

**STUDENTS DIFFICULTIES IN SPEAKING ENGLISH AT SECOND  
SEMESTER OF ENGLISH LANGUAGE EDUCATION STUDY  
PROGRAM AT UIN RADEN MAS SAID SURAKARTA IN ACADEMIC  
YEAR OF 2022/2023**

**THESIS**

Submitted as A Partial Requirements for Writing the Thesis



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*Assalamu'alaikum Wr.Wb.*

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Thank you for the attention.

*Wassalamua'laikum Wr.Wb.*

Sukoharjo, 13 Juni 2023

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## RATIFICATION

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## **DEDICATION**

I would like to dedicate this Thesis to:

1. Firstly I wanna Thank me. I wanna thank me for struggling so far to finish this thesis. I wanna thank me for believing in me. I wanna thank me for never quitting. I wanna thank me to fight laziness. I wanna thank me to always be patient. I wanna thank me for just being me all the times.
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8. My Almamater UIN Raden Mas Said Surakarta

## MOTTO

*“Kerja keras dan ketekunan disertai banyak latihan bisa membawa kita menuju jalan yang kita inginkan.”*

*“Education is not the learning of facts, but the training of the mind to think.” - Albert Einstein*

*“Successful people don't fear failure but understand that it's necessary to learn and grow from.” – Robert Kiyosaki*

*“If you are lazy, be diligent. if you are afraid, courage. If you do not know, ask”. - Mario Teguh*

إِنَّ مَعَ الْعُسْرِ يُسْرًا, فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

*“Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan” (QS. Al-Insyirah: 5-6)*

## PRONOUNCEMENT

Name : M. Zulfi Chairil Anam  
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I hereby sincerely state that the thesis titled **“Students Difficulties in Speaking English at Second Semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023”** is my real masterpiece.

The things out of my masterpiece in this thesis are sined 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, 13 Juni 2023

Stated by,



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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 his deepest thanks to all of those who had helped, supported, and suggested his during the process of writing this thesis. This goes to:

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10. Researcher beloved friend's

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.

Sukoharjo, 13 Juni 2023

The Researcher,

**M. Zulfi Chairil Anam**  
**SRN. 196121111**



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## ABSTRACT

**M. Zulfi Chairil Anam.** 2023. *Students Difficulties in Speaking English at Second Semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023.* Thesis. English Language Education Study Program, Cultures and Language Faculty.

**Advisor : Maria Wulandari, M.Hum.**

Speaking skills is one of the skill that is important for us because these skill to speak can make it easier for us to achieve success in the world of education and the world of work. This study aims to find out what are the difficulties faced by English Language Education Study Program students in speaking English and what are the factors of students difficulties in learning speaking English for the second semester. The theory adopted in this study is the theory from Penny 'Ur, where from the difficulties in speaking English there are inhibition, nothing to say, low or uneven participation and mother tongue use. While to know about factors of students difficulties, the researcher uses Jaya theory, namely Internal and eksternal factors.

This research uses descriptive qualitative with the type of research design used in this research is the case study. Here thirty one students in the second semester from English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year of 2022/2023 has taken as the research subjects for questionnaire and twelfth students has taken for researcher interview subjects. To collect the data researcher used questionnaire and interview the analysis used was in the data reduction, data display, and drawing conclusion and documentation. The researcher used data triangulation method to show trustworthiness of the data.

From the results of the research that the researcher conducted, it was found students difficulties in speaking English that faced such as inhibition about afraid of making mistakes when to speak English, nothing to say because lack of vocabulary , low or uneven participation occasionally the opportunity to speak English, and still frequently using the mother tongue use. As for the cause of learning difficulty factor, there are internal and external factors. According the result from the students, these internal factor such as interest, intelligence, shy or nervous (confident) and external factor such as family environment, student environment, lecturer environment that is all are very influential in supporting their learning process to get success in speaking English.

**Keywords:** *Students Difficulties, Speaking Skills, Internal and External Factors*

## ABSTRACT

**M. Zulfi Chairil Anam.** 2023. *Kesulitan Siswa dalam Berbicara Bahasa Inggris pada Semester Kedua Jurusan Pendidikan Bahasa Inggris di UIN Raden Mas Said Surakarta pada Tahun Ajaran 2022/2023*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Adab dan Bahasa.

**Pembimbing : Maria Wulandari, M.Hum.**

Keterampilan berbicara merupakan salah satu keterampilan yang penting bagi kita karena keterampilan berbicara tersebut dapat memudahkan kita untuk mencapai kesuksesan dalam dunia pendidikan maupun dunia kerja. Penelitian ini bertujuan untuk mengetahui apa saja kesulitan yang dihadapi oleh mahasiswa Prodi Pendidikan Bahasa Inggris dalam berbicara bahasa Inggris dan apa faktor kesulitan mahasiswa dalam belajar berbicara bahasa Inggris untuk semester kedua. Teori yang digunakan dalam penelitian ini adalah teori dari Penny 'Ur, dimana dari kesulitan dalam berbicara bahasa Inggris ada hambatan, tidak ada yang perlu dikatakan, peserta yang rendah atau tidak merata dan penggunaan bahasa ibu. Sedangkan untuk mengetahui faktor kesulitan mahasiswa peneliti menggunakan teori Jaya yaitu faktor Internal dan faktor eksternal.

Penelitian ini menggunakan deskriptif kualitatif dengan jenis desain penelitian yang digunakan dalam penelitian ini adalah studi kasus. Di sini diambil tiga puluh satu mahasiswa semester dua dari mahasiswa Program Studi Pendidikan Bahasa Inggris UIN Raden Mas Said Surakarta tahun akademik 2022/2023 sebagai subjek penelitian untuk angket dan dua belas mahasiswa diambil sebagai subjek wawancara peneliti. Untuk mengumpulkan data peneliti menggunakan angket dan wawancara dimana analisis yang digunakan adalah reduksi data, display data, dan penarikan kesimpulan dan dokumentasi. Peneliti menggunakan triangulasi metode data untuk menunjukkan keterpercayaan data.

Dari hasil penelitian yang peneliti lakukan, ditemukannya kesulitan mahasiswa dalam berbicara bahasa Inggris yang dihadapi seperti hambatan karena takut membuat kesalahan ketika berbicara bahasa Inggris, tidak tahu apa yang harus dikatakan karena kurangnya kosa kata, partisipasi yang rendah atau tidak merata kesempatan berbicara bahasa Inggris yang diberikan, dan masih seringnya penggunaan bahasa ibu. Adapun untuk faktor kesulitan belajarnya yaitu ada faktor internal dan eksternal. Berdasarkan dari hasil yang diambil dari siswa faktor internal seperti minat, kecerdasan, malu atau gugup (kepercayaan diri) dan faktor eksternal seperti lingkungan keluarga, lingkungan mahasiswa, lingkungan dosen, semuanya itu sangat berpengaruh dalam menunjang proses belajar mereka untuk mencapai keberhasilan dalam berbicara bahasa Inggris.

**Keywords:** *Kesulitan mahasiswa, Keterampilan berbicara, Internal dan Eksternal faktor*

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Speaking skills is one of the skill that is important for us because these skill to speak can make it easier for us to achieve success in the world of education and the world of work. Speaking is a way to communicate verbally to convey ideas or notion to others. Speaking skill is a skill that includes vocabulary, grammar, and listening. (Ur, 2006) states of all the four skills, speaking is considered to be able to be the most important skill. Speaking is often the most difficult skill for most English learners to mastered, because they are still not competent in communicating verbally in English (Zhang, 2009). So, speaking in English is not an easy thing because speakers must master and continue to study diligently several important factors, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

In the English language education study program, it is certain that all of the subjects study the ins and outs of material related to English. Assert that the mastery of speaking skill in English is priority for many language learners (Richard, 2008). Not all students majoring in English are proficient in speaking English, especially second semester English language education students, but only a small proportion can be said to be



fluent in speaking English. Even though here, speaking English communicatively is very beneficial for students of English education because in the future after graduation they can compete in the world of work especially when teaching elementary school, junior high school, senior high school or tutoring students will no longer experience difficulties.

The Study Program of English Language Education was chosen as the research subject, because the Study Program of English Language Education requires that as much as possible students are in the process of learning in class with the lecturers, it is best to interact in English, especially when making presentations. Besides that, in the world of work, especially being an English teacher when teaching students, it is also important to use English, even though it does not fully use English, but it is very necessary. In order to be able to compete easily in the world of work, as well as to continue studying at a higher level and to make it easier to get scholarships abroad.

In this kind of situation speaking English fluently will increase self-confidence and certainly one day will be very useful in a students career, however mastery in speaking English itself is also not something that is easy to understand. It is clear that it is necessary to develop good speaking communication skills because this is one of these skill sets and thus all students must be fully supported to acquire these skills. Although speaking is considered a major language skill that students should

improve, it is widely known that they face difficulties in speaking English (Hosni, 2014).

The reason researcher chose this title because there are still many English language education student who have difficulty in learning speaking English, starting from linguistics problem as well as internal and external factor problems faced especially in second semester students at UIN Raden Mas Said Surakarta. Speaking skills are very important and must be mastered by many people in this world, especially English language education students to be able to communicate with other people widely and also be able to understand the things that are on their minds to say. This speaking skill must be possessed by students, because the success of learning to speak can be measured through the ability of students to convey their ideas orally (Wahyuni, et al., 2021).

In general, students still have difficulties in terms of speaking because speaking itself is a productive skill which requires not only understanding but when using English. When researchers carried out pre-research in semester 1 of class H they admitted that they still had difficulties when they wanted to speak English, especially in terms of building self-confidence. In semester 1 they study speaking for informal interactions and the learning conditions are still using online learning in the form of practical video assignments. Speaking for informal interaction provides students with real and appropriate expressions of spoken English

in informal situations for basic level covering introductions and addresses, apologizing, getting information and delivering informal speech and etc.

In semester 2 the researcher carried out pre-research again in class of 2C and in this class they still used online learning as their learning process, they also still had difficulties in speaking English, especially in the pronunciation and vocabulary they had was still limited. In semester 2 they learn about speaking for formal interactions. Speaking for formal interaction is a course that introduces basic concepts and implementation from MC, moderator, seminar presentation, job interview and etc. In semester 3, which is the last year of speaking courses, usually studying speaking for academic purposes. Speaking for academic purpose is the overall term used to describe spoken language in various academic settings. Usually the language used is formal or neutral, and obeys conventions related to genres or activities. This course aims to increase students' knowledge, experience, speaking skills and critical abilities in an academic context. Students will study and practice facing the speaking test on the IELTS test, develop arguments, and etc.

Based on pre-research conducted on March 23 2023, the results of interviews with several second semester students majoring in English Language Education class of 2C that researcher interview, about the difficulties they faced in semester 2 most of them were still not fluent in speaking English, but there were also a few who could already speak English, but they were sometimes constrained and confused by the

vocabulary they had just encountered. This is because most of the students could not speak English before, they had never studied or practiced speaking English which resulted in limited vocabulary they had. Most of them also hone their English skills only in class, when they have finished class only a small proportion of them sometimes hone their skills outside of class. They are also too worried about wrong grammar, especially with the pronouncing of the pronunciation.

Even though they have been declared accepted in the English language education study program, their backgrounds are also different and that is why in one class not all students can speak English fluently. In addition, according to short interviews with students, researchers admit that they still feel embarrassed to say something in English and are afraid of being laughed at if they say the wrong word. Even though they themselves already understand when lecturers or native speakers speak or explain something using English. Whats more, when they are appointed by the lecturer to speaking English they feel nervous, shy and become afraid that they will make a mistake when speaking. Here it is very clear that some students are still not confident and nothing to say something in English.

The researcher show previous research journal study related to this research is the Pratiwi and Prihatini (2021) journal articles. So here the researcher wants to describe the problems and difficulties that existed for students at the University of Muhammadiyah Lampung during the covid

pandemic. The subjects were first semester students in the Department of English Education at the Muhammadiyah University of Lampung. The similarities between the previous research and this research both examine the analysis of difficulties in speaking English and both use a questionnaire as a data collection technique. The difference between previous research and this research is that in the previous study using first semester students as subjects and using observation, while in this study using second semester students as subjects and did not use observation as a data collection technique.

Several researchers have also conducted to this research, one of which is Rahayu (2020) the title is “Students Difficulties in English Speaking Lesson at the Twelfth Grade of SMA N 1 Jatinom in the Academic Year os 2020/2021”. The purpose of this study is to describe the factors that make students difficult in speaking English and using the theory from Ahmadi (2008). Meanwhile, the researcher uses Jaya is theory (2021) to find out the two factors that students difficulties in speaking English at second semester of English language education study program at UIN Raden Mas Said Surakarta in the Academic Year of 2022/2023.

Speaking skills for students majoring in English education in the second semester are like a challenge for them. This is because most of them still cannot mastering speaking English skills, they also come from a variety of different backgrounds, which in the past before they were accepted into the English language education study program they had

never studied English speaking skills. This is because a few who are proficient at speaking English have already studied it before. Also when they go to school they only learn English in general without any special subject matter when they learn English.

So students have to be very adaptable to an environment that only learns about the ins and outs of English, especially English speaking skills. Even though these skills are very important for them in the future and are also important in the world of work as English teachers. In accordance with the explanation above, this study was designed to observe the Students Difficulties in Speaking English at Second Semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023.

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

Identifying the problem is the most important thing to do to start a research process. Based on interviews conducted on the background above, there are many problems with speaking skills in the Second Semester of English Language Education Study Program at UIN Raden Mas Said Surakarta in the academic year of 2022/2023 such as:

1. Students still feel embarrassed to say something in English, for fear of saying something that is not quite right and they are still adapting because they are still in their second semester.

2. Some students understand the meaning of sentences spoken by someone, but some students still cannot understand the meaning of sentences and cannot replaying sentences using English.
3. Students still cannot speak English fluently trying to speak English because of the student still have limited vocabulary they had.
4. Students have internal and external problems, so students need motivation from within themselves and surrounding environment that supports them to learn speaking skills.

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

In this research, the researcher limits the problem about the difficulties speaking English and focused on second semester students majoring in English Language Education by selecting one chosen class subject at UIN Raden Mas Said Surakarta in academic year of 2022/2023. Researcher use questionnaire, interview, and documentation as techniques of collecting the data, learning tends to be assignment based through speaking practice video. In online learning in the second semester, when the video assignments have been completed, an evaluation meeting will be held via google meet at the end of the semester with speaking lecturer. Focus of speaking in the second semester is speaking for formal interactions such as MC, moderator, seminar presentation, job interview and etc. The difficulties here focus on analysis the difficulties of speaking

English when students are in class and also during the teaching and learning process what factors are the students problems.

This research using theory from Penny Ur (2006) focuses on the problem of linguistic speaking difficulties (inhibition, nothing to say, lack of opportunity to speak, mother tongue use) and focus on speaking for formal interaction on learning process in semester 2 that exist in students of English language education study program. And the second theory from Jaya (2021) focusing on two factors that cause them difficulties in speaking English, namely researcher focusing on internal factors (interest, intelligence, shy or nervous) and external factors (family environment, student environment, and lecture environment).

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

Based on the research background of study above, the research problems of the study are formulated into the following questions.

1. What difficulties are faced by the students while speaking English for second semester of the English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023?
2. What are the factors of students difficulties in speaking English for the second semester of the English Language Education Study Program at UIN Raden Mas Said Surakarta in Academic Year of 2022/2023?



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

In accordance with the formulation of the problem listed above, the research states the objectives of the study as follows:

1. To find out the difficulties are faced by the students while speaking English at the second semester English Language Education Study Program at UIN Raden Mas Said Surakarta in the Academic Year of 2022/2023.
2. To find out the factors of students difficulties in speaking English for the Second Semester of the English Language Education Study Program at UIN Raden Mas Said Surakarta in the Academic Year of 2022/2023

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

This research provides many benefits for various groups, such as researchers, students majoring in English Language Education, and lecturers majoring in English.

