders stipulates that in speaking skill students should be able to express the meaning of simple conversation for interpersonal and transactional purposes, in the formal and informal situation to communicate with the nearest environment and or in academic context.

Speaking skill that the learner will be judged upon most in a fat situation it is an important part of everyday interaction and most often the first impression of a person is based on their ability to speak fluently and comprehensively. This teacher have a responsibility to prepare the learners as much as possible to able to speak English in real life situation.

Definition Speaking

Speaking is one of the English skills used to express ideas and to communicate with other people in the entire world for a variety of reasons such as: relationship, business, networking, overseas traveling, etc. speaking is a skill which means not only to be known or learn., but also to be practiced. Speaking is not about what should be said only but what people should listen from you to know and to understand each other. It determines how long it is listened to, how well it is understood, and

applied between two people or among people.

METODE PENELITIAN

Observation

In this step, the researcher used observation to know the application of practicing English in problems in speaking skill. For collecting this data researchers used observation non-participants. Sugiono (2012:204) stated that the nonparticipant observation of the research is not involved and only as an independent observer. The researchers noted, analyzed and then can make conclusions about learning English. The data will be in the form of a field note.

Field note is a record used by the research to describe the recording of events occurring in the field. In qualitative research, research is the main instrument in research. At the time the researcher conducts the research by observing or conducting the interview, research will be as soon as possible to record all events in the form of description into the field note. In the observation process, the researcher filled the field note to appear the problem at the research. In this observation, the researcher observes the learning activity of students in the class because it can support this research in order to find the students' problems in speaking skill.

Interview

Interview is one of the ways that is chosen by the researcher collecting the data in qualitative research. Latief (2015:201) stated that an interview is a data gathering instrument that involves direct verbal interaction between individuals. In addition interviews are used for researchers to know the things of the respondents more deeply. This data gathering technique based itself on self-report, or at least in a person's knowledge and beliefs.

In an interview researchers took 6 students at ten grade (class MIPA 2) Students' at SMA NEGERI 1 DANDER. The researcher chose them in order to represent 36 students at class MIPA 2 ten grade students'. Then it also makes the time

of the interview more effective. Here, researchers used Indonesian because it can prevent misunderstanding when the interview is going on.

The research used qualitative data, so it will be analyzed by using a technique of descriptive qualitative analysis. The analysis of descriptive qualitative predicates to researched variables according to real conditions.

Data reduction

Sugiono (2016:92) stated that reducing data means summarizing, choosing the essentials, focusing on the things that matter, looking for the theme and pattern. In addition to reducing the data, each researcher will be guided by the goal to be achieved, the main purpose of qualitative research is on finding.

Data display

Data display is the second major activity which the researcher should go through, and this means making the reduced data and displaying it in an organized, compressed way so that conclusions can be easily drawn. Sugiono (2016:95) stated that by displaying the data it will make it easy to understand what is happening, and plan the next work based on what has been understood. Performing data display, besides narrative text can also be graphics, matrices, network, and chart. The presentation of the data in this research was using a formal method based on problem, concept and theoretical framework presented using tables or graphs to classify the data.

Conclusion

drawing and verification Conclusion drawing and verification is the final analytical activity for the qualitative researcher. Here, researchers begin to decide what things mean. Researchers attempt to draw conclusions and verifies by searching for the meaning of each symptom that derives from the field, recording the possible order and figuration, the causal flow of the phenomena, and preposition. In one study, data analysis was done on the

statement or statement presented by the informants. This is done in a way. The researcher reads the entire transcript of the interview and describes all the experiences found in the field. So, the researcher takes a conclusion and verification based on the result from the research. The researcher takes the conclusion and verification from the field note observation and students' interview.

Interview

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HASIL DAN PEMBAHASAN

Students Linguistics Problem

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. In general linguistics comprises the details of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students' speaking ability become poor. There are some linguistic problems that affect someone in speaking, such as poor grammar, lack of vocabulary and pronunciation.

Poor in Grammar

Based on observation the students feel poor in grammar. Almost all of the students were low mastering English

grammar. Sometimes some people think that in terms of speaking, someone will not think too much about what they are going to say. Actually, they will have no time to think, and they have to improvise. But however, they have to be right in English grammar, because if they made a mistake in grammar, their teacher will say that they were making mistakes. There were some grammatical errors there.

