

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH  
AT THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL 1 SRAGEN  
IN THE ACADEMIC YEAR OF 2022/2023**

**THESIS**

Submitted as A Partial Requirements  
for the degree of *Sarjana*



**By:**

**Santi Astuti**

**SRN. 173221099**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA  
2022**

## ADVISORS SHEET

Subject : Santi Astuti  
SRN : 173221099

To :

The Dean of Cultures and Languages  
Faculty

Raden Mas Said State Islamic University  
In Surakarta

*Assalamu'alaikum Wr.Wb.*

After reading thoroughly and giving necessary advises, herewith, as the advisors, we state that the thesis of :

Name : Santi Astuti

SRN : 173221099

Title : An Analysis of Students' Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in the Academic Year of 2022/2023.

Has already fulfilled the requirments to be presented before the Board of Examiners (munaqosyah) to gain Undergraduate Degree in English Languages Education.

Thank you for the attention.

*Wasalamu'alaikum Wr. Wb.*

Surakarta, November 22<sup>nd</sup> 2022

Advisors,



**Ika Sulistyarini M.Pd**

**NIP. 19870404 201903 2 015**

## RATIFICATION

This is to certify the *Sarjana* Thesis entitled “An Analysis of Students’ Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in The Academic Year of 2022/2023.”

By Santi Astuti has been approved by the Board of Thesis Examiners as the requirements for the degree of *Sarjana* in UIN Raden Mas Said Surakarta.

**Chairman** : Sabariyanto, M.Pd  
: NIP. 19705325 201701 1 164 (.....)

**Secretary** : Ika Sulistvarini, M.Pd  
: NIP. 19870404 201903 2 015 (.....)

**Main Examiner** : Prof.Dr.H.Giyoto, M.hum  
: NIP. 19670224 200003 1 001 (.....)

Sukoharjo, November 22<sup>nd</sup> 2022

Approved by  
Dean, Faculty of Cultures and Languages



Prof. Dr. H. Foto Suharto, S.Ag., M.Ag.  
NIP. 19710403 199803005

## **DEDICATION**

This thesis is dedicated to :

1. The researcher's beloved family, who given support and always prayer to me.

Always giving spirit and motivation to me. Thank you very much.

2. All of my friends, who always as my moodboster and support anything and sincerely help me in finishing this thesis. Thanks and i love you all.

3. My Almamater UIN Raden Mas Said Surakarta.

4. Last but not least, I wanna thank me. I wanna thank me for believing in me. I wanna thank me for doing all this hard work. I was thank me for having no days off. I wanna thank me for never quitting. I wanna thank me for always being a giver and trying give more than I receive. I wanna thank me for trying do more right than wrong. I wanna thank me for just being me all times.

## **MOTTO**

Hasbunallah Wani'mal Wakil Ni'mal Maula Wani'man Nasir

(Allah is sufficient as our helper and Allah is the best of our protectors)

Laa yukaliful-laahu nafsan illaa wus'ahaa

(Allah burdens not a person beyond his scope)

## PRONOUNCEMENT

Name : Santi Astuti

SRN : 173221099

Study Program: English Language Education

Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled “An Analysis of Students’ Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in The Academic Year of 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, November 22<sup>nd</sup> 2022

Stated by,



Santi Astuti

SRN.173221099

## ACKNOWLEDGMENT

Alhamdulillah, all praises to Allah SWT, the single power, the Lord of the Universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish the thesis entitled “*An Analysis of Students’ Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in the Academic Year of 2022/2023*”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, 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:

1. Prof. Dr. H. Mudhofir, S.Ag., M.Pd as the rector of the Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag as the Dean of Cultures and Languages Faculty.
3. Wildan Mahir Muttaqin, M.A.TESL. as the Coordinator of the English Language Education Study Program.
4. Ika Sulistyarini, M.Pd as the thesis advisor, who has given all the sincere guidance, permissions, approval, precious advices, corrections and help to revise the mistake during the entire process of writing of this thesis.
5. Meinas Esti, S.Pd as a teacher English Subject and all of the students class VII-C. Thanks for your help and cooperation in research.

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.

Surakarta, November 22<sup>nd</sup> 2022

The researcher,

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, positioned above a horizontal line.

Santi Astuti



## TABLE OF CONTENTS

TITLE.....	i
ADVISOR'S SHEET .....	ii
RATIFICATION.....	iii
DEDICATION.....	iv
MOTTO .....	v
PRONOUNCEMENT .....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENTS.....	ix
LIST OF APPENDICES .....	xi
ABSTRACT .....	xii
CHAPTER 1 INTRODUCTION.....	1
A. Background of the Study .....	1
B. Identification of the Problems.....	4
C. Limitation of the Problems .....	5
D. Formulation of the Problems .....	5
E. Objectives of the Study .....	5
F. Benefits of the Study.....	6
G. Definition of Key Terms .....	6
CHAPTER II LITERATURE REVIEW .....	8
A. Theoretical Review .....	8
1. SPEAKING.....	8

2. (EFL) English as a Foreign Language.....	19
3. The factors that caused the speaking difficulties .....	19
4. Solutions for the students to help speaking difficulties .....	24
B. Previous Related Studies .....	27
CHAPTER III RESEARCH METHODOLOGY .....	29
A. Research Design .....	29
B. Research Setting .....	30
C. Research Subject and Informant .....	32
D. Data and the Source of the Data .....	32
E. Research Instrument .....	32
F. Techniques of Collecting the Data.....	33
G. Technique of Analyzing the Data.....	35
H. Trustworthiness of the Data .....	37
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION .....	39
A. Research Findings .....	39
B. Discussion .....	54
CHAPTER V CONCLUSIONS AND SUGGESTIONS .....	59
A. Conclusion .....	59
B. Suggestions .....	59
BIBLIOGRAPHY .....	61
APPENDICES .....	64

## **LIST OF APPENDICES**

Apendices 1	Question Guidelines
Apendices 2	Transcrip of Interview
Apendices 3	Observation

## ABSTRACT

Santi Astuti, 2022. *“An Analysis of Students’ Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in the Academic Year of 2022/2023”*. Thesis. English Education Department, Cultures and Languages Faculty. Raden Mas Said State Islamic University of Surakarta.

Advisor : Ika Sulistyarini, M.Pd

Keywords : Analysis, Students’ Difficulties, Speaking English

This research is on students' difficulties in speaking English in the seventh grade at SMP 1 Sragen. The aim of this study is to describe the contributing factors and solutions to students' difficulties in speaking English at the seventh grade of SMPN 1 Sragen.

In this study, the researcher used the descriptive qualitative method. The researcher collected the data by interview, observation, and questionnaire. The data from the interview was obtained from students in SMPN 1 Sragen. The data was analyzed by reducing the data, displaying the data, and drawing or verifying conclusions. For the trustworthiness of the data, the researcher used the triangulation method.

The result of this study is that students' difficulties in speaking English are influenced by two factors, namely linguistic factors and psychological factors. Linguistic factors consist of a lack of vocabulary, a lack of pronunciation, and a lack of grammar, while psychological factors are a lack of confidence, shyness, and fear of making mistakes. As solutions to the students' difficulties in speaking English, the teacher uses several strategies: use group work, base the activities on easy language, give some instructions, and keep students speaking the target language.

# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the Study**

Speaking is one of the most challenging skills. According to Cameroon (2001:40), speaking is an active use of language, but within the mental movement it includes the demands that they make on learners of dialects in terms of finding and sharing meaning. Speaking with great choice isn't simple for Indonesian students. They do not speak English can be caused by the social condition of students who are accustomed to using their local languages, so that a foreign language is difficult to accept and communicate in. "Speaking the foreign language in order to share understandings with other people requires consideration to express details of the language," writes Harmer (2001). A speaker has to discover the most appropriate word and the proper linguistic use to communicate meaning precisely and has to organize the talk so that an audience will get it. In conclusion, their ability to have good speaking is very difficult because of some obstacles that they face. The researcher aims to study the difficulties faced by students learning English.

In Indonesia's educational context, speaking is additionally emphasized in learning. It has become one of the students' weekly exercises. Most students face tension when speaking English for verbal communication purposes (Haidara, 2016). They face difficulties when speaking English, such as when creating words and seeming unable to think of anything to say. English is decidedly the main foreign language, which is given more significance than any other language that is instructed in Indonesian (Haidara 2016).

Students' difficulties in speaking English at SMP N 1 Sragen that the main problems they face in learning speaking skills are a lack of vocabulary, the need for articulation, the need to speak without hesitation, and anxiety of making mistakes when speaking. In addition, students feel embarrassed to speak English and express the right assumptions and concepts because they are afraid of making mistakes in pronouncing the words. In addition, students face various components that affect their speaking ability, as shown by several students. Tuan and Mai (2015) discovered, for example, that poor student performance in speaking was influenced by a number of factors, including a lack of student inspiration, the use of the mother tongue in the learning process, the need for vocabulary, and interest during instructing exercises. Hamad (2013) explained that there were a few negative components that influenced students' speaking skills. They were in line: the use of mother tongue in education influences students' proficiency, students are perplexed to utilize English before opening, less the use of English discussion exercises. Teachers do not provide support and time for students, and the speaking segment is smaller than the listening segment in educational programs.

Speaking is imperative in students' ranges. Since that opportunity, the students have shown great competency in speaking aptitude. This could make it easy for them to communicate with others. Al-Roud (2016) stated that speaking is considered the foremost means of communication. Furthermore, speaking ability is the ability to use ethical language to communicate thoughts, intentions, contemplations, and sentiments to other people in order to ensure that the message is clearly conveyed and understood by the audience members.

Therefore, for foreign language learners, learning to speak has become their greatest interest. Besides, people learn a language in order to develop their proficiency in speaking the target language (Barnard et al., 2002). The researchers selected SMP N 1 Sragen for the English lesson because in this school, English is very important. Even though some schools reduce the allocation of time to learning English, in this school the teacher emphasizes the students' need to have good English skills, especially in speaking. They realize that speaking is needed when students apply for a job, especially for students who do not continue their studies at college by participating in the development of tourism potential for foreign tourists in the Sragen district. Finally, their ability to communicate effectively is severely limited due to a number of obstacles. The researcher aims to study the difficulties faced by students learning English.

As far as the researcher find in the literature, there are numerous researchers who have studied about students' difficulties speaking English. Windi Hiyati (2019) with the research title "An Analysis of the Difficulty Level in Speaking English by the Eighth Class Students of SMP Unismuh Makassar", the researchers analyze information by giving a set questionnaire and analyzing it. In conclusion, there are some difficulties faced by students when speaking English. The researcher could conclude that the factors could be divided into two categories: linguistic factors and social factors. These are linguistic factors: grammar, pronunciation, and vocabulary. Social factors are confidence and motivation.

Based on the pre-observation that was held on August 4<sup>th</sup>, 2022 for seventh grade students at SMP N 1 Sragen, the researcher found that most students have a

chance to talk when the teacher asks them to answer a question, but they feel shy about speaking English because they are afraid of making a mistake. The teacher only used monotonous strategies in teaching speaking, such as giving the students' handbooks containing examples of dialogues or texts, then asking the students to return ahead and communicate in front of the class. This state of affairs makes the students work hard to build interest and motivation to study English, mainly in speaking English. It made the students passive at some stage in the learning process in the class. In addition, the enactment of new regulations for learning English in elementary school does not make it a compulsory subject, so that when students enter junior high school, they just start learning English. English lessons use an independent curriculum.

