A STUDY OF STUDENTS' PROBLEMS IN LEARNING SPEAKING ENGLISH AT THE SECOND GRADE OF *SMP NEGERI 1 TALAGA*

A THESIS

Subtitted to English Education Department of Faculty of *Tarbiyah* and Teaching Science of Syekh Nurjati State Institute for Islamic Studies in Partial Fulfilment of The Requirements for the Undergraduate Degree in English Education

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ABSTRACT

Devi Novita Swary. 1410130048. *A Study of Students' problems in Learning English Speaking at The Second Grade of SMP Negeri 1 Talaga.*

Speaking is the important one from the four skills. As Ur (1991: 120) states that from all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as 'speaker' of that language, as if speaking included all other kinds of knowing. But however there are so many problems on it faced by some students. So the research was interested to know and investigated the students' problems in learning English speaking and also find some ways to solve it. This research take place at SMP Negeri 1 Talaga, the samples are consist of 26 students and it was conducted on April 10th 2014 until May 25th 2014. To collecting the data, the researcher used depth observation, depth interview and documentation. Credibility, transferability, dependability and conformability was used as the validity of the research. Then the researcher used data reduction, data display and conclusion drawing and verification in technique of analysis data.

According to the depth obseravation, the researcher found that the ability of the students of SMP Negeri 1 Talaga was in low level. Most of the students cannot be able to speak by using English, although in very simple phrase or sentences. There are only a few students who have good skill in English especially in English speaking. The researcher concludes that the students have problems in tems of learning English speaking.

To know the students' problems in learning English speaking, the researcher used depth observation and also interview. Low of vocabulary mastering, limited of grammar knowledge and pronunciation, shyness, nervousness, fear of making mistakes, lack of confidence, limited of practice, minimum opportunities, environment factor, mother tongue used dominantly, low of motivation are the kinds of students' problems in learning English speaking.

There are some ways to solve the problems in learning English speaking, both from the students' and the teachers' sides. More practice, increase the vocabulary mastery, increase the motivation, use the interesting strategy, give opportunities to all students, keep to speak English, jouin the extra class of English are the ways to solve the kinds of problems in learning English speaking.

In learning English speaking, every student has their own problems on it either from the students themselves or from the others factors. In this research, the researcher found at least 12 problems in learning speaking and some ways to solve that problems which have to be known or even applied both by students and teachers.

Key Terms: Students's Problems, Learning English speaking

RATIFICATION

This thesis which is entitled **"A STUDY OF STUDENTS' PROBLEMS IN LEARNING SPEAKING ENGLISH AT THE SECOND GRADE OF SMP NEGERI 1 TALAGA"**, written by **Devi Novita Swary**, with registered number **1410130048**, has been examined on July 11th 2014. It has been recognized as one of requirements for Undergraduate Degree in English Education Department of the Faculty of *Tarbiyah* and Teaching Science of *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

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TABLE OF CONTENT

CHAPTER I
INTRODUCTION

A. Background of The Problem

In learning English, at least there are four skills of language that actually reality must be mastered by all of the students. They are listening, speaking, reading and also writing. All of these skills cannot be separated each others. Among these skills, speaking is one of the most important skills that become the focus of the study since the students learn English. As Ur (1991: 120) states in her book under the title "A Course In Language Teaching: *Practice in Theory*" :

> Of all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as 'speaker' of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

According to her statement, speaking is the important one from the four skills. So the researcher interested to exhative many things around speaking aspects. Start from the students' speaking ability, the problems faced by the students in learning English speaking and try to find the ways to solve the problems. Speaking English well also helps students to access up to date information in field including science, technology and health. As Baker (2003: 5) says "By learning to speak English well, students gain a valuable skills which can be useful in their life and contribute to other community and country".

According to some facts which found in the real life, it shows some phenomenon of speaking itself especially in the student's areas. Most of the students have problems in learning English speaking. Most of them are unable to speak English well because of many factors included. After the researcher made an observation to the students of *SMP Negeri 1 Talaga* at the second grade, exactly VIII-B which conducted on March 10th 2014 until March 26th 2014, the researcher found that most of the students were unable to use English in the English class. Most of them were unable to speak English although in very simple phrases or sentences.

Actually, that was reasonable enough because generally, the teacher used Indonesian dominantly. The researcher believes that the teacher just want to make the students understood what the materials are delivered by her, so she used Indonesian as the best tool to give the material to the students. But in spite of that, the teacher has

tried to guiding and challenging them to speak in English. And it was proved when the students going to went to the toilet; they have to make permission in English. But once more, that was not really effective. Some students still used Indonesian even the teacher forced them to speaking English. And according to the short interview with students, I got the admission that they were too shy to make permission by using English. Moreover, they have to speak it in front of the class and watched by their friends that reflexively will laugh to them if they made a mistake. According to Ur (1991: 121), inhibition, nothing to say, low or uneven participation and mother tongue use are the prime problems in speaking activities. Sometime the students may want to speak English with other but they do not know what actually they want to speak. Some students may lose their words that actually was stored in their mind but cannot produce by them. Because of her statements, the researcher was interested to observe the students problems in learning English speaking.

From those phenomenal situations, the researcher was interested to know what are the students' problems in learning speaking English?

B. The Identification of The Problem

1. The Field of The Research

    The researcher chooses speaking as the field of the research. Speaking seems intuitively the most important skill in English (Ur, 1991: 120). By learning speaking English well the students will achieve the valuable skills that would be useful in their life and also contribute to their community.

2. The Kinds of The problems

    The identification of the problem is needed to gives the clarification about the problems that will be investigated. The identifications of problems in this research are:

    a. The awareness of the students about learning speaking English is too low.
    b. In the learning process, the teacher use Indonesian dominantly.
    c. The students are not having enough opportunities to practice English speaking.
    d. The students' vocabularies are too limited.
    e. The students do not know how to pronounce the words.
    f. The students are fear of making mistakes.
    g. The students are afraid to be ridiculed by their friends.
    h. The students' nervous are uncontrolled.

i. The students are feeling shy.

3. The Main Problem of The Research

According to the background of the problems above, the researcher identified that the main problems in the learning process of speaking is the students are not have enough opportunities to practice English speaking.

4. The Limitation of The Problem

In this research, the researcher limits the study deal with the title, "A Study of Students' Problems in Learning Speaking English at The Second Grade of *SMP Negeri 1 Talaga*" into some points. First, the researcher limit the study based on the learning process. Learning process it at least consists of listening, speaking, reading and writing. But here, the researcher limits the study only for learning English speaking process.

In other hand, the researcher specifies the informant of this study for the students of the second grade of VIII-B at *SMP Negeri 1 Talaga*. This research limit the problems that will be investigated based on what the researcher mentioned in the questions of the research.

5. Questions of The Research

Based on the background above and the identifications of the problem that mentioned in accordance with the research of "A Study of Student's Problems In Learning Speaking English at The Second Grade Of *SMP Negeri 1 Talaga*", the researcher will investigate the problems which are formulated as follows:

a. How is the students' ability in speaking English?

b. What are the students' problems in learning speaking English?

c. How are the students and the teacher's ways to solve speaking English problems?

C. The Aims of The Research

According to the questions of the research above, the aims of the research can be defined as follows:

1. To know the students' ability in speaking English.

2. To know the students' problems in learning speaking English.

3. To know the students and the teacher's ways to solve speaking English problems.

D. The Uses of The Research

This research is formulated to give the contribution of the researcher's ideas for:

1. The Student

The student would be evaluate themselves after they know about their ability in learning speaking English and its problems then develop their ability in speaking English.

2. The Teacher

After the teacher knows about the students' problems in learning speaking English, she/ he can use better strategy of learning speaking English to make the students get the good achievement.

3. The School

The school can plan the new programs exactly the new English program as a solution of the students' problems especially in speaking English.

4. The Next Researcher

Finally, the next researcher can develop the research to make it better.

E. Review of Related Theory

1. Learning Activity

In principle, learning is a process of man's alteration and ability to be changeable. By learning, someone will be able to change his knowledge, live prosperity, and others. By learning also, someone will be able to solve his problems of life. Good and Brophy (cited by Ngalim Purwanto 1999: 84) define that learning is the development of new associations as a result of experience. While Nathan (1985: 155) defines that learning is the relatively permanent changes in behaviour, or potential for those changes, that occur because of prior experience, excluding behavioural changes due to maturation, genetic factors, changes in motivation, fatigue or injury.

Further Brown (1980:4) explains that learning is as follows:

a. Learning is acquisition or "getting".

b. Learning is retention of information or skill.

c. Retention implies storage systems, memory, and cognitive organization.

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e. Learning is relatively permanent, but subject to forgetting.

f. Learning involves some form of practice, perhaps reinforced practice.

g. Learning is a change in behaviour.

Speaking skill ensures the language learners to be able to communicate actively in a target language. Thus, one's eloquence in using a target language orally is greatly determined by how well he or she learns speaking skills. However, learning speaking is no easy task, because students often encounter many problems. Students tend to have fears before larger groups. This happens especially in a culture that people tend to use other people's weaknesses as laughing matter. Although students are able to overcome this problem, adjusting their speaking to different situations seem to be the problem of the more advanced learners. Therefore, the language teachers should call for cultural learning to engage in the learning of speaking. Lack of vocabularies also obstructs them from producing a good speaking skill. These are the most problem found in most language learners that urge an immediate solvency.

Building up confidence should be the first step a good language teacher does to the learners. The teacher should be able to identify each learner's problems. This is a matter of constructing a mindset and a friendly atmosphere in the classroom that speaking is a fun activity and that it is easy. Teachers should be able to convince the students that speaking fears are common and that it happens to everyone. This especially is effective to those who are new to language learning. When they are advanced enough, the focus of the teaching should be about how to develop what they have acquired. They need to know how speakers are different from each other and how different situations employ different forms of speech. The students should also realize the importance of differentiating between formal use and informal use of a language. Thus, speaking to a judge in a court should be different from speaking to some close friend in informal everyday basis. It is also important to note down that the learners should be introduced to dialects a target language might have.

2. **Speaking Ability**

Speaking is significant to an individual's living process and experiences. Speaking is also the most natural way to communicate between one person to the other person. Without speaking, people must remain in almost total isolation from

any kind of societies. For most people, the ability to speak a language is the most important basic in term of human communication. When someone tries to speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. Talking about speaking, actually it is not just about making sounds. Because birds, cats and the other animals also making sounds. The thing that we must remember is that speaking is more than it.

Learning to speak is considered more difficulty by the students than learning to understand the spoken language. This simply that in learning to speak the students not only listen to speakers but also practice their speaking ability in real communication. There are three main reasons for getting students to speak in the classroom. The first is, speaking activities provide rehearsal opportunities, chance to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students (Harmer, 2007: 123).

Speaking ability is important in the process of language learning. People communicate through speaking to gain much more information therefore, both teachers and students should realize the rule of speaking ability for their success in language learning. Keith and Morrow (1981: 70) defined that:

> Speaking ability is an activity to produce utterances in real communication. This ability is involving two or more people in which the participants are both hearer and speaker having to react to what they hear and make their contributions at high speed, so each participants has an intention or set of intention that he wants to.

Based on their statement, speaking ability involve the real communication between two, three or more people that all of them are hearer and also speaker. All the hearer have to react and response to anything that the speaker say directly without thinking too long even they try to find the words or sentences that going to say as the response of the speaker utterances.

Speaking is related to communication. Through speaking, people can get many kinds of information from many kinds of sources. So, it needs good ability in speaking to get succeed communication. Related to the communication, speaking is expressing something in words. While ability is the mental or physical capacity, power or skill required to do something. In other words, speaking ability is the capacity of someone o express his feeling, his thought to

others. The important of speaking ability is not only in daily life, but also takes important roles in the process of language learning.

According to the Oxford Advanced learner's Dictionary (2008: 426), speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. People do communication for some reasons. Jeremy Harmer (2002: 46) states the reasons why everyone need to speak, as follows:

a. They want to say something

What is used here is general way to suggest that the speakers make definite decisions to address other people. Speaking may, of course, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent.

b. They have some communicative purpose

Speakers say things because they want something happen as a result of what they say. They may want to charm their listeners; to give some information, to express pleasure; they may decide to be rude or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

c. They select from their language store

Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose they will select (from the "store" of language they posses) the language they think is appropriate for this purpose.

The ability to speak a foreign language is the most pressed skill, because someone who can speak a language will also be able to understand it. Lado (1961:239-240) defines speaking as: "The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language".

Speaking skill is a matter which needs very special attention. No matter how great an idea is, if it is not communicated properly, it cannot be effective. Speaking is an essential tool for communicating, thinking, and powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language is a foundation of all language development and, therefore, the foundation of all

learning. Lado (1961:240) points out that speaking ability / skill is described as the ability to report acts or situation, or the ability to report acts or situations in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that speaking can be important skill in English because however someone will judged as a master in English when they can communicate with a good oral communication with other people.

3. **Language Component of Speaking**

In speaking, we can say that it involves language components. Therefore, to be able to speak English well in target language students must consider the language components as well. Among the four skills, speaking skill is a difficult one to assess whit precision, because speaking is a complex skill to acquire. According to Harris (1969:81) there are four components in speaking, namely pronunciation, grammar, vocabulary and fluency.

a. Pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation); is the basic component in teaching and learning a spoken language, because by using it the students know the differences between written and spoken language. Pronunciation is also avoiding the students' errors in produce sound.

b. Grammar; is often referred to as functional which means that the learners make statements about the semantics and communication significance of particular points of grammar, how language use, the conveying of meaning or the maintenance of personal relation or the organization of discoursed. It can influence the successful human speech in communication.

c. Vocabulary; is one of the most important aspects of foreign language. In some cases, the students may not be confident to speak English because they are poor in vocabulary. It is because the students seldom hear English except in their book and the teacher.

d. Fluency (the ease and speed of the flow of speech); people who can use English well are usually fluent and accurate. Fluent speakers can express themselves appropriately and without hesitation and do not worry about making mistakes. Accurate speakers do not do mistake in grammar, vocabulary, and pronunciation. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and

discourse in their spoken output while fluency may in many communicative language courses be an initial goal in language teaching (Brown, 2000: 268).

4. The Elements of Speaking

Jeremy Harmer (2003:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

a. Language features

The elements necessary for spoken production, are the following:

1) Connected speech

In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face t-to – face interaction). The use of these devices contributes to the ability to convey meanings.

3) Lexis and grammar

Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

4) Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates:

1) Language processing

Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others

Effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

3) (On the spot) information processing

Quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

5. **Characteristics of A Successful Speaking Activity**

According to Ur (1991: 120), the characteristics of a successful speaking activity are:

a. Learners talk 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

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

c. Motivation is high

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or 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 an acceptable level of language accuracy.

6. **English Speaking Problems**

Harmer (2007: 96) states that students will not always use correct English. The students will face problems and make mistakes when writing or speaking

more freely. In learning English speaking, some students will make slips or errors when they try to uttered words, phrases or sentences. Slips are mistakes which students can correct themselves, once the mistake has been pointed out to them. Errors are mistakes which they can't correct themselves- and which, therefore, need explanation.

Talking about mistakes or problems, Ur (1991: 121) express four problems with speaking activities, namely:

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say

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

c. Low or uneven participation

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

d. Mother-tongue use

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

Harmer in his book (2002: 345) also gives statement:

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinion. Frequently, too, there is a worry about speaking badly and

therefore losing face in front of their classmates. In such situation there are a number of things we can do to help.

In addition, Susilawati (2007) cited that in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, is the potential problems that can hinder the students to speak. Regarding this, Brown (2001) states that the shyness and anxiety are considered as the main causes of students' reluctance to speak. Some students have speaking problems. it is difficult to verbally express what they want to explain to other people. They have trouble to put their thought into words. Although they can understand what others speak, some of them are unable to speak well. A discriminating ear does not always produce a fluent tongue. According to Brown (2001), one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurting things out that are wrong, stupid or incomprehensible. While Koichi Sato (2003) argue that students of English are not highly competent in speaking because of their fear of mistakes. The same argument was also argued by Liauw (2009) that feeling of anxiety; apprehension and nervousness are commonly expressed by foreign language learners in learning to speak foreign language.

Brown (2000: 270) states that the problems in speaking are:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Form

Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English. Students who don't learn colloquial contructions can sometimes develop a stilted, booqish quality of speaking that in turn stigmatizes them.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like, etc*. One of the most salient differences between native and nonnative speaker of a language is in their hesitation phenomena.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important thing messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation. According to Syah (1999) there are two factors that cause learning problems namely internal and external factors. Both internal and external factors have their own contribution as the factors of students' problems in the learning process of English speaking. There are many kinds of internal and external factors. The internal factors may be because of their fear of making mistakes (Koichi: 2003).

7. **Principle for Designing Speaking Techniques**

The principles for designing speaking techniques according to Brown (2000: 275) are:

a. Use techniques that cover the spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency; means when the teacher used some techniques, make sure that the tasks include techniques design to help students to perceive and use the building blocks of language. Any kind of the teacher's drilling should be meaningful.

b. Provide Intrinsically Motivating Techniques; the students have to try to appeal to the students' ultimate goals and interests, and for being all that they can be. Even in those techniques that don't students into ecstasy, help them to see how the activity will give benefit and use for them.

c. Encourage The Use of Authentic Language In Meaningful Context; the teachers succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer.

d. Provide Appropriate Feedback and Correction; it is important that the teacher take advantage of your knowledge of english to inject the kinds of corrective feedback that are appropriate for the moment.

e. Capitalize on The Natural Link Between Speaking and Listening; many interactive techniques thet involve speaking will also include listening. Skills in producing language are often initiated through comprehension.

f. Give Students Opportunities to Initiate Oral Communication; part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control control conversations and to change subject.

g. Encourage The Development of Speaking Strategies; the concept of strategic competence is one of that few beginning language students are aware of. The students have not thought about developing their own personal strategies for accomplishing oral communicative purposes.

8. **Strategies to Solve Speaking Problems**

   In the process of learning speaking, of course there are some problems which the teacher has to solve it. Ur (1991: 121) says that at least there are five ways to solve the problems of speaking, they are:

   a. Use group work
   b. Base the activity on easy language

c. Make a careful choice of topic and task to stimulate interest

d. Give some instructions or training in discussion skills

e. Keep students speaking the target language

Meanwhile, Harmer (2002: 345) says that the things that the teachers can do to help the students' problems in speaking are: Preparation, the value of repetition, big groups and small groups, mandatory participation, prompter, participant, and feedback provider

While some activities to promote speaking, are:

a. Discussion

When students suddenly want to talk about something in a lesson and discussion occur spontaneously, the result often highly gratifying (Harmer, 2007: 128). The teacher should always remember that the students need time to assemble their thought before any discussion. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In class or group discussions, whatever the aims is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification and so on.

b. Role Play

In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. Role play stimulates the real world in the same kind of way, but the students are given particular roles they are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view (Harmer, 2007: 125).

c. Simulation

Simulations are very similar to role play, but the different is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. In his book under the title how to Teach English, harmer (2007: 125) states that in simulations, students acts as if they were in real life situation.

d. Telling Stories

Story telling fosters creative thinking. It also helps students express ideas in front of their friends. Students can tell riddles or jokes. For instance,

at the beginning of each class session, the teacher may call a few students to tell short story or jokes as an opening.

e. Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture.

f. Find the Difference

For this activity, students can work in pairs and each couple is given two different pictures, for example picture of boys playing football and another picture girls playing tennis. Students in pairs discuss the similarities and/ or differences in the pictures.

F. The Operational Definitions

The operational definitions which are important to be defined before further discussions, they are:

1. Students' Problem

According to Oxford Advanced Learner's Dictionary (2000: 1049), have problem is thing that is difficult to deal with or understand. So, the researcher concludes that students' problem is the things that make the students difficult deal with or to understand something.

2. Learning Speaking English Activity

Learning speaking English activity is a process of the acquisition to express their thought and feeling by producing utterance in oral communication with two or more people (Keith and Morrow, 1981: 70).

G. Research Methodology

1. The Objective of The Research

The objective of the research is to know the students' problems in learning speaking English at the second grade of *SMP Negeri 1 Talaga*. Because according to the researchers' observation, the ability of *SMP Negeri 1 Talaga* students in English speaking is low.