1. Theoretical Benefits
  - a. The results of this study can be used as a reference by future researchers and as a useful source of relevant information.
  - b. The results of this study are to provide an overview of speaking skills in teaching English at the English Language Education Study

Program at UIN Raden Mas Said Surakarta in the academic year of  
2022/2023

2. Practical Benefits

- a. For students of the English Language Education Study Program
  1. This research can make students majoring in English education aware of the importance of mastering English speaking skills for future teaching and learning activities.
  2. This research can make students majoring in English education aware that most of them still have problems in speaking English skills.
  3. This study can be a problem solving for students majoring in English language education.
  4. This research is intended for students that speaking English is not as difficult as they think and also encourages students to have more confidence to speak English.
  5. This research can help to self-evaluate individual students after they know the problems they face in speaking English.
  6. This research can help students to find out what factors influence their fluency in speaking English, so that they prepare themselves to have good English speaking skills.

b. For English Language Education Study Program Lecturer

1. The results of this study are expected to contribute to lecturers majoring in English education by further motivating their students to be more active in learning to speak English.
2. The results of this study can provide positive input, especially to lecturers in order to design English teaching and learning activities that are more fun and easier to understand for students.

c. For Researchers

1. This research can be used as a reference for future researchers who conduct research with the same problem selection.
2. This research can spur researchers to research, and find difficulties in speaking English through other subjects so that many benefits and variations are produced in the future from research that will be carried out in future studies.
3. This research is expected to provide a lot of information and contribute to researchers, so that there will be many choices for future researchers to do research with the same problem.

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

### **1. Speaking Skills**

Speaking skills are one of the abilities in learning English, in addition to listening, reading, and writing skills. Speaking is a productive skill of language learning (Nirmawati, 2015). Speaking is one way to express an idea, thought, and feeling orally, speaking must have a clear meaning so that the other person can understand it properly. Speaking skills here are taught to students so that when they are speaking they can use English clearly and fluently without any accidental mistakes. This skill has very useful benefits for students, namely it can spur students to have a more confident attitude, especially when speaking English in public.

### **2. Difficulties in Speaking**

Difficulties is a difficult situation when you are experiencing mistakes, obstacles, misperceptions, and errors in an important aspect of learning something you have not mastered. (Lenhard & Lenhard, 2013) state that learning difficulties is an umbrella term for academic problems of different origin, it consists of general learning deficits and low academic performance. As a condition where students cannot study properly, which results in the emergence of several threats, obstacles, or learning disorders.

Meanwhile according to catur widyasworo journal *The Analysis Students Difficulties in Speaking English at the Tenth Grade of Sekolah Menengah Kejuruan 2 Purworejo*, state that when the students speaking in english they did not know certain English vocabularies, they have poor pronunciation, they were afraid of making mistakes, and they were reluctant to speak English (Asworo, 2019).

### **3. Factors of Learning in Speaking**

Students in general, when they are in the process of learning to speak English, will faced several problems caused by influencing factors achieving their goals in English subject. Apart from the problems caused by aspects linguistics , other problems can also originate from psychological factor. According to Haidara (2016), in every learning situation or environment human psychology plays a significant role. English speaking is a language skill that is highly affected by human psychology.

According to Ayu Zulfa Rftriani, Ikhsanudin, and Yanti Sri Rezeki journal *Factors Influencing StudentsSpeaking Difficulties in Giving Oral Presentation*, argues that the main factors is internal and external factors, it shows that internal and external factors have a big effect on students in learning speaking English when giving oral presentation in front of class (Riftriani, et al., 2019).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

##### **1. Review on Speaking**

###### **a. Definition of Speaking**

Speaking is one of the most important activities in everyday life, without speaking we will not be able to know the intentions and goals of our interlocutor. Speaking is a way to express human ideas, thoughts and feelings in spoken form. This skill is the most important skill in learning English (Lestari, 2017). Speaking is an interactive process in which when someone is speaking can make meaning which includes producing, receiving, and processing information in accordance with the ongoing discussion (Torky, 2006).

Cooper (2010) states that speaking can be said to be a productive skill where when someone who is carrying out an activity uses a speech tool successfully, while receptive skill because it must require other people who can listen to what is being said to respond to something that has been heard. previously successfully. That is, participants can express words, ideas, feelings and process information well. The skill of speaking in a second language or a

foreign language is one of the four English language skills, where speakers must be productive in producing words and also being able to phrase utterances into clear sentences and create communication between the two parties. (Yahya, 2013) apart from speaking skills, to measure students' ability to learn English, there are other ways, namely listening, reading, and writing skills which are usually used by teachers to teach.

#### **b. Function of Speaking**

The mastery of speaking skills in English is a priority for many second and foreign language learners. According to Richard, J. C., (2008) there are many functions of speaking in human attitude. The functions of speaking are classified into three, which are:

##### **1) Talk as interaction.**

The communication that we do everyday with other people remains interactional. This refers to what we usually say as conversation. That is interactive communication carried out spontaneously by two or more people. It is about how someone who wants to try to convey his message to others. Therefore, they must use speaking skills to communicate with the other person. The main purpose of this function is related to social relations.

## **2) Talk as transaction.**

The talk as transaction focuses more on the message to be conveyed and makes other people understand the intent and purpose that we want to convey clearly and precisely. So here it refers more to situations where the focus is on what was said and done. The main characteristics of talk as a transaction are:

- a) It has a primary information focus
- b) The primary focus is the message and not the participants
- c) Participants use communication strategies to make themselves easy to understand
- d) There may be negotiations and deviations

## **3) Talk as performance.**

In this case, speaking activities focus more on monologues than dialogues. Talk as performance usually refers to someone who works as a public speaker, such as: teacher, lecturer, and motivator. They think as well as possible before they convey information to many people such as morning talks, public announcements, and speeches. The main features of talk as performance are:

- a) There is a focus on message and audience
- b) It reflects predictable organization and sequence
- c) Form and accuracy matter



### **c. Types of Speaking**

According to Brown, H. D., (2004), there are five basic types of classroom speaking performance:

#### **1. Imitative**

In this type, imitating is the pronunciation of words, phrases and sentences which are the main criteria for testing and assessing. Mimicking focuses on certain elements of language form. An example of a speech imitation test is the word repetition task.

#### **2. Intensive**

Students' speaking performances shape many phonological and grammatical aspects of the language. Teachers usually often give orders to make group assignments, such as reading comprehension classes. Examples of intensive assessment tasks are dialogue, sentence completion, reading aloud, directed response tasks, and jigsaw puzzles.

#### **3. Responsive**

Speaking it self is part of responding to questions and comments from teachers and students, providing instructions and directions in the teaching and learning process. Examples include paraphrasing, giving directions and instructions, asking questions and giving answers.

#### **4. Interactive (dialogue)**

Interactive conversations are similar to responsive, but the difference is that they vary in length and complexity, and may involve many exchanges of conversation with participants. Interpersonal conversation aims to build social relations between the speaker and other people while explaining their ideas and opinions. The show includes interviews, role plays, discussions, debates and much more.

#### **5. Extensive (monologue)**

The teacher gives long monologues to students in the form of oral reports, summaries, short stories and speeches. Extensive or monologues have very limited or completely excluded opportunities for verbal interaction from listeners.

#### **d. The purpose of Speaking**

Here, speaking has a purpose. That is because speaking is an important tool for conveying ideas to the masses about what the speaker is saying. And here are four important points regarding the purpose of speaking according to Tarigan (2008):

##### **1) To inform**

The speaker conveys and shares ideas, information, processes emotions and opinions, and tries to convey knowledge and goals that contain certain facts to his listeners.

## **2) To entertain**

The speaker wants the listener to feel more satisfied with the material chosen because of its entertainment value. In situations like these, people can entertain others by telling funny stories, jokes or humor.

## **3) To persuade**

The speaker tries to emphasize and make the listener actually do something. For example, students who are still confused about learning topics become more understanding of learning topics and actively participate in learning activities. The activity requires actions that make the listener feel understood and interested in taking the action the speaker wants.

## **4) To discuss**

Speakers want to discuss something because the purpose of speaking is to make decisions and plans. Discussions here can increase student interest because they have to solve problems according to the problems raised by the teacher in the ongoing discussion.

### **e. The Elements of Speaking Aspect**

There are five elements of speaking skills according to Brown (2005), concerned with comprehension, vocabulary, grammar, pronunciation, fluency.

### **1) Comprehension**

When communicating orally, of course, requires a speaker and listener. This is because understanding can provide the information they want. If students have a good understanding of learning, it will certainly help improve their understanding, which is to read a little, write, or listen to someone speak and then ans

### **2) Vocabulary**

Vocabulary is the most basic element in language. Vocabulary has the appropriate diction meaning used in communication. It includes single words, set phrases, variable phrases, phrasal verbs and idioms. Without having a vocabulary, a person cannot communicate effectively and also cannot express their ideas, both in oral and written form. So based on this explanation, one must first master vocabulary to learn English in order to be able to speak English and write English correctly.

### **3) Grammar**

Grammar is a logical and structured rule in a language, which can be in the form of pronunciation, meaning, and linguistic history that regulates the arrangement of sentences, phrases, and words. This is necessary for students to be able to compose sentences correctly and easily understand. The use of

correct grammar will naturally gain the expertise to arrange language in forms well orally and in writing.

#### **4) Pronunciation**

Pronunciation is an act or opportunity for the speaker to produce a clearer speech when someone is speaking. It deals with phonological processes related to grammatical components. The grammatical component consists of the elements and principles that determine how variations and sound patterns in a language occur. This includes segmental features, vowels, consonants, word stress, pitch, and intonation patterns. Therefore, if a speaker wants to be fluent in English, he must be able to pronounce the phonemes correctly, use appropriate accent patterns and intonation, and speak coherently. A speaker must be able to articulate words and produce physical sounds that have clear meaning.

#### **5) Fluency**

Fluency can be defined as the ability to speak freely and spontaneously. Simply put, fluency is the ability to speak freely without excessive hesitation. Speaking fluently, requires the speaker to be able to convey the message in every possible way and ability, regardless of the deficiencies that exist.

## **2. Difficulties Faced by the Students in Learning Speaking English**

A problem that has often been discussed in the literature concerns the level of proficiency in the EFL language of Indonesian students. Several reports show that Indonesian language learners in general have not reached a good level of spoken English proficiency. Sayuri (2016) found that students majoring in English had many mistakes when speaking. Errors include pronunciation (eg, tenses, choice), fluency (eg, frequent, repairs), and interactive communication (eg, difficulties in getting the meaning).

From the explanation above, the researcher takes the theory from Penny Ur (2006) which is classified into four parts which include linguistic problems.

There are four difficulties in speaking according to Ur (2006):

### **a. Inhibition**

One of the problems students often face is inhibition. When students want to try to say something in a foreign language in class, they are often hampered. They feel worried about making mistakes, afraid of being criticized or losing face, or just embarrassed if people pay attention to them when they say something. Another difficulty regarding barriers here is not such as reading, writing and listening activities, and speaking requires some level of clear time exposure to the audience.

Littlewood (2007) asserts that a foreign language classroom creates inhibitions and anxiety easily.

**b. Nothing to Say**

Even when they have no inhibitions, many students often complain that they have trouble thinking of anything to say. They do not have a pattern for expressing themselves beyond the feelings of guilt they should express. It is difficult for many students to respond when the teachers ask them to say something in foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly Baker & Westrup (2003).

**c. Low or Uneven Participation**

In a large group, each student will not have much time to talk because usually only one participant can speak at a time so that the others just listen. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while other speak very little or not at all Hosni (2014). The students do not have the same opportunity to speak English. It could also because lecturer do not provide opportunities for students to speaking English in class.

**d. Mother Tongue Use**

In any class, or a number of students use the same mother tongue, they may tend to use it because it is easier and feel

awkward to speak to each other in a foreign language. Here they are also less exposed if they speak their mother tongue. When they speak in small groups, it will be very difficult to get several classes, especially those who lack the discipline or motivation to maintain the target language. Harmer (2011) shows that the reason students use their mother tongue is when students discuss unknown topics so students use their mother tongue.

### **3. The Cause Factors of Learning Difficulties in Speaking English**

In learning each student has been experience their own difficulties, especially in speaking English. According to Jaya (2021) there are two factors, namely internal and external factors.

#### **a. Internal Factors**

Internal factors are all the potential that exists within a person, usually in the form of attitudes as well as traits that are inherent in a person.

##### **1. Interest**

Interest is an initial capital that must be possessed by students to learn something. If a student does not have his own interest in learning something he wants, then the learning process will not be carried out as it should. Interest is a powerful motivational process that energizes learning, guides



academic and career trajectories, and is essential to academic success (Harackiewicz, et al., 2016).

## **2. Intelligence**

In the same class, it is certain that each student has a different level of intelligence, therefore not all students can understand the material provided by the lecturer simultaneously. Each student is unique because they have different intelligence difficulties from one another. Students who have a high level of intelligence will more quickly grasp the material more easily and quickly. Intelligence is one of the factors which may affect second/foreign language learning about which there is a debate among researchers (Ghoncepour, & Moghaddam, 2018). Therefore intelligence is also important for students so they can improve understanding when learning speaking.

## **3. Shy or nervous (Confident)**

One of the other internal factors that causes students to be less able to speak English is shy or nervous. Shyness or nervousness can occur because students have experienced failure when speaking English and cause students to worry about making mistakes. Students may also not be used to speaking in public, especially when they speak a foreign language as their means of communication. Speaking in front

of people is one of the phobias that students commonly encounter and embarrassment will make students minds go blank or they will forget something that they wanted to convey before (Baldwin, 2011). This is also part of their daily life, if basically they are introvert or anti-social then it will be a little difficult for them to adapt in the situation of class.

## **b. External Factors**

External factors are everything that exists outside of a person, usually includes the environment around which something is happening and also includes the people closest to the individual.

### **1. Family environment**

The family environment is one of the important factors for students to learn to speak English. However, when they are in the family environment, on average, they will definitely not practice speaking English, because they only use their mother tongue in their daily life. There are not many families whose daily language uses a second language in Indonesia, especially English, only a few parents teach their English to speak since their children are small. Therefore, students become confused about improving their English speaking skills when they are already in a family environment.

## **2. Student environment**

The next external factor came from the student environment. In a student environment, usually when learning speaking inside or outside the classroom is supported by the students in it, they usually learn to speak English with their close friends. However, it is very unfortunate that most of them learn to speak English only when learning in class. Even then, in class some students would laugh when students who were learning to speak English made a mistake, it became an obstacle from the outside that caused students to have difficulty learning to speak English.

## **3. Lecturer environment**

In a lecturer environment, things that can cause students to have difficulty learning to speak English are when lecturers teach in a way that their students do not like. Such as a way of teaching that is too rigid, too serious, and lacks motivation, and so on which will make the classroom atmosphere less effective and conducive and make students feel less comfortable understanding the material provided.

## **B. Previous Studies**

In this study, researcher found other previous studies that are relevant to research on Student Difficulties in Speaking English at the First Semester of English Language Study Program:

The first previous study from Baiq Rahmawati Yendra (2018) in her research about *An Analysis of Students Problems in Speaking Skills Faced by The First Semester of The Twelfth Grade at SMAN 3 Kotabumi Lampung Utara in The Academic Year 2017/2018*. What was found from this study were students who had a limited vocabulary, students were confused to pronounce words into English, lack of grammar, had difficulty speaking fluently and also had difficulty understanding a word said by the speaker. Students use their mother tongue more often. Students also have psychological factors such as lack of confidence, fear of making mistakes, anxiety, embarrassment and lack of motivation which can prevent them from practicing speaking English.

The second previous study from Huwari Ibrahim Fathi (2019) with the title *Problems Faced by Jordanian Undergraduate Students in Speaking English*. Speaking in English is a problem faced by EFL/ESL learners, particularly in Arabic countries. Research on students' speaking skills in English for non-English speaking countries such as Jordanian is limited. The researcher carried out a qualitative case study which explored the problems faced by Jordanian undergraduate students at Zarqa University (ZU) while speaking English inside the classroom. The

participants of this study consisted of Jordanian undergraduate students at ZU, who are enrolled in an English language and literature major in their first year of studies. All of them share the same mother tongue and the same specialization. The researcher interviewed twelve students, then analysed them. The findings were divided into four main themes with different sub-themes: linguistic matters (like pronunciation, grammar, vocabulary), psychological factors (inhibition, lack of motivation), learning environment (topics of speaking modules, limited time), lack of practising.