The researcher is interested in conducting research about the analysis of students' difficulties in speaking English. The researcher wants to know what factors contribute to the students' difficulties in speaking English and the solution to solve the problem. Based on the background above, the researcher is interested in conducting research entitled "*An Analysis of Students' Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in the Academic Year 2022/2023.*"

## **B. Identification of the Problems**

The problem identifications in this study were:

1. The students struggled to organize the structure of words to express themselves in English.



2. The enactment of new regulations for learning English in elementary school does not make it a compulsory subject.
3. English lesson using an independent curriculum.
4. The students are afraid to make a mistake.
5. The students still lack confidence when they speak English.
6. The students could not pronounce the word correctly.

### **C. Limitation of the Problems**

In this research, the researcher limits the research to the factors and solutions to the students' difficulties in speaking English at the seventh grade Junior High School 1 Sragen in the academic year 2022/2023.

### **D. Formulation of the Problems**

In this research, the researcher formulates the problems of the study as follows:

1. What are the factors that contributing the students' difficulties in speaking English at the seventh grade junior high school 1 Sragen in the academic year 2022/2023 ?
2. What the teacher solution the difficulties in speaking English at the seventh grade of junior high school 1 Sragen in the academic year of 2022/2023 ?

### **E. Objectives of the Study**

Based on the research problem, the purpose of the research is to find the answer to the questions stated in the problem statement as follows:

1. To describe the factors contributing to students' difficulties in speaking English at the seventh grade of Junior High School 1 Sragen in the academic year 2022/2023.
2. To describe solution students' difficulties in speaking English at the seventh grade of Junior High School 1 Sragen in the academic year of 2022/2023.

#### **F. Benefits of the Study**

The results of the research are expected to have theoretical and practical benefits.

##### 1. Theoretical Benefit

- a. The result of this research can be used as a reference for conducting similar kinds of research in the future.
- b. The result of this research can add knowledge to readers about descriptive studies on students' difficulties in speaking English.

##### 2. Practical Benefit

- a. The result gives information about the factors that contribute to students' difficulties in speaking English.
- b. The result gives information about solutions to students' difficulties in speaking English.

#### **G. Definition of Key Terms**

##### 1. Speaking

Harmer (2007) stated that speaking is the ability of people to talk English fluently and with good pronunciation about the information, knowledge, or features

of the language and deliver it by mouth. On the other hand, Rizvi (2006:92) also explains that speaking is a conversation. It includes the speaker and the listener. In communication, the speaker must learn to change their language to that of their listener's, to express themselves in different ways, to use dialogue to clarify their feelings, and to continue the conversation to improve their thinking and thoughts.

## 2. Students' difficulties in speaking English

Zhang (2009), who stated that speaking remains the most difficult skill for almost all English students, and they cannot speak English well in English. According to Chens (2009), difficulties in English speaking students' common difficulties are that they lack confidence, limited fluency, and a limited vocabulary. In this study, difficulties in speaking refers to the students of the seventh grade of Junior High School 1 Sragen.

## 3. The problem solutions for speaking difficulties

According to Brown (2002: 275) one of the solutions to solve the speaking English problems is the use the techniques. The teacher should remember to use the techniques that cover the spectrum of learners needs. It means that the teacher must make sure that the techniques were helping the learning process and appropriate with the tasks.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. SPEAKING**

###### **a. Definition of speaking**

Speaking is one of the four essential abilities that understudies must master. It has an imperative role in communication. According to Efrizal (2012) and Pourhosein Gilakjani (2016), speaking is of incredible centrality for individual interaction, where people talk all over and each day. According to Zuhriyah (2017), speaking is the way people express ideas or communicate with other people orally. Speaking is a speech or utterance produced by the speaker with the aim of being recognized, and then the listener processes the speech to find out what the speaker means, Gert and Hans in Efrizal (2012).

As can be concluded from the theory above, speaking is not how to deliver specific language skills such as grammar, pronunciation, or vocabulary. It appears how individuals get it, when, why, where, and in what ways to create voice as a speaking activity.

In carrying out speaking, students confront a few challenges. One of them is the dialect itself. In reality, even if they have a portion of their vocabulary and have well written sentences, most students have difficulty speaking. The problem is that students are anxious about making mistakes. Speaking is a beneficial aptitude. It seems not to be isolated from other people tuning in. When we speak, we deliver the

content, and it ought to be significant within the nature of communication. We will find the speaker, the listener, the message, and the feedback.

According to Florez (1999, cited in Indira 2016), speaking is not only a process activity of receiving information and creating meaning by analyzing speech but also a complex situation because it is related to both the situation and the condition of speaking. Speaking should be practiced in daily activities, so it is an active skill (Nunan 2003, cited in March 2012). It says that English sentence structure should be considered in order to understand the conversation.

Speaking requires severe steps of interaction. Speaking involves many skills. These skills include listening, vocabulary, grammar, and pronunciation. Barras (2006:9) says that speaking requires an action to get information between the speaker and listener. Speaking skills have several components. They are pronunciation, grammatical discourse, vocabulary knowledge, and oral fluency. The lecturer believes that pronunciation is one of the students' speaking skills. If students can speak like native speakers, they can speak well. In EFL, we need to learn to speak English more because very few students actually speak it. It also includes how students apply English in situations and conditions so that listeners can more easily understand what the speakers are thinking. (Gilbert 2008).

When someone speaks to others, they should think about using grammar. Grammar-based speech consists of terms and the context of sentences so that the speaker can convey information to the listener. Grammar consists of rules that can perfectly construct sentences in spoken language (Purpura, 2004). In addition,

grammar is used to guide students in forming sentences. Harmer (2001) says students should have a large vocabulary list for speaking because, without a large vocabulary list, the speaker will not be able to use interactive communication. In short, it can be said that the power to master words or the knowledge of words is the key to success in speaking (Hibbert & Kamil 2005).

Based on the theories above, it can be concluded that when a student speaks to other students, they must be able to use their word choices and understand what words they use or what they are saying. This is what is called the key to success in speaking English.

The definition of fluency is the ability to speak based on the circumstances and level of the speaker and listener. Good speaking requires several factors to be considered, such as the fluidity and accuracy of communication (Sekalovitz 2010). Fluency allows students to speak fluently. In conversation classes, teachers must allow students to speak freely without interruption so that teachers can test their abilities (Pollard 2008). If students can speak English without hesitation, without repetition, and with long self-control, they will be able to speak fluently, depending on several factors. Fluency is a measure to assess how far students or language learners are learning skills, especially speaking. Developing speaking fluency can be carried out by considering the students' speaking conditions.

From those theories, it could be concluded that speaking is associated with communication. Speaking is the ability to apply a language correctly to a specific

person's ideas, opinions, or emotions so as to provide or get records and knowledge from other people to communicate.

b. The purpose of speaking

The main purpose of speaking is to communicate. Speaking is an important tool for communicating or sharing ideas about what the speaker is saying with their society. That's why speaking is very important. Tarigan (2008: 30-36) stated:

a) To inform

It means that the speaker wants to inform and share ideas, information, feelings, opinions, and knowledge. In this case, the speaker just wants to inform you about a fact. Information owned by the teacher will be communicated to students. Finally, it can be concluded that the purpose of this goal is to provide knowledge and information for a specific purpose.

b) To provide entertainment

It means that the speaker wants to make the listener feel happier with the materials, which are selected primarily based on their entertainment value. For this purpose, storytelling is an appropriate medium. For example, when the teacher tells the story to the students, like in a narrative text, speaking will be more interesting to the listeners.

c. To persuade

It means that the speaker tries to confirm that the hearer is doing something in a certain activity. Usually, this condition can be applied in the

teaching and learning process. Teachers must provide good service to students by providing examples of how to convey the material. Teachers also have to set a time limit. For example, when the teacher wants to get students' scores from the oral test, the teacher may ask limited questions and students must answer them as soon as possible. Students who want to answer questions have to raise their hands. It is used to persuade students to go first.

d. To discuss

It means that the speaker wants to discuss something because the purpose of speaking is to make decisions and plans. Deliberate speech is used to make some decisions and plans. Discussions are carried out carefully because students must ask for advice and learn the facts. The method used is simple and direct. By doing this activity, students learn the elements of speech: clarification, order, evidence, argument, and thinking straight.

c. Components of speaking

Speaking is the most essential ability that ought to be mastered. It has the potential to carry on the conversation. Through conversation, humans can use spoken communication to use the characteristics of communication itself, whether or not it is transactional or interactional. Harmer (2007:343) argues that speaking is a complicated talent requiring the simultaneous use of some one of a kind abilities. They covered the components of speaking. There are a few professionals who explain the components of speaking. The components of speaking English are as follows:



#### a. Pronunciation

Pronunciation is one of the most difficult areas of the English language for many students. Many find English speech confusing. Pronunciation is basic to communicating. The student's pronunciation mastery will be good for memorization. Pronunciation mastery is especially important when speaking English. Correct pronunciation is necessary to develop speaking skills. Pronunciation also has close connections to other fields, such as listening and even grammar.

#### b. Vocabulary

Vocabulary is one aspect of language that should be learned when we learn a foreign language, because without vocabulary, we cannot master a language. Learning vocabulary doesn't mean that we only memorize the words but also their meaning and how they are constructed and used in daily activities. For the researcher, vocabulary is the most important thing to mastering a language because, without vocabulary, it is impossible for us to master a language, especially speaking ability.

#### c. Grammar

Grammar study during comprehension focuses on revision and application of grammatical structure within the assigned composition. English grammar is traditionally described in terms of eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. In speaking, grammar is one of the components of English.

#### d. Fluency

The main goal of oral productive skills in the teaching and learning process of a student's performance is fluency. Students need to speak fluently if they want to be measured as good speakers. Students just need to speak freely without hesitation to express their feelings with fluency.

#### e. Comprehension

The last components are comprehension and speaking ability. Comprehension in speaking ability means how far the students understand the conversation. Comprehension is important to avoid misunderstandings between a speaker and a listener.

#### d. Successful speaking characteristics

Speaking activities can boost students' confidence and satisfaction, and with careful teacher guidance, they can encourage them to take more advanced classes. Therefore, good speaking can and should be highly motivating for many speaking tasks (role playing, discussion, problem solving, etc). Inherently pleasurable in and of themselves, Harmer (1998:88). For most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to have a conversation in the language, Nunan (1999:39). However, sometimes spoken language is easy to do, but in some ways the case is difficult, says Brown (2001:270). When people want to speak fluently, sometimes they have a hard time doing it. So that they can carry out

speaking with success, they must meet several characteristics of successful speaking activities, such as:

- 1) Students talk a lot. As much as possible, this activity allows students to speak. This may be obvious, but it is often taken with the teacher's talk or pause.
- 2) Participants are even. Class discussion is not dominated by active participant monitoring. Everyone gets a chance to talk, and the contributions are fairly even.
- 3) High motivation. Learners are excited to talk because they are interested in the topic and have something new to say about it, or they want to contribute to achieving task goals.
- 4) Language is at an acceptable level. Learners express themselves in sayings that are relevant, easy to understand to teach others, and have an acceptable level of language accuracy.

#### e. The advantages of speaking skills

There is no doubt that talent in all areas is required to emerge as a well-rounded communicator, but the ability to speak skillfully provides the speaker with numerous incredible benefits (using ACIELJ 2019: 12). The main advantages of good speaking skills are:

- 1) Participate actively in pair or group activities in the classroom.
- 2) Participate actively in debates and group discussions.
- 3) Interact with people all around the globe.

- 4) Perform well in job interviews.
- 5) Pursue higher studies in foreign countries.
- 6) Give a modern and impressive speech on different occasions.
- 7) Give presentations for all purposes.
- 8) Communicate effectively with others.

f. The difficulties in speaking

English speaking is also not easy for students because they must study hard if they want fluency and good comprehension when speaking. Students are lacking in English skills, usually because they have low motivation to learn the language. This is done by Nauli (2014), who says that there are three parts to the difficulty in speaking English: cultural difficulties, English difficulties, and communication problems. According to Syakur (1987, as quoted in Nauli 2014), speaking is a complex skill because it is at least related to components of grammar, vocabulary, and pronunciation. Based on Chens' (2009) study, students' common difficulties are that they lack confident, have limited fluency, and have a limited vocabulary.

