AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING AT THE

TENTH GRADE OF SMA MUHAMMADIYAH AL-KAUTSAR

PROGRAM KHUSUS KARTASURA IN THE ACADEMIC YEAR

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THESIS

Submitted as A Partial Requirements

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Assalamu'alaikum Wr.Wb.

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RATIFICATION

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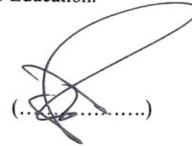
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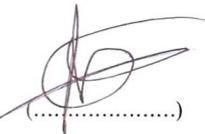
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DEDICATION

This thesis id dedicated to:

My beloved parents

My beloved partner

My beloved brother and sister

My thesis advisor

My beloved lecturers

My beloved friends

My Almamater UIN Raden Mas Said Surakarta

MOTTO

"Start now. Start where you are. Start with fear. Start with pain. Start with doubt.

Start with hand shaking. Start with voice trembling. Just start. Start and don't

stop. Start where you are, with what you have. Just Start"

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *"An Analysis of Students' Difficulties in Speaking at the Tenth Grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the Academic Year 2022/2023"* is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 20 Desember 2022

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The researcher is sure that this thesis would not be completed without the help, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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The researcher

Novianti Ayu Milasari

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ABSTRACT

Novianti Ayu Milasari. 2022. *An Analysis of Students' Difficulties in Speaking at The Tenth Grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in The Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages.

This research was conducted to describes the students' difficulties in English speaking lesson, the factors that make the students difficult in English speaking , and students' strategies to overcome their difficulties in English speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the academic year 2022/2023.

This research used qualitative research. SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in tenth social was chosen by the researcher as sample which consists of 18 students. In collecting data, the researcher used observation, questionnaire, and interview. The data were analyzed by data reducing , data display, conclusiondrawing and verification. The researcher used data triangulation, to show trustworthiness of the data.

From the data analysis, the researcher found that every student had different difficulties in speaking. Students had language problems such as inhibition,there's nothing to say, low or uneven participation, and use mother tongue. Students had factors that caused difficulties in English speaking, such as opportunity and motivation, attitude, courage to practice speaking in front of class. Students had strategies to overcome their difficulties in speaking. Students expanded there vocabulary with listening English song and watching movies to improve their speaking. Students also used reading aloud, reading English text, and English conversation to increase their confidence when speaking.

Keywords:students difficulties, speaking,students strategies

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four important skills that students must learn, namely listening, speaking, reading, and writing. These skills are supported by several components such as vocabulary, grammar, pronunciation, etc. therefore, speaking has a purpose that is to communicated with others in different countries in the world. Speaking is one of the four language skills that must be developed in teaching English. According to Hedge (2000) "learning to speak is very important for students".

Speaking is one of the most important in our lives because speaking or oral communication is necessary to use in daily activities. And it's generally done in face-to-face interaction and communication. Through speaking, people can express their think and communicate with others.

According to Richard (2008) "the mastery of speaking skill in English is a priority for many language learners". It can be concluded that the function of speaking is to enable students to communicate in the real communication situations. It means that to mastering in speaking English students must be able to speak English fluently and able to express their ideas and felting through speech.

Learning to speak requires more opportunities to practice the target language. Students should be able to practice on their own how to improve and practice speaking when they take speaking lessons. Harmer (2008) said that good speech can and should be highly motivated. If all students have fully participated

and the teacher has arranged the activities well, students can provide sympathy and useful feedback. They will get great satisfaction from it. Speaking activities can and should motivate students to practice speaking well. With good activities, students are motivated to speak English well.

In learning English speaking, students need to master several stages to be understood. According to Thornburg (2005) Three stages to speaking English: conceptualization, formulation, articulation, and self-monitoring, there must be in speak so that someone could be understand what someone was said.

Hinkel (2005) speaking English is not easy, because speaking English requires many skills to compose sentences so it was easier to understand by others. In English speaking, we need to understand more basic knowledges such as vocabulary, grammar, and pronunciation. Speaking skills are considered the most difficult skills to master – the most complex and difficult skills to master.

In speaking students have many difficulties. Problems in speaking could be saw from language. Language problems serve as one of the important reasons behind poor academic performance. These problems may become obstacles for the students to enhance and improve their speaking ability. The reasons why the students are having problems in their speaking are they are poor in grammar, vocabulary, and pronunciation (Jessica & Doris 2007).

According Athena (2004) There were factors that caused students to have difficulty in speaking. Student factors include such of some points that have relationship with opportunity, motivation, talent, attitudes, persistence and also the bravery of drilling to speak up in front of audience. Students should have

strategies to solve their difficulties in speaking. Strategies are specifics method of approaching a problem or task, modes of operation for achieving particular ends, and planned designs for controlling, and manipulating certain information. In other words strategies refer to steps, operations, and routines used by learners to assist accession storage, retrieval, and use of information (Brown 2007).

The researcher choose SMA Muhammadiyah Al-Kautsar Kartasura Program Khusus for research, because in this school English was important. The teacher emphasizes that students have good English skills, especially in speaking. They realize that speaking was needed to communicate when they study or travel abroad, speaking English is also necessary for students who will continue their higher education. In conclusion, their ability to speak in English was difficult because of some the obstacles they face. This study aims to study student difficult in speaking, to find out the factors that caused students to have difficult in speaking, and to find out how students could reduce their difficulties in speaking.

Meanwhile, in the pre research on 10 February 2022 the researcher conducted interviews with three students and they had the same answer "saya kesulitan dalam speaking bahasa inggris mbak". Researcher conducted interviews with English teacher at SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura, according to teaching English for classes that have difficulty applying English when they study, especially in class tenth social.

The problems faced by students in speaking English are that they lack the confidence to speak and they are afraid of making mistakes or inaccuracies when speaking apart from other problems such as lack of vocabulary and poor

pronunciation (Maulana et al 2016). Several problems can cause low speaking skills such as student knowledge, student motivation, student linguistic knowledge, student personality, and speaking material (Dash 2012). Many reasons cause difficulties in speaking such as inhibition, nothing to say, low contribution, and the use of the mother tongue (Ur 1996).

These are three researchers who conducted research on difficulties speaking. The first was conducted by (Hernitika 2021) this research has similarities with the method used in collecting and analyzing data. The difference in this research was discussed about the students' difficulties in speaking such as lack of pronounciation, lack of vocabulary, lack of grammar. The previous secondary was conducted by (Suprapti 2018). The similarities in this research are the collecting of data observation and interview. The differences in this research was discussed only focuses on difficulties students introducing themselves are low vocabulary, difficulties pronouncing, and still confusion. The last previous research was conducted by (Pratiwi 2021) the similarities in this research are the use of descriptive qualitative research. The differences this research only focuses on problem and difficulties in speaking covid pandemic.

Based on the previous studies above, many researchs have examined the students' difficulties in speaking that only focused on the problems. The difference that distinguishes this study from previous research is a more in-depth discussion. This study focused on student problem in speaking, student factor in speaking, and students' strategies to reduce difficulties in speaking. From this perspective, the researcher was interested in conducting a study entitled: **An Analysis of**

Students Difficulties in Speaking at the Tenth Grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the Academic Year 2022/2023.

B. Identification of the Problems

Based on the background above, the researcher identified the problems as follows:

    a. Students lack vocabulary,

    b. Students less of pronunciation,

    c. Worrying for making grammatical errors,

    d. Students still lack confidence when speaking lessons,

    e. Students are shy to say something during speaking lessons,

    f. Students use their mother tongue/daily language,

    g. Students lack of preparation in speaking lessons.

C. Limitation of the Problems

In this research, the researcher limits the research in the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura as subject of research. The researcher choses the tenth social studies class with a total of 18 students consisting of 10 female students and 8 male students. The researcher focuses in several factors, there are students' difficulties in speaking English. In difficulties the researcher discusses language problems, from the theory of Ur (1996) such as inhibition, there's nothing to say, low enequal participation, use mother tongue. The next students factors from the theory of Faizah (2021)

such as opportunity and motivation, talent, attitude, and courage to practice speaking in front of audience. The last is the strategies that the students use to overcome the language problems in speaking difficulties from the theory of Sari (2019) such as expand vocabulary, reading aloud, studying english grammar, reading english text, english conversation, listening to english song, watch english movies, and happy with english. The researcher choses tenth social to get the data.

D. Formulation of the Problems

Based on the background of study above, questions of this research were formulated below:

1. What language problems make the students difficult in speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the Academic Year 2022/2023?

2. What language factors make the students difficult in speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the Academic Year 2022/2023?

3. How do the students overcome their language difficulties on speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the Academic Year 2022/2023?

E. Objective of the Study

The research objectives of this research were:

1. To describe the language problems make the students difficult in speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus

Kartasura in the Academic Year 2022/2023.

2. To describe the language factors make the students difficult in speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the Academic Year 2022/2023.

3. To describe how do the students overcome their language difficulties in speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the Academic Year 2022/2023.

F. Benefits of the Study

The researcher expects that the result of this research will be useful:

1. For teacher

This research can be useful for English teachers to improve their understanding of student's difficulties in learning to speak, and the results of this study will use feedback for them about difficulties in learning English, especially in speaking which has been implemented by SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura. By knowing difficulties, they may hope that they are motivated to find ways to solve them.

2. For the researcher

By knowing students' difficulties in speaking lessons, other studies have new references about speaking difficulties. In addition, researchers can choose several methods to solve student difficulties.

3. For students

This research can reduce students' difficulties in speaking. In addition, it

can increase students' knowledge to be more active in practicing and deepening knowledge for speaking.

4. For the school

This research can increase school knowledge to achieve school competency progress in knowledge development competitions.

G. Definition of Key Terms

To avoid misunderstanding in the study, the researcher gives definitions of terms that are often found in the study, such as:

1. Speaking

According to (Gert and Hans (2008:207), speaking is speech or utterances to have the intention to be recognized by the speaker, and the receiver processes the statements to recognize their intentions.

2. English Lesson

English lesson is a compulsory subject for students from elementary school to the high school level, and every student in a school should learn about English. Kemen-dikbud (2001: 8) that learning English has the following goal about students' understanding of English as a system and general knowledge.

3. Students' Difficulties in Speaking

Difficulties are defined in Oxford by Bull (2008) not easy needing effort or skill: find something to understand. It was found that most of the students still have difficulties to speak english. According to Widyasworo (2009) in indonesia mastering speaking skill is not easy. From the

definitions above, it can be concluded that the difficulty in speaking is not easy for the student in getting content of the material or explanation in English.

CHAPTER II

LITERATURE REVIEW

This chapter was discussed about theoretical description in this research which review speaking, review the language problem of difficulties speaking, review language factor of difficulties speaking, and review of strategies used to overcome language problem in difficulties speaking.

A. Theoritical Review

1. Review on speaking

a. The definition of Speaking

Speaking is one of the four skills in learning English at universities and schools. Speaking in English is one of the communication tools needed when we are going to travel, work, live, etc. abroad. Speaking is not about what to talk about, but about how we respond, listen and respond to what they have to say. According to Gert and Hans (2008), speaking is a talk with the intention to be recognized by the speaker, and the recipient processes the statement to recognize its meaning.