Lack of Vocabulary

Based on observation, the students were so difficult to speak by using English even in very simple sentences. There are some problems that the researcher found during the observation. When the researcher tried to make a conversation in English with some despondency, they looked so difficult to answer questions by questions. When the researcher tries to ask them about their problem, they answer that they do not know how to say a word in English that they actually want to say.

Lack of Pronunciation

In the interview sessions, some students mentioned that they have problems in pronouncing some English words. Sometimes they make mistakes, even when they have to repeat what the teacher uttered before, they are still using false pronunciation. It also happened when they tried to read a text in English. They face difficulties when they do not know how to pronounce those words. Even if they knew how to pronounce it, sometimes they did not believe in themselves. Most of them were afraid if they made a mistake in pronouncing the words. Most of them lack confidence to pronounce the word in English because according to the students' explanation before, when they make some mistakes in pronouncing the English words, automatically their classmates will laugh at them.

Students Psychological Problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere with emotional or

physical health. These psychological problems may have a negative effect on a student's speaking performance. There are some psychological problems that affect someone in speaking, such as anxiety and shyness.

Anxiety

When learning English language, especially speaking English don't ever afraid about mistakes is the people want to progress in speaking conversation, but this is different X-Mipa 2 of SMA Negeri 1 Dander, most of them were felt shy, nervous and fear of making mistakes when they tried to speak English with their friends in the classmate. They were afraid that the teacher would be angry if they made some mistakes when speaking English.

Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention to this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. In fact, the students of SMA Negeri 1 Dander are not very confident and still shy.

DISCUSSION

This part presents the result of the research. The discussion is given based on the presented finding covering the teaching and learning English process and the students' problems of speaking English.

Students Linguistics Problem

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to Spolsky & Hult (2008), generally linguistics comprises the details of vocabulary, grammar, and pronunciation. Linguistics problems are those problems which make students' speaking ability become poor. There are some linguistic

problems that affect someone in speaking, such as poor grammar, lack of vocabulary and pronunciation.

Poor in Grammar

The first students' problem is grammar. Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively. According to Celce-murcia (2001s) grammar becomes difficult because learners do not learn structures one at a time.

Lack of Vocabulary

The second vocabulary is an individual word or a set of words which have specific meaning. Kamil and Hiebert (2005) state that generally, vocabulary is the knowledge of meanings of words. While in the learning process most of the students cannot talk a lot because they were not mastering vocabulary. Vocabulary is the foundation of all the components of English. It is the most important component of English.

Lack of Pronunciation

English has become a language which connects people all over the world. The second or foreign language learners are also demanded to speak English naturally like native speakers. According to Hinkel (2005: 491) a second language learner needs to master 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 the native-speaker itself.

Students Psychological Problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere with emotional or physical health. These psychological

problems may have a negative effect on a student's speaking performance.

Anxiety

The first students' problems in English speaking are anxiety. Generally, anxiety refers to a transitory emotional state or condition characterized by feeling of tension and apprehension and heightened autonomic nervous system activity (Spielberger, 1972), a state that can have negative and positive effects, and which motivates and facilitates as well as disrupting cognitive action such as learning. Rochelle et al (2011) investigated the causes of anxiety in English language learning of foreign students in the Philippines.

Shyness

The second students' problems in English speaking are shyness. Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention to this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000).

In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

Grammar

First aspect to get success speaking in English is grammar. Grammar is one of the important language components in learning language.

In the SMA NEGERI 1 DANDER especially at X- Mipa 2 The English teachers teach English speaking to the students and also teach grammar aspects.

From the interview result, it can include that the English teachers have taught grammar in learning speaking. The problems come from the students because

the students find it difficult to arrange the words in English and they do not understand the grammar well. To get good communication the students must have a good structure.

Vocabulary

Second aspect to get success speaking in English is vocabulary. Vocabulary is the basic language aspect that must be mastered before mastering English skill. In the SMA Negeri 1 Dander especially at X- Mipa 2. The English teachers' also teach vocabulary from English speaking.