From the theory above, it can be concluded that speaking English is also not easy for students because they have to study hard if they want fluency and a good understanding of the language. Students mostly face some difficulties in speaking English, which are as follows:

1. Vocabularies,
2. Pronunciation,
3. Grammar,

#### 4. Lack of confidence.

The students' difficulties in speaking English above are caused by some factors. Tuan and Mai (2015) say that students usually have difficulties speaking because of some factors, such as confidence, the listener's support, the students' listening ability, and the pressure to perform well. These factors influence them to speak English, especially in front of the class. In line with, Rababa' in Almira (2014), it says that there are many factors that cause students to have difficulties speaking English as a foreign language. Factors that are related to students are, for example, the students' lack of vocabularies, difficult to get meaning from or understand the conversation, and their inability to keep the interaction going. Students find it difficult to learn English since they must study diligently in order to speak properly, memorize a large amount of vocabulary, and comprehend grammar and pronunciation.

One of the difficulties in speaking English. There are some problems in speaking English, the first mispronunciation. This often happens when students experience the release vocabulary correctly. This is based on mastery of vocabulary. If students speak without regard to pronunciation, of course, they will have difficulty conveying something. In this case, students must be able to memorize master vocabulary and pronunciation, apply it and keep repeating the vocabulary that has been understood. The second, poor vocabulary, is the main foundation in speaking. The more vocabulary that is known, the more comfortable and pleasant it is to express an opinion. The third, grammatical error in speaking is that students can

experience errors, especially in composing sentences correctly. This is inseparable from the grammar material that has been learned.

According to Doris and Jessica (2007), language problems actually serve as one of the important reasons behind poor academic performance. The reason why the students are having problems with their speaking is that they are poor in grammar, vocabulary, and pronunciation. Those problems are belong to linguistic factors. According to Susilawati (2007), in an oral discussion, shyness, nervousness, feeling afraid of making mistakes, and not knowing how to pronounce certain words are potential problems that can hinder the students' ability to speak. Regarding this, Brown (2001) states that shyness and anxiety are considered the main causes of students' reluctance to speak. Those problem are due to psychological factors.

Based on Inayah and Lisdawati (2017), the students recognize English very well, but they still have difficulties and feel uncomfortable while practicing speaking. Fitri (2019) referes to in her thesis that there are several difficulties that students experience when getting to know English: inhibition, not having anything to say, low or choppy participation, and mother tongue. The elements that cause students' difficulties in speaking are linguistic obstacles, speech processing difficulties, instructional and conversational English skills, terrible impact, and getting entry into speaking performance.

Based on the statement above, speaking English is a complex skill related to components of grammar, pronunciation, and vocabulary, making it

difficult for students to speak English well and fluently. There are several factors that influence the students' difficulties in speaking English.

## **2. (EFL) English as a Foreign Language**

We have been considering English as a second language as well. But in the rest of the world, English is a foreign language. According to Harmer (2004: 39), English as a foreign language is generally understood to apply to students studying general English at their home school or institutions as transitory visitors in a target language country. Patel and Jain (2008:35) found that “foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.” Moreover, Gebhard (1996:2) states that by EFL, English is studied by people who live in places where English is not the first language of the people.

It means that students learn English and only have the chance to practice it every time they go through their daily activities at school or university. In our country, the government has decided that English should be taught to students from elementary school up to university. It is expected that the students should have the ability or knowledge of English, which can be used to communicate.

## **3. The factors that caused the speaking difficulties**

According to Doris and Jessica (2007), language problems actually serve as one of the important reasons behind poor academic performance. The reason why the students are having problems with their speaking is that they are poor in grammar, vocabulary and pronunciation. Those problems are due to linguistic factors. Brown

(2001) states that shyness and anxiety are considered the main causes of students' reluctance to speak. Those problems are due to psychological factors.

Other problems that contribute to the students' difficulty in speaking, based on Sadtono (1997, as cited in Husnawati 2017), are divided into two categories: linguistic factors and non-linguistic (psychological) factors.

### 1. Linguistic Problems

Linguistics is the scientific study of language, including the study of language structure (grammar), words, and phonology. In general, linguistics comprises the study of vocabulary, grammar, and pronunciation (Spolsky & Hult, 2008), as cited in Fitriani et al. (2015). Linguistic problems are those that impair a student's capacity to communicate effectively. According to Richards (2008), there are some common issues that learners have when it comes to speaking. Those are:

#### a. Lack of pronunciation

Lack of pronunciation is often found by the students. The students cannot pronounce English very well. It is because the students do not know how to pronounce words. In learning English, if there are differences in pronunciation, the meaning of the word will be different. Therefore, if students cannot pronounce a word well, it will change the meaning of the topic being discussed and cause misunderstandings with other people. Speaking is a complex skill that includes grammar, vocabulary, and pronunciation. The problem of pronunciation is also often experienced by students because the pronunciation and writing are very different. Based on Hinkel (2006), many students argue that success in learning and speaking



English is observed through correct grammar and good pronunciation. Speaking skills are a difficult skill for students because they are very complicated. When learning a language, the skill that must be mastered is speaking skills, because this will show the student's achievement in learning the language.

b. Lack of vocabulary

Vocabulary is a difficulty often experienced by students. The students do not memorize the vocabulary in English, and it will often make them use Indonesian when speaking English. In fact, students are often not confident when speaking because they are afraid of making mistakes, especially choosing the wrong words. This is proof that vocabulary must be mastered by the students because vocabulary is needed in communication.

People who lack vocabulary will be unable to communicate effectively. They will not be able to convey their message orally or in writing. Therefore, vocabulary is an important thing in learning English, especially speaking. If the students do not have enough vocabulary, it will make it difficult for them to learn English at the next level. So, before starting to learn English, students should always add new vocabulary, even if it is only a few words a day.

c. Lack of grammar

Grammar is an important component of learning English (Tamia, 2019). By understanding grammar, the speaker and writer will easily deliver the message, and other people can understand it. Grammar is a set of rules that explain how words are combined, arranged, or changed to show different types of meaning. Swan (2005)

also suggests that grammar can help people know the correct sentence structure and have meaning.

## 2. Psychological Problems

Psychological problems will have a negative impact on the health of students as well as their physical and emotional stability; they will reduce their performance in speaking. Many people have a problem like this, especially in terms of their self-confidence. They do not believe in their own abilities. Richard (2008) claims that there are some typical learner problems in speaking, those being:

### a. Lack of confidence

It is difficult for the students to speak English because they lack confidence. He and Chen (2010) state that the main cause of students' lack of confidence is their low ability to speak English. In this case, many students think that their English is bad and feel that they cannot speak English well. Students who have a lack of confidence will find it difficult when they want to communicate. It shows that self-confidence is an important part that must be given attention by the teacher. It means that the teacher should learn more about how to build students' confidence. The students always feel that they do not have the skills to speak English, so they just keep silent while others talk, and it shows that the students lack confidence to communicate.

Lack of confidence becomes a big problem for students. It is because a lack of confidence can affect students' speaking performances. It is difficult for the

students to master their English speaking skills if they lack confidence in their abilities.

b. Anxiety

Anxiety is a mental health disorder characterized by feelings of worry and fear about something that can interfere with daily activities. According to Alfarazi (2000), anxiety over speaking and performing the language learned in a foreign language class is known as speaking anxiety. This problem can make the students illiterate when speaking.

c. Shyness

Shyness is when someone feels awkward or anxious in a new place or in a new situation. When learning English, they feel embarrassed to practice speaking. That is because English is a new language for students, and they feel reluctant to practice speaking in class due to this factor. Munir (2018) claimed that shyness is an emotional condition that many students experience when they are forced to speak in English class. In this case, the students are unable to show their ability to speak in front of a crowd due to embarrassment.

d. Fear of making a mistake

Fear of making mistakes becomes one of the main factors contributing to students' unwillingness to speak English in the classroom (Tsui in Nunan, 2015; Yo Htwe, 2007; Robby, 2010). The primary reason for the fear of making mistakes is that students are afraid of looking foolish in front of other people, and they are concerned about how others will see them. In addition, Hieu (2011) and Zang (2006)

explain that students feel afraid of the idea of making mistakes because they are worried that their friends will laugh at them and they will receive negative evaluations from their peers if they make a mistake in speaking English.

#### **4. Solutions for the students to help speaking difficulties**

There are some problems that the teacher has to solve. According to Ur (1992:119), there are at least four strategies to solve the problem of speaking:

1) Use group or pair work

This improves students' speaking skills and also lowers the barriers for students who don't want to speak in front of the class. It is true that group work means the teacher cannot supervise all the conversations produced by the students. However, the use of spoken English by individual class members is still far more likely than that used in the class discussion as a whole.

2) Based on the activity's easy language

In general, the level of language used by the teacher in learning activities in the classroom. The required vocabulary and grammar should be easy to remember and produce so that students can speak fluently without too much hesitation. To review important vocabulary before the activity begins, the teacher may give some new items for students to write down and refer to, if necessary, during the activity.

3) Give some instructions or training in discussion skills

Overall, the more interesting the topic and the clearer the purpose of the interaction, the more motivated students will be to speak English.

4) Keep students to speak the target language

Students need to understand how important it is to speak a lot, to make sure that everyone gets a chance to speak, and to try to keep using English all the time so that they will be responsible for this condition.

According to Harmer (2010:346), students are often reluctant to speak because they are shy and not used to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. In such situations, there are many things that students can do to help themselves:

a. Preparation

Harmer describes how students record presentations, transcribe what they say, make corrections, and then give it to the teacher for additional feedback before finally presenting. Other times students will participate in discussions where they can add themselves to discussion groups so they can have something to say during an honest discussion.

#### b. Repetition

Repetition has many beneficial effects, as a new association with each word or phrase helps the student fix it in memory. Repetition also allows them to improve on what they have done before. They can think about how to repeat something or feel a sound. When students repeat a speaking task they have already done once (or twice), their first attempt is like a practice last attempt. Each rehearsal gives them more confidence because they are not trying to get the words right the first time when they try to speak in the next performance.

#### c. Big groups, small groups

One of the main reasons why some students are reluctant to participate in conversational activities is that they have to speak in front of a large group. One way to combat this is to make sure they have a chance to talk and interact in small groups. It can be designed for dialogue or discussion.

#### d. Mandatory participation

Social liberties allow students to sit while they work and let others do the work. He calls someone to make sure that all students have participated equally in the work.

## **B. Previous Related Studies**

Windi Hiyati (2019) with the research title “An Analysis of the Difficulty Level in Speaking English by the Eighth Class Students of SMP Unismuh Makassar”. The researchers analyze information by giving a set questionnaire and analyzing it. In conclusion, there are some difficulties faced by students when speaking English. The researcher could conclude that the factors could be divided into two categories: linguistic factors and social factors. These are linguistic factors: grammar, pronunciation, and vocabulary. Social factors are confidence and motivation. The similarity between the previous study and this research is that both seek to identify the students’ difficulties in speaking. While the subject of the previous study and this research is different, Windi’s subject was the students of the eighth grade at SMP Unismuh Makassar, while the subject of this research was the students of the seventh grade at Junior High School 1 Sragen.

I Made Suastra (2019) with the title “Needs Analysis of Academic English Speaking Material in Promoting 21<sup>st</sup> Century Skills” (Internasional Journal of Instruction). The aims of this research are to analyze the types of learners’ target needs and learning needs for material development in an academic English speaking course. This study surveyed 312 English Department students from six universities in three Indonesian provinces. The similarity between this research is descriptive qualitative research. The differences between this research and the previous study are that the former attempted to analyze and discuss the types of students’ target needs and learning needs in the development of academic English-speaking materials,

while the latter examined students' difficulties in speaking English rather than the development of academic English speaking materials.