The third previous study from Sri Wahyuningsih and Muhamad Afandi (2020) in their research about *Investigating English Speaking Problems: Implication for Speaking Curriculum Development in Indonesia*. This study aims to investigate some of the problems in English that are already known by English students majoring in English education at IAIN Kudus and explored some of the implications for developing a curriculum in speaking in the English education department. This study used a descriptive qualitative approach and data were taken from semi-structured interviews, observations and Focus Group Discussions (FGD). The results of the analysis reveal that the problems faced by students in the English department when speaking English include a lack of mastered vocabulary, a lack of choosing the right vocabulary when speaking, incorrect pronunciation of words, lack of grammar, lack of English input

outside hours lessons or outside the classroom, lack of self-confidence and lack of English-language curriculum development.

The fourth previous study from Lia Wiyana (2021) in her research about *An Analysis On Students Difficulties Of Speaking Encountered By EFL Learners (A Descriptive Study on Third-Semester Students of English Education Department Faculty of Teacher Training and Education Pancasakti University Tegal in Academic Year 2020/2021)*. This research was conducted with the aim of knowing the causes of speaking difficulties in students. There are more than one factors that affect students' speaking skills. One of them is a lack of self-confidence. Lack of self-confidence makes students reluctant to speak or express their opinions in public, teachers, or classmates. And according to the results of the data obtained, it can be concluded that the cause of student difficulties is lack of self-confidence as the highest cause (13%), pronunciation is the second factor causing difficulty speaking (12%), then there is vocabulary, fear of making mistakes and lack of motivation in the next factor causes difficulty speaking (11%), shyness (10%), grammar (9%), understanding and anxiety (8%), and fluency (7%). As a result of the above self-doubt generally leads to difficulties in speaking English.

The last previous study from Joko Prayudha (2023). In his research about *The Analysis of Students Difficulties in Speaking English through Voice Note*. The role of technology in the world of education cannot be separated because technology is actually the result of education and

learning process. The use of technology becomes a support in the implementation of a success in teaching and learning activities. One of the technologies that can be used in learning English is to use a platform or voice note feature. Therefore, this study examines students' difficulties in learning English through voice note technology. The method used in this research is qualitative using a descriptive approach. Data were obtained through observation and interviews related to students' problems and obstacles in speaking skills using voice notes. The data were analyzed in a descriptive way by following the stages of data reduction, data display and conclusion. The results showed that students' difficulties in speaking skills were divided into two, namely internal and external. Internal factors include lack of self-confidence, courage, inspector, lack of understanding of English vocabulary. While external factors include technological sophistication, internet quota, learning resources or references.

***Table 2.1 Similarities and Differences Between Previous Studies and this Research***

<b>No</b>	<b>Previous Study</b>	<b>Similarities</b>	<b>Differences</b>
1	Baiq Rahmawati Yendra (2018). <i>An Analysis of Students' Problems in Speaking Skills Faced by The First Semester of The Twelfth Grade</i>	Both of the studies discussed problems in speaking English, using qualitative methods as research methods,	The subject is used in the first semester of twelfth grade at SMAN 3 Kotabumi, North Lampung, while this research examine English Language

	<i>at SMAN 3 Kotabumi Lampung Utara in The Academic Year 2017/2018.</i>	also using interviews and questionnaires as research data.	Education Study Program Students at UIN Raden Mas Said.
2	Huwari Ibrahim Fathi (2019). <i>Problems Faced by Jordanian Undergraduate Students in Speaking English.</i>	Both of the studies discussed problems in speaking English, using qualitative method as research method, and using interview as techniques of collecting the data.	The subject is used Jordanian undergraduate students at Zarqa University, while this research examine English Language Education Study Program Students at UIN Raden Mas Said.
3	Sri Wahyuningsih and Muhamad Afandi (2020). <i>Investigating English Speaking Problems: Implication for Speaking Curriculum Development in Indonesia.</i>	Both of these studies both discuss the problem of difficulties in speaking English, and also use interviews as research data.	The subjects were students majoring in English from IAIN Kudus and, while the subjects were second semester students from English Language Education Study Program at UIN Raden Mas Said Surakarta.
4	Lia Wiyana (2021). <i>An Analysis On Students Difficulties Of Speaking Encountered By EFL Learners (A Descriptive Study on</i>	Both of these studies examined the difficulty of speaking English, took students majoring in	The research subjects were third semester students of the English language education faculty, while this study used second semester



	<i>Third-Semester Students of English Education Department Faculty of Teacher Training and Education Pancasakti University Tegal in Academic Year 2020/2021.</i>	English as subjects and used qualitative research as their research method.	students of English Language Education Study Program as research subjects. In addition, the Wiyana study used a questionnaire as an instrument and research data, while this study used interviews and a questionnaire as research data.
5	Joko Prayudha (2023). <i>The Analysis of Students Difficulties in Speaking English through Voice Note.</i>	Both of the studies examine the difficulty of speaking English and use qualitative research as their research methods.	This study aims to determine the difficulty of speaking English for vocational students at Bengkulu University through voice notes, while this study uses questionnaires and interviews to determine the difficulties of speaking English for second semester students of the English Language Education Study Program at UIN Raden Mas Said Surakarta.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The research method used is qualitative research. This was chosen to facilitate and assist researcher in achieving their research objectives, namely to reveal difficulties in speaking English for Second Semester students of English Language Education Study Program at UIN Raden Mas Said Surakarta. Qualitative research is a process of scientific research aimed at understanding the problems that exist in humans in social contexts by creating a comprehensive and complex picture to be presented reporting detailed views of information sources, and carried out in natural settings without intervention from researcher (Creswell, 2008 ). There are five main types of qualitative research designs namely narrative research, phenomenological research, grounded theory research, historical research, and case study research (Renjith, et al., 2021).

The type of research design used in this research is a case study. The case study is a research methodology that helps in the exploration of a phenomenon in some particular context through various data sources, and it undertakes the exploration through a variety of lenses to reveal multiple facets of the phenomenon (Baxter, & Jack, 2008). The case study simply means the process of in-depth, detailed investigation or

examination of a particular or special event that occurred. The word case contained in a case study can refer to a unit, individual, group, event, organization, behavior or a program. The aim is to get to the point where the understanding, description of the entity becomes detailed. The researcher believes that the research carried out will gain a detailed and in-depth understanding of a phenomenon, and the reason why the researcher himself chose this research is to find out the difficulties in speaking English students from this research data through the results of transcription data from questionnaire and interview. The information obtained about the difficulties of speaking English for students majoring in English education and internal and external factors of learning difficulties for students obtained from opinions, answers and questions.

## **B. Research Setting**

### **1. Place of Research**

This research has been conducted at Raden Mas Said State Islamic University of Surakarta in English Language Education Study Program in the Academic Year of 2022/2023. Raden Mas Said State Islamic University Surakarta is located at Jl. Pandawa Pucangan Kartasura – Sukoharjo, 57168, Central Java. Raden Mas Said State Islamic University (UIN RMS) Surakarta, which has formerly named Surakarta State Islamic College (STAIN) which later changed its status to Surakarta State Islamic Institute (IAIN), is an Islamic state university within the Ministry of Religion of the Republic of Indonesia

which is located in Sukoharjo Regency, Central Java. IAIN Surakarta has been upgraded in status and changed its name to UIN Raden Mas Said Surakarta based on the Presidential Regulation of the Republic of Indonesia Number 42 of 2021 dated 11 May 2021. UIN Surakarta has been named Raden Mas Said, the real name of Mangkunegara I, a Duke of Surakarta Sunanate and a National Hero of Indonesia.

## 2. Time of Research

The research is carried out at English Language Study Program UIN Raden Mas Said Surakarta on October 2022 until 2023

*Table 3.1 Timeline of Research Thesis*

No	Month	Title Accepted	Pre Research	Write Research Proposal	Seminar Proposal Thesis	Collecting and Analysis of the data	Munawar
1.	October 2022						
2.	November 2022						
3.	December 2022						
4.	January 2023						
5.	February 2023						
6.	March 2023						
7.	April 2023						
8.	May 2023						
9.	June						

	<b>2023</b>						
10.	<b>July 2023</b>						
11.	<b>Septem ber 2023</b>						

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

The research subjects and informants in this study totaled thirty-one students, consisting of 6 male students and 25 female students in the second semester of class C from the English Language Education Study Program at UIN Raden Mas Said Surakarta in academic year of 2022/2023. The researcher have a reason for choosing class of 2C from the English language education study program as a place to conduct research because it was to find out what difficulties faced students from that class had. Also the researcher wants to know what factors of students learning difficulties to speak English in the class.

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

#### **1. Data**

The data is empirical evidence collected by the researcher from the participants to answer the research questions (Nasution, 2019). In the form of words, sentences or phrases in the form of questions and answers that is called research data.

## **2. Source of the Data**

The data source for this study with 31 students at second semester in class of C from English Language Education Study Program at UIN Raden Mas Said Surakarta. The sources of data obtained for qualitative research can come from various sources including participatory observation, in depth interviews, study of documents and artifacts, and audiovisual record (Creswell, 2012).

Primary and secondary data are used in this study as two sources of data. Primary data was collected from interviews conducted with 12 students class of 2C English Language Education Study Program at UIN Raden Mas Said Surakarta and questionnaire 31 of the total number of students in the class of 2C.

In addition, secondary data exists in relevant journals, thesis proposals or articles, and other relevant sources to support this research.

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

There are several techniques used to collect data, namely as follows:

### **1. Questionnaire**

According to Dewi & Sudaryanto (2020) a questionnaire is a measuring tool used to measure an event used by researcher. The questionnaire itself consists of several question items that are has prepared with the answer choices that have been provided, therefore the selected respondents can provide answers according to their

original circumstances (Widi, 2011). Based on the opinion above, it concluded that the questionnaire is a list of written questions answered by students, so that it used as information from all the answers obtained. The use of an online questionnaire using the Google form in this study. According to Creswell (2012) there are three types of questions:

- a. Close-ended questions: The researcher asks a question and provides predetermined answer choices to the respondent.
- b. Open-ended questions: Questions to which the researcher does not provide answers, but the respondents provide their own responses to the questions.
- c. Semi-open questions: Questions that have all the advantages of open and closed-ended questions. The technique is to use close ended questions and then ask for additional responses in open questions.

In this study, the researcher use close ended questions. Closed ended questions are interpreted as a type of question in which the respondent will choose from a series of predetermined answers, such as "yes/no" or between multiple choice questions, and later the results of the questionnaire strengthened again by following the results of interview. The questionnaire in this study contained 10 questions, which later from 31 students of class 2C English

Language Education Study Program to answer the questions according to the choices that had been determined.

*Table 3.2 Blueprint Questionnaire Items*

No	Problem of Research	Aspects	Questions	Chosing One Answer
1.	<b>Challenges Faced by the Students in Learning Speaking English.</b>	<b>Inhibition</b>	1. What do you feel when you speak English?	<input type="radio"/> Afraid of speaking wrong <input type="radio"/> Feeling confused <input type="radio"/> Difficult to understand <input type="radio"/> Very excited <input type="radio"/> Hesitating to speak
			2. What are the inhabitation that you experience in speaking English?	<input type="radio"/> Shyness <input type="radio"/> Afraid for criticized <input type="radio"/> Difficulties to understand vocabulary and grammar <input type="radio"/> No believe in self to speak <input type="radio"/> Environment not enough support for interact use language English
		<b>Nothing to Say</b>	3. What makes you difficult when you want to speak English?	<input type="radio"/> Did not get any ideas <input type="radio"/> Do not know the pronunciation of the word <input type="radio"/> Lack of vocabulary <input type="radio"/> Use of grammar <input type="radio"/> Use



				expression
			4. I feel afraid if asked by the lecturer to come forward to show the results of my work in English?	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neutral <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
		<b>Low or Uneven Participation</b>	5. Lecturers or groups of friends always give me the opportunity to speak English in class?	<input type="radio"/> Strongly often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Strongly never
			6. Can you understand the material explained by the lecturer in English but you can not give feedback in English?	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neutral <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
		<b>Mother Tongue Use</b>	7. Do you find it difficult to find new words to say?	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neutral <input type="radio"/> Disagree <input type="radio"/> Strongly disagree
			8. Do you often use Indonesian or your own language when the lecturer asks you to speak English?	<input type="radio"/> Strongly often <input type="radio"/> Often <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Strongly often
			9. When you feel very angry, do you immediately like to use Indonesian?	<input type="radio"/> Strongly like <input type="radio"/> Like <input type="radio"/> Neutral <input type="radio"/> Did not like <input type="radio"/> Strongly did not like
2.	<b>The Cause Factors of Learning Difficulties in</b>	<b>Internal Factor and External</b>	10. Are the environment and your self is one of the important	<input type="radio"/> Strongly agree <input type="radio"/> Agree <input type="radio"/> Neutral

	<b>Speaking English.</b>	<b>Factors</b>	factors for the success of learning to speak English?	<input type="radio"/> Disagree <input type="radio"/> Strongly disagree
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## 2. Interview

One important technique used by researcher to the collect the data in qualitative research is interview. According to Lathief (2015), interview are a data collection tool that involves direct verbal interaction between individuals. Interviews are used so that researcher know more about the things that are owned by respondents. This data collection technique is based on self-report, or at least the knowledge and beliefs of a person. The data is saturated if no new information is obtained. An indicator of data saturation is when there is replication or repetition of information obtained from different participants (Creswell, 2010). Before conducting the interview, make sure you have made an appointment and the researcher has prepared an interview guide along with questions about daily activities, daily routines, family members, and educational background.

The purpose of conducting interview is to obtain information about the difficulties faced by students in speaking English and also to know about factors make student difficult to learn in speaking English. In this study, researcher has been interview 12 students for the English Language Education Study Program class of 2C at UIN Raden Mas Said Surakarta. Data becomes saturated after the first twelve informants, and even the basic themes were purposed after as early 6

informants in homogeneous groups (Guest, et al., 2008). This is consistent with my own experience during a recent CEO study where saturation occurred around 11 participants (Latham, 2013). By using interview, researcher find out more about the participants in explaining the situation and conditions in the place. The results of the research interview are in the transcript and descriptions form.

*Table 3.3 Blueprint Interview Guidelines*

No	Problem of Research	Aspects	Questions
1.	<b>Challenges Faced by the Students in Learning Speaking English</b>	<b>Inhibition</b>	1. How do you feel when showing your work or speaking in English in a class where you are not used to speaking English?
			2. What obstacles did you face when speaking English in class?
		<b>Nothing to Say</b>	3. What things make it difficult for you to speak English, such as lack of ideas or lack of vocabulary?
			4. Would you be afraid if your lecturer asked you to come forward to speak in English when presenting your work?
		<b>Low or Uneven Participation</b>	5. Do your lecturers and group mates always give you the opportunity to speak English in class?
			6. Have you been able to understand the material that has been explained by your lecturer in English or are there still difficulties in understanding it?
			7. Do you find it difficult to pronounce the new vocabulary you found, why?
			8. When you have understood what was conveyed and described by

		<b>Mother Tongue Use</b>	the lecturer, have you fully answered using English? 9. When you are feeling really nervous, what language do you spontaneously use, is it Indonesian or Indonesian-English or your own regional language?
<b>2.</b>	<b>The Cause Factors of Learning Difficulties in Speaking English.</b>	<b>Internal and External Factors</b>	10. Are the environment and yourself a very important supporting factor for the process of learning to speak English, for example internal factors such as interest, intelligence, shyness and external factors such as the family environment, student environment, and lecturer environment can influence you to learn?

### 3. Documentation

According to Sugiyono (2012), states the document is record of event in the form written, pictures, or monumental work. Researcher use documentation to obtain the data. Documentation of this research is in the form of screenshots of student assignment video collection activities. All documents in this study are written information about material lesson plans for teaching speaking for formal interaction in the second semester.

### F. Research Instrument

The research instrument referred to in qualitative research is in the form of tools used in collecting observation data, interviews, and documents (Kaharudin, 2021). A research instrument is a device to obtain

information or data that is relevant to a research project that carried out by someone. The instrument is methodological research tool has used research. The main instrument is the researcher himself. At this stage of qualitative research, a questionnaire items already prepared by the researcher, interview guideline to collect the data and documentation to obtain the data. In addition, there are supporting tools used for research, namely Google forms, whatsapp, cellphones, books, and pens.