From the interview result, it can include that the English teachers have taught vocabulary in learning speaking, and the teacher commands the students to memorize the vocabulary in front of the class and in front of the teachers.

Pronunciation

Third aspect to get success is to speak in English pronunciation. Pronunciation refers to the problem of sounds that we used to make meaning. It includes attention to the particular sound of a language (segment), aspects of speech beyond to the level of the individual sound.

In the SMA Negeri 1 Dander especially at X- Mipa 2 have taught pronunciation while teaching and learning the English speaking process.

Based on the statement from the students, pronunciation in English is different between written and pronunciation, and they felt it difficult in pronunciation the word like native speakers. It identified that students perceive their lack in speaking is pronunciation. It happened because students were often influenced by their mother language.

Fluency

The last aspect to get success speaking in English is fluency. Fluency is the area of language ability which related to

the speed and ease with which language learners perform in one of four core language skills of speaking, listening, reading and writing. Although the concept of fluency relates to all four language skills, it tends to be most closely associated with speaking.

In the SMA Negeri 1 Dander especially at X-MIPA 2 have taught fluency while teaching and learning the English speaking process.

According to the result of the observation and interview which was conducted at the SMA Negeri 1 Dander especially at X-MIPA 2 with English teachers about students' problems in English speaking.

First, most of the students are poor in grammar, they will never be able to communicate using English effectively and

they do not understand how to make sentences in English very well.

Second, most students lack vocabulary, they cannot speak in English because they have limited vocabulary.

Third, most students lack pronunciation. They said that speaking English is very difficult because how to write and how to speak in English is very different.

Fourth, most students felt afraid, shy, and making mistakes. For the students, they are afraid that their friends will laugh if they make some mistakes while speaking English. Students do not want to speak English with the correct intonation.

grafik (gambar), dan/atau bagan
[Times New Roman, 11]

Pedoman Wawancara Siswa

NO	QUESTION
1	Apa kamu menyukai bahasa Inggris?
2	Apa pendapatmu tentang proses belajar mengajar bahasa Inggris?
3	Apa yang kamu rasakan saat berbicara bahasa Inggris?
4	Apa kamu pernah mencoba berlatih berbicara bahasa Inggris didepan kelas?
5	Apa yang sering kamu alami saat praktek berbicara bahasa Inggris?
6	Menurut kamu apa saja yang menjadi hambatan saat berbicara dikelas saat proses belajar bahasa Inggris?
7	Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?
8	Saat proses belajar bahasa Inggris apakah gurumu pernah memberikan kosa kata baru dan meminta mu untuk menghafalkannya dan di praktekan didepan kelas?
9	Ketika praktek berbicara bahasa Inggris, apakah kamu bisa mengucapkan kata atau kalimat tersebut dengan benar?

Pedoman Wawancara Guru

NO	QUESTION
1	Bagaimana cara anda membiasakan siswa untuk berbicara dalam bahasa Inggris?
2	Bagaimana interaksi siswa saat proses belajar mengajar bahasa Inggris?
3	Menurut anda apa upaya yang baik untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris?
4	Saat proses belajar mengajar bahasa Inggris, apa yang sering dialami siswa dalam menggunakan bahasa Inggris?
5	Apakah anda sudah berusaha mengajar bahasa Inggris terutama saat mengajar speaking dengan menggubakan aspek grammar, vocabulary, pronunciation and fluency? Bagaimana

caranya?

Field Note Observation

Date: January,06th,13th,20th, 27th 2022

Place: Class X-Mipa 2

REAL	REFLECTIVE NOTE
Students poor in grammar	Almost all of the students were in low mastering in English grammar. Sometimes some people think that in terms of speaking, someone will not think too much about what they going to say.
Students lack of vocabulary	The students were so difficult to speak by using English even in very simple sentence. The students did not knew how to say the words in English that actually they want to say.
Students lack of pronunciation	Most of them were afraid if they made a mistake in term of pronouncing the words. Most of them were lack of confidence to pronounce the word in English.
Anxiety	Most of them were felt shy, nervous and fear of making mistakes when they tried to speak English with their friends in the classmate. They were afraid if the teacher would be angry if they made some mistakes when speaking English.
Shyness	The students were so difficult to speak English because, when they speak English with friends or teacher they felt they will make mistake and they also felt afraid of being laughed by their friends.