2. The Place and Time of The Research

The researcher chooses *SMP Negeri 1 Talaga* because as the state senior high school it should has the good intelegency level of the students in all aspect of the subject. The researcher takes the data from the second grade of *SMP Negeri 1 Talaga* on April 10th until June 10th, 2014.

Table 1.1
Time Schedule of the Research

No.	Activities	Month											
		April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Collecting Data		▓	▓	▓	▓	▓	▓	▓	▓			
2.	Data reduction						▓	▓	▓	▓	▓		
3.	Data Display										▓	▓	
4.	Concussion/ Verification											▓	▓

3. The Population and Sample

The population of *SMP Negeri 1 Talaga* consist of 814 students. Class VII consist of 9 classes, class VIII consist of 10 classes, and class XI also consist of 10 classes.

Table 1.2
The Population of SMP Negeri 1 Talaga 2013/ 2014

Class	Male	Female	Total
VII	124	151	275
VIII	128	132	260
IX	143	136	279
Total	**395**	**419**	**814**

Source: *Tata Usaha SMP Negeri 1 Talaga*

But here, the researcher only takes VIII-B as the sample. It class consist of 26 students. There are 12 female students and 14 male students. In SMP Negeri 1 Talaga, the classes has designed based on the students' intelegency. So, according to the teachers' suggestion the researcher choosen the medium class because the intelegency level of the medium class was more variant. It also would be more

variant of the capability of them to speak English and it made the research in good validity.

4. The Overlap of The Research

This research is categorized as a case studies research. As indicated, a case study provides an "intensive description and analysis of a phenomenon or social unit such as individual, group, institution, or community" (Merram& Associates, 2002: 8).

According to Tellis (1997), there are six steps in using the case study method, namely:

a. Determine and define the research questions.

b. Select the cases and determine data gathering and analyse techniques.

c. Prepare to collect the data.

d. Collect data in the field.

e. Evaluate and analyse the data.

f. Prepare the report.

5. The Source and Type of The Research

In this research, the researcher takes the data from the primary and the secondary source of data. In primary source data, the researcher collects the data of the research directly in the field of concern problem, namely the students of *SMP Negeri 1 Talaga* with their problems in learning speaking English. While in secondary source data, the researcher can collect the data from the teacher's documentation of speaking test.

6. The Technique of Collecting Data

In this research, the researcher uses three techniques of collecting data, namely:

a. Depth observation.

To know the students' ability in speaking English, the researcher needs this kind of technique. Because by using depth observation, the researcher finds the information is sought by way of investigator's own direct observation without asking the respondent. In this observation, the researcher made a test of speaking. In speaking test, every students have to telling their experiences in sport area in front of the classroom. The main advantage of this method is that subjective bias is eliminated, if observation is done accurately (Kothari, 2004: 96).

b. Depth Interview

The second technique of collecting data used by the researcher is depth interview. The main point of this research is to know the students' problems in learning speaking English, so the researcher collects the data through the depth interview. The researcher use interview as the technique of collecting data because Ary (2010) said that the interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather the data from people about opinions, beliefs and feeling about situations in their own words.

In this research, the researcher uses the personal interview. Personal interview method requires a person known as the interviewer asking questions generally in a face-to-face contact to the other person or persons. In this dept interview, the researcher made an interview with four students in some times. Besides made depth interviews with the students as the main respondents, the researcher also made an interview with four English teachers.

c. Study of Documentation

Besides use the depth observation and depth interview, the researcher also use study of documentation as the techniques of collecting data. In this technique, the researcher used the teacher's documentation of speaking score.

7. Validity of Data

This research arranged to full fill the criteria based on Guba and Lincoln's (1985) theory, namely:

a. Credibility

Credibility or the confidence in the truth of the finding needs to describe the correctly between the research concept and the real concept in the respondent's field. There are the techniques for establishing the credibility:

1) Prolonged Engagement

Prolonged engagement needs to make a closer relationship between the researcher with the respondent to make the respondent believe in the researcher when they were gave the real data.

2) Persistent Observation

In persistent observation, the researcher made the more depth observation to make sure that there is no mistakes in the data which are the researcher got

3) Triangulation

In this technique, the researcher was checking the data by comparing the data from other sources.

a) Triangulation of Source

In this technique, the researcher was checking the data from another source. Beside from the data that the researcher got from the students, the researcher also got the data from the teacher.

b) Triangulation of Technique

The researcher checked the data from the same source by using the different techniques. After made an observation, the students also made an interview with the respondent.

c) Triangulation of Time

After the data has been gotten, the researcher check it cross with the data that gotten in different time.

4) Peer Debriefing

In this term, the researcher investigates the data which collected with the participant who was higher competence to make a critical to the researcher's findings.

5) Negative Case Analysis

In the negative case analysis, the researcher found the different data with the data which have been gotten.

6) Referential Adequacy

The researcher used the supporting data to prove all the data the researcher have gotten. The researcher used the recorder when she made an interview as the referential adequacy.

7) Member Checking

Member checking needs to make a clarification between the researcher and the participant in the end of the interview to avoid misunderstanding.

b. Transferability

This kind of technique is showing that the findings have applicability in other contexts.

c. Dependability

This kind of technique is showing that the findings are consistent and could be repeated.

d. Conformability

This kind of technique is a degree of neutrality or the extent to which findings of the study are shaped by the respondents and not researcher bias, motivation or interest.

8. The Technique of Analysis Data

Data analysis method is the way used to analyze data collection. According to Miles and Huberman (1994: 10) there are three concurrent flows of activity in qualitative analysis, namely: data reduction, data display and conclusion drawing and verification.

a. Data reduction

Data reduction is the activity of selecting, abstracting and restudying the transcription or field note during the process of observation and interview, then summaries and coding.

b. Data display

The second activity of flow analysis is data display, which are about organized and compressed the summary in data reduction.

c. Conclusion drawing and verification

Conclusion drawing and verification is the last activity of analysing qualitative. It is about the finding and writing the summarize after two process before done.
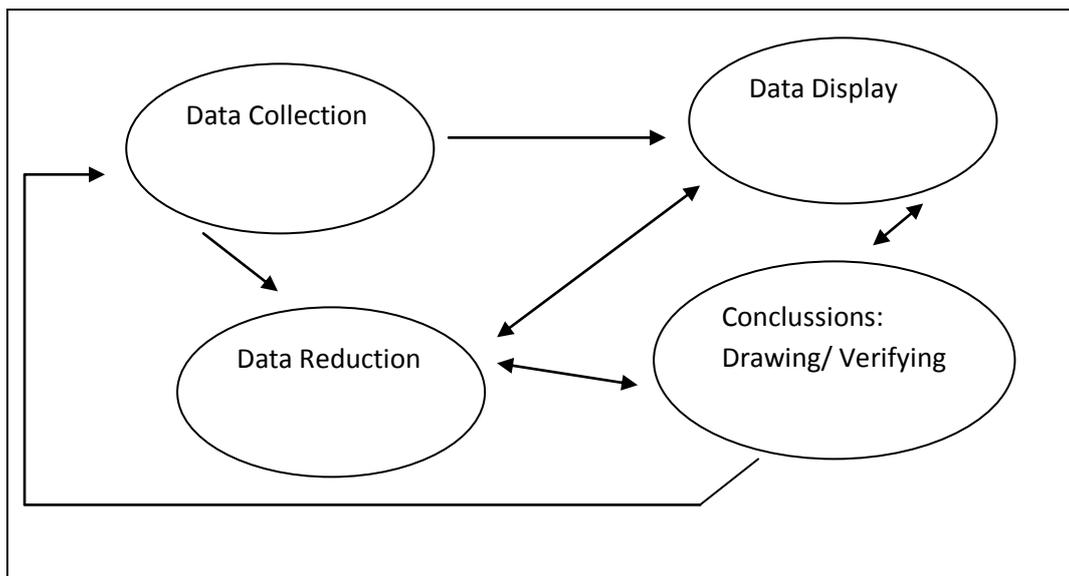
Figure 1.1
Components of Data Analysis: Interactive Model
Source: Matthew B. Miles and A. Michael Huberman. 1994. Qualitative Data Analysis (Second Edition).

H. Previous Study

As Ur (1996: 120) says that speaking is the most important skill, so English speaking would be interest to discuss. Not only about the speaking itself but also another component in speaking such as some approaches to teach speaking, the strategies to increase speaking ability, and some others. There are some researcher who has observed about speaking and its components. Zulaika (2010) in her research was explained about the strategy to improve students' ability in speaking English by using pictures series. In her research, she has explained that in teaching speaking by using picture series, the teacher can create an interesting class. The researcher believe that pictures can improve students ability in learning English speaking, but a research found that picture gives just a little contribution in learning process. While video gives bigger contribution on it.

Lejla (2011) explain that to make students speak the target language is not always easy and there can be several different reasons why this is the case. The current study investigates one possible reason, namely speaking anxiety. Speaking anxiety inhibits students from speaking which has a negative effect on their oral skills. I agree with him that it is difficult to make all the students speak English in the classroom activity. Lejla on his research stated that anxiety is the reason of that question. But actually there are so many kinds of reasons of it. Not only about anxiety, but also the other problems. In order to encourage speaking in a classroom it

is important to strive for a pleasant atmosphere where every studet can feel relaxed and motivated to communicate orally.

While Nawshin (2009) explain that in his observation, students face different types of problems such as some might feel shy, not know when speak, etc. I agree with his research that the biggest problems or difficulties in learning English speaking is come from the student's internal factors such as feel shy, not know what they want to speak, etc. But I think that factors are not enough. Because besides the internal or psychological factor, the master of component of speaking itself gives contribution in hinder the students to speak. For example low of vocabulary, not know the pronunciation, and another important component of speaking. Nawshin in his research also gives the solution to solve these problems. He explained that learners should be given enough opportunities to speak in the classroom, because as much as students will speak, their level of accuracy, fluency and confidence will develop.

Meanwhile this research is different with the researchers research before. The researcher is explained about kinds of problems which faced by most of the students in learning English speaking. There are some problems that the researcher found, such as fear of making mistakes, low of vocabularies knowledge, and another. Not only explained about the English speaking problems, in this research she also explained the ways of teacher and students to solve the English speaking problems. That is why the researcher believes that the research is very useful for every circle.

CHAPTER II
THE STUDENTS' ABILITY IN SPEAKING ENGLISH

In this chapter the researcher provides the research finding and discussion. The researcher uses observation and test to obtain the data of students' ability in speaking English at the second grade of *SMP Negeri 1 Talaga*.

A. Research Finding

Speaking is the natural way to communicate between one person to the other person. Speaking skill is a matter which needs very special attention from all of the people. Because no matter how great an idea is, if it is not communicated properly, it cannot be effective at all.

In this research, the first thing which investigated by the researcher was the students' ability in English speaking. To know their ability in speaking English, the researcher used depth observation as the technique of collecting data. Besides depth observation, the researcher also used a test of speaking to the sample. Based on the beginning observation session on March 10th and March 26th 2014, the researcher has indicated that the students' ability in English speaking was in low level. It showed by their capacities to answer the researcher's questions. At the first observation, the researcher has made some short conversations in English with them.

After conducting the beginning observation, next step was started the intensive observation to the respondents on April 10th 2014. In the observation session, the researcher not only observed the respondents in the class activity but also out of the class. It means that after observed them in the activity of teaching and learning, the researcher also made a clarification of the class observation by using short interview or just talked each other with some respondents. In the class observation for the first time, the class was really quiet. There were only a few English words uttered by certain students. Almost all of the class activity was handled by the teacher, while the students were only hear what was she talking about and say one or two words then keep silent for a long time. The researcher thought that it may because they were feeling something when someone new came into their class, so they just keep silent. It also just because the first time the researcher came into their class, and for next meeting they would be act as

natural as usual. But apparently, in the second meeting the condition was not different with before. Only two or three of the students active in the learning process, while the other just followed what was delivered by their teacher. That situation was happened for many times of the class observation.

When the teacher tried to asks them in English, they seem too difficult to understand and answered it. So the instant way of the teacher was using Indonesian dominantly during the process. There was no easier way than using Indonesian juring the learning process of English. Actually there was a rule during the English lesson process. Every student who wants to go to the toilet must used English to ask the teacher's permission. That kind of rule may gives effect for some students. They were being able to done it when they would went to the toilet at that time. But unfortunately for the other students, according to their story to the researcher, it was like a forbidden for them to go to the toilet. Some of them choose to stay or even just waiting until the English class end to go to the toilet. Then they could go to that place freely, without rule anymore. It could be the confusing situation for the teacher actually. In one hand she want to applied the rule which could make the students practicing English, but in the other hands it was like something wrong that gave not any effects for them.

Besides conducted the depth observation during the English class activities, the researcher also conducted the depth observation out of the class. However the out of the class observation was more interesting because not only made an observation only, but the researcher also could made a short or even some depth interview with the respondents. At the process, the researcher tried to makes some short conversation in English with them. When the researcher asked them some questions, some students were only smile and saying nothing. They were looked their friend's eyes each other then laugh each other too. It was like there was a funny thing happened there. Besides that, some students also just answered a little of the questions by the very short answer like 'yes' or 'no', whereas the researcher wanst them to be answered the questions in some explanations. Actually, the researcher was always force them to trying speak English to make sure that they were in low ability or not. The researcher also made the depth approach to the respondents to make them comfort and feel not nervous or everything when they were in conversation with the researcher. But the result still in the same result, their English speaking were in low level.

But, there was a little good news there. Besides the low level ability of students, the researcher also found some of students who able to answered and made a simple

conversation with the researcher although in anxiety and nervous faces. But generally, they could speak English better than their friends. It was a good thing when the researcher met the students who have a good ability in English speaking because however most of them were in low level of English speaking. But the number of them was only some percent. They were minority but active in class dominantly. According to one of an English teacher there, the students with good ability in English speaking usually the students who has been joined the English course. But after the researcher made an interview with them, some of them were not joined an English course at all. Their ability was just because they like English and have big motivation to be master in English. So, joined the English course was not a measure for them to be good and better than other students who have not joined.

The real condition shows that more than sixty percent of the students were in low level of speaking English. It also was in line with some confessions of some English teachers who has interviewed. All of the teachers told that most of the students have a minimum ability in English. Actually, not only in speaking but in other skills also like reading, writing, and listening. Not only students of the second grade but also first and the third grade of that school. In general, their ability in speaking English needs to be increase and have to be developed. But the teachers always remember that there were a few percents of students who have a good ability in English, included the speaking English. In terms of pronounce the words and some aspect of English they were in medium level. There were also some students whom in good motivation in learning. Not only learning speaking English actually but also in another subject. That high motivation gave the big effect to their ability of course. Although they were in low level, but when their motivation was high, they would be asking everything to the teacher and they would tried everything in front of their friends, and it would be increase everything they have included the English speaking ability.

After a few days made observations, the researcher then conducted the speaking test on April 19th 2014 and 22nd 2014 at 10.50 a.m. Before conducting the speaking test, the researcher has discussed with the English teacher then she has prepared the material and the theme of the test. At the class meeting before conducting the speaking test, the teacher asked the students to make a story about their experience about sport. It can be their experience when they were joined the basketball extracurricular, or it can be the experience when they joined football competition and the others. They also can search the other people's experiences in sport from the newspaper, internet or the other sources.

In the process of speaking test, the students came forward then telling their story in front of their classmates. There were some students who have telling their story in a good way. They used the simple sentences but it was correct and easy to understand. But other students have not telling the story in good way. The speaking test conducted in two days and it was based on the teacher's command. The result of the speaking test is as follows:

Table 2.1
The Score of Speaking Test

Name	Pronunciation	Vocabulary	Grammar	Fluency	Total
Abdul Rofi Zaidan	2	1	1	2	37
Ade Abdi Salam	2	1	1	2	37
Agis Pratiwi	1	1	1	2	31
Ahmad Yusron	2	1	1	1	31
Angga Rahmat Budiman	2	2	1	3	50
Deny Rohmawan	1	1	1	1	25
Dila Dini Lestari	3	2	1	2	50
Febrian Firmansyah	2	1	1	2	37
Fitri Heni	2	1	1	2	37
Hary Muhammad Arif	2	2	1	3	50
Ika karimah	3	2	2	2	56
Indri Bianda Aulia	2	2	1	2	44
Jajang jaenal Abidin	1	1	1	1	25
Lena Mardiani	2	3	1	1	44
Muhammad Wildan Akbar	2	1	1	2	37
Pupu Ayura Puspa	3	2	2	3	62
Rangga Sukma Kliwon	1	1	1	2	31
Rani rahmawati	2	2	2	3	56
Reza Nurdiansyah	3	3	3	2	69
Rini Sri Hastuti	1	2	1	2	37

Riza Awal Setiawan	1	1	1	1	25
Sandi birma	2	1	1	1	31
Silvyani	1	2	1	1	31
Veny Septia Gunawan	3	3	2	4	75
Yopa Yopian Ginanjar	1	2	1	2	37
Zashika Maulanisa	3	2	2	3	62

Based on that speaking test result, majority of the students got low score. From the table below the researcher analyzes that from 26 students, there was only one student who got the score out of the minimum criteria. Eight of students got the score more than 50 while the other got the score less than 50. From that result the researcher made a conclusion that was true that the students were in low level of speaking English.

To make the validity of the data there were some ways. In this term, the researcher used triangulation of the source and she has checking the data from the teacher. She also asked the teacher's document of speaking score to support the data which have gotten by her before. The result is bellows:

Table 2.2
The Document of Speaking Score

No.	Name	Score
1.	Abdul Rofi Zaidan	71
2.	Ade Abdi Salam	70
3.	Agis Pratiwi	71
4.	Ahmad Yusron Sarip	61
5.	Angga Rahmat Budiman	75
6.	Deni Rohmawan	65
7.	Dila Dini Lestari	76
8.	Febrian Firmansyah	75
9.	Fitri Heni	70
10.	Hary Muhammad Arif	69
11.	Ika karimah	71
12.	Indri Bianda Aulia	78
13.	Jajang jaenal Abidin	65
14.	Lena Mardiani	76

15.	Muhammad Wildan	64
16.	Pupu Ayura Puspa	74
17.	Rangga Sukma Kliwon	75
18.	Rani rahmawati	70
19.	Reza Nurdiansyah	80
20.	Rini Sri Hastuti	67
21.	Riza Awal Setiawan	65
22.	Sandi Birma	72
23.	Silvyani	70
24.	Veny Septia Gunawan	78
25.	Yopa Yopian Ginanjar	65
26.	Zashika Maulanisa	78

Source: The English Teacher of Class VIII-B

Based on the teacher's information, the minimum score criteria of English for class VIII is 75, while most of the students got less than the minimum criteria. When the researcher only looks at both tables 1 and table 2, there were different results. Because in the second table, there were some students got more than 70. But if the researcher analyzes it in detail analyzing, it was same. Both according to the first and the second table, the score of most of the students were low, less than the criteria of minimum score for English subject. Base on that table also, there were only nine students who got the score more than the minimum score criteria. In the other words they were pass the English speaking test, while another students were in low score. They also would be passing but they have to join the second test of English speaking.

Based on the depth observation and the result of speaking test above, the researcher can makes a conclusion that every student has their own ability in English, especially speaking English. It depends on many things, many aspects, many conditions and many others. All of those aspects of course makes the students has the diferent ability of them. But in general, the ability of the students at the second grade of *SMP Negeri 1 Talaga* was in low level. It caused of some problems which will be explained in the next chapter of this research.

B. Discussion

According to Ladouse (in Nunan, 1991: 23) speaking is describe as the activity or the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. To speak in the mother tongue it was not difficult for all of the students, but to speak in the target language (English) it was not easy for some people, especially for the students at the second grade of Junior High School. Because of that, there are some students who faced some problems and difficulties when they tried to speak English.