Rima Rahmaniah (2018), with the title "The Difficulties by Non-English Department Students in Speaking English. The aim of Rima Rahmaniah's research is to investigate the factors that are faced by non-English department students in speaking English. The participants were 15 students from the Indonesian Department at Muhammadiyah University of Mataram. The similarity between the previous study and this research is that both are trying to find the students' problems and what the factors are. The difference between this research and this research uses a descriptive qualitative approach, while Rima Rahmaniah's research uses a descriptive quantitative approach.

Juniardi,Y (2020), with the title "Computer vs Mobile Assisted Learning to Promote EFL Students' Speaking Skills" (Internasional Journal of Instruction). The study was conducted to compare the effectiveness of computer and mobile assisted learning on the EFL students' speaking skills development. The research focused on improving students' speaking skills by using Macromedia Flash and smartphones. It used Classroom Action Research (CAR) as the research method. The similarity between this research is the research on junior high school regarding speaking English. The difference is that this research does not use technology like the previous study and does not use the CAR method.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher uses a descriptive qualitative method. A qualitative method describes and interprets events, conditions, or situations of the present. Qualitative research is also defined as an unfolding show that takes place in a natural setting, allowing the analyst to create a level of detail from the inclusion of rich experiences in the real world (Creswell, 2012). Qualitative research methodology is considered reasonable when the analyst or examiner either investigates modern fields of consideration or goes beyond the ordinary to discover and theorize conspicuous issues. The qualitative overview thinks about the differences between a theme and a given population, while the factual overview thinks about the numerical dissemination of the characteristics of a subject in a given population.

Furthermore, Miles et al. (2014) state that qualitative research is conducted in a naturalistic setting through intense and or prolonged contact with participants. Qualitative research, as a set of interpretive practices, privileges no single methodology over any other. As a site of discussion or discourse, qualitative research is difficult to define clearly.

According to Bogdan and Biklen (in Hidayati 2015), there are two characteristics of qualitative research. Firstly, qualitative research has the characteristic setting as the coordinate source of information and analysis as the key

instrument. Furthermore, qualitative research is descriptive. In the rundown, a descriptive qualitative research method was chosen by the analyst since it deals with the wonder of the talking challenges in a genuine life circumstance that happened to the students while they were speaking English. The results of this research were described descriptively. The data for the research was collected by utilizing students' questionnaires, teachers' interviews, and observations.

This study used a qualitative approach because it generated the data through the use of instruments such as observations, interviews, and questionnaires. This study used data from observation, interviews, and questionnaires from students in the seventh grade at Junior High School 1 Sragen, in the academic year 2022/2023.

## **B. Research Setting**

### 1. Place of the research

This research was conducted at Junior High School 1 Sragen. It is located on Sukowati Street, No. 162, Kebayan 3, West Sragen, Sragen District, Sragen Regency, Central Java. The research was conducted this year in the academic year of 2022/2023.

### 2. Time of the Research

researcher created proposal at April until June 2022. After that, the research was conducted in the academic year of 2022/2023 .

Activity	Month							
	Jan	Feb & March	April Mey- June	July	Aug	Sep	Oct	Nov
Pre-research								
Waiting Proposal								
Theory								
Consultation & Guidance								
Proposal Seminar								
Research on Files								
Collecting & Analyzing data								
Finish Writing Chapter VI & V								

<b>Consultatio &amp; Guidence</b>								
<b>Report The reasearch / Munaqosah</b>								

### **C. Research Subject and Informant**

The subjects of this research are the students of the seventh grade at Junior High School 1 Sragen. The researcher did not observe all of the classes but only one. It is only in VIIC Junior High School 1 Sragen because this class has a lower average than the other classes. Class VIIC consists of 13 boys and 19 girls.

### **D. Data and the Source of the Data**

In this research, the researcher collects directly in the field of the problem. Data sources came from the conduct of observations, questionnaires, and interviews with the subjects of this research, such as students and teachers.

The data is taken based on the main data to get information about the factors contributing to students' difficulties and solutions in speaking English at the seventh grade of Junior High School 1 Sragen.

### **E. Research Instrument**

In this research, the researcher plays the main instrument. These instruments are used to make the data observations valid and real. According to Ary (2010:453), the primary instrument for data collection and analysis is the researcher as a human

investigator. It means that the researcher is a human instrument who observes and interviews.

## **F. Techniques of Collecting the Data**

This research has several steps that are conducted with the intention of gaining data from the beginning until the end of the teaching and learning process. Consequently, in this research, the researcher used observations, questionnaires, and interviews to get the data for this research. The steps are as follows:

### **a. Observation**

According to John (2012:213), observation is the process of gathering information by observing people and places at a research site. In this research, the researcher isn't involved directly in the classroom activity. The researcher makes a note during the teaching and learning process. The researcher notes how the process of teaching and learning to speak is different from the students' problems speaking English. In this research, the researcher join the class and observe the learning process. The observation made to obtain data about the factors that cause difficulties in speaking English and the solutions to those difficulties.

### **b. Questionnaire**

The researcher gives the questionnaire to the students. According to Arikunto (2010:194), a questionnaire is a list of questions given to others who are willing to respond in accordance with the user's request. Furthermore, Arikunto says, a questionnaire can be divided into

a. Open questionnaire is presented in the form of a questionnaire so that respondents can provide feedback according to their will and circumstances. An open questionnaire is used when researchers have no way to estimate or guess the possibility that the respondent may have alternative answers.

b. Closed questionnaire is a questionnaire presented in the form of the respondents' lives in such a way that it gives a tick in a column or an appropriate place.

c. A mix questionnaire is a combination of an open and a closed questionnaire.

In this research, the questionnaires were distributed to the 31 students who were the participants in this research. The type of questionnaire that was used by the researcher was an open questionnaire created by using Google Form as the platform. According to Wilkinson and Birmingham (2003), non-paper-based questionnaires are designed to be completed online via the internet. The questionnaire consisted of 10 questions that were constructed under the theory of principles for constructing questionnaires proposed by Sugiyono (2017).

The type of questionnaire set in the questionnaire is opening question. The researcher shared the link to the Google form (the link to the questionnaire) with the teacher in Google Classroom . The students accessed the link to fill out the questionnaire. When all of the students had answered the questionnaire, the researcher downloaded the data from the questionnaire. From the collected data

through a questionnaire, the researcher found out the factors contributing to students' difficulties in speaking English and found solutions for them.

### **c. Interview**

The most important data collection technique used by a qualitative researcher is the interview. Interviews can provide information that cannot be obtained through observation or can be used to validate observation. It can be used to validate observation data based on the research objectives, Ary (2010:438).

In this research, the researcher interviewed 10 students and teacher in the VIIC class of Junior High School 1 Sragen. The interview has been done with the students and teacher in the class. It was done to know the factors that cause difficulties in speaking English and the solutions to students' difficulties in speaking English.

### **G. Technique of Analyzing the Data**

To analyze the data in this research, the researcher used descriptive and qualitative analysis. According to Moleong (2017:280), data analysis is the process of organizing and sorting data into patterns, categories, and the basic outline of the unit, so the researcher can find the data. Analysis can be defined as consisting of three current flows of activity: data reduction, data display, and conclusion drawing/verification. In this research, the researcher uses Miles and Huberman's theory in analyzing data, so there are three steps to take, which are:

## 1. Data Reduction

According to Sugiyono (2007:92), data reduction is the process of summarizing, selecting the most important items, focusing on the most important items, searching for patterns and themes, and discarding items that are no longer required. Data has been reduced to provide a clear description and to make it easier for researchers to collect data and look for what is needed in the future.

From the statement above, it can be concluded that data reduction is an element of data analysis that makes the theme more focused, and the researcher only displays the important data so that conclusions can be drawn and verified well. The data reduction was done during the research activities, from the interview. The researcher unwrite the unimportant data from the result of the interview.

## 2. Data Display

After reduction of the data, next step is to display the data. The researcher should display the data that was obtained. Displaying data is a collection of information that is organized and allows you to reach a conclusion and take action. The data will be organized and arranged by displaying it. Therefore, it will be easier to understand. In qualitative research, data can be displayed on a short description, draft, or flowchart. From the data display, we can understand what's happening and what we should do based on our understanding that we get from the display data.



In this step, the researcher displays the data about students' difficulties in speaking English at SMPN 1 sragen. From the display of the data, the researcher can draw the conclusion necessary to answer all of the research questions in this research.

### 3. Drawing Conclusion

After displaying the data, the next step is drawing conclusions and completing the verification process. The conclusions drawn from qualitative research are able to answer the formulation of problems statement from the outset. It has been argued that problems and problem statements in qualitative research are still temporary and will develop after field research.

The data will be drawn by the researcher after it has been described and interpreted. The researcher interprets the collected data and then draws conclusions. After describing and interpreting the data, the researcher will analyze it. The researcher interprets the data and then draws conclusions. Thus, the researcher will get a conclusion about the students' difficulties in speaking English at SMPN 1 Sragen .

### **H. Trustworthiness of the Data**

In qualitative analysis, there are several ways to test the validity of the data, including credibility, transferability, dependability, and confirmability. Denzin in Lexy (2000:178) divides triangulation into four kinds : triangulation by using sources; triangulation by using methods; triangulation by using investigators; and triangulation by using theories. The explanation of the four triangulations is below:

1. Triangulation by using the resources means that the researcher will compare and check the credibility of the information found in the observation, questionnaire and interview, and compare it with the related documents.
2. Triangulation by using a method means that the researcher will check the credibility of the research and the data resources by using several data collection techniques and analyzing them using the same method.
3. Triangulation by using an investigator means that the researcher will recheck the credibility of this data with his own research or that of another researcher.
4. Triangulation is done using theory. It is a technique for examining data by finding a standard of comparison from an analysis explanation as supporting data to get a valid example of the research result.

In this research, the researcher used the triangulation method. It was done by comparing the data taken from observations that were held during the teaching and learning process with the data from interviews, observations, and questionnaires that used the same method.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presented the finding and discussion about students' difficulties speaking English. The findings were based on data analysis of questionnaires, interviews, and observations.

#### **A. Research Findings**

The researcher gives the questionnaire to the students. A questionnaire was given to the whole class in VIIC, which consists of 31 students. The questionnaire aimed to get a deeper understanding of students' difficulties speaking English. In addition, the questionnaire consists of 10 questions. From numbers 1-5, there were questions about the factors contributing to the students' difficulties in speaking English, and from numbers 6-10, there were questions about the strategies the teacher used to solve their speaking difficulties.

Another technique of collecting data used by the researcher was interviewing. By doing this interview, the researcher got the information needed for this research. The researcher conducted the interview with 10 students and English teacher in VIIC of SMP N 1 Sragen

The observation was conducted to learn the process of speaking in class. The researcher used observation to collect data. The researcher observed the students' problems and difficulties in speaking English. The researcher made the observation three times: on August, 18<sup>th</sup> 2022, September 8<sup>th</sup> and September 15<sup>th</sup> 2022. Based on the results of the observation, questionnaire, and interview, the

researcher could draw a conclusion about the students' difficulties speaking English. The result of the students' questionnaire, interview, and observation can be seen as follows:

### **1. Students' Difficulties in Speaking English**

Based on Sadtono (1997, as cited in Husnawati 2017), are divided into two categories:

#### **a. Linguistic problems**

Linguistics is the scientific study of language, including the study of language structure (grammar), words, and phonology. In general, linguistics comprises the study of vocabulary, grammar, and pronunciation (Spolsky & Hult, 2008), as cited in Fitriani et al., 2015).