First Interview

Interview : Abdul Ridho Arozaq
Status : Students
Location : Class X-Mipa 2
Date : January 06th 2022

Text Interview

R1 : Asslamualaikum, wr.wb? Selamat pagi dek
ABA1 : Waalaikumsalam, wr.wb, selamat pagi kak
R2 : Okay kakak langsung saja, kakak mau nanya sebarnya adek sukanak sama pelajaran Inggris?
ABA2 : Suka sih kak, tapi dalam translate, untuk yang lain masih kurang
R3 : Apa yang kamu rasakan saat berbicara Inggris?
ABA3 : Malu kak takut juga
R4 : Kenapa malu dan takut
ABA4 : Takut salah kak, dan malu jika ditertawai teman
R5 : Pernah engga mencoba berlatih berbicara Inggris dikelas?
ABA5 : Pernah kak saat mau ketoilet
R6 : Terus apa lagi
ABA6 : Membaca teks
R7 : Berarti pernah ya?
ABA7 : Iya pernah
R8 : Nah, selama adek mencoba untuk praktek berbicara Inggris apasaja yang menjadi hambatannya?
ABA8 : Disaat mau mengucapkan kata-kata dalam Inggris takut salah
R9 : Selain itu ada lagi gak dek?

ABA9 : Malu juga kak

R10 : Malu jika salah gitu?

ABA10 : Iya kak, salah takut ditertawai teman dikelas

R11 : Malu nanti ditertawakan emg pernah ada kejadian seperti ditertawai teman satu kelas jika salah dek?

ABA11 : Iya pernah buk makanya jadi takut nanti tertawakan lagi

D12 : Jadi sekarang tidak pernah mau berbicara Inggris lagi ya dikelas?

ABA12 : Ya kadang-kadang buk, disuruh guru ya baru ngomong

D13 : Berarti nunggu disuruh guru dulu ya baru ngomong ?

ABA13 : Iya kak itu pun campur

D14 : Nah terus, saat proses belajar Inggris apakah guru adek pernah memberikan kosa kata baru dan meminta mu untuk menghafalkannya dan di praktekkkan didepan kelas?

ABA14 : Pernah kak, biasanya guru memberikan beberapa kosa kata baru dan diberi waktu untuk menghafal

R15 : Lalu ngapain lagi setelah hafal dek?

ABA15 : Di praktekkkan didepan kelas kak, lagu guru mengkoreksi betul atau tidaknya cara pengucapannya kak

R16 : Apa yang membuat adek enggan untuk berbicara Inggris?

ABA16 : kak, susah ngomongnya

R17 : Jadi menurut adek dalam belajar Inggris susah, takut salah dalam pengucapan dan malu jika ditetawakan?

ABA17 : Iya kak

R18 : Okay baiklah rini, terimakasih ya sudah menyempatkan diri interview dengan kakak

ABA18 : Iya kak sama-sama

Second Interview

Name : Ariqtahara Wicaksana
Status : Students
Location : Class X-MIPA 2
Date : January, 06th 2022

Text Interview

R1 : Asslamualaikum, wr.wb? Selamat pagi dek
AW1 : Waalaikumsalam, wr.wb, selamat pagi kk
R2 : Okay kakak mau ngobrol-ngobrol sama adek, apa adek bisa?
AW2 : Iya kak bisa
R3 : Kakak mau nanya sebenarnya adek suka ngak sama pelajaran Inggris?
AW3 : Suka kak
R4 : Apa pendapat adek tentang proses belajar mengajar Inggris?
AW4 : Seru si kak materinya gak susah
R5 : ohh berarti materinya susah gak seru?
AW5 : Gak kak
R6 : Nah, selain itu apa adek pernah mencoba berlatih berbicara Inggris dikelas Sama guru atau sama teman?
AW6 : Pernah kak, lagi mau ketoilet
R7 : Apa yang sering adek alami saat praktek berbicara Inggris?
AW7 : Malu kak, ngomong didepan kelas takut salah
R8 : Menurut adek pribadi apa saja yang menjadi hambatan saat berbicara Inggris?
AW8 : kurangnya kosa kata kak, soalnya saya Cuma hafal beberapa kosa kata jadi mau ngomong terhambat

R9 : Kenapa bisa begitu dek? Apa gurunya gak pernah meminta kalian untuk menghafal kosa kata?