#### **G. Trustworthiness of the Data**

Triangulation is an attempt to check the correctness of data or information obtained by researcher from various different points of view by reducing as much as possible the bias that occurs during data collection and analysis (Rahardjo, 2010). Validity has been one of the strengths of qualitative research and depends on determining whether the findings are accurate or not depending on the point of view of the researcher, participant, or reader. (Bachri, 2010) There are five ways of triangulation, there are; source triangulation, time triangulation, theory triangulation, researcher triangulation, and method triangulation.

##### **1. Source triangulation**

Triangulation of sources means that researchers will compare and check the credibility of the information found in the information obtained and compare it with documents.

## 2. Time triangulation

Time triangulation means that researchers will validate data related to changes in human processes and behavior, because over time it will change. Therefore researchers need to make observations and observations that are repeatedly made to obtain valid data.

## 3. Theory triangulation

Theory triangulation means that the researcher performs a checking technique by looking for a standard comparison of an analytical explanation as supporting data to obtain valid evidence from the research results.

## 4. Researcher triangulation

Researcher triangulation means that researchers will re-check the credibility of the data by the researchers themselves or other researchers who can be more than one researcher, but before that the research team needs to make an agreement in determining the criteria/reference.

## 5. Method triangulation

Method triangulation means that researcher will check the credibility of research data and data sources, which is done by using more than one data collection technique and analyzing it with the same method.

In this study, the research used the trustworthiness of the data, namely the Method triangulation, so that researcher will check the

credibility of research results and data sources from various methods such as interviews and questionnaires used to obtain the validity of precise and detailed information to complete a description of certain information that results in the form of text or transcript. Documentation is needed to complete this research and as evidence that process of learning speaking through online class video assignment.

## **H. Techniques of Analyzing the Data**

In this study, using qualitative research analysis to analyze the data. That there are three components in the data analysis model according to Miles and Huberman (1994), namely:

### **1. Data reduction**

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming data that appears in written field notes and transcriptions. In this study the researcher read the results of written interview and questionnaire data which would then be selected, modified and simplified according to the required data.

### **2. Display data**

Display data is the process of having a collection of organized and dense information that allows drawing conclusions and or taking action. From the display of these data, it will help researchers to understand what is going on. In this step, the researcher displays data

about the speaking difficulties of students in the second semester of the English Language Education Study Program.

### 3. Drawing conclusion

Drawing conclusions is by explaining briefly about the journey that has been carried out again in field notes or it could also go through and describe it again with arguments and a long review. In short, research has been provide analysis results based on the formulation of the problem where valid data can be concluded from all data. In this study the researcher concluded that valid data was obtained from all the data that had been obtained. Here conclusions can be drawn in the form of a brief explanation with arguments and lengthy reviews.

To analyze and interpret the data that obtained from the questionnaire, researcher use a simple formula. The data obtained has been presented using the formula below.

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

P= Percentage

F= Frequency of responden

N= Number of sample

100%= Constants value



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the research findings and discussion data based on the theory described in chapter II. The purpose of this study was to analyse the students difficulties in speaking English at second semester of English language education study program at UIN Raden Mas Said Surakarta in academic year of 2022/2023. The research findings based on data collected by researcher, namely questionnaires and interviews with students class of 2 C.

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

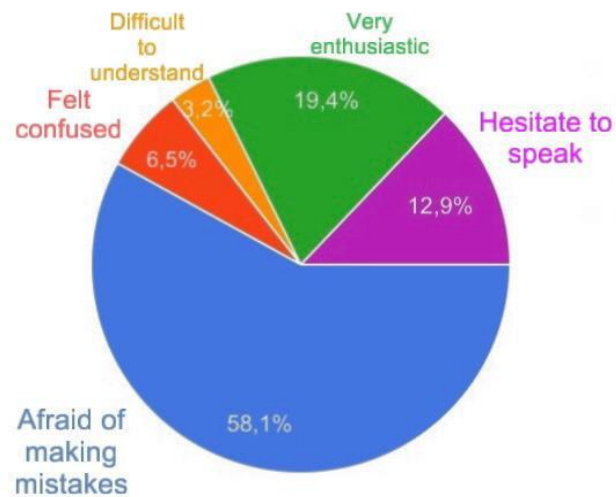
##### **1. Difficulties students in speaking English**

###### **a. Inhibition**

On the results of the questionnaire, the researcher gave two questions related to inhibition. Inhibition is one of the difficulties that occur in students, especially when students are learning to speak English. For the first question asking about the feelings of how students feel when they speak English but in a position where they are not used to speaking English.

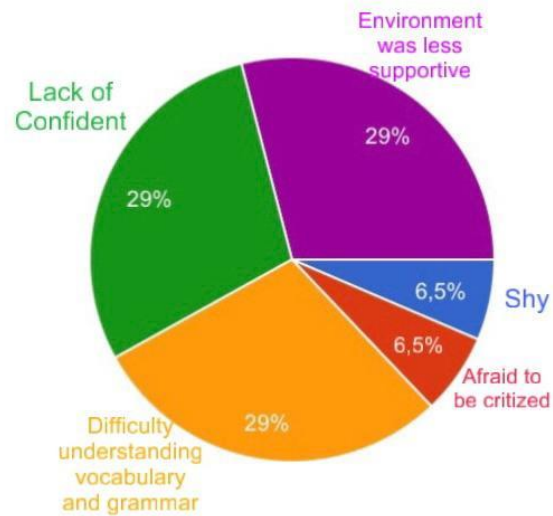
1 student (3.2%) answered that they still found it difficult to understand the lessons and speak English given by the lecturer. 2 students (6.4%) answered that they felt confused about the material or words when they were going to speak English. 4 students (12.9%) still feel hesitant to speak English. 6 students

(19.3%) felt very excited when they learned to speak English. 18 students (58.1%) answered that they were still afraid of making mistakes when they wanted to speak English.



*Figure 4.1 Frequency Inhibition how students feel when they speaking English*

For the second question about the inhibition they often experience when students speak English. The result is that there are 2 students (6.4%) who feel embarrassed to speak English. 2 students (6.4%) are afraid of being criticized if they speak English. 9 students (29%) still find it difficult to understand vocabulary and grammar in English. 9 students (29%) lack the confidence to speak English and 9 students (29%) have an unsupportive environment to interact using English.



*Figure 4.2 Frequency Inhibition how students often experience when they speaking English*

From the results of the interview that the researcher conducted with several students of the English Language Education Study Program class of 2C about their difficulties and inhibition that were not used to speaking English. This was proven when the researcher asked what students felt when presenting their work in English here, the first subject answered

RSP : *“Kalau aku sendiri yang pertama merasa nerves ya kak, ngerasa panik dan juga keringet dingin karena terlalu gugupnya.”*

Then when asked about the inhibition she faced, she answered

RSP : *“Hambatannya tuh ya kak yang ku rasain gak percaya diri buat mengatakan sesuatu dalam bahasa inggris, dikarenakan juga akunya nerves banget kak jadi kacau deh”*.

So here it means, he has chaotic feelings such as nerves, panic and nervousness which makes him not confident and he is afraid of being wrong when speaking English.

Another result was found in the third subject, the thing she felt when presenting her work and she answered

*FC : "Perasaanya biasa aja si kak, karena kalau aku sendiri merasa sudah punya basic dan terbiasa saja dari semester satu, jadi sudah tidak merasa takut lagi untuk mencoba berbicara dalam bahasa inggris. Hanya saja paling aku kesusahan di kosa kata yang saya miliki".*

Then the inhibition she faced, she replied

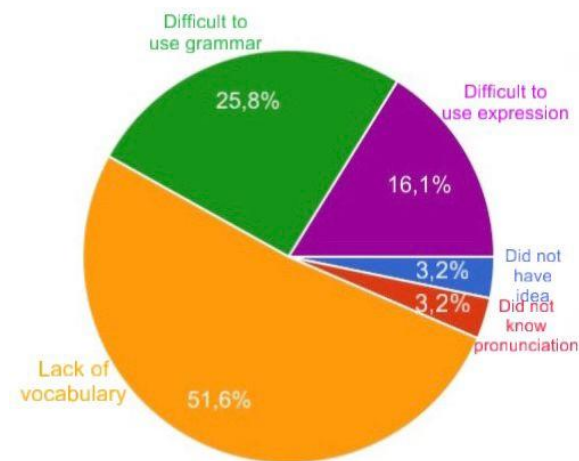
*FC : "Hambatan yang saya rasakan sih lebih ke takut salah pengucapan ya kak, apalagi saya juga kurang bisa memahami ucapan yang saya dengar dalam bahasa inggris itu gimana penyebutannya yang benar. Terus juga kosa kata ku minim banget kak.".*

That means she has started to get used to speaking English but she also still feels doubtful and afraid when she is speaking English and then mispronounces it.

#### **b. Nothing to say**

On the results of the questionnaire the researcher gave two questions related to nothing to say, about what difficulties make it difficult for students to speak English. 1 student (3.2%) still did not know the pronunciation of the word they had just encountered. 1 student (3.2%) did not get an idea about what words they wanted to convey or speak in English. 5 students

(16.1%) found it difficult to use expressions when speaking English. 8 students (25.8%) have difficulty using grammar when they want to speak English. 16 students (51.6%) still lack vocabulary in English.



*Figure 4.3 Frequency Nothing to say what makes it difficult for students to speak English*

The next question is about they are afraid if the lecturer ask them to speak in English or present the results of their work in front of the class. 0 students (0%) answered strongly agree. 0 students (0%) answered strongly disagree. 2 students (6.4%) answered disagree. 13 students (41.9%) answered agree. 16 students (51.6%) answered neutral.

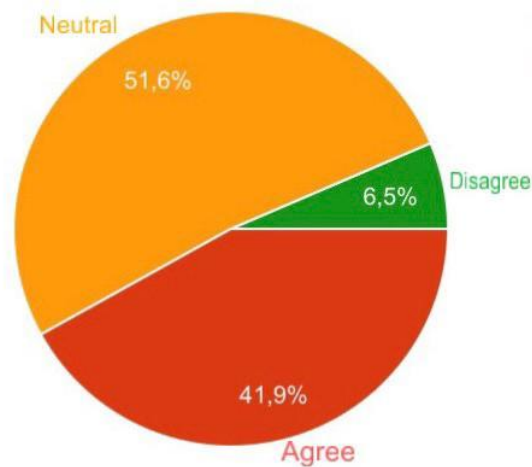


Figure 4.4 Frequency Nothing to say when students afraid if the lecturer asked them to speak in English

In the interview result, about the things that make it difficult for students to speak English. The seventh subject answered

DSF : *“Bagian kosa kata dari saya sendiri sangat minim sekali kak sehingga menyulitkan untuk berbicara dalam bahasa inggris, jadi kaya gapunya ide gitu kak”*.

That means he finds it difficult because his vocabulary is lacking so it is difficult to convey something in English. For the next question about whether they are afraid if the lecturer ask them to come forward to present their work, he answered

DSF : *“Biasa saja sih kak, karena kalau tidak bisa dalam suatu hal itu malah semakin memacu ku untuk berusaha lebih keras jika diberikan kesempatan untuk maju kedepan”*.

Which means the seventh subject is very excited to learn things that have not been mastered and take advantage of the opportunity to try very well.

Another result of the things that make students difficult is that the second subject answered,

AKK : *“Biasanya karena aku sendiri ya kak punya kosa kata yang minim yang membuatku kesusahan terus juga kesusahan buat pengucapan katanya”*.

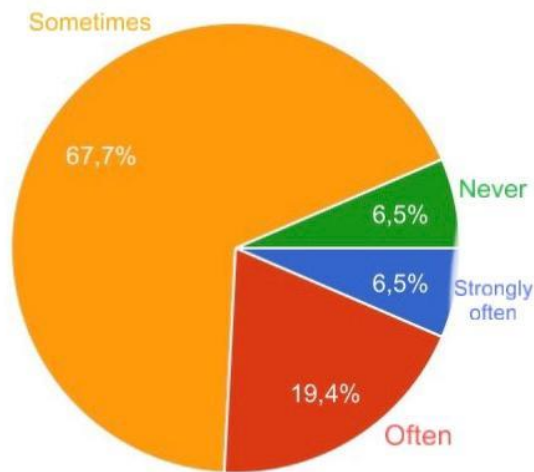
And also when asked whether she was afraid or not when asked to come forward by the lecturer, she answered

AKK : *“Kalau awalnya si aku takut banget ya kak gugup, tapi jika sudah terbiasa rasa takutnya berkurang sih”*.

This means that the second subject still does not master the material as well as a lot of structures in English and feels nervous, but she can handle it by learning from her mistakes.

### **c. Low or uneven participation**

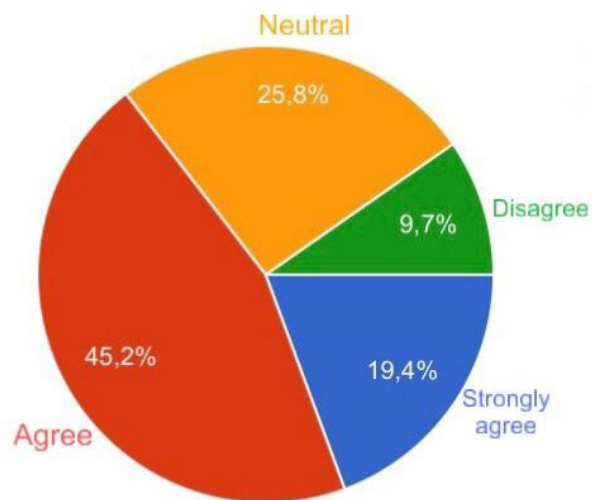
Questionnaire results, student activity level and passivity in speaking English in class. 0 students (0%) answered absolutely never, 2 students (6.4%) answered that they had never been given the opportunity to speak English in class. 2 students(6,4) chose very often if they were given the opportunity to speak English. 6 students (19.4%) are often given the opportunity by the lecturer to speak English. 21 students (67.7%) chose to occasionally be given the opportunity to speak English.



*Figure 4.5 Frequency Low or uneven participation the level of students activity and passivity in speaking English*

Next, in terms of understanding the material provided and explained by the lecturer, the students already understood but could not give feedback in English. 0 students (0%) chose strongly disagree. 3 students (9.7%) answered that they did not agree because they could understand and could answer the lecturer in English. 6 students (19.3%) chose to strongly agree if they really understood but found it very difficult to give feedback. 8 students (25.8) chose neutral because they did not understand the material and could not provide feedback in English. 14 students (45.2%) chose to agree if they had started to understand but found it difficult to provide feedback to the lecturer in English.





*Figure 4.6 Frequency Low or uneven participation understanding the material provided and lecturer explanation furthermore student given feedback*

From the results of the interview, there were 2 questions given by the researcher to students. As for the results of the eighth subject the opportunity to speak English in class was given by lecturer and group mates to individual, she answered

RDA : *“Kalau dosen sendiri sering sih kak ngasi kesempatan, tapi dalam lingkungan teman jarang si mas”*.

Then to understand the material given by the lecturer she answered

RDA : *“Untuk pemahaman materi sih sudah kak faham, Cuma kadang kalau ada kosa kata baru yang diucapkan dosen belum tau artinya gitu”*.

This means that students still lack their own initiative to learn to speak English in class and when they understand the

material they can master it but are still sometimes constrained by their lack of vocabulary.

From other results, the researcher interviewed the fourth subject. Regarding the opportunity given to speak he replied,

SS : *“Kalau untuk dosen belum terlalu memberikan kesempatan sih kak karena kan online class, mungkin dulu pas semester satu saat offline class sangat diberikan kesempatan buat berbicara oleh dosennya. Kalau untuk teman sendiri biasanya saya dan teman kelas laki-laki yang lain membuat forum khusus untuk percakapan bahasa inggris gantian gitu kak kesempatan bicaranya”*.

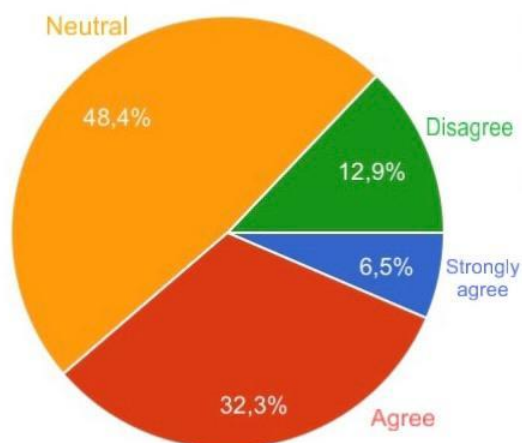
To understand the material that has been given then he replied,

SS : *“Untuk memahami materi yang telah dijelaskan dosen dalam bahasa inggris saya sendiri lumayan paham ya kak, tapi lebih paham lagi kalau dosennya mix menggunakan inggris-indonesia baru sangat paham kak”*.