Stern (in Risnadedi, 2001: 56-57) said that he watches a small child's speech development. First he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skill in a foreign language. In this learning of language included speaking, there is an activity of speaker or learners and it has to have an effect to built speaker's or learner's desires and express how his/ her attitudes through speaking. On the other hand, speaking can be called as oral communication and it is one of skills in English learning. This become one important subject that teacher should be given. That is why the teachers have big challenge to enable their students to master English well, especially English speaking in class or even out of class. Wallace (1978: 98) stated that oral practice (speaking) becomes meaningful to the students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

In terms of speaking English ability the researcher has explained that according to her finding in English class activity, the teacher dominantly used the mother tongue. According to the teacher's statement, it was just an alternative ways for her to made the students understood what has been talking by her. According to the researcher's point of view, it actually the worst alternative ways for the teacher to used mother tongue dominantly than the target language. However they need to be habitual in English. Not only speaking English actually but also to learn the English listening, because speaking is cannot be separated by listening. When the students always heard someone who speak in English, one day they would be followed him/ her to speak English too. To be able to speak a language, someone needs to hear it first. After she/he has often to listen another people speaking, they would be speak it by her/himself. Sometimes speaking can more difficult then listening. Because there are some people who were understood what someone say but they were unable to express their idea because they were not be able to speak English.

Sometimes the students need to be forced to speak by using English. Because although the teacher have been made a rule that every students have to speak English when they want to go to the toilet, but if that rule just applied in fifty percent, it all was useless. Sometimes also the students must try to force themselves to speak English because if they were not forced by the teacher and themselves also, it would be difficult to make them have a good ability in English. However language has to make as someone habitual and language is not always about theory but more than it and language also about a habit and practice.

Talking about the ability of speaking English, every student of course has their own ability. It would be different between one student and the other students. For the junior high school students, especially the students of a junior high school that located in the country side, learning to speak English would be something strange. That would be different with the students of junior high school or even the elementary school in a big city. The students who study in the school at a big city usually would have higher ability than the students in the country side. So, when the researcher found that the student's ability in speaking English was in low level, it was not really a surprised thing and that was not a strange condition. The fact that the students' ability in English speaking still in low level was has been agreed by the English teachers in that school who have interviewed. The teachers of that school, especially the English teachers gave the information that year by year the student's ability in speaking English was not really different. They were in low and minimum level of English. That actually was the obligation for all components to change it. Not only the obligation of the teacher but also the students themselves.

According to the researcher observation also, it was a hard thing if they have to speak English for a full sentence. Even they just to speak in one or two words or phrases; it would be a hard and difficult thing for them. It proved by their performance in speaking test and also based on the researcher's observation and interview out of the class with them. Most all of the students got low score of speaking test. However, all of the teachers have not been forgotten the students who have a good result in English. Some of the students were in good ability of speaking English. But the numbers of them were so limit, usually only two or three students of each class.

From some findings that the researcher got through depth observation or interview below, the researcher has a conclusion that in general the students of *SMP Negeri 1 Talaga* ability in speaking English needed to be increase and have to be

developed. But the teachers also added that there also some students whom were in the higher level than their friends. They pronounce some words in English correctly. They were also always active in the teaching and learning activity. They were more dominant than other students, and that actually one of the problems in speaking class. But still the teacher has to appreciate them, the students who have good enough ability in speaking English. Based on the researcher interview, some of the students who have good ability in English were the students who have been joined the English courses before. But some of them also were not joined the English course at all. Their ability has come naturally because of their high motivation to learn it during the class activity or even in the out of the class.

Actually it was not 'no' but 'yet'. They still in the junior high school and it was not fair if the researcher made a judgement that most of them were in low ability of speaking English. There was so much time for them to learn speaking English more deeply then they going to be good on it. But from that phenomenon, there was an important thing should be evaluated by the teacher especially all of English teacher. It was about the problems that contribute in students English speaking ability. When the researcher found their ability still in low level, it must be some problems there. The problems may just a simple problems but going to give a big effect for them in term of their speaking English ability. Indicate that kinds of problems earlier can helped the students and also the teacher to minimize or even to solve that problems then they could speak English easier than before. Because we all have known that someone who has good ability and competency in English speaking is more needed in everywhere, for example in a job world. So it would be a good thing if the students in good ability of English especially in English speaking and generally in all of the English skills, listening, reading and also writing. All of those skills have to be mastered by them if they were going to be great person in tomorrow.

The researcher believes that if all of the component know about any kinds of problems that faced by the students during their activity on speaking English, it would be possible for the teachers to think about the better ways to solve that problems as early as possible. According to Nunan (1991: 39), he states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well. From his statement the researcher can indicates that someone called mastering English speaking if she/ he can

make a conversation on it. He/ she have to be able to make a good communication with the other people by using English in a good ways.

Language is not about mastering the theory only but also about how someone can express their ideas to someone else by their good communication. Some students may good in the theory but not in speaking. Stiil, according to Nunan (1991) there are some factors that caused the learning process of speaking is not running well. That condition was happened to the students of *SMP N 1 Talaga*. They were in low level of speaking English, so there must be some problems of it. The problems of students in learning English speaking would be explained in the next chapter. According to the researcher's point of view, the students will always in bad or low ability of speaking English if the teachers especially does not know what are the problems which faced by them on it. That was why the researcher started to investigated the problems of English speaking after she knew about the students' ability of it. It could be the terrible thingwhen the researcher has founded that almost all of the students were unable to speak English although in very simple sentences and very short conversation.

CHAPTER III

THE STUDENTS' PROBLEMS IN LEARNING SPEAKING ENGLISH

In this chapter the researcher explained the research finding about kinds of students' problems in learning speaking English. The researcher used depth observation and depth interview to collect the data.

A. Research Findings

In the previous chapter, the researcher has explained about the ability of *SMP Negeri 1 Talaga* which in low level. Most of them were unable to speak by using English. Based on the speaking test score, almost all of the students got low score, less than the minimum score criteria of English. Actually there were some students who have a good ability in English especially in speaking English but the number of that students were too limited. According to some teachers' statements it was not more than thirty percent. So from the previous finding the researcher has been known that there were some problems among the students. The problems of students in speaking English are as follows:

1. Low of Vocabulary Mastery

According to the depth observation and the depth interview about 1, 5 months, the students were so difficult to speak by using English even in very simple sentence. There are some problems that the researcher found during the observation. When the researcher tried to make a conversation in English with some despondences, they were looked so difficult to answered questions by questions. When the researcher tried to ask them about their problem, they answer that they do not knew how to say a word in English that actually they want to say. And after made some depth interview with some despondences students or teacher, the main problem that faced by most of the students were the vocabulary mastering. Their knowledge in English vocabulary was needed to be increase. "...*kemampuan speakingnya menurut saya masih kurang disebabkan karena rata-rata anak-anak disini itu masih kurang menguasai vocabulary...*"(Interview 8). She states that generally the students' vocabulary mastering was limited. It was means that most of them in low ability in English speaking too. Of course that was not only the duty of themselves but also the big duty for the teacher; especially their English teacher how to make them got any kinds of vocabularies as much as possible.

When the researcher tried to conduct the speaking test on April 19th and April 22nd 2014, the researcher also found that their vocabulary was limited. Most of them just use a little of vocabulary when they were speak in English. Actually, it was not only the problems in vocabulary but also in other elements of speaking namely pronunciation, fluency and grammar. Their score of each element was so low. It would be logic when they were in low mastering of vocabulary them also in problems of other English components. Because how can they speak in good pronunciation, in good grammar and also in fluently if they were not mastering vocabulary at all.

Actually, there were also some students who have a good ability in English speaking. *"...mayoritas kemampuan speakingnya masih rendah tetapi ada beberapa siswa yang sudah mempunyai kemampuan speaking English meskipun sedikit demi sedikit...(*Interview 7). According to her statement there were some students that in good ability of English, although the researcher believes that the numbers of those students were not as much as the students who have low ability of English speaking. It could be analysed from some observation and some short conversations with some students there. Almost all the students thus agreed with the view that this vocabulary problem was the major reason why they sometimes could not express themselves clearly and appropriately.

After the researcher made an interview with the respondents, some of the students who has good enough ability in speaking English was the students who has been joined the English course. According to Miss. Ade's explanation also, the students ho has ever joined the English course or other they were better in term of pronounce the words and others. But actually it cannot be a measurement in term of their ability in English speaking. However, some students were not joined the English course before but they still have excellent ability of English, especially English Speaking.

2. Grammar as a Stumbling Block

It was not different with problems of mastering vocabulary, almost all of the students were in low mastering in English grammar. Sometimes, they were made mistakes in some simple grammar points like a verb's third-person singular form, and others. For example they used 'do' when the subject is 'he', or they were not used verb 2 when they made some sentences in past tense forms. Sometimes some people think that in terms of speaking, someone will not think

too much about what she/ he going to say. Actually she/ he will have no time to think, and they have to improvise. But however, they have to be right in English grammar, because if they made a mistake in grammar, their teacher will say that they were making mistakes. There were some grammatical errors there.

But according to the teacher's statement, she said that it was not a big problem of them in the process of learning English speaking; because their material and their knowledge in grammar would be increase in the next steps of their study in the next level that going to passed by them. But because of grammar is one of the English components, so it was still be a problem of speaking English although in this term the subject matter was the students of junior high school. But at least they have been studying English grammar, the simple one of course. The researcher also has check the material on their books and there were so many materials about English grammar, such as the simple past tense, and another material of English grammar.

3. Pronunciation Trouble

In the interview sessions, some students mentioned that they have problems in pronouncing some English words. Sometimes they made mistakes of it, even when they have to repeat what the teacher uttered before, they still in false pronunciation. It also happened when they tried to read a text in English. They faced difficulties when they do not know how to pronounce that words. Even if they were knew how to pronounce it, sometimes they were not believe in themselves.

Most of them were afraid if they made a mistake in term of pronouncing the words. Most of them were lack of confidence to pronounce the word in English because according to the students' explanation before, when they make some mistakes in pronouncing the English words, authomatically their classmates will laughed them. While according to one of the English teacher there, the students who has been joined the English course, they were pronounce the English words better than another students. But once more it cannot be measure by it. Both the students who joined the English course or not, they would be good in English especially in English speaking if they were in good motivation to learn it.

4. Shyness, Nervousness, and Fear of Making Mistakes

According to interview with almost of the respondents, most of them were felt shy, nervous and fear of making mistakes when they tried to speak English. It also could be seeing when the researcher made the observation class and the speaking test before. They were afraid if the teacher would be angry if they made some mistakes when speaking English. "...*takut ditertawakan oleh orang lain yang mendengarkan...*" (Interview 1). All of that feeling was hinder them to speaking by using English. The researcher also often found that when one student try to speak and she or he made a mistake, automatically another students would be laughing to her or him. That situation of course psychologically gave the negative effect for the students who tried to show themselves up in front of their friends. Those students may never be tried to speak in front of another people again. It was like a traumatic for some students, because everyone know that the characteristic of every students were so different. So the teacher has to doctrine the students that making mistakes was the very natural process of learning. And a mistake was not a joke that must be laughed. The researcher thinks it was very simple but important thing that sometimes both students and even teacher were forgot it.

Another problem they faced during learnt to speak English was about nervousness. Most of the respondents that the researcher interviewed explained that when they were came forward and have to speak in front of their friends and also their teacher, they were so nervous. That problem creates the new problem. When they were felt nervous, it would be really possible for them to lose their words in their mind. Although they were prepared before but when the time to speak was coming, nervous would also appear.

5. Lack of Confidence

The important key in speaking a language is self confidence. When someone tries to speak English, they should have big confidence because it can help her/ him at least to still stand up and trying to continue their speaking as good as she/ he can. No matter how bad their speaking, but when they have high confidence it would be helped them. But the problem was most of the students have not confidence to speak English. Some problems that have explained before gave the big contribution to create their new problems in learning English speaking. Because they felt that their ability in speaking was not good, so they

have no believeness that they actually can speak English clearly if they were in high confidence. It was the obligation of the English teacher especially to increase their confidence to speak English in front of the other people.

6. Limited of Practice

Some people state that language is a practice. That statement was agreed by the researcher and also some respondents. How could someone master in a language, not only English actually but every language if they were never be practice. Even if they saved so many vocabularies in their mind, even if they were mastering all of the English grammar and others but if they were never made a practice it would be useless. They would be unable to speak English at all. Some of the respondents told the researcher that most of the students were practice to speak English rarely. And after gave that information, the researcher tried to make the depth observation. During the observation, the researcher finally thought that one of the basic problems in English speaking was about practice.

During the observations also, the researcher knew that the teacher gave so many kinds of speaking materials and it was so varieties. The teacher gave them any kinds of expressions such as the expression of asking and giving opinion, the expression of sympathy, and many others of expressions. But in the process, she just asked them to red it after her without made a practice to make a dialogue or other. Then the researcher made some short interview with some students and they were told the researcher that in every meeting, the teacher just gave them the material, then red and answered the questions. They almost never practice to speak in front of the class. But even if like that, the teacher was ever gave them some exercise in group. They were together with their group to answer the teacher's questions.

7. Minimum Opportunities

Sometimes the students have to give the opportunities as much as possible. Because another factor that may be influence in learning English speaking is about the opportunities. Sometimes, some students just have a little opportunity to speak up in front of their friends. It may because the teacher herself that does not gave them time to speak. Based on the researcher interview with some respondents, they told that they were rarely to asked by the teacher to speak English. Even some of them were never asked to speak English. Based on

the researcher's observation class, there were some dominant students in class. They were speaking much during the learning process and very active. While the other students were passive and saying nothing during the process. They just looked into their teacher and doing some exercises without saying much. They have not an opportunity because all of the class process was domination by the minority students.

Yes, that was true there were some students who have good ability in English, not only in English speaking but also in English reading or writing. But however, majority of the students was still in low level of English. Every student needed many opportunities in their class. According to the researcher's observation during the teaching and learning process, the class was dominated by some students who have more bravery to be active in the class. While other students were only keep silent and follow the students who have the higher level. The false thing was the teacher was not care about them. Precisely she was more care about the active students and always gave them many opportunities to show themselves up. The researcher believes that this case was not only happened in that class or in that school but also in the other class and in the others school. The teachers were usually more pay attentions to the clever and active students.

8. Environment Factors

Another problem according to some respondents was about the environment and the habitual. It was right that the environment was not support them to be good in English speaking. There was not a habitual to speak English there. In the teaching and learning process, the teacher used Indonesian dominantly. Whereas, it would be better for the teacher to used English at the class activity to make the students habituate with English. That would be helped them to increase their new vocabularies and then they were be able to speak English.

While although in the class process they were used English, but when they went out of the class or event the change schedule with another subject automatically their English speaking would not used again. There are no reasons for them to speak English in their day dominantly because their environment, their friends, their teacher and also their parent in home, all of them were not used English but Indonesian or even Sundanese.

9. Mother Tongue Dominantly

Actually, the problems itself came from both the teacher and the students themselves. During the class observations, the researcher has not found the teacher asked the students to speak English intensively. The researcher also has not found the teacher used English dominantly in the learning process. She always used Indonesian in every time of the process. According to her explanation, she told that it just an alternative way for her to makes the students understood what she is talking about because if she used English more than Indonesian, it would be impossible for them to catches the materials. She also added that it just the way to helped them. While in the researcher's point of view, if both teacher and students used mother tongue dominantly than the target language, it would make them more passive and unable to speak English and would still have low ability of it. Ideally in every meeting of English subject, everyone in the classroom have to speak English altough in very limited of speech. But however, speaking English have to be something habitual in all of the English subject's activity.

10. Low Motivation

Mrs. Nely was explained that one of the problems in learning English speaking was because their awareness about English was quite low. There were no motivations of the students to learnt English harder and seriously. That was in the same line with Miss. Ade's statement that the students' interest in English is needed to be increasing. Most of them were have not big motivation to study especially study English. But however, according to the researcher observation and interview with almost all of the students, they were knew that learning English was so important in this era, because they believe that everything need English and they have to be good in English. Not only in speaking but also others. Then according to the interview with almost all of the students, the researcher got the point that most of them were not like English so much and also not hate English. Their feeling of English was changeable, it as depend on the material, the teacher, the method used by the teacher and also the time. When the material was so difficult, they would be do not like English. But the material was easy and it was easy to understand they would be like English. Another condition, the students would like English if the teacher was kind and the method was

interesting. But if the teacher was not kind according to the students rating and the process was not interesting, the students would hate English. However, the students of the second grade of junior high school were just children that everything could be changed them.

11. Facilities Problems

SMP Negeri 1 Talaga located at a village side, the facilities of that school was not same with the facilities at another junior high school at the big city. Everything was limit, included the place of English course. If the junior high school's students at the big city have the very excellent English spoken because they were joined some English courses, it would be different with the students of SMP Negeri 1 Talaga. Most of them were not joined the English course, although the school was facilitates them the English extracurricular.

There were some problems that faced by the students and however it all was the responsibility of everyone.

12. Poor of Teaching English Strategy

According to the researcher observation and also interview with some respondents, the teacher not used an interesting strategy when they teach English to make them interest. The teacher only used an ordinary strategy of teaching. It was like the teacher asked the students to write some materials then they have to translate it in to English, and then they will read it together after the teacher. Sometimes the teacher just used group work then they have to translate something in groups. While, to make students have good ability in English speaking, the first thing that have to be got the attention is their interesting to English. Because how can the students get the good achievement in English if there were not interest on it.

B. Discussion

Problem, according to Oxford Learner's Pocket Dictionary (2008: 350) is things that is difficult to deal with or understanding. So, the students' English problem is the student's difficulties to understand everything in English, in this term of this research is the English speaking.

Harmer (2007: 1996) states that every student will make mistakes when they are trying to speaking or even writing in English. Some of them will make slips or errors when they are try to uttered words, phrases and of course sentences. Some

students make mistakes and can correct themselves, it called by slips. And error is when the students make mistakes and they are unable to correct it by themselves. Every student will make both slips and errors. Ideally, the teacher has to make a feedback and correct every student's mistakes. Based on the researcher's observation and interview for about 1,5 month at SMP Negeri 1 Talaga, most of the students or even all of the students made some mistakes during the English speaking process. Different things between one student and the other student is their degree of mistakes. If there were some mistakes, there also some problems that faced them during the process of learning English speaking that has been explained before.

According to the research findings bellow, there are some problems that faced by students in English speaking. One of those problems is the problems in English component. Four components of English according to Harris (1969: 81) are pronunciation, grammar, vocabulary and fluency. The researcher has explained that one of the problems in learning English speaking is not only about mastering vocabulary but the other mastering component of English. But, the vocabulary mastering was explained more than another component because most of the respondents only focus on it. According to one of the teacher's statement also, that the most important thing for the students of junior high school is vocabulary although the component of English is not only vocabulary but also grammar and the other. Some students reported that to ensure grammatical accuracy, they would think about the particular grammar item being involved before producing the utterance. Under such circumstance, their learned grammatical knowledge serves as an 'editor' or 'monitor' (Krashen, 1988)

Ur (1991: 12) states that one of the successful speaking activity's characters is the learners talk a lot. While in the learning process most of the students cannot talk a lot because they were not mastering vocabulary. Vocabulary is the foundation of that all the English component, it was the most important component of English. Because how they can pronounce the words correctly, how they can speak English grammatically and fluently if they have not vocabulary in their mind. When the researcher found that they were lack in vocabulary, it would be automatically they were lack in pronunciation, grammar and also fluently of speaking.

Besides that, shyness, fear of making mistakes, nervous also were the problems of the students that hinder them to speak by using English. That findings are in the same line with Susilawati (2007) in her thesis, that in oral discussion,

shyness, nervousness, feeling afraid of making mistakes, not knowing the way how to pronounce certain words, can hinder the students to speak by using English. Same with her, according to the researcher's observation and interview with some respondents, she also found that some students are not know how to pronounce the words. Not only do not know the words in English but also do not know how the way to pronounce it correctly. They also told that they were feeling nervous when they were trying to speak English. Sometimes they also felt shy to speak everything in English, because when they were making mistakes, other students would laugh her/him. Brown also, in the same line in term of the students problems in English speaking. Brown (2002: 345) states that students are often reluctant to speak English because they are shy and not predisposed to express themselves in front of the other person. Some students also worry about speaking badly and then they lose their face in front of their classmates. Almost all of the students explained that they were feeling shy, nervous and fear of making mistakes then they going to be laughed by their friends during the learning process of English speaking. Other English speaking problems according to Brown (200: 270) are about clustering, redundancy, reduced forms, performance variable, colloquial language, rate of delivery, stress, rhythm and intonation, and interaction.