AW9 : Pernah kak, kadang suka lupa kak

R10 : Selain itu, apa yang membuat adek enggan untuk berbicara Inggris?

AW10 : kadang suka ngerasa malu kak, teman-teman juga suka ketawa misalkan kita ngomongnya salah

R11 : okay baik lah makasih sudah meluangkan waktunya untuk ngobrol-ngobrol sama kakak

AW11 : Iya kak sama-sama

Third Interview

Name : Jihan Ayu Indria
Status : Students
Location : Class X-MIPA 2
Date : January, 06th 2022

Text Interview

- R1 : Asslamualaikum, wr.wb? Selamat pagi dek
JAI1 : Waalaikumsalam, wr.wb, selamat pagi kk
R2 : Okay kakak mau ngobrol-ngobrol sama adek, tentang pembelajaran inggris, apa adek bisa?
JAI2 : Iya kak bisa
R3 : Menurut adek pembelajaran Inggris itu sulit, sedang atau mudah?
JAI3 : Gampang-gampang susah kak, tergantung materi yang dipelajari
R4 : Adek sendiri suka ngak sama pelajaran Inggris?
JAI4 : Kadang suka kadang ngak, materinya susah jadi kurang suka kak
R5 : Pernah ngak adek disuruh bicara menggunakan Inggris sama guru?
JAI 5 : Pernah kak, misalkan mau izin ke toilet
R6 : Okey, jadi disaat belajar Inggris apa saja yang membuat adek enggan untuk berbicara Inggris?
JAI 6 : Malu kak takut salah dalam kata-kata, terus pengucapan Inggris saya juga gak bagus, nanti teman-teman ngetawain saya kak
R7 : Selain itu apa masih ada lagi dek?
JAI 7 : Kadang-kadang suka ngak ngerti kak bagaimana kata-kata yang benar
R8 : Pernah gak disuruh sama gurunya untuk menghafal kosakata?
JAI 8 : Pernah kak, tapi ya kadang lupa lagi diulang
R9 : Berarti lupa karna jarang diulang
JAI 9 : Iya kak
R10 : Ohh gitu, nah terus menurut adek, inginnya belajar Inggris itu seperti apa? Misalkan ingin diadakan drama atau puisi Inggris atau yang lainnya misalnya?
JAI10 : Pengennya si drama kak, bermain peran menggunakan Inggris agar terbiasa berbicara Inggrisnya
R11 : Biar sering menghafal kosa katannya juga ya?

JAI11 : Iya kak

R12 : Jadi kesimpulannya kesulitan apa saja yang adek hadapi saat berbicara 14ad ek Inggris?

JAI12 : Sering salah dalam kata-kata kak sama pengucapan dan banyak ngak tau kosa katanya kak

R13 : Okay, jadi itu saja, terimakasih atas waktunya dek

JAI13 : Iya kak sama-sama

Fourth Interview

Name : Celsi Eka Nabila
Status : Students
Location : Class X-MIPA 2
Date : January, 06th 2022

Text Interview

R1 : Asslamualaikum, wr.wb? Selamat pagi dek
CEN1 : Waalaikumsalam, wr.wb, selamat pagi kk
R2 : Okay kakak mau ngobrol-ngobrol sama adek, apa bisa dek?
CEN2 : Iya kak bisa
R3 : Adek suka enggak sama pelajaran inggris
CEN3 : Suka kak Cuma ngak terlalu
R4 : Kenapa dek ?
CEN4 : Susah dan tidak mengerti kak
R5 : Susah dan tidak mengerti ya, tapi pernah kan berbicara Inggris didepan kelas?
CEN5 : Iya pernah kak
R6 : Bagaimana perasaannya saat berbicara Inggris?
CEN6 : Biasa-biasa aja kak
R7 : Berarti tidak ada masalah dalam berbicara Inggris? Misalkan gak bisa ngucapin kata-katanya atau malu
CEN7 : Iya malu kak sama teman nanti diterwain, soalnya saya tidak bisa berbicara Inggris dengan benar kak masih kurang paham
R8 : Jadi adek sendiri sudah pernah ditertawain teman atau belum dek?
CEN 8 : Belum pernah si kak, tapi lihat teman yang lain ditertawakan
R9 : Oh jadi karna teman yang lain ditertawakan jika salah akhirnya adek takut sendiri gitu untuk mencoba?
CEN9 : Iya kak begitu
R10 : Nah jadi selain takut salah dalam pengucapan apa masih ada yang lain dek?
CEN10 : Saya merasa kesulitan dalam grammar dan kurang kosa-kata kak Inggris, karena kadang-kadang saya tidak mengerti bagaimana kata-kata dengan benar dalam Inggris
R11 : Oh jadi grammar dan kosa kata yang membuat adek enggan untuk berbicara Inggris
CEN11 : Iya kak