This means that the results here are different with eighth subject because here he thinks that the lecturer has not provided an opportunity due to online classes which results in limited learning. But he already has the initiative to learn to speak English by forming groups also understand the material there are still a few difficulties when lecturer uses english fully in his explanation.

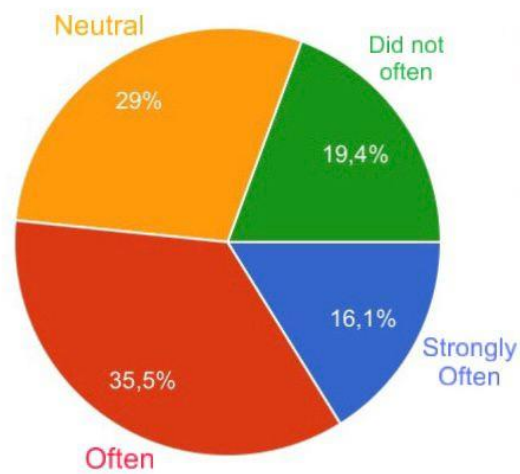
#### d. Mother tongue use

The results of the questionnaire are questions about students difficulties when they just found new vocabulary that they have never encountered and then have difficulty pronouncing it. 0 students (0%) chose strongly disagree. 2 students (6.4%) chose to strongly agree if they found it very difficult to pronounce new vocabulary. 4 students (12.9%) answered that they did not agree that they could mention the vocabulary they had just found. 10 students (32.2%) chose to agree if they still had difficulty pronouncing new vocabulary in English. 15 students (48.4%) chose neutral because they could still pronounce the new vocabulary they encountered, but not all of them.



*Figure 4.7 Frequency Mother tongue use students difficult to speak pronunciation in English about new word they found*

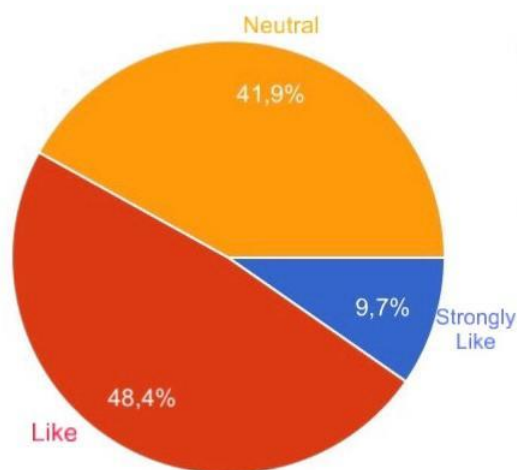
The results of the questionnaire show that the use of English is often spoken by students when learning English, but many do not use it due to several factors, therefore they use Indonesian. 0 students (0%) choose very rarely. 5 students (16.1%) chose to use Indonesian very often. 6 students (19.3%) answered that they did not often use Indonesian. Whereas 9 students (29%) occasionally used Indonesian when the lecturer asked them to answer in English and 11 students (35.5%) often used Indonesian when the lecturer asked them to speak English.



*Figure 4.8 Frequency Mother tongue use the use of English is often speaking by students when study English*

When students are asked to speak English, they must feel nervous or afraid. At that time, maybe some of them indirectly used Indonesian or their own language to answer, even though the lecturer asked them to use English. 0 students (0%)

answered that they didn't like it and 0 students also (0%) answered that they really didn't like it when they were nervous about using Indonesian or their own language. 3 students (9.7%) really like it when they are nervous about using Indonesian or their local language. 13 students (41.9%) are neutral or sometimes still use Indonesian but also use English. 15 students (48.4%) prefer to use Indonesian or their own language when nervous.



*Figure 4.9 Frequency Mother tongue use students are told to speak English they must feel nervous or afraid and using Indonesia or their own language.*

In the interview results, when students found new vocabulary to be spoken the sixth subject answered,

ALZ :*“Seringnya masih merasa kesulitan si kak dalam penyebutan katanya, kaya belibet aja kalau ada kosa kata baru, yang baru diucapkan itu”.*

Discussing the students' understanding when the lecturer explained the material and the language students used to answer the lecturer, he answered

ALZ : *“Saya sendiri belum sepenuhnya menjawab menggunakan bahasa inggris karena masih kesulitan kak, jadi akhirnya mix menggunakan indonesia inggris”*.

And when he was nervous spontaneous language was used and he replied,

ALZ : *“Pas saya sudah sangat gugup spontan ngomong pake bahasa indonesia sih kak”*.

Which means here he still has difficulty in pronouncing vocabulary as well as when answering the lecturer has not been able to fully master answering in English then when he is very nervous he directly uses Indonesian when speaking.

Another result of the fifth subject is that when students find new vocabulary to say, they answer

IFW : *“Seringnya iya kak kesulitan, apalagi kalau misal dalam british aksen itu susah banget, jadi kaya gatau penyebutan katanya yang bener tuh bagaimana. Padahal sering juga nanya ke orang yang udah bisa tapi malah jadi bingung”*.

Regarding the understanding that students have when the lecturer explains the material and the language used by students to answer the lecturer, he answered

IFW : *“Belum kak karena masih kesusahan ketika pas ngomongnya”*.

Then when he was already nervous about the spontaneous language being used, he answered

IFW : *“Seringnya sih pake bahasa indonesia kak”*.

This means that here the fifth subject has the same problem as the previous subject, namely that he still has difficulty mentioning the new vocabulary found and also has not fully answered the lecturer using English, then when he is nervous, the language he uses still uses Indonesian.

## **2. Cause factors of learning difficulties in speaking English**

### **a. Kuesioner results internal and eksternal factors**

The results of the questionnaire asking question about the environment and within yourself can be important factors that support the success of learning to speak English. 0 students (0%) chose not to agree and 0 students (0%) also chose to strongly disagree if environmental factors and internal factors themselves were not factors that supported the success of learning English. 2 students (6.4%) chose neutral. 13 students (41.9%) chose to agree and 16 students (51.6%) chose to strongly agree that internal and external factors are one of the factors that really support the success of learning English.

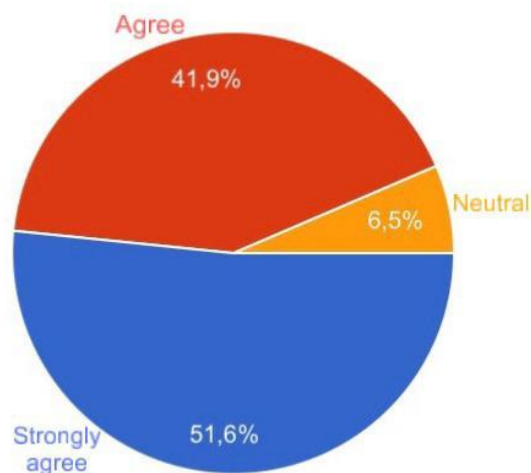


Figure 4.10 Frequency Internal and Eksternal factors of learning difficulties in speaking English

## b. Interview results from internal and eksternal factors

### 1) Internal factor

The results of the interview regarding the supporting factors in the process of learning to speak English for students about internal factor:

#### a) Interest

The third subject answered

FC : *“Faktor yang ada dalam diri kita itu sendiri sangat penting kak dan sangat berpengaruh banget buat suksesnya pembelajaran ini, faktor internal tentang ketertarikan”.*

Which means it is very important that someone must have interest when they want to learning speaking English.

Another result from second subject answered

FC : *“Penting banget kak faktor internal, karena kalau tidak dimulai dari diri sendiri dan juga gada ketertarikan buat mempelajarinya sudah pasti materi yang diterima akan sulit”.*



According to her internal factor are very important especially regarding interest in the learning that will be carried out when you want to speak English.

**b) Intelligence**

The results from the supporting factors, the fourth subject answered

SS : *“Menjadi faktor yang sangat penting sekali kali kak faktor internal sangat mendukung proses pembelajaran berbicara bahasa inggris bagi saya ini. Terus ada kecerdasan juga berpengaruh apabila kita menonjol dalam suatu bidang yang akan kita pelajari maka akan mudah dalam kita memahaminya pada proses perkuliahannya”*.

According to the fourth subject, intelligence influences a field that will be studied, especially when to learn speaking English.

Another result from third subject answered

FC : *“Faktor internal tentang ketertarikan, kecerdasan sendiri dapat memotivasi kita untuk terus belajar”*.

So intelligence itself can motivate English language learners to continue her study.

**c) Shy or nervous (confident)**

The results were answered by the seventh subject

DSF : *“Tentu saja kedua faktor tersebut sangatlah penting, karena dalam proses pembelajaran bahasa inggris, maka sangatlah perlu faktor internal itu seperti ketertarikan dan kecerdasan terlebih dahulu untuk kita dapat memacu terus belajar dan faham akan hal sedang kita pelajari, juga kurangi rasa*

*malu supaya dapat memunculkan rasa percaya diri yang tinggi”.*

According to him, when embarrassment can be avoided when learning to speak English, it will give rise to self confidence to dare to speak English.

Other result from third subject answered

FC :*“Kurangilah rasa malu yang ada pada diri kita penting pede aja sih kak hehe”.*

It means that someone reduced their shyness about speaking English, self confidence will appear to show that they have started to dare to speak English.

## **2) External factor**

The results of the interview regarding the supporting factors in the process of learning to speak English for students about external factor

### **a) Family environment**

The result interview from eleventh subject answered

HDAP : *“Jadi lingkungan aku itu karena bapak aku sendiri guru bahasa inggris di SMP nah dari beliau itu aku merasa tertarik buat belajar di pendidikan bahasa inggris”.*

That means the family environment can also influence students to be interested in learning English.

Other result from twelfth subject answered

SNIB :*“Faktor eksternal juga mempengaruhi seperti keluarga, mahasiswa dan lingkungan dosen sudah mulai perlahan-lahan sedikit demi sedikit juga*

*melatih membiasakan diri berbicara menggunakan bahasa inggris”.*

External factors, especially family factors, can influence students to get used to speaking English.

#### **b) Student environment**

The result of interview from eight subject answered

RDA :*“Wah itu sangat penting kak, apalagi faktor eksternalnya contohnya dulu saya dipondok pun basic berbicaranya disuruh pakai bahasa inggris, karena lingkungannya mendukung ya enak kak buat belajarnya”.*

That means a supportive student environment make it easier for students to practice speaking English.

Other result from the first subject answered

RSP :*“Menurutku lingkungan itu sangat penting kak apalagi lingkungan siswa, dan bersyukurya teman kelas yang sudah lancar speakingnya mereka sering bantu aku kak untuk proses belajar berbicaranya”.*

So a supportive student environment make other students also help each other students also help each other when they want to learn speak English.

#### **c) Lecturer environment**

The result interview from seventh subject answered

DSF :*“Faktor eksternal seperti lingkungan keluarga, teman itu sangatlah penting, ketika lingkungan keluarga dan teman yang dimana mereka juga bisa berbahasa inggris maka kita juga akan sangat mudah untuk menambah kosa kata baru juga lingkungan dosen yang supportive dapat membuat kita lebih bisa memahami penjelasnya”.*

This means proving that a lecturer environment that makes students comfortable in learning make a students easily understand the material provided.

The other result from the first subject answered

*RSP : “Menurutku lingkungan itu sangat penting kak apa lagi lingkungan siswa dan lingkungan dosen, namun disini bapak dosennya gada ya kak karena pembelajarannya online jadi kaya merasa masih kebingungan untuk belajarnya”.*

This means that students still feel confused about the material provided due to the lecturer environment teaching speaking in online classes.

## **B. Discussion**

Based on the findings that researcher found, the researcher want to discuss this research. The discussion that discussed is the difficulty of speaking English for Second Semester students of English Language Education Study Program. The researcher also wants to know what factors make it difficult for students to learn to speak English. After finding and describing the results of the data, the researcher himself needs data analysis to ascertain whether the results obtained are in accordance with the formulation of the problem being sought.

The results of the research findings, students of the Second Semester of English Language Education Study Program class of 2C said that they still had difficulty speaking English because only a small portion of that class could be said to speak English fluently. The researcher wants

to discuss the difficulties in speaking English here, which include inhibition, nothing to say, lack or uneven participation, mother tongue use. In addition, the researcher themselves want to know what factors make it difficult for students to learn to speak English, namely there are internal factors and external factors.

### **1) The difficulties faced by the students in speaking English**

Discuss about the difficulties experienced by students in speaking English, including:

Inhibition is a condition in which someone or students are losing face, worry about making mistakes and are afraid of the attention that their speech attracts (Ur, 2006). Inhibition in learning have certainly been experienced by a student during the process of learning English (Susanthi, 2020). In this study there were some inhibition that students felt when they were speaking in English. Such as fear of being wrong and being criticized, feeling confused, having difficulty understanding vocabulary and grammar, being embarrassed, feeling insecure, hesitant to speak and an unsupportive environment. Also from the results of questionnaires and interviews with second semester students of the English Language Education Study Program, they still find it difficult to speak English such as being afraid of speaking wrong and they are also at the same level still having difficulty understanding vocabulary and grammar, they do not feel confident yet. unsupported environment. When learning takes place, students still do not really understand what is explained by the lecturer,

because speaking learning is done only through assignments through online classes.

For the second, it is about nothing to say. Many students cannot speak clearly when they talk with foreigners because they do not know how to express what they want to say and how to say that (Kurniati, et al., 2015). Their vocabulary, grammar, and pronunciation are low which makes them unable to say something during the speaking class (Yolanda, Hadi, 2019). Learners have problems with finding motivations to speak formulating opinions or relevant comments (Ur, 2006). Their problem is that they have difficulties in using very minimal vocabulary and difficulty in determining a word or sentence that is appropriate or appropriate for them to say. Apart from that, the problem faced by the students at that time was that they felt neither fear nor fear in a neutral way, or it could be said that they were getting used to it when they spoke in English.

The activeness and passivity of students in this class through online learning classes where only video assignments greatly affect students' understanding when speaking in English. Then for understanding students can also practice speaking English. However, the problem encountered here is that the participation or interest of the students themselves to speak English on an initiative is still lacking and uneven when opportunities are given, especially in this online class which is only in the form of video assignments, students only speak according to their assignments. In a group of students, there will be someone who speaks the most to be heard

while the others do not have or even have a little opportunity to speak (Riadil, 2020). From the uneven participation of students, it is clear that only some students will speak up on the grounds that they are embarrassed and afraid that they will make mistakes when they want to speak in English. In this activity also the teacher cannot dominate the class and it means that students will be doing more activity especially speaking to their friends (Ur, 2006).

The last difficulty faced by students is mother tongue use. In the online class conditions here, students are only given assignments by the lecturer, so students when they want to ask questions about assignments tend to use their mother tongue instead of using English. First language, mother tongue, and native tongue are common terms for the language which a person acquires first in childhood because it is spoken in the family and/or it is the language of the country where he is living (Anorboyeva, Botirova, 2023) . Even though the lecturer does not insist on always using English, here English is mandatory for English learners to master, because speaking English is an important capital for them in the future when they teach, speak with foreigners or speak in front of the class when presenting his work. However, there are still many students who are not proficient because most of them still use their mother tongue too often for everyday language, even though regular use of English can increase their speaking skills. Their mastery is still low causing them difficulties. Beside that penny Ur said particulary common in less disciplined or less

motivated classes, learners find it easier or more natural to express themselves in their native language (Ur, 2006).

The findings of the researcher in this study are almost the same as previous research belonging to Huwari Ibrahim Fathi (2019), which states that difficulties in learning to speak English at Zarqa University include linguistic problems (like pronunciation, grammar, vocabulary, mother tongue), psychological factors (inhibition , lack of motivation, lack of confidence), learning environment (topics of speaking modules, limited time), lack of practicing (Huwari Ibrahim Fathi, 2019). Meanwhile, in Lia Wiyana's (2021) previous study, the most important difficulty for students was speaking English which they still lacked confidence making students reluctant to speak or express their opinions in front of the teacher or classmates (Lia Wiyana, 2021).

