

**STUDENTS'DIFFICULTIES IN SPEAKING SKILL AT THE ELEVENTH
GRADE OF SMA MUHAMMADIYAH 1 KARANGANYAR
IN THE ACADEMIC YEAR OF 2016/2017**

THESIS

**Submitted as a Partial Requirements
for the Degree of *Sarjana* in English Education**



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DEDICATION

This Thesis is dedicated for:

1. Her Beloved Father, Sutarno
2. Her Beloved Mother, EndahRestuningati
3. Her Beloved Brother, Dimas AldilaMukti
4. HerBeloved Sisters, Lina Triyanti and AmbarKusumaNingrum

MOTTO

Allah will never change people's condition before they change what is in
themselves

(Ar-Ra'du: 11)

“Mengerjakan sesuatu bukan karena kamu bisa atau tidak bisa, tetapi apakah
kamu mau mengerjakannya atau tidak”

(Imam Subhan)

“To be rich, is not what you have in your bank account, but what you have in your
heart”.

-Unknown-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Students’ Difficulties in Speaking Skill at Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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Surakarta, 22nd August 2017

The Researcher

Nanda Aldila Sari

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
ADVISOR SHEET	iii
RATIFICATION	iv
DEDICATION.....	v
MOTTO.....	vi
PRONOUNCEMENT	vii
ACKNOWLEDGMENT.....	viii
ABSTRACT	x
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background of The Research.....	1
B. Identification of the Problem	4
C. Problem Statements	5
D. Limitation of the Problem	5
E. Research Objectives	6
F. The Benefit of the Study	6
G. The Definition of Key Term.....	8

CHAPTER II THEORITICAL REVIEW

A.	Definition of Speaking Skill	10
	1. The Definition of Speaking Skill.....	10
	2. The Component of Speaking Skill	11
	3. Macro and Micro Speaking Skill.....	13
	4. Characteristic of Successful Speaking Activities	16
	5. Types of Classroom Speaking Performance	18
	6. Principles of Teaching Speaking skill.....	18
	7. The Activities to Promote Speaking Skill.....	20
B.	Problem Faced by the Learners in Learning Speaking.....	25
C.	Factors Causing the Difficulties in Speaking	26
D.	Language Learning Strategies	29
	Previous Study.....	41

CHAPTER III: THE RESEARCH METHODOLOGY

A.	The Research Design.....	46
B.	Subject of the Study	46
C.	Setting of the Research.....	47
D.	Data and Sources of theData.....	48
E.	Technique of Collecting Data	49
F.	Technique of Analyzing Data	50
G.	The Trustworthiness of the Data.....	53

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION

A.	Research Findings
----	-------------------

1. The Students Difficulties in Learning Speaking English	54
2. The Factors Cause the Students' Difficulties in Speaking English.....	64
3. The Strategies that the Students Use to Overcome the Difficulties in Speaking English	68

B. Discussion

1. The Students Difficulties in Learning Speaking English	73
2. The Factors Cause the Students' Difficulties in Speaking English.....	74
3. The Strategies that The Students Use to Overcome the Difficulties in Speaking English.....	75

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	77
B. Suggestion.....	79

BIBLIOGRAPHY

81

APPENDICES..... 85

ABSTRACT

Nanda Aldila Sari, 2017. *STUDENTS' DIFFICULTIES IN SPEAKING SKILL AT THE ELEVENTH GRADE OF SMA MUHAMMADIYAH 1 KARANGANYAR IN THE ACADEMIC YEAR OF 2016/2017*. Thesis. Islamic Education and Teacher Training Faculty.

Advisor : Dr. H. Giyoto, M. Hum.

The key word : Students' Difficulties in Speaking Skill

This research describes the students' difficulties in speaking skill at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017. The objectives of this research were (1) to describe the students' difficulties in speaking, (2) to describe the factors causes of students' difficulties in speaking, (3) to describe the students' strategies that was used to overcome the difficulties in speaking.

The research design applied in this research was descriptive qualitative. This research was conducted in SMA Muhammadiyah 1 Karanganyar. The subjects of this research were the students of the eleventh grade. The research instruments used to collect the data in this research were observation and interview. The collected data were analyzed by reducing the data, presenting the

data, taking the conclusion and verification. The researcher used data triangulation, to show trustworthiness of the data.

The result of the research showed that every student had different difficult in speaking. They are three difficulties in speaking. They are inhibition, nothing to say, un-event participant, and mother tongue. The second were factorsthat caused students getting difficulties in learning speaking. They were personality, motivation, cognitive style, and class condition. The third was the students' strategies to overcome the difficulties in speaking employed by using strategies, those were metacognitive strategies, cognitive strategies, socio-affective strategies. Using different strategies support the students to achieve a good score. Based on the result above, the students were hoped to overcome their difficulties using their own ways to make them easier in learning speaking.

LIST OF TABLE

Table 2.1 Setting Time of the Research	83
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LIST OF APPENDIXES

APPENDIX 1 : The Students Name of XI IPA 3 Class.....	90
APPENDIX 2 : Observation Result.....	92
APPENCIX 3 : Interview Result with the Students	99
APPENDIX 4 : Syllabus	
109	
APPENDIX 5 : Lesson Plan.....	110
APPENDIX 6 : Photograph.....	132
APPENDIX 7 : Letter of Permission	135

CHAPTER 1

INTRODUCTION

A. Background of The Study

Speaking is a process of producing verbal utterance which is done concluded that speaking is process of sharing idea and opinion in oral language communication in the society (Bailey, 2003:48). In this research, the researcher focuses in speaking skill. It is one of aspect of learning a second or foreign language that should be mastered by everyone. It means that speaking English becomes need for many people, especially for the students. By mastering speaking, the students also can do conversation meaning, receiving, and processing information to others directly. To speak English is not easy, because the people should master some aspects in speaking. They are fluency, vocabulary, pronunciation, grammar and comprehension.

Nunan, (2000:39) said that speaking is very important in our life because without speaking we cannot know what the other talk and speaking is the way use to interaction with the other people. It is assumed that speaking skill is one of aspect which important to mastery in English. To success can be measured through students' skill in carrying out of conversation and interacting orally in that language. It can be concluded

that speaking skill must be mastered if the native has resolve to raise their abilities of communication.

SMA Muhammadiyah 1 Karanganyar is one of senior high schools in Karanganyar. It is located in Jl. Brigjen Slamet Riyadi, Karanganyar. The location is strategies, because regency on the right street and the public transportation is very available, so very easy to find this school. It has three majors. They are information and computer technology (ICT) class, science class (IPA), and social class (IPS). In this school has been supported by some complete facilities for teaching and learning process such as computer multimedia, library, laboratory, and so on.

The researcher focuses in eleventh grade. The researcher chooses eleventh grade because middle class between tenth grade and twelfth grade. Because the tenth grade the students still adapt with the new school and the twelfth grade the students are prepared to join National Examination. In eleventh grade especially class XI IPA 3 the students still have difficulty when they speak English. Whereas, speaking is important for eleventh grade. Based on the lesson plan and syllabus in eleventh grade of SMA Muhammdiyah 1 Karanganyar, the students have to learn about expression and text. The students can communicate some expression dialogues such as expression sadness, expression angry or annoyance and to help students in making text such as hortatory text, narrative text.

In this research, the researcher chooses XI IPA-3 because the students are not good responsive when they learn English. Some students

cannot speak English fluently. There are a lot of reasons why they get difficulty in speaking English. Based on the the result of interview that was hold on December 19th 2016, the students at XI IPA 3 Class get difficulty in pronunciation, grammar, vocabulary, mother tongue use in learning speaking. Some students speak English with Javanese language as the mother tongue and they still feel confused when the teacher asks them to practice conversation through dialogue, it is because the lack of vocabulary and they lack of grammatical mastery. Because English not as mother tongue and they do not use English to communicate in their daily activity. It makes the students need a strategy when they want to get a better in learning foreign language. Ur (1996:117) said that there are many problems in speaking, they are: inhibition, nothing to say, low or uneven participation and mother tongue.

Based on the pre-observation that was hold on December 20th 2016, the researcher found that most students did not have same chances to talk. The teacher only used monotonous techniques in teaching speaking such as, the teacher gave the students handbook containing examples of dialogues or text, then the teacher asked the students to came forward and spoke up in front of class. This situation made the students getting difficult in building interest and motivation to learn English, especially in speaking English. Thus, it made the students be passive during the learning process in the class. This situation influenced the students in learning speaking.

Considering the above, the researcher is interested in conducting the research about students' difficulties in speaking skill. The researcher wants to know the students' difficulties in learning speaking skill, the factors causes and the solution to solve the problems from the difficulties. From the background above, the researcher decides to conduct a research entitled **“Students’ Difficulties in Speaking Skill at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016 / 2017”**. The researcher hopes that this research will be useful for the reader.

B. Identification of the Problem

Based on the background of the study, it can be stimulated there are many problems arose. There are:

1. Most of students in SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017 are lack of vocabularies, grammar, and pronunciation.
2. Most of students in SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017 are afraid if they make mistake during conveying their sentence.
3. Most of students in SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017 still have lack of self confidence when they speak English.
4. Most of students SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017 still speak Javanese language, so they rarely practice English to communication with others.

C. Problem Statements

Based on the background, the problems of the research can be formulated follows:

1. What are the students' difficulties in speaking English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017?
2. What factors cause the students' difficulties in speaking English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017?
3. What strategies do the students use to overcome the difficulties in speaking English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017?

D. Problem Limitation

In conducting the research, the researcher limits the research in the eleventh grade of SMA Muhammadiyah 1 Karanganyar as subject of research. The researcher focuses in three things. The first is students' difficulties in speaking English. In difficulties the researcher discusses two difficulties, they are personal difficulties (fearful, shy, lazy to speak English) and linguistic difficulties (low vocabulary, low grammar, poor pronunciation, mother tongue interference). The second are factors which cause their difficulties in speaking English.. The researcher focuses in personality, motivation, cognitive style, and class condition. The third are the strategies that the students use to overcome the difficulties. The

researcher focuses in metacognitive strategy, cognitive strategy, and socio-affective strategy. The researcher chooses XI IPA-3 because the students are not responsive. They prefer to keep silent to speak English.

E. The Objective of the Study

In line to what has been stated in the problem statement, the objectives of this study are:

1. To describe the students' difficulties in speaking English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017.
2. To describe the factors cause the students' difficulties in speaking English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017.
3. To describe the strategies that the students use to overcome the difficulties in speaking English at the eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017.

F. The Benefit of the Study

The research has two major benefits, they are theoretical significance and practical significance.

1. The theoretical benefit

The researcher hopes that the result of this research can be used as the reference in the teaching English speaking to the eleventh grade students. The finding this result of the research will be useful to the

readers who are interested in analyzing teaching speaking to the eleventh grade students.

2. The practical benefit

The researcher hopes this research can give significance for the students, the teacher, and other researchers.

a. For the researcher

The result of this research can be used as one of the ways to develop the researcher's knowledge and experience.

b. For the reader

The reader will get more information and knowledge of the applying teaching English speaking.

c. For the teacher

This research can be useful for English teacher to increase their understanding about students' difficulties in speaking skill, the strategies that is used to overcome the difficulties in speaking English.

This understanding will provide teachers with heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the classroom activity.

d. For the school

This research can enrich the treasury of knowledge of the school to reach the advancement of the school to competence in the knowledge development competition.

G. Definition of the Key Terms

Key terms related with the research:

1. Speaking

Brown (2001: 257) said that speaking is defined as literary to say things, express thought aloud, and uses the voice.

2. Student difficulty

Students' difficulties are something hard to do or to understand faced by the students. There are students with behavioral or emotional disorder, or specific difficulties in learning. The educational need is considered to arise primarily from problems in the interaction between the students and the educational context (Paris:2004).

CHAPTER II

REVIEW AND RELATED TEORIES

This chapter discusses about theoretical description in this research which cover review of speaking, review of problem speaking, and review of strategies use to overcome problem speaking.

A. Review on Speaking

1. The Definition of Speaking

Speaking is one of the four skills in English. It is used by everyone to communicate something in daily life. The people could express idea, feeling, and thought orally. Brown (2001: 257) said that speaking is literary to say things, express thought aloud, and uses the voice.

Bailey and Savage (1994:27) explained that speaking is a second or foreign language in teaching and learning, which has goal in language context to improve communication efficiency. Mastery speaking skill in English is a priority for many second or foreign language learners. Speaking is a second or foreign language that has often been viewed as the most demanding of the four skills.

Mackey (2007: 3) stated that speaking is oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning. Cooper (2010:88) explained

that speaking is a productive skill because one carries out the activity for using his speech organ successfully, while receptive skill because it needs someone else to listen what has been said in order to react what has been heard before successfully.

Based on the three theories can be concluded that speaking is productive skill as second or foreign language that is used to express speakers' ideas, information, feeling to others directly. In speaking, people must have ability to use the words with the correct pronunciation, to design the correct grammar for the utterances, and to choose the diction or choice of words.

2. Component of Speaking Skill

Speaking is not easy to express something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. Brown (2001:168) stated that there are some components should be recognized by learner in learning speaking:

a. Pronunciation

Broughton (2003:199) stated that pronunciation is infinitely more valuable to turn one's attention to stress, rhythm and intonation. While, Thornburg (2005: 127) 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.

b. Grammar

Harmer (2001:12) said 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 will to different 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 a foreign English is very important (Edge, 1993:27).

d. Fluency

Fluency is used to measure capable or incapable 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 (Nunan, 2003:55).

e. Comprehension

In learning English, comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning sentences (Brown, 2007:226).It requires someone can

understand what other speakers say automatically in oral communication.

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

3. Micro and Macro Speaking Skills

Brown (2004:142) 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 one or several that will become the objective of an assessment task. There are micro skills and macro skills in speaking, as follow:

a. Micro skills of speaking

- 1). Produce chunks of language of different lights
- 2). Orally produce differences among the English phonemes and allophonic variants
- 3). Produce English stress patters, word in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4). Produce reduced forms of words and phrases
- 5). Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6). Produce fluent speech at different rates of delivery
- 7). Monitor ones' own oral production and use various strategic devices-pauses filers, self-corrections, backtracking-to enhance the clarify of the message.

- 8). Use grammatical word classes(nouns, verbs, etc.), system (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9). Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentences.
- 10). Express a particular meaning in different grammatical forms.
- 11). Use cohesive devices in spoken discourse.
- 12). Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13). Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 14). Convey links and connections between events and communicate such relation as main idea, supporting ideas, new information, given information, generalization, and exemplification.
- 15). Use facial features, kinesics, body language, and other nonverbal along with verbal language to convey meanings.
- 16). Develop and use 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 is understanding you.

b. Macro skills of speaking

- 1). Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2). Use appropriate styles, registers, implicate, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
- 3). Convey links and corrections between events and communicate such relations as focal and peripheral ideas, events and feelings new information and give information, generalization and exemplification.
- 4). Convey facial features kinesics, body language, and other nonverbal cues along with verbal language.
- 5). Develop and use 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.

Based on the theories above, it can be concluded that macro skills and micro skills contain ingredients of difficulties, depending on the stage and context of the tasktakers, but macroskills have appearance of being more complex than microskills. The microskills concern to produce the smaller chunks of language such as phonemes, morphemes, words, collocation, fluency, and phrasal

units. The macroskills the speaker's focus on the larger elements: fluency discourse, function, style, cohesion, nonverbal communication, and strategic options .

4. Characteristic of Success Speaking Activity

Brown (2001:270) stated that spoken language is easy to perform but in some cases, it is a difficult. In order to that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

a. Learners take a lot

As much as possible of the period of time allotted 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

In classroom discussion all of the learners get change to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak if they are interested in the topic have something new to say about it, because they want to contribute to achieving 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 a acceptable level of a language accuracy.

Based on the explanation above, it can be concluded that in teaching speaking, the teacher gives instruction for students to speak and express their ideas, opinion, select appropriate words and sentences in the classroom during the teaching learning process and outside classroom. Beside that, the teacher also have to give motivation and opportunity the students to speak, so they more confident in speak English.

5. Types of Classroom Speaking Performance

There are many types of classroom speaking performance that students are expected to carry out in the classroom. Brown (2004:141) explained six types of classroom speaking performance, as follow:

a. Imitative

Students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.

b. Intensive

This is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is done by individual or even in pairs.

c. Responsive

It means that students practice their language by answering someone questions. This activity use simple utterances which can meaningful and authentic.

d. Transactional (Dialogue)

Interpersonal dialogue seeks for the purpose of maintaining social relationships than for the transmission of facts and information.

Students are usually asked to have dialogue about their feeling.

e. Extensive (monologue)

Students are asked to give extended monologues in the form of oral reports, summaries, or speeches.

f. Other interactive techniques

These include interviews, games, jigsaw, problem solving activities, role play, and discussion.

6. Principles of Speaking Skill

This is the important key to speak English for students. They can express their ideas freely. In this way, the students will not easy bored and interested in class. Bailey (2005:7) explained five principles for teaching speaking skill:

a. Recognizing the difference between learning a second language and language learning of the international context.