Ur (1991: 121) has the same statements about the students problems. According to her, one of the students' problems in speaking activity is inhibition. Learners are often inhibited about trying to say many things in foreign language. It includes worried of making mistakes, fear of criticism or losing face, or simply shy.

Another problem in learning English speaking according to the researcher's depth observation and interview was about motivation. The student's motivation was low. Although they were told the researcher that they were though that learning English is important, but the fact showed that their ways and their motivation to learn it especially learning English speaking was need to be increase. The teacher has to find the strategies to make the students in high motivation in learning English speaking because the high of motivation is one of the successful speaking activity's characteristics (1991: 120). That is true that most of the students were in low motivation to learnt English speaking, but the researcher also found that there were some students whom actually not only have a good ability in English, but more important than it also they have a good and high motivation to learn it. That was proved by their involvement in the process of learning English in their class. They

always active to speak everything both English and Indonesian. They also always active to made an interactions with the teacher. But, actually it could be another problem in learning English speaking.

According to Ur (1991: 121), another problem that faced by the students in the process of learning English speaking is low or uneven participation, where only one or two participant can talk at a time. That condition gives the effect for other students. Some of them would lost opportunities to speak English because of their friends more active in the process. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all. Here, the teacher has to be smart to find the way to solve that problem. In one hand, that was good because there were some students who joined the class and the material actively. But in the other hand, it was like a deep problem for the other students whom cannot be active like some of the students. The silent students would lose their opportunities to learning, to show themselves up to speak in front of other students. While, every students actually has the same opportunities in the teaching and learning process especially in learning English speaking.

Another problem was about mother tongue dominantly. The students used Indonesian in high intensity. And the worst thing was the teacher also dominantly used Indonesian in the learning process, not English. It was about the mother tongue used. It was rational and so reasonable if the students were unable to speak in English. How can they speak in English if they were not habitual to use it. According to Ur (1991), it was one of the main problems in learning to speak, mother tongue in use. In class activity where all of the students share everything and speak anything by using their mother tongue, not using the target language bbecause it was easier for them to understand each other. Every word even every sentences can be produce without feeling afraid of making mistakes. If they have to explain everything in front of their friends by using the mother tongue, it would be easier for them and also for other students who have heard it. It would be really different if they were using English when they tried to explain something. It would be very difficult both for them and for their friends also. Another problems like lack of confidence, limited of practice the factors of environment, facilities problem, and the strategy of teaching and learning English also made the students difficult to speak English.

If there were some problems found, there must be some ways to solve it all. The ways to solve the English speaking problem will be served in the next chapter.

CHAPTER IV

THE STUDENTS' AND THE TEACHERS' WAYS TO SOLVE THE PROBLEMS

In this chapter, the researcher provides the research finding and the discussion about the students and the teacher's ways to solve speaking problems based on depth interview.

A. Research Findings

As the researcher explained in the previous chapter, there are so many problems faced by the students at the second grade of *SMP Negeri 1 Talaga*. The main problems are about practice and their vocabulary mastering. Most of them unable to speak in English because their intensity to practice speaking was too low, and their vocabulary mastering should be increase. Another problems like shyness, nervous and fear of making mistakes also gave the big contributions in term of making the students low in speaking English.

If there are some problems in learning speaking English, there also must be the ways to solve it. Every problem is needs to be solved and it was designed with the solutions. These findings are based on the dept observation and depth interview with some respondents. The solutions to solve the speaking English problems are as follows:

1. For the Students

   a. More Practice

   Because of the common problem of the students is because their intensity to practice were so low, so according to some respondents' ideas all of the students have to practicing speaking English more intensive. Not only in the class activity but also in the out of the class activity. How can they are speak English if they never practicing it. Once more, language is a practice. So if the students want to speak English clearly, they have to be practice as often as possible. Sometimes the teacher thinks that there were just the students of junior high school, so it was logic if they were in low level of English. But the researcher has known what happened to the junior high school or even the Elementary school at the big city or at the favourite school. Most of them were in good ability of English speaking.

   There must not be a statement that they were just the students of junior high school and it was not big problem if they were not in good skill of English. That was a false statement. However, English have to be a habitual language in their activities if the teacher wants to make them good in English especially in English speaking. Everything can be done by the teacher to make the students practice more

every time and everywhere. Not only at the classroom during the learning process, but it would be better also if they practice it out of the classroom.

b. Increase the Vocabulary Mastery

Another speaking English problem was about mastering vocabulary and other components of English, like pronunciation, grammar and fluency. Because of mastering English vocabulary was the most important component, so to solve that problems, all of the students have to increase their vocabulary knowledge first. When they have a lot of vocabularies in their mind, at least they could be able to speak English although in some simple sentences. To make the students have much and more vocabularies, the teacher of course should help them. Besides they have to increase it by themselves, the teacher also found ways to make them get and remember as much as possible vocabularies in their mind. Some teachers think that to make the students got many vocabularies quickly; they have to remembering it word by word. But in the researcher's opinion, that way is not really effective to make them remember the vocabularies. There are some effective strategies to make them increase their mastering vocabulary and the teacher have to find it. The teacher may could be used some good strategies to make the students increase their vocabulary. It was useless if they have so many ideas in their mind that want to speak but unfortunately they have not enough vocabulary to speak it up. Sometimes the students have idea but suddenly they lose it from their head.

If they have remember many vocabularies, then the next steps for them was practice to pronounce the words in correct pronunciation, used English grammar appropriately, and speak English fluently. Most of the students said that they have problem in pronounce the words. *"Mungkin masalahnya dari cara pengucapannya bu. Kalo salah ngucapinnya takut ditertawakan sama teman-teman"* (Interview 3). According to her statement, she has problem in pronunciation. So, the alternative way is the teacher should gives the example to the students how to pronounce the words correctly. Pronunciation can be important because when someone utters a word incorrectly, the meaning would be change also. So, all of the students have to speak English in correct pronunciation. And after that the students have to make themselves good in grammar and fluency as the components of English.

c. Increase the Motivation

One of the big problems in learning speaking English was about the motivation. Most of the students of the school was on low motivation to learning

and studying English, especially English speaking. Although the teacher has gave much of motivation, but actually the biggest motivation was came from themselves only. So to make the students have good ability in speaking, it was not only the obligation of the teachers to gave them any kinds of everything to make them have big motivation, but it would be came from their deeply stronger. The function of the teacher was just to helped them.

If them have the big motivation to learning speaking English, to speak up in front of their friends authomaticaly they would be always follow everything which the teacher words in order to make them increase their ability in speaking English.

d. Join the Extra Class of English

Most of the students only learn and practice to speak English in class activity, by their limited capacities and opportunities to speaking. So another way to solve the English speaking problem is by join the extra English class. The extra English class can be an English course, English club or English extracurricular at the school. *"...disekolah juga ada Ekstrakulikler Bahasa Inggris. Ya sama, awalnya banyak tapi kesini semakin sedikit. Susah, mesti sabar"* (Interview 5). According to her statement, there is English extracurricular at the school but the students' interest need to be developed. Before the teacher forces them to joint it, the first important thing that the teacher should understand them that study English is very useful for them in the future. So they have to be motivate to learn and mastering it. Because according to the teacher's explanation, the students only have big motivation in the beginning of the extra English activity, then in the middle of the activity they would be lazy to joined it again and the finally they would be stop to joining that.

2. For the Teachers

a. Motivation Technique

Gave them the motivation as often as possible can make them in high motivation to learning English speaking. Based on the research finding before, low of motivation also is one of the English speaking problems. So, to make them good in English speaking, the teacher need to motivate them to study hard, and of course erase their shyness, nervousness and fear of making mistakes because all of those are the common problem in English speaking also.

"...solusi yang menurut saya bisa diterapkan itu saya selalu memotivasi siswa untuk tidak malu berbahasa Inggris, untuk tidak malu mengucapakan kata bahasa Inggris" (Interview 8).According to her statement, the teacher needs to motivate them in order to make them confident to learn speaking. According to her statement also, she always gives appreciation to the students who have big motivation and try to speak English in front of their classmates although there were so many mistakes they made. But it was only the process of learning so the teacher needs to help them to make it correct. The teacher needs to tell them that in every process of learning, everyone will make many mistakes. So they have not felt fear of making mistakes, shy and another when they were in the process of learning, especially in learning English speaking. Some of the students also give their statement that to make them good in English speaking; they should motivate themselves to study hard.

b. Use The Interesting Strategy

According to the research observation about 1, 5 months ago, at the class activity, the teacher was only used the ordinary methods in teaching. It was only how the way the materials delivered to the students quickly, without thinking about their interesting on it. That was the weakness of some teachers in teaching. Whereas, besides to delivered the materials, another obligation of the teacher is to make the students enjoy during the teaching and learning process. Of course the teacher have to make them interest to the material. However they were just children that need something interesting and sometimes need something enjoyable and make them allow themselves to the materials given by the teachers.

There are so many methods of teaching or strategies in English class to make them speak English up. But unfortunately the teachers did not use it because of some reasons. Most of the teachers only use the traditional strategies. It is better for the teacher to find out the creative strategies in teaching. Today is modern era with many kinds of everything which can be found in everywhere. Both teachers and the students they can found everything they need in the internet. The students in third era are the extraordinary students with their ability in some aspect like technology as one of their ability. But the teacher should remember that they are teacher who have to cleverer and more creative than their students.

Unfortunately, only some teachers who have realize about the important of their creativity in teaching and learning process. For example when the researcher

conducting the class observation, the teacher use uninteresting strategy in the learning process. She just asked the students to wrote down some materials like some of the expressions, then she asked the students to translate and red it without practicing it in what condition they could used that expressions. After the class activity was end, it was useless. Most of the students have no impression during the learning process. If the teachers have creative strategies, they would like to present the material in a good way included an interesting strategy or method. For example the teacher can ask the students to come forward and act as like they were the other people. For example one of the students as doctor and the other students as patient then they have to make conversation between a docter and patient at a medical clinic.

The era has been changed in this time. Sometimes the old method was not suitable with the students. They need another new strategies to make them interest to learn English and force them to speak English appropriately. If the teacher provides the material without using the interesting strategies, it would be make some students have no motivation to learn it. So one of the ways to solve the speaking problems is by using the interesting strategies during the learning process. For example group work, telling stories, discussion, and many others.

c. Give Opportunities to All Students

Lack of opportunities also is one of the problems in learning English speaking. Sometimes the teacher always focuses on certain students and only gives a little attention to the other students. While, actually the teachers should remember that they have to gives same opportunities to every student.

During the researcher's class observation, at least there are two types of students. The first type is the student who always active during the learning process and the second type is the students who always keep silent start from the beginning until the end of the class learning process. It was between active and inactive students with their different capability to speak English who stay in the same class. According to the interview with Mrs. Nely, she told that there are so many varieties of the students in one class. There also so many characteristic of them. Every teacher have to treats them in the same treatment between one and and other students. But unfortunately, sometimes the teacher more attentive to the students who always participate during the learning process. It was good situation when there were some active students in class, but it could be something danger for other students. The

other students or the silent students would lose their opportunities to speak up in the class because their opportunities have gotten by the active students. The silent students need more attention and approach from their teacher.

From that situation above, the teacher should give the same opportunities to show themselves up in front of their classmates. Every student has the same opportunities to speak English. Even if some of them did not want to try to speak by using English, the teacher should help them as much as possible to make them try to speak English. When the teacher only focuses on certain students who always active to participate at the class activity, it would gives bad effect for the silent students. They will lose their opportunities to speak then they will not have a good ability in English speaking or even the other subjects.

d. Keep to Speak English

According to the researcher's observation about 1, 5 months at *SMP Negeri 1 Talaga*, the researcher found that both teacher and students use Indonesian dominantly than English. The teacher used English only in certain conditions, like asked the student to open one page of the text book or give greeting to them, and others. But for explaining the materials, she always uses Indonesian. She has a reason why she uses Indonesian when she was explained the material. It because by using Indonesian, it would be easier for the students to understood it.

It was reasonable if the teachers want their students be able to understand what was explained by her/ him. But the teachers also have to remember that it was the English class. Although in very little of English using, there must be English uses dominantly. But according to some English teachers' statement, they always asked the students to use English as much as possible and do not ever fear to making mistakes or feeling shy of being an object of laugh.

B. Discussion

There are so many ways to solve the speaking English problems. According to Brown (2000: 275) one of the solutions to solve the English speaking problems is use the techniques. But the teacher should remember to use the techniques that cover the spectrum of learners needs. It means that the teacher must make sure that the techniques were helping the learning process and appropriate with the tasks. It also has to be meaningful. In the other hand, some English teacher also told that the motivation of the students is too limit. They actually know that English is important to be mastered but there was some

problems that make them not confident to speak up in front of their friends whom sometimes will laughed to every mistakes that she or he done.

In the other hand, the student's motivations were limited. So, the big task for the teacher according to Brown (2007: 275) is provide intrinsically motivating techniques. Give them the suggestion that everyone is special and everyone has opportunities to be success. So that, everyone has an opportunities also to show her or himself up in everything especially in English speaking. Help them to see how the activity will give benefit and use for them. The researcher believe that all of them were knew that English was so important in their life, both today and tomorrow or even some years later. In the way of motivate them, the teacher have to make an approach to every students. Not only an active student but all of the students. Make them sure that they all can speak English and English would be useful for their next life. Make them feel comfort with their teacher so there were no deep limitations between the students and the teacher and it will make them believe to share every difficulties, every problem they faced in learning English. Actually, the big motivation is note come from another people but come from ourselves. So the students themselves must motivate themselves. The obligation of the teacher is only to help them open their mind and give a little quality of motivation.

Another solution to solve the speaking problem English is give opportunities as much as possible to all of the students, not only a certain students but all. It was in one line with Brown (2000: 275), who states that the teacher have to give opportunities for the students to initiate oral communication. According to him, part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations and to change subject. In one class, usually there are some dominant students. Although they just minority of the class, but they dominate in all of the class activity. Actually it can be good thing if they were ready to help other students who have lower ability. But however they can be a threat for other students because they can make them losing their opportunities to be active to speak English in their own class. Unfortunately, sometimes the teacher more focuses on the active students than inactive or 'silent' students.

Another solution to encourage the students to speak English is the teacher should speak it as often as possible. If the teacher shies about speaking English, how can she expect the students to overcome their fears about speaking English. That is fine if the teacher not completely fluent or does not have that elusive perfect native accent, as Swain (1985) wrote " we learn to speak by speaking" and that goes for teacher as well as

students. The more the teacher practice the more she/ he will improve her/ him own oral skills as well as help the students to improve theirs.

The researcher has explained before that the teacher have to use an interesting strategies to make the students interest in the subject. Brown (2000) states that encourage the development of speaking strategies can be a way for designing English speaking class. However, an interesting class and interesting strategies used by the teacher could be increased their interest to learn. Talking about strategy, actually not only the teacher who needs the strategy, but also the students. They have to develop their personal strategies for accomplishing oral communicative purposes. Every person has their own strategy to solve their problems. Not only the problems of their life but also their problems in learning something especially in learning English speaking. The strategy would be different between one student and other students. The subject matter of these cases was the students of junior high school; they actually need some strategies controls from the teacher.

Another ways to solve the speaking English problems is by using group work. Based on Ur (1991: 121) on her book " A Course in Language Teaching ", at least there are five ways to solve the problems of speaking. The first one is by using group work. By using it, the students more active to speak because they were in smaller environment so they can express everything more confidently. It was in one line with Brown (2002: 345). He states that one of the things that the teacher can do to help the students' problems in speaking is big group and small group. According to them, the researcher concludes that using group work is one solution to encourage the students to speak English. But however the teacher has to controls them in their group. Because sometimes when the students work in pairs or groups they just end up chatting in their own language.

The other strategies to solve speaking English problems according to the research finding is by using telling stories. It is in one line with Harmer (2007:124-131). According to brown, there are so many speaking sequences that can be used in the learning process of English speaking. Some students were happy when they heard other people stories, but sometimes they unable to tell their own story. According to Brown (2007), however the students need to be able to tell stories in English. The teacher can encourage students to retell stories which they have read in books, newspaper or from the internet. It can be from many kinds of sources. But the better is they tell about themselves and their family, their friends or their unforgettable experiences. When one student tells the stories based on personal experience, their classmates can ask them questions in order to find out more about what happened. Actually, storytelling like this often happens spontaneously, but at

other times, students need time to think about what they are going to say. Especially for the students in junior high school, with their limited in some things.

Besides telling stories, role play also can be alternative ways to solve the speaking problems. Brown states that:

> In simulation, students act as if they were in real- life situation. We can ask them to simulate a check- in encounter at an airport, for example, or job interview, or a presentation to a conference. Role play simulates the real world in the same kind of way, but the students are given particular roles- they are told who they are and often what they think about certain subject.

According to his statement, between simulation and role play has very close relationship. Both simulation or role play gives contributions in terms of making students to increase their ability in English speaking. By using simulation or role play, the students will allow themselves to be active in all of the process of learning English speaking.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher shows the conclusion of the data, which has been researched and followed by suggestions as consideration to the teacher, students and also the researcher in the future.

A. Conclusion

Based on research finding and discussion, the researcher makes conclusions as follows:

1. The speaking English ability of the students of *SMP Negeri 1 Talaga* was in low level and need to be increase. Most of the students were unable to speak English clearly and they also were difficult to produce words, phrases and sentences in English. But however, there were some students who have good ability in English especially in speaking English. Unfortunately, the numbers of students who have good result in speaking English were only minority. The class was dominated by the students who have been in low skill of speaking English.

2. In learning speaking English, most or even all of the students have problems. Those problems make them feel so difficult to say everything by using English. That problems itself can be caused by many factors. It can be caused of the teacher's factors, the class factors, the environment factors, or even their own factors. Actually the big problem was about practice. They have not enough time to practice to speak English. Not only practice to speak but also practice to hear. Because speaking was includes listening comprehension. While the teacher dominantly used the mother tongue than the target language. It means that the students were not habitually making an interaction with English. Most of them also have no opportunities to speak English. Another problems that faced by the students was about shyness, nervous, afraid of making mistakes, do not know how to pronounce words, and the most important thing was they vocabulary mastering is very low.

3. There are some ways for the students and also the teacher to solve the speaking English problems. The first is practice, because according to one theory language is practice. So, to make them good in speaking English is making them to practice it as much as possible. Besides that, the teacher also can use some interesting strategies to make them try to speak in English. For example by using games, role play,

describing pictures, discussion, or another ways to allow them to speak English as good as possible.

B. Suggestion

Finally, it is known that there are so many problems that faced by most of the students in learning speaking English. It can be seen from the result and finding of this research. Based on that finding, the researcher gives some suggestion for the school, the teacher, the students and also the next researcher.

1. For the School

Planning the new programs exactly the new English program as a solution of the students' problems especially in speaking English is a good alternative ways to solve the students' speaking English problems.

2. For the Teacher

a. Giving motivation and stimulating students' opinion are very important to increase students' attention in leaching learning English especially speaking.

b. Choose the most interesting method that is suitable with the condition of class and the material given. So that, the students will not feel bored to accept the material from the teacher.

3. For the Student

a. Students should study hard and do more practice in speaking because it is the key to be able to communicate in English.

b. Students should not be shy to express their ideas.

c. Students should not be afraid of making mistakes.

4. For the Next Researcher

As good researchers, they must be creative to make something new in the way of teaching learning process in order when they do the research to the students and teachers can take positive effect.

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Appendix 1

The Profile of SMP Negeri 1 Talaga

A. Sejarah Singkat SMP Negeri 1 talaga

Pada tahun terakhir dasawarsa pertama bangsa Indonesia berada dalam alam kemerdekaan, masyarakat Talaga dan sekitarnya sudah merasakan dan sadar akan pentingnya pendidikan. *Dayeuh Talaga*, yang pada waktu itu berstatus sebagai pusat Kewadanaan untuk wilayah ujung selatan Kabupaten Majalengka, sudah memiliki tokoh-tokoh sebagai '*warga unggul*' yang berpikiran maju dan konsen terhadap pendidikan. Beberapa diantaranya, mereka adalah :

1. Bapak *Soemartana* (alm.), waktu itu sebagai Penilik Sekolah,
2. Bapak *Doeleh Soeparman* (alm.), tokoh PGRI tahun 1950-an,
3. Bapak *Endoes* (alm.), Kepala SD 4 Talaga tahun 1954,
4. Bapak *Boestomi* (alm.), Sekretaris PGRI cabang Talaga tahun 1950-an,
5. Bapak *Rd. Soebarma* (alm.), Ketua POMG,
6. Bapak **Soetisna (alm.)**, Kuwu desa Gunungmanik.