R12 : Terimakasih atas waktunya untuk kakak

CEN12 : Iya kak sama-sama

Fifth Interview

Name : Yusi Nur Aida
Status : Students
Location : Class X-MIPA 2
Date : January, 06th 2022

Text Interview

R1 : Asslamualaikum, wr.wb? Selamat pagi dek
YNA1 : Waalaikumsalam, wr.wb, selamat pagi kk
R2 : Okay kakak mau ngobrol-ngobrol sama adek tentang English speaking ni adek bisa?
YNA2 : Iya kak bisa
R3 : Menurut adek Inggris itu penting tidak untuk kita pelajari?
YNA3 : Penting kak, karna untuk bisa menambah wawasan
R4 : Kalau penting berarti adek suka belajar Inggris?
YNA4 : Biasa-biasa aja si kak
R5 : Kenapa dek? Apa adek kurang suka belajar Inggris?
YNA5 : Iya kak
R6 : Kenapa begitu dek?
YNA6 : Susah di mengerti kak
R7 : Susah untuk dimengerti contohnya gimana dek?
YNA7 : Bahasa Inggris tulisan sama bacaannya gak sama kak jadi susah dimengerti
R8 : Ohh susah, jadi saat mau bicara Inggris apa yang adek rasakan?
YNA8 : Malu nanti pas bicara Inggris salah lagi ngucapinnya
R9 : Pada saat belajar 17ad ek Inggris Gurunya pernah tidak meminta kalian untuk menghafal kosa kata baru?
YNA9 : Pernah kak, tapi gak sering digunakan suka lupa
R10 : Okay, berarti pengucapan iya yang menjadi hambatan adek untuk berbicara Inggris?
YNA10: iya kak
R11 : baiklah terimakasih banyak atas waktunya sudah mau meluangkan sedikit waktu adek buat kakak. Terimakasih
YNA11: iya kak sama-sama

Sixth Interview

Name : Eva Indriani
Status : Students
Location : Class X-MIPA 2
Date : January, 06th 2022

Text Interview

R1 : Asslamualaikum, wr.wb? Selamat pagi dek
EI1 : Waalaikumsalam, wr.wb, selamat pagi kk
R2 : Okay kakak mau ngobrol-ngobrol sama adek, apa adek bisa?
EI2 : Iya kak bisa
R3 : Kakak mau nanya sebenarnya adek suka ngak sama pelajaran Inggris?
EI3 : Suka kak
R4 : Apa pendapat adek tentang proses belajar mengajar Inggris?
EI4 : Seru si kak materinya gak susah
R5 : ohh berarti materinya susah gak seru?
EI5 : Gak kak
R6 : Nah, selain itu apa adek pernah mencoba berlatih berbicara Inggris dikelas Sama guru atau sama teman?
EI6 : Pernah kak, lagi mau ketoilet
R7 : Apa yang sering adek alami saat praktek berbicara Inggris?
EI7 : Malu kak, ngomong didepan kelas takut salah
R8 : Menurut adek pribadi apa saja yang menjadi hambatan saat berbicara Inggris?
EI8 : kurangnya kosa kata kak, soalnya saya Cuma hafal beberapa kosa kata jadi mau ngomong terhambat
R9 : Kenapa bisa begitu dek? Apa gurunya gak pernah meminta kalian untuk menghafal kosa kata?
EI9 : Pernah kak, kadang suka lupa kak
R10 : Selain itu, apa yang membuat adek enggan untuk berbicara Inggris?
EI10 : kadang suka ngerasa malu kak, teman-teman juga suka ketawa misalkan kita ngomongnya salah
R11 : okay baik lah makasih sudah meluangkan waktunya untuk ngobrol-ngobrol sama kakak

EI11 : Iya kak sama-sama

APENDIX 2

Interview with English teacher

Text Interview

Researcher : Assalamualaikum, bu.