It means, the students need to learn the speaking skill for the two contexts. It is involved foreign language and second language situation. The second language is the target of language communication in society, while the target of a foreign language context is not for social communication in society.

b. Focusing on both fluency and accuracy.

Fluency is very important to help the speakers produce their speech confidently and quickly with few hesitations or unnatural pauses, false starts, word searches, etc.

- c. Support students to have opportunity of using group work or pair work.

By using group work or pair work activities, the students can increase their speaking in target language during the lessons.

- d. Task speaking planning by negotiation for meaning

Bailey (2005:7) stated that communication progress is the target of the language that the students have the interactions in this process. The understanding language is necessary from the task of negotiating for meaning. The learners can understand what someone talks with clarifying and confirming .

- e. Guidance and practice have designed to classroom activities that involved in both transactional and interaction are speaking.

It means that should be designed with implementing transactional and interactional speaking in classroom activity. Interactional speech is communication someone for social purpose. While transactional speech is communicate to get something done include the exchange of goods and or services.

7. The Activities to Promote Speaking Skill

Many activities can be done by learners to practice speaking. Kayi (2006) explained that there are activities to promote speaking. They are:

a. Discussions

Muria (2001:106) stated discussion is probably the most commonly use activity in the oral skills class. Teacher must take care in planning and setting up a discussion activity. First, planned (versus random) grouping or pairing of students may be necessary to ensure a successful outcome. Second, students need to be reminded that each person should have a specific responsibility in the discussion, whether it to keep time, take notes, or report results are made by group members. Finally, the students need to be clear about what they are to discuss, why they are discussing it, and what outcome is expected. This activity help the students to critical thinking and quick decision making, and learn how to express and justify themselves in polite ways while disagreeing with the others.

b. Role play

One other way of getting students to developing speaking is role playing. In this activity, the students created a dramatic situation in a classroom or in part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare imaginative role in role-playing. The teacher gives information to the learners such as who they are and what they think or feel. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while.

c. Simulations

Simulations are very similar to role-plays but what makes simulations different than role play is that they are more elaborate. In simulation, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations can motivate the students. Second, Harmer (1984) said that simulation can increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

d. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

e. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming

is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

f. Story-telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, the teacher not only know students' speaking ability, but also get the attention of the class.

g. Interviews

Students can conduct interviews on select topics with people freely. It is a good idea that the teacher provides a rubric to students so that they know what type of questions that they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviewing, each student

can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h. Story completion

This is a very enjoyable, the students sit in a circle. For this activity, a teacher starts telling a story, after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and they report to their friends what they find as the most interesting news in the class. Students can also talk about whether they have experience anything valuable to share with their friends.

j. Playing Cards

In this game, students should make a group consist of four students.. Each group suit will represent a topic. For instance:

- Diamonds : Earning money
- Hearts : Love and relationships
- Spades : An unforgettable memory
- Clubs : Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the

group. However, the teacher should begin of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

k. Picture Narrating

This activity has several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures, they need to use while narrating.

l. Picture Describing

Another way to make use of pictures in a speaking activity is to give students only one picture and ask them to describe what it is in the picture. For this activity students can form groups and each group is given by different picture. Students discuss the picture with their groups, then a person for each group describes the picture in the class. This activity can fosters the creativity and imagination of the learners as well as their public speaking.

B. Problem Faced by the Students in Learning Speaking

Mastering speaking is not easy. In learning speaking, the students are usually faced by the problems during teaching learning process. Ur (1996:121) explained that there are some problems faced by the learners in speaking activities. These problems can be explained as follow:

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

The learners have not idea to speak. Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the feeling that they should speaking.

c. Un-event participant

Only one participant can talk at a time if he or she is to be heard. In large group, this means that each one will have only very little time talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue used

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one to another one. If they are talking in small groups, it can be quite difficult to keep use the target language.

Based on the problem above, it can be concluded that there are four problems in learning speaking, namely: inhibition, the low participation,

use of mother tongue. The teacher should find the suitable technique in teaching and give motivation to students feel more confidence to share ideas in front of class.

C. Factors Causing the Difficulties in Speaking

Ellis (1985:10) stated there are factors that influence foreign language learning, as follow:

a. Age

Richards and Renandya (2000 : 204) stated that 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 to acquire much of a foreign language through play, for example, whereas for adults can reasonably expect a greater use abstract thought.

b. Aptitude and Intelligence

The students who has high IQ usually can solve their problem easily and they can understand the material faster that gave from the teacher 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 students have different aptitude in learning process. Ellis (1985) said that aptitude is special ability involved in language learning. Aptitude used to measure in term 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 Styles

Olivia and Saracho (1997:5) stated that 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

Pervin (2008:6) stated that 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. Harmer (2007:98) stated that motivation is some 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 of future travel.

There are two main types extrinsic motivation, as follow:

1). Integrative motivation

The students need to be attracted by the culture of the target language community, and in the strong form of integrative motivation, they hope to integrate themselves into that culture.

2). Instrumental motivation

The students believe mastery of the target language will become instrumental to get a better job or position status. The language is an instrument in their attainment of such a goal.

While, Intrinsic motivation comes from within the individual. Thus, a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. The motivation that brings students to the task of learning English can be affected and influenced by attitude of a number of people. There are intrinsic motivation :

a). Physical condition

The physical condition come from the atmosphere in which a language is learn is vitally important: the cold grayness of much institutionalized education must be compensated for in some way if it is not to have a negative effect on motivation.

b). Method

The method are taught by teacher must have some effect to students. If they find it deadly boring they will probably become demotivated, they either loses this confidence, motivation can disastrously affected, whereas if they have confidence , they will comfortable with the method being used, success is more likely.

c). The teacher

It is the major factors in the continuance of a student's motivation. Whether the students like the teacher or nor may not be very significant, though, is that two teachers using the same method can have vastly different results.

d). Success

Success or lack of it plays a vital part in the motivational drive of a student. Both complete failure and complete success may be demotivating much of task set, the speed expected from the student.

D. Strategies in Learning Of Speaking

To solve many problems in speaking, the learners need strategy to overcome in learning speaking. The strategies will help learners participate actively in such authentic communication. This section discuss about

language learning strategy which include: (1) The definition of learning strategies, (2) Classification of language learning strategies.

1. The Definition of Learning Strategies

There are many experts that give the definition of learning strategies. O'Malley and Chamot (1990:1) said that "learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Neil Mc. Laren (1990:8) defined that learning strategies are those procedures used by learner in order to cope with the problems faced. These specific actions to make the learners in the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable.

White (in Hurd& Lewis, 2008:9) stated that learning strategies are commonly defined as the operations or processes which are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task. Beside from that, Chamot (in Macaro, 2001:17) defined Learning Strategies as techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information. By employing the right strategies, the process of learning the language will improve significantly. Appropriate language learning strategies result in improved, faster language proficiency. Language learning strategies play an important role in the process of learning language.

Based on the definition, learning strategies is a technique that used by learners to improve their comprehension, to get new information with more quickly, easily, and effectively. Learning strategies is used by learner to achieve their goal in learning.

2. Classification of Language Learning strategies

O' Malley and Chamot (1990:44-45) have been classified language learning strategies into three main subcategories, namely meta-cognitive strategies, cognitive strategies and socio-affective strategies. By meta-cognitive strategies refer to a term used in information-processing theory to indicate an "executive" function, that is, the strategies which involved planning for learning, thinking about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main meta-cognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation. Then, cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies. The final group of strategies means that socio affective

strategies have to do with social mediating activities and interacting with others.

a. Metacognitive strategies

It is higher order thinking skills that students use to manage their own language learning. Metacognitive strategies are the strategies which involve planning for learning, monitoring and evaluating learning after an activity is completed. Metacognitive strategies which allow learners to control their learning through organizing, planning, evaluating (Richards J, 1996:63). Metacognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning.

This helps them to plan language learning in an efficient way. Three sets of strategies belong to this group and they are centering your learning, arranging and planning your learning, and evaluating your learning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problems like monitoring errors and valuation of progress.

1). Advance Organizers

It is previewing the main ideas and concepts of the material to be learned, often by skimming the text for the organizing principle. For example students review before they go into class.

2). Directed Attention,

It is deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.

3). Functional Planning

It is planning for and rehearsing linguistic components necessary to carry out an upcoming language task. For example, a students make summary of the materials to prepare the final exams.

4). Selective Attention,

It is deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and/or linguistic markers. For example, choosing the familiar topic to practice English orally or writing some important words to help memorize the dialog.

5).Self-Management

Understanding the conditions that help students and arranging for the presence of those conditions. For example, the students make a clam conditions when study in classroom or in outside of class.

6). Self-Monitoring

It is checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place. For example, the students ask to their friends to monitoring and correcting the wrong words when they memorize something.

7). Self-evaluation,

It is checking the outcomes of one's own language learning against a standard after it has been completed. For example, the students try to speak with foreign tourist to practice speaking skill.

Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. Metacognitive strategies encompass a) paying attention; b) delaying speech production to focus on listening; c) organizing; d) setting goals and objectives; e) planning for language task; f) self-monitoring; and g) self-evaluating.

b. Cognitive strategies

Cognitive strategies are important role in the process of learning a foreign language. Alberta (2009:47) stated that cognitive language strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously learners rule, guessing at the meaning of unknown words and using a variety of ways to organize new information and link the new

information to previously learned language. Operate directly on incoming information, manipulating it in ways that enhance learning. Ellis (1997:76) explained that cognitive strategies is analyzing and particular memory strategies, such as the keyword technique are highly useful functions in the process of becoming competence in using the new language. Cognitive strategies may be limited in application to the specific type of task in the learning activity.

The four sets in this group are practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sounds, and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. The adults learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language. These are also used to make new expressions.

Here is an example of a learner who practices with sounds of the words that have letters ough. The words through, though, tough, trough contain ough to sounds different. To understand them better the learners make own phonetic spelling: throo, thow, tuff, and troff.

1). Resourcing Translation

It is using target language reference materials such as dictionaries, encyclopedia, or textbooks. This is the first language

as base for understanding and/or producing the second language.

For example students are searching new vocabulary in dictionary.

2). Repetition

It is imitating a language model, including overt practice and silent rehearsal. For example, the students repeats the pronunciation until mastered.

3). Grouping

It is classifying words, terminology, or concepts according to their attributes or meaning. For example, students classify words with the same meaning to memorize the words.

4). Deduction

It is applying rules to understand or produce the second language or making up rules based on language analysis.

5). Imagery

It is using visual images (either mental or actual) to understand or remember new information. For example, students use illustration that has relation with the topic in order to memorize more fast.

6). Auditory representation

It is planning back in one's mind the sound of a word, phrase, or longer language sequence. For example, when you are trying to learn how to say something, speak it in your mind first.

7). Keyword method

It is remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language. For example, identifying a familiar words that students hear.

8). Elaboration

It is relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information. For example, the students relating new information to other concepts in memory.

9). Transfer,

It is using previous linguistic knowledge or prior skills to assist comprehension or production. For example, if the student talking about something he/she already learn (in English), all he/she has to do is remember the information and try to put it into Indonesia.

10). Inferencing

It is using available information to guess meanings of new items, predict outcomes, or fill in missing information. For example, the students things of the whole meaning of the sentence, and then he or she can get the meaning of new word.

11). Note taking

It is writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. For example, the students prepares book to catch the all materials while listening section.

12). Summarizing

It is making a mental, oral, or written summary of new information gained through listening or reading.

13). Recombination

It is constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

14). Translation

It is using the first language as a base for understanding or producing the second language.

c. Social affective strategies

Alberta (2009:47) stated that social affective language learning are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitude to helps them learn the language.

Social affective strategies are very important in learning a language, because language is used in communication and communication occurs between people. Three sets of strategies are

included in this group; asking question, cooperating with others, and empathizing with others.

1). Cooperation

It is working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity. For example the students cooperate with their friends to make discussion to choose the suitable person.

2). Questioning for clarification

It is eliciting or asking from a teacher or peer additional explanation, rephrasing, or examples about language learning difficulties. For example, the students ask the correct pronunciation to their friends or private teacher.

3). Empathizing with others

It means to put oneself in someone else situation to understand that person point of view. Learners can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others.

Based on the description above, it can be conclude that there are three strategies proposed by O'Malley, such as metacognitive strategies, cognitive strategies, and socio affective strategies. In metacognitive strategies, the students has seven strategies, namely advance organizer, selection attention, self management, functional

planning, self monitoring, and self evaluation. While, the students used twelve cognitive strategies, namely: resourcing, grouping, repetition, deduction, recombination, note taking, key word, inferring, auditory representation, contextualization. The last, the students can be used two social strategies, namely: cooperation and question for clarification.

E. The Previous of Studies

In this study, the researcher carries out previous study related to this study which concerns on speaking skill. The first research entitled “A Descriptive Study on Teaching Speaking Method to The Seventh Year Student of SMP Negeri 3 Baturetno in academic year of 2013/2014”. This research is conducted by Dwi Wulan who is college in University of Muhammadiyah Surakarta in academic year of 2013/2014. The purpose of this research is to know the implementation of teaching speaking method to the seventh year student of SMP Negeri 3 Baturetno. The method of collecting data are interview, documentation, and observation. This research is descriptive qualitative research. She describes the methods used by teacher in teaching speaking, the strengths and weaknesses of the methods used by teachers in teaching speaking, and the problems faced by teacher and students in speaking class. The result of the research is the implementation of teaching speaking. They are divided into two main

sections: (1) Teacher activity consists of all preparations of the teacher in teaching speaking, and (2) The elements of speaking course. The problems of teaching speaking are about the less of the materials that can influence teaching learning process. The problems faced by students: (1) Students inhibition (2) Nothing to say (3) Low participation (4) Mother-tongue (5) The students have problem with grammar.

The similarities between the previous studies above and this research are use descriptive qualitative research. The researcher uses interview and observation to get the data. While the differences with the previous research is the setting of the research. Dwi wulan's research is in of SMP Negeri 3 Baturetno in academic year of 2013/2014. While this research is conducted in SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017.

The second entitled "A Study Of Students' Problems In Daily English Speaking Activity At SMA Pomosda Tanjunganom Nganjuk". This research is conducted by Yun Arita who is college in University of Muhammadiyah Malang in academic year of 2008/2009. This research aims to find the students' problem, the causes, and the ways to solve the problem in daily English speaking activity. The instruments are questionnaire and observation. The population is students of IPA and IPS that are consisted of 112 students. The researcher takes 25% from of the students. The sampling technique is random sampling. The result of this research is students' difficulty in make the sentence and they difficulty to remember all vocabularies are used to communicate with others. The causes of students'

problems because the students seldom use vocabulary in their speaking, they have insufficient exercise to use the correct sentence, the students are not confident to speak with correct pronunciation, and the solution are students do exercise and studied with the teacher and their friend, the students listen and record of native speaker, learn the pronunciation well.

From the previous study above there have been similarity and differences between these studies. The similarity between this research and Yun Arita's research has aims to find the students' problem, and the ways to solve the problem in daily English speaking activity. Whereas, the difference among them are Yun Arita's uses are questionnaire and observation as instrument. While, the researcher's uses instrument are interview and observation. The difference is the setting of the research. Yun Arita's research in SMA Pomosda Tanjunganom Nganjuk. While this research is conducted in SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017.

The third is a research entitled " Investigating The Problems Of English Speaking of The Students of Islamic Boarding School Program At STAIN Samarinda". The International Journal is conducted by lecturer Siti Hadijah in STAIN Samarinda. This research uses descriptive quantitative and qualitative research. The instrument data are test, interview and questionnaire. This research investigated the students' ability and the problem and reason face in speaking English by students. The findings show that the students' ability was categorized low (62,93%), the students have problems on grammar(42,20%), pronunciation (36,60 %), vocabulary

(35,20%), fluency (36%), and comprehension (34,40 %) . The second, the reason problems are faced by students in speaking English not only have limit knowledge on components of speaking skill such as, pronunciation, grammar, vocabulary, fluency, and comprehension but also they have personal reasons, such as shy to perform speaking, lack on self confidence, lack of speaking practice, limited time given for preparation on English speaking test, the environment did not support them and they prefer to study the Islamic knowledge and Arabic to English.

From the previous study above there have been similarity and differences between these studies. The similarity between this research and Siti hadijah's research in this study is that the study has aims to find the students' problem, the factors causes in English speaking activity. The difference among them is in using instruments. Siti Hadijah's research uses are test, questionnaire and and interview. While, the researcher uses instrument are interview and observation.