Didorong oleh kesadaran akan pentingnya pendidikan pada masyarakat, munculah prakarsa inisiatif dari para tokoh untuk merintis pendirian Sekolah Lanjutan Tingkat Pertama yang pada waktu itu bernama SMP (Sekolah Menengah Pertama) di Talaga. Tahun 1954, SMPN Talaga filial (kelas jauh) dari SMP Negeri 1 Majalengka mulai menerima murid kelas 1 sebanyak dua rombel (kelas). Dibawah Pimpinan Bapak Soepartanawa sebagai Pjs Kepala Sekolah, SMPN Talaga terus berkembang dari tahun ke tahun. Akhirnya, pada tahun 1958, atau tahun ke 4 dari awal pendiriannya, SMP Negeri Talaga resmi berdiri sebagai lembaga penyelenggara pendidikan menengah di Talaga, terpisah dari '*induk asuh*'-nya,SMP N 1 Majalengka, dengan surat keputusan Mentri Pendidikan dan Kebudayaan No.053 B/III,tgl. 9 Oktober 1958. Bapak **Soepartanawa** sebagai pejabat sementara Kepala Sekolah pada waktu itu, bersamaan dengan terbitnya surat peresmian status sekolah, langsung dipercaya memimpin sekolah ini.

B. Perkembangan SMP Negeri 1 Talaga

Sejak perintisan dan peresmian tahun 1958 sampai saat ini (tahun 2010), SMP Negeri 1 Talaga telah mengalami 11 kali pergantian pimpinan (Kepala Sekolah), dengan berbagai dinamikanya.

1. Periode Kepemimpinan Bapak Soepartanawa (tahun 1954 – 1962)
2. Periode Kepemimpinan Bapak Wasmin Soedardjo (1962 – 1969)

3. Periode Kepemimpinan Bapak Soewardi Sastradiredja (1969 – 1983)

4. Periode Kepemimpinan Bapak Sumarna Hadi (1983 – 1986)

5. Periode Kepemimpinan Bapak Surochman (1986 – 1992)

6. Periode Kepemimpinan Bapak Aban Subandi (1992 – 1995)

7. Periode Kepemimpinan Bapak Asep Usman Yahya (1995 – 1997)

8. Periode Kepemimpinan Bapak Drs. Ojo Senjaya Puramulia (1997 - 2000)

9. Periode Kepemimpinan Bapak Drs. H. Suprai, M.Pd. (2000 – 2004)

10. Periode Kepemimpinan Bapak Drs. H. Odjob Koswara,M.M (2004 – 2008)

11. Periode Kepemimpinan Bapak Drs. H. Edy Achmad (2008 – kini/2010).

Kini alumni SMP Negeri 1 Talaga, banyak yang telah berhasil menjadi pejabat, tokoh-tokoh nasional maupun pengusaha sukses dalam segala bidang.

C. Profil Smp Negeri 1 Talaga

1. Data Sekolah

   a. Nama Sekolah: SMP Negeri 1 Talaga

   b. Alamat: Jln. Banjar Layungan No. 51 Talaga Wetan

   c. Kecamatan: Talaga

   d. Kabupaten: Majalengka

   e. Provinsi: Jawa Barat

   f. No. Statistik Sekolah: 00102164009

   g. Visi Sekolah   : **" Unggul dalam prestasi & Berahlaq Mulia "**

   h. Misi Sekolah:

      1) Menyelenggarakan pembelajaran dan bimbingan secara efektif untuk mengoptimalkan potensi akademik yang dimiliki siswa;

      2) Mengembangkan pengetahuan dan keterampilan peserta didik sesuai dengan minat dan bakat;

      3) Menumbuhkan penghayatan ajaran agama dan budaya bangsa, sehingga menjadi kearifan dalam bertingkah laku;

      4) Melaksanakan aturan-aturan tata tertib sekolah sebagai norma dalam kehidupan antar warga sekolah;

      5) Menyelenggarakan dan mengikuti berbagai *event* akademik dan non akademik di berbagai tingkat wilayah;

      6) Menerapkan menagemen partisifatif.

2. Data Tanah dan Bangunan
   a. Sertifikat: -
   b. Luas Tanah: 2.00 M2
   c. SK Penegerian: -
   d. Tahun Pendirian: 1958
   e. Status Tanah/ Bangunan: Hak Guna Pakai

3. SK Akreditasi:
   a. Nilai Akreditasi: A (Amat Baik)
   b. Nomor: -
   c. Tanggal: 13-12-2007
   d. Lembaga yang Mengeluarkan: Pemerintah Provinsi Jawa Barat

4. Kepala Sekolah:
   a. Nama Lengkap: Drs. H. Suprai, M.Pd
   b. Pendidikan Terakhir: S2
   c. Jurusan: PKn

5. Komite Sekolah:
   a. Nama Ketua: Muhtar
   b. Nomor SK Pengangkatan: -
   c. Lembaga yang Mengeluarkan: SMP Negeri 1 Talaga

6. Keadaan Siswa
   a. Jumlah Rombel: 29 Rombel
   b. Jumlah Siswa Tahun Pelajaran 2013/ 2014
      1) Kelas VII (A, B, C, D, E, F, G, H, I): 275 Orang
         a) Jumlah laki-laki: 151 Orang
         b) Jumlah perempuan: 124 Orang
      2) Kelas VIII (A, B, C, D, E, F, G, H, I, J): 260 Orang
         a) Jumlah laiki-laki:132 Orang
         b) Jumlah perempuan: 128 Orang
      3) Kelas IX (A, B, C, D, E, F, G, H, I, J): 279 Orang
         a) Jumlah laki-laki: 136 Orang

b) Jumlah perempuan: 143 Orang

7. Sarana/ Prasarana
   a. Jumlah Ruang Kelas: 29 Ruang
   b. Jumlah Ruang Perpustakaan: 1 Ruang
   c. Jumlah Ruang Laboratorium: 1 Ruang
   d. Jumlah Ruang Kepala Sekolah: 1 Ruang
   e. Jumlah Ruang Guru: 1 Ruang
   f. Jumlah Ruang Tata Usaha: 1 Ruang
   g. Jumlah Gudang: 1 Ruang
   h. Sarana Pendukung:
      1) Daya Listrik: 900VA
      2) Sumber Air: Mata Air
      3) Mesin Tik: 1 Buah
      4) Komputer: 2 Buah
      5) Lapangan Olahraga:
         (1) Bola Voli: 2 Buah
         (2) Bola Basket: 2 Buah
         (3) Tenis Meja: 1 Buah

8. Potensi yang Mendukung di Sekitar Sekolah
   a. Areal tanah sekolah masih cukup luas
   b. Tenaga ahli pertanian dan peternak tersedia

9. Jenis Dan Ruang

No	Jenis Ruang	Jumlah	Luas M2	Kondisi Ruang		
				Baik	Rusak Sedang	Rusak Berat
1	Ruang Kepala Sekolah	1	24	✓		
2	Ruang Guru	1	120	✓		
3	Ruang TU	1	126	✓		
4	Ruang OSIS	1	81	✓		
5	Ruang BP/ BK	1	36	✓		

6	Koperasi/ Toko	1	36	✓		
7	Ruang Teori/ Kelas	29	5885	✓		
8	Laboratorium IPA	1	124	✓		
9	Ruang Perpustakaan	1	120	✓		
10	Ruang Praktek Komputer	1	117	✓		
11	Ruang Kesenian	1	120	✓		
12	Ruang Olahraga	2	126	✓		
13	Rumah Dinas Penjaga	1	120	✓		
14	Ruang Kesenian	1	120	✓		
15	Rumah Ibadah	1	76	✓		
16	Kamar mandi guru	2	48	✓		
17	Kamar Mandi Siswa	9	26		✓	
18	Gudang	1	64	✓		

10. Daftar Nama Guru SMP Negeri 1 Talaga

No.	Nama	MP yang Diampu
1	Drs. H. Suprai, M.Pd	PKn / Kepala Sekolah
2	Etty Hidayati, S.Pd	Bahasa Inggris
3	H. Santa Sukanda, S.Pd	Matematika
4	Abdul Ajid, S.Pd, M.Pd	Bahasa Indonesia
5	Uud Udrayana, S.Pd	Bahasa Indonesia
6	Maman Suratman, S.Pd, M.Pd	IPA
7	Dra. Emay Komariah	IPS
8	Badrujaman, S.Pd, M.Pd	Bahasa Indonesia
9	Drs. Moh. Yahya	PKn
10	Aruman, S.Pd	IPA
11	Maemunah, S.Pd	Bahasa Indonesia
12	Dra. N. Nendang Lesmanawati	BP/ BK
13	Amidi, S.Pd	PAI/ Qurdits
14	Suparta, S.Pd	Matematika
15	Dwi Marwati, S.Pd	Bahasa Indonesia
16	Eep Supriyati, S.Pd	IPA
17	Yoyon Saeful Uyuh, S.Pd	Seni Budaya
18	Dra. Mamah Maryamah	PAI/ Qursits
19	Sepriatman, S.Pd	Penjas
20	Zaenal Mutakin, S.Pd	PAI/ Qurdits

21	Rosadi Didi Susanto, S.Pd	TIK
22	Euis Karyawati, S.Pd, M.Pd	IPS
23	Drs. Caca Irawan	Seni Budaya
24	Dedi Syaeful Yadi, S.Pd	PKn
25	Wida Sopiawati, S.Pd	IPA
26	Jaja Hadijah, S.Pd	PKn
27	Cucu Kusumawati, S.Pd	Matematika
28	Lina Hasanah, S.Pd	IPA
29	Pipin Purnima, S.Pd	IPS
30	Eti Mutiawati, S.Pd	IPS
31	Vepi Kapianti, S.Pd	Bahasa Inggris
32	Ifa nurhasanah, S.Pd	Bahasa Indonesia
33	Hendawati, S.Pd	Matematika
34	Herlina, S.Pd	IPA
35	Yeni Herlina, S.Pd	Maematika
36	Iceu Rosdiyani, S.Pd	Bahasa Sunda
37	Teti Faridawati, S.Ag	PAI
38	Lili Yulianto, S.Pd	IPA
39	Atit Yuliani, S.Pd	IPS
40	Mukti Gani, S.T	TIK
41	Cucu Umi Kulsum, S.Pd	IPA
42	Rena Herlianawati, S.Pd	Matematika
43	Ade Eka Indriyani, S.Pd	Seni Budaya
44	Endin Andriyana, S.Kom	TIK
45	Hj. Asri Retnasari, S.Pd	IPS
46	Silvia Indriyani, S.Pd	BP/ BK
47	Deni Iskandar, S.Pd	Penjas
48	M.Memet Rahmat, S.Pd	Penjas
49	Ida Nursanti, S.Ag	PAI/ Qurdits
50	Nely Rahmawati, S.Pd	Bahasa Inggris
51	Wiwi Ratnawati, S.Pd	BP/ BK
52	Asep tatan K, S.Pd	Bahasa Sunda
53	Tersi Gumilar Senjaya, SE	TIK
54	Dian Eka Indriyani, S.Pd	Bahasa Inggris
55	Nono Surono, SPd	Bahasa Sunda
56	Taufik Barjah, S.Ag	BP/ BK
57	Wina Nurfitriyani, S.Pd	Bahasa Inggris
58	Ade Rifatul M, S.Pd	Bahasa Inggris
59	Dina Wulansari	Bahasa Inggris

STRUKTUR ORGANISASI SMP NEGERI 1 TALAGA

KOMITE SEKOLAH	KEPALA SEKOLAH
H. MUCHTAR	Drs. H. SUPRAI, M.Pd

WK. BID. KURIKULUM	WK. BID. KESISWAAN	WK. BID. SAPRAS
MAMAN SURATMAN, S.Pd, M.Pd	SUPRIATMAN, S.Pd, M.Pd	H. SANTA SUKANDA, S.Pd

WALI KELAS

GURU

GURU

Appendix 2

The Rubric of Speaking

(Scoring Scale)

No	Assestment	Score			
		Poor (1)	Enough (2)	Good (3)	Excellent (4)
1	Pronunciation				
2	Vocabulary				
3	Grammar				
4	Fluency				

MARK = <u>TOTAL SCORE</u>   x 100

           MAXIMUM SCORE

Appendix 3

The Score of Speaking Test

No.	Name	Pronunciation	Vocabulary	Grammar	Fluency	Total
1.	Abdul Rofi Zaidan	2	1	1	2	37
2.	Ade Abdi Salam	2	1	1	2	37
3.	Agis Pratiwi	1	1	1	2	31
4.	Ahmad Yusron	2	1	1	1	31
5.	Angga Rahmat Budiman	2	2	1	3	50
6.	Deny Rohmawan	1	1	1	1	25
7.	Dila Dini Lestari	3	2	1	2	50
8.	Febrian Firmansyah	2	1	1	2	37
9.	Fitri Heni	2	1	1	2	37
10.	Hary Muhammad Arif	2	2	1	3	50
11.	Ika karimah	3	2	2	2	56
12.	Indri Bianda Aulia	2	2	1	2	44
13.	Jajang jaenal Abidin	1	1	1	1	25
14.	Lena	2	3	1	1	44
15.	Muhammad Wildan Akbar	2	1	1	2	37
16.	Pupu Ayura Puspa	3	2	2	3	62
17.	Rangga Sukma Kliwon	1	1	1	2	31
18.	Rani rahmawati	2	2	2	3	56
19.	Reza Nurdiansyah	3	3	3	2	69
20.	Rini	1	2	1	2	37
21.	Riza	1	1	1	1	25
22.	Sandi birma	2	1	1	1	31
23.	Silvyani	1	2	1	1	31
24.	Veny Septia Gunawan	3	3	2	4	75
25.	Yopa Yopian Ginanjar	1	2	1	2	37
26.	Zashika Maulanisa	3	2	2	3	62

Appendix 4

The Document of Speaking Score

No.	Name	Score
1.	Abdul Rofi Zaidan	71
2.	Ade Abdi Salam	70
3.	Agis Pratiwi	71
4.	Ahmad Yusron Sarip	61
5.	Angga Rahmat Budiman	75
6.	Deni Rohmawan	65
7.	Dila Dini Lestari	76
8.	Febrian Firmansyah	75
9.	Fitri Heni	70
10.	Hary Muhammad Arif	69
11.	Ika karimah	71
12.	Indri Bianda Aulia	78
13.	Jajang jaenal Abidin	65
14.	Lena Mardiani	76
15.	Muhammad Wildan	64
16.	Rangga Sukma Kliwon	75
17.	Rani rahmawati	70
18.	Reza Nurdiansyah	80
19.	Riza Awal Setawan	65
20.	Sandi Birma	72
21.	Silvyani	70
22.	Veny Septia Gunawan	78
23.	Yopa Yopian Ginanjar	65
24.	Zashika Maulanisa	78
25.	Pupu Ayura Puspa	74
26.	Rini Sri Hastuti	67

Appendix 5

Observation's Field note

The research observation was intensively conducted on Thursday of April 10th 2014. At the first day of research observation, the first step that the researcher done was observed the situation and the condition of SMP Negeri 1 Talaga. The researcher went around the building of the school. SMP Negeri 1 Talaga is the bigger Junior High School in Talaga. According to the accurate information, the researcher knew that the area of SMP Negeri 1 Talaga is about 20.000 M^2. SMP Negeri 1 Talaga consists of 29 class and 814 students.

In the next day, Friday of April 11st 2014 the researcher began to make closeness with some teachers there. That school consists of 59 teachers; six of them are the English teachers. The researcher was made an approach with all of the teachers there but the researcher of course more focus and more intensive to talked with the English teachers. The teachers there were so kind and helpful. The researcher was not really hard to make an approach with the teachers there because the researcher itself was ever made the first observation before. So, most of the teacher were knew about herself.

On Saturday of April 12nd 2014, the researcher came to the school to meet with Mrs. Nely as on of the English teacher of class VIII. We talked so long at that time about my research observation. And after she knew about the goal of my research, she decided to choose class VIII-B as the sample of my research. Actually the researcher does not know why she choose that class but she was agree with it because the researcher believes that the teacher was more knew about the condition of every classes. After that she told me about the schedule of the English subject of that class. The schedule of that class was on Tuesday and Saturday.

Monday of April 14th 2014 was the first day of the research observation. At that day, the researcher made an approach to the students of SMP Negeri 1 Talaga especially the second grade and more especially class VIII-B. The condition was not different with my earlier observation, that the students were difficult to speak in English. When the researcher was making a short conversation with them, most of them were not answer the researcher's questions. Whereas, the questions were not really difficult to answer and it all were the very simple questions like their name, their home, hobby, and many simple questions actually. The researcher know that there are some students also that actually were able to speak in English but they looked so less of confidence and made them cannot speak up in front of the researcher and just always smile and laugh.

On April 15th 2014, the researcher tried to make a class observation. Class observation here means the researcher observed the class activity especially the teaching and learning English speaking. One of the students leaded his friend to pray before start the lesson. He was speaking in English. According to Mrs. Nely explanations, she was habituated the students to tried to speak English, not only in the beginning of the lesson but also during the lesson. She will not permit the students to go out of the class or to go to the toilet before they tried to make permission in English. In the researcher opinion, it was a good way to keep the students to speak English. At that day also the researcher told Mrs. Nely that the researcher want to made a speaking test of that class. Mrs. Nely was gave an agreement of it and told the researcher to conduct it in the next meeting, on Saturday of April 19th 2014. Mrs. Nely asked the students to make a short story about their sport experience and they going to explained it in front of the class. Some students just said "ahhhhh...." while their face looked so something.

Next day, the researcher came to the school to talk each other with some students. At some moments, the researcher tried to make them to show their real ability in English but them still in the same condition with before. They were just smile and told the researcher that they were unable to speak English. They told the researcher that some students were ever joined the English course but just for a while. When the researcher asked the reason, they were said nothing. The researcher tried to force them to speak English because however the researcher wants to know their real ability in English.

On Saturday of April 19th 2014 and April 22nd 2014, the researcher made a test of English speaking to all of the students of class VIII-B. As the researcher guess before that the result will not satisfied. Their score were not really good and most of them got very low score. Only two or three of them who got the satisfied score of speaking test. From that speaking test score, the researcher concludes that the speaking ability of the students is low. And it must be the reasons there, why their speaking ability was too low? What are the problems? And for the next observation, the researcher was observed and made some interview with many respondents about the problems of the students in learning English speaking.

Wednesday of April 23rd 2014, the researcher made an interview with Mrs. Nely as the English teacher. Actually, the researcher often talked to her about teaching and learning process in informal situation, but at that time the researcher made an interview with her in formal situation. According to the interview with her, not mastering the English vocabularies is one of the students' problems that make them so difficult to speak English. How they could

say something in English if their vocabulary building was very low. However, the mastery of vocabularies was one of the important thing when someone want to be able to speak in English clearly. Not only in learning English language but all of the languages, vocabulary mastery was important.

Besides the vocabularies problems, she also told that low awareness was made them have low motivation too for study English. When someone thinks that something is really important for her or him, it would be higher motivations to reach it. If their awareness about the importunateness of English is high, it will make them learn it hardly included learning the English speaking. According to her statement also the researcher got the point that another important thing was the student's motivation themselves. Although the teacher done many kinds of strategy to solve the student's problems but if they have not motivation to learn, it would be useless. She has tried to make an English course out of the school for the students but the result was big zero. The students just have a big spirit in the beginning of the English course. She also told the researcher that at SMP Negeri 1 Talaga there was an English Extracurricular, but finally only a few students who still joined that extracurricular. All of the students can increase their ability in English especially in speaking English. But unfortunately they have not a big motivation to learn it seriously.