## **2) The cause factors of learning difficulties for students**

For a discussion about the cause factors of learning difficulties in speaking english from students, including of :

The first is internal factor and the second is external factor. Those difficulties are likely affected by factors namely internal and external factors (Jaya, 2021). In these two factors the researcher found that according to the students these two factors were indeed the main factors that were very supportive for fluency in learning to speak English.

Internal factors themselves come from within or the personal circumstances of students which become an obstacle to developing or can



also be the cause of increasing their English speaking skills. That learners with a strong passion are more inclined to go forward and implement their learning methods better, which demonstrates LA's fundamental qualities (Chen, 2015).

Here, when students already have an interest in learning English, students have a strong intention to learn it. Interest is basically a special concern. Students who are interested in a subject will have high attention and their interest will function as a strong motivator to be actively involved in teaching and learning activities. Based on the opinion above, if students are interested in something, they tend to pay greater attention to something they are interested in and take part in the activities with pleasure (Simbolon, 2014).

When students have intelligence, they can also grasp learning material to speak English quickly. Some others also believe that intelligence affects language learning, but does not mean that less intelligent people cannot learn a second/foreign language (Ghoncepour, Moghaddam, 2018). Indeed, intelligence is very important for students' continuity in learning, but studying hard and diligently is no less important to be able to achieve success when you want to speak English fluently.

Students still feel shy and nervous, students will have difficulty implementing the results of the knowledge they have acquired, therefore students themselves must start to be more confident and calm when speaking in English. According to He and Chen (2010), the main cause of

students confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that cannot speak english well.

External factors are factors that come from outside the students self, meaning that the problem of difficulty learning to speak English comes from outside the students self, which can be in the form of infrastructure, environmental situations, be it the family, school or community environment. These external factors result in difficulties for learners to actively engage in speaking (Purwati, et al., 2023).

Because according to students the family environment is the main key for students to be able to learn English speaking skills such as support from family, permission, and enthusiasm they will get. Sutarti (2016), shows that the family environment has a positive and significant impact on students learning outcomes. Family environment especially parents have a big role, because children directly related to them. The family environment is where the learning process first occurs, in this way it is hoped that it can foster good study habits.

Furthermore, the student environment is a place where students can improve their speaking skills by practicing speaking in groups or individually, so if the student environment is not supportive, students will also find it difficult to improve their English speaking skills. Apart from the community, students who are close to them also have a big influence on students motivation and language learning proses (Arifin, et al., 2020).

So when classmates often help with daily conversation using English, students can quickly learn speaking skill easily.

Infrastructure, materials, and the nature of the lecturers are also very influential in improving students ability to speak English. Lecturers also need to understand the potential that exists in the students (Takrim, Mikkael, 2020). When the lecturers are friendly, cool, and also not threatening during learning, the students themselves feel comfortable when this lesson takes place. Speaking learning in this research was carried out in an online class, therefore there still many students who felt confused about the material presented by the lecturer.

The research findings from the research that has been done with previous research belonging to Joko Prayudha (2023), to find out the factors that cause students to have difficulty learning English, the results showed that students' difficulties in speaking skills were divided into two, namely internal and external. Internal factors include lack of self-confidence, courage, inspector, lack of understanding of English vocabulary. While external factors include technological sophistication, internet quota, learning resources or references (Joko Prayudha, 2023).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Learning English is very important, especially for students of the English Language Education Study Program because there are many skills that must be mastered, especially speaking skills. When a student during learning English, especially speaking skills, there will definitely be difficulties faced by students, especially students of the English Language Education Study Program class of 2C in online class learning. Based on difficulties according to Penny Ur's theory, such as inhibition, nothing to say, low or uneven participant, and mother tongue use, the difficulties here can be concluded as being afraid and embarrassed to make mistakes when they are speaking English, and also having difficulty understanding vocabulary and grammar in the book and also the explanation that the lecturer conveyed. Difficulties in using vocabulary and pronouncing the vocabulary they just found also often occur and they rarely apply English speaking habits because they are not confident in class. They also rarely get the chance to speak in class because they sometimes feel shy. For understanding the material provided by lecturers, sometimes there are still many who do not understand it. The environment is also neutral when it comes to supporting students to learn English because the context here is very important for English learners. Students often use their mother tongue rather than English and mix Indonesian and English, especially when

sometimes they use their local language when they feel very nervous and confused.

Students of English Language Education Study Program also have difficulties in learning to speak English due to internal and external factors that come from outside the students self. They agree that internal and external problems are very influential in their learning process so they can succeed in speaking English fluently. With Jaya's theory about internal problems such as interest, intelligence, shy or nervous related to self-confidence, it must exist in students to be a motivator for students when they want to learn to speak English and external factors such as family environment, student environment, lecturer environment are also very influencing their process in learning to speak English with a supportive environment will make students learn faster and also achieve success in learning to speak English.

## **B. SUGGESTION**

### **1. For the English Teacher**

- a) A good teaching strategy, having creativity, innovative thinking must be owned by a lecturer for his students so that they are enthusiastic and happy learning English, not only when learning is offline but when learning is online as well.
- b) Lecturers must provide a detailed explanation of the assignment given and must pay attention to their students when experiencing difficulties patiently so that students can understand the material provided easily.

## **2. For the Students**

- a) Confidence and fighting fear and embarrassment must be owned by students when speaking English.
- b) As often as possible, students practice speaking English in class and in their daily lives and in the environment where they live so they get used to it so they don't experience difficulties in the future.
- c) Students themselves must have the initiative to improve their learning abilities as well as increase vocabulary through English reading books, or English videos and films.
- d) Students must have a passion from within themselves to learn English so that learning is enjoyable and will master the material quickly.

## **3. For other Researchers**

- a) The researcher hopes that this research can be a reference for future researchers who will conduct research that is still related to the same topic as this research, namely difficulties and internal and external factors that become problems in learning to speak English.
- b) Hopefully the research carried out can be properly and also provide maximum results regarding the difficulties and internal and external factors that are problems in learning to speak English.
- c) The researcher hopes that the future researchers can improve students ability to speak english better.

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**APPENDICES**  
**INTERVIEW**  
**TRANSCRIPTS**

- **TRANSCRIPT INTERVIEW STUDENTS**

### **INTERVIEW TRANSCRIPTS**

**Informan 1 : RSP**

**Time : Saturday, June 3 2023. At 11.58 PM**

Me : *“Dijawab sesuai dengan pengalamanmu di semester dua ini ya dek. Pertanyaannya yaitu bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*

RSP : *“Kalau aku sendiri yang pertama merasa nerves ya kak, ngerasa panik dan juga keringet dingin karena terlalu gugupnya.”*

Me : *“Oh gitu ya, kalau hambatannya apa aja sih yang kamu hadapi pada saat berbicara bahasa inggris”*

RSP : *“Hambatannya tuh ya kak yang ku rasain gak percaya diri buat mengatakan sesuatu dalam bahasa inggris, dikarenakan juga akunya nerves banget kak jadi kacau deh”.*

Me : *“Oh oke lanjut ya pertanyaan ketiga hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau minimnya kosa kata yang kamu miliki?”*

RSP : *“Sebenarnya tuh gada kesulitannya ya kalau mau bebricara, tapi lebih susahnya karena akunya sendiri nerveous ditambah lagi minimnya kosa kata yang aku miliki.”*

Me : *“Lanjut ya, apakah kamu merasa takut jika dosen memintamu maju kedepan untuk mempresentasikan hasil pekerjaanmu dalam bahasa inggris?”*

RSP : *“Aku sendiri sih ga merasa takiut ya kak untuk majunya, tetapi aku sendiri yang penting butuh waktu terlebih dahulu supaya aku sudah siap untuk maju mempresentasikannya dalam bahasa inggris.”*

Me : *“Apakah dosen dan teman-teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas”*

RSP : *“Jadi gini ya kak, karena semester dua ini kelas saya pembelajaran speakingnya online jadi dosen tidak selalu memperhatikan kita. Namun ketika pada penugasan itu kan membuat video gitu kak jadi sering itu kak saya diberikan*

*kesempatann oleh teman sekelompok untuk berbicara bahasa inggris”.*

Me : *“Sudahkah kamu memahami materi yang dijelaskan oleh dosenmu dalam bahasa inggris atau kamu masih merasa kesulitan untuk memahaminya?”*

RSP : *“Untuk semester dua ini jujur aku masih kurang merasa paham ya kak, karena kan juga pembelajarannya sendiri online jadi dosen hanya sekedar memberikan tugas dan RPS aja. Jadi kita harus cari materi sendiri untuk membuat tugasnya. Jadi masih kurang memhaminya.”*

Me : *“ Oh begitu ya dek, jadi pembelajarannya full online dan hanya lewat pemberian tugas saja.”*

RSP : *“Iya kak begitu “*

Me : *“Lanjut lagi ya, apakah kamu masih kesulitan dengan pengucapan kosa kata baru?”*

RSP : *“Kalau aku sendiri agak kesulitan ya kak, jadi harus pelan-pelan dulu pembacaanya kosa katanya dan kek masih hati-hati gitu takut salah ucap penyebutan katanya.”*

Me : *“Pertanyaan kedelapan, ketika kamu sudah memahami penjelasan dosen yang menggunakan bahasa inggris, apakah ketika kamu menjawab atau bertanya menggunakan bahasa inggris sepenuhnya?”*

- RSP : *“Engga pake bahasa inggris kak, jadi karena dosennya ga dikelas, jadi aku menggunakan bahasa indonesia kak”*
- Me : *“Pas kamu ngerasa sangat gugup bahasa apa yang spontan kamu gunakan, bahasa indonesia atau mix inggris atau malah bahasa daerahmu sendiri yang terucap?”*
- RSP : *“Aku kalau gugup itu menggunakan mix inggris indonesia karena pasti dosen juga akan membantu ketika kesulitan hehe”*
- Me : *“Nahh ini pertanyaanya terakhir ya, apakah lingkungan dan dirimu itu sendiri menjadi faktor yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, seperti faktor internal meliputi ketertarikanmu sendiri, kecerdasan, rasa malu dan faktor eksternalnya meliputi lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhimu untuk belajar berbicara bahasa inggris?”*
- RSP : *“Menurutku lingkungan itu sangat penting kak apa lagi lingkungan siswa dan lingkungan dosen, namun disini bapak dosennya gada ya kak karena pembelajarannya online jadi kaya merasa masih kebingungan untuk belajarnya. Dan bersyukurya teman kelas yang sudah lancar speakingnya mereka sering bantu aku kak untuk proses belajar bicaranya,”*



Me : *“Wah okedek sudah selesai semua pertanyaanya, makasih banyak waktunya ya sudah menjawab dengan permasalahan apa yang kamu hadapi selama di semester dua ini pada saat pembelajaran speakingnya.”*

RSP : *“Sama-sama kak senang bisa membantu, semoga lancar ya kak.”*

**Informan 2 : AKK**

**Time : Sunday, June 4 2023. At 09.49 AM**

Me : *“Pertanyaanya dijawab sesuai dengan yang kamu alami saja yang dek selama di semester dua ini pada pembelajaran speaking for formal interaction. Pertanyaanya yaitu. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu dalam bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*

AKK : *“Sudah pasti aku ngerasa gugup ya kak, karena aku aja masih semester dua dan langsung berbicara bahasa inggris. Karena juga dulunya di SMA aku jarang banget kak ngomong pake bahasa inggris.”*

Me : *“Oke lanjut pertanyaan kedua ya, hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?”*

- AKK : *“Kalau hambatan ya kak paling aku takut buat salah ucap kak apalagi pronunciation itu kak.”*
- Me : *“Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kekurangan ide atau minimnya kosa kata yang dimiliki?”*
- AKK : *“Biasanya karena aku sendiri ya kak punya kosa kata yang minim yang membuatku kesusahan, terus juga kesusahan buat pengucapan katanya.”*
- Me : *“Apakah kamu merasa takut jika diminta dosen untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- AKK : *“Kalau awalnya si aku takut banget ya kak gugup, tapi jika sudah terbiasa rasa takutnya berkurang sih”*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*
- AKK : *“Iyaa kak karena kan kita kelas online, jadi dalam video penugasan yasudah aku diberikan kesempatan buat berbicara sesuai tugasku. Tapi ya begitu kak masih merasa kurang faham saja karena kita suruh cari materinya sendiri.”*

- Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?”*
- AKK : *“Jujur masih sulit memahaminya ya kak karena semua materi yang dijelaskan oleh dosen itu hanya penugasan saja, tidak yang sangat detail gitu. Jadi untuk menjawab menggunakan bahasa inggris pun aku masih kesusahan kak.”*
- Me : *“Apakah kamu masih kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*
- AKK : *“Masih kak, ya itu kak pronunciation itu susah bacanya, tulisannya apa dibaca apa gitu kak. Harus sesuai dengan aksen yang dipakai gitu.”*
- Me : *“Ketika kamu sudah faham dengan penjelasan dosen, apakah kamu juga menjawab sepenuhnya menggunakan bahasa inggris?”*
- AKK : *“Engga kak, saya masih sering menggunakan bahasa indonesia untuk menjawab dosen. Ya karena itu harus jadi pembiasaan ya kak sedangkan dikelas saja jarang menggunakan bahasa inggris ketika ngomong.”*
- Me : *“Oh begitu ya dek, brati harus mandiri ya pembelajaran kali ini disemester dua.”*
- AKK : *“Iya kak, begitu.”*

Me : *“Oke lanjut ya, ketika kamu sudah merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah bahasa indonesia atau indonesia inggris atau malah bahasa daerahmu sendiri?”*

AKK : *“Kalau spontan karena sudah sangat gugup biasanya aku langsung gunain bahasa indonesia, malah kadang bahasa daerahku sendiri yang spontan juga aku gunakan.”*

Me : *“Wah giu ya, oke nih pertanyaan terakhir ya dek. Apakah lingkungan dan dirimu itu menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternalnya yaitu lingkungan keluarga, lingkungan siswa dan lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?”*

AKK : *“Penting banget kak, karena faktor internal dan eksternal itu kan saling berkaitan dan harus ada, karena kalau tidak dimulai dari diri sendiri dan juga gada ketertarikan buat mempelajarinya sudah pasti materi yang diterima akan sulit. Jika faktor eksternalnya seperti lingkungan siswa, keluarga dan dosen itu sangat mendukung aku buat belajar berbicara bahasa inggris kak, kalau misal semua*

*lingkungan itu tidak mendukung aku juga susah nantinya  
buat belajar berbicara bahasa inggris.”*

Me : *“Wah jawabnmu sangat dari hati banget ya dek hehe,  
terimakasih atas waktu dan jawabannya.”*

AKK : *“Iya kak hehe, sam-sama senang membantu kak zul.”*

**Informan 3 : FC**

**Time : Sunday, June 4 2023. At 10.4 AM**

Me : *“Halo dek jawab sesuai permasalahan yang kamu hadapi  
di semester dua ini ya, pertanyaanya bagaimana  
perasaanmu ketika mempresentasikan hasil pekerjaanmu  
atau berbicara dalam bahasa inggris di kelas dengan  
posisi dimana kamu tidak terbiasa berbicara menggunakan  
bahasa inggris?”*

FC : *“Perasaanya biasa aja si kak, karena kalau aku sendiri  
merasa sudah punya basic dan terbiasa saja dari semester  
satu, jadi sudah tidak merasa takut lagi untuk mencoba  
berbicara dalam bahasa inggris. Hanya saja paling aku  
kesusahan di kosa kata yang saya miliki.”*

Me : *“ Hambatan apa saja yang kamu hadapi pada saat  
berbicara bahasa inggris dikelas?”*

FC : *“Hambatan yang saya rasakan sih lebih ke takut salah  
pengucapan ya kak, apalagi saya juga kurang bisa*

*memahami ucapan yang saya dengar dalam bahasa inggris itu gimana penyebutannya yang benar. Terus juga kosa kata ku minim banget kak.*

Me : *“Lanjut pertanyaan ketiga ya, hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, apakah seperti kurangnya ide atau minimnya kosa kata yang dimiliki?”*

FC : *“Berbagai faktor sih ya kak, kalau di aku sendiri aku ngerasa kurang kosa kata banget, grammarnya apalagi kak. Terus juga aku bingung mau ngomongnya dalam bahasa inggris padahal aku sudah tau apa yang ingin aku katakan”*