Respondent : Waalaikumsalam.

Researcher : Sebelumnya terimakasih telah menyempatkan diri untuk sedikit berbincang dengan saya, bu

Respondent : Oh iya.

Researcher : Jadi begini, disini saya sedang melaksanakan penelitian tentang masalahmasalah yang dihadapi beberapa siswa dalam pembelajaran bahasa Inggris khususnya dalam English speaking. Menurut Ibu, bagaimana kemampuan speaking siswa disini?

Respondent : Kemampuannya rata-rata masih kurang, masalahnya mungkin takut salah begitu.

Researcher : Jika masih kurang, pastinya ada penyebab atau ada masalah disitu. Menurut ibu sendiri, kira-kira masalahnya itu apa sehingga menyebabkan mereka susah sekali untuk berbicara bahasa Inggris?

Respondent : Kalau menurut saya, intinya mereka tidak menguasai vocabulary. Kata-kata bahasa Inggrisnya mereka kurang tahu.

Researcher : Kira-kira kalau lingkungan itu berpengaruh atau tidak terhadap kemampuan speaking siswa bu?

Respondent : Oh pasti, karena tidak ada waktu-waktu tertentu untuk belajar using English. Tapi disini tahu sendirilah situasinya seperti apa.

Researcher : Iya tadi sempat bertanya kepada beberapa siswa bahwa masalahnya itu karena mereka merasa takut salah dan takut ditertawakan.

Respondent : Iya, iya.

Researcher : Dari beberapa masalah tersebut, menurut ibu langkah apa yang mesti dilakukan untuk meminimalisir masalah-masalah tersebut?

Respondent : Kalau keinginan saya, dikelas juga kan kadang saya suka ajak mereka berbicara bahasa inggris tapi mereka justru tidak tahu artinya dari kemauan mereka sendiri juga kurang faham bahwa belajar Bahasa Inggris itu penting.

Researcher : Berarti kalau untuk mewajibkan siswa untuk berbicara bahasa Inggris pada jam pelajaran bahasa Inggris itu masih belum mungkin ya bu?

Respondent : Belum. Satu dua katapun mereka masih sulit. Hanya ada satu, dua atau tiga orang yang bisa.

Researcher : Ya, intinya masih banyak masalah utamanya masalah dari diri mereka sendiri ya bu.

Respondent : Iya harus ada motivasi untuk diri sendiri.

Researcher : Masih banyak yang harus dibenahi ya bu ya, nah kalau untuk malu, takut, nervous, itu gimana menurut ibu sendiri?

Respondent : Iya untuk malu, nervous dan segala macam itu sebenarnya sangat wajar yah. Memang itu karena mereka belum terbiasa untuk berbicara menggunakan bahasa Inggris

Researcher : Nah di kelas itu ada beberapa siswa yang dominan, sementara yang lainnya diem aja. Yang aktif berbicara bahasa Inggris tuh yang itu lagi itu lagi. Gimana itu bu?

Respondent : Iya memang, tidak hanya di kelas X-MIPA2 yah sebenarnya tapi juga disemua kelas pasti begitu. Pasti ada dua atau tiga orang yang mendominasi kelas, sementara yang lainnya ya cuma ngikut begitu.

Researcher : Nah itu gimana bu, dibiarkan saja atau biasanya dikasih treatment seperti apa?

Respondent : Ya saya pasti lebih memotivasi mereka untuk yu sama-sama belajar bahasa Inggris, belajar berbicara jangan hanya diam dan ngikut gitu yah. Tapi ya susah, ujung-ujungnya mah itu lagi itu lagi.

Researcher : Itu kenapa bu bisa seperti itu?