Goh and Burns (2012) argue that speaking To develop speaking competence, students must acquire knowledge of language systems and discourse genres, core speech production skills, and communication strategies that enable them to manage and negotiate

rapid communication. In addition,Wina (2002) says that speaking is a skill that involves producing fluent and precise speech that needs to be understood.

Speaking was a communicative act, and learning the nature of oral communication was crucial in understanding the causes of the problems mentioned above. According to Hymes (1998), it is said that speaking is both content and context. This means that as content, speaking includes several rules such as grammar, pronunciation, tenses, grammar, etc. Following the context, speaking was a way of understanding the meaning based on the statements and intonations spoken by the speaker.

Harmer (2001) says that speaking is the ability to speak fluently not only presupposes knowledge of language features, but also the ability to process information and language at that moment. Speaking is how a person is responsible for the spontaneity he speaks, and also emphasizes the production of speech with the intention of what he is talking about with the other person (Thornburg 2005)

From the statements above, it can be concluded that speaking is very important when we communicate. Speaking must be understand how we knew and listened to other people who are talked. speak English which is the third language that must be understood and studied in Indonesia.

b. Aspect of speaking

Speaking was important skill that must be mastered in a English lesson. aspects of speaking are very important to start a conversation. Through conversation, people can carry out oral communication to implement the communication function. Harmer (2007) argues that speaking is a complex skill that requires the simultaneous use of several different abilities. They include aspects of speaking. Several experts explain the aspects of speaking. The aspects of speaking English are as follows:

1. Pronunciation

   Pronunciation was the act or way speakers produce clearer language when they speak. It deals with the phonological process which refers to the grammatical component. This includes segmental features, vowels, consonants, word stress, pitch, and intonation patterns. For this reason, if speakers want to be able to speak English fluently, they must be able to pronounce phonemes correctly, using appropriate patterns of stress and intonation. Speakers must be able to articulate words and create physical sounds that carry meaning.

2. Grammar

   Grammar is the basic unit of meaning, like words and a set of rules for combining them into new sentences (Fromkin & Rodman 2014) Speakers must be able to manipulate and distinguish the right grammatical form in the right form. The use of grammar is also to

learn the correct way to acquire expertise in a language in spoken and written form.

3. Vocabulary

Vocabulary was a very basic element in language. This includes single words, set phrases, variable phrases, phrasal verbs, and idioms. A person cannot effectively communicate or express their ideas in both spoken and written form if they do not have sufficient vocabulary.

4. Fluency

Fluency could be defined as the ability to continue speaking when speaking spontaneously. In simple terms, fluency is the ability to speak freely without too much pause or hesitation. When fluent speakers should be able to get the message across with whatever resources and abilities they have regardless of other mistakes.

5. Comprehension

Comprehension is discussed by the speaker and listener. Because understanding can make people get the information they want. Comprehension is defined as the ability to understand something with a reasonable understanding of the subject or as knowledge of what a situation looks like.

It can be concluded that everybody who wants to speak English well, she/he has to knew the ways of speaking English. Speaking is different from the other skills. In speaking, students need

to know about pronunciation, grammar, vocabulary, fluency, and comprehension.

c. Stages of speaking

In speaking English many people know about some of the stages that must be in speaking. This stage was to arranged words in speaking to create a sentence that can be understood by the interlocutor. According to Thornburg (2005), speaking consists of at least four stages:

a. Conceptualization

How do someone think we talk/tell a story following with the incident. This stage can make conceptualize what was said to the other person.

b. Formulation

In speaking, it must have a word structured so that it can be understood properly. This structure includes the level of discourse, syntax, and vocabulary. This stage was very important in speaking because this structure could make someone understand what we are talking about.

c. Articulation

Emphasis on speaking to produce the right sound when speaking. This suppression processes the flow of air produced by the lungs, pushed through the vocal cords, and formed by the movement of the tongue, teeth, and lips to produce a vowel

sound.

d. Self-monitoring

This last stage is only added so that speaking can run and proceed well. When talking, think about conceptualization, formulation, and articulation so that people who listen can understand what is being said. This stage is a person's awareness in composing a sentence to be discussed. However, at the same time self-awareness that something is wrong while speaking results in a slow pause, and repetition of a speech.

It can be concluded that the stages of speaking are unconsciously already done by someone while talking with the other person. However, in speaking used English, especially for Indonesians, it is still necessary to understand these stages.

2. **Problems Make Student Difficult in Speaking**

The speaking subject must be mastered by English education students as the basis for mastering learning and communicating. In learning to speak, students are usually faced with problems during the teaching and learning process. Many problems in difficult speaking could be saw from language problems.

The number of journal sources the problems of Indonesian students in learning English as a second language and experiencing many language errors. Then the researcher took the theory from Ur (1996) which is classified into four parts. This theory makes it easier for students to

analyze difficulties in speaking English.

According to Ur (1996), students' speaking difficulties are: inhibition, there's nothing to say, low or uneven participation, and use of mother tongue.

1. Inhibition

    Unlike reading, writing, and listening activities, speaking requires real-time exposure to the audience. Learners often experience barriers to trying to say something in a foreign language in class, such as worrying about making mistakes, fear of criticism, or shyness to withdraw from their conversation.

2. There's Nothing to Say

    Learners often complain that they couldn't think of anything to say and they need to be motivated to express themselves. Rivers (1968) believes that the learner has nothing to express perhaps because the lecturer has chosen a topic that is not suitable for him or about which he knows very little.

3. Low or Uneven Participation

    In large groups, each student have a lot of talking time because only one participant can speak at a time so the others can hear. The students do not have the same opportunity to speak English. There is a tendency for some students to dominate while others speak very little or not at all.

4. Use of Mother Tongue

The students felt that the mother tongue is easier than the third language. Students often include the use of their mother tongue when they speak a third language. This problem make students felt comfortable doing it. Harmer (2007) suggests several reasons why students use their mother tongue in class. First, when students are asked to discuss a topic that they are not able to, if they want to say something about the topic, they use their language. Another reason is that the use of the mother tongue is a natural thing to do. In addition, using the first language to explain to others if there is no encouragement from the lecturer. Finally, if the lecturer often uses the student's language, students felt comfortable doing it and make habits that are difficult to change.

It can be concluded that language problems Ur (1996), make it difficult for students to learn English, especially in speaking. Difficulties that generally make students less understanding in speaking. This course must be deepened because speaking is the key to communication in English, although lecturers must participate in encouraging students to be better at English speaking.

3. **Factors Make Student Difficult in Speaking**

In learning every student faces difficulties, especially in speaking. There are several factors that caused language problems in learning difficulties speaking English, factors that also affect students' language

problems on speaking difficulties.

In the teaching and learning process, students play important role. They come to class with their background, ability, style, and attitude. They are different from other people. According to Faizah (2021), these factors include several things related to opportunity, motivation, talent, attitude, perseverance, and courage to practice speaking in front of an audience.

a. Opportunity and Motivation

The best time to speak English is when the learners' need for this language appears and there is spare time. If there are high motivation and opportunity, at that time, the learners can learn well.

b. Talent

The success of speaking English does not only depends on ability but also on persistence. Good potential does not give much success if the opportunity to learn is not used. Thus, the ideal terms in the combination of potential and persistence that should run well.

c. Attitude

The learner's attitude about the learner's language can fulfill what they need in communication and put on the meaning of his or her thought clearly.

d. Courage to Practice Speaking in front of an Audience

Learners who have sociable characters and take the opportunity to speak English with other person inclined more successful when they make communication and relation. In this case, they should force themselves to

take this opportunity to speak up in English. On this occasion, bravery is quite important, and the embarrassing sense should be disappeared because it sense can obstruct the capability of English speaking.

Regarding opportunities, the best time to learn English is when the student's need for the language arises and there is free time. If there is high motivation and opportunity, students can quickly learn well. The success of learning English depends not only on ability, but also perseverance. Good potential not provide much success if learning opportunities is not utilized. So, the ideal term in combination with potency and persistence should work well. Students' attitudes about the language of students can meet what they need in communicating and express the meaning of language clearly.

Another factor is that students who have an outgoing character and take advantage of opportunities to speak English with others tend to be more successful in communication and relationships. In this case, they must force themselves to take advantage of this opportunity to speak English. On this occasion courage becomes important and shame must be removed, because shyness can hinder the ability to learn to speak English.

It can be concluded, language problems experienced by students in English language difficulties, there are also several factors that influence these problems. According to Faizah (2021), student factors student factors that come from the students themselves make it difficult in speaking

4. Strategies to Overcome Speaking Difficulties

Students are often reluctant to speak out because they are embarrassed to express themselves in front of others, especially when they are asked to provide personal information or opinions. Often, too, there are concerns about speaking badly and therefore losing face in front of their classmates. On the other hand, some students have the strategies to overcome those problems, especially the problems which come from students. According to Ur (1996), to solve the speaking problems have some strategies. Those are:

1. Discussion

   When students suddenly want to talk about something in a lesson and discussion occur spontaneously, the result often highly gratifying. 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.

2. Role Play

   In role play activities, the teacher gives information to the learners such as who they are and what they think or felt. 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 characters point of view.

3. 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, in simulations, students acts as if they were in real life situation.

4. 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.

5. 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.

6. Find the Difference

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 picture.

According Harmer (2002) there are strategies to overcome speaking problems:

1. Preparation

   Explains how students record the presentation they make and copy what they have said, correct it and then submit it to the teacher for further comment before finally presenting it to the class.

2. Repetition

   Each new encounter with a word or phrase helps fix it in the student's memory. Repetition also allows them to improve on what they did before. They can think about how to repeat words or just feel how they sound.

3. Big group, small group

   The main reason for some students' reluctance to take part in speaking activities was because they had to speak in front of a large group. The way to deal with this is to ensure that they get opportunities to talk and interact in smaller groups as well. This can be a preparation for creating a dialogue or discussion.

4. Mandatory participation

   When a group does a task, always be 'social loafers', students who sit and let others do the work.

According to Sari (2019) To improve speaking, explain some useful strategies for students in overcoming speaking difficulties, including:

1. Expand Vocabulary

Before we can master English communication and grammar, we must have vocabulary that is used every day in conversation. Here we know and master some vocabulary to help facilitate our conversation. It will be difficult if we do not have the slightest basic vocabulary that is commonly used in everyday life.

2. Reading aloud

Reading English aloud, not only develops word pronunciation skills but also plays a role in improving grammar and vocabulary listening skills. Learn English by reading.

3. Studying English Grammar

Simple Grammar or grammar in English may be difficult for us to master perfectly. But we don't have to worry about studying English grammar or grammar in more detail. The important thing is that we have a basic understanding of English grammar, it becomes our capital to develop language skills English at a higher level. Examples of simple grammar that we can learn are nouns, verbs, to be, adjectives, adverbs, personal pronouns, and simple tenses, such as simple present tense, continuous tense, past tense future tense, and so on. Even if you know a little basic grammar, it can be used as sufficient capital to develop further skills.

4. Reading English Text

The habit of reading text/writing/reading English make us understand and enjoy the story/content/text message earlier. In addition, we can find new vocabulary so that our English vocabulary increases. Reading doesn't have to be forced but our own consciousness and we enjoy it.

5. English Conversation

Conversations with other people can help us to be confident, can help us learn from mistakes, help us learn from others.