Me : *“Apakah kamu merasa takut jika diminta dosen untuk maju kedepan untuk berbicara bahasa inggris ketika mempresentasikan hasil kerjamu?”*

FC : *“Saya sendiri sih ga merasa takut kak, karena aku ngerasa sudah mempunyai rasa berani dan kepercayaan diri yang aja kak karena sudah mulai terbiasa gitu. Cuma lebih takutnya kalau aku dikritik aja sih kak sama yang lain dan dosen juga pas aku membuat kesalahan.”*

Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris di kelas?”*

- FC : *“Iya kak, karena dosen sendiri langsung memberikan kita tugas, jadi aku sendiri beranggapan dosen sudah memberikan kesempatan buat aku berbicara bahasa inggris, juga teman kelompok sering memberikan kesempatan buat berbicara bahasa inggris.*”
- Me : *“Pertanyaanya selanjutnya sudahkah kamu memahami materi yang telah dijelaskan oleh dosen dalam bahasa inggris atau masih ada kesulitan dalam memahaminya?”*
- FC : *“Kalau penjelasannya sendiri sih aku sudah lumayan paham kak, cuma ketika untuk menjelaskan ulang dalam bahasa inggris aku masih kesulitan kak”*
- Me : *“Apakah kamu merasa kesulitan ketika mengucapkan kosa kata baru yang baru ditemukan?”*
- FC : *“Ga terlalu sih kak, karena kalau aku baru menemukan kosa kata baru itu saya langsung mencoba mengucapkannya dengan bantuan voice inggris gitu kak walaupun agak ribet si hehe yang penting langsung tahu pengucapannya”*
- Me : *“Ketika kamu sudah memahami apa yang di sampaikan oleh dosen, apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*
- FC : *“Belum kak jadi saya menjawab menggunakan bahasa campuran indonesia inggris begitu, soalnya kalau cuma*

*full inggris mikirnya lama kak karena masih kesusahan merangkai katanya”*

Me : *“Ketika kamu sudah merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah bahasa indonesia atau campur indonesia inggris atau malah bahasa daerahmu?”*

FC : *“Seringnya kalau aku sudah sangat gugup sih kak pasti bahasa daerahku sendiri yang keluar seperti bahasa jawa yang medok gitu”*

Me : *“Nah ini pertanyaan terakhir ya dek agak panjang hehe, pertanyaanya apakah lingkungan dan dirimu itu sendiri menjadi salah satu faktor pendukung yang sangat penting bagi proses pembelajaran bahasa inggris, misalnya ada faktor internal meliputi ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, siswa, dan dosen dapat mempengaruhimu untuk belajar?”*

FC : *“Lingkungan dan faktor yang ada dalam diri kita itu sendiri sangat penting kak dan sangat berpengaruh banget buat suksesnya pembelajaran ini, faktor seperti lingkungan keluarga, siswa, dan dosen itu sangat penting buat aku sendiri untuk belajar lebih giat lagi kak, apalagi faktor internal tentang ketertarikan, kecerdasan sendiri dapat memotivasi kita untuk terus belajar dan rasa malu tentang*



*mereka yang sudah dahulu lebih bisa berbicara bahasa inggris itu akan meningkatkan kita untuk lebih semangat belajar”*

Me : *“Oh begitu ya dek jawabannya sudah sangat bagus dek, terimakasih untuk jawaban dan waktunya yah lancar terus perkuliahannya”*

FC : *“Sama-sama kak semoga sukses selalu juga ya”*

**Informan 4 : SS**

**Time : Sunday, June 4 2023. At 06.14 PM**

Me : *“Oke dek ini pertanyaan pertama ya, dijawab semuanya berdasarkan pengalaman yang kamu hadapi pada semester dua ini. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*

SS : *“Perasaanya sih sangat panik dan kebingungan ya masa apa yang mau dikatakan ketika enggak ada persiapan, kecuali kalau misal sudah ada persiapan sudah pasti setidaknya sudah tau hal apa yang ingin di sampaikan begitu.”*

Me : *“Yang kedua hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?”*

- SS : *“Lebih takut ditertawakan si kak sama temen-temen kalau aku salah ucap, juga aku kurang banget kosa katanya makanya kalau mau ngomong bahasa inggris jadi susah.”*
- Me : *“Hal apasih yang menjadikanmu kesulitan untuk berbicara bahasa inggris seperti kurangnya ide atau minimnya kosa kata yang dimiliki?”*
- SS : *”Hal utamanya sih karena kurangnya kosa kata ya kak, jadi sangat berpengaruh ke kitanya pas mau mengatakan hal dalam bahasa inggris jadi gatau harus gimana gitu susah. Juga pronoun si kak kalau penyebutan katanya ga sesuai kan jadi aneh didengarnya”*
- Me : *“Apakah kamu merasa takut jika diminta dosen mu untuk maju kedepan untuk berbicara bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- SS : *“Takut sih kak, tapi takutnya bukan yang karena gimana gitu ya kak tapi takutnya kalau disuruh majunya mendadak kan belum ada persiapan, jika pas belum ada persiapan pasti akan tidak tahu apa yang ingin di presentasikan dan juga takut ditertawakan jika salah ucap. Kalau misal persiapan sudah matang sih tidak takut untuk maju kak.*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*

- SS : *"Kalau untuk dosen belum terlalu memberikan kesempatan sih kak karena kan online class, mungkin dulu pas semester satu saat offline class sangat diberikan kesempatan buat berbicara oleh dosennya. Kalau untuk teman sendiri biasanya saya dan teman kelas laki-laki yang lain membuat forum khusus untuk percakapan bahasa inggris gantian gitu kak kesempatan berbicaranya"*
- Me : *"Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?"*
- SS : *"Untuk memahami materi yang telah dijelaskan dosen dalam bahasa inggris saya sendiri lumayan paham ya kak, tapi lebih paham lagi kalau dosennya mix menggunakan inggris-indonesia baru sangat paham kak"*
- Me : *"Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?"*
- SS : *"Mungkin agak kesulitan dan antara takut salah sih karena yang aku ucapkan belum tentu sesuai dengan pronounnya gitu dalam bahasa inggris yang benar."*
- Me : *"Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?"*

- SS : *“Belum kak, seringnya saya menjawab menggunakan bahasa indonesia, malah sering spontan menggunakan bahsa daerah.”*
- Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*
- SS : *“Masih sering spontan kelelasan menggunakan bahasa daerah sendiri kak apalagi karena saya berasal dari daerah ngapak gitu kak, karena gugup itu memecahkan konsentrasiku banget.”*
- Me : *“Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahas inggris?”*
- SS : *“Menjadi faktor yang sangat penting sekali kak faktor internal dan eksternalnya sangat mendukung proses pembelajaran berbicara bahasa inggris bagi saya ini. Yang pertama dari faktor internal yaitu tentang ketertarikan jadi kan ketertarikan itu sebuah awal untuk sesuatu yang akan kita lakukan kalau ga tertarik susah dong kak untuk*

*dilakukannya apalagi dari hati, terus ada kecerdasan juga berpengaruh apabila kita menonjol dalam suatu bidang yang akan kita pelajari maka akan mudah dalam kita memahaminya pada proses perkuliahannya, dan kurangilah rasa malu yang ada pada diri kita penting pede aja sih kak hehe. Dan faktor eksternal ada dari lingkungan keluarga karena keluarga saya sendiri mendukung saya untuk belajar bahasa inggris ini, dan ada lingkungan mahasiswa ini yang sangat penting juga karena aku juga biasa mengasah skill berbicara bersama teman-teman ku kak juga bisa saling sharing juga ke kakak tingkat yang satu jurusan untuk lebih memahami lagi tentang belajar berbicara bahasa inggris, untuk lingkungan dosen juga menjadi faktor yang mendukung karena jika dosen yang mengampu aku baik dalam materi dan segala halnya maka aku juga dapat mudah menerima materi dari beliau kak”*

*Me : “Wah terimakasih ya dek, jawabannya sudah pas sekali dan detail”*

*SS : “Sama-sama kak semoga cepat kelar ya kak tugas akhirnya*

**Informan 5 : IFW**

**Time : Sunday, June 4 2023. At 10.00 PM**

Me : *“ Malam dek, ini nanti pertanyaan yang aku berikan dijawab sesuai dengan yang kamu hadapi di semester dua ini ya. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris? ”*

IFW : *“ Merasa gugup, tegang dan panik kak, karena saya tidak terbiasa berbicara dalam bahasa inggris sebelumnya. Tetapi semenjak masuk jurusan pendidikan bahasa inggris ini diusahakan harus terbiasa supaya bisa kak. ”*

Me : *“ Hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas? ”*

IFW : *“ Yaitu kak karena kurang terbiasanya berlatih berbicara bahasa inggris menjadikan aku jadi minim kosa kata berakibat kesulitan deh ”*

Me : *“ Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau kosa kata yang dimiliki? ”*

IFW : *“ Ya itu kak aku kekurangan kosa kata banget jadi pas pengen ngomong pakai bahasa inggris itu jadi blank kek ilang semua gitu apa yang pengen di omongin ”*

- Me : *“Apakah kamu merasa takut jika diminta dosenmu untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- IFW : *“Masih agak takut sih kak, apalagi kalau persiapannya belum matang.”*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*
- IFW : *“Kurang sih ya kak dari dosen hanya memberikan penugasan saja gitu jarang tanya jawab kalau misal sama temen kadang masih suka berlatih berbicara bareng”*
- Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?”*
- IFW : *“Sudah bisa memahaminya sih kak, paling agak kesusahannya pas dengerin kosa kata baru aja.”*
- Me : *“Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*
- IFW : *“Seringnya iya kak kesulitan, apalagi kalau misal dalam british aksen itu susah banget, jadi kaya gatau penyebutan katanya yang bener tuh bagaimana. Padahal sering juga nanya ke orang yang udah bisa tapi malah jadi bingung.”*

- Me : *“Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*
- IFW : *“Belum kak karena masih kesusahan ketika pas ngomongnya”*
- Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*
- IFW : *“Seringnya sih pake bahasa indonesia kak”*
- Me : *“Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?”*
- IFW : *“Menurut saya sangat berpengaruh banget kak faktor dari dalam diri dan luar itu untuk mendukung proses pembelajaran berbicara bahasa inggris.”*
- Me : *“Okedek terimakasih atas jawabannya yah”*
- IFW : *“Sama-sama kak zul”*



**Informan 6 : ALZ**

**Time : Sunday, June 4 2023. At 10.30 PM**

Me : *“Malam dek, ini nanti pertanyaan yang aku berikan dijawab sesuai dengan yang kamu hadapi di semester dua ini ya. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*

ALZ : *“Pasti merasa grogi ya kak, karena takutnya kalau pas bicara pake bahasa inggris salah dalam pengucapannya gitu sih jadi takut salah bicara aja”*

Me : *“Hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?”*

ALZ : *“Kalau saya sendiri hambatannya karena kurang kosa kata banget kak yang saya miliki, mungkin karena tadinya kurang terbiasa ngomong pake bahsa inggris kali ya kak”*

Me : *“Mungkin ya dek, memang berlatih speaking itu harus terus menerus biar terbiasa”*

ALZ : *“Iya kak setuju banget”*

Me : *“Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau kosa kata yang dimiliki?”*

- ALZ : *“Saya sih kesulitannya lebih ke pengucapan katanya ya kak kaya pas ngomong suatu kata dalam bahasa inggris tuh kek mikir ini tuh udah bener belum ya pengucapannya”*
- Me : *“Apakah kamu merasa takut jika diminta dosenmu untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- ALZ : *“Saya sih ga takut ya kak pas maju, paling grogi aja diawal”*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*
- ALZ : *“Menurut saya sih diberi kesempatan ya kak, soalnya pas awal perkuliaha semester dua ini ada perkenalan dan berbicara pakai bahasa inggris gitu kak pas google meet, dosen mempersilahkan kita buat mengeksplore skill berbicara kita sampai mana begitu”*
- Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesuilitan untuk memahaminya?”*
- ALZ : *“Sebagian penjelasan dosen bisa saya pahami, dan sebagiannya masih belum faham karena bingung kosa kata yang diucapkan dosen belum tahu artinya kak”*

- Me : *“Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*
- ALZ : *“Seringnya masih merasa kesulitan si kak dalam penyebutan katanya, kaya belibet aja kalau ada kosa kata baru yang baru diucapkan itu”*
- Me : *“Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*
- ALZ : *“Saya sendiri belum sepenuhnya menjawab menggunakan bahasa inggris karena masih kesulitan kak, jadi akhirnya mix menggunakan indonesia inggris”*
- Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*
- ALZ : *“Pas saya sudah sangat gugup spontan ngomong pake bahasa indonesia sih kak”*
- Me : *“Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?”*

- ALZ : *“Wah itu sangat penting kak, apalagi faktor eksternalnya contohnya dulu saya dipondok pun basic berbicaranya disuruh pakai bahasa inggris, karena lingkungannya mendukung ya enak kak buat belajarnya. Juga penting sekali kak faktor yang ada dalam diri kita itu untuk mendorong kita untuk terus dan mau untuk belajar”*
- Me : *“Wah sangat bagus jawabannya dek ,terimakasih ya atas jawabannya”*
- ALZ : *“Baik kak sama-sama”*

**Informan 7 : DSF**

**Time : Sunday, June 4 2023. At 11.04 PM**

- Me : *“Malam dek, ini nanti pertanyaan yang aku berikan dijawab sesuai dengan yang kamu hadapi di semester dua ini ya. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*
- DSF : *“Waktu mempresentasikan materi dalam bahasa inggris saya cukup kesulitan pada saat menjadi moderator kak, karena pada saat membuka materi atau sebagai moderator sulit karena saya nya yang masih kekurangan kosa kata dari saya sendiri”*

- Me : *“Hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?”*
- DSF : *“Hambatannya yang paling utama juga dari kekurangan kosa kata yang saya miliki, memang hal yang sangat fatal jika ingin mempelajari suatu bahasa tetapi masih kekurangan kosa kata yang dimiliki terutama dalam berbicara bahasa inggris.”*
- Me : *“Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau kosa kata yang dimiliki?”*
- DSF : *“Bagian kosa kata dari saya sendiri sangat minim sekali kak sehingga menyulitkan untuk berbicara dalam bahasa inggris, jadi kaya gapunya ide gitu kak”*
- Me : *“Apakah kamu merasa takut jika diminta dosenmu untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- DSF : *“Biasa saja sih kak, karena kalau tidak bisa dalam suatu hal itu malah semakin memacuku untuk berusaha lebih keras jika diberikan kesempatan untuk maju kedepan”*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*

- DSF : *“Sangat minim sekali sih kak, jarang menggunakan bahasa inggris ketika dikelas”*
- Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?”*
- DSF : *“Kalau untuk pemahaman dalam materi saya sudah faham, tapi kalau untuk prakteknya mungkin saya masih belum bisa”*
- Me : *“Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*
- DSF : *“Mungkin agak kesulitan, karena dalam penemuan kosa kata yang baru kita jumpai maka harus memahami dan mempelajarinya dulu cara pengucapannya yang benar itu bagaimana.”*
- Me : *“Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*
- DSF : *“Belum kak, saya masih menggunakan indonesia inggris untuk bicaranya”*
- Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*

- DSF : “ *Ketika saya sangat gugup langsung menggunakan bahasa indonesia kak, karena dalam mencari kosa kata yang ingin kita ucapkan tapi malah lupa atau gak ditemukan akhirnya otomatis langsung menggunakan bahasa indonesia.*”
- Me : “*Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?*”
- DSF : “*Tentu saja kedua faktor tersebut sangatlah penting, karena dalam proses pembelajaran bahasa inggris, maka sangatlah perlu faktor internal itu seperti ketertarikan dan kecerdasan terlebih dahulu untuk kita dapat memacu terus belajar dan faham akan hal sedang kita pelajari, juga kurangi rasa malu supaya dapat memunculkan rasa percaya diri yang tinggi. Juga seperti faktor eksternal seperti lingkungan keluarga, teman itu sangatlah penting, ketika lingkungan keluarga dan teman yang dimana mereka juga bisa berbahasa inggris maka kita juga akan sangat mudah untuk menambah kosa kata baru juga lingkungan*