#### **1) Lack of Pronunciation**

Lack of pronunciation is often found by the students. The students cannot pronounce English very well. It is because the students do not know how to pronounce words.

#### **a. Observation ( Thursday, August 18<sup>th</sup> 2022 at 10:00-12:00)**

The researcher employed observation. The observation was conducted to know the process of teaching and learning speaking that was conducted in two meetings and students' problems and the causes of their difficulties in speaking. The data observation has been identified as described in the following discussion:

b. Questionnaire (Thursday, September 8<sup>th</sup> 2022 at 11:00-12:00)

The researcher found that the students did not have the best way to produce the language when speaking English. It means that almost all the students did not have good pronunciation when speaking English. In a questionnaire containing questions on questions 5 and 6, half of the 31 students said that they had difficulty pronouncing words in English because they did not know how to read from writing.

5. Question : Are you afraid if the teacher tells you to speak English?  
(give your reasons)

Answer: Yes, I'm afraid because it's difficult to speak

6. Question : What are your difficulties when asked to speak English?

Answer: when I want to speak in English

c. Interview ( Thursday, September 15<sup>th</sup> 2022)

In interview questions that discussed the pronunciation of words, they said that they were confused about pronouncing words in English, because if they were wrong in their pronunciation, they were afraid of being laughed at by friends and scolded by the teacher, so that sometimes they became sad, afraid when they were told to read or speak English. The student opinion about pronunciation :

R: “may I know if you like English lessons or not ?”

S1: “not bad miss because sometimes it’s hard.”

R: "How difficult is it?"

S1: "In my opinion, speaking English is difficult, the way pronounce it and write and use the words are different. Sometimes it makes me scared if I'm told to read or come to the front of class miss. So I have to translate first, then I say it miss".

Based on the results of the statement above, the researcher can conclude that students have difficulty speaking English due to poor pronunciation. The students have difficulties pronouncing English words because writing and speaking are different, and they are also afraid to pronounce the wrong word when speaking.

## 2). Lack of vocabulary

### a. Observation (Thursday, August 18<sup>th</sup> 2022 at 10:00-12.00)

Based on observation data, students are confused when they speak English because they do not understand the vocabulary they will use. Even when the teacher speaks English, the students do not understand and only stay silent when asked to speak English.

### b. Questionnaire (Thursday, September 8<sup>th</sup> 2022 11:00-12:00)

Regarding the questions used in questionnaires 5 and 6 which discussed vocabulary in speaking English, they answered that they still had difficulties finding and understanding English vocabulary. Some of them answered that English was difficult, and many did not like it.

5. Question : Are you afraid if the teacher tells you to speak English? (give your reasons)

Answer: yes, because I can't speak English fluently

6. Question : What are your difficulties when asked to speak English?

Answer: Lack of mastery of English vocabulary, do not know how to read

c. Interview (Thursday, September 15<sup>th</sup> 2022 11:00-12:00)

When interviewing students about English vocabulary, students are confused if the teacher explains the lesson in English and they don't understand what the teacher's words mean. When given an assignment by the teacher, they also use Google Translate to interpret or use vocabulary when speaking English. They also have difficulty remembering the vocabulary that will be used in speaking English. The one student comment is:

R: "do you like English lessons or not?"

S2: "I like it."

R: "why do you like it?"

S2: it's fun but it's a bit difficult to understand miss

R: "what does it mean to understand how?"

S2: “Yes, I understand the meaning, so you have to think first about the meaning and then answer not like Indonesian.”

R: “So, is there a solution to speaking in English?”

S2: “I usually memorize first so that when I speak fluently.”

From the results of the data above, it can be concluded that students are still lacking in vocabulary and are confused by so many vocabulary words.

### 3) Lack of Grammar

#### a. Observation (Thursday, August 18<sup>th</sup> 2022 at 10:00-12:00)

Based on the results of observations, students have difficulty speaking English because they do not know how to arrange words to speak or their choice of words is still confusing. Some students also speak Indonesian when asked by the teacher. They also, when told to come forward in front of the class, do not use English during conversation.

#### b. Questionnaire (Thursday, September 8<sup>th</sup> 2022 at 11:00-12:00)

Based on the questionnaire I gave, they said that they had difficulty composing words when they wanted to speak English, they preferred to use Indonesian because it was easier and more fluent for them to use Indonesian compared to English.

5. Question : Are you afraid if the teacher tells you to speak English? (give your reasons)



Answer: Yes, because you are not familiar with other countries' languages

6. Question : What are your difficulties when asked to speak English?

Answer: how to arrange words, different from the Indonesian language

c. Interview (Thursday, September 15<sup>th</sup> 2022 at 11:00-12:00)

According to the results of the interview, students said that when they spoke English, they felt less confident and were afraid of making a mistake or the teacher not understanding what they were saying, so when the teacher told them to speak English, sometimes they used Indonesian or even kept quiet. From the interview results, one student commented about grammar:

R: "Do you like English or not?"

S3: "I like it, but it's difficult to understand, I don't understand how to arrange it, I don't know how to arrange it."

R: "Are you afraid to go forward?"

S3: "brave though afraid"

R: "what is the solution to talk about?"

S3: "I usually speak English when I'm not playing games like Duolingo."

R: "Does the application really help?"

S3: "not bad for filling free time too, it's fun to be able to learn English."

The results of the data above indicate that students have difficulties speaking English because of a lack of grammar. Students find it difficult to arrange the words or sentences with the correct grammar when speaking.

b. Psychological problems

1) Lack of confidence and Fear of mistake

a. Observation (Thursday, August 18<sup>th</sup> 2022 at 10:00-12:00)

On the observation, the teacher asked one of the students to introduce herself in front of the class. But most of the students lack the confidence to speak English. And then students lost their confidence in speaking English in front of their friend because they thought they did not do well when speaking English.

b. Questionnaire (Thursday, September 8<sup>th</sup> 2022 at 11:00-12:00)

Judging from the questionnaire questions, students said that they lacked confidence and were still nervous, afraid of making mistakes and of being laughed at by friends when they were wrong.

S1:

3. Question : Do you think learning English is difficult? (give a reason)

Answer: Not bad

4. Question : Are you afraid if the teacher tells you to speak English?

Answer: Yes, I'm afraid because I'm afraid to say the wrong word

S2:

3. Question : Do you think learning English is difficult? (give a reason)

Answer : Yes, it is difficult because the language is difficult to understand

4. Question : Are you afraid if the teacher tells you to speak English? (give your reasons)

Answer: Fear and nervousness

c) Interview (Thursday, September 15<sup>th</sup> 2022 at 11:00-12:00)

Students who conducted interviews with the researcher commented about their confidence:

R: “are you afraid of being asked to come forward or not?”

S4 : “afraid nervous, not confident miss”

R: “is there a solution to learning English or not especially speak english?”

S4: “I usually listen to your songs or watch movies”

R : “if the teacher told you to come to the front of the class ?”

S4: “just show me something else”

R: “Ok, thank you for your time, I think that's enough. Wassalamualaikum.”

S4: “yes, the same as walaikumsalam.”

From the data above, the researcher can draw the conclusion that students find it difficult to speak in English because of a lack of confidence and are afraid of making mistakes when they practice speaking in front of a friend.

#### b. Anxiety and Shyness

##### a) Observation (Thursday, August 18th 2022 at 10:00-12:00)

On the observation, the teacher asked one of the students to introduce herself in front of the class. Some students feel anxious and shy when they speak in English with their friend or teacher in classroom.

b) Questionnaire (Thursday, September 8th 2022 at 11:00-12:00)

The students were shy when the teacher asked them to speak English in front of the class. The students feel shy when they speak in English with their friend or teacher in classroom.

S1:

3. Question : During the English lesson in class, how did you feel?

Answer: Confused, stressed, happy

4. Question : Do you think learning English is difficult? (give a reason)

Answer: Quite difficult

S2:

3. Question : Do you think learning English is difficult? (give a reason)

Answer: Difficult because the language is difficult to understand

4. Question : Are you afraid if the teacher tells you to speak English? (give your reasons)

Answer: Afraid because it is nervous and the language is difficult, embarrassed

c) Interview (Thursday, September 15th 2022 at 11:00-12:00).

Students who conducted interviews with the researcher had physical problems such as fear of making mistakes and shyness, as evidenced by the first subject. The statement from one of the students is as follows:

R: “Then if asked to come forward, you will be happy, right?”

S5: “I'm happy, even though I feel shy miss, I was asked to come to the front of class and continue to speak English. I'm nervous and afraid if I'm wrong miss.”

Based on the results of the data above, researchers can conclude that many students feel shy and afraid when they speak English. They feel nervous and anxious when speaking English in front of the class.

## **2. Teacher's strategies to solutions speaking difficulties**

There are some problems that the teacher has to solve. According to Ur (1996:119). Based on observation and the interview result:

a) Use the group work

This improves students' speaking skills and also lowers the barriers for students who don't want to speak in front of the class. The solution is that the teacher assigns the task to the students, and then

the teacher makes a small group, which consist of 2-4 people depending on the need for achieving the learning. In groups of students discussing the material given by the teacher, the results of the group's work are afterwards presented in front of the class. (Observation, Thursday 8<sup>th</sup> August 2022 at 10:00-12:00).

Based on the student interview:

“The solution for me having difficulty speaking English is to join an English group at school, so I often speak English there.” (ZR)

Based on the teacher interview:

R: “what kind of English learning is used miss?”

T: “I usually make a group to do English assignments, so they usually don't even do it by themselves.” (ME)

From the observation and interview, the researcher can conclude that forming groups can make students less afraid when speaking English because they do it not only alone but together.

b) Base the activities on easy language

In general, the level of language used by the teacher in learning activities in the classroom. The required vocabulary and grammar should be easy to remember and produce so that students can speak fluently without too much hesitation. Example is the teacher used dialog about the students' daily activities and a repetition

task related to the words of greeting. (Observation, Thursday 8<sup>th</sup> August 2022 at 10:00-12:00)

Based on her statement, the student :

“The teacher also teaches us to speak English when we don’t know the meaning or reading. The teacher keeps repeating it so that we can easily understand it until it is correct.” (NC)

Based on the teacher’s statement:

R: “how are they interested in speaking English?”

T: “I definitely greet my students first, I ask about their activities, so they can answer and understand when I speak English.” (ME)

From the observation and interview results, the researcher can conclude that the teacher’s teaching before the lesson starts needs to greet in a language that is easy to understand or in everyday language so that students can get used to speaking and answering in English.

c) Give some instructions or training in discussion skills

The teacher gives a **topic**, and students are encouraged to work on it and ensure that everyone in the group contributes to the discussion. Appoint a leader for each group who will organize participation. (Interview, Thursday September 15<sup>th</sup> 2022).



Based on teacher interviews:

R: “ after greeting them in English then what about the next step miss?”

T: “Like yesterday’s material about cardinal and ordinal numbers, I made a group first, and then they discussed it to make an example like that, and all students got their respective students.” (ME)

As a result of the teacher interview above, the teacher gives instructions and discusses them with students.

d) Keep students speaking the target language

The teacher uses role play and dialog in the teaching and learning process. In role-playing activities, the teacher gives the learners information such as who they are and what they think or feel. They have to speak and act from their new character’s point of view. (Interview, Thursday September 15<sup>th</sup> 2022).

R: “after discussing what the next steep miss ?”

T: “I told them to speak English casually, I selected them one by one so that they all spoke according to what they understood.” (ME)

The results of the teachers’ interview, the teacher told the students to answer in English as well as possible so that students got used to speaking English.

## **B. Discussion**

Based on the research findings, the researcher will discuss the research. The discussion is about the students' difficulties speaking English. The factors that cause students' difficulties in learning to speak and the teachers' strategies to solve their difficulties in speaking English. After describing the data, the researcher needed to analyze the data because it was still raw. It is appropriate with the answer to the problem statement. The explanation will be presented below:

Based on the results of the research, the students in class VIIC feel difficulties when they speak English. The researcher wants to discuss the problem with speaking English as seen from the questionnaire and interview.