The fourth is a research entitled “ Students' Speaking Problems and Factors Causing it”. The International Journalis is conducted by Farah Sukmawati. The instruments data are observation and questionnaire. This research aims to find out the students' problems in speaking English and factors causing it. This research conducted at second semester students of English Department of Teaching and Educational Sciences Faculty of Gunung Jati of Cirebon University. The finding showed that the students' have many problems in speaking English, they are: meaning or content of

the conversation, lack vocabularies, shy. While, the factors cause students' problem in speaking, they are: the students are fearful of criticism or less confidence in front of audiences, respect, or appreciation, and the students agree about difficulties in finding partner in outside class to practice speaking English. The result indicates that the majority of students highly agree on the fact that confidence is the biggest cause of their problems in speaking English.

From the previous study above there have been similarity and differences between these studies. The similarity between this research and Farah's research in this study is that the study has aims to find out the students' problems in speaking English. While, the difference is the setting of the research. Farah's research is in Gunung Jati of Cirebon University. While this research is conducted in SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher takes a certain procedure covering six components. They are (1) the research design, (2) research setting, (3) data and source of the data, (4) techniques of collecting data, (5) techniques of analyzing data and (6) the trustworthiness of the data.

A. The Research Design

In this research, the researcher uses descriptive qualitative research method. Brumfit and Rosamond (1995:11) stated that descriptive qualitative research will aim at providing as accurate an account as possible of what current practice is, how learners do teach, what classroom do look like, at a particular moment a particular place. While, Gay, R.et.al (2005: 159) descriptive research is determining and describing the way of things from a event.

In conclusion, this research is a descriptive qualitative research. This research is qualitative since the data are in the form of words. This is caused the researcher is intended to describe about the students' difficulties in speaking skill, the factors cause the students' difficulties and their strategies that use to overcome the difficulties in speaking English at eleventh grade of SMA Muhammadiyah 1 Karanganyar.

B. Subject of the Study

Suharsimi (2006:130) stated that population is all of the research of subject. The population of this research is all the students of SMA Muhammadiyah 1 Karanganyar. The teacher teaches seven classes, they are : XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1, XI IPS 2, XI IPS 3. The researcher observes not at all of classes but only one a class, it is only XI IPA 3 class. The researcher chooses class of XI IPA 3 as the subject of research.

C. Setting of the Research

a. Setting of Place

The research is carried out in SMA Muhammadiyah 1 Karanganyar which is located on Jl. Brigjen Slamet Riyadi No 12 Karanganyar 57714, Central Java. The school has 3 major. They are information and computer technology (ICT) class, science class (IPA), and social class (IPS). The total of class are 35 classes in SMA Muhammadiyah 1 Karanganyar.

It is located in Karanganyar regency on the right street, and the public transportation is very available, so very easy to find this school. Beside that, SMA Muhammadiyah 1 Karanganyar gives free internet access to support teaching and learning activities. SMA Muhammadiyah 1 Karanganyar several extracurricular that has provided. The researcher collected the data from the learning process of speaking class in eleventh

grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017. The researcher observes class XI IPA 3.

b. Setting of Time

No	Activity	Month																													
		Des'16				Jan'17				Feb'17				Mar'17				Apr'17				May'17				Jun'17				Jul'17	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2
1	Pre-Observation																														
2	Proposal the Design of Research																														
3	Seminar Proposal																														
4	Research Permission																														
5	Collecting and Analyzing the data																														
6	Munaqosah																														

C. Data and Sources of The Data

The data is descriptive in the form of words. Lofland (1984: 47), as quoted by Moleong (2004:122) said “the main source in qualitative research is word and action, more source are addition data such as document etc”. In the other words, the sources of data in qualitative research are proved by theories in words and some events in the place of the data. The source data in this research used events and informants. From the events of the observation that had done by the researcher, it is used to collecting data, while the interview use to know about the reason what the difficulties in learning in speaking skill.

1. Events

The events are in the form of teaching-learning activity in English subject especially teaching learning speaking at eleventh grade students of SMA Muhammadiyah 1 Karanganyar. The reseacher focuses only one class XI IPA 3 class. The researcher observes the students’ difficulties of speaking in class.

2. Informants

Informant is a person who gives about something (Hornby, 1995:150). The researcher has the students as ‘key informant’ to interview. In this research, the informant refers the students of the eleventh grade of SMA Muhammadiyah 1 Karanganyar. The English

teacher is Mrs. Iin Irawati, S.Pd, who conducts English teacher for the eleventh grade students, especially in class XI IPA 3 class.

D. Techniques of Collecting Data

The way of the researcher to get the data needed in research activity is usually known as a technique of collecting data. Cresswell (2012:297-298) explained that collecting data is the required data and information takes from observation and interview.

Collecting of data is important of the research. It is because collecting data used to support the successful research. In the classroom, the researcher takes photograph to provide more accurate data. In this research, the researcher uses data some techniques of qualitative data collection including: observation and interview.

a. Observation

Observation is one of the technique that is used to collect the data. The researcher is able to find the answers by focusing and taking participant in an event or activity. Observation is taking regular conscious notice classroom action and occurrences, which are particularly relevant to the issues or topics investigating (Burns, 1999:80).

In this research, the researcher is as passive participant to get the data. The researcher joins the class and observes the teaching process. The researcher observes passively without doing any involvement in the

classroom teaching and learning process. The observation conducts to get the data about the students' difficulties in teaching learning process of speaking skill. To get the data, the researcher uses both recording and note the teaching learning process. The recording has been run by recorder equipment, which is video recorder or voice recorder. The researcher prepares the recorder before the class is started. The researcher places the recorder near the teacher to get the clear voice. The note has been taken by researcher herself during the observation. The researcher prepares checklist noted before going to observe. Finally, to ensure the obtained data, the researcher compares both the fieldnote and the recording. The recording is transcript and will be the additional proof to complete the taken note.

The researcher observes what happens during the teaching learning process, especially in learning speaking. The researcher observes the difficulties that is faced by students' in speaking skill.

b. Interview

Interview is the way to get information more deep to students. Interview is an important way for researcher to check accuracy of the impressions he or she has gained through observation (Fraenkel and Wallen, 2003:450).

In this research, the researcher interviews the students at the end of teaching learning process. The interview is used to gather the information about the researcher interviews them to know about their difficulties and

factors causes and the strategies do overcome the students use to overcome difficulties in speaking. The researcher also uses note technique to get data that have been explained before.

E. Technique for Analyzing Data

Sugiyono (2010:334) said that analyzing data is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present you to present what you have discovered to others. In this research, to analyze the data the researcher uses descriptive qualitative analysis. The researcher uses an observation model analysis involving collecting the data, reducing the data, and presenting the data and drawing conclusion. After collecting the data, the researcher reduces and presents the data. In reducing the data, the researcher rejects meaningless data, so she got the important points of finding. It is followed by presenting the data, it means that the researcher presents about the data systematically and logically, so the meaning of every clear event. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation.

In this research, the researcher to analyzes the students' difficulties in speaking skill for the eleventh grade of SMA Muhammadiyah 1 Karanganyar. The researcher uses interactive model analysis the data that expended by (Miles and Huberman, 1994:22). There are three main

components, they are: reduction the data, presentation/display the data, verification or drawing conclusion.

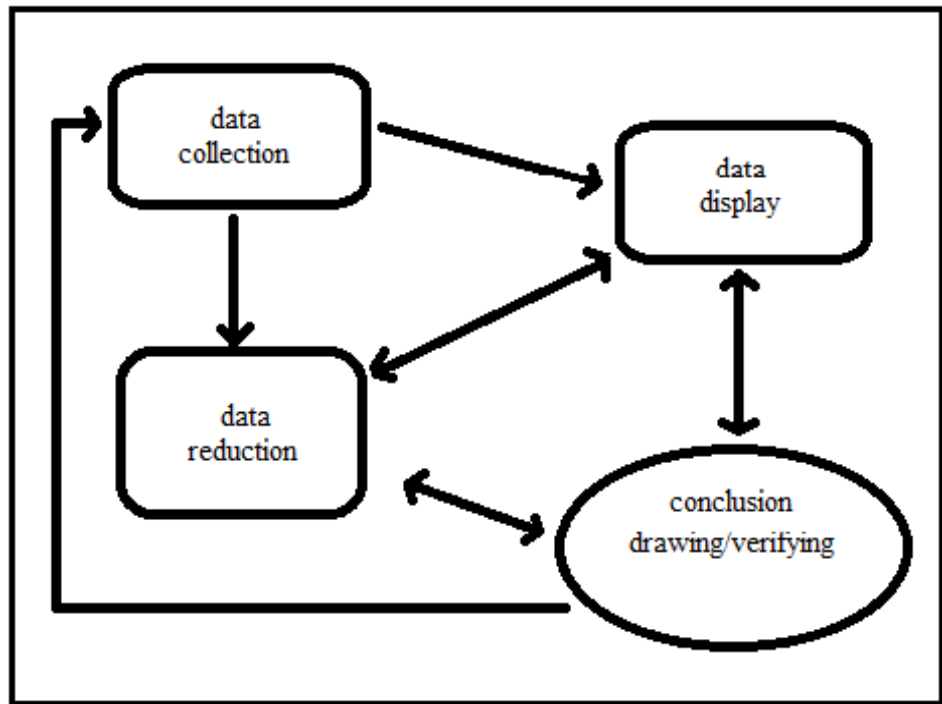


Figure 3.1 Miles and Huberman Interactive models (1994)

a. Reduction the data

Reduction the data 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 focus on the reducing and transformation of rough data the field notes of observation and interview. The first step in reduction of the data is identify the data acquired (transcript of interview, field note from observation, and other source data that is needed). The second is giving choose the data that is choose and focus on needed data. The last is to

make a summarizing of the data. Reduction of the data is carried out continuously until the research ends.

The researcher takes the data about the students difficulties in speaking skill, the factors cause, and the strategies that the students use to overcome the difficulties in speaking English.

b. Presentation or display of the data

It is as the second component in analyzing the data. Display of the data is an organized, compressed assembly of information that permits conclusion drawing and action. Data display of this research is narrative text. Data display is a data description in this research. The researcher described the data that had been reduced.

It means that the data is drawn and explained in the form of words, sentences and paragraphs. The researcher displays the data then describes it, after describing the data, the researcher makes analysis about the data.

The researcher presents the data from the students difficulties in speaking skill, the factors cause, and the strategies that the students use to overcome the students difficulties in speaking.

b. Drawing conclusion

The third activity in analyzing data is drawing conclusion and verification. The researcher is collected and analyzed the data with valid, consistent, and enough the data. The researcher draws conclusion in the last research. In conclusion, the researcher gives the result of the

analysis based on the problems statement where it concludes the valid data from the entire data. The researcher takes conclusion after presenting the data and analysis the data.

F. Trustworthiness of Data

From the research, the researcher gets the data or information from of form of digital photos/videos, some documents. The data is get from interview. Denzin, (in Lexy, 2000:178) explained that triangulation is divided into four kinds, they are:

- a. Triangulation by using the source means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
- b. Triangulation by using the methods means that the researcher will check the credibility of data of the research and the data source by using several data collection technique and analysis them by some method.
- c. Triangulation by using investigators is that the researcher will recheck the credibility of the data by higher own research or other researcher.
- d. The last technique used in triangulation by using theory. It is technique of examining the data finding standard of comparison from an analysis explanation as a supporting the data to get a valid evidence of the research result.

In this research, the researcher uses triangulation by using methods. The researcher in gathering the data such as observation and interview.

In validating the data, the researcher observed the process of the teaching learning process, while also observing the problems appeared, the researcher does the crosschecking by comparing them to the data of interviews.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding. The purpose of research findings and discussion is to answer the research problem in the first chapter. There are three objectives in this research. The first is to describe the students' difficulties in speaking. The second is to describe the factors causes of students' difficulties in speaking. The third is to describe the students' strategies that was used to overcome the difficulties in speaking. The data from the field that have been collected are presented based on the observation in classroom and interview with the students.

A. Research Findings

1. The Data from Observations

The observation had been done three times by the researcher in 11th grade on March 31st, on April 7th and 18th 2017. Research finding shows the information found during observation and interview with the students. The information that is used to answer the problem statement in chapter I. Based on the result of observation and interview, the researcher could take conclusion about the problem faced by the students in learning speaking.

a. Observation I

The observation was hold in March 31, 2017. The students in XI IPA 3 consist of 31 students. The English lesson held on Friday. The

bell rang. The students sat on the chair quietly. She sat on the chair and I sat on the back chair. She opened the lesson “Good afternoon students” she said. The students answered enthusiastically. After that, the teacher checked the attendance list. After opened the class, the teacher started the lesson.

In this meeting, the material were expression anger and annoyance. The teacher asked the students to open their module. She explained it slowly. The teacher pronounced the expression and the students repeat after her. After that, the teacher asked the students to do exercise on the module.

Then, the students came forward to do conversation in front of class. The teacher asked them to make pair work. After that, the student who became subject 1, she stand up with her peers to present their assignment in front of class. They showed expression dialogue in title “*The sounds of the music is so load*”. The teacher asked the other students quiet to give attention for them. They felt shy. They closed their face with the book and they stood up back their friends.

Teacher: Kalau maju kedepan, jangan ditutupi wajahnya, ya ngak tau cara ekspresinya apa kalau ditutupi gitu”.

Students: malu bu, nanti kalau diketawain teman.

The second presentation, they were subject 3 and 4. Before came forward in front of class, they gave smile to the students. They

present their assignment loudly and confidently but they have still wrong to pronounce some words. They pronounced the words appropriate on the written.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah .

b. Observation II

The second observation was hold on April 7th, 2017. In this meeting, the material was Hortatory Exposition Text. The teacher gave a warming up to the students about the material that would be learned. The teacher asked students to give example in around them. After the teacher gave warming up, the teacher explained slowly about purpose and generic structure of hortatory exposition text. The students listened and attention the teacher.

After finishing explain the material the teacher directly asked one of the students to forward in front of the class. The teacher called number absent would be present firstly and it was 01. She became subject 5. She directly stood up and present about “ *Why You Should Breakfast*”. She was still confused what is the English of a word. She asked to her friend “*penyakit ki bahasa inggrise opo to*”. Then, she stopped speak English. Then, the other students laugh them. It makes, the class became noisy. The second student who

became subject 6. He presented about “*The Benefits of Using Mobiles for the Students*”. He started with self confidence but he has still wrong in grammatical pattern. He said “There is many benefits to the students. Students can recording the subject matter and can memorizing it anywhere and anytime”.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah.

c. Observation III

The third observation was hold on April 18th , 2017. In this meeting, the material was expression of sadness. The teacher explained the material. Then, the teacher asked the students to made a dialogue and present in front of class. The students made dialogues in pairs. Then, they presented their assignment in front of class. The teacher was waiting a student who brave to come forward firstly. There were some students who choose to sit in their chair without do anything. They only saw their friends who presented in front of class. They choose to talk with the other friends. When the teacher asked the students to practice the dialogues in front of class, the students choose to keep silent. Then, the teacher called number absent would be present firstly and it was number 20. He became subject 7. He was confused what want to said. He does not has idea to speak. He does

not say anything. He always cleaned up her face from his sweat. Looked at this, the others students was laugh. He got dialogues about “Someone had lost his handphone”.

Student: *“emmm...gimana bu, saya bingung mau ngomong apa”*

The next presentation, it was number 25. He became subject 8. He came forward and began to read his assignment. When explained his text, he was nervous.

In the question session the teacher asked a word that he thought difficult. The students were quite and no replied. Then the teacher told that if no replies, she would not end the class. The others students became make noises and said *“jangan dong bu.”* Then she tried to answer the question she can. The teacher accepted the answer but she also explained it to the students.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah.

2. The Data from Interviews

Another technique of collecting data used by the researcher here was interview. By doing interviews the researcher got information needed in this research. The researcher did the interviews with the students in XI IPA

3 when the second break. The interviews were done with the students of XI IPA 3 of SMA Muhammadiyah 1 Karanganyar.

a. Interviews with the students about students' difficulties in speaking English

1). Subject 1,2

They were a student of XI IPA 3. They feel shy and fearful when they spoke up in front of class. They closed their face with their book and they stood up back their friends. It could be proved with the interview with the student:

"Malu sama teman teman. Ndak diketawain mbak"

"Deg-deg an rasanya pas maju kedepan mbak, takut ngomongnya salah"

Based on the interview above, the students feel fearful and shy to speak up in learning activity in class. Thus, they could not perform their speaking well until they finish in speaking English.

2). Subject 3,4

In speaking English, the students need to master a lot of vocabulary. By mastering many vocabularies, they would speak up in English easily. Some students want to speak up in English, but they have limited vocabulary. Realizing that the vocabulary is limited, so they feel afraid when they want to speak English. When students are given task to have dialogue in front of the class, the students could not speak English well and fluency. They still

taught what is the English word. They also asked to their friend to find the meaning of words in English. For example, when the students present the expression sadness. The student A asks to the student B what is the English of “kehilangan telephone”.

“Vocabulary nya masih kurang mbak. Makanya, pas disuruh maju, gek ini apa, ini apa, saya ngga tahu juga. Saya bingung mau ngomong apa, masalahnya pakai bahasa inggris juga”.