6. Listening to English Songs

One of the most effective media to quickly master English is to get used to and like songs in English. We can also sing songs. By listening to these songs, we can hear words and sentences in English. After we hear it hopefully we can sing it too. In addition, we feel happy with the song, and we also indirectly learn to hone our hearing and speaking. So that our English skills increase. The key is to like English songs, listen to them, and not be shy about singing them.

7. Watch English Movies

Foreign films are very interesting to watch and we can also use them to learn English. From watching movies, we can learn to recognize expressions and sentences, both standard and non-standard, spoken by foreign actors and actresses. Watching western movies can help us

familiarize ourselves with words, sentences, and expressions from native speakers. It can also help us listen and talk.

8. Happy with English

Before we learn English any further, we must learn to enjoy this language first. As in liking or liking something. If in our hearts there is a sense of pleasure and enthusiasm for learning English is embedded, so that it becomes the basic capital for us to make it easier to learn English. With enthusiasm and pleasure, it is not impossible that knowledge related to English would easily enter our memories.

It can be concluded that the strategy is very important so that students can understand or be better in learning to speak English. Some researchers in related studies also said that, there are many strategies can solve speaking problems, they practice more, improve vocabulary mastery, increase motivation, use interest strategies, keep speaking English, group work, watch movies, listen to songs, and writing daily activities (self-directed).

B. Previous Related Study

Many people have investigated students' difficulties on speaking lesson. The following are the views of several research related to this research, as follows:

The first previous research was conducted by Hernitika (2021) entitled "*Students' Difficulties in Speaking English at The Second Grade of MTSN 1 Bungo*". The purpose of this research was to find out students difficulties in speaking English and the causes of the students difficulties in

speaking English. This research use descriptive qualitative data method. The result of second grade MTSN 1 Bungo had difficulties in speaking English. It was showed from the interview and observation result that had been conducted by the researchers. It can be classified into two aspect; students linguistic problems and students personality problem. This research has similarities with the method used in collecting and analyzing data. The differences with this research were to find out linguistic problems and non linguistic problems that cause the students difficulties in speaking English.

The previous secondary research was a research conducted by Suprapti (2018), with the title "*An Analysis on Students' Difficulties in Speaking at MTS NW Al-Hidayah Baremayung*". The purpose of this research was to identify what the students' difficulties in speaking English and what the factors of students' difficulties in speaking English especially in introducing themselves. The method of collecting data was observation, recording, and interview. The result of the data is the students have difficulty on vocabulary and pronouncing especially in introducing themselves. This research has similarities with the collecting data was observation and interview. The differences with this research this research only focuses on introducing themselves and the topic of the research.

The last previous research was a research conducted by Pratiwi (2021), with the title "*Problems and Difficulties of Speaking at Muhammadiyah Lampung University Students in Covid Pandemic*". The purpose of this research was to describe the problem and difficulties of

speaking at Muhammadiyah Lampung University students in Covid Pandemic. This research used descriptive qualitative data and quantitave data. The result of this research indicated that the students in first semester of English Department have some problems and difficulties in speaking subject during Covid Pandemic. This research has similarities with the problems and difficulties speaking class. The differences with this research use percentage of the questionnaire problems and difficulties speaking class and this research used qualitative data and quantitative data.

Table 2.1. Similarities and Differences Previous Related Study

NO	Titles	Similarities	Differences
1.	*"Students' Difficulties in Speaking English at The Second Grade of MTSN 1 Bungo"*	The method used in collecting and analyzing data. This research use descriptive qualitative data.	This study was to find out linguistic problems and non linguistic problems that cause the students difficulties in speaking English.
2.	*"An Analysis on Students' Difficulties in Speaking at MTS NW Al-Hidayah Baremayung"*	The collecting data was observation and interview.	This research only focuses on introducing themselves.

			This research finds out about the factor students' difficulties.
3.	*"Problems and Difficulties of Speaking at Muhammadiyah Lampung University Students in Covid Pandemic"*	This research finds out the problems and difficulties speaking class.	This result use percentage of the questionnaire problems and difficulties speaking class. This research used qualitative data and quantitative data

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used descriptive qualitative research. Based on Sugiyono (2010) who states that qualitative research is descriptive. It means that collected data was in the form of words rather than number. Denzim and Lincoln (2005) stated that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practice that makes the world visible. In a qualitative study, much depends on the perspective of the researcher. Qualitative researchers use a number of techniques, therefore, to check their perceptions to ensure that they are not being misinformed (Fraenkel 2012).

It can be concluded that descriptive qualitative research is a method to achieve basic understanding through the experience of researchers who are processed directly and realized with the subject and location in the form of real reports and factual field notes. Researcher choses descriptive qualitative research in this study. This study provided an overview of the phenomena that occurred initially without experimental intervention. This study described the difficulties of speaking in language problems, the factors that make students difficult in speaking, and the strategies students use to overcome the difficulties of speaking in language problems, especially in speaking at tenth social SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura.

B. Research Setting

1. Place of Research

This research had been done in SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura. This school was located on Slamet Riyadi Street, Number 80, Dusun II, Kartasura, Sukoharjo, Central Java, Indonesia.

2. Time of Research

This research had been done in SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura. In the tenth social in academic year 2022/2023. The research was managed based on the planning schedule.

Table 3.1. Research Schedule

No	Activity	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
1.	Pre-Research	■										
2.	Writing Thesis Proposal	■	■	■	■	■						
3.	Proposal Seminar						■					
4.	Research							■	■	■	■	
5.	Munaqosyah											■

C. Research Subject and Informant

To determine the sample used in this study, the researcher used a sampling technique. The sampling technique in this final project was purposive sampling. According to Sugiyono (2015) Purposive sampling is a sampling technique with certain considerations. The reason for using the purposive sampling technique based on the teacher's opinion where the social studies class has the lowest score in speaking compared to other classes, and the researcher choses tenth social to get the data. The researcher choses the tenth social studies class with a total of 18 students consisting of 10 female students and 8 male students.

D. Data and Source of the Data

The data in this study consisted of qualitative descriptive data, and the data were analyzed using qualitative data methods. When conducting research, the importance of data sources could be overstated. Consequently, the data source was the material from which the researcher can obtain the necessary information. This research data came from observations in class to find out how students respond during learning (about students' problems in speaking), Questionnaire (about students' language problems in speaking), and in-depth interviews with students (about factors difficulties in speaking and students solution to solve the language problems). The source of the data for this research was the social tenth grade students of SMA Muhammadiyah

Al-Kautsar Program Khusus Kartasura. This data was obtained by collecting student questionnaires adopted from Balqisa, Pratiwi, Masyhur (2020).

In addition, the researcher collected data by conducting structure interviews to find out several factors that influence the difficulty in speaking English and the students' strategies to reduce their difficulty in speaking English. The researcher conducted interviews with the students according to the interview guideline to learn more about their difficulties in speaking English. Data sources ere taken from the consideration of people who really know the problem and provide valid information.

E. Research Instrument

Research instruments were tools or facilities used by researcher to collect the data. Instruments could be in the form of questionnaire, observation, interview guided, and test. In this research, the researcher used observation (field note), questionnaire and interview.

A. Observation

Sugiono (2017) states that passive participation means that the researcher is present at the scene but does not interact or participate. Observations in this study were conducted to determine the participation and response of students in speaking. Observations were carried out two times and carried out in the English class in tenth social SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura.

B. Questionnaire

In this study, the researcher gave questionnaire as the second instrument. Questionnaires were delivered to students. The choices in the questionnaire consisted of five choices, namely: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The researcher used a closed questionnaire which is built based on the principal theory in compiling the questionnaire adopted from Balqisa, Pratiwi, Masyhur (2020) use the Ajizah scale (2013), while the scoring system is: Strongly Agree (SA) = 5 Agree (A)=4, Neutral (N)=3, Disagree (D)=2, Strongly Disagree (SD)=1 for the preferred item. Students were only provided a checklist in the column. In this case, the questionnaire was used to obtain information about psychological problems and language problems in speaking English difficulties faced by students.

Table 3.2 Questionnaire Students' Difficult Speaking in Language Problems

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)					
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)					
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)					
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika					

	berbicara karena mereka berbicara lebih cepat)					
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)					
6.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)					
7.	I have difficulty responding to speakers in english. (Saya kesulitan menanggapi pembicara dalam bahasa inggris)					
8.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)					
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)					
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)					

(Adopted questionnaire from balqisa, pratiwi,masyhur)

C. Interview

In this study, the researcher used structured interviews, meaning that the interviewer prepared questions before conducting the interview. This interview was conducted to students of tenth social SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura. The purpose of the interview was to identify and find out the most common factors make students' difficulties in speaking and solution to overcome the students' difficulties in speaking. Interviews for this study were conducted one day after the questionnaires were analyzed. The participants were invited to attend the interview session. Participants were selected according to students who have answered the previous questionnaire, and in the interview session students was asked several questions. During the interview session, the researcher recorded all the processes using a voice recorder. The interview lasted 10 minutes. After the interview was over, the researcher analyzed the results, wrote them down and then presented the research results in a research paper. To analyze the data from the interviews, the researcher made a summary of the data from the informants.

The interview guideline was created by the researcher by considered the students' need and several foundations from previous related study about some possible problems faced by student's difficulties speaking.

a. Students Personal Felting

1. Do you like or dislike speaking? Why?

2. Do you have difficulty in speaking? What are the difficulties?

b. Factors that cause difficulty in speaking English

1. What factors make you worry or hesitate when speaking English in class?

c. Strategies to reduce difficulties in speaking English

1. How did you find a way to solve your problems in speaking?

F. Techniques of Collecting the Data

In this research, the researcher used three methods of collecting the data. Those are observation, questionnaire and interview.

1. Observation

Observation was one of the techniques that used to collect the data. According to john (2012) observation is the process of gathering information by observing people and process of gathering information by observing people and places at a research site. In this research, the researcher had joined the class and observed the learning process. The observation was conducted to get the data about the students' difficulties in speaking. The recording was run by recorder equipment, which is voice recorder. The researcher prepared the recorder before the class is started. The researcher place the recorder near the students to get the clear voice. The note was taken by researcher herself during the observation. Finally, to ensure the obtained data, the researcher compares both the field note and the recording. The recording was transcript, it was the additional proof to complete the taken note.

2. Questionnaire

   The researcher gave questionnaire to the students. According to Arikunto (2010) a questionnaire is a list of questions given to other people to answered according to user requests. Questionnaire can be divided into :

   a. Open questionnaire is presented in the form of a questionnaire so that respondents could provide stuffing according to the will and the circumstances.

   b. Close questionnaire presented in the form of respondents live in such as way that gives a tick (X) on a columns or an appropriate place.

   c. Mix questionnaire is combination of an open questionnaire with close questionnaire.

   In this study, questionnaires distributed to tenth social consisting of 18 students at SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura. The questionnaire consisted by 10 questions that were constructed under the theory of principals in constructing questionnaire adopted from Balqisa, Pratiwi, Masyhur (2020).

   The type of questions seed in the questionnaire was closed question. The researcher was distributed questionnaires in class when students have finished learning. From collected data through questionnaire, the researcher find out the students' language problems in speaking.