### **1. Factors that contributing the students' difficulties in speaking English at the seventh grade of junior high school 1 Sragen**

The researcher found the students' difficulties, such as linguistic problems and psychological problems.

#### **1.Linguistic Problems**

Linguistic problems are those that make the students' speaking abilities poor. In general, linguistics comprises the details of vocabulary, grammar, and pronunciation (Spolsky & Hult, 2008). But in this research, the researcher only found two difficulties that students experienced.

#### a. Lack of Pronunciation

Speaking is not easier for Indonesian students because of English as a foreign language. Based on Gilakjani (2012), pronunciation must be given more attention when learning to speak. It is because pronunciation is very important in speaking English and must be taught in learning English. Almost all of the students still have difficulties speaking English. Students did not have enough vocabulary, had poor pronunciation, were afraid of making mistakes, and did not want to speak English (Widyasworo, 2019). If they have bad pronunciation, it makes other people not understand what they are trying to say. Despite the fact that it caused some people to misunderstand the meaning.

Based on the finding data, students did not good in pronunciation so it will make them cannot increas their speaking abilities. It can be a big problem for the students if they did not mastering pronunciation because if they have bad pronunciation it make other people did not understand about what they want to say. The other reason why pronunciation is difficult because pronunciation in English language is different from other language. There are a lot of words that have similar pronounce,, for example “weak” with “week” and “pour” with “poor.” These words are similar in pronunciation but have different meanings. It makes it difficult for students to determine the true meaning.

#### b. Lack of vocabulary

Some of the English students find it difficult when dealing with vocabulary. They find it difficult to figure out how to fit the vocabulary so that the other person will understand and connect with what is being said.

From the results of the interview and questionnaire, almost all of the students said that the vocabulary in the English language is very difficult. It is because their knowledge of vocabulary is low. They also said that the vocabulary in English is difficult to memorize. Based on the researcher's observation, when the teacher gives some vocabulary for the students to memorize, they only memorize that word and do not try to use it when speaking with their friends.

## **2. Psychological Problems**

The major issue that most students face is psychological problems. It is because psychological factors can influence students' ability to communicate effectively. Therefore, not only from linguistic difficulties that the students have, but also from psychological difficulties such as a lack of confidence, shyness, and fear of making mistakes. Based on an interview and a questionnaire, the researcher found three problems that students have.

#### a. Lack of confidence and shyness

Self-confidence may be the most critical thing in speaking English (Fatmawati, 2020). Confidence and shyness are the same thing, because when the students feel shy about speaking English, it means their fear of making mistakes.

When students make a mistake when speaking English in front of their class or their friends, they will feel shy about speaking English.

b. Fear of making a mistake

The students admit that they feel afraid to make mistakes when speaking English. They are afraid that their pronunciation and grammar are wrong. Students also fear arranging words when speaking English because of unfamiliar vocabulary and the fear of making grammar mistakes. Besides that, they will also be embarrassed if they make mistakes when speaking English.

Based on the result of this research, as related to Sadtono (1997, as cited in Husnawati 2017), students' difficulty in speaking English is influenced by two factors, namely linguistic factors and psychological factors which is where students still have a lot of difficulties speaking English due to a lack of vocabulary and pronunciation. Besides that, students also still lack confidence when speaking English. This research relates to Syakur (1997) speaking, which is a complex skill because it is related to components of grammar, vocabulary, and pronunciation.

## **2. Solution for students' difficulties in speaking English at the seventh grade of junior high school 1 Sragen**

Based on the research findings, the researcher found that English teacher have a variety of different strategies for teaching speaking. The first time, the teacher greets students and asks about daily activities, then repeats the words so, that they remind them or add to their English vocabulary. In the second, the teacher gave assignments to each student and then formed a discussion group to discuss and work

on English learning materials together in groups. After finishing, the students were told to come to the front of the class to present their group assignment. The third, is when students present the results of their work, this is where the teacher starts an English conversation with the students.

From the statement above, it can be concluded that the solutions to students' difficulties in speaking English according to Ur (1996:119), relate to the results of the data that has been presented.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

In this chapter, the researcher presents the conclusion of the research and suggestions for overcoming students' difficulties in speaking English in the seventh grade of Junior High School 1 Sragen. The following discussion provides the study's conclusion and suggestions:

1. Based on the data analysis, it can be concluded that the researcher found students' difficulties in speaking English at the seventh grade of SMP N 1 Sragen come from the students themselves. The difficulties that students experienced included linguistic problems and psychological problems. In linguistic problems, there are several aspects, such as a lack of vocabulary and a lack of pronunciation. In psychological problems, there are three aspects, which include lack of confidence, shyness, and fear of making a mistake.

2. The teacher of VIIC SMP N 1 Sragen had solutions for their difficulties in speaking English. The teacher used different strategies to the students' difficulties in speaking English, including: (1) Use group work, (2) base the activities on easy language, (3) give some interactions, and (4) keep students to speak the target language.

#### **B. Suggestions**

Based on research findings, the researcher would like to propose some suggestions as follows:

### 1. For the English teacher

- a. The teacher should inspire students' opinions. This is critical to increasing students' interest in learning English, particularly speaking.
- b. The teacher should manage the class in order to apply all the procedures in teaching and learning speaking and wisely find a comfortable class for the students because it will influence their spirit to learn to speak English.

### 2. For the students

- a. The students should speak more in their everyday lives and explore their ability to speak confidently and enjoy themselves during the speaking class.
- b. The students should improve their vocabulary, pronunciation, and meaning by using a dictionary or Google Translate that can be easily used in their speaking activity.

### 3. For other researchers

Further researchers are expected to develop and look for something related to speaking difficulties other than those that have been found, and produce new findings that can be useful for students and teachers.



## BIBLIOGRAPHY

- Al Nakhalah, A. M.(2016). *Problems and difficulties of speaking that encounter English language students at Al Quds open University*, International Journal of Humanities and Social Science Invetion. 5(12), 96-101.
- Brown, H.D. (2000). *Principles of language learning and teaching*. San Fransisco, CA: Library of Congress Catalog.
- Cresswell, John W. (2012). *Educational Research: planning, conducting, and evaluating quantitative and qualitative research*. London: Sage publication Inc.
- Dayat (2017). *Analysis on English Speaking Performance: Exploring Students Errors and The Causes*. Article in *JETL (Journal of Education Teaching and Learning)*.
- Haidara. Y. (2016). *Psychological factor affecting English speaking performance for the English learners in Indonesia*. *Universal Journal of Educational Research* 4(7): 1501-1505
- Hamad. (2013). *Factors negatively affect speaking skills at Saudi college for girl in the south*. *English Language Teaching*.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow, Pearson Education Limited.
- He, Summer X and Chen, Amanda J.Y. (2010), *How to Imprve Spoken English*.  
[Online] Retrieved from  
[https://sites.google.com/site/languagejournal/Home/how-to-improve-spoken English](https://sites.google.com/site/languagejournal/Home/how-to-improve-spoken-English).

- Heriansyah, H. (2012). *Speaking Problems Faced By The English Department Students Of Syiah Kuala Lumpur*. Syiah Kuala Lumpur University, Aceh
- Hieu, Trung. (2011). *Students Lack Confidence to Use English*.  
 [Online] Retrieved from <http://vietnamnews.vnagency.com.vn/Talk-Around-town/212262/Students-lack-confidence-to-use-English.html>
- Juhana. (2012). *Psychological factors that hinder students from speaking in English class*. Journal of Education and Practive. Vol. 3(12). p. 100-110.
- Maulana., Daud., and Heriansyah. (2016: 34-42). *Students' views on EFL speaking Problem*. Syiah Kuala University.
- Nunan, D. 2015. *Teaching English to speakers of other language: An Introduction*. New York, NY: Routledge.
- Ihmuda, S. D. (2016). *Role of Faulty Instructional Methods in Libyan EFL Learners' Speaking Difficulties*. University of Sebha, Libya.
- Rizvi, M. A. (2005). *Effective technical communication*. New York, NY: Mc. Graw Hill
- Routledge. (1980). *Teaching English as Foreign Language*. University of London Institute of Eduaction.
- Srinivas, P. (2019). *The Importance of Speaking Skill in English Classroom*. King Faisal University, Saudi Arabia.
- Sugiyono. (2017). *Metode penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: ALFABETA CV.
- Thornburny, S. 2005. *How to Teach Speaking*. Harlow: Pearson Education, Ltd.

Ur Penny. (1996). *A Course in Language Teaching (Practice and Theory)*.

Cambridge. University Press.

Wahidah, S. F. (2016). *Students' Speaking Problems and Factors Causing it*. *Journal Logika*.

Zhang, Y. (2006). *Reading to Speak: Intregating oral communication skills*. *English Teaching Forum*, 47(1). p. 32-34.

## APPENDICES

### Appendix 1 : Questionnaire guidelines

#### QUESTIONNAIRE GUIDELINES

1. Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
2. Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
3. Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
4. Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
5. Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
6. Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
7. Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
8. Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
9. Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
10. Menurutmu, solusi apa jika kamu kesulitan berbicara bahasa inggris

Questionnaire result

1. Nama : Alifah Rahmawati

No. Absen : 01

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Tidak, karena susah dan tidak terbiasa berbahasa inggris, lidahnya masih kaku jika berbahasa inggris
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Biasa saja, ngantuk tapi nyaman
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Tidak terlalu, karena ada beberapa bahasa inggris yang sudah saya mengerti
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena takut/salah tidak bisa bahasa inggris
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Tidak tahu artinya, tidak tahu kosa kata apa
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar

			bahasa inggris ?
	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Mendownload aplikasi untuk belajar bahasa inggris
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Mendukung
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Terus berlatih dan berlatih, mempelajari kosa kata baru

2. Nama : Almira Puspa B.

No. Absen : 02

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Agak senang karena bisa melatih berbicara bahasa inggris
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Biasa saja
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Tidak juga
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Terkadang kalau tentang bahasa yang belum di pelajari
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Sulit menghafal
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Terkadang
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Melatih berbicara bahasa inggris
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Mencoba berbicara bahasa inggris



3. Nama : Alvelina Devian R.

No. Absen : 03

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Tidak karena bahasa inggris susah dipelajari
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Tegang, takut
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya karena inggris itu sulit
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena ada yang belum hafal
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Cara baca, artinya
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya dong

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Dengan belajar sungguh-sungguh
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Berlatih dan belajar bahasa inggris

4. Nama : Amadeo Levin O.

No. Absen : 04

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Tidak begitu karena sedikit kesusahan
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Tegang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena saya tidak lancar berbicara bahasa inggris
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Kurang dalam menguasai kosakata bahasa inggris, tidak tahu cara bacanya
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?

	Jawaban	:	Iya pakai hp
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Menggunakan google translate
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Belajar bahasa inggris

5. Nama : Angela Keisha A.S

No. Absen : 05

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Tidak begitu karena sedikit merasa kesulitan
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Tegang sedikit
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Sedikit sulit
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Tidak karena jika kita terus belajar berbicara bahasa inggris kita akan terbiasa dan bisa
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Kosa kata yang banyak, artinya juga
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?