On April 24th 2014, according to the researcher's depth observation and short conversation with some students, the researcher got some points about the student's problems in English speaking. According to some students' statement, they were felt afraid of making mistakes when they tried to speak by using English, and they were afraid they will be laughed by their friends. That condition made some of them were only keep silent and have no bravery to speak English in front of another people especially their teacher and their friends. They also look so confused about the words and sentences they want to say and sometimes they do not knew the meaning of the questions that asked by the researcher. It was the same situation with Mrs. Nely's statements that the vocabularies' mastery of the students was too low and it made them felt so difficult not only to speak in English but also to understand what the other people say.

Beside makes the observation, the researcher also made an interview with one of the English teacher at that school, Mrs. Etty. From her, the researcher got the information that the main problem was that the students were not practice as much as possible. Because of they were not practice so they felt nervous when they tried to speak English. Actually when we want to mastered a language, actually we have to practice it. While the fact was the students only got much theory not much practice. If they have practice to speak English enough, they

will speak it naturally without feeling nervous. Another problem was about the mastering vocabulary again. Mastering vocabulary was like a key to master in a language especially English. And to solve that speaking problems, of course all of the students have to practice to speak English harder.

In the next day, April 28th 2014 the researcher made an interview with one of the students namely Reza. According to the depth interview with him, the researcher knew that his big problems in speaking English were he does not know how to pronounce the English words. It made him felt uncertain to uttering the words and to speak by using English. But actually he likes English and likes to try to speak in English although sometimes he felt afraid of making mistakes. Not only when he tried to speak in English but also when he tried to answered another English test. He also told the researcher that sometimes he was afraid of being object of ridicule when she was making mistakes. Another problem in learning to speak English that he explained to the researcher was about nervousness. Some of the students included hem, told the researcher that they were nervous when they tried to speak English in front of their friends and their teacher also. That nervousness made them lose themselves control and made them lost many words in their brain.

In the same day, the researcher also conducted the interview with Zashika. the researcher made an interview with Zashika. She was the member of class VIII-B. When the researcher asked her opinion about English, she was explained that English was not difficult and also was not easy. One of her problems was about how to pronounce the words. If she made a mistake when she pronounces the words, she was afraid their friends would laugh to her. It can be an embarrassing moment for her of course. She also told the researcher that sometimes she often forget the vocabularies. For example, when she tried to speak English she often lost the words in her mind. When she has a word in Indonesian, sometimes she forgot what was that word in English or even she do not know that word in English.

On Tuesday of April 29th 2014, again, the researcher was made a class observation. That day, the students were learnt about the expressions of sympathy. Actually according to the researcher's observation class, the teacher was often taught about kinds of expressions. But unfortunately, she was not gave enough opportunities for the students to express it. At one time, the researcher was checked the hand books of some students and the researcher also made a short but depth interview with them about the material and the learning process. Actually, when the researcher checked their hand book, the researcher found that there were so many kinds of speaking material. Those all were about expressions, dialogues and another speaking material. But when the researcher asked them about the way their teacher taught

them, they answered that they all just asked to write down the material then red it all together then translate it into Indonesian. Their confessions were in the same way with the researcher class observation.

On April 30th 2014, the researcher conducted the second interview with Zashika. She said that the problem in English speaking that she faced was about how to pronounce the words. She usually did not knew the pronunciation. But, she always asked to the teacher if she found something difficult in pronouncing the words and usually the teacher gave example of the correct pronunciation. She also found the problems on vocabulary. Sometimes she did not know the words in English and it makes her cannot speak English. How can she can speak English if she has not the vocabularies in her mind. According to her statement also, in the learning process the teacher usually asked the students to answered some excercise, not practice in front of the class. Usually the teacher just give the materials then the students wrote and read it together.

Besides made the interview with Zashika, the researcher also made the interview with Indri. According to her statement, actually she was love English but sometimes she faced difficult to translate both from English to Indonesian and from Indonesian to English. She ever tried to speak English and she felt nervous, shy and also fear of making mistakes. But her big problem was because of nervous. She told the researcher that she want to learn English by using interesting strategy like drama and other. Because through it, she could be increase their ability in English speaking

Next observation on May 01st 2014, the researcher made an observation to more large respondents. According to the observation that day, the researcher concludes that some students are afraid to speak English because of some factors. The external factors may effect them but the internal factor was gave the big contribution in terms of the problems in English speaking.

May 02nd 2014, the researcher conducted the second interview with Mrs. Etty. According to the interview with her, the researcher got the point that the causes of the problems which faced by the students were not only from the student's side but also came from the teacher's side. Both teachers and students were contributed in term of the English speaking problems. So they all need to solve that problems together. Not only the students but also the teachers. According to her explanation, the teachers and the institution have been fasilitate them with some facilities such as the Extracurricular of English. It was the new extracurricular in that school as one of the ways to make the aware in English. But the reasult was not good because there only a few students who joined that extracurricular.

May, 03rd 2014 the interview with another English teacher was conducted. At that time the researcher made an interview with Ms. Dina. According to her statement, generally the English speaking ability of the students was still low. but there were some students whom have a good ability in speaking English, but it just some students. While majority their ability was not really good. That condition happened because of some problems. She told the researcher that their vocabulary mastering were too limit and it was hinder them to speak by using English. Another problem was about shyness and fear of making mistakes. Sometimes she used games as the strategy in teaching English speaking. The interactive games was interested the students to speak English more active in class. For her, the most important thing was the entire student's active in speaking English and learning English enjoy. She also added that the environment factor also gave the big contribution for them. The ways to solve the problems were so many.

Next day, the researcher made a class observation. In that activity the students tried to read the expressions when they would like to made a phone call. Some of them looked so confidence because they were just read it, while another looked so nervous and they made some mistakes when they red it. But the activity was always like that. Once more, the students have no enough opportunities to speak in English. And according to some students' statements, the teacher was often permit and only gave them some exercises.

May 09th 2014, the researcher made the second interview with Reza. He said that in the learning process the teacher rarely asked them to practice English speaking in front of the class, like dialog or conversation. Usually, she asked the students to translate a text then answer some excercises based on the text. It can be individually or in pair or groups. He also added that teacher used Indonesian dominantly, she only used English in certain times. He also give suggestions for the English teacher. He was suggested for the teacher to used some kinds of games wchich can make them interest to leaning English and speak in English. Then he also said that he wasnt to asked to practice English to make him good in English speaking.

At the same day, the researcher also made the second interview with indri. She still gives statement that shyness and nervous are the big problems for her. She felt shy when she tried to speak English because usually someone who make mistakes in English speaking or pronunciation, the other students would give a laugh to her/ him. Because of that, she always shy to speak English in front of her classmates. She also gives the same statement with another students that in the learning process, the teacher rarely asked them to speak in English. In the process of teaching and learning, the teacher just asked them to wrote down

the material then translate it and read it together first if the material was about the expressions.

On May 12nd 2014, the researcher conducts the second interview with Miss. Dina. According to her explanation, she usually used some interesting strategy of teaching to make the students interest and active to speak in the learning process. She often use some media such as pictures of the popular people. Then, she asked the students to explain and describe the picture. By using that strategy, the students will active and participate to speak in classroom by using English although there were so many mistakes there. But the most important thing was all of the students can be active and learn English speaking more. Besides describing someone or something, she also often used another strategy like telling story. She also added that vocabulary, shyness and fear of making mistakes still be the commond problems in English speaking.

Next days the researcher conducted the observations, included the class observation.

Another day, on May 18th 2014 the researcher conducted the second interview with Mrs. Nely. According to her explanation, sometimes the students really have no idea about what they want to say actually. Although they have enough vocabularies in their mind but they have no idea to speak, it was terrible. She also added that using drama as the strategy to solve the speaking problem was the good choice. Not only because they will more active to speak, but they were also will knew about some expressions that they do not knew before.

On May 19th 2014 the researcher made the second interview with Mrs. Nely. Actually the result was not really different with the first interview. According to the interview with her, she told the researcher that she always gives motivation to her students to learning English especially speaking and told them that they were not need to be afraid or shy when they were speaking English because every learners will always make mistakes included them. But unfortunately they were not given attention to it. She also added that she is just a teacher who support them while the big motivation to learn is came from their deep heart, by themselves. Not by her as their teacher, not by their parent or their friends, but themselves.

Day by day the researcher always made the depth observation with the students, not only in their class learning process or out of the class activity. The researcher made an interview or just made a short conversation about their experiences in learning English speaking before. The researcher also asked them about the English class activity before. Actually one of the biggest problems was they were not practice English deeply. And the teacher was not made the learning process as interesting as possible.

On May 21st 2014 the researcher made an interview with Febrian, one of the students there. The big problem that he faced was he does not like English. How can the student interest to speak English if they were not interest to the English subject itself. He does not like English because in his point of view, study English was so difficult and he cannot understand it. Because of that, he does not like English subject included English speaking. He also faced the same problems with his friends. He told that sometimes he does not know how to pronounce the words and aometimes he was shy of his friends. Those all were the reasons why he was not really like English.

Next day May 22nd 2014 the researcher made an interview with Miss Ade, as the English teacher there. Not different with another teacher before, she explained that the ability of the students in English speaking was low. Most of them were unable to speak by using English. Most of the students have problems in English speaking. That problems may because of their vocabulary mastering or may because of their interest of English was very minimum. Only a few students who want to come forward to made conversation or others. In the process of teaching and learning, usually she used some games to make them felt interest to learn English speaking. For example by using pictures as media. She also asked the students to explain something in front of the class. Before they started to explain what they going to explain, the teacher usually gave them a few times for them to make a preparation because however the students of Junior High School will be different with the students of University. Usually there was so much time that will be needed by them before explanation.

According to an interview with her also the researcher also got the information about some students who has good ability in English especially in English speaking was the students who have been joined the English course before. It made them better in English, for example in pronouncing the English words; they were pronouncing it clearer than other students who were never joined an English course. One way to solve the students' speaking problem according to her was motivate them to erase their shyness and they should have the big motivation to learn everything, especially English speaking. The key was they were be able to speak, she never hope that all of the students were able to speak English in the right way but the most important was they want to tried to speak. And another important thing was mastering vocabulary of course. There was not activity that would be success without practice, learning to speak English also. The students have to practice it as much as possible.

On May 23rd 2014 the second interview with Febrian was conducted. In the second interview he was told the researcher that although he does not like English but he always tried to like it because according to his statement, he wants to be able to understand the text on

internet, television and others so learning English was important. Unfortunately, he rarely to asked by the teacher to speak up in by using English during the leaning process of English. The teacher usually asked the students to translate a text or everything then answer some excercises from her. He also said that nervous and never speak English were his problems in learning English speaking. In the process of teaching and learning process, he hoped that the teacher can gives them some kinds of interesting games to make the enjoy during the learning process and felt not bored.

Another day, May 24th 2014 the researcher made the depth observation and the interview with Mrs. Nely. It was the third interview and may be the last interview with her because May 25th 2014 was the last of research observation at SMP Negeri 1 Talaga. In the interview, she was explained about the active and the silent students. According to her explanation, in every class there were two until five students who more active than the others and other students are the silent students. It actually the bad condition in one class. But however she always tried to treats them in the same way. She never differentiates between one student and other students because every student according to her, were the same person who have the same opportunities also. So she never made something different about them. She also added that it was the condition that the teacher has to thinks wisely how to make them active together, without any silent students anymore. But she was realizing that it was the hardest thing because he cannot force the students to be active in the class process. There are so many kinds of character with their own characteristic which would be different each other. It cannot be the same and the teacher cannot make it same.

And the research observation at SMP Negeri 1 Talaga was end on May 25th 2014. In the end of the research observation, the researcher said thanks to all of the respondents and all of the components of the school for all helps and participates during the researcher made the research observation.

Appendix 6

Transcript of Interview 1

Respondent : Reza Nurdiansyah

Status   : Student

This first interview was conducted on April 28th 2014 at 10. 50 a.m

Researcher   : Assalamu'alaikum.

Respondent   : Wa'alaikumsalam.

Researcher   : Dengan siapa de namanya?

Respondent   : Reza Nurdiansyah, bu.

Researcher   : Reza kelas VIII-B yah?

Respondent   : Iya bu kelas VIII-B.

Researcher   : Oke, kita ngobrol-ngobrol dulu sebentar ya Reza ya, boleh?

Respondent   : Boleh bu.

Researcher   : Dalam bahasa Inggris itu kan ada Reading, Writing, Listening, Speaking. Nah ngomong-ngomong speaking, pernah tidak Reza mencoba berlatih berbicara bahasa Inggris atau misalkan disuruh sama guru untuk berbicara bahasa inggris didepan kelas?

Respondent   : Belum, tapi kalo nyiapin pas ada guru masuk itu disuruh.

Researcher   : Berarti pernah yah disuruh untuk berbicara pada saat menyiapkan memulai pembelajaran yah?

Respondent   : Iyah.

Researcher   : Pernah mencoba memperkenalkan diri engga dalam bahasa Inggris?

Respondent   : Pernah.

Researcher   : Nah berarti pernah yah belajar berbicara bahasa Inggris. Nah pada saat berbicara bahasa Inggris apa sih yang reza rasakan? Atau ada masalah engga pada saat Reza berbicara bahasa inggris?

Respondent   : Ada, takut salah.

Researcher   : Maksudnya takut salah gimana tuh?

Respondent   : Eeeuuu...kalau didepan guru gituh yah mau dites speaking didepan guru nanti takut salah gimana cara pengucapannya gitu.

Researcher	: Kemudian selain takut salah pengucapan apalagi?
Respondent	: Takut ditertawakan bu.
Researcher	: Takut sama teman-teman ya, sama yang lain kalau misalkan ada salah takut ditertawakan. Terus ada lagi mungkin yang lainnya Za?
Respondent	: Eu...grogi juga bu.
Researcher	: Grogi? Kenapa bisa grogi?
Respondent	: Grogi takut salah juga gitu.
Researcher	: Oh intinya tetap takut salah yah?
Respondent	: Tidak tahu cara pengucapannya juga.
Researcher	: Tidak tahu pengucapannya misalnya gimana?
Respondent	: Eeeuu...kalau mau tes speaking gitu yah yang ini gimana cara ngebacanya.
Researcher	: Oh jadi misalkan ada tulisan atau kata dalam bahasa Inggris tapi aduh ini gimana yah cara bacanya. Seperti itu?
Respondent	: Iyah.
Researcher	: Oke berarti ada beberapa kesulitan yang dialami ya Za yah ketika belajar berbicara bahasa Inggris.
Respondent	: Iyah.
Researcher	: Pertanyaan terakhir ini Za, Reza sendiri dalam pembelajaran (Speaking) itu pengen belajarnya seperti apa sih za? Misalkan pengennya ada games bahasa Inggris, drama, atau apa?
Respondent	: Pengennya sih ada drama sama lagu-lagu juga.
Researcher	: Biar lebih bisa banyak latihan mungkin yah.
Respondent	: Iya biar bisa bernyanyi bahasa inggris juga.
Researcher	: oke, biar lidahnya terbiasa juga dengan bahasa Inggris gitu ya.
Respondent	: Iyah.
Researcher	: Baiklah mungkin Cuma itu ya, jadi intinya ada beberapa kesulitan dan kesulitan yang paling mendasar buat reza sendiri apa tadi?
Respondent	: Tidak tahu cara pengucapannya.
Reseracher	: He'eh tidak tahu cara pengucapannya ya itu intina. Oke Za trimakasih banyak atas waktunya yang telah diluangkan yah untuk bsa sharing bersama ibu disini. Terimakasih banyak ya Reza.
Respondent	: Sama-sama bu.
Researcher	: Assalamu'alaikum.
Respondent	: Wa'alaikumsalam.

This second interview was conducted on May 09th 2014 on 06. 45 a.m.

Researcher   : Selamat pagi Za.

Respondent   : Selamat pagi bu.

Researcher   : Pagi-pagi sebelum belajar kita ngobrol-ngobrol dulu Za, boleh?

Respondent   : Iya boleh bu.

Researcher   : Temanya masih sama seperti yang waktu itu, mengenai masalah dalam English speaking Za. Waktu interview pertama Reza sudah menyebutkan masalah-masalah dalam speaking ya, diantaranya grogi...

Respondent   : Grogi, takut salah, kadang tidak tahu juga cara pengucapannya.

Researcher   : Kalau tidak tahu cara pengucapannya, suka bertanya sama guru apa tidak?

Respondent   : Iyah, suka.

Researcher   : Selain itu ada masalah lain engga? Misalnya karena gurunya emang jarang nyuruh bicara bahasa Inggris?

Respondent   : Iya itu, bu jarang disuruh bicara bahasa Inggris.

Researcher   : Kalau dialog, percakapan gitu terus maju kedepan pernah tidak?

Respondent   : Pernah, tapi waktu keals VII. Kalau sekarang belum pernah.

Researcher   : Oh belum pernah? Terus biasanya ngapain aja belajarnya?

Respondent   : Disuruh menterjemahkan, terus mengisi soal.

Researcher   : Udah? Itu biasanya perkelompok atau individu?

Respondent   : Kadang kelompok kadang individu.

Researcher   : Pernah ada games- games atau mungkin pake gambar gitu engga?

Respondent   : Jarang sih bu, kalau sekarang malah tidak pernah.

Researcher   : Oh begitu? Kalau waktu kelas VII pernah?

Respondent   : Iya pernah bu dialog kedepan dua orang dua orang.

Researcher   : Kalau dikelas gurunya lebih sering pake bahasa Inggris atau bahasa Indonesia?

Respondent   : Campuran, kadang bahasa Indonesia kadang bahsa Inggris, seringnya bahasa Indonesia.

Researcher   : Kalau disuruh ngasih saran kepada guru bahsa Inggris, Reza mau ngasih saran apa?

Respondent   : Sarannya sih banyakin pake games, terus latihan berbicara bahasa Inggris.

Researcher   : Maunya jangan materi terus yah Za?

Respondent   : Iyah.

Researcher   : Oke baiklah, terimakasih banyak Za atas informasinya lain kali kita ngobrol lagi ya.

Respondent   : Iya bu.

This third interview was conducted on May 23rd 2014 at 12. 15 p.m.

Researcher   : Assalamu'alaikum, Za.

Respondent   : Wa'alaikumsalam, bu.

Researcher   : Za, kita lanjutin lagi yah ngobrol-ngobrolnya, boleh kan? Respondent   : Iya boleh bu.

Researcher   : Sebelumnya kan Reza sudah memaparkan kesulitan yang Reza hadapi selama belajar berbicara bahasa Inggris, nah kali ini ibu ingin tahu dari semua masalah-masalah tersebut yang menurut Reza adalah masalah terbesar, kira-kira yang mana Za?

Respondent   : Tidak tahu cara pegucapannya sama tidak tahu bahasa Inggrisnya.

Researcher   : Kenapa tuh Za?

Respondent   : Gak tahu bu, kadang kan saya pengen ngomong bahasa Inggris tapi tidak tahu bahasa Inggrisnya, terus kan kalau sudah nemu dikamus gitu ya bu suka ga tahu cara pengucapannya.

Researcher   : Oh kata ini dibacanya gimana gitu ya Za?

Respondent   : Iya bu begitu.

Researcher   : Terus kira-kira biar tidak seperti itu, apa yang Reza lakukan?

Respondent   : Kalau misalkan tidak tahu bahasa Inggrisnya ya nyari dikamus atau bertanya pada yang tahu, terus kalu tidak tahu cara pengucapannya ya kadang nanya sama guru.

Researcher   : Pernah ikut ekskul bahasa inggris yang ada di sekolah atau kursus bahasa Inggris?

Respondent   : Belum pernah, bu.

Researcher   : Sering engga belajar speaking di kelas?

Respondent   : Kadang- kadang bu. Kadang disuruh speaking kadang juga disuruh ngebaca cerita-cerita gitu bu.

Researcher   : Pernah disuruh bercerita didepan kelas?

Respondent   : Pernah waktu itu, beberapa kali.

Researcher   : Oh, kalau lagi belajar gitu gurunya suka bantuian engga? Misalnya ada yang engga ngerti terusnya gurunya berkeliling kelas ngejelasin gitu?

Respondent : Iyah kadang gituh, kadang juga Cuma dikasih tugas kalau gurunya tidak ada.

Researcher : Seneng engga belajar bahasa Inggris Za?

Respondent : Seneng, tapi kadang tidak tahu cara ngucapinnya ajah bu.

Researcher : Oh berarti seneng belajar bahasa Inggris tapi kadang tidak tahu pengucapannya ya Za ya?