   The researcher used the specification of the questionnaire as follows:

   Table 3.3. Aspect of questionnaire

Indicators	Aspects	Number of Items
Language Problems in Speaking English	Inhibition	1,2
	There's nothing to say	3,5,10
	Low or uneven participaton	4,9
	Use of mother tongue	6,7,8

Analysis from the questionnaire used the formula :

$$P = \frac{F}{N} \times 100$$

P   = The percentage of students problem

F   = The number of frequency of the respondents answer

N   = The number of respondent

100   = Constant number

3. Interview

According to Fraenkel (2012) interview is an important way for a researcher to check the accuracy of to verify or refute the impressions he or she has gained through observation. The purpose of interviewing people is to find out what is on their minds, what they think or how they felt about something. Their opinions and facts are

needed to make the data more detailed and stronger than what the researcher already had in the observation.

The main purpose of the interview is the strategies students use to overcome their difficulties in speaking. The researcher compiled four questions for the interview guide. Interviews was conducted with students of tenth social at SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura to find out the strategies by students to overcome difficulties in speaking. Interviews was conducted by students which results from the calculation of the questionnaire. Students whose results are seen to be low are interviewed. The questions in the interview guide are about strategies by students to overcome difficulties in speaking.

G. Trustworthiness of the Data

In qualitative research, data can be categorized as good data if the data is valid. Guba in Shenton (2004) explains that there are criteria used to check the validity of data in qualitative research, namely :

1. Credibility

Credibility is internal validity where the researcher examines what actually happened which has several types such as; adoption of established research methods, development of initial familiarity with taking on organizational culture, random sampling, triangulation, tactics to help ensure honesty of informants, repeated questioning, analysis of negative cases, frequent debriefing sessions, peer supervision of research projects

(Shenton, 2003). In this study, researchers used a triangulation technique. Triangulation can involve the use of different methods, especially observation, focus group interviews and individual interviews, which are key data strategies for qualitative research. Thus the triangulation technique means that researchers use two or more techniques in collecting data to obtain validity. In addition, researchers collect data using observation supported by questionnaires and interviews which can provide evidence whether participants are worthy of being research subjects. Researchers also use repeated questions. Researchers conducted interviews with participants who raised in-depth questions.

2. Transferability

Shenton (2004) defines transferability as an external validation process where the findings in research can be applied to other situations or populations. Referring to the definition above, transferability in this study is achieved by providing a fairly thick description of what is being investigated, namely language problems on difficulties in speaking, factors that cause student difficult in speaking, and student strategies to reduce their language problems on difficulties speaking so that readers can have a proper understanding of it. Thus, it is hoped that the findings of this study can be applied by teachers to solve student problems and also students can overcome problems that arise in themselves when speaking.

3. Dependability

Depandability check is done through a detailed research reporting process (Shenton, 2004). In addition, Shenton (2004) also argues that this process aims to explain to the reader about the research that has been done. In this study, researchers ensured that the results obtained were in accordance with the research questions by ensuring the process of data collection and data analysis. Furthermore, to obtain triangulation findings from the research, the researcher consulted and discussed them with the thesis supervisor as an expert.

4. Confirmability

Confirmability is the process of adjusting data that has been obtained to achieve data neutrality or objectivity. Confirmation is used to verify data found in research (Shenton, 2004). In this study, the researcher provides all data and requires peer-review to provide comments, opinions or suggestions regarding data analysis to researchers. Furthermore, the results of the research were reviewed by the thesis supervisor as an expert.

F. The Technique of Analyzing Data

After collecting the data, the researcher analyzed the whole data obtained. Felder and Brent (2016) stated that analysis describes a system and asks the respondent to choose the best prediction of its behavior, or describes system behavior and asks the respondent to choose the best diagnosis, interpretation, inference, or conclusion.

The problem statement about English learning style used by the social students was analyzed by categorization and percentages and the data

from interview about problems and solutions faced by the students having the specific learning style was analyzed based on Miles and Huberman theory that consisting of three concepts: (1) data reduction, (2) data display, and (3) drawing and verifying conclusion Huberman (2014)

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in field notes and written transcriptions. In this study, the researcher focused on the reduction and transformation of rough data from field notes, questionnaires and interviews. The first step in data reduction is to identify the data obtained (Field note from observation, questionnaire transcripts, and interviews). The third was gave the selected data and focused on the required data. The last is to make a summary of the data. Data reduction was carried out continuously until the end of the study. Based on the concept of data reduction, the selection of data in this study was chosed by the researchers by identifying the language problems on difficulties in speaking English, categorizing the difficulty of students based on the factors of difficulty in speaking English and strategies to overcome the language problems on difficulties in speaking.

2. Data display

This is the third component in analyzing the data. Display data is an organized and compressed collection of information that enables conclusion and action. The data display is a description of the data in this

study. Researchers was described the data that has been reduced.The data is drawn and explained in the form of words, sentences, and paragraphs. The researcher displays the data and then describes it, after describing the data, the researcher analyzes the data. Some activities in analyzing the data that has been done by the researcher in data display are:

a. Observing the teaching and learning process

In this step the researcher observed the teaching and learning process by the field note from observation to know how was the process of teaching and learning speaking. From the observed the class the researcher knew how was the process of teaching and learning and the students' language problem in speaking.

b. Giving questionnaire

In this step, the researcher gave the questionnaire to students. This step was conducted to know what students' factors in speaking. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

c. Interviewing the students

In this step, the researcher interviewed students who got the highest score on the questionnaire where high scores were included in students who had the highest difficulty in speaking. From the student interviews, researchers can find out what factors cause students' difficulties in speaking and strategies to overcome the difficulties in speaking.

3. Conclusion Drawing or Verfication

    The last step of analyzing the data was draw conclusion. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to draw conclusions, entails revising the data as many times as necessary to cross check or verified these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.

    In this step, the researcher conclusion drwaing or verified the answer of research question that have been done in displaying the data by comparing the observation data, questionnaire data, and interview data. Thus, the researcher got the conclusion about students' difficulties in speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus Kartasura in the academic year 2022/2023.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter deals with the research findings and discussion of the research. The researcher was described the result of the data in findings part. While in discussion part, the researches discussed and informed the data based on the result of the analysis.

A. Research Findings

The researcher gave a questionnaire to the students. Questionnaires were given to all students of tenth social consisting of 18 students. The questionnaire aims to gain a deeper understanding of students' difficulties in learning to speak English. In addition, the questionnaire consists of 10 questions. From numbers 1-10 there are questions about language problem on student difficult in speaking English.

Another technique of collecting data used by researchers is interviews. Researchers got information about the factors that make student difficult in speaking and how students overcome difficulties in speaking. The researcher was conducted interviews with 9 students of tenth social based on the results of the highest total score in the questionnaire.

Observations were made to determine the process of speaking in class. In collecting data, researchers used observation. The researcher observed the students' problems and difficulties in speaking English. Observations were made twice by researchers in class of tenth social on 15th

and 16th September 2022. Based on the results of observations and questionnaires, researchers can draw conclusions about students' difficulties in speaking English. The results of questionnaires, interviews, and student observations can be seen as follows:

1. Language Problems Make Student Difficult in Speaking

    1) Inhibition

Based on the observation result, students had language problem about inhibition, because when the teacher asked them to speak English they answered "*susah miss nyusun kata-kata bahasa inggris*" on second observation. There were some students during the first day of observation when the teacher asked them to say the adjectives that had been written down, but some students responded "*gimana miss ucapannya*" "*iya miss ngomongnya susah*".

Based on the questionnaire result, Students experienced language problems that made it difficult to speak. Factors Inhibition when speaking English. seven students answered "strongly agree" on the eleventh question, and nine students answered "agree" on the twelfth question.

It can be concluded from the observations supported by the questionnaire that students have inhibition in speaking English. the inhibition experienced by students made them unable to speak English. The inhibition that students experience when speaking

English makes it difficult for them when the teacher asks students to speak in front of the class and they also have difficulty reciting it.

2) There's Nothing to Say

Based on the observation result, students had language problem about nothing to say,because when the teacher asked them to perform speaking English spontaneously without any preparation the students could only be silent in front of the class "*ee apa ya ee*" there are also students when performing in front of the class they can only say a few words/sentences "so we can emmm apa ya bentar miss" on second and first observation.

Based on the questionnaire result, Ten Students answered "agree" on the thirteenth question, eleven students also answered "agree" on the fifteenth question, and nine students answered "strongly agree" on the twentieth question,

It can be concluded from the observations supported by the questionnaire that students cannot say something and make them experience difficulties in speaking. Students cannot say the words they want to say because the teacher tells them to come forward suddenly there is no preparation and students feel they don't know what to say in front of the class.

3) Low or Uneven Participation

Based on the observation result, The teacher asked students to group according to friends who have been determined by the teacher then the teacher gives assignments to perform in front of the class. "*class waktu sudah habis saatnya satu orang dari kelompok maju kedepan kelas, mulai dari kelompok pertama*" then student answered "*bentar miss baru diskusi mau ngomong apa*" "*gimana ya miss aku bingung ngomognya*".

Based on the questionnaire result, Eleven students answered "strongly agree" on the fourteenth question and six students answered with the same choice of "agree" on the nineteenth question.

It can be concluded from the observations supported by the questionnaire that students do not have the opportunity to speak English, they feel that the vocabulary and pronunciation are wrong. Students feel they do not have the opportunity when working in groups, students feel the lack of opportunities to speak makes them unable to appear in front of the class.

4) Use of Mother Tongue

Based on the observation result, Students still used mother tongue when speak English with the teacher. In second observation, the researcher found that the students still used mother tongue "*aku bisanya pakai bahasa indonesia miss*".

Based on the questionnaire result, eight students answered "agree" on the sixteenth question, same eight students answered "agree" on the seventeenth question and eleven students answered with the same choice, namely "agree" on the eighteenth question.

It can be concluded from the observations supported by the questionnaire that students still often use their mother tongue which is a habit for students to speak English. Students and teachers are still accustomed to using their mother tongue which makes it difficult for them to understand English, especially when speaking.

2. **Factors Caused Student Difficult in Speaking**

The researcher was interviewed with 9 students who have higher difficulties than the other students. Interviews was conducted use a voice recorder. Not all of them were able to become research respondents in this part of the interview. Only a few students got the highest score.

Table 4.1 Students Factor Difficult in Speaking

No	Student Name	Problems of difficulties in speaking
1.	ASA (student 1)	Saya tidak persiapan saat speaking didepan kelas
2.	DS (student 2)	Sata tidak mempersiapkan kosakata dan pronounciation dengan baik. Saya tidak semangat saat speaking.
3.	HZH (student 3)	Saya tidak semangat kalau mengerjakan

		dirumah karena tidak ada yang membantu. Saya merasa kurang paham berkomunikasi saat speaking bahasa inggris.
4.	RG (student 4)	Saya merasa tidak mempunyai kesempatan saat berbicara dikelas.
5.	ABN (student 5)	Saya merasa teman saya tidak memotivasi saya saat speaking dikelas
6.	AND (student 6)	Saya kurang berlatih saat akan speaking didepan kelas.
7.	GSM (student 7)	Saya tidak melakukan persiapan speaking ketika dirumah
8.	MAM (student 8)	Saya tidak ada semangat saat speaking dikelas
9.	YP (student 9)	Saya merasa tidak persiapan membuat saya kesulitan saat speaking

From the table above, it can be seen that there were some students had some commong causing factors of difficulties in speaking. The researcher analyzed the causing factors of difficulties in speaking and concluded some point. To make easier for reader the researcher used coding for the same causing factor of difficulties in speaking namely F1 stand for Factor 1, F2 stand for Factor 2, and so on.