“Sebenarnya saya pengen lancar ngomong bahasa inggris mbak, tapi kadang gak tau vocabulary gitu, jadi berhenti deh ngomongnya”.

Based on the interview above, it can be concluded that the students are confused when they speak English. Sometimes, the students can't continue to speak English because they don't know what about want to say. It was because she has still limited vocabulary.

3). Subject 5,6

They were a student of XI IPA 3. They had no motivation to express themselves beyond the feeling that they should speaking. They prefer to keep silent or talk with other friends to speak English. It could be proven by the statement :

“Saya lebih banyak diamnya. Lebih suka mendengarkan atau melihat teman yang maju presentasi didepan kelas”.

“Memperhatikan pelajaran kalau pas seru pelajarannya mbak. Bosen gitu rasane cuma dijelasin kayak ceramah gitu trus ujung ujung e langsung kon ngarap. Pengene ganti pakai game apa dibuat diskusi kelompok gitu biar gak bosen”

Sometimes the students felt bored with the teacher's teaching method. They felt asleep or talk each other out of the material. These could be caused of the learning process is bored.

4). Subject 7,8

They were a student of XI IPA 3. They got difficulty in learning speaking. They often made errors sentences. They often did not pay attention to the grammar when they were speaking, because they did not understand about grammar. They did not know when she should use present time, past time, and future time. When the students spoke in front of the class there were some sentence that were uttered has ungrammatical structure. It can be concluded interview with the students below:

“Saya masih susah nyusun-nyusun kata, masih suka kebalik-balik mbak. Tenses nya belum menguasai semua”

“Terus klau grammar, di bahasa Indonesia itu kan kalau bikin kalimat yang penting ada subjek dan predikat, kalau bahasa inggris ribet mbak. Yang pakai to be lah, ada yang verb ya mesti pake s/es , dan harus bisa bedain mana antara verb 1, verb 2, verb 3. Susah mbak pokok nya”.

Based on the interview above, the students feel afraid to speak English in the class because they are low in mastering grammar. They have not mastered about tenses formula and singular or plural forms yet. It makes they still confused to make sentence correctly. This condition makes the students trying to look for suitable strategy to solve this problems.

5). Subject 9,10

They were a student of XI IPA 3. They got difficult to make sentence appropriate grammatical pattern. It could be occurred because the students often spoke or wrote from Indonesia to English directly. They did not recognize the grammatical pattern. It could be seen from this interview:

“Ada yang bahasa Indonesia dulu ada yang langsung bahasa inggris, kalau saya bahasa Indonesia dulu mbak, banyak Indonesia dulu baru bahasa inggris mbak”.

“Indonesia dulu mbak, gak tahu klaau inggris langsung. Ya diartikan gitu aja mbak, dicari kata- katanya satu-satu terus ditulis inggris”

From the interview above, the mother tongue becomes the problem for the students. It can be occurred because they do not use English but they use Javanese or Indonesian language in communication with others in daily life. Thus, students often speak or write from

Indonesia to English directly. They do not recognize the grammatical pattern. There are many students who make dialogue or text from Indonesia to English, they translate into English directly. They make sentences and text ungrammatical.

Based on the result of interview and observation, the researcher find the students' difficulties in speaking English. They are:

1. Students' difficulties in speaking English

During learning speaking in the class, the students get some difficulties. The students felt shy and fearful when they spoke English in front of class. They closed their face with the book. Students get difficult low vocabulary. The students do not know the vocabulary, then they use Indonesian language when speaking English. The students are lazy when speak English. They prefer see their friends present in front of class. They sit in their chair or talk with their friends. Grammar is very needed to make sentence correctly. The students often get difficulty in using grammar when they speak English. They have not mastered about tenses formula and singular or plural forms yet. Realizing the students have low grammar, so they feel embarrassed when they want to produce English sentences orally. Students get difficult in mother tongue interferences. They often speak or write from Indonesia to English directly. They do not recognize grammatical pattern.

- b. The Factor cause students difficulties in speaking English**

1). Subject 1,2

The students got difficulty in the meaning of the sentences or the teacher's explanation. It was factors because they still limited in vocabulary. As the students said *“Bahasa Inggris susah mbak, apalagi kalau nggak hapal vocab.”* *“Susahnya di vocab, harus selalu bawa kamus dan sering buka kamus”*. The students also have difficulty in pronunciation. They still have not understand differently how to pronounce correctly. They were confused how to pronounce it.

“Cara pengucapannya mbak. Masalahnya kalau dalam bahasa inggris itu tulisannya dengan cara pengucapannya beda . Jadi takut cara ngomongnya salah. Contohnya, during dibaca during, study dibaca study”.

From the interview above, other problem that is faced by the students when they speak up English is pronunciation. They are still difficult to pronounce words clearly. The student are confused how to pronounce words correctly. It is because they do not frequently and regularly practice how to pronounce words clearly. They are aware that written of words in English is different with utterance, and when should be stressed the words in raising intonation or felling . This condition makes the students trying to look for suitable strategy to solve the problems.

2). Subject 3,4

Every student has different factors cause difficulty in learning speaking. Motivation is one of factors that plays important role to get success or failure good speaking for someone. Students have high motivation to success can receive and get better achievement than the students have weak motivation. Based on the result the researchers' interview, the students get difficulty in leaning speaking because factor motivation. They have low motivation. Sometimes the students felt bored with the teacher's teaching method. These could be caused of the learning process is bored.

“Memperhatikan pelajaran kalau pas seru pelajarannya mbak. Bosen gitu rasane cuma dijelasin model ceramah gitu trus ujung ujung e langsung kon ngarap. Pengene ganti pakai Lcd gitu biar gak bosen”

Beside that, the students also have low motivation because their self.

From the interview, the students rarely study English in daily life. They have motivation to study English appropriate with English schedule in school and when the teacher will give do test for them.

“Ya kadang kadang belajar mbak, Jadi gak setiap hari belajar bahasa inggris. Sinau bahasa inggris mung nek meh ulangan tok mbak, ben nilaine apik haha

From the interview above, the students had low motivation in learning English. they only study English do not everyday. They also feel bored when studying English because the teacher method.

3. Subject 7,8

In learning speaking, the student felt difficult when they learn it. Based on the interview on April 19th and 20th 2017, the researcher finds that the students felt difficult in learning speaking because some factors. When the students study English, they only memorize in their mind. They do not practice to make in sentence.

It could be seen the result of interview below :

“Cuma tak hafalkan aja mbak pola tenses nya, ngak praktek buat kalimat gitu. Misalnya, simple present tense. Rumusnya S+VI/s/es+O”

“Rumusnya saja mbak tak hafalkan, kalau ngak disuruh praktek ya ngak praktek buat kalimat”

According the interview, the students study English only memorize in their mind. They do not practice to make in sentence.

5). Subject 9,10

The last factor that makes the students difficult in speaking English is the friends do not support them to speak English frequently. When the students speak English with their friends, they do not

replay with the English language but use native language in daily conversation. It makes the students unable to communicate in English fluently. It could be seen in the interview below :

“Pas latihan ngomong bahasa inggris sama teman dikelas, malah dikira ngaya mbak. Disuruh pakai bahasa jawa aja. Jadi ngak jadi lanjut ngomong inggris deh mbak”

According the interview, the students said that their friends do not supported when she speaks English. The students do not continue speaking English, because their friends do not catch the meaning what she said. Because of it, the students speak to use the Javanese language in communication.

“Masalahnya kelasnya itu kadang suka ramai mbak, jadi pas latihan mengerjakan tugas atau hafalan vocabulary gitu keganggu”

From the interview, the students have problem in speaking because the condition class. First, When the students speak English, their friends reply with native language. It makes the students unable to communicate in English fluently. Second, sometimes the classroom is very noisy. The students cannot concentrate well. In learning English, the students need calm situation.

Based on the result of interview, the researcher find the factors that cause the students' difficulties in speaking English. They are:

1. There are some factors that caused difficulties in learning speaking English. The class condition becomes factor the difficult in speaking English. the class is very noisy. It makes the students cannot concentration well when learning English. when the students speak English, they replay with native language do not know what the meaning of words. They get difficult speak English because they still confused how to pronounce the words. the factor the students get difficult to arrange sentence, because they only memorize the tenses and singular or plural forms. They do not practice it.

c. The strategies that students use to overcome difficulties in speaking English

1). Subject 1,2

The students feel fearful ad shy to speak up in learning activity in class. Thus, they could not perform their speaking well until they finish in speaking English. To overcome the problems, they tried to practiced with their friends and ask them to correct the wrong words when they try to memorize it. It could be proven from this interview:

“Pas mau maju ke depan latihan dulu sama temanku sebangku mbak, biar kalau ada yang salah pas ngomong atu baca katanya ada yang membenrakan”

“Sebelum presentasi kedepan kelas latihan dulu sama teman. Tanya sama teman kalau ada yang kurang paham. Jadi pas maju bisa lebih PD”.

Based on the statements above, the researcher can be concluded that the students tried to practice with their friends and asked them to correct the wrong words when they tried to memorize it. They prepared mental by themselves. It made the students more confident speaking in front of class.

2). Subject 3,4

The students increase the vocabularies by reading English short story and watching the English movie. They wrote the words that they did not know what the meaning.

It could be seen the interview below:

“Biasanya baca cerpen inggris mbak, kalau bosan genti nonton film inggris mbak. Selain dapat hiburan juga dapat menambah vocabulary. Kadang banyak kata kata yang ngak tau artinya, tak catat tak cari artinya di kamus”.

Based on the interview above, the researcher can be concluded that the students read the English story and watched the movie to increase the their new vocabulary. In reading English book, they gave underline or mark on the difficult words. In watching the movie, they downloaded the movie and save it. They were able to

watch anytime. The students also could memorize some vocabularies when they did not know meaning about difficult words.

3). Subject 5,6

Sometimes the students felt bored with the teacher's teaching method. They felt asleep or talk each other out of the material. These could be caused of the learning process is bored. To overcome their problems, they chose the interesting topic to speak English. It could be proved from the students below:

“Biasane latihan ngomong sama teman. Cari topic yang menarik yang mudah mbak. Misalnya, membuat dialog tentang kehilangan telephone”.

From the interview above, the researcher can be concluded that the students overcame their speaking problem by practicing speak English with their friends.

4). Subject 7,8

Mastering grammar is not easy. The students get low in grammar. They have not mastered about tenses forms and singular or plural forms. It makes, they are still confused to make sentence correctly. There are some ways to solve the problem from the students. It could be seen interview with the students below:

“Tak hafalkan rumusnya satu persatu trus latihan buat kalimatnya mbak. Diulang ulang gitu sampai benar”.

“Belajar grammar di tempat les mbak. Biasane setiap orang praktek buat kalimat mbak. Misalnya tentang simple present tense. Latihan buat kalimatnya dan tak ucapkan berulang ulang . Misalnya, “My father watches television in the livingroom”.

Based on the interview above, the students practice to make sentence correctly to increase the grammar. They practice to speak more than one. It is really useful for them to make their speaking better.

5). Subject 9,10

Some students chose to ask to the teacher to correct when speaking English. They practice speak English with their friends, it is not only on private English but they usually spoke English with their friends every day. They tried to ask the correction from other students. When the students spoke English, the students ask correction from other student or their teacher.. It could be seen interview below :

“Kalau saya ragu cara ngomong atau bacanya gitu, saya langsung tanya Bu guru mbak. Karena lebih banyak pengalamannya”

“Lebih suka minta koreksi sama temen mbak, karena lebih akrab gitu”

From interview above, the researcher can be concluded that the students feel doubts when spoke English, they asked to the teacher

or their friends to correct their speak. It meant, the students wanted to better in speaking English.

Based on the interview, the researcher can be concluded:

1. There are some strategies to overcome the difficulties in speaking English. Before speaking in front class, the students prepare with their friends. By this strategy, the students will be more confident when they speak English. The students read English story and watch the movie to increase their vocabularies. To increase the grammar, the students study tenses and singular or plural forms. They do not only remind in their mind, but they also practice to make sentence more than one. The students join to English club to increase their speaking. They also ask for their friends of teacher to correct their speaking.

B. Discussion

Based on the research findings, the researcher will discuss the finding of research. The discussion is about the students' difficulties in speaking skill faced by the students, the factors cause difficulties in speaking skill and the solutions by their own. After describing the data, the researcher need to analyze the data because the data is still draw. It is appropriate with the answer of the problem statements. The explanations will be presented below:

1. The Students' Difficulties in Speaking Skill

Based on the result of research findings, the students in class XI IPA 3 feel difficulties when they speak in English language. The researcher finds seven problems in speaking faced by the students. They are fearful, shy, lazy to speak English, low vocabulary, low grammar, poor pronunciation, mother tongue interferences. The researcher wants to discuss the problem in speaking skill based on the theory from Penny Ur (1996:117). There are four problems in speaking, they are: inhibition, nothing to say, low or uneven participation and mother tongue

The first problems is inhibition. The students admit that they fell fearful and shy of attention when speaking English. The students close their face with the book when they speak English in front of class. They feel afraid if their friends will laugh them when getting wrong words in speaking English.

The second problem is nothing to say. It means the students do not want to speak up because they feel afraid of making mistakes so they are unwilling to express anything with speaking in English. Only some students are active in class. The students are lazy to speak English, it because they think that English is difficult to be learned. The students have low motivation to try speak English. They choose to talk with other friends than listen the material.

The third problem is uneven participation. They are low vocabulary, low grammar and poor pronunciation. In vocabulary, the students are limited in vocabulary. In grammar, the students have no understand how to make sentence correctly, because they are still confused about tenses or singular

and plural. In pronunciation, the students are confused how to pronounce the words. They pronounce the word appropriate on the written.

The fourth problem is mother tongue. The mother tongue becomes the problem for the students. It can be occurred because they do not use English in daily activity. Thus, there are many students who translate phrase or sentence from Indonesia to English directly, without recognizing the grammatical.

2. The Factors Cause the Students' Difficulties in Speaking Skill

In learning speaking, the students feel difficult when they learn it. The researcher finds that the students feel difficult in learning speaking because some factors. The researcher wants to discuss the problem in speaking skill based on the theory from Ellis (1985:10). The factors are age, aptitude, intelligence, personality, cognitive style, and motivation.

The first factor is personality. The students are still difficult how to pronounce words correctly and they are limited in vocabularies.

The second factor is motivation. The students do not study English every day. They only study English depend on schedule English subject and when the teacher will give test for them.

The third factor is cognitive style. When the students study English, they often read the text silently. Whereas, the text read by students in heart is less appropriate used in speaking.

The fourth factor is condition class. The students get causes problems in speaking because the condition class. When the students speak English, their friends reply with native language. It makes the students unable to

communicate in English fluently. Sometimes the classroom is very noisy. The students cannot concentration well. In learning English, the students need calm situation.

3. The Strategies that the Students Use to Overcome the Difficulties in Speaking Skill

The students have the different solution to solve the problems in speaking. There are some ways to solve the problems in speaking from the students. This solutions are relevant by the O'Malley theory. O'Malley and Chamot (1990:15) said there are three strategies to solve the problem in learning speaking. The students' strategies are classified into metacognitive strategies, cognitive strategies, socio affective strategies. The students to solve their problem in speaking skill, they use two subcategories of metacognitive strategies, three subcategories of cognitive strategies and two subcategories of socio affective strategies.

The first solution is metacognitive strategies. The students use self monitoring and selective attention. In self monitoring strategy, the students discuss with someone else. They prepare their material and try to ask their friends about the material when they not understand yet it. In selective attention, the students choose the easy topic to practice speaking English directly

The second solution is cognitive strategies. The students use three subcategories. They are using resources for receiving or sending messages. To enrich the vocabulary, the students use resources by reading English

story and use dictionary to find difficult words. In repetition strategy, the students study about formulas and pattern about tenses and singular or plural, then they practice make sentence correctly. It means that the students recognize use formulas and patterns in grammar.

The third solution is socio affective strategies. The students use two subcategories. They ask correction and cooperate pearly. Correction is important to make students better speaking English. The students try to ask their friends when they are confused to pronounce or do not know the meaning of words. In cooperating with peers, the students join in English course to practice speaking English with others.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research finding. The purpose of research findings and discussion is to answer the research problem in the first chapter 1. There are three objectives in this research. The first is to describe the students' difficulties in speaking. The second is to describe the factors causes of students' difficulties in speaking. The third is to describe the students' strategies that was used to overcome the difficulties in speaking. The data from the field that have been collected are presented based on the observation in classroom and interview with the students.

C. Research Findings

1. The Data from Observations

The observation had been done three times by the researcher in 11th grade on March 31st, on April 7th and 18th 2017. Research finding shows the information found during observation and interview with the students. The information that is used to answer the problem statement in chapter I. Based on the result of observation and interview, the researcher could take conclusion about the problem faced by the students in learning speaking.

b. Observation I

The observation was hold in March 31, 2017. The students in XI IPA 3 consist of 31 students. The English lesson held on Friday. The bell rang. The students sat on the chair quietly. She sat on the chair and I sat on the back chair. She opened the lesson “Good afternoon students” she said. The students answered enthusiastically. After that, the teacher checked the attendance list. After opened the class, the teacher started the lesson.