Respondent : Iya bu begitu tapi kadang suka bertanya juga sama guru.

Researcher : Oke terimaksih banyak Za sudah mau diajak ngobrol-ngobrol ya. Yang rajin belajarnya ya.

Respondent : Iya bu Insya Allah.

Appendix 7

Transcript of Interview 2

Respondent   : Indri Bianda Aulia

Status   : Student

This first interview was conducted on April 30th 2014 at 12.05 p.m.

Respondent   : Wa'alaikumsalam.

Researcher   : Dengan neng siapa ini namanya?

Respondent   : Indri Bianda Aulia.

Researcher   : Kelas VIII-B ya?

Respondent   : Iyah.

Researcher   : Hari ini ibu ingin mengajak Indri untuk ngobrol-ngobrol mengenai bahasa Inggris, boleh?

Respondent   : Boleh bu.

Researcher   : Oke, sebenarnya suka engga sama pelajaran bahasa Inggris?

Respondent   : Suka sih suka bu tapi dalam translate, ngisi soal itu masih kurang mengerti. Sering nanyain sama guru.

Researcher   : Pernah engga mencoba atau disuruh oleh guru untuk berbicara bahasa Inggris di kelas?

Respondent   : Pernah sih mau izin ke toilet.

Researcher   : Terus kapan lagi?

Respondent   : Membaca teks.

Researher   : Pernah berarti yah.

Respondent   : Iya pernah.

Researcher   : Nah selama Indri mencoba untuk berbicara bahasa Inggris menghadapi masalah atau kesulitan engga?

Respondent   : Sering sih bu. Disaat ngucapinnya takut salah, grogi, malu ditertawakan sama teman-teman

Researcher   : Malu, grogi, trus selain itu ada lagi engga?

Respondent   : Kadang ragu-ragu juga.

Researcher   : Ragu-ragunya gimana maksudnya?

Respondent   : Iya mau ngucapin tapi takut salah takut ditertawakan gitu.

Researcher   : Terus kalau takut dimari guru, pernah ada perasaan seperti itu tidak?

Respondent   : Iya ada perasaan tapi udahlah biasa aja gitu.

Researcher   : Jadi intinya masalah utama dalam speaking English itu berarti apa? Malukah? Nerveskah? Atau apa?

Respondent   : Kayanya nerves sih.

Researcher   : Oke menurut Indri sendiri dalam pembelajaran bahasa Inggris itu inginnya seperti apa? Misalkan ingin belajar pake drama, lagu-lagu atau games-games bahasa Inggris, pinginnya apa?

Respondent   : Eeeuu...drama sih pake bahasa Inggris yah berbicara bersama guru dengan bahasa Inggris biar kitanya tuh terbiasa gitu berbicara bahasa Inggris pada saat pelajaran bahasa Inggris.

Researcher   : drama, dialog, mungkin itu yah. Oke Indri mungkin cukup dulu yah sharingnya untuk kali ini. Terimakasih telah meluangkan waktu.

Respondent   : Iya bu sama-sama.

Researcher   : Assalamu'alaikum.

Respondent   : Wa'alaikumsalam.

This second interview was conducted on May 09th 2014 at 10. 55 a.m.

Researcher   : Hi Indri, good morning.

Respondent   : Good morning Miss.

Researcher   : How are you Indri?

Respondent   : I'm fine and you?

Researcher   : I'm fine too thank you. Indri, sekarang kita interview lagi ya boleh kan?

Respondent   : Iya boleh bu.

Researcher   : Temanya masih sama dengan yang kemarin, masih ingat kan tentang apa?

Respondent   : Masih, tentang masalah speaking bu.

Researcher   : Iya betul. Waktu itu Indri menjelasakan kesulitan Indri dalam English speaking itu apa saja, bisa diulangi lagi?

Respondent   : Malu bu sama nervous juga.

Researcher   : Sebagian besar anak-anak yang ibu wawancarai pasti bilang malu. Memangnya malu kenapa sih?

Respondent   : Ya malu bu takut salah ngucapinnya, terus juga kalau salah tuh nanti suka diketawain sama yang lain.

Researcher   : Malu karena nanti ditertawakan? Memangnya pernah kejadian seperti itu? Ditertawakan?

Respondent   : Iya pernah bu makanya jadi takut nanti diketawain lagi.

Researcher   : Jadi sekarang Indri tidak pernah mau berbicara bahasa Inggris lagi di kelas?

Respondent   : Ya kadang- kadang bu. Kalau misalkan disuruh ya pasti ngomong bu.

Researcher   : Berarti harus disuruh ya. Kalau belajar bahasa Inggris gurunya pake bahasa Inggris atau bahasa Indonesia?

Respondent   : Campuran, bisa bahasa Inggris bisa bahasa Indonesia.

Researcher   : Seringnya?

Respondent   : Seringnya sih bahasa Indonesia bu soalnya kalau bahasa Inggris kitanya engga ngerti.

Researcher   : Menurut Indri harusnya pake bahasa Inggris apa bahasa Indonesia? Dan kenapa?

Respondent   : Harusnya sih bahasa Inggris bu soalnya biar kitanya terbiasa dengan bahasa Inggris, tapi enaknya pake bahasa Indonesia lebih gampang gitu bu buat mahamin materinya.

Researcher   : Oh gitu? Oya, biasanya belajar bahasa Inggris tuh ngapain aja sih? Suka disuruh maju kedepan gitu engga?

Respondent   : Jarang, paling disuruh nyatet dulu terus dibacain sama gurunya terus kita ngikutin.

Researcher   : Terus gimana lagi? Apa Cuma seperti itu?

Respondent   : Iya terus kitanya disuruh ngisi soal bu, atau menterjemahkan gitu bu.

Researcher   : Sudah? Tidak pernah pake games atau apa?

Respondent   : Waktu kelas VII sih pernah disuruh kedepan latihan dialog gitu bu kalau sekarang sih belum pernah.

Researcher   : Oke, menurut Indri nih biar kita bisa ngomong bahasa Inggris dengan baik caranya gimana?

Respondent   : Ya berlatih be terus, biar kitanya tuh terbiasa. Terus juga belajar, ngafalin vocabulary.

Researcher   : Harapan Indri belajar bahasa Inggris tuh gimana?

Respondent   : Ya yang serulah bu, banyak permainannya jangan materi terus.

Researcher   : Kenapa memang kalau materi terus?

Respondent   : Ya bosen bu, stres.

Researcher : Oke baik Indri, terimakasih ya sudah menyempatkan diri buat Interview dengan ibu.

Respondent : Iya bu sama- sama.

Appendix 8

Transcript of interview 3

Respondent : Zashika Maulanisa

Status : Student

This first interview was conducted on April 28th 2014 at 09. 30 a.m.

Researcher : Assalamu'alaikum.

Respondent : Wa'alaikumsalam.

Researcher : Neng namanya siapa?

Respondent : Jesika Maulanisa.

Researcher : Jesika kita ngobrol-ngobrol sebentar ya Jesika, boleh?

Respondent : Boleh.

Researcher : Jesika kelas VIII-B kan yah?

Respondent : Iyah.

Researcher : Menurut Jesika pelajaran bahasa Inggris itu sulit, sedang, atau mudah?

Respondent : Gampang-gampang susah sih tergantung materi.

Researcher : Jesika sendiri suka engga sama pelajaran bahsa Inggris?

Respondent : Eeeuuu... kadang suka kadang engga tergantung materi ajah.

Researcher : Pernah engga Jesika itu mencoba berbicara atau disuruh guru untuk berbicara dalambahasa Inggris?

Respondent : Pernah cuman waktu mau ke toilet sama waktu mau berdo'a dikelas.

Researcher : Nah ketika belajar berbicara bahasa Inggris apa sih masalah atau kendala yang dihadapi jesika?

Respondent : Mungkin masalahnya dari cara pengucapannya bu. Kalo salah ngucapinnya takut ditertawakan sama teman-teman, suka lupa kosakatanya.

Researcher : Ada lagi jesika mungkin?

Respondent : Udah mungkin kendalanya seperti itu.

Researcher : Kemudian, menurut Jesika inginnya belajar bahasa Inggris itu seperti apa? Misalkan ingin diadakan drama, games-games bahasa inggris atau apa?

Respondent : Pengennya drama aja bu supaya terbiasa kalu berbicara bahasa Inggris.

Researcher : Oke Jesika terimakasih banyak atas waktunya, kita sudah ngobrol mengenai kesulitan jesika dalam belajar berbicara bahasa Inggris.

Respondent : Iya sama-sama bu.

Researcher : Assalamu'alaikum.

Respondent : Wa'alaikumsalam.

This second interview was conducted on April 30th 2014 at 12. 30 p.m.

Researcher : Hallo Zashika, how are you?

Respondent : Hallo, I'm fine thank you and you?

Researcher : I'm verry well thank you.

Researcher : Kita ngobrolnya masih sama ko seperti yang kemarin, tentang masalah Zashika dalam English speaking. Boleh diulang kemarin itu masalahnya apa saja?

Respondent : Pengucapannya bu. Kadang tuh engga tahu gimana cara ngucapinnya gitu bu.

Researcher : Emang gurunya tidak ngasih tahu ini loh pengucapan yang benarnya?

Respondent : Suka sih bu, tapi kadang suka lupa lagi.

Researcher : Kan bisa bertanya sama guru. Suka bertanya engga kalu ada kesulitan gitu?

Respondent : Kadang nanya kadang engga, tergantung. Tapi seringnya sih nanya.

Researcher : Pernah dikasih motivasi engga sama gurunya biar terus semangat belajar bahasa Inggris khususnya speaking?

Respondent : Pernah.

Researcher : Menurut zashika sendiri perlu tidak motivasi-motivasi seperti itu? Kalau perlu kenapa alasannya kalau tidak perlu kenapa juga alasannya?

Respondent : Perlu, bu. Soalnya biar kita tuh bisa semangat buat belajar. Kadang kan suka males juga bu.

Researcher : Apa isi motivasinya?

Respondent : Ya biar terus belajar, jangan malu kaya gitu, terus kalau salah juga wajar. Gitulah bu.

Researcher : Biasanya gimana guru mengajarnya? Apakah sering disuruh berbicara bahasa Inggris di depan kelas?

Respondent : Kalau berbicara di depan kelas sih jarang bu, paling ngisi soal.

Researcher : Oh jadi jarang ya speaking di depan kelas gitu?

Respondent : Iyah.

Researcher : Oya, ada masalah lain mungkin?

Respondent : Eeeuuu... kadang suka lupa bu vocabularynya.

Researcher : Suka lupa atau emang ga tahu vocabularynya?

Respondent : Kadang lupa kadang engga tahu juga bu.

Researcher : Cara Zashika sendiri biar nambah vocabnya biasanya gimana?

Respondent : Kadang ngafalin kadang juga engga sengaja baca terus nyari artinya jadinya tahu.

Researcher : Oh berarti engga cuma dihapal gitu ya?Nah menurut Zashika kenapa pengetahuan vocabulary itu penting dalam pembelajaran English speaking?

Respondent : Ya soalnya kan kalau mau ngomong bahasa Inggris itu harus tahu dulu bahasa Ingrisnya apa bu, baru bisa ngomong.

Researcher : Oke baik Zashika, terimakasih ya sudah menemani ibu berbincang-bincang siang ini.

Respondent : Iya bu, sma-sama.

Appendix 9

Transcript of Interview 4

Respondent : Febrian Firmansyah

Status : Student

This first interview was conducted on May 21st 2014 at 09. 30 a.m.

Researcher : Assalamu'alaikum.

Respondent : Wa'alaikumsalam.

Researcher : Ini dengan Febrian, betul?

Respondent : Iya bu.

Researcher : Kita ngobrol- ngobrol tentang bahasa Inggris yan Febri ya. Menurut Febri bahasa Inggris itu penting tidak? Kalau penting kenapa, kalau tidak penting kenapa alasanya?

Respondent : Penting bu, karena biar bisa nambah wawasan.

Researcher : Kalau penting, berarti Febri seneng dong belajar bahasa Inggris?

Respondent : Biasa- biasa saja.

Researcher : Loh kenapa? Apakah Febri kurang suka pelajaran bahasa Inggris?

Respondent : Iyah.

Researcher : Kenapa bisa tidak suka?

Respondent : Susah dan tidak mengerti bu.

Researcher : Susah dan tidak mengerti. Oke, tapi pernah kan berbicara bahas Inggris di depan kelas gitu?

Respondent : Iya, pernah.

Researcher : Nah bagaimana tuh perasaannya ketika berbicara bahasa Inggris?

Respondent : Biasa saja.

Researcher : Tidak ada masalah gitu? Misalnya susah ngucapinnya atau mungkin malu sama teman-teman?

Respondent : Iya tidak bisa ngucapinnya, malu juga sama teman-teman, takut salah terus ditertawakan.

Researcher : Selama ini pernah ditertawakan?

Respondent : Tidak, tapi sering lihat teman-teman yang lain ditertawakan.

Researcher : Oh jadi karena melihat teman yang lain ditertawakan akhirnya takut sendiri ya, takut ditertawakan juga?

Respondent : Iya bu.

Researcher : Oke baik, Febri sekian dulu ya ngobrol- ngobrol kita hari ini, lain kali ngobrol lai boleh kan?

Respondent : Iya boleh bu.

Researcher : Baik, Assalamu'alaikum Febri.

Respondent : Wa'alaikumsalam.

This second interview was conducted on may 23rd 2014 at 12. 15 p.m.

Researcher : Siang, Febri.

Respondent : Siang, bu.

Researcher : Waktu itu kan kita udah sepakat yah kita akan interview lagi?

Respondent : Iya bu.

Researcher : Nah, baik kita mulai saja. Temanya masih sama seperti yang interview beberapa hari lalu. Masih ingat kan tentang apa?

Respondent : Iya masih bu.

Researcher : Tentang apa?

Respondent : Tentang masalah- masalah dalam English speaking.

Researcher : Betul. Kemarin itu Febri sempat menyebutkan bahwa sebenarnya Febri tidak terlalu suka dengan bahasa Inggris. Itu kenapa?

Respondent : Soalnya susah bu, engga mengerti.

Researcher : Dari dulu Febri tidak suka bahasa Inggris?

Respondent : Iyah.

Researcher : Sampai sekarang berarti masih benci dengan bahasa Inggris? Respondent : Sekarang sih biasa saja bu, tidak terlalu tidak suka.

Researcher : Oh bagus, gimana tuh caranya biar agak suka bahasa Inggris?

Respondent : Soalnya sering baca tulisan bahasa Inggris di Tivi atau di internet, jadi harus bisa bahasa Inggris.

Researcher : Oh jadi gara- gara sering baca tulisan- tulisan bahasa Inggris, Febri jadi tertarik yah dengan bahasa Inggris?

Respondent : Iya.

Researcher : Pernah disuruh maju untuk bicara bahasa Inggris engga di kelas? Respondent : Jarang.

Researcher   : Ngapain aja biasanya kalau pelajaran bahasa Inggris?

Respondent   : Biasanya nerjemahin.

Researcher   : Oh jadi tidak pernah disuruh berbicara bahasa Inggris?

Respondent   : Jarang, seringnya gurunya nyebutin bahasa Inggris, nanti kitanya disuruh ngikutin.

Researcher   : Menurut Febri masalah dalam bahasa Inggris yang Febri pernah alami itu apa saja selain tadi malu, takut?

Respondent   : Karena jarang berbicara bahasa Inggris juga bu.

Researcher   : Karena jarang bicara bahasa Inggris soalnya gurunya jarang nyuruh ya?

Respondent   : Iya. Terus juga suka deg-degan kalau ngomong bahasa Inggris.

Researcher   : Pengennya Febri belajar bahasa Inggris itu kaya gimana biar Febri semangat belajarnya?

Respondent   : Ya gurunya jangan galak, terus ada permainan.

Researcher   : Permainan gimana tuh?

Respondent   : Ya apa aja, biar engga bosen.

Researcher   : Oke terus apa lagi?

Respondent   : Terus jangan ngajarnya ke yang itu lagi yang itu lagi.

Researcher   : Yang itu lagi itu lagi gimana? Ke siswa tertentu aja atau gimana?

Respondent   : Iya.

Researcher   : Oke- oke, terimakasih banyak Febri atas informasinya.

Respondent   : Iya bu sama- sama.

Appendix 10

Transcript of Interview 5

Respondent   : Nely Rahmawati, S.Pd

Status   : English Teacher

This first interview was conducted on April 23rd 2014 at 09. 30 a.m.

Researcher   : Assalamualaikum, bu.

Respondentt   : Waalaikumsalam.

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

Respondent   : Oh iya.

Researcher   : Jadi begini, disini saya sedang melaksanakan penelitian tentang maslah-masalah yang dihadapi beberapa siswa dalam pembelajaran Bahasa Inggris khususnya dalam English speaking. Menurut ibu, bagaimana kemampuan speaking siswa disini?

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

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

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

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

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

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

Respondent   : Iya, iya.

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

Respondentt : Kalau keinginan ibu, dikelas juga kan kadang ibu suka ajak mereka berbicara bahasa inggris tapi mereka justeru tidak tahu artinyaYa dari kemauan mereka sendiri kurang faham bahwa belajar Bahasa Inggris itu penting.

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

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

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

Respondent : Iya harus ada motivasi untuk diri sendiri.

Researcher : Masih banyak yang harus dibenahi ya bu ya.

Respondentt : Disekolah juga ada Ekstrakulikler Bahasa Inggris.

Researcher : Bagaimana itu bu?

Respondent : Ya sama, awalnya banyak tapi kesini semakin sedikit. Susah, mesti sabar.

Researcher : Iya mungkin cukup bu, sudah mendapat gambaran dari hasil ngobrol singkat ini. Terimaksih banyak atas waktunya, mohon maaf sudah mengganggu. Assalamualaikum.

Respondent : Waalaikumsalam.

This second interview was conducted on May 18th 2014 on 08. 15 a.m.

Researcher : Assalamu'alaikum bu, punten saya mau mengganggu lagi bu, saya mau ngobrol lagi dengan ibu masih tentang tema yang sama bu tentang masalah speaking siswa.

Researcher : Kemarin kan ibu bilang bahwa masalah utama dalam English speaking itu kan diantaranya adalah kesadaran siswa tentang bahasa Inggris sendiri yang memang masih rendah ya bu ya?

Respondent : Iya, kesadaran, motivasi mereka itu masih kurang untuk belajar. Sebenarnya bukan hanya belajar bahasa Inggris gitu ya tapi juga belajar mata pelajaran yang lain. Kebanyakan dari mereka itu pada males sebenarnya, bukan tidak bisa.

Researcher : Bagaimana bu cara ibu memotivasi mereka agar semangat mereka untuk belajar?

Respondent : Sebenarnya ibu sudah sangat sering yah memotivasi mereka di kelas agar mereka mau belajar, belajar, belajar. Terutama belajar berbicara bahasa Inggris

ini ya neng. Kan kebanyakan itu malu, takut dan sebagainya untuk berbicara bahasa Inggris. Tapi susah juga kalau misalnya dari diri mereka sendiri tidak ada keinginan yang kuat.

Researcher : Kalau untuk malu, takut, nervous, itu gimana bu menurut ibu?

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

Researcher : Apakah ibu sering memakai group work dalam pembelajaran English speaking?

Respondent : Untuk group work saya memang sering menggunakan, tidak hanya untuk pembelajaran speaking ya sebenarnya tapi juga untuk materi yang lain?

Researcher : Efektiv tidak bu hasilnya?

Respondent : Kalau masalah efektif engga memang semuanya pasti ada plus dan minusnya ya neng. Kalau memakai group work itu plusnya memang harusnya mereka bisa kerjasama dan sharing tanpa adanya rasa malu, tidak enak dan sebagainya. Tapi kalu misalkan tidak terkontrol mereka justru akan asyik dan ngobrol sendiri. Kadang hanya orang-orang tertentu saja yang bekerja, seperti itu.

Researcher : Baik bu terimakasih bnyak atas waktunya, nanti lain waktu disambung lagi.

Respondent : Oh iya mangga, boleh neng.

This third interview was conducted on May 24th 2014 at 12. 15 p.m.