1. Opportunity and motivation (F1),

2. Attitude (F2),

3. Courage to practice speaking in front of class (F3).

The result from the table above, the researcher found 3 the same causing factors of students difficulties in speaking. All of them already analyzed and tabulated on the next table.

Table 4.2 Coding Students Factor Difficult in Speaking

No	Students' Name	F1	F2	F3
1.	Student 1			√
2.	Student 2	√		√
3.	Student 3		√	√
4.	Student 4	√		√
5.	Student 5	√		
6.	Student 6			√
7.	Student 7			√
8.	Student 8	√		
9.	Student 9			√

From the table above, it can be seen that there were some factors of difficulties in speaking stated by the students as correspondence in this section. The researcher presented the deeper explanation about some factors that already stated by students below :

1. Opportunity and Motivation

Students felt they do not have the opportunity and motivation when they speak English. This factor was stated by 4

out of 9 students in the interview section. The following statements reflected each individual reason or statement :

a. *Saya tidak semangat saat speaking.* (student 2)

b. *Saya merasa tidak mempunyai kesempatan saat berbicara dikelas.* (student 4)

c. *Saya merasa teman saya tidak memotivasi saya saat speaking dikelas* (student 5

d. *Saya merasa kurang semangat saat speaking* (student 8)

It can be concluded that students feel they have less opportunity to speak and they are also motivated when speaking English. This factor can make students less able to speak English because students do not understand speaking and have difficulty speaking in front of the class..

2. Attitude

Attitude here means that students do not communicate when speaking in class. They find it difficult when communicating in English even they do not understand the quote. This factor was stated by 1 out of 9 students in the interview section. This student said that "*saya merasa kurang berkomunikasi saat speaking*". It can be said that students who lack communication make students

bored when speaking in class and find it difficult to understand or pronounce words in English.

3. Courage to Practice Speaking in front of an Audience

Students' courage in speaking in front of the class must be mastered by the students, so that students can concentrate well when speaking in front of the class. This factor was stated by 7 out of 9 students in interview section. The following statements reflected each individual reason or statement :

a. *Saya yang penting maju kedepan kelas dulu walaupun salah bicara mbak*. (student 1)

b. *Kalau sayadisuruh maju kedepan kelas berani mbak walaupun ngak tau mau ngomong opo biasanya pakai bahasa indonesia mbak*. (student 2)

It can be concluded that students 3,4,6,7, and 9 also have the same reason when students come forward in front of the class makes students concentrate in speaking.

In short, 3 students experienced a lack of motivation and opportunity in speaking, 1 student had difficulty communicating in English, and as many as 7 students lacked practice in speaking English. It can be concluded that student factors affect 3 factors, such as: opportunity and motivation, attitude, and practice speaking in front of class. To make it

easier to read, the researcher provided the findings in the chart on the next page:

Chart 4.1 Student Factor
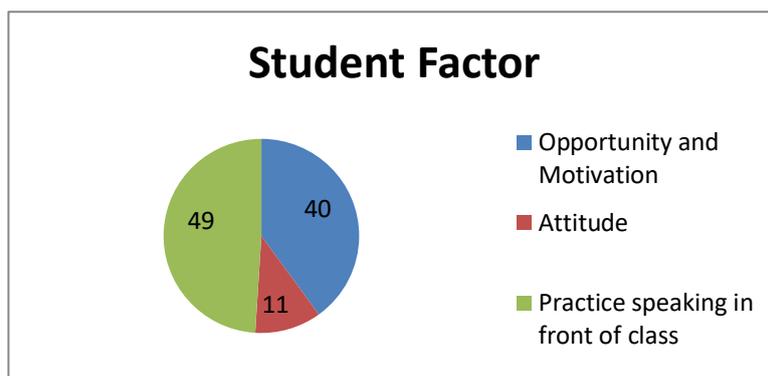
Student Factor

- Opportunity and Motivation: 40
- Attitude: 11
- Practice speaking in front of class: 49

3. **Students' Strategies to Solve Difficulties Speaking**

The researcher was interviewed with 9 students who have higher difficulties than the other students. Interviews was conducted use a voice recorder. Not all of them were able to become research respondents in this part of the interview. Only a few students got the highest score.

Table 4.1 Students' strategies to solve difficulties speaking

No	Student Name	Strategies
1.	ASA (student 1)	Saya mendengarkan musik untuk menambah kosakata saya Saya membaca buku bahasa inggris
2.	DS (student 2)	Saya membaca novel bahasa inggris untuk menambah kosakata saya

3.	HZH (student 3)	Saya melihat film untuk menambah kosakata saya Saya berdialog dengan teman saya untuk melatih koskaata dan pronounciation saya
4.	RG (student 4)	Saya mendengarkan musik Saya membaca cerita bahasa inggris
5.	ABN (student 5)	Saya berdialog dengan teman untuk menambah kosakata saya Saya juga mendengarkan musik
6.	AND (student 6)	Saya membaca kamus bahasa inggris untuk menambah kosakata saya
7.	GSM (student 7)	Saya mendengarkan musik dan membaca nyarin untuk menambah kosakata dan menambah kosakata saya
8.	MAM (student 8)	saya belajar dari kamus bahasa inggris untuk menambah kosakata saya
9.	YP (student 9)	Saya membaca novel bahasa inggris unutk menambah kosakata. Saya mendengarkan musik barat.

From the table above, it can be seen that there were some students had some commong causing factors of difficulties in speaking. The researcher analyzed the causing factors of difficulties in speaking and concluded some point. To make easier for reader the researcher used coding for the same causing factor of difficulties in speaking namely F1 stand for Factor 1, F2 stand for Factor 2, and so on.

1. Expand Vocab (F1),

2. Reading Aloud (F2),

3. Reading English Text (F3),

4. English Conversation (F4),

5. Listening English Song (F5),

6. Watch English Movie (F6).

The result from the table above, the researcher found 6 the same causing factors of students difficulties in speaking. All of them already analyzed and tabulated on the next table.

F

r

o

m

t

h

e

No	Students' Name	F1	F2	F3	F4	F5	F6
1.	Student 1	√			√		√
2.	Student 2	√			√		
3.	Student 3	√				√	√
4.	Student 4	√			√	√	
5.	Student 5	√			√	√	
6.	Student 6	√		√			
7.	Student 7	√	√			√	
8.	Student 8	√		√			
9.	Student 9	√		√		√	

table above, it can be seen that there were some factors of difficulties in speaking stated by the students as correspondence in this section. The researcher presented the deeper explanation about some factors that already stated by students below :

1. Expand Vocabulary

    All students answered that they added vocabulary in various ways because adding vocabulary made students understand speaking English as student 1 said "*saya mendengarkan musik untuk menambah kosakata saya*" all students answered the same thing to increase vocabulary. It can be concluded that vocabulary is very important for speaking English.

2. Reading Aloud

    According to students, this strategy could made pronunciation better. This strategy was stated by 1 out of 9 students in the interview section. This student said that "*saya membaca dengan nyaring untuk memperbaiki pronoun saya*". It can be concluded that students need to read aloud practicing alone at home so that they feel easy in speaking English.

3. Reading English Text

    This strategy could made it easier for some students to speak because it can facilitate the addition of vocabulary and facilitate pronunciation. This strategy was suggested by 5 out of 9

students in the interview section. The following statements reflect each individual reason or statement:

a. *Saya membaca novel untuk menambah kosakata saya.* (student 2)

b. *Saya membaca cerita bahasa inggris* (student 4)

c. *Saya membaca kamus bahasa inggris* (student 6)

It could be said that students 8 and 9 also have the same strategy when they read English texts they find it helpful to make themselves when speaking in front of the class.

4. English Conversation

This strategy could made it easier for some students to speak because students feel happy practicing dialogue conversations with their friends so that vocabulary and pronunciation get better. This strategy was stated by 5 out of 9 students in the interview section. The following statements reflected each individual reason or statement :

a. *Saya berdialog dengan teman untuk menambah kosakata saya* (student 3)

b. *Saya berbicara dengan teman mempermudah saya dalam pronounciation.* (student 5)

It can be concluded that students have strategies for conversing with friends so that vocabulary can improve and can facilitate students' pronunciation when speaking.

5. Listening English Song

   This strategy could made it easier for some students to speak because students feel happy listening to English music which can increase students' vocabulary. This strategy was stated by 5 out of 9 students in the interview section. The following statements reflected each individual reason or statement :

   a. *Saya mendengarkan musik untuk meningkatkan kosakata saya* (student 1)

   b. *Saya mendengarkan musik barat.* (student 4)

   c. *Saya belajar melalui musik* (student 5)

   It can be concluded that students have a strategy of listening to music so that students could added vocabulary and practice pronunciation when they repeat words in the song.

6. Watch English Movie

   All students was answered that they have a strategy that watching western movies can increase their vocabulary when speaking in class, as said in student 3 "*Saya menonton film untuk meningkatkan kosakata saya*" one student answered that watching movies can increase vocabulary if done repeatedly and for practice while talking in class.

   In short, 9 students coped by adding vocabulary, 1 student coped with reading aloud, 6 students coped by reading English texts, 2 students coped with English conversation, 5 students coped

by listening to English songs, and as many as 1 student overcome how to watch English films. It can be said that the strategies that students use can make it easier for students to speak in class. To make it easier to read, the researcher provides the findings in the chart on the following page:

Chart 4.3 Students' Strategies
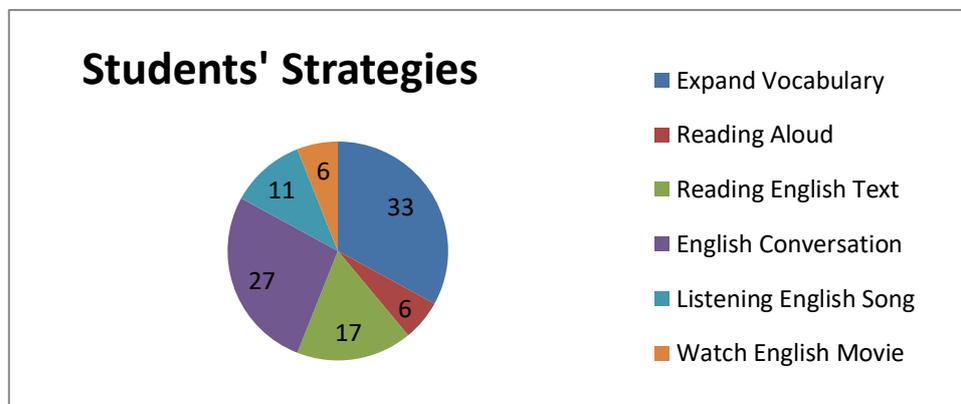
B. Discussion

Based on the research finding, the researcher was discussed the finding of the research. The discussion was about language problem on student difficult in speaking English. The factors make student difficult in speaking, and students' strategies to overcome their difficulties in learning speaking. After describing the data, the researcher needs to analyze the data because the data was draw. It is appropriate with the answer of the problem statements. The explanation presented below:

1. Language Problems Make Student Difficult in Speaking

The researcher assumed that the teaching and learning process in the classroom when speaking is quite maximal. Researcher found language problems by students when speaking in front of the class. Based on the observations made by the researchers, students of tenth social experienced several language problems when speaking, including the first problem was inhibition, inhibition in speaking English was the same as they are afraid of making mistakes in vocabulary or grammar that they will say in front of the class. they are afraid that someone would not respond or not understand what they are saying. according to Ur (1996) Learners often experience barriers to trying to say something in a foreign language in class, such as worrying about making mistakes, fear of criticism, or shyness to withdraw from their conversation.