In this meeting, the material were expression anger and annoyance. The teacher asked the students to open their module. She explained it slowly. The teacher pronounced the expression and the students repeat after her. After that, the teacher asked the students to do exercise on the module.

Then, the students came forward to do conversation in front of class. The teacher asked them to make pair work. After that, the student who became subject 1, she stand up with her peers to present their assignment in front of class. They showed expression dialogue in title “*The sounds of the music is so load*”. The teacher asked the other students quiet to give attention for them. They felt shy. They closed their face with the book and they stood up back their friends.

*Teacher: Kalau maju kedepan, jangan ditutupi wajahnya, ya
ngak tau cara ekspresinya apa kalau ditutupi
gitu”.*

Students: malu bu, nanti kalau diketawain teman.

The second presentation, they were subject 3 and 4. Before came forward in front of class, they gave smile to the students. They present their assignment loudly and confidently but they have still wrong to pronounce some words. They pronounced the words appropriate on the written.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah .

d. Observation II

The second observation was hold on April 7th, 2017. In this meeting, the material was Hortatory Exposition Text. The teacher gave a warming up to the students about the material that would be learned. The teacher asked students to give example in around them. After the teacher gave warming up, the teacher explained slowly about purpose and generic structure of hortatory exposition text. The students listened and attention the teacher.

After finishing explain the material the teacher directly asked one of the students to forward in front of the class. The teacher called number absent would be present firstly and it was 01. She became subject 5. She directly stood up and present about “ *Why You Should Breakfast*”. She was still confused what is the English of a word. She asked to her friend “*penyakit ki bahasa inggrise opo*

to”. Then, she stopped speak English. Then, the other students laugh them. It makes, the class became noisy. The second student who became subject 6. He presented about “*The Benefits of Using Mobiles for the Students*”. He started with self confidence but he has still wrong in grammatical pattern. He said “There is many benefits to the students. Students can recording the subject matter and can memorizing it anywhere and anytime”.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah.

e. Observation III

The third observation was hold on April 18th , 2017. In this meeting, the material was expression of sadness. The teacher explained the material. Then, the teacher asked the students to made a dialogue and present in front of class. The students made dialogues in pairs. Then, they presented their assignment in front of class. The teacher was waiting a student who brave to come forward firstly. There were some students who choose to sit in their chair without do anything. They only saw their friends who presented in front of class. They choose to talk with the other friends. When the teacher asked the students to practice the dialogues in front of class, the students choose to keep silent. Then, the teacher called number absent would be

present firstly and it was number 20. He became subject 7. He was confused what want to said. He does not has idea to speak. He does not say anything. He always cleaned up her face from his sweat. Looked at this, the others students was laugh. He got dialogues about “Someone had lost his handphone”.

Student: *“emmm...gimana bu, saya bingung mau ngomong apa”*

The next presentation, it was number 25. He became subject 8. He came forward and began to read his assignment. When explained his text, he was nervous.

In the question session the teacher asked a word that he thought difficult. The students were quite and no replied. Then the teacher told that if no replies, she would not end the class. The others students became make noises and said *“jangan dong bu.”* Then she tried to answer the question she can. The teacher accepted the answer but she also explained it to the students.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah.

4. The Data from Interviews

Another technique of collecting data used by the researcher here was interview. By doing interviews the researcher got information needed in this research. The researcher did the interviews with the students in XI IPA 3 when the second break. The interviews were done with the students of XI IPA 3 of SMA Muhammadiyah 1 Karanganyar.

b. Interviews with the students about students' difficulties in speaking English

1). Subject 1,2

They were a student of XI IPA 3. They feel shy and fearful when they spoke up in front of class. They closed their face with their book and they stood up back their friends. It could be proved with the interview with the student:

"Malu sama teman teman. Ndak diketawain mbak"

"Deg-deg an rasanya pas maju kedepan mbak, takut ngomongnya salah"

Based on the interview above, the students feel fearful and shy to speak up in learning activity in class. Thus, they could not perform their speaking well until they finish in speaking English.

2). Subject 3,4

In speaking English, the students need to master a lot of vocabulary. By mastering many vocabularies, they would speak up in English easily. Some students want to speak up in English, but they have limited vocabulary. Realizing that the vocabulary is

limited, so they feel afraid when they want to speak English. When students are given task to have dialogue in front of the class, the students could not speak English well and fluency. They still taught what is the English word. They also asked to their friend to find the meaning of words in English. For example, when the students present the expression sadness. The student A asks to the student B what is the English of “kehilangan telephone”.

“Vocabulary nya masih kurang mbak. Makanya, pas disuruh maju, gek ini apa, ini apa, saya ngga tahu juga. Saya bingung mau ngomong apa, masalahnya pakai bahasa inggris juga”.

“Sebenarnya saya pengen lancar ngomong bahasa inggris mbak, tapi kadang gak tau vocabulary gitu, jadi berhenti deh ngomongnya”.

Based on the interview above, it can be concluded that the students are confused when they speak English. Sometimes, the students can't continue to speak English because they don't know what about want to say. It was because she has still limited vocabulary.

3). Subject 5,6

They were a student of XI IPA 3. They had no motivation to express themselves beyond the feeling that they should speaking. They prefer to keep silent or talk with other friends to speak English. It could be proven by the statement :

“Saya lebih banyak diamnya. Lebih suka mendengarkan atau melihat teman yang maju presentasi didepan kelas”.

“Memperhatikan pelajaran kalau pas seru pelajarannya mbak. Bosen gitu rasane cuma dijelasin kayak ceramah gitu trus ujung ujung e langsung kon ngarap. Pengene ganti pakai game apa dibuat diskusi kelompok gitu biar gak bosen”

Sometimes the students felt bored with the teacher’s teaching method. They felt asleep or talk each other out of the material. These could be caused of the learning process is bored.

4). Subject 7,8

They were a student of XI IPA 3. They got difficulty in learning speaking. They often made errors sentences. They often did not pay attention to the grammar when they were speaking, because they did not understand about grammar. They did not know when she should use present time, past time, and future time. When the students spoke in front of the class there were some sentence that were uttered has ungrammatical structure. It can be concluded interview with the students below:

“Saya masih susah nyusun-nyusun kata, masih suka kebalik-balik mbak. Tenses nya belum menguasai semua”

“Terus klau grammar, di bahasa Indonesia itu kan kalau bikin kalimat yang penting ada subjek dan predikat, kalau bahasa inggris riber mbak. Yang pakai to be lah, ada yang verb ya mesti

pake s/es , dan harus bisa bedain mana antara verb 1, verb 2, verb 3. Susah mbak pokok nya”.

Based on the interview above, the students feel afraid to speak English in the class because they are low in mastering grammar. They have not mastered about tenses formula and singular or plural forms yet. It makes they still confused to make sentence correctly. This condition makes the students trying to look for suitable strategy to solve this problems.

5). Subject 9,10

They were a student of XI IPA 3. They got difficult to make sentence appropriate grammatical pattern. It could be occurred because the students often spoke or wrote from Indonesia to English directly. They did not recognize the grammatical pattern. It could be seen from this interview:

“Ada yang bahasa Indonesia dulu ada yang langsung bahasa inggris, kalau saya bahasa Indonesia dulu mbak, banyak Indonesia dulu baru bahasa inggris mbak”.

“Indonesia dulu mbak, gak tahu klaau inggris langsung. Ya diartikan gitu aja mbak, dicari kata- katanya satu-satu terus ditulis inggris”

From the interview above, the mother tongue becomes the problem for the students. It can be occurred because they do not use English

but they use Javanese or Indonesian language in communication with others in daily life. Thus, students often speak or write from Indonesia to English directly. They do not recognize the grammatical pattern. There are many students who make dialogue or text from Indonesia to English, they translate into English directly. They make sentences and text ungrammatical.

Based on the result of interview and observation, the researcher find the students' difficulties in speaking English. They are:

2. Students' difficulties in speaking English

During learning speaking in the class, the students get some difficulties. The students felt shy and fearful when they spoke English in front of class. They closed their face with the book. Students get difficult low vocabulary. The students do not know the vocabulary, then they use Indonesian language when speaking English. The students are lazy when speak English. They prefer see their friends present in front of class. They sit in their chair or talk with their friends. Grammar is very needed to make sentence correctly. The students often get difficulty in using grammar when they speak English. They have not mastered about tenses formula and singular or plural forms yet. Realizing the students have low grammar, so they feel embarrassed when they want to produce English sentences orally. Students get difficult in mother

tongue interferences. They often speak or write from Indonesia to English directly. They do not recognize grammatical pattern.

b. The Factor cause students difficulties in speaking English

1). Subject 1,2

The students got difficulty in the meaning of the sentences or the teacher's explanation. It was factors because they still limited in vocabulary. As the students said "*Bahasa Inggris susah mbak, apalagi kalau nggak hapal vocab.*" "*Susahnya di vocab, harus selalu bawa kamus dan sering buka kamus*". The students also have difficulty in pronunciation. They still have not understand differently how to pronounce correctly. They were confused how to pronounce it.

"Cara pengucapannya mbak. Masalahnya kalau dalam bahasa inggris itu tulisannya dengan cara pengucapannya beda . Jadi takut cara ngomongnya salah. Contohnya, during dibaca during, study dibaca study".

From the interview above, other problem that is faced by the students when they speak up English is pronunciation. They are still difficult to pronounce words clearly. The student are confused how to pronounce words correctly. It is because they do not frequently and regularly practice how to pronounce words clearly. They are aware that written of words in English is different with utterance, and when should be stressed the words in raising

intonation or feeling . This condition makes the students trying to look for suitable strategy to solve the problems.

2). Subject 3,4

Every student has different factors cause difficulty in learning speaking. Motivation is one of factors that plays important role to get success or failure good speaking for someone. Students have high motivation to success can receive and get better achievement than the students have weak motivation. Based on the result the researchers' interview, the students get difficulty in leaning speaking because factor motivation. They have low motivation. Sometimes the students felt bored with the teacher's teaching method. These could be caused of the learning process is bored.

“Memperhatikan pelajaran kalau pas seru pelajarannya mbak. Bosen gitu rasane cuma dijelasin model ceramah gitu trus ujung ujung e langsung kon ngarap. Pengene ganti pakai Lcd gitu biar gak bosen”

Beside that, the students also have low motivation because their self.

From the interview, the students rarely study English in daily life. They have motivation to study English appropriate with English schedule in school and when the teacher will give do test for them.

“Ya kadang kadang belajar mbak, Jadi gak setiap hari belajar bahasa inggris. Sinau bahasa inggris mung nek meh ulangan tok mbak, ben nilaine apik haha

From the interview above, the students had low motivation in learning English. they only study English do not everyday. They also feel bored when studying English because the teacher method.

5. Subject 7,8

In learning speaking, the student felt difficult when they learn it. Based on the interview on April 19th and 20th 2017, the researcher finds that the students felt difficult in learning speaking because some factors. When the students study English, they only memorize in their mind. They do not practice to make in sentence.

It could be seen the result of interview below :

“Cuma tak hafalkan aja mbak pola tenses nya, ngak praktek buat kalimat gitu. Misalnya, simple present tense. Rumusnya S+VI/s/es+O”

“Rumusnya saja mbak tak hafalkan, kalau ngak disuruh praktek ya ngak praktek buat kalimat”

According the interview, the students study English only memorize in their mind. They do not practice to make in sentence.

5). Subject 9,10

The last factor that makes the students difficult in speaking English is the friends do not support them to speak English frequently. When the students speak English with their friends, they do not replay with the English language but use native language in daily conversation. It makes the students unable to communicate in English fluently. It could be seen in the interview below :

“Pas latihan ngomong bahasa inggris sama teman dikelas, malah dikira gaya mbak. Disuruh pakai bahasa jawa aja. Jadi ngak jadi lanjut ngomong inggris deh mbak”

According the interview, the students said that their friends do not supported when she speaks English. The students do not continue speaking English, because their friends do not catch the meaning what she said. Because of it, the students speak to use the Javanese language in communication.

“Masalahnya kelasnya itu kadang suka ramai mbak, jadi pas latihan mengerjakan tugas atau hafalan vocabulary gitu keganggu”

From the interview, the students have problem in speaking because the condition class. First, When the students speak English, their friends reply with native language. It makes the students unable to communicate in English fluently. Second, sometimes the

classroom is very noisy. The students cannot concentrate well. In learning English, the students need calm situation.

Based on the result of interview, the researcher find the factors that cause the students' difficulties in speaking English. They are:

2. There are some factors that caused difficulties in learning speaking English. The class condition becomes factor the difficult in speaking English. the class is very noisy. It makes the students cannot concentration well when learning English. when the students speak English, they replay with native language do not know what the meaning of words. They get difficult speak English because they still confused how to pronounce the words. the factor the students get difficult to arrange sentence, because they only memorize the tenses and singular or plural forms. They do not practice it.

c. The strategies that students use to overcome difficulties in speaking English

1). Subject 1,2

The students feel fearful ad shy to speak up in learning activity in class. Thus, they could not perform their speaking well until they finish in speaking English. To overcome the problems, they tried to practiced with their friends and ask them to correct the wrong

words when they try to memorize it. It could be proven from this interview:

“Pas mau maju ke depan latihan dulu sama temanku sebangku mbak, biar kalau ada yang salah pas ngomong atu baca katanya ada yang membenrakan”

“Sebelum presentasi kedepan kelas latihan dulu sama teman. Tanya sama teman kalau ada yang kurang paham. Jadi pas maju bisa lebih PD”.

Based on the statements above, the researcher can be concluded that the students tried to practice with their friends and asked them to correct the wrong words when they tried to memorize it. They prepared mental by themselves. It made the students more confident speaking in front of class.

2). Subject 3,4

The students increase the vocabularies by reading English short story and watching the English movie. They wrote the words that they did not know what the meaning.

It could be seen the interview below:

“Biasanya baca cerpen inggris mbak, kalau bosan genti nonton film inggris mbak. Selain dapat hiburan juga dapat menambah vocabulary. Kadang banyak kata kata yang ngak tau artinya, tak catat tak cari artinya di kamus”.

Based on the interview above, the researcher can be concluded that the students read the English story and watched the movie to increase their new vocabulary. In reading English book, they gave underline or mark on the difficult words. In watching the movie, they downloaded the movie and save it. They were able to watch anytime. The students also could memorize some vocabularies when they did not know meaning about difficult words.

3). Subject 5,6

Sometimes the students felt bored with the teacher's teaching method. They felt asleep or talk each other out of the material. These could be caused of the learning process is bored. To overcome their problems, they chose the interesting topic to speak English. It could be proved from the students below:

“Biasane latihan ngomong sama teman. Cari topic yang menarik yang mudah mbak. Misalnya, membuat dialog tentang kehilangan telephone”.

From the interview above, the researcher can be concluded that the students overcame their speaking problem by practicing speak English with their friends.

4). Subject 7,8

Mastering grammar is not easy. The students get low in grammar. They have not mastered about tenses forms and singular or plural

forms. It makes, they are still confused to make sentence correctly. There are some ways to solve the problem from the students. It could be seen interview with the students below:

“Tak hafalkan rumusnya satu persatu trus latihan buat kalimatnya mbak. Diulang ulang gitu sampai benar”.

“Belajar grammar di tempat les mbak. Biasane setiap orang praktek buat kalimat mbak. Misalnya tentang simple present tense. Latihan buat kalimatnya dan tak ucapkan berulang ulang . Misalnya, “My father watches television in the livingroom”.

Based on the interview above, the students practice to make sentence correctly to increase the grammar. They practice to speak more than one. It is really useful for them to make their speaking better.

5). Subject 9,10

Some students chose to ask to the teacher to correct when speaking English. They practice speak English with their friends, it is not only on private English but they usually spoke English with their friends every day. They tried to ask the correction from other students. When the students spoke English, the students ask correction from other student or their teacher.. It could be seen interview below :

“Kalau saya ragu cara ngomong atau bacanya gitu, saya langsung tanya Bu guru mbak. Karena lebih banyak pengalamannya”

“Lebih suka minta koreksi sama temen mbak, karena lebih akrab gitu”

From interview above, the researcher can be concluded that the students feel doubts when spoke English, they asked to the teacher or their friends to correct their speak. It meant, the students wanted to better in speaking English.

Based on the interview, the researcher can be concluded:

2. There are some strategies to overcome the difficulties in speaking English. Before speaking in front class, the students prepare with their friends. By this strategy, the students will be more confident when they speak English. The students read English story and watch the movie to increase their vocabularies. To increase the grammar, the students study tenses and singular or plural forms. They do not only remind in their mind, but they also practice to make sentence more than one. The students join to English club to increase their speaking. They also ask for their friends of teacher to correct their speaking.