Researcher : Selamat siang bu. Ini ketiga kalinya saya mengganggu waktu ibu, saya kan sudah beberapa kali observasi di kelas ya bu yah. Nah di kelas itu ada beberapa siswa yang dominan, sementara yang lainnya diem aja. Yang aktif berbicara bahasa Inggris tuh yang itu lagi itu lagi. Gimana itu bu?

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

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

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

Researcher : Itu kenapa bu bisa seperti itu?

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

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

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

Researcher : Terakhir nih bu, kesimpulannya berarti yang menjasi masalah siswa dalm belajar English speaking itu apa dan bagaimana cara meminimalisirnya?

Respondent : Baik, sebenarnya ada banyak sekali yah masalah dalam speaking ini. Selain karena motivasi belajar mereka yang masih kurang, ditambah dengan vocabulary yang terbatas, belum lagi keadaan sekolah baik sarana maupun prasarana yang kurang mendukung. Itu semua memang menjadi faktor pemnghambat bagi siswa disini. Dan untuk penanganannya mungkin ibu memberikan banyak motivasi kepada merka untuk terus mau belajar dan berlatih. Karena bahasa Inggris itu perlu dilatih yah, tidak cukup dengan belajar di kelas saja. Begitu mungkin neng.

Researcher : Motivasi yang tinggi dan berlatih yang giat ya bu, itu kuncinya?

Respondent : Betul, karena kalau sudah punya motivasi yang tinggi pasti belajar pun rajin, latihan berbicara bahasa Inggris pun semakin rajin.

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

Respondent : Iya sama-sama neng.

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

Respondent : Engga neng, ibu juga sama pernah kuliah.

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

Respondent : Sama-sama, wa'alaikumsalam.

Appendix 11

Transcript of Interview 6

Respondent   : Etty Hidayati, S.Pd

Status   : English Teacher

This first interview was conducted on April 24th 2014 at 09.30 a.m.

Researcher   : Assalamu'alaikum, bu.

Respondent   : wa'alaikumsalam.

Researcher   : Sebelumnya maaf ni bu saya mengganggu waktunya sebentar.

Respondentt   : Oh iya ga apa-apa.

Researcher   : Jadi gini bu, saya kan disini sedang melakukan penelitian mengenai masalah yang dihadapi siswa dalam pembelajaran English speaking. Nah, jadi saya didini ingin sedikit ngobrol dengan ibu selaku salah satu guru bahasa Inggris di SMP Talaga.

Respondent   : Oh iya silahkan.

Researcher   : Pertama, saya ingin tahu dulu ni bu tentang kemampuan berbicara bahasa Inggris siswa disini bagaimana bu? Apakah sudah sangat baik, cukup atau justru masih kurang?

Respondent   : Terus terang kemampuan berbahasa Inggris siswa disini memang cenderung masih rendah yah. Ya mungkin karena masih SMP dan masih perlu banyak belajar berbicara bahasa Inggris.

Researcher   : Nah kalau begitu menurut ibu sendiri apa sih bu yang menjadi penyebab dari masalah-masalh tersebut?

Respondent   : Tentu ada beberapa sebab masalah disitu ya, bahkan mungkin sangat banyak.

Researcher   : Apa saja itu bu kira-kira?

Respondent   : Menurut ibu sih penyebab utamanya itu karena kurang latihan. Kebanyakan dari mereka enggan untuk berlatih berbicara bahasa Inggris dengan berbagai alasan. Masalah yang lainnya mungkin bisa karena pengetahuan vocabulary mereka yang memang masih kurang sehingga mereka tidak mampu untuk berbicara dalam bahasa Inggris.

Researcher   : Selain itu bu mungkin ada lagi?

Respondent   : Bisa juga karena mereka merasa malu. Rata-rata memang begitu yah, merasa malu untuk berbicara atau mungkin takut salah ketika mereka berbicara sehingga mereka khawatir akan dimarahi guru.

Researcher   : Apakah tidak terbiasanya para siswa dengan bahasa Inggris itu sendiri bisa menjadi masalah bu?

Respondent   : Oh tentu. Apapun akan terasa lebih mudah dilakukan jika sudah terbiasa. Namun memang pembiasaan untuk berbicara bahasa Inggris masih sangat kurang yah apalagi kondisi lingkungan yang memang kurang mendukung.

esearcher   : Kalau untuk materi speaking sendiri ibu biasanya menerapkan strategi atau metode yang khusus tidak agar siswa lebih tertarik untuk berbicara bahasa Inggris?

Respondent   : kalau ibu sih berjalan saja. Metode pasti ada namun tetap disesuaikan dengan situasi serta kondisi kelas serta materi itu sendiri.

Researcher   : Apakah pernah memakai drama atau dialog bu dalam pembelajaran speaking?

Respondent   : Pasti. Anak-anak disuruh maju kedepan melakukan dialog dua orang- dua orang seperti itu. Atau siswa satu berakting sebagai penjual dan yang lainnya berakting sebagai pembeli, seperti itu pasti lah sering.

Researcher   : Nah bu untuk meminimalisir masalah siswa dalam pembelajaran English speaking itu sendiri kira-kira gimana caranya bu?

Respondent   : Hal terpenting untuk membuat mereka lebih bagus dalam speaking itu ya sebenarnya latihan. Bukan cuma di kelas tapi juga diluar kelas harusnya.

Researcher   : Baiklah mungkin dicukupkan dulu ya bu, nanti dilanjutkan lagi ngobrolnya. Assalamu'alaikum bu.

Respondent   : Wa'alaikumsalam.

This second interview was conducted on May 02nd 2014 at 09. 35 a.m.

Researcher   : Assalamu'alaikum bu.

Respondent   : Wa'alaikumsalam..

Researcher   : Bu, saya mau ngobrol-ngobrol lagi dengan ibu sebentar, masih dengan tema yang sama. Ibu kan pernah bilang bahwa kemampuan sepaking siswa disini masih kurang ya bu, dan saya pun sudah melakukan obervasi dan memang hasilnya sama. Nah bu, sebenarnya itu sumber masalahanya lebih banyak dimuridnya atau jusru dari gurunya bu?

Respondent : Dua-duanya. Sudah pasti dua-duanya. Kita tidak bisa selalu menyalahkan murid atas apa yang menjadi permasalahn bagi mereka yah. Kita juga sebagai guru harus introspeksi dirilah. Cuma memang maslahnya adalah ketika kita sebagai guru sudah berusaha maksimal tapi muridnya sendiri yang justru susah untuk diarahkan.

Researcher : Memangnya apa saja bu yang sudah guru lakukan untuk mengurangi masalah siswa dalam bahasa Inggris khususnya dalam speaking?

Respondent : Sekolah sendiri kan jelas sudah menyediakna fasilitas yah bagi merka dengan mengadakan English club yah, ekstrakurikuler khusus bahasa Inggris. Namun itu sangat sepi peminatnya, hanya beberapa orang saja yang join dan aktif disitu. Padahal kan itu juga salah satu upaya sekolah, upaya guru untuk membantu mereka.

Researcher : Oh berarti karena kemauan dari merekanya juga yang masih kurang begitu ya bu?

Respondent : Iya. Kurang semangat mereka itu buat belajar, pengennya mainlah, melakukan hal-hal yang tidak ada hubungannya dengan pelajaran.

Researcher : Kalau dari ibu sendiri, biasanya proses di kelas seperti apa bu agar mereka mau mencoba berbicara bahasa Inggris?

Respondent : Biasanya sih disuruh kedepan dua orang dua orang tuerus membacakan dialog antara Susan dan Nina misalnya. Atau bisa juga siswa yang satu berperan sebagai Guru dan yang lain berperan sebagai murid, seperti itu biasanya.

Researcher : Role play gitu ya bu?

Respondent : Iya, bermain peranlah seperti itu. Atau kadang yang simple-simple, suruh bercerita atau apa sajalah yang kira-kira mereka bisa ngomong.

Researcher : Ibu kan sudah lama mengajar disini, dari tahun ke tahun ada peningkatan tidak bu dalam hal English speaking ini?

Respondent : Kalau peningkatan pasti adalah ya meskipun Cuma sedikit-sedikit, apalagi sekarang mah kan sudah maju yah. Tapi ya itu, meskipun dikatakan sudah sedikit mengalamai perkembangan, namun memang masih belum bisa dikatakan sukses dan bagus dalm speaking, masih perlu latihan. Apalagi kan mereka ini masih SMP yah jadi wajar.

Researcher : Baik, terakhir nih bu. Mungkin ibu bisa memberikan kesimpulan bu mengenai problem dalam speaking dan penanganannya?

Respondent : Kesimpulannya sih ya masalah utama mereka itu karena mals, karena kurang motivasi untuk belajar. Jadi solusinya ya memotivasi mereka pastinya untuk belajar lebih giat lagi. Terus kosakatanya masih perlu diperbanyak lagi. Jadi antara guru dan murid memang harus bekerja sama untuk hal ini yah.

Researcher : Baik, terimakasih banyak bu atas informasi- informasinya. Maaf sudah sering menggangu.

Respondent : Iya tidak apa-apa, sama-sama.

Appendix 12

Transcript of Interview 7

Respondent   : Dina Wulansari

Status   : English Teacher

This first interview was conducted on May 03rd 2014 at 10.15 a.m.

Researcher   : Assalamu'alaikum bu, dengan ibu Dina yah bu ya?.

Respondent   : Iyah ibu Dina.

Researcher   : Mengganggu waktunya sebentar ya bu ya. Saya dari IAIN Cirebon sedang melakukan penelitian bahasa Inggris dalam aspek speaking di SMP Talaga ini. Bersedia yah bu yah untuk sharing bersama saya?

Respondent   : Oke, bersedia.

Researcher   : Baiklah, pertanyaan yang pertama bu kemampuan English speaking siswa SMPN 1 Talaga ini khususnya kelas VIII ini yang ibu lihat itu bagaimana bu? Masih rendahkah, cukup bagus, kurang atau bagaimana bu?

Respondent   : Eeuuu...menurut yang saya lihat, dikelas VIII mayoritas kemampuan speakingnya masih rendah tetapi ada beberapa siswa yang sudah mempunyai kemampuan speaking English meskipun sedikit demi sedikit.

Researcher   : Nah jika masih rendah seperti itu berarti kan ada masalah ya bu yah disitu, menurut pengamatan ibu apa kira-kira yang menjadi penyebabnya atau masalah utama yang mereka hadapi?

Respondent   : Oh iyah biasanya yang kurang itu vocabulary. Ketika mereka berbicara tanpa vocab yang cukup itu kan susah bahkan tidak bisa berbicara.

Researcher   : Kira-kira selain rendahnya vocab mereka itu apa lagi bu?

Respondent   : Iya kebanyakan diantara mereka memang ada yang malu ada yang takut salah seperti itu. Memang wajar sih yah masih belajar.

Researcher   : Terus bu kalau misalkan dalam pembelajaran speaking ibu biasanya menggunakan metode atau teknik seperti apa?

Respondent   : Kalau dari segi metode dan teknik biasanya saya lebih melihat situasi dari kelas itu sendiri dan biasanya lebih memberatkan pada games-games edukatif.

Researcher : Contohnya games seperti apa bu?

Respondent : banyak sekali variatifnya, misalnya tentang describing someone or something.

Researcher : Kemudian hasil dari games tersebut gimana bu terhadap siswa sendiri? Apakah mereka antusias?

Respondent : Oh pasti. Meskipun mereka tampak deg-degan tapi mereka cukup having fun, sangat senang sekali. Sedikit demi sedikit, campuran gitu yah kadang Indonesia kadang Bahasa Inggris.

Researcher : Kalau misalkan metode-metode yang lain seperti misalnya drama, atau dialog seperti itu ibu pernah menerapkannya?

Respondent : Kalau untuk drama belum, tapi kalau dialog pernah monolog juga pernah dan biasanya lebih sering ke monolog seperti menceritakan pengelaman.

Researcher : Menurut ibu seberapa besar pengaruh lingkungan terhadap kemampuan speaking mereka?

Respondent : Tentu saja sangat berpengaruh ya yang namanya lingkungan itu. Kalu misalkan lingkungannya sudah terbiasa seprti itu, yang tadinya canggung, tidak bisa jadi akan terbiasa.

Reseracher : Nah kira-kira solusi yang bisa diterapkan sebagai upaya untuk meminimalisir masalah-maslah tersebut apa saja bu?

Respondent : Iyah seperti tadi yaitu membiasakan diri dari hal-hal kecil saja dulu. Selain itu memang diakhir pembelajaran biasanya saya akan memberikan beberapa expressions yang harus dihapalkan untuk pertemuan selanjutnya seperti itu, dan passti diberi poin.

Researcher : Kan sebagian anak kebanyakan merasa malu atau mungkin takut pada saat berbicara bahasa inggris. Nah cara ibu membuat siswa merasa nyaman dengan proses speaking itu sendiri gimana bu?

Respondent : Dari dulu saya selalu bilang sama siswa saya yah bahwa saya itu partner mereka, bukan guru. Jadi ketika siswa memiliki ada masalah mereka bisa sharing dengan cukup leluasa.

Researcher : Baik bu sampai disini dulu, lain kali diteruskan lagi. Terimakasih banyak atas waktunya.

Respondent : Oh iya sama-sama.

This second interview was conducted on May 12nd 2014 at 09. 3 a.m.

Researcher : Assalamu'alaikum bu Dina, maap saya mengganggu lagi. Masih membahas tema yang sama dengan interview sebelumnya bu, mengenai masalah speaking. Sebelumnya ibu sudah menjelaskan mengenai strategi yang biasa ibu lakukan diantaranya adalah dengan describing someone or something ya bu?

Respondent : Betul, kalau describing someone biasanya saya mengambil orang yang memang pada saat itu sedang terkenal atau sering muncul di TV, biar mereka lebih mudah.

Researcher : Sebenarnya masalah utama mereka itu apa sih bu dalam belajar speaking itu?

Respondent : Kalau untuk masalah sepertinya memang cukup banyak ya. Bisa karena pengetahuan kosakata mereka yang kurang, malu takut dan lain sebagainya. Tapi saya selalu memotivasi mereka untuk tidak pernah malu apalagi takut salah. Karena itu semau adalah hal yang wajar.

Researcher : Faktanya, apakah dengan memotivasi mereka itu cukup membantu?

Respondent : Cukup sedikit membantu yah, meskipun tidak terlalu inih. Karena memang harus dari diri merekanya sendiri harus punya motivasi yang tinggi. Kalau merekanya motivasinya tidak ada, ya susah juga. Saya juga kadang berusaha memaksa mereka untuk berbicara bahasa Inggris meskipun hanya satu atau dua kata, yang penting mereka mau berusaha dan latihan.

Researcher : Kadang kan ada beberapa siswa yang istilahnya pendiam dan ada jiga siswa yang mendominasi kelas ya bu. Nah itu gimana bu agar mereka semua memiliki kesempatan yang sama untuk berbicara?

Respondent : Betul sekali. Ya disitulah mungkin peran guru. Guru harus seimbang dan tidak pilih kasih dalm penyampaian materi. Justru yang siswa pendiam harus lebih diutamakan untuk berbicara, meskipun memang sangat sulit.

Researcher : Kan ada teori yang menyatakan bahwa untuk mengatasi maslah dalam speaking itu diantaranya adalah dengan selalu menggunakan dan berbicara bahasa Inggris di kelas. Gimana tuh bu?

Respondent : Iya memang benar, hal itu supaya mereka lebih terbiasa untuk berbicara bahasa Inggris tentunya. Tapi ya memang tidak bisa sepenuhnya, karena adanya keterbatasan yah. Daripada full bahasa Inggris tapi mereka tidak mengerti kan percuma. Jadi ya campuran saja, tapi memang lebih ditekankan ke bahasa Inggrisnya.

Researcher : Baik bu, jadi kesimpulannya apa nih bu?

Respondent : Iya kesimpulannya kemampuan siswa disini dalam Enflish speaking itu masih tergolong rendah, masih sangat terbatas karena memang penguasaan vocabulary mereka yang masih sedikit. Susah kan ya kalau mau bicara tapi tidak tahu artinya.

Researcher : Kalau untuk solusinya?

Respondent : Solusinya sih ya terus latihan, ditambah lagi hafalan vocabularynya. Jangan malu untuk bertanya pada guru kalau ada masalah atau kesulitan dalam belajar, mungkin seperti itu.

Researcher : Baik bu, terimakasih banyak atas informasi-informasinya. Mohon maap bu sering mengganggu.

Respondent : Iya sama-sama, tidak apa-apa.

Appendix 13

Transcript of Interview 8

Respondent   : Ade Rifatul M, S.Pd

Status   : English Teacher

Date   : May, 22nd 2014

Time   : 07. 30 a.m.

Researcher   : Assalamu'alaikum, bu.

Respondent   : Wa'alaikumsalam.

Researcher   : Ini dengan ibu Ade Rifa ya bu yah?

Respondent   : Iya.

Researcher   : Begini, saya mahasiswi dari IAIN. Saya disini sedang melakukan observasi penelitian mengenai masalah-masalah yang dihadapi siswa dalam pembelajaran English speaking. Langsung ke pertanyaan yang pertama ya bu yah.

Respondent   : Iyah boleh.

Researcher   : Bagaimana sih bu kemampuan berbahasa Inggris siswa di SMP Talaga ini? Apakah masih kurang, cukup ataukah sudah bagus?

Respondent   : Untuk kelas yang saya pegang, kemampuan speakingnya menurut saya masih kurang disebabkan karena rata-rata anak-anak disini itu masih kurang menguasai vocabulary.

Researcher   : Berarti beberapa masalah dalam English speaking itu diantaranya adalah penguasaan vocabulary yang masih rendah serta minat mereka yang masih kurang terhadap bahasa Inggris ya bu?

Respondent   : Iya.

Researcher   : Selain itu ada lagi mungkin bu yang lain?

Respondent   : Rata-rata karena mereka malu, takut salah, kayanya seperti itu. Padahal saya sebagai guru bahasa Inggris selalu memotivasi siswa untuk sedikitnya mau berbicara bahasa Inggris. Namun itu kembali lagi karena minat siswanya masih kurang, takut salah, mungkin malu sama teman-teman kalau nanti salah, mungkin seperti itu.

Researcher   : Kalau misalkan dalam pembelajaran speaking sendiri itu biasanya ibu menggunakan teknik atau strategi tertentu atau tidak?

Respondent   : Iya, saya sering menggunakan. Kan kalau untuk menghafal vocabulary secara terus-terusan, siswa agak jenuh. Saya mensiasatiya memakai games.

Reseracher   : Kalau untuk metode yang lain?

Respondent   : Karena untuk semester ini saya ada materi tentang descriptive text, itu saya suruh siswa untuk menjelaskan berdasarkan gambar yang dia bawa.

Researcher   : Berarti bu sebenarnya dari sekian banyak siswa yang secara umum masih rendah dalam hal speaking, tapi pastilah ada beberapa siswa yang memiliki kemamampuan lebih dalam bahasa Inggris?

Respondent   : Iyah, ada sebagian mungkin sekitar 30 atau 40 % ada. Itu rata-rata mereka yang sudah mengikuti les dulu ketika SD, jadi sekarang dia lebih mudah.

Researcher   : Jadi kira-kira solusi apa yang bisa diterapkan untuk meminimalisir masalah-masalah siswa dalam speaking?

Respondent   : Pertama, solusi yang menurut saya bisa diterapkan itu saya selalu memotivasi siswa untuk tidak malu berbahasa Inggris, untuk tidak malu mengucapakan kata bahasa Inggris. Yang kedua mungkin saya lebih ke penerapan vocabulary. Saya sering menekankan kepada siswa bahwasannya kunci dari bisa berbicara bahasa Inggris yang pertama haris berani dulu, yang kedua mungkin harus menguasai vocabulary.

Researcher   : Iyah baiklah mungkin cukup sekian dulu bu lain kali diteruskan kembali. Terimakasih atas waktunya dan bantuannya ya bu ya.

Respondent   : Iya sama- sama.

Appendix 14

Documentation during Research Observation at SMP Negeri 1 Talaga

The Gate of SMP Negeri 1 Talaga

Teaching and Learning Process

Group Work Activity

Interview with Reza Nurdiansyah

Interview with Zashika Maulanisa

Interview with Mrs. Nely

Interview with Miss. Ade

Class Observation