The second problem was nothing to say, nothing to say which caused students in class to feel scared and unable to utter any words. they think there is no motivation whatsoever when they want to say it. Rivers (1968) believes that the learner has nothing to express perhaps because the lecturer has chosen a topic that is not suitable for him or about which he knows very little.

The third problem was low or uneven participation, especially in group work because some students feel they cannot have many opportunities to speak while in class. Ur (1996) The students do not have the same opportunity to speak English. There was a tendency for some students to dominate while others speak very little or not at all.

The fourth problem is using mother tongue, there are still many students who use their mother tongue when speaking English. According Harmer (2007) suggests several reasons why students use their mother tongue in class. First, when students are asked to discuss a topic that they are not able to, if they want to say something about the topic, they use their language. This problem makes students uncomfortable and do not understand speaking English.

2. **Factors make student difficult in speaking**

In this part the researcher discussed about the factors that caused students difficulties speaking. The researcher took some conclusion about the factors make psychological problems and language problems in speaking. Based on the theory Faizah (2021) there were factors that influence the difficulty in speaking.

Student factors According to Faizah (2021), these factors include several things related to Opportunity, motivation, talent, attitude, perseverance, and courage to practice speaking in front of the audience. This factor was experienced by students when they have difficulty in speaking. students felt unmotivated in speaking English. Students when speaking at school they felt unmotivated because there is no one to accompany their study. students felt the opportunity to speak while speaking also has an effect because students who have high difficulty rarely give opinions when speaking. Students felt that when they did not prepare the material when they will go forward in front of the class they

will find it difficult and unable to speak. This factor makes it difficult for students to speak in class and could made students able to speak.

3. **Students' strategies to solve difficulties speaking**

The students have different solutions to solve problems in speaking. From the results of interviews there are several ways to solve problems in speaking English from students. Students listen to English songs and memorize the vocabulary contained in the film or song. Students who expand new vocabulary to make it easier for them to speak. According to Sari (2019) Before we can master English communication and grammar, we must have vocabulary that is used every day in conversation. Language that is easily understood by students.

Students also used the "reading aloud" strategy because according to them reading aloud could facilitate pronunciation and increase their vocabulary when speaking. This is in accordance with Sari's statement (2019) Reading English aloud, not only develops word pronunciation skills but also plays a role in improving grammar and vocabulary listening skills. Students also read English texts such as novels, notes from teachers, dictionaries, etc. because they believe that reading English texts can hone their speaking skills. This is in accordance with the opinion of Sari (2019), The habit of reading text/writing/reading English makes us understand and enjoy the story/content/text message earlier. In addition, we could found new vocabulary so that our English vocabulary increases.

Students have conversations or discussions with their friends using English because they think it can improve their skills when speaking in vocabulary and can help their confidence when speaking in front of the class. as Sari said (2019) Conversations with other people can help us to be confident, can help us learn from mistakes, help us learn from others. Students listening to English music can improve their skills when preparing for speaking performance in front of the class. as Sari said (2019) One of the most effective media to quickly master English is to get used to and like songs in English.

It can be concluded , students use the strategy of watching English films which can make students add vocabulary, and pronunciation and can help students express the words/sentences they will use when speaking in front of the class. according to Sari (2019) Foreign films are very interesting to watch and we can also use them to learn English. students use these strategies to increase vocabulary, facilitate pronunciation, build confidence, and help prepare for performance when speaking in front of the class.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusion of the research and suggestion for developing the students' difficulties in English speaking at the tenth grade of SMA Muhammadiyah Al-Kautsar Program Khusus. The following discussion provides the conclusion and suggestion of the study:

A. Conclusion

Based on the research finding, it can be concluded that the researcher found students' difficulties in English speaking, factors cause difficulties in English speaking, and their strategies to overcome the difficulties in English speaking.

1. Every student of tenth social SMA Muhammadiyah Al-Kautsar Program Khusus had difficulties in English speaking. They were inhibiton, nothing to say, low or uneven participation, and using mother tongue. Inhibition in speaking English is the same as they are afraid of making mistakes in vocabulary or grammar that they said in front of the class. they are afraid that someone will not respond or not understand what they are saying. nothing to say which caused students in class to feel scared and unable to utter any words. they think there is no motivation whatsoever when they want to say it. or uneven participation, especially in group work because some students feel they cannot have many opportunities to speak while in class. using mother

tongue, there are still many students who use their mother tongue when speaking English.

2. The students of tenth social SMA Muhammadiyah Al-Kautsar Program Khusus had student factors that cause difficulties in English speaking. Students have several factors ranging from student, these factors were caused of language problems in speaking. Students felt unmotivated in speaking English. The opportunity to speak when speaking also affects because students who have quite high difficulty rarely give opinions when speaking. Students felt that when they did not prepare the material when they will go forward in front of the class they will find it difficult and unable to speak.

3. The students of tenth social SMA Muhammadiyah Al-Kautsar Program Khusus had strategies to overcome their difficulties in English speaking lesson. Students can overcome their difficulties with their own strategies. Including repetition, group work, and their own solutions. Students feel that if they have a solution by listening to music and reading books or English dictionaries, they can hone their skills when learning speaking.

B. Suggestion

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

1. For the English teacher

a. The teacher should not teach the students by using mother tongue when learn English especially in speaking, so that the students can improve their speaking.

b. The teacher should make the learning process more fun and interesting. So, the students cannot be bored in teaching learning process.

2. For the students

a. The students should more practice speaking in their daily life and explore their ability in speaking confidently and enjoy during the speaking class.

b. The students should be more active and have the motivation to learn and practice their English, especially in speaking.

c. The students should improve their vocabulary, pronunciation and meaning by using a dictionary or translate one by one word that can be easily used in their speaking activity.

3. For other researchers

The researcher hopes that other researchers could continue this research at related topic and find out other difficulties and strategies in speaking. Furthermore, the researcher recommends for other researcher to study the problems and strategies in speaking not only through observation but also through interview to get more real condition about students' problems and strategies.

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APPENDIX 1
Field note Observation

Observation Day 1
Thursday,15 September 2022 13.45-15.00
Pre Activity The first activity the teacher opened the class by greeting and answered by all students in the class. All of the students answered with great enthusiasm, but there were some students who answered unenthusiastically or remained silent. After that, the teacher gave the students a motivational spirit to increase enthusiasm in learning English such as: "Let's increase your enthusiasm, you must be enthusiastic about learning English. Learning English doesn't have to go through school, you can watch YouTube, movies, and music.". Before the material, the teacher reminds the students who tell the story to the front of the class to prepare at the end of the lesson. After that, the teacher asked the students one by one to mention "please mention traditional eat, traditional food" if they were wrong, they would advance in the next meeting. Then, the teacher provides an understanding of the material to be studied "Friendship and loyalty" and opens a page in the student book.
Main Activity After that, the teacher wrote the letters A-Z to the students to mention "Adjectives" in describing the learning theme. Student responses have difficulty in translating words in English, so the teacher helps students in translating them. After that, the teacher asks students to repeat the words that have been mentioned one by one. There are still many students who respond with Indonesian "*jujur miss*" then the teacher responds "*pakai bahasa inggris ya kan ini pelajaran bahasa inggris*". The teacher still provides justification for the wrong word so

that it does not have bad consequences in the future. Then, the teacher asks students to open books and work on questions that aded value to students. The response of students in doing assignments is still having difficulty in translating English into Indonesian "*ini artinya apa miss bingung mis, sulit miss bahasa inggris*" so students still ask the teacher again and the teacher also asks students to write down the translation spoken by the teacher in the student book. Then the students finished doing the assignments, the teacher matched and asked the students' activities in answering the questions that had been given by the teacher. When the student in front of the class he said "*malas miss kalau ngerjain dirumah nggak ada yang bisa bahasa inggris*" that students also lack of motivation in speaking .Students who have answered are given additional points by the teacher. Some students still have difficulty and throw to other friends "*takut salah miss*" "*yang lain aja miss*" in answering the questions in the book because they don't know the meaning.

Closing activity

After that the teacher asked the students to close the book and the teacher asked the students who had prepared the story to be told to their friends to come to the front of the class for 5 minutes. After that, the teacher evaluates how advanced students are such as vocabulary, grammar, and pronunciation. Student responses when the teacher explained some students were actively listening and some students actively asked about vocabulary that was difficult to understand. After that, the teacher gives assignments to students to work on and discuss at the next meeting. Based on the data taken in the observation on the first day. The process of learning English is quite good. The teacher uses a receptive and productive learning model of lesson stages. However, there are steps that are missed in the

learning process and students are not given the opportunity to ask again what are the difficulties in learning today's material. Teachers also still use Indonesian language a lot so that students can easily understand. Furthermore, in the results of observations, researchers found problems in learning English speaking.

Observation Day 2
Thursday,15 September 2022 13.45-15.00
Pre Activity The first activity the teacher opened the class by greeting and answered by all students in the class. All the students answered with great enthusiasm, but there were some students who answered unenthusiastically or remained silent. After that, the teacher gave the students a motivational spirit to increase enthusiasm in learning English such as: "Come on, you have to be enthusiastic in English. This value is still much below the average." Before the material, the teacher reminds the students who told the story to the front of the class to prepare at the end of the lesson. After that, the teacher asked the students one by one to mention "please mention the name of amphibians, any amphibians" if they were wrong, they would go to the front of the class at the next meeting. Then, the teacher repeats the previous lesson by mentioning one word and its meaning and the students repeat it together.
Main Activity After that the teacher asked the students to open the previous student's book to remind again after that the teacher gave the task to be divided into several groups. The teacher gives an assignment about "Time Conjunction". After that the students answered and said "time conjunctions" but there were still some students who said "malu miss,aku nggak

tahu" which stated difficulties in mentioning "time conjunctions". After that, the teacher discussed the assigned task. previously given, some students have not done the assignment, so the teacher gives a few minutes to do it. After matching the previous task. The teacher tells a short story and translates it so that students can retell the short story. Students' responses when asked to come to the front of the class, most of the students still had difficulty composing sentences "susah miss nyusun kata bahasa inggris,kalau bahasa indonesia saya bisa", "yang lain aja ya miss takut salah aku miss". the teacher tried to gave practice to the students in order to compose English words. there are still many students who have difficulty in pronouncing English because they still use their mother tongue too often. then the teacher gives students the opportunity to study in groups of 4 people "nah kerja kelompok aja miss biar mudah ngerjainnya" students are happier and have more opportunities in group learning.

Closing activity

The teacher still does the same thing, which is giving students the opportunity to come to the front of the class telling the task that was previously given in 5 minutes. Student responses are still very difficult because they forget the pronunciation and vocabulary in sentences that sometimes they still forget. After that, the teacher closed the lesson and gave the task.