1. Discussion

Based on the research findings, the researcher will discuss the finding of research. The discussion is about the students' difficulties in speaking skill faced by the students, the factors cause difficulties in speaking skill and the solutions by their own. After describing the data, the researcher need to analyze the data because the data is still draw. It is appropriate with the answer of the problem statements. The explanations will be presented below:

4. The Students' Difficulties in Speaking Skill

Based on the result of research findings, the students in class XI IPA 3 feel difficulties when they speak in English language. The researcher finds seven problems in speaking faced by the students. They are fearful, shy, lazy to speak English, low vocabulary, low grammar, poor pronunciation, mother tongue interferences. The researcher wants to discuss the problem in speaking skill based on the theory from Penny Ur (1996:117). There are four problems in speaking, they are: inhibition, nothing to say, low or uneven participation and mother tongue

The first problems is inhibition. The students admit that they fell fearful and shy of attention when speaking English. The students close their face with the book when they speak English in front of class. They feel afraid if their friends will laugh them when getting wrong words in speaking English.

The second problem is nothing to say. It means the students do not want to speak up because they feel afraid of making mistakes so they are unwilling to express anything with speaking in English. Only some students are active in class. The students are lazy to speak English, it because they think that

English is difficult to be learned. The students have low motivation to try speak English. They choose to talk with other friends than listen the material.

The third problem is uneven participation. They are low vocabulary, low grammar and poor pronunciation. In vocabulary, the students are limited in vocabulary. In grammar, the students have no understand how to make sentence correctly, because they are still confused about tenses or singular and plural. In pronunciation, the students are confused how to pronounce the words. They pronounce the word appropriate on the written.

The fourth problem is mother tongue. The mother tongue becomes the problem for the students. It can be occurred because they do not use English in daily activity. Thus, there are many students who translate phrase or sentence from Indonesia to English directly, without recognizing the grammatical.

5. The Factors Cause the Students' Difficulties in Speaking Skill

In learning speaking, the students feel difficult when they learn it. The researcher finds that the students feel difficult in learning speaking because some factors. The researcher wants to discuss the problem in speaking skill based on the theory from Ellis (1985:10). The factors are age, aptitude, intelligence, personality, cognitive style, and motivation.

The first factor is personality. The students are still difficult how to pronounce words correctly and they are limited in vocabularies.

The second factor is motivation. The students do not study English every day. They only study English depend on schedule English subject and when the teacher will give test for them.

The third factor is cognitive style. When the students study English, they often read the text silently. Whereas, the text read by students in heart is less appropriate used in speaking.

The fourth factor is condition class. The students get causes problems in speaking because the condition class. When the students speak English, their friends reply with native language. It makes the students unable to communicate in English fluently. Sometimes the classroom is very noisy. The students cannot concentration well. In learning English, the students need calm situation.

6. The Strategies that the Students Use to Overcome the Difficulties in Speaking Skill

The students have the different solution to solve the problems in speaking. There are some ways to solve the problems in speaking from the students. This solutions are relevant by the O'Malley theory. O'Malley and Chamot (1990:15) said there are three strategies to solve the problem in learning speaking. The students' strategies are classified into metacognitive strategies, cognitive strategies, socio affective strategies. The students to solve their problem in speaking skill, they use two subcategories of metacognitive strategies, three subcategories of cognitive strategies and two subcategories of socio affective strategies.

The first solution is metacognitive strategies. The students use self monitoring and selective attention. In self monitoring strategy, the students discuss with someone else. They prepare their material and try to ask their friends about the material when they not understand yet it. In selective attention, the students choose the easy topic to practice speaking English directly

The second solution is cognitive strategies. The students use three subcategories. They are using resources for receiving or sending messages. To enrich the vocabulary, the students use resources by reading English story and use dictionary to find difficult words. In repetition strategy, the students study about formulas and pattern about tenses and singular or plural, then they practice make sentence correctly. It means that the students recognize use formulas and patterns in grammar.

The third solution is socio affective strategies. The students use two subcategories. They ask correction and cooperate pearly. Correction is important to make students better speaking English. The students try to ask their friends when they are confused to pronounce or do not know the meaning of words. In cooperating with peers, the students join in English course to practice speaking English with others.

CHAPTER V

CONCLUSION

In this chapter, the researcher presents the conclusion of the research and suggestion for developing the students' difficulties in speaking skill at eleventh grade of SMA Muhammadiyah 1 Karanganyar. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

Based on the result of the research, it can be concluded that the researcher finds students' difficulties in speaking English, factors cause difficulties in speaking English, and their strategies use to overcome the difficulties in learning speaking English.

1. Students' difficulties in speaking English.

Every students of XI IPA 3 in SMA Muhammadiyah 1 Karanganyar has different difficult in learning speaking. They are inhibition, nothing to say, un-event participant, mother tongue. In Inhibition, the students feel shy and fearful when they speak English in front of class. In nothing to say, the students are lazy to speak English. In un-event participant, the students fell English is difficult if they speak English because limit in vocabulary, low grammar, and poor pronunciation. The last problem is mother tongue.

2. The factors that cause students have difficulties in learning speaking.

There are four factors. The first factor is personality. The students are still low vocabulary and they are poor pronunciation. They are still confused how to pronounce words correctly. The second factor is motivation. The students only study English depend on schedule English subject and when the teacher will give test for them. The third factor is cognitive style, the students often read the text English silently. The fourth factor is class condition. When the students speak English, their friends reply with native language and the classroom is very noisy.

3. The strategies that use to overcome the difficulty in learning speaking.

The first solution is metacognitive strategies. They use self management strategy, use deep breathing or meditation, resourcing strategy such as resourcing from reading English story and listening the English song, and selective attention strategy such as the students choose the easy topic to practice speaking English directly. The second solution is cognitive strategies. The students use two subcategories. They are repetition strategy and recognize formula and pattern in grammar. They try to practice to make sentence more than one. The third solution is socio affective strategies. The students use two subcategories. They are cooperation strategies and ask to correction strategies. The students join English club to practice speaking English and ask their friends or teacher to correct their English.

B. Suggestion

After conducting an action research and based on the research findings, the researcher would like to propose some suggestion for English teacher, students, and other researchers. The researcher hopes, it can at least become an input in determining the appropriate teaching technique, method and media in which can increase students' interest in speaking skill as follow:

1. For the English teacher
 - b. The teacher should make the speaking class more interesting. So, the students cannot be bored in teaching learning process.
 - c. The teacher of speaking skill should master all the material in speaking.
 - d. The teacher should give more motivation to the students in order to that the students can be motivated to speak fluently.
2. For the students
 - a. The students have to prepare the material first before they join the speaking class.
 - b. The students should be more active, high self-confidence and participate during the teaching learning process.
 - c. The students should more practice speaking in their everyday life and explore their ability in speaking confidently, and enjoy during the speaking class.
3. For the institution

The institution has to more emphasize the teachers to have variation method in the teaching learning. It hopes the students are not boring during the learning process. To have many variations teaching methods, it can attract the students toward the subject. In addition, the school's library should provide more collections of English book. So, the students will have more eferences about English lesson.

4. For the other researcher

The researcher hopes that this research will guide them as references to conduct the next research or similar problem in students' difficulties in speaking skill. In addition, the result of this research is expected to be able to encourage other researchers to conduct research dealing with the students' difficulties in speaking skill.

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Interview Transcript

Time : Wednesday, April 19th 2017, at 12:30 AM

Place : In front of classroom XI IPA 3

Informant : Laras Santika

Reseacher : Nanda Aldila Sari

R : Siang dek, boleh minta waktunya sebentar ?

L : Iya mbak

R : Mbak cuma pengen ngobrol sebentar dek ?

L : Iya, silahkan mbak.

R : Kamu suka pelajaran bahasa inggris gak dek ?

L : Ngak mbak, bahasa inggris itu susah .

R : Kenapa dek Laras gak suka inggris ?

L : Bahasa Inggris itu susah mbak, banyak banget hafalan vocabulary nya.

Padahal, aku ki paling males mbak, nek hafalan vocabulary hahaha

R: Tadi kamu habis maju presentasi di depan kelas ya. Berarti kamu kan latihan ngomong didepan kelas. Kamu merasa percaya diri gak dek ?

L : Ngak mbak , malu sama teman teman.

R :Lho lha kenapa dek ?

L : Takut aja mbak, kalau cara ngomongnya salah. Masalahnya speaking itu kadang kadang tulisannya dengan cara npengucapannya harus beda mbk hehehe

R : Kalau yang susah pengucapannya, itu namanya pronunciation dek

L : ya pokoknya itu lah mbak, saya gak tau namanya hahaha

R: Selain itu, kesulitan kamu apa dek?

L : Sebenarnya saya pengen lancar ngomong bahasa inggris mbak, tapi kadang gak tau bahasa inggris nya, jadi berhenti deh ngomongnya.hehe

R: O, itu berarti adek kurang vocabulary ya.

L : iya mbak hahaha

R : Nah, kalau udah tau kesulitannya gitu, kalau boleh tau solusi untuk memperbaiki speaking apa dek ?

L : kalau aku suka baca cerpen inggris mbak. Nanti tak catat trus tak cari kalau ada kata yang ngak tau artinya.

R: Kalau memperbaiki pronunciation, usaha kamu gimana?

L : Kalau pas speaking belum paham cara bacanya yang benar. Saya tanya langsung pada bu guru ketika mengajar dikelas supaya lebih mantap karena beliau lebih banyak pengalamannya

R: Apakah kendala kamu dalam belajar bahasa inggris?

L: Itu mbak, kadang itu pas pelajaran kelasnya ramai banget. Jadi ngak bisa konsentrasi pas ngerjain tugas atau pas hafalan vocabulary.

R : Ya dek. Semangat belajar ya. Terima kasih

L : Iya mbak, sama sama

Time : Wednesday, April 19th 2017, at 12:35 AM

Place : In front of classroom XI IPA 3

Informant : Fera Ayu M dan Indah Puspitasari

Reseacher : Nanda Aldila Sari

R : Siang dek, kok gak kekantin dek ?

F : Ngak mbak, masih kenyang hehe

R : Maaf dek, boleh minta waktunya sebentar ?

F : Iya mbak

R : Mbak mau wawancara sebentar boleh ?

I : Boleh mbak

R : Kalau boleh tahu, namanya siapa saja ini ?

F : Fera, Indah

R: Kamu suka bahasa inggris ngak ?

F : Suka mbak

I : Saya juga suka mbak

R : Kenapa kok kalian suka bahasa inggris ?

F : Suka saja mbak hahaha

I : Kalau aku mbak, karena pengen banget bisa bahasa inggris. Biar bisa ngomong inggris kalau ketemu sama Bule mbak.

R : Tapi adek dila juga sudah pernah ngobrol sama Bule ?

I : Sudah mbak, saya beranikan ngobrol sama Bule pas pergi ke Candi Prambanan.

Pengen tau kemampuan saya dalam speaking.

R : Saat guru mengajar Bahasa Inggris menyenangkan atau tidak?

F : Ngak mbak, kalau ngajar gurunya ceramah terus didepan. Marai ngantuk mbak

I : Menyenangkan mbak, ngak bosan. Kalau mengerjakan kadang disuruh berpasangan sama teman semejanya, kadang juga kelompok mbak.

R: Trus dari empat skill Bahasa Inggris, apa yang menurut kamu paling susah?

F : Kalau saya masih memiliki kekurangan pada listening mbak.

I : kalau saya masih susah listening mbak.

R: Terkait dengan speaking, apakah sudah lancar ?

F : Speaking, Alhamdulillah sudah lancar.

R: Berarti kalau tanpa kamus kamu sudah bisa menyusun kata-kata sendiri?

F : Alhamdulillah sudah bisa.

R : Saat pelajaran Bahasa Inggris diminta untuk presentasi didepan kelas, kamu senang atau tidak ?

I :Senang mbak. Tapi gugup mbak. Itu yang susah dihilangkan.

I : Senang mbak. Senengnya bisa langsung praktik. Jadi gak cuma dikumpulin tugasnya saja.

R : Terus biar gak gugup gitu, usaha kamu apa ?

I : Saya mengikuti saran dari Ibu guru mbak. Biasanya saya pas mau maju ke depan latihan dulu sama temanku sebangku mbak, biar kalau ada yang salah pas ngomong atau baca katanya ada yang membenarkan.

R: Kamu punya kendala ndak pas belajar speaking dek ?

I: Ya, gugup aja mbak. Kalau disuruh ngomong inggris didepan kelas. Takut diketawain teman-teman.

R : Baik. Makasih ya.

F : Iya.

I: iya mbak, sama sama

Time : Wednesday, April 19th 2017, at 12:45AM

Place : In front of classroom XI IPA 3

Informant : Faris Mu'tasim

Reseacher : Nanda Aldila Sari

R : Maaf dek mengganggu, Saya mau nanya-nanya sebentar boleh ?

F: Boleh mbk, apa mbak ?

R : Kalian suka ngak sama bahasa inggris ?

F : Suka mbak

R : Kalau boleh tahu, gimana cara pengajarannya?

F: Pengajarannya itu enak, gak membosankan gitu.

R : Lalu dari 4 skill Bahasa Inggris itu mana yang belum kamu bisa?

F : 4 skills?

R : Iya, kan dalam bahasa inggris itu ada membaca, menulis, mendengarkan, dan berbicara

F : Sebenarnya-kan, Bahasa Inggris belum terbiasa, jadi yo dari keempat itu mungkin saya belum bisa menguasai, membaca belum, menulis sudah bisa, cara membacanya juga sudah bisa, yang susah itu kalau disuruh ngomong bahasa inggris mbak. Saya kalau ngomong inggris susah. Karena biasanya ngomongnya pakai bahasa jawa bukan bahasa inggris. Jadi yang penting ngomong, ngak memperhatikan tata bahasanya mbak.

R : Berarti kalo berbicara masih kurang lancar. Lalu menurut kamu presentasi kemarin itu menyenangkan atau tidak?

F : Menyenangkan mbak. Tapi kemarin saya itu belum ada persiapan, lha kan pas sehari sebelumnya aku baru ngumpulin kertasnya, aku ngak punya cadangan asli latihan dirumah. jadi ya apa adanya. Pas disuruh maju, gek ini apa, ini apa, saya ngga tahu juga.saya bingung mau ngomong apa, masalahnya pakai bahasa inggris juga.

R : O, apa karena kamu kekurangan vocabulary ya dek. Jadi bingung mau ngomong.

F : Iya mbak, hahaha

R: Apakah kamu merasa percaya diri ketika presentasi didepan kelas?

F : Grogi mbak hehe yang paling susah itu pas disuruh maju kedepan trus ngomong pakai bahasa inggris. Kita yang belum paham dan belum tahu bahasa Inggris-nya jadi grogi, bingung. Seperti pas saya kemarin itu sampe keringetan”.

R : Nah, kalau udah tau seperti itu, kamu ada solusi ndak dek untuk memperbaiki skill yang tadi?

F: Dengerin lagu barat mbak. Lalu kalau ada yang gak mudeng cara mengucapkannya, biasanya buka kamus online di HP. Misal kita ketik kata“ important” nanti muncul bahasa inggrisnya, lalu tak klik dibagian speakernya. Biar tau cara bacanya yang benar. Tak dengarkan berulang ulang”

R : Kamu apa juga pernah mengikuti les bahasa inggris gitu dek ?

F : iya mbak, ini masih les bahasa inggris.

R : kamu pernah ngobrol pakai bahasa inggris ditempat lesmu ?

F : Pernah mbak, malah tak usahakkan latihan ngomong pakai bahasa inggris sama teman lesku. Seg penting latihan ngomong mbk. Biar kalau salah pengucapannya, teman yang membantu membenarkan.

R : ya dek, terima kasih waktunya.

F : ya mbak

Time : Wednesday, April 20th 2017, at 12:30 AM

Place : In front of classroom XI IPA 3

Informant : Mega Pradias Putri

Reseacher : Nanda Aldila Sari

R: maaf dek mengganggu, Saya mau nanya-nanya sebentar boleh ?

M : boleh mbk

R : sebelumnya , boleh tau namanya sebentar ?

M : nama sya lina mbak

R: Ok, dek lina. Kamu suka pelajaran bahasa inggris ngak dek ?

M : iya mbak, saya suka pelajaran bahasa inggris.

R : Lalu dari 4 skill Bahasa Inggris itu mana yang belum kamu bisa?

M : 4 skills?

R : Kan dalam bahasa inggris itu ada membaca, menulis, mendengarkan, dan berbicara

M : Kesulitannya itu mbak, kalau disuruh maju mengartikan dari bahasa inggris ke bahasa indonesia.

R : O, lha kalau udah tahu gitu, solusi kamu apa dek biar bisa ngartiin gitu ?

M : hafalan vocabulary mbak, trus praktik berulang ulang gitu. Jadi biar saya bisa tau artine bahasa inggris iki opo ngono hlo mbak.

R : Kalau boleh tahu, solusi kamu untuk memperbaiki skill yang tadi apa dek ?

M : Kalau saya lebih sering dan mendengarkan lagu lagu inggris. Kan biasanya ada lyricnya, nyanyi nyanyi sendiri gitu mbk. Selain itu juga dapat menambah kosakata mbak.