	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya kadang-kadang
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Banyak belajar kosakata bahasa inggris
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Dengan berlatih mengucapkan kosa kata atau kalimat tersebut dalam bahasa Inggris

6. Nama : Annida Amandarahma N.A

No. Absen : 06

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Agak suka
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Agak tegang agak takut
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya karena berbeda dengan bahasa Indonesia
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena tidak terbiasa dengan bahasa negara lain
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Kosa katanya banyak, berbeda dengan bhs indo
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Mempelajari bahasa tersebut
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Menghafalkannya



7. Nama : Annisa Fathul Jannah

No. Absen : 07

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Lumayan karena belum bisa memahami bahasa inggris
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena takut salah berbicara bahasa inggris
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Belum memahami kelas kata, pengucapan
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Saya mencoba belajar bahasa inggris
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Berlatih

8. Nama : Aslan Rafi Adiputra

No. Absen : 08

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka karena mapel kesukaan saya
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang karena dapat mempelajarinya
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Lumayan
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena kesulitan memahami materi yang dijelaskan
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Kesulitan mengatur waktu belajar jadi saya kurang menguasai kosa kata bahasa inggris
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?

	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Terkadang
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Membiasakan diri untuk belajar, giat dan menghafal kata dasar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Berulang ulang mengatakan bahasa inggris yang menurut saya susah dan menggunakan terjemahan

9. Nama : Bernadus Adyatirta O.A

No. Absen : 09

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Lumayan
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Menyenangkan
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya karena bingung kurang menguasai
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena belum terbiasa berbicara bhs ing
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Susal menghafal, tidak tahu artinya
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Google translate
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Belajar lebih giat lagi dalam bicara bahasa inggris

10. Nama : Brilian Winata Mulya

No. Absen : 10

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Tidak karena tidak tahu betul dalam pemahaman bahasa inggris
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Kurang sedikit memahami soal percakapan
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Lumayan
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena takut salah dalam mengucapkan kata
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Menguasai kosa kata, agak sedikit memahami pengucapan
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Tanya kepada guru dan membaca buku



11. Nama : Cantika Yunita Putri

No. Absen : 11

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Tidak suka karena pelajaran bahasa inggris agak susah
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Agak sulit karena pelajaran bhs ing sulit saat pembicarannya
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena bicaranya sulit
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Saat mau ngomong menggunakan bahasa inggris
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Belajar berbicara dengan menggunakan bahasa inggris dan dipelajari bacannya

12. Nama : Enggar Putri W.

No. Absen : 12

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka karena pelajarannya seru
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Stress, bingung, senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Lumayan, gak bisa bahasa inggris
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena tidak bisa bahasa inggris
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Iya
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?

	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Tidak
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Les bhs inggris

13. Nama : Erlangga Bintang R.E

No. Absen : 13

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka karena aku akan lebih mempelajari bahasa inggris lagi karena bh ing penting
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Yang saya rasakan sangat senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Sedikit sulit karena sulit dipahami dan sulit dipelajari
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Tidak karena guru saya sedikit menuntun saya untuk berbicara bahasa inggris
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Iya karena kurang mempelajari bahasa inggris
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar

			bahasa inggris ?
	Jawaban	:	Iya karena teknologi saat ini canggih dan lebih mudah di pelajari
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Kadang kadang
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Tanya kepada guru dan membaca buku bhs inggris

14. Nama : Fachry Pranata

No. Absen : 14

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka, gurunya asyik
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya, sulit karena bahasanya sulit dimengerti
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Takut dan gugup
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Kesulitan
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya memanfaatkan

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Belajar bahasa inggris



15. Nama : Hafizta Justin Putra L.

No. Absen : 15

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Iya saya suka pelajaran bhs ing karena kita dapat mempelajari bahasa negara lain
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang dan agak bingung
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya sulit untuk saya
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena tidak bisa bacara bahasa inggris
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Menguasai kosa kata, agak sedikit memahami pengucapan
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?

	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Dengan terus belajar

16. Nama : Irfan Qaddafi

No. Absen : 16

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka karena sangat seru dan menyenangkan
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Agak sulit karena bhs ing lumayan sulit
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena saya tidak bisa menggunakan bhs ing
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Kesulitan jika disuruh berbicara bahasa ing
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?

	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Belajar bahasa inggris

17. Nama : Jevon Kayne Ezzekiel

No. Absen : 17

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka karena gurunya asyik
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Sulit karena bahasanya sulit dimengerti
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Takut karena gugup dan bahasanya susah, malu
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Kesulitan
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Belajar dan memahami bahasanya

18. Nama : Joanita Nauli S.

No. Absen : 18

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka karena bhs ing menyenangkan
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Bingung, stress, seneng
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Lumayan susah
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena kurang bisa bhs ing
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Iya
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Bertanya, mencari



19. Nama : Kalila Nadya R.

No. Absen : 19

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Iya saya suka, karena pelajaran bhs ing membuat saya jadi berani berbicara bhs ing
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Menyenangkan
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Tidak karena bhs ing itu menyenangkan
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut tetapi harus memberanikan diri agar terbiasa berbicara bahasa inggris dengan lancar
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Ketika berbicara itu gugup
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar

			bahasa inggris ?
	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Harus berani
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Ketika disuruh maju ke depan kita harus menghilangkan rasa takut kita

20. Nama : Keileenya Jennifer C.

No. Absen : 20

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Iya karena pelajaran bhs ing sangat menyenangkan
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Tidak tapi untuk speaking agak susah karena kalimat/kata yang susah
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Tidak tetapi kadang saya sedikit grogi
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Saat membaca kalimat/kata yang susah
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar

			bahasa inggris ?
	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya kalau tidak tahu bahasa inggrisnya
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Bertanya ke orang tua
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya sangat mendukung
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Bertanya ke orang tua/koko/guru saya dan terus belajar, berdoa

21. Nama : Laurensia Chelsy F.

No. Absen : 21

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Iya karena menyenangkan
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang tapi sedikit ragu soal percakapan bhs ing
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya krn saya tidak begitu mengerti bhs ing.
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena takut salah dalam mengucapkan kata
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Takut salah arti
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya jika kesulitan

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya terkadang saya lupa bahasa inggris
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Menerjemahkan bahasa inggris
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Latihan atau belajar terus sampai lancar

22. Nama : Leo Artha Tri D.

No. Absen : 22

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Iya saya suka belajar bahasa inggris
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Sedikit kesulitan karena bhs ing itu sulit
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena sulit
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Saat mau berbicara bhs ing itu sulit
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar sungguh-sungguh
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Belajar berbicara dengan menggunakan bahasa inggris dan dipelajari bahasanya



23. Nama : Naomi Chrisanta P.

No. Absen : 23

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Saya suka karena saya ingin mendapatkan beasiswa di luar negeri
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang karena guru yang mengajar enjoy
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Kadang merasa sulit kadang mudah untuk speaking sulit
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Tidak karena disitu dilatih berbicara dan kemampuan berbicara bahasa ing
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Mengartikan sebuah pembicaraan
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar

			bahasa inggris ?
	Jawaban	:	Iya bermain duolingo
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Ketika saya bisa menjawab bahasa ing saya akan menjawab dengan bhs ing
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Bertanya ke mama
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya karena saya keinginan untuk kuliah di luar negeri
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Saya akan bertanya pada mama/guru/google translate

24. Nama : Nashri Wandah Putri

No. Absen : 24

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Lumayan suka karena saya suka anime
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Pusing
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya karena pengucapannya lumayan sulit menurut saya
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Tidak karena saya lumayan bisa bicara bhs ing
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Tidak
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Tidak
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Tanya ayah
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	

25. Nama : Rafa Mahardika S.

No. Absen : 25

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Iya karena bisa berbicara saat diluar negeri
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Lumayan karena tidak bisa bhs ing
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Tidak karena saya berani
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Agak kesulitan
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar membaca buku
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Google translate

26. Nama : Ramadhan Agra P.

No. Absen : 26

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka karena aku akan lebih mempelajari bhs ing
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Saya senang bisa belajar bhs ing
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Sedikit sulit karena sulit dipahami
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Tidak karena guru saya juga sedikit menuntun saya
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Kurang mempelajari bhs ing
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya karena bingung
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Belajar mengingat ingat
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Solusinya dengan belajar dan bertanya kepada guru



27. Nama : Rizky Aditya P.

No. Absen : 27

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Suka karena bisa menggunakan bhs ing
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang dan mengantuk
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Lumayan karena tidak sering menggunakan bahasa ing
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena tidak bisa bahasa ing
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Tidak bisa menghafal
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Mengingat kembali
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Bertanya ,belajar

28. Nama : Sallunia Herwin D.

No. Absen : 28

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Tidak karena bahasa inggris itu sulit dan saya tidsk lancar membaca bahasa ing
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Seru dan mengasyikkan
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Iya karena sulit dalam pengucapannya
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena takut salah dalam mengucapkan
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Menguasai kosa kata, agak sedikit memahami pengucapan
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?

	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Tidak
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Ketika di rumah menggunakan kamus
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya tetapi saya tidak mau
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Terus belajar dan membiasakan pengucapan bahasa inggris

29. Nama : Sielvia Putri I.

No. Absen : 29

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Tidak karena saya tidak lancar bahasa ing dan tidak dipelajari di SD
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Biasa saja
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Sulit karena kurang diajari dan kurang belajar bhs ing di SD
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut kalau dadakan
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Gak lancar, gak tahu bicara, gk bisa bhs inggris
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar

			bahasa inggris ?
	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Memperhatikan pelajaran, menginstal kamus
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Sering membaca kamus bhs ing agar lebih mengerti, mencoba berbicara bhs ing

30. Nama : Yasinta Naomira A.D.

No. Absen : 30

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Iya karena menyenangkan
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Senang
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Sedikit sulit karena pelajaran bahasa inggris sulit
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya takut karena bicaranya sulit
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Soal pembicaraannya
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?

	Jawaban	:	Iya
7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Kadang-kadang
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Memahami
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Memahami cara dan penulisannya



31. Nama : Zaskya Rahma S.

No. Absen : 31

Kelas : 7C

1.	Pertanyaan	:	Apakah kamu suka pelajaran bahasa inggris ? (berikan alasanmu jika suka dan jika tidak)
	Jawaban	:	Lumayan suka karena seru
2.	Pertanyaan	:	Selama pelajaran bahasa inggris di kelas, apakah yang kamu rasakan ?
	Jawaban	:	Menyenangkan
3.	Pertanyaan	:	Apakah menurutmu pelajaran bahasa inggris itu sulit ? (berikan alasan)
	Jawaban	:	Tidak terlalu sulit, karena lumayan mudah dipahami
4.	Pertanyaan	:	Apakah kamu merasa takut jika guru menyuruhmu untuk berbicara bahasa inggris ? (berikan alasanmu)
	Jawaban	:	Iya karena saya gugup
5.	Pertanyaan	:	Apakah kesulitan kamu jika disuruh berbicara bahasa inggris ?
	Jawaban	:	Iya karena belum mahir
6.	Pertanyaan	:	Apakah kamu memanfaatkan teknologi saat ini ketika belajar bahasa inggris ?
	Jawaban	:	Iya

7.	Pertanyaan	:	Apakah kamu sering menggunakan bhs indo jika disuruh berbicara bahasa inggris oleh gurumu ?
	Jawaban	:	Iya agak sering
8.	Pertanyaan	:	Bagaimana cara kamu mengatasi kesulitan belajar bahasa inggris ?
	Jawaban	:	Meminta bantuan teman/guru
9.	Pertanyaan	:	Apakah lingkunganmu atau keluargamu mendukungmu untuk belajar bahasa inggris ?
	Jawaban	:	Iya
10.	Pertanyaan	:	Apakah solusi kamu jika kesulitan berbicara bahasa inggris ?
	Jawaban	:	Terus belajar dan berusaha

Appendix 2 : transcript of interview

*The Transcript of Interview*

Researcher : Santi Astuti

Informant : Zaskia Rahma S.

Time of interview : 15<sup>th</sup> September 2022, at 11:00 PM

R: Halo dek apa kabar ?