APPENDIX 2

Questionnaire

1. Questionnaire score language problems

No	Question (Language Problems)	Respond	Obtained Value	Percentage
1.	I feel afraid to speak in English because my vocabulary is limited.	Strongly Agree	7	39%
		Agree	4	22%
		Neutral	1	6%
		Disagree	5	28%
		Strongly Disagree	1	6%
2.	It feels difficult for me to express ideas when speaking.	Strongly Agree	5	28%
		Agree	9	50%
		Neutral	4	22%
		Disagree	0	0%
		Strongly Disagree	0	0%
3.	I often get confuse to combine and use the proper vocabulary to speak.	Strongly Agree	6	33%
		Agree	10	56%
		Neutral	2	11%
		Disagree	0	0%
		Strongly Disagree	0	0%
4.	I rarely response to my partner when speaking because they speak faster.	Strongly Agree	11	61%
		Agree	3	17%

		Neutral	2	11%
		Disagree	2	11%
		Strongly Disagree	0	0%
5.	I have difficulty to arrange the words into sentences to speak in english.	Strongly Agree	5	28%
		Agree	11	61%
		Neutral	2	11%
		Disagree	0	0%
		Strongly Disagree	0	0%
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding.	Strongly Agree	5	28%
		Agree	8	44%
		Neutral	4	22%
		Disagree	1	6%
		Strongly Disagree	0	0%
7.	I have difficulty responding to speakers.	Strongly Agree	4	22%
		Agree	8	44%
		Neutral	6	33%
		Disagree	0	0%
		Strongly Disagree	0	0%
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable.	Strongly Agree	3	17%
		Agree	11	61%
		Neutral	0	0%
		Disagree	4	22%
		Strongly Disagree	0	0%
9.	I just want to speak when I think my grammar is correct.	Strongly Agree	4	22%
		Agree	6	33%
		Neutral	2	11%
		Disagree	2	11%

		Strongly Disagree	4	22%
10.	I get ashamed to speak in english because I do not have a good pronouncation.	Strongly Agree	9	50%
		Agree	4	22%
		Neutral	3	17%
		Disagree	2	11%
		Strongly Disagree	0	0%

2. Questionnaire students score

RESPONDEN	Indikator/Variable (Language Problems)										Skor
	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	
ABN	5	5	4	5	5	4	4	4	5	5	46
AND	5	5	4	5	4	4	4	4	5	5	45
AS	4	4	5	5	5	5	4	2	4	5	43
ASA	5	5	5	4	4	5	4	2	4	5	43
DS	4	5	4	4	4	4	4	4	4	4	41
GSM	5	4	4	5	5	4	5	4	5	4	45
HZH	5	4	5	5	4	4	5	4	5	5	46
MAM	4	4	5	5	5	3	5	4	4	5	44
MHP	4	4	4	4	5	3	4	5	3	3	39
MRB	3	3	4	3	4	3	3	5	3	3	34
NH	2	3	3	3	4	4	3	5	4	3	34
NNH	2	4	3	2	3	4	3	4	2	4	31
RG	1	4	4	2	3	5	4	4	2	5	34
RNT	2	5	4	5	4	5	4	2	1	5	37
YNA	5	4	4	5	4	4	3	2	1	4	36
YP	5	4	4	5	4	5	5	4	4	5	45
ZFL	2	3	5	5	4	3	3	4	1	2	32
ZFR	2	3	5	5	4	2	3	4	1	2	31

3. Questionnaire Script

Nama   Idho Barur Akhyal

Jurusan   X IPS

Instruction (petunjuk)

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A: Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)	✓				
2	It feels difficult for me to express ideas when speaking (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)	✓				
3	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)			✓		
4	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✓				
5	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)	✓				
6	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)		✓			
7	I have difficulty responding to speakers (Saya kesulitan menanggapi pembicara)		✓			
8	I have trouble responding to a conversation if the speaker's intonation is not understandable (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		✓			
9	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)	✓				
10	I get ashamed to speak in english because I do not have a good pronouncation (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✓				

2020)   (Adopted from balqisa, pratiwi,masyhur

Nama   : Dika Naya diandra k.

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)	✓				
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)	✓				
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)		✓			
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✓				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✓			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)		✓			
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)		✓			
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		✓			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)	✓				
10.	I get ashamed to speak in english because I do not have a good pronounciation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✓				

(Adopted from balqisa, pratiwi,masyhur 2020)

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Nama   : Azizah Sutama

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angket ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)		✓			
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)		✓			
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)	✓				
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✓				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)	✓				
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)	✓				
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)		✓			
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)				✓	
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)		✓			
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✓				

(Adopted from balqisa, pratiwi,masyhur 2020)

Nama : auliya syansa zfdhani

Jurusan : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)	✔				
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)	✔				
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)	✔				
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)		✔			
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✔			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)	✔				
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)		✔			
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)				✔	
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)		✔			
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✔				

(Adopted from balqisa, pratiwi,masyhur 2020)

82

Nama : Paul Sipayan

Jurusan : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)	√				
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)		√			
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)		√			
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	√				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)	√				
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)		√			
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)	√				
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		√			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)	√				
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)		√			

2020) (Adopted from balqisa, pratiwi, masyhur

Nama : Gery Sutia M.

Jurusan : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)	✓				
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)		✓			
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)	✓				
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✓				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✓			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)		✓			
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)	✓				
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		✓			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)	✓				
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✓				

2020) (Adopted from balqisa, pratiwi,masyhur

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Nama   : Iftica Zahidah H.

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)		√			
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)		√			
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)	√				
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	√				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)	√				
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)			√		
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)	√				
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		√			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)		√			
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	√				

(Adopted from balqisa, pratiwi,masyhur 2020)

Nama : Muh. Raffi B.

Jurusan : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)		✓			
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)		✓			
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)		✓			
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)		✓			
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)	✓				
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)			✓		
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)		✓			
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)	✓				
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)			✓		
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)			✓		

2020)
(Adopted from balqisa, pratiwi,masyhur

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Nama   : Nafisa Hidayuh

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angket ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)			√		
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)			√		
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)		√			
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)			√		
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)			√		
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)			√		
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)	√				
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)	√				
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)			√		
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)			√		

(Adopted from balqisa, pratiwi,masyhur 2020)

Nama   : Revita gusniar

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)				✓	
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)			✓		
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)			✓		
4.	I rately response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)			✓		
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✓			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)		✓			
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)			✓		
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)	✓				
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)		✓			
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)			✓		

2020)   (Adopted from balqisa, pratiwi,masyhur

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Nama   : Fatimah Nani Titiandra

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)					✓
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)	✓				
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)	✓				
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)				✓	
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)			✓		
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)	✓				
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)		✓			
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		✓			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)				✓	
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✓				

2020)   (Adopted from balqisa, pratiwi,masyhur

Nama : Yasfi Nur aini S.

Jurusan : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)				✓	
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)	✓				
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)		✓	'		
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✓				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✓			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)	✓				
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)		✓			
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)				✓	
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)					✓
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✓				

(Adopted from balqisa, pratiwi,masyhur 2020)

Nama   : Yusha Prasetyo

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)	✓				
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)		✓			
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)		✓			
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✓				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✓			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)		✓			
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)			✓		
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)				✓	
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)					✓
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)		✓			

(Adopted from balqisa, pratiwi,masyhur 2020)

Nama : Awar Cania Lari

Jurusan : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD: Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)	✔				
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)		✔			
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)		✔			
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✔				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✔			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)	✔				
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)	✔				
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		✔			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)		✔			
10.	I get ashamed to speak in english because I do not have a good pronounciation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✔				

(Adopted from balqisa, pratiwi,masyhur 2020)

Nama   : Zidan Fad R.

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)				✓	
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)			✓		
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)	✓				
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✓				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✓	✗		
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)				✓	
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)			✓		
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		✓			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)					✓
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)				✓	

(Adopted from balqisa, pratiwi,masyhur 2020)

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Nama   : Nafi'u Nuuru H.

Jurusan   : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
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3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)				√	
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)			√		
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)	√				
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	√				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		√			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)				√	
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)			√		
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		√			√
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)					
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)				√	

(Adopted from balqisa, pratiwi,masyhur 2020)

Nama   : Muhammad Abid Mubarok

Jurusan   : X IPS

Instruction (petunjuk) :

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3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)				√	
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)		√			
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)			√		
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)				√	
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		√	√		
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)		√			
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)			√		
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		√			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)				√	
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)		√			

(Adopted from balqisa, pratiwi,masyhur 2020)

Nama : Muh Husnan P.P

Jurusan : X IPS

Instruction (petunjuk) :

1. The questionnaires are written for collecting data of research only. (angket ini hanya bertujuan untuk mengumpulkan data penelitian saja)
2. The questionnaires don't influence your score of English subject. So please answer honestly. (angkat ini tidak mempengaruhi nilai mata pelajaran bahasa inggris kamu, jadi jawablah dengan jujur)
3. You are required to give the checklist (√) to each statement on the answer that you think is appropriate for your choice. (Berilah tanda ceklis (√) pada setiap pertanyaan yang menurut kamu sesuai dengan pilihan kamu : SA: Strongly Agree (sangat setuju), A:Agree (setuju), N:Neutral (Netral), D:Disagree (Tidak Setuju), SD:Strongly Disagree (Sangat tidak setuju).
4. Thankyou for participation.

No	Statements (LanguageProblems)	SA	A	N	D	SD
1.	I feel afraid to speak in English because my vocabulary is limited. (Saya merasa takut untuk berbicara dalam bahasa Inggris karena kosakata saya terbatas)	✔				
2.	It feels difficult for me to express ideas when speaking. (Saya merasa sulit untuk mengungkapkan ide ketika berbicara)	✔				
3.	I often get confuse to combine and use the proper vocabulary to speak. (Saya sering bingung untuk menggabungkan dan menggunakan kosakata yang tepat untuk berbicara)		✔			
4.	I rarely response to my partner when speaking because they speak faster. (Saya jarang menanggapi pasangan saya ketika berbicara karena mereka berbicara lebih cepat)	✔				
5.	I have difficulty to arrange the words into sentences to speak in english. (Saya mengalami kesulitan untuk mengatur kata-kata menjadi kalimat untuk berbicara dalam bahasa Inggris)		✔			
6.	I have a habit of using mother tongue when speaking to avoid misunderstanding. (Saya memiliki kebiasaan menggunakan bahasa ibu ketika berbicara untuk menghindari kesalahpahaman)		✔			
7.	I have difficulty responding to speakers. (Saya kesulitan menanggapi pembicara)		✔			
8.	I have trouble responding to a conversation if the speaker's intonation is not understandable. (Saya kesulitan menanggapi percakapan jika intonasi pembicara tidak dapat dimengerti)		✔			
9.	I just want to speak when I think my grammar is correct. (Saya hanya ingin berbicara ketika saya pikir tata bahasa saya benar)	✔				
10.	I get ashamed to speak in english because I do not have a good pronouncation. (Saya malu untuk berbicara dalam bahasa Inggris karena saya tidak memiliki pengucapan yang baik.)	✔				

2020) (Adopted from balqisa, pratiwi,masyhur

APPENDIX 3
Interview Transcript

Transcript 1	
Date	Thursday, Spetember 29, 2022
Time	14.00-14.15
Name	Students 1 (ASA)

Students Personal Feelings

1. Do you like or dislike speaking? why?

    Saya tidak suka speaking mbak. Bahasanya itu ribet apalagi kalau guru nyuruh maju kedepan kelas untuk perform atau bacain soal gitu akunya agak sulit ngucapinnya mbak.