R: Apakah kamu selalu belajar bahasa inggris?

M: Ndak mbak, sinau nek meh ulangan bahasa inggris ben nilaine apik. Jadi gak setiap hari belajar bahasa inggris haha

R : Tidak hanya itu dek, kamu juga harus rajin belajar. Semangat ya dek. Makasih juga buat waktunya, dan sudah mau diwawancarai.

M : iya, sama –sama mbak

Time : Wednesday, April 20th 2017, at 12:50 AM

Place : In front of classroom XI IPA 3

Informant : Karima Tussholiha

Reseacher : Nanda Aldila Sari

R : Pagi dek. maaf dek mengganggu, Saya mau nanya-nanya sebentar boleh ?

K : gak ganggu kon mbak. Ada apa mbak?

R: sebelumnya , boleh tau namanya sebentar ?

K: Karima mbak

R : Ok, dek. Dek karima suka pelajaran bahasa inggris ngak dek ?

K : Gak mbak

R : Kalau boleh tau, gimana cara pengajaran dikelas dek ?

K : Yo ngono kae mbak, kadang membosankan mbak.

R : Kalau boleh tau, membosankannya kenapa dek?

K : Kalo abis dikasih penjelasan, ujung-ujungnya dikasih PR banyak terus yo bosen mbk. Tiap hari pasti ada PR atau tugas yang menumpuk.

R : kamu merasa takut ndak pas maju presentasi kemarin ?

K : iya mbak, Karena bahasa inggris itu bahasa asing. kalau ngomong gitu susah, saya sering pakai bahasa jawa.. hehe

R : Kemudian usaha apa yang kamu lakukan untuk memperbaiki skill yang susah tadi??

K :Ikut les privat mbak. Trus latihan sama teman. Memilih topic yang mudah gitu mbak. Contone kayak tentang Sadness expression.

R : O, ya bisa itu dek. Lalu, kamu kalau membaca bahasa inggris dibatin apa diucapkan ?

K : Tak batin mbak, hahaha

R: Kenapa kok dibatin dek?

K: Kebiasaan gitu mbak, kalau sambil diucapkan gitu malah gak bisa konsentrasi hehe

R : iya, terima kasih dek

K : iya mbk

Time : Wednesday, April 20th 2017, at 13:00 AM

Place : In front of classroom XI IPA 3

Informant : Vivit Saelana

Reseacher : Nanda Aldila Sari

R : Pagi dek. maaf dek mengganggu, Saya mau nanya-nanya sebentar boleh ?

V : Gak ganggu kon mbak. Ada apa mbak?

R: Sebelumnya , boleh tau namanya sebentar ?

V: Vivit mbak

S : Ok, dek. Dek Sega suka pelajaran bahasa inggris ngak dek ?

V : Gak mbak

R : Kalau boleh tau, gimana cara pengajaran dikelas dek ?

V : Menyenangkan mbak, pas ngajar kadang juga pakai permainan. Jadi seru, ngak ngantuk.

R : Kamu merasa takut ndak pas maju presentasi kemarin ?

V : Ngak takut sih mbak, tapi saya masih susah nyusun-nyusun kata, masih suka kebalik-balik.

R : Nyusun kata?

V : Iya mbak, kan kadang ono rumus rumus e ngono mbak. Koyo present tense , past tense.

R : Dari structure-nya itu berarti masih kurang menguasai ya?

V : Iya

R : Bagaimana cara kamu mempelajarinya? Cuma dihafalkan apa praktik buat kalimatnya ?

V : Cuma tak hafalkan aja mbak pola tenses nya, ngak praktek buat kalimat gitu. Misalnya, simple present tense. Polanya S+V1/s/es+O”.

R : Kemudian usaha apa yang kalian lakukan untuk memperbaiki skill yang susah tadi??

V : Belajar grammar di tempat les mbak. Biasane setiap orang praktek buat kalimat mbak. Misalnya tentang simple present tense. Latihan buat kalimatnya dan tak ucapkan berulang ulang . Misalnya, “My father watches television in the livingroom.

R: Oke dek, makasih ya.

V : Iya mbak sama-sama

Time : Wednesday, April 19th 2017, at 13:00 AM

Place : In front of classroom XI IPA 3

Informant : Irawan

Researcher : Nanda Aldila Sari

R : Pagi dek. maaf dek mengganggu, Saya mau nanya-nanya sebentar boleh ?

K : gak ganggu kon mbak. Ada apa mbak?

R: sebelumnya , boleh tau namanya sebentar ?

K: Irawan mbak

R : Ok, dek. Dek Irawan suka pelajaran bahasa inggris ngak dek ?

K : Gak mbak

R : Kalau boleh tau, gimana cara pengajaran dikelas dek ?

K : Yo ngono kae mbak, kadang membosankan mbak.

R : kamu merasa takut ndak pas maju presentasi kemarin ?

K : Ada mbak. Bahasa inggris itu susah di grammarnya mbak. Kalau buat kalimat harus bisa membedakan pakai s/es lah. Tentang singular dan plural. Susah mbak pokoknya. For example: I have many story. yang benar kan “ stories bukan story mbak”.

R : Kemudian usaha apa yang kamu lakukan untuk memperbaiki skill yang susah tadi??

K : Saya belajar dari buku catatan yang sudah dijelasin pas disekolah mbak. Tak pahami, trus latihan bareng teman mbak. Misalnya singular and plural nouns.

R : Apakah kamu memiliki kendala belajar bahasa inggris dikelas?

K : Itu hlo mbak, pengen latihan ngomng bahasa inggris sama teman. Tapi kadang pas latihan ngomong bahasa inggris sama teman dikelas, malah dikira ngaya mbak. Disuruh pakai bahasa jawa aja. Jadi ngak jadi lanjut ngomong inggris deh mbak.

R : iya, terima kasih dek

K : iya mbk

FIELD NOTES OF OBSERVATION

Informant : Teacher

Place : Headmaster's Office of SMA Muhammadiyah 1 Karangnayar

Date : Wednesday, March 29th, 2017

Time : 09.30 a.m

This was my first day of my research in SMA Muhammadiyah 1 Karanganyar. I arrived in the school at 09.00 a.m. I walked gratefully to the security room to get permission. The security asked to me went headmaster's room. The headmaster gave the permission to me to conducted research in the school. Immediately, the headmaster asked to me to met with Mrs. Iin Irawati as an English teacher at eleventh grade class. I introduced to her and explained that I would do the research in the school. Mrs.iin irawati is very friendly. Then she asked about my title and the design my research. I tell her that this research about descriptive study of students' difficulties in speaking. She gave permission to me to conduct the research. After that, I asked Mrs. Iin Irawati teaching schedule. Mrs. Iin Irawati gave her schedule and asked me contacted before doing classroom observation. After having a short conversation from Mrs. Iin Irawati , I said thanks you to her and leave the room.

Date : Friday, on March 31st, 2017

Time : 12.30-14.00 PM

Place : XI IPA-3 classroom

Today is the first for me to do observation in class XI IPA 3. I prepare my note, my camera, and my pens. English subject in XI IPA-3 would be held at 12.30. As usual, I waited the teacher in front of teacher's office. I arrived at about 12.15.

The students in XI IPA 3 consist of 31 students. The English lesson held on Friday. The bell rang. The students sat on the chair quietly. She sat on the chair and I sat on the back chair. She opened the lesson "Good afternoon students" she said. The students answered enthusiastically. After that, the teacher checked the attendance list. After opened the class, the teacher started the lesson.

In this meeting, the material were expression anger and annoyance. The teacher asked the students to open their module. She explained it slowly. The teacher pronounced the expression and the students repeat after her. After that, the teacher asked the students to do exercise on the module.

Then, the students came forward to do conversation in front of class. The teacher asked them to make pair work. After that, the student who became subject 1, she stand up with her peers to present their assignment in front of class. They showed expression dialogue in title "*The sounds of the music is so load*". The teacher asked the other students quiet to give attention for them. They felt shy. They closed their face with the book and they stood up back their friends.

Teacher: Kalau maju kedepan, jangan ditutupi wajahnya, ya ngak tau cara ekspresinya apa kalau ditutupi gitu''.

Students: malu bu, nanti kalau diketawain teman.

The second presentation, they were Mega and Laras. Before came forward in front of class, they gave smile to the students. They present their assignment loudly and confidently but they have still wrong to pronounce some words. They pronounced the words appropriate on the written.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah .

Date : Tuesday, on April 4th 2017

Time : 08.45-10.25 AM

Place : XI IPA-3 classroom

Material : Hortatory Exposition Text

It was my second class observation. English subject in XI IPA-3 would be held at 08.45 a.m. I prepare my note, my camera, and my pens. As usual, I waited the teacher in front of teacher's office at 08.00 a.m.

The bell rang. It was time of English class for students of XI IPA 3 started. I followed Mrs. Iin to enter the XI IPA-3 classroom. The students sitting on the chair quietly. She sat on the chair and I sat on the back chair. She opened the lesson "good morning students" she said. The students answered enthusiastically.

After that , the teacher checked the attendance list. After opened the class, the teacher started the lesson.

In this meeting, the material was Hortatory Exposition Text. The teacher gave a warming up to the students about the material that would be learned. The teacher asked students to give example in around them. Although their answer is not exact, but some students answer the question bravely. The teacher said “Have you ever made an opinion about positive and negative side about something”. Yes mam, the advantages and disadvantages use hand phone in the school, answered students. Then, the teacher said “Ok, very well Novita. Who can tell me what is the advantages and disadvantages use hand phone in the school”. To communication, to pick up us when go home mam, students answered. After Mrs.iin gave warming up, the teacher explained slowly about purpose and generic structure of hortatory exposition text. The students listen and attention the teacher.

After finishing explain the material the teacher directly asked one of the students to forward in front of the class. The teacher called number absent would be present firstly and it was 01. She is Mega. She directly stood up and present about “ *Why You Should Breakfast*”. She was still confused what is the English of a word. She asked to her friend “*penyakit ki bahasa inggrise opo to*”. Then, she stopped speak English. Then, the other students laugh them. It makes, the class became noisy. The second student who became subject 6. He is Ridwan. He presented about “*The Benefits of Using Mobiles for the Students*”. He started with self confidence but he has still wrong in grammatical pattern. He said “There is

many benefits to the students. Students can recording the subject matter and can memorizing it anywhere and anytime”.

The clock was at 15.00 p.m., the teacher ended the class and Afwan as the chair of this class lead to pray together. Then, he said greeting and give advice to do not forget learning their material. He out of the class with smile and the students followed him.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah. Mrs. Iin and I left the class

Date : Tuesday, on April 18th, 2017

Time : 08.45-10.25 AM

Place : XI IPA-3 classroom

Material : Expression of sadness

It was my third class observation. English subject in XI IPA-3 would be held at 08.45 a.m. I prepare my note, my camera, and my pens. As usual, I waited the teacher in front of teacher’s office at 08.00 a.m.

The bell rang. It was time of English class for students of XI IPA 3 started. I followed Mrs. Iin to enter the XI IPA-3 classroom. The students sitting on the chair quietly. She sat on the chair and I sat on the back chair. She opened the lesson “Good Morning students” she said. The students answered enthusiastically.

After that , the teacher checked the attendance list. After opened the class, the teacher started the lesson.

In this meeting, the material was expression of sadness. The teacher explained the material. Then, the teacher asked the students to made a dialogue and present in front of class. The students made dialogues in pairs. Then, they presented their assignment in front of class. The teacher was waiting a student who brave to come forward firstly. There were some students who choose to sit in their chair without do anything. They only saw their friends who presented in front of class. They choose to talk with the other friends. When the teacher asked the students to practice the dialogues in front of class, the students choose to keep silent. Then, the teacher called number absent would be present firstly and it was number 20. He was confused what want to said. He does not has idea to speak. He does not say anything. He always cleaned up her face from his sweat. Looked at this, the others students was laugh. He got dialogues about “Someone had lost his handphone”.

Student: *“emmm...gimana bu, saya bingung mau ngomong apa”*

The next presentation, it was number 25. He came forward and began to read his assignment. When explained his text, he was nervous. They were namely, Irawan and Karima. Then, they come forward with her peers to present their assignment. They get dialog about “ someone had lost her handphone”.

Irawan : What’s going on karima?

Karima : I’m very so sad.

Irawan : Why are you very so sad, tell me.

Karima : I'm very sad because I had lost my handphone.

Irawan : Oh, I,m sorry to hear that. Don't be sad, I have two.
handphone. I will borrow my handphone for you.

Karima : Ok, thank you so much.

In the question session the teacher asked a word that he thought difficult. The students were quite and no replied. Then the teacher told that if no replies, she would not end the class. The others students became make noises and said "*jangan dong bu.*" Then she tried to answer the question she can. The teacher accepted the answer but she also explained it to the students.

Suddenly, the bell was ringing. The English subject had to be closed. The teacher closed the class and reminded the students to study their own material at home. The teacher closed the lesson by saying hamdallah.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	SMA MUHAMMADIYAH 1 KARANGANYAR
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	XI / 2
Topik Pembelajaran	:	Hortatory exposition
Aspek Skill	:	Speaking

A. Standar Kompetensi

10. Mengungkapkan makna dalam teks teks fungsional pendek dan monolog yang berbentuk narrative, spoof, dan hortatory exposition dalam kehidupan sehari-hari.

B. Kompetensi Dasar

- 10.1 Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: hortatory exposition
- 10.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: hortatory exposition

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
1. Mengidentifikasi main idea dari teks monolog. 2. Mengidentifikasi informasi tersurat dan tersirat dari teks monolog hortatory exposition. 3. Mengidentifikasi tujuan komunikasi teks fungsional pendek. 4. Melakukan tanya jawab berdasar teks hortatory exposition. 5. Mempresentasikan teks monolog bebrbentuk hortatory exposition.	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan peduli sosial, tanggung jawab, mandiri

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi main idea dari teks monolog
2. Mengidentifikasi informasi tersurat dan tersirat dari teks monolog hortatory exposition.
3. Mengidentifikasi tujuan komunikasi teks fungsional pendek.

4. Menjawab soal berdasar teks hortatory exposition secara lisan atau tertulis.
5. Mempresentasikan teks monolog bebrbentuk hortatory exposition.

E. Materi Pokok

Hortatory exposition is a kind of text whivh represents the attempt of the writer to have the addressee do something or act in acertain way. The purpose of hortatory exposition is to persuade the readers or listeners that something should not be the case.

- General structure:

1. Thesis

The writer's points of view about the topic discussed.

2. Arguments

The series of argument which strengthen the thesis stated before.

3. Recommendation

The writer gives recommendation to the readers.

- Language Features

1. uses present tense

2. Connectives/ enumerations

3. Passive voice

F. Metode Pembelajaran:

Diskusi, tanya jawab, dan penugasan

G. Langkah-langkah kegiatan pembelajaran

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi ungkapan-ungkapan *sadness*
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai ungkapan-ungkapan *sadness*)
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai ungkapan-ungkapan *sadness*

- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai ungkapan-ungkapan *sadness*

Elaborasi

- Mendiskusikan materi kelompok berdasarkan identifikasi dan pemahaman masing-masing siswa dari teks hortatory exposition yang dibacakan oleh guru.
- Mempresentasikan hasil diskusi masing-masing kelompok.
- Mendiskusikan teks yang sudah disediakan kemudian dipresentasikan de depan kelas.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Guru dan siswa merefleksi materi
- Guru memberikan masukan ha-hal yang erhubungan dengan materi dan belum ditemukan oleh siswa.
- Mengerjakan soal lisan atau tulis yang sudah disediakan oleh guru.
- Guru mengulas dan menyimpulkan manfaat dari teks hortatory exposition.
- Guru memberi waktu bertanya untuk siswa.
- Dengan bimbingan guru, siswa diminta merangkum materi yang diajarkan.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai ungkapan-ungkapan *sadness*.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai ungkapan-ungkapan *sadness*
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

1. Buku teks : English texts in Use XI, Aneka Ilmu, 2006
2. Script monolog berbentuk *hortatory exposition*

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh

1.	Memahami <i>tekshortatory</i> <i>exposition</i>	Tes Tulis	Essay berstruktur	Read the text carefully and answer the following questions Choose one of the following topics, then compose a hortatory text based on the topic
2.	Membuatteks sederhana berbentuk <i>hortatory</i> <i>exposition</i>	Unjuk Kerja	Menulis	

II. Instrumen Penilaian

1. Read the text below and answer the following questions!

Bring Mobile phone to school. Ban or not?

Recently, most people bring own mobile phone. Why does mobile phone user increase dramatically in recent years?

First. The feature and functions has increased. Mobile phone is not used just for calling, recording videos, assessing internet, playing games, and others. Second, mobile phone has cost cheaper. Now, this communication device not only

fill the pocket of adult but also teenager and student. However should they be allowed to bring them to school?