I: Alhamdulillah baik mbak

R: maaf ya kalau mengganggu waktunya, cuman ingin tanya sebentar tok dek

I: tanya apa mbak

R: gini dek, kalo boleh tahu kamu suka pelajaran bahasa inggris gak dek ?

I: lumayan mbak soalnya kadang-kadang susah

R: susahnya bagaimana dek ?

I: artinya aku nggak tahu mbak, ngucapinnya juga nggak tahu

R: kalau suasana kelas bagaimana dek waktu pembelajaran ?

I: enak sih mbak menyenangkan

R: oalah, kalau disuruh maju sama guru takut nggak dek ?

I: takut mbak deg-degan malu tapi ya berusaha bisa mbak gurunya juga membantu kok mbak

R: terus cara kamu biar bisa ngomong pakai bahasa inggris bagaimana dek?

I: aku kadang nerjemahin dulu mbak, habis itu aku baru ngucapinnya kalau bisa bahasa inggrisnya ya aku pakai bahasa inggris tapi kalau gak tahu ya aku campur bahasa Indonesia mbak

R: brati gurunya gak marah ya kalau pakai bahasa Indonesia ?

I: enggak mbak enak gurunya

R: yaudah dek makasih ya buat waktunya, saya kira cukup dek segini aja

I: oalah iya mbak sama-sama mbak

Researcher : Santi Astuti  
Informant : Zenobia Aubrey Caltha  
Time of interview : 15<sup>th</sup> September 2022, at 11:00 PM

R: Halo dek apa kabar ?

I: Alhamdulillah baik mbak

R: maaf ya kalau mengganggu waktunya, aku mau tanya tentang bahasa inggris ini dek boleh gak ?

I: boleh banget mbak, mau tanya apa mbak ?

R: gini dek, kalo boleh tahu kamu suka pelajaran bahasa inggris gak dek ?

I: suka mbak tapi kadang merasa kesulitan jadi nggak suka gitu

R: kenapa dek kok suka bhs inggris ?

I: karena bahasa inggris itu bahasa keren mbak bahasa internasional biar punya teman luar negeri

R: kalau pas nggak suka sulitnya kenapa dek ?

I: itu mbak arti sama cara ngucapinnya

R: terus waktu disuruh maju begitu gimna dek ?

I: ya takut mbak gugup tapi ya tetep maju

R: gurunya enak nggak dek apa harus pakai bahasa inggris terus ?

I: enak mbak makane kalo disuruh maju aku tetap maju mbak gurunya gak marah mbak kadang juga bantuin kok

R: ada solusi buat belajar bahasa inggris nggak dek terutama ngomong pakai bahasa inggris ?

I: aku banyak belajar dari kamus mbak mencoba hafalin gitu

R: oalah yaudah makasih ya dek buat waktunya, semangat belajarnya

I: iya siap mbak sama sama mbak

Researcher : Santi Astuti  
Informant : Rafa Mahardika S.  
Time of interview : 15<sup>th</sup> September 2022, at 11:00 PM

R: Halo dek apa kabar ?

I: Alhamdulillah baik mbak

R: maaf ya kalau mengganggu waktunya, boleh tanya-tanya sebentar nggak dek

I: iya boleh apa mbak

R: gini dek, kalo boleh tahu kamu suka pelajaran bahasa inggris gak dek ?

I: enggak mbak

R: kenapa nggak suka dek ?

I: susah mbak aku sulit mengerti ngga paham

R: brati kalau disuruh maju takut nggak dek ?

I: takut gugup gak percaya diri

R: ada solusi buat belajar bahasa inggris nggak dek terutama ngomong pakai bahasa inggris ?

I: aku biasanya dengerin lagu mbak atau nonton film

R: kalau guru nyuruh maju kamu gmna dek

I: nunjuk lainnya saja mbak

R: yaudah dek makasih ya buat waktunya, saya kira cukup dek . wassalamualaikum

I: iya sama sama mbak walaikumsalam.

Researcher : Santi Astuti  
Informant : Leo Artha Tri D.  
Time of interview : 15<sup>th</sup> September 2022, at 11:00 PM

R: Halo dek apa kabar ?

I: Alhamdulillah baik mbak

R: maaf ya kalau mengganggu waktunya, boleh tanya-tanya sebentar nggak dek

I: iya boleh apa mbak

R: kalo boleh tahu kamu suka pelajaran bahasa inggris gak dek ?

I: sedikit suka mbak

R: kalau disuruh berbicara bahasa inggris bagaimana dek takut nggak ?

I: takut mbak tapi gurunya baik mbak menuntun saya

R: kalau lingkunganmu mendukung nggak dek ?

I: mendukung sih mbak tapi tidak mengajari

R: ada solusi buat belajar bahasa inggris nggak dek terutama ngomong pakai bahasa inggris ?

I: aku belajar mencari artinya mbak apa terus memahami

R: yaudah dek makasih ya buat waktunya, saya kira cukup dek . wassalamualaikum

I: iya sama sama mbak walaikumsalam.



Researcher : Santi Astuti  
Informant : Jevon Kayne Ezzekiel  
Time of interview : 15<sup>th</sup> September 2022, at 12:00 PM

R: Halo dek apa kabar ?

I: Alhamdulillah baik mbak

R: maaf ya kalau mengganggu waktunya, boleh tanya-tanya sebentar nggak dek

I: apa mbak

R: apa yang dirasain waktu pelajaran bahasa inggris dek ?

I: senang seru mbak

R: suka bahasa ing gak dek ?

I: suka sih mbak tapi sulit mengerti ngga paham

R: brati kalau disuruh maju takut nggak dek ?

I: berani dong mbak walaupun takut

R: kalau solusi buat speaking apa dek

I: biasa ngomong pakai bahasa inggris mbak kalau gak main game kaya duolingo kaya gtu mbak

R: memang aplikasi itu membantu ya dek

I: lumayan membantu sih mbak buat ngisi waktu luang juga, seru pokoknya mbak bisa belajar bahasa inggris

R: yaudah dek makasih ya buat waktunya, saya kira cukup dek

I: iya sama sama mbak

Researcher : Santi Astuti  
Informant : Rizky Aditya  
Time of interview : 15<sup>th</sup> September 2022, at 12:00 PM

R: Halo dek apa kabar ?

I: baik mbak

R: maaf ya kalau mengganggu waktunya, boleh tanya-tanya sebentar nggak dek

I: iya boleh apa mbak

R: kalo boleh tahu kamu suka pelajaran bahasa inggris gak dek ?

I: enggak mbak

R: kenapa nggak suka dek ?

I: susah mbak beda tulisan sama ucapan

R: brati kalau disuruh maju takut nggak dek ?

I: takut mbak

R: kalau suasana kelas bagaimana dek senang atau membosankan

I: menyenangkan mbak gurunya enjoy

R: lalu solusi buat belajar bahasa inggris apa dek biasanya kamu gimana?

I: aku tanya guru mbak misal disuruh maju ke depan kalo gak tahu inggrisnya aku tanya guru mbak atau temen

R: yaudah dek makasih ya buat waktunya, saya kira cukup dek . wassalamualaikum

I: iya sama sama mbak walaikumsalam.

Researcher : Santi Astuti  
Informant : Keeileenya Jenifer C.  
Time of interview : 15<sup>th</sup> September 2022, at 12:00 PM

R: Halo dek apa kabar ?

I: baik mbak

R: maaf ya kalau mengganggu waktunya, boleh tanya-tanya sebentar nggak dek

I: iya mbak

R: kalo boleh tahu kamu suka pelajaran bahasa inggris gak dek ?

I: suka mbak kan bahasa internasional

R: kalau waktu pelajaran di kelas rasanya gimana dek ?

I: seru mbak tapi kadang bingung

R: kalau guru menjelaskan pakai bahasa inggris tahu nggak dek ?

I: kadang tahu kadang enggak mbak jadi harus memperhatikan pelajaran guru biar mudah memahami

R: kesulitannya apa dek ngomong bahasa inggris

I: kadang saya belibet ngomongnya mbak soale bingung

R: cara kamu ngatasinya gimana dek ?

I: tanya sama gurunya mbak atau gak teman kalau di rumah pakai kamus mbak

R: yaudah dek makasih ya buat waktunya, saya kira cukup dek

I: iya sama sama mbak

Researcher : Santi Astuti  
Informant : Naomi Chrisanta Putri  
Time of interview : 15<sup>th</sup> September 2022, at 12:00 PM

R: Halo dek apa kabar ?

I: Alhamdulillah baik

R: maaf ya kalau mengganggu waktunya, boleh tanya-tanya sebentar nggak dek

I: iya boleh apa mbak

R: gini dek, kalo boleh tahu kamu suka pelajaran bahasa inggris gak dek ?

I: suka mbak

R: kenapa suka dek ?

I: biar aku bisa keluar negeri dong mbak

R: wah pingin sekolah di luar negeri dek ?

I: iya mbak aku ingin lanjut di luar negeri biar bisa sekolah disana sambil jalan-jalan

R: brati orang tua mendukung ya dek ?

I: iya mendukung banget mbak

R: terus kalau disuruh maju begitu pasti seneng ya dek ?

I: seneng mbak walau bingung tapi aku guruku gak galak jadi aku gak takut mbak malah kadang tanya saja sama gurunya

R: kan kamu mau ke luar negeri dek solusinya kamu apa dek biar lancar bahasa inggris ?

I: ya aku belajar terus mbak contohnya dengerin musik, nonton film kalau gak ya ikut ekstrakurikuler sekolah mbak

R: yaudah semangat ya dek makasih buat waktunya

I: iya mbak sama-sama

Researcher : Santi Astuti  
Informant : Sielvia Putri I.  
Time of interview : 15<sup>th</sup> September 2022, at 12:00 PM

R: Halo dek apa kabar ?

I: baik mbak

R: maaf ya kalau mengganggu waktunya, boleh tanya-tanya sebentar nggak dek

I: iya mbak

R: belajar bahasa inggris seru gak dek ?

I: seru dong mbak

R: kenapa kok seru dek ?

I: soalnya gurunya enak mbak jadi gak tegang kalau mulai pelajaran bahasa inggris

R: brati kalau disuruh maju takut nggak dek ?

I: enggak mbak kan dibantu juga sama gurunya

R: ada solusi buat belajar bahasa inggris nggak dek terutama ngomong pakai bahasa inggris ?

I: tanya guru mbak atau gak pakai google translate

R: yaudah dek makasih ya buat waktunya

I: iya sama sama mbak

Researcher : Santi Astuti  
Informant : Laurensia Chelsy F.  
Time of interview : 15<sup>th</sup> September 2022, at 11:00 PM

R: Halo dek apa kabar ?

I: Alhamdulillah baik mbak

R: maaf ya kalau mengganggu waktunya, boleh tanya-tanya sebentar nggak dek

I: iya boleh apa mbak

R: gini dek, kalo boleh tahu kamu suka pelajaran bahasa inggris gak dek ?

I: suka sih mbak

R: kenapa bisa suka dek ?

I: seru mbak tapi agak sulit memahami mbak

R: maksudnya memahami bagaimana dek ?

I: iya memahami artinya mbak jadi harus mikir dulu buat artinya terus baru jawab  
nggak kaya bhs indo

R: oalah begitu terus ada solusi buat ngomong pakai bahasa inggris ?

I: aku biasanya menghafal dulu mbak biar pas ngomong lancar

R: kalau guru nyuruh maju dadakan bagaimana dek ?

I: ya maju mbak cumann ya kalau bisa bahasa inggrisnya ya aku pakai bahasa inggris  
mbak

R: oalah yaudah dek makasih ya buat waktunya, saya kira cukup dek

I: iya sama sama mbak

### Appendix 3: Observation