2. Do you have difficulty in speaking? what are the difficulties?

    Iya mbak sulit, soalnya aku nggak percaya diri kalau maju bawaanya takut salah gitu mbak. Apalagi kalau nggak ada persiapan pasti bingung mau ngomong apa mbak. takut kosakatanya sulit mbak belum terlalu hafal juga mbak

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class?

    kalau aku sendiri ya kadang digurunya mbak kayak ngajarnya kurang maksimal dan penjelasan terlalu panjang jadi nggak paham. Sama ya dari diriku sendiri kurang persiapan mbak. tapi kalau saya yang penting maju kedepan kelas dulu walaupun salah bicara mbak

Strategies to reduce speaking difficulties

1. **How did you find a way to solve your problems in speaking?**

    Solusinya itu ya kayak belajar sendiri terus mengulang lagi pembelajaran disekolah. Terus dengerin musik buat nambah kosakata sama biasanya belajar sama temen yang lebih ngerti bahasa inggris mbak. sama kadang kalau disuruh bu guru maju aku lebih persiapan dulu mbak biar nggak bingung.

Transcript 2	
Date	Thursday, Spetember 29, 2022
Time	14.15 – 14.30
Name	Students 2 (DS)

Students Personal Feelings

1. Do you like or dislike speaking? why?

    Saya suka speaking mbak. Tapi ya Cuma speaking biasa gitu aja mbak bukan pas pelajaran.

2. Do you have difficulty in speaking? what are the difficulties?

    Ya sulit sih mbak, kalau aku kayak di diri sendiri gitu seumpama takut salah kalau ngomong, atau ya sedikit malu kalau maju didepan temen-temen kelas secara

tiba-tiba tanpa persiapan gitu mbak soalnya buat kosakatanya kan susah.

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class?
   Kurangnya persiapan kosakata mbak sama kurang persiapan pronouncationnya mbak. sama dirumah kadang nggak ada yang ngasih tau mbak ya jadinya nggak semangat belajar bahasa inggris mbak. apalagi kalau disuruh persiapan maju didepan kelas tanpa teks itu paling sulit mbak. Kalau sayadisuruh maju kedepan kelas berani mbak walaupun ngak tau mau ngomong opo biasanya pakai bahasa indonesia mbak.

Strategies to reduce speaking difficulties

1. **How did you find a way to solve your problems in speaking?**
   Biasanya sih kalau aku itu belajarnya lebih suka sendiri mbak, terus kadang aku baca baca buku novel inggris atau kamus inggris buat nambah kosakata gitu mbak. sama aku juga suka belajar kelompok sama temen mbak biar kesempatan berbicaranya lebih banyak mbak. sama aku juga suka kalau dikasih gambar-gambar suruh perbedaannya apa gitu mbak.

Transcript 3	
Date	Thursday, Spetember 29, 2022
Time	14.30 – 14.45
Name	Students 3 (HZH)

Students Personal Feelings

1. Do you like or dislike speaking? why?
   Suka mbak, soalnya saya keluar pondok juga mau memperbaiki speakingku soalnya kalau dipondok kan yang diutamain agamanya mbak.
2. Do you have difficulty in speaking? what are the difficulties?
   Iya mbak sulit, tapi kalau udah paham materinya jadi nggak terlalu sulit kok mbak Cuma ya tergantung diri semdiri juga sih mbak. Kadang aku kalau udah persiapan gitu I sampe depan kelas juga tiba-tiba lupa mau nngomong apa mbak.

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class?
   Mungkin ya temennya lingkungan belajarku mbak pada nggak bisa bahasa inggris soalnya mbak. sama mungkin gurunya harus lebih bisa membuat suasana kelas menjadi menyenangkan saat belajar bahasa inggris mbak. kalau percakapan didepan kelas saya berani mbak tapi kalau hafalan kadang lupa mbak.

Strategies to reduce speaking difficulties

1. **How did you find a way to solve your problems in speaking?**

   Aku sukanya belajar mengulangi apa yang udah diajarin guru aja sih mbak sama belajar kelompok mbak tapi kalau temennya milih sendiri kalau random agak males mbak kan jadi kadang aku kerja sendiri malah jadi kesulitan mbak

Transcript 4	
Date	Thursday, Spetember 29, 2022
Time	14.45-14.50
Name	Students 4 (RG)

Students Personal Feelings

1. Do you like or dislike speaking? why?

   Saya suka speaking mbak, tapi ya nggak banget mbak.

2. Do you have difficulty in speaking? what are the difficulties?

   Iya mbak sulit speaking itu soalnya kosakata ngucapinnya sulit apalagi aku juga nggak percaya diri mbak

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class? Kalau aku kadang berani maju didepan kelas kalau diajarin sama gurunya mbak. Kalau secara bahasa saya kurang dikosakata mbak sama cara ngomongnya masih kurang juga mbak itu faktor di diriku sendiri sih mbak aku ngerasanya gitu.

Strategies to reduce speaking difficulties

1. **How did you find a way to solve your problems in speaking?**

   Solusinya ya aku biasanya mendengarkan musik,menonton youtube, sama berlatih ulang mbak. sama kadang aku kayak dengerin story telling gitu mbak kan jadi kosakatanya nambah nah yang nggak tau itu dicatat gitu mbak.

Transcript 5	
Date	Thursday, Spetember 29, 2022
Time	14.50-15.02
Name	Students 5 (ABN)

Students Personal Feelings

1. Do you like or dislike speaking? why?

   Enggak suka speaking mbak susah

2. Do you have difficulty in speaking? what are the difficulties?

   Iya mbak lumayan kesulitan tapi ya karena itu pelajaran ya harus dipelajari ulang mbak biar paham.

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class?
   Kalau menurutku lingkungan sekolah termasuk temannya itu mbak biasanya kalau sering ngomong inggris kan kitanya juga jadi seneng nggak ngerasa aneh. Sama mungkin gurunya bisa lebih mempersingkat penjelasan biar gampang pahamnya mbak

Strategies to reduce speaking difficulties

1. **How did you find a way to solve your problems in speaking?**
   Solusinya kalau aku biasanya ya belajar sendiri mbak terus ngerjain sendiri kadang juga belajar kelompok cuma kalau belajar kelompok itu kadang kan ada siswa yang malas ada yang rajin gitu jadi susah lebih enak belajar sendiri mbak. dan lebih banyak menguasai kosakata lewat musik mbak

Transcript 6	
Date	Thursday, Spetember 29, 2022
Time	15.02-15.15
Name	Students 6 (AND)

Students Personal Feelings

1. Do you like or dislike speaking? why?
   Kalau aku sendiri nggak suka mbak. Susah mbak speaking itu sudah dimengerti juga mbak
2. Do you have difficulty in speaking? what are the difficulties?
   Iya mbak sulit, kosakata terus terutama di kepercayaan diri sih mbak sulit mbak pokoknya

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class?
   Lingkungan rumah mbak kalau aku itu orang tua sama kakakku nggak bisa inggris jadi aku disuruh les sendiri mbak buat bisa bahasa inggris mbak. sama lebih berlatih aja dalam speaking mbak.

Strategies to reduce speaking difficulties

1. **How did you find a way to solve your problems in speaking?**
   Aku biasanya baca ulang kosakata yang udah aku catat saat bu guru bilang mbak. sama aku sukanya belajar kelompok mbak kayak lebih bisa bertukar pendapat aja sama temen mbak jadinya lebih seru mbak.

Transcript 7	
Date	Thursday, September 29, 2022
Time	15.15-15.21
Name	Students 7 (GSM)

Students Personal Feelings

1. Do you like or dislike speaking? why?

   Lumayan suka mbak soalnya seru aja gitu aku juga pengen masuk sekolah sini karena utamanya di bahasa inggrisnya mbak biar bisa keluar negeri hehe

2. Do you have difficulty in speaking? what are the difficulties?

   Iya mbak sulit, ya gimana mbak kadang pas pelajarannya mudah atau materinya mudah aku suka maju kedepan gitu mbak tapi kalau pas sulit aku takut salah mbak nggak percaya diri juga mbak

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class?

   Aku kalau ngomong bahasa inggris takut salah aja mbak. sama mungkin karena kurang berlatih jadinya sulit mbak. faktornya kurang baca juga mbak aku. Sama kemampuan dalam bahasa inggris ku memang kurang sebelumnya soalnya bahasa inggris nya itu mudah mbak sekarang karena kurikulumnya jadi ya harus bisa mbak.

Strategies to reduce speaking difficulties

1. **How did you find a way to solve your problems in speaking?**

   Solusinya ya lebih ditingkatkan belajar lagi. Sama lebih memperbanyak kosakata dengan mendengarkan lagu atau story telling. Belajar kelompok dengan teman. Kadang guru ngasih pembelajaran tentang gambar-gambar gitu juga membantu mbak kayak suruh nyari perbedaannnya gitu mbak.

Transcript 8	
Date	Thursday, September 29, 2022
Time	15.21-15.32
Name	Students 8 (HZH)

Students Personal Feelings

1. Do you like or dislike speaking? why?

   Nggak suka mbak, susah banget mbak speaking

2. Do you have difficulty in speaking? what are the difficulties?

   Iya mbak sulit, soalnya takut salah terus nggak percaya plus malu juga kalau ngomong inggris kayak nggak pas aja mbak

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class?

   Paling juga dari diriku sendiri mbak sulit memahami bahasa inggris sama kurang persiapaannya kalau disuruh maju didepan kelas. Kurang termotivasi juga buat belajar bahasa inggris mbak.

Strategies to reduce speaking difficulties

1.	**How did you find a way to solve your problems in speaking?**
	Solusinya kalau aku belajar kelompok mbak biar lebih mudah aja mbak. sama kadang ya mengulang dan mengingat pembelajaran cari di kamus kosakata yang susah gitu mbak. aku juga suka mengulang pembelajaran terus coba berbicara sendiri gitu mbak simulasi maju didepan kelas.

Transcript 9	
Date	Thursday, September 29, 2022
Time	15.32 – 15. 45
Name	Students 9 (ZFR)

Students Personal Feelings

1. Do you like or dislike speaking? why?
   Suka mbak tapi ya nggak banget mbak soalnya aku masuk sini baru tau kalau bahasa ingris yang paling diutamain mbak jadinya ya terbiasa enger bahasa inggris mbak apalagi speaking.
2. Do you have difficulty in speaking? what are the difficulties?
   Lumayan sulit ya mbak. Kalau aku ya cuman di dirir sendiri aja mbak kayak kepercayaan diri ngomong inggris kayak gimana gitu mbak

Factors Difficulties Speaking

1. What Factors make you worry or hesitate when speaking english in class?
   Dikelas juga pada nggak suka bahasa inggris mbak makanya disini nilainya rendah sendiri mbak apalagi kalau speaking pada nggak bisa mbak.tapi kalau ngomong spontan aku belum bisa mbak. kalau ngomong secara hafalan dari rumah aku berani maju didepan kelas mbak.

Strategies to reduce speaking difficulties

1. **How did you find a way to solve your problems in speaking?**
   Solusinya lebih banyak memperbanyak kosakata dengan mencari dikamus, terus mencoba ngomong sendiri gitu mbak biar pas maju nggak grogi novel inggris atau kamus inggris buat nambah kosakata gitu mbak. dan aku juga kadang dengerin musik mbak biar ikutan ngomong gitu aja mbak.