Many schools do not allow students to bring cell phones to school. It is very reasonable because bring phone to school potentially disrupts the learning process. Most students use cell phones to talk to their friends during class time. It makes less concentration in teaching and learning process. Mobile phones provide a large temptation to cheat in tests.

They can communicate with many people. Because, of the small size of the cell phone , students can send a text quietly and faster. The text can go unnoticed anywhere to get help answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating. Therefore, the schools should ban students from bring their cell phones. However it should be done fairly. In case of an emergency some student need call for help, providing easy access to phone is better.

Question based on the text above:

1. What kind text above?
2. What is the purpose of the text?
3. What is the main idea of the second paragraph?
4. What is recommendation of the text above?

III. Pedoman Penilaian

a. Untuk nomor 1, tiap jawaban benar diberi skor 5

b. Untuk nomor 2, mengikuti rubrik penilaian berikut ini:

No.	Uraian	Skor
1.	Isi, langkah retorika dan tata bahasa benar	41 – 50
2.	Isi, langkah retorika dan tata bahasa kurang tepat	21 - 40
3.	Isi, langkah retorika dan tata bahasa tidak tepat	0 - 20

Jumlah skor maksimal 1. $10 \times 5 = 50$

2. Jika skor maksimal diraih = 50

Jumlah = 100

Mengetahui

Kepala Sekolah

Karanganyar, 24 Januari 2017

Guru Mata Pelajaran

MUNFARID, S.Ag, M.Pd

NBM. 827 077

IIN IRAWATI, S.Pd

NBM. 1125145

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA MUHAMMADIYAH 1 KARANGANYAR
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 2
Alokasi Waktu	: 4 x 45 menit
Topik Pembelajaran	: Expressions of anger and annoyance
Aspek skill	: Speaking

A. Standar Kompetensi

9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

9.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-haridan melibatkan tindak tutur:

menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan cinta dan sedih.

9.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjutan (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan marah, jengkel.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Merespon dengan benar terhadap tindak tutur: menyatakan perasaan (expressing; angry nad annoyance). ▪ Melakuakn tindak tutur dalam wacana lisan interpersonal transkasional: Menyatakan perasaan (expressing: angry and annoyance). 	<p>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan peduli sosial, tanggung jawab, mandiri</p>

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon ungkapan-ungkapan *angry and annoyance*
- Mengungkapkan perasaan *angry and annoyance*
- Mempraktikkan tindak tutur menyatakan perasaan *angry and annoyance*

E. Materi Pokok

Exspressing of angry or annoyance	Responses
<ul style="list-style-type: none"> - It annoys me when... - I don't like it when... - I'm really/very angry. - Shut up - Leave me alone - I'm sick of you - You make me angry - Get out here 	<ul style="list-style-type: none"> - I don't like it either - So do I - I know what you mean - Take it easy

Example Dialogue;

Eddy: Shut up! I'm listening to the announcement

Bryan: It's your business. We have a conversation

Eddy: You may talk, but don't talk loudly.

Bryan: If you mind we are talking too loudly, get out of here!

Bryan: It's public area , public library. It's not allowed the visitors talk too loud here. I think i must tell about this to the librarian.

Eddy: Go ahead! We don't care.

Bryan: He can force you to get out of here. Maybe the security can also help me.

Eddy: Oh, I'm sick of you. Let's get out here. He's so annoying.

Bryan: That's good idea, guys.

F. Metode Pembelajaran/Teknik:

Ceramah, Role Play, Penugasan, Tanya jawab

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi ungkapan-ungkapan *anger and annoyance*
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai ungkapan-ungkapan *anger and annoyance*)
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai ungkapan-ungkapan *anger and annoyance*
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai ungkapan-ungkapan *anger and annoyance*

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat ungkapan-ungkapan *anger and annoyance*
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.

- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai ungkapan-ungkapan *anger and annoyance*

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai ungkapan-ungkapan *sadness*.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai ungkapan-ungkapan *anger and annoyed*
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

1. Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
2. Transkrip percakapan atau rekaman percakapan/ kaset
3. Gambar yang relevan

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon dan menggunakan ungkapan-ungkapan <i>anger and annoyance</i> dengan tepat	Tes Tertulis	Melengkapi dialog	Complete the dialogue below using the suitable expression!
2.	Mempraktikkan tindak tutur menyatakan perasaan <i>anger and annoyance</i>	Tes Lisan	Membuat dialog	Give your responses orally based on the situations below!

II. Instrumen Penilaian

1. Complete the dialogues below using the suitable expressions.

Vira: Leni, are you angry with me? You ignore me and speak curtly.

Leni; Actually yes, 1)....

Vira: What have I done? Please tell me

Leni: 2)..... You said that you were at home and cancelled our shopping plan. But you went with Mega and Lela

Vira: How did you know?

Leni; I went shopping with santi and we saw you.

Vira: I'm sorry. I think you were okay if I cancelled my plan.

Leni: Actuallay, I was okay if you really had another business, but I don't like someone who lies.

Vira: 3)....., Leni. I will not do it again.

Leni: Santi and I will accept yourreason if you don't lie to us.

Vira: In fact, you went with Santi.

Leni: What did you say? 4).....? I had to go shopping with Santi because we had to buy presents for Andi's birthday tomorrow.

Well, I think you didn't understand why I am angry. I'll go.

Vira: Wait, wait Leni. 5).....

2. Make a dialogue using the expression of angry or annoyance with your partner. Perform your dialogue in front of the class

III. Pedoman Penilaian

Kriteria	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan lancar.	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan tidak lancar.	Jika respon benar, ucapan benar, intonasi salah, dan pengucapan tidak lancar.	Jika respon kurang tepat, ucapan salah, intonasi salah, dan pengucapan tidak lancar.
Nilai	100	90	80	70

Mengetahui

Karanganyar, 24 Januari 2017

Kepala Sekolah

Guru Mata Pelajaran

MUNFARID, S.Ag, M.Pd

IIN IRAWATI, S.Pd

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: SMA MUHAMMADIYAH 1 KARANGANYAR
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI / 2
Alokasi Waktu	: 2 x 45 menit
Topik Pembelajaran	: Expressions of sadness
Aspek skill	: Speaking

A. Standar Kompetensi

7. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-haridan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan cinta dan sedih.

7.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan malu, marah, jengkel.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
<ul style="list-style-type: none"> ▪ Merespon dengan benar terhadap tindak tutur: menyatakan perasaan (expressing: sadness). ▪ Melakuakn tindak tutur dalam wacana lisan interpersonal atau transkasional: Menyatakan perasaan (expressing: sadness). 	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan peduli sosial, tanggung jawab, mandiri

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon ungkapan-ungkapan *sadness*.

- Mengungkapkan perasaan *sadness*
- Mempraktikkan tindak tutur menyatakan perasaan *sadness*.

E. Materi Pokok

Exspressing of sadness	Responses
<ul style="list-style-type: none"> - I'm so sad ow - I feel so desperate - I'm really sad - I'm feeling bad - I can't tell my pain in words - My herat is so burdened 	<ul style="list-style-type: none"> - I'm sorry to hear that - I know how you feel - I can understand your feeling - I'm always here when you need me

Example Dialogue;

Gilang : Let's go to to the canteen.

Amir : I'm feeling bad today. I'll stay here.

Gilang : Why? You look so sad

Amir : My beloved grandfather is in hospital, but I cannot visit them.

You know that tommorow we are going to have test.

Gilang : I'm sorry to hear that. I know how you feel. Call him or your grandmother. Ask his condition. Perhaps it can make you feel relieved.

F. Metode Pembelajaran/Teknik:

Ceramah, Role Play, Penugasan, Tanya jawab

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi ungkapan-ungkapan *sadness*
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai ungkapan-ungkapan *sadness*)
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai ungkapan-ungkapan *sadness*

- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai ungkapan-ungkapan *sadness*

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat ungkapan-ungkapan *sadness*
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

- Dalam kegiatan konfirmasi guru: Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai ungkapan-ungkapan *sadness*

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai ungkapan-ungkapan *sadness*.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.

- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai ungkapan-ungkapan *sadness*
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

1. Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
2. Transkrip percakapan atau rekaman percakapan/ kaset
3. Gambar yang relevan

I. Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No.	Indikator	Teknik	Bentuk	Contoh
1.	Merespon dan menggunakan ungkapan-ungkapan <i>relief</i> , <i>pain</i> , dan <i>pleasure</i> dengan tepat	Tes Tertulis	Melengkapi dialog	Complete the dialogue below using the suitable expression!
2.	Mempraktikkan	Tes Lisan	Membuat	Give your

	tindak tutur menyatakan perasaan <i>relief</i> , <i>pain</i> , dan <i>pleasure</i>		dialog	responses orally based on the situations below!
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II. Instrumen Penilaian

Complete the dialogues below using the suitable expressions!

1. Nia: Tari . 1).....? You look sad
 Tari : 2)..... I just don't know what to do.
 Nia : What? When?
 Tari : This morning. When I was in the bus, I could not find my wallet.
 Nia : Did you tell to the police?
 Tari : No, I didn't , because I didn't want to be late.
 Nia : 3)....., Tari Is there much money in your wallet.
 Tari ; No. But I don't have money to go home and I lost my ID card.
 Nia : 4).....You can use my money. Let's meet Mrs. Nani.
 Maybe she can help us.
 Tari : Thanks Nia
 Nia : 5).....

2. Make a dialogue using the expression of sadness with your partner. Perform your dialogue in front of the class

III. Pedoman Penilaian

Kriteria	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan lancar.	Jika respon benar, ucapan benar, intonasi benar, dan pengucapan tidak lancar.	Jika respon benar, ucapan benar, intonasi salah, dan pengucapan tidak lancar.	Jika respon kurang tepat, ucapan salah, intonasi salah, dan pengucapan tidak lancar.
Nilai	100	90	80	70

Mengetahui

Kepala Sekolah

Karanganyar, 24 Januari 2017

Guru Mata Pelajaran

MUNFARID, S.Ag, M.Pd

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SILABUS PEMBELAJARAN

Nama Sekolah : SMA Muhammadiyah 1 Karanganyar

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialis	• Responding to expressions of congratulating and complimenting	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya	•

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
konteks kehidupan sehari-hari	asi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak		cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<p>secara berkelompok .</p> <ul style="list-style-type: none"> • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindakan tutur yang digunakan dan responnya dalam percakapan 	<ul style="list-style-type: none"> • • • •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
	<p>tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p>				yang didengar secara berkelompok	•
	7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan	<ul style="list-style-type: none"> • Responding to narrative texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi), 	<ul style="list-style-type: none"> • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan 	•

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
	<p>interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p>		<p>tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>tekun/tabah, bertekad, enerjik). <ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) </p>	<p>beserta responnya secara berkelompok <ul style="list-style-type: none"> • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindakan yang digunakan dan responnya </p>	<p>• • • • •</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	<p>dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>				<p>dalam percakapan yang didengar secara berkelompok</p>	
<p>8. Memahami makna dalam teks fungsional pendek dan monolog</p>	<p>8.1 Merespon makna dalam teks fungsional pendek resmi dan</p>	<p>• Responding to expressions of congratulating and compli-</p>	<p>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri,</p>	<p>• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas</p>	<p>• Mendengarkan sebuah pengumuman lisan. • Mendiskusikan isi teks</p>	<p>•</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	menting • Responding to narrative texts	demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	(bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok.	• •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
	<p>8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan</p>	<ul style="list-style-type: none"> • Responding to expressions of congratulating and complimenting • Responding to texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) 	<ul style="list-style-type: none"> • Mendengarkan sebuah <i>narrative/speech of/hortatory exposition</i> secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Melakukan <i>case building</i> berdasarkan 	<ul style="list-style-type: none"> • • • •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>		cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Orientasi ke masa depan (punya perspektif untuk masa depan)	kelompok pro dan kontra.	• • • •
Berbicara 9.Mengungkapkan makna dalam teks percakapan transaksional	9.1Mengungkapkan makna dalam percakapan transaksional	• Congratulating and complimenting	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas	• Bermain peran secara berkelompok	• •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
<p>dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>al (<i>to get things done</i>) dan interpersonal al (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam</p>		<p>demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>(bermotivasi, tekun/tabah, bertekad, enerjik). <ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) </p>		<p>• • •</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih					
	9.2Mengungkapkan	• Performing a	• Religius, jujur,	• Percaya diri (keteguhan	• Bermain peran secara	•

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	<p>makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara</p>	<p>monologue</p>	<p>toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli</p>	<p>hati, optimis). <ul style="list-style-type: none"> • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa </p>	<p>berkelompok</p>	<p>• •</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan n perasaan malu, menyatakan n perasaan marah, dan menyatakan n perasaan		sosial, tanggung jawab	depan)		

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
	jengkel					
10 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam	<ul style="list-style-type: none"> • Congratulating and complimenting • Performing a monologue 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan 	<ul style="list-style-type: none"> • Memberikan sebuah pengumuman lisan secara bergantian 	<ul style="list-style-type: none"> •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	konteks kehidupan sehari-hari		membaca, peduli lingkungan, peduli sosial, tanggung jawab	(punya perspektif untuk masa depan)		
	10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa	<ul style="list-style-type: none"> • Congratulating and complimenting • Performing a monologue 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi), 	<ul style="list-style-type: none"> • Mendongeng • Melakukan debat secara berkelompok 	<ul style="list-style-type: none"> •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	<p>lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>		<p>tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>tekun/tabah, bertekad, enerjik). <ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) </p>		<ul style="list-style-type: none"> • • •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
Membaca 11 Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima	<ul style="list-style-type: none"> Identifying meanings and information in a text 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya 	<ul style="list-style-type: none"> Membaca nyaring bermakna sebuah <i>banner</i>, <i>poster</i>, <i>pamphlet</i> secara individu Mendiskusikan isi teks yang dibaca secara berpasangan. Mendiskusikan ciri-ciri gramatikal yang digunakan 	<ul style="list-style-type: none">

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
	dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan		peduli lingkungan, peduli sosial, tanggung jawab	perspektif untuk masa depan)	dalam teks yang dibaca secara berkelompok	
	11.2Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa	• Reading texts	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah,	• Membaca nyaring bermakna teks <i>exposition</i> secara individu • Mendiskusikan berbagai	•

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator
	<p>tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>		<p>semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>bertekad, enerjik). <ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) </p>	<p>aspek dari teks seperti isi, struktur teks, secara berkelompok <ul style="list-style-type: none"> • Berlatih menggunakan kalimat yang menyatakan argumen dan saran </p>	<ul style="list-style-type: none"> • • • •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
						• • •
Menulis 12.Mengungkapkan makna dalam teks fungsional	12.1Mengungkapkan makna dalam teks fungsional	• Developing a paragraph based on the pictures	• Religius, jujur, toleransi, disiplin, kerja keras,	• Percaya diri (keteguhan hati, optimis). • Berorientasi	• Menuliskan sebuah <i>banner</i> , <i>poster</i> , <i>pamphlet</i>	•

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan		mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung	pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	secara berkelompok dan • Mempublikasikan di lingkungan sekolah	• • • •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	sehari-hari		jawab			
	12.2 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan	<ul style="list-style-type: none"> • Writing texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka 	<ul style="list-style-type: none"> • Membuat <i>draft</i> teks <i>exposition</i> dengan melakukan <i>chain writing</i>. • Melakukan koreksi teman sejawat 	<ul style="list-style-type: none"> • • •

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	I P K
	berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>		menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		•

The Students Name of XI IPA 3 Class

Urutan	Induk Sekolah	Nama siswa
1	12179	Dita Wahyu Anggraini
2	12188	Ellen Putri Khahasanah
3	12190	Eni Prasetyaningsih
4	12209	Erna Dw Safitri
5	12211	Fadhil Firlandi Boston
6	12006	Fahdi Aditya Nugraha
7	12214	Faiza Naresti
8	11967	Faris Mustaim
9	12240	Fauzi Arif Hidayat
10	12216	Fera Ayu Martiyati
11	12243	Ferry Firmansyah
12	12246	Giaz Fathoni Dermawan
13	12249	Handika Mulvi Prasetya
14	12283	Iksan Aji Pamungkas
15	12009	Ilham Abid Baskoro
16	12235	Indah Fajarini
17	12252	Indah Puspitasari
18	12256	Intan Ramadhan

19	12285	Irawan
20	12287	Irfan Bayu Setyawan
21	12257	Isma Rizki Devita
22	12260	Isti Andarini
23	12263	Karima Tussoliha
24	12272	Laras Santika
25	12295	Luluk Azizah Auliya
26	12297	Mega Nur Aisyah
27	12300	Mega Pradias Putri
28	12299	Medyna Puja Agrraini
29	12306	Miliana Pangestu Putri
30	12464	Tomi Anggara Syah Putra
31	12532	Vivit Saelana

DOCUMENTATION



Teaching Learning Process of Speaking Skill



Teaching Learning Process of Speaking Skill



The students arrange conversation list



The Students practice conversation in front of class