Respondent : Mungkin karena memang mereka merasa tidak bisa sehingga percaya diri mereka pun kecil yah makanya di kelas pun diem saja, sedangkan yang aktif di kelas itu biasanya mereka yang memang motivasi belajarnya cukup tinggi.

Researcher : Kira-kira yang paling memancing mereka untuk berbicara bahasa Inggris itu apa sih bu?

Respondent : Mungkin materi yah, itu juga cara penyampaian materi.

Researcher : Terakhir nih bu, apakah ibu sudah berusaha mengajar bahasa Inggris terutama saat mengajar speaking dengan menggunakan aspek-aspek grammar, vocabulary, pronunciation, dan fluency?

Respondent : kalau untuk itu saya sudah berusaha menggunakannya. Seperti grammar saat belajar tentang grammar atau menyusun kalimat, pertama saya memberikan mereka contoh bagaimana contoh menyusun kalimat grammar yang benar, setelah itu baru saya meminta mereka membuat kembali kalimat pendek seperti yang barusan saya ajarkan. Terus kalau masalah vocabulary, saya sudah mencoba memberikan beberapa kosa kata baru untuk mereka hafalkan dan saya beri mereka waktu untuk menghafal lalu disetor lagi hasil hafalannya. Nah untuk pronunciation dan fluency pasti karna pengucapan dan kelancaran kan saling

bersangkutan jadi saya mengajarkan mereka bagaimana cara pengucapan yang benar dalam bahasa Inggris kemudian saya meminta mereka praktek berbicara bahasa Inggris tersebut.

Researcher : berarti kembali lagi ke siswanya ya bu ya bagaimana cara mereka menerima pembelajaran bahasa Inggris tersebut

Respondent : iya betul.

Researcher : Baiklah bu, terimakasih banyak atas informasi-informasi yang sangat membantu bu

Respondent : Iya sama-sama .

Researcher : Terimakasih banyak atas bantuannya bu, sudah diijinkan observasi dikelas ibu, dan sebagainya. Mohon maaf sudah banyak merpotkan.

Respondent : Engga, saya juga sama pernah kuliah pernah juga ada diposisi adek sekarang.

Researcher : Kalau begitu terimakasih bu, selamat siang. Assalamu'alaikum.

Respondent : Sama-sama, wa'alaikumsalam.

SIMPULAN [Times New Roman 11 bold]

CONCLUSION

From the finding and discussion, it can be concluded that based on the result, the students have problems in speaking. The problems consist of grammar, pronunciation, vocabulary, anxiety and shyness.

Grammar

Even though grammar is not a primary goal, grammar is very important in strengthening structure and improving fluency in language. Almost all of the students were low mastering English grammar. Sometimes some people think that in terms of speaking, someone will not think too much about what they are going to say.

Pronunciation

Pronunciation is important in practicing English. Some students mentioned that they have problems

pronouncing some English words. Sometimes they make mistakes, even when they have to repeat what the teacher uttered before, they are still in false pronunciation and they still use dormitory intonation or their style in speaking English still using Indonesian style.

Vocabulary

In this pattern the problem of students is lack of vocabulary, so they cannot practice English with their friends. They memorize vocabulary that only relates with their lesson at school. They still don't have a strong spirit and effort to master the English language by themselves.

Anxiety

When learning English language, especially speaking English don't ever afraid about mistakes is the people want to progress in speaking conversation, but this is different X-MIPA 2 of SMA Negeri 1 Dander, most of them were felt shy, nervous and fear of making mistakes when

they tried to speak English with their friends in the classmate. They were afraid if the teacher would be angry if they made some mistakes when speaking English.

Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom.

In fact, that some students are not confident to show up themselves. Students agreed that they have problem in confidence because they are seldom to speak. So, when they are in speaking class, they choose became the passive class.

SUGGESTION

Based on the conclusion above, it is suggested for the students to be more confident in speaking. Then, it will be better if the students programs join to the English club in order their making practice regularly and making theirs speaking fluently as one of students was pronunciation. Students should study hard and do more practice in speaking because it is the key to be able to communicate in English, students should not be shy to express their ideas, and the students should not be afraid of making mistakes.

stimulating students' opinions are very important to increase students' attention in learning English, especially speaking. Teachers must be able to make the teaching and learning process to be fun and not monotonous and the students can enjoy learning the English language.

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