*dosen yang supportive dapat membuat kita lebih bisa memahami penjelasannya.”*

Me : *“Oh gitu baiklah dicky makasih atas jawabannya yah”*

DSF : *“Sama-sama kak zulfi”*

**Informan 8 : RDA**

**Time : Sunday, June 4 2023. At 11.14 PM**

Me : *“Mohon maaf ya dek mengganggu waktunya,jadi ini nanti pertanyaan yang aku berikan dijawab sesuai dengan yang kamu hadapi di semester dua ini ya. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*

RDA : *“Lebih ke takut salah si kak aku, misal mau ngomong apa jadi apa gitu takut diketawain”*

Me : *“Hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?”*

RDA : *“Hambatannya sulit untuk memahami kosa kata dan tata bahasa kak”*

Me : *“Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau kosa kata yang dimiliki?”*



- RDA : *“Kesulitannya itu kak pada kosa kata yang ku miliki itu sangat sedikit sekali, jadi pas ngomong ya jadi bingung apa yang ingin disampaikan ”*
- Me : *“Apakah kamu merasa takut jika diminta dosenmu untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- RDA : *“Takut sih kak kalau materi yang didapat itu yang sulit”*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*
- RDA : *“Kalau dosen sendiri sering sih kak ngasi kesempatan, tapi dalam lingkungan temen jarang si mas”*
- Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?”*
- RDA : *“ Untuk pemahaman materi sih sudah kak faham, Cuma kadang kalau ada kosa kata baru yang diucapkan dosen belum tau artinya gitu”*
- Me : *“Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*
- RDA : *“Sulit kak kalau baru menemukan kosa kata yang belum sama sekali saya ucapkan, jadi saya harus mempelajarinya dulu untuk pengucapannya yang benar itu bagaimana”*

- Me : *“Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*
- RDA : *“Seringnya sih saya pake mix kak campuran inggris indonesia bahasanya”*
- Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*
- RDA : *“Kalau udah gugup banget mesti bakal campur aduk mas bahasanya, seringnya sih inggris indo, malah pernah juga pakai bahasa daerah sendiri”*
- Me : *“Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?”*
- RDA : *“Yang faktor internal itu berpengaruh ya mas, karena kalau di awal enggak ada ketertarikan untuk mempelajari bahasa inggris maka susah buat perkembangnya apalagi untuk menjalaninya. Terus kalau yang faktor eksternalnya*

*juga berpengaruh tapi gak seberpengaruh faktor internalnya.”*

Me : “Oh oke dek makasih ya jawabannya”

RDA “Sama-sama mas zulfi”

**Informan 9 : SF**

**Time : Monday, June 5 2023. At 02.00 PM**

Me : “*Mohon maaf ya dek mengganggu waktunya,jadi ini nanti pertanyaan yang aku berikan dijawab sesuai dengan yang kamu hadapi di semester dua ini ya. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?*”

SF : “*Perasaanya nerves sih kak jadi ragu gitu buat bicaranya*”

Me : “*Hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?*”

SF : “*Kesulitan untuk memahami kosa kata dan tata bahasa kak pas lagi mau ngomong pakai bahasa inggris*”

Me : “*Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau kosa kata yang dimiliki?*”

- SF : *“Iya mas aku ngerasa kurang ide dan kosa kata yang ku miliki itu minim makanya jadi kesulitan”*
- Me : *“Apakah kamu merasa takut jika diminta dosenmu untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- SF : *“Iya kak masih merasa takut kalau misal maju kedepan tanpa membawa teks apapun”*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*
- SF : *“Biasanya dosen sih kak yang memberikan kesempatan buat ngomong bahasa inggris, tapi kalau temen kelompok jarang”*
- Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?”*
- SF : *“Kadang paham kadang gak kak,soalnya bingung sama kosa katanya yang baru ku dengar tuh”*
- Me : *“Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*
- SF : *“Iya kak masih kesulitan kaya keseleo aja lidahnya susah”*

- Me : *“Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*
- SF : *“Belum kak lebih dominan pake bahasa indonesia kalau menjawab”*
- Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*
- SF : *“Seringnya pake bahasa indonesia kak kalau sudah sangat gugup tuh”*
- Me : *“Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?”*
- SF : *“Iya kak dari kedua faktor tersebut menurutku sangat penting sekali untuk mendukung ke suksesanya pembelajaran berbicara bahasa inggris”*
- Me : *“Oke dek makasih atas jawabannya”*
- SF : *“Sama-sama mas zulfi”*

**Informan 10 : AYS**

**Time : Monday, June 5 2023. At 07.32 PM**

Me : *“Mohon maaf ya dek mengganggu waktunya,jadi ini nanti pertanyaan yang aku berikan dijawab sesuai dengan yang kamu hadapi di semester dua ini ya. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*

AYS : *“Perasaan takut dan cemas seperti demam panggung dan lebih takut salah ucap aja si kak sam itu juga logatku kental jadi takutnya kebawa pas lagi berbicara bahasa inggris”*

Me : *“Hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?”*

AYS : *“Belum menguasai aja kak pada saat berbicara bahasa inggris, kurangnya penguasaan grammar, kurangnya vocab, dan masih nervous.”*

Me : *“Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau kosa kata yang dimiliki?”*

AYS : *“Masih kekurangan ide kak dan kosa kata ku kurang banget untuk berbicara bahasa inggris, lingkungan juga*

*belum mendukung untuk menjadikan bahasa inggris sebagai bahasa sehari-hari”*

Me : *“Apakah kamu merasa takut jika diminta dosenmu untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*

AYS : *“Ya, takut karena jika mempresentasikan menggunakan bahasa inggris audiens masih belum terlalu jelas apa yang aku jelaskan kak takutnya disitu”*

Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*

AYS : *“Jarang kak, tetapi kalau dosen sih seringnya memberikan kesempatan sih kak”*

Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?”*

AYS : *“Insyallah sudah, tapi jika untuk membuat kalimat dan mejelaskannya kembali dalam bahasa inggris susah”*

Me : *“Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*

AYS : *“Untuk beberapa kata masih kesulitan karena belum pernah menenukan atau membacaknya sebelumnya, dan mendengarkan pengucapan dari kata tersebut”*

- Me : *“Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*
- AYS : *“Belum kak, saya saja masih mencampur bahasa inggris dengan indonesia, juga saya masih sering mengoreksi kata yang saya ucapkan menggunakan google translate”*
- Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*
- AYS : *“Bahasa indonesia kak seringnya yang saya pakai pas lagi gugup banget”*
- Me : *“Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?”*
- AYS : *“Iya kak kedua hal tersebut merupakan faktor pendukung yang sangat penting, karena ketika ada faktor-faktor tersebut maka secara tidak langsung kita akan sendirinya terdorong untuk menuju hal yang akan dilakukan, saya juga yakin bahasa bisa dipelajari bahwa bahasa bisa*



*karena terbiasa, jadi semakin sering kita mempelajari atau praktek berbicara bahasa inggris, maka semakin cepat pula kita menguasai bahasa tersebut”*

Me : *“Terimakasih sekali de katas jawabannya”*

AYS : *“Sama-sama mas zul”*

**Informan 11 : HDAP**

**Time : Monday, June 5 2023. At 08.30 PM**

Me : *“Mohon maaf ya dek mengganggu waktunya, jadi ini nanti pertanyaan yang aku berikan dijawab sesuai dengan yang kamu hadapi di semester dua ini ya. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dikelas dengan posisi dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*

HDAP : *“Rasanya gugup takut karena, masih ngerasa kosa kata yang aku miliki itu masi kurang makanya pas disuruh maju aku masih merasa takut dan ragu buat bebricara kak”*

Me : *“Hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?”*

HDAP : *“Hambatan yang aku hadapi sih kurang percaya diri aja sih kak karena ga terbiasa ngomong bahasa inggris aja dan takut pas salah aja ntar diketawain”*

- Me : *“Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau kosa kata yang dimiliki?”*
- HDAP : *“Kesulitannya itu karena aku masih kekurangan kosa kata banget kak sama masih bingung penyebutan katanya yang masih asing kudengar”*
- Me : *“Apakah kamu merasa takut jika diminta dosenmu untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- HDAP : *“Lumayan takut sih kak karena aku di semester dua ini tuh ambil matkul kating gitu, nah dosennya memberikan arahan presentasi boleh menggunakan mix indonesia dan inggris, tapi dari akunya masih malu dan takut jadi sering liat catatan deh kak”*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*
- HDAP : *“Iya kak, dosen memberikan kesempatan dan juga teman kelompok juga terkadang membantu gitu buat yang masih belum mendapat kesempatan berbicara”*
- Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?”*

- HDAP : *“Paham kak lumayan, jadi aku pribadi disini lebih bisa mendengarkan materi penjelasan dari dosen tapi aku susah kak buat menjawab kembali kepada dosen menggunakan bahasa inggris”*
- Me : *“Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*
- HDAP : *“Iya tentu masih kesulitan, karena tulisan bahasa inggris tidak bisa dibaca polos kayak bahasa indonesia gitu ya kak, jadi aku kesusahan di pengucapan pronounciationnya ka”*
- Me : *“Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*
- HDAP : *“Belum pakai bahasa inggris kak, sudah pasti aku masih kesusahan jadi ya kebanyakan pakai bahasa indonesia campur inggris gitu”*
- Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*
- HDAP : *“Jadi kalau dah gugup banget dan gabisa pakai bahasa inggris lagi spontan aku langsung pakai bahasa indonesia kak hehe”*

Me : *“Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?”*

HDAP : *“Iya, jadi lingkungan aku itu karena bapak aku sendiri guru bahasa inggris di SMP nah dari beliau itu aku merasa tertarik juga buat belajar di pendidikan bahasa inggris, walaupun saya juga masih belajar banget ini kak buat bisa lancar berbicara bahasa inggris hehe”*

Me : *“Terimakasih ya dek untuk jawabannya”*

HDAP : *“Sama-sama kak zulfi”*

**Informan 12 : SNIB**

**Time : Monday, June 5 2023. At 10.31 PM**

Me : *“Mohon maaf ya dek mengganggu waktunya, jadi ini nanti pertanyaan yang aku berikan dijawab sesuai dengan yang kamu hadapi di semester dua ini ya. Bagaimana perasaanmu ketika mempresentasikan hasil pekerjaanmu atau berbicara dalam bahasa inggris dikelas dengan posisi*

*dimana kamu tidak terbiasa berbicara menggunakan bahasa inggris?”*

SNIB : *“Ketika saya ga terbiasa menggunakan bahasa inggris itu saya gugup banget kak, karena walaupun bahasa inggris jurusan yang saya ambil tetapi basic saya masih kurang banget apalagi kalau untuk berbicara bahasa inggris belum lancar kak, masih banyak kurangnya dan rasanya kaya susah banget gitu kak untuk mempelajarinya”*

Me : *“Hambatan apa saja yang kamu hadapi pada saat berbicara bahasa inggris dikelas?”*

SNIB : *“Hambatannya lebih ke kurang percaya diri kak, apalagi liat temen yang udah bisa harusnya memotivasi malah semakin kaya ga percaya diri gitu kenapa saya sendiri malah belum bisa, padahal sudah mencoba belajar otodidak tapi tetep masih belim bisa”*

Me : *“Hal apa yang menjadikanmu kesulitan untuk berbicara bahasa inggris, seperti kurangnya ide atau kosa kata yang dimiliki?”*

SNIB : *“Masih susah penyebutan kosa katanya kak, sama ngerasa kurangnya ide untuk dilakukan atau diucapkan bingung harus gimana gitu”*

- Me : *“Apakah kamu merasa takut jika diminta dosenmu untuk maju kedepan untuk berbicara dalam bahasa inggris ketika mempresentasikan hasil kerjamu?”*
- SNIB : *“Takut sekali kak, apa lagi ini disuruh maju didepan kelas jadi makin gugup banget malahan nerves”*
- Me : *“Apakah dosen dan teman kelompokmu selalu memberikan kesempatan untuk berbicara bahasa inggris dikelas?”*
- SNIB : *“Masih jarang sih kak, soalnya kelas speakingnya juga online, hanya dikasi penugasan saja gitu berkelompok. Mungkin dalam kempok ya saling memberi kesempatan gitu sih mas buat gantian berbicara sesuai dengan tugasnya”*
- Me : *“Sudahkah kamu dapat memahami materi yang telah dijelaskan oleh dosenmu dalam bahasa inggris atau masih ada kesulitan untuk memahaminya?”*
- SNIB : *“Kadang paham kadang engga kak kalau kata-kat yang digunakan masih familiar bagi saya, saya masih faham tapi kalau katanya jarang saya dengar malah saya ga faham kak”*
- Me : *“Apakah kamu merasa kesulitan ketika menemukan kosa kata baru untuk diucapkan?”*
- SNIB : *“Kadang iya kadang engga kak, tapi kalau misal kosa katanya bener-bener baru saya temui saya bingung kak*

*untuk penyebutannya soalnya walaupun sudah saya coba sebutkan kok malah terkesan aneh dan takut masih belum bener”*

Me : *“Ketika kamu sudah memahami materi dari dosen apakah kamu sudah sepenuhnya menjawab menggunakan bahasa inggris?”*

SNIB : *“Tidak belum sepenuhnya kak, karena masih gugup banget belum bisa sepenuhnya menjawab pakai bahasa inggris”*

Me : *“Ketika kamu merasa sangat gugup bahasa apa yang spontan kamu gunakan, apakah indonesia-inggris, indonesia atau malah bahasa daerah mu sendiri?”*

SNIB : *“Seringnya kalau gugup pake bahasa indonesia, tetapi kadang campur pakai bahasa daerah juga kak dikit “*

Me : *“Apakah lingkungan dan dirimu itu sendiri menjadi faktor pendukung yang sangat penting bagi proses pembelajaran berbicara bahasa inggris, misalnya faktor internal seperti ketertarikan, kecerdasan, rasa malu dan faktor eksternal seperti lingkungan keluarga, lingkungan siswa, lingkungan dosen dapat mempengaruhi dirimu untuk belajar berbicara bahasa inggris?”*

SNIB : *“Iya faktor lingkungan dan diri sendiri menjadi faktor pendukung yang sangat penting untuk memotivasi dan*

*menginspirasi diri sendiri, karena rasanya tertarik, rasa malu itu datang dari diri sendiri yang bisa melawan dan merasakannya. Maka dari itu dengan adanya rasa tertarik bisa lebih memotivasi untuk terus perlahan-lahan bisa mengucapkan kalimat-kalimat bahasa inggris dengan baik dan benar cocok apalagi nyambung. Faktor eksternal juga mempengaruhi seperti keluarga, mahasiswa (teman sebaya) dan lingkungan dosen sudah mulai perlahan-lahan sedikit demi sedikit juga melatih membiasakan diri berbicara menggunakan bahasa inggris.*

Me : *“Terimakasih ya dek untuk ketersediannya menjawab pertanyannya dari kaka”*

SNIB : *“Sama-sama kak zulfi, semoga cepat selesai yah”*



**APPENDICES**  
**QUESTIONNAIRE**  
**TRANSCRIPTS**

## Result of Questionnaire

### Result question number 1-5

No	Name	Apa saja yang kamu rasakan ketika berbicara dalam bahasa inggris?	Apa saja hambatan yang kamu alami dalam berbicara bahasa inggris?	Apa yang membuat mu kesulitan ketika ingin berbicara dalam bahasa inggris?	Saya merasa takut jika diminta dosen untuk maju kedepan mempresentasikan hasil pekerjaan dalam bahasa inggris?	Dosen atau teman kelompok selalu memberikan saya kesempatan untuk berbicara menggunakan bahasa inggris didalam kelas?
1	Revi Shabrina Putri	Ragu untuk berbicara	Lingkungan yang kurang mendukung untuk berinteraksi dalam bahasa inggris	Penggunaan ekspresi	Netral	Kadang-kadang
2	Belfaya S. S	Sangat bersemangat	Kesulitan memahami kosa kata dan tata bahasa	Kekurangan kosa kata yang dimiliki	Netral	Kadang-kadang
3	Fatimah Choirunnisa	Takut salah berbicara	Kesulitan memahami kosa kata dan tata bahasa	Penggunaan tata bahasa	Tidak setuju	Sering
4	Suharno Sidiq	Takut salah berbicara	Tidak merasa percaya diri untuk berbicara	Kekurangan kosa kata yang dimiliki	Netral	Sering

5	Dicky Setya Firasad	Merasa kebingungan	Kesulitan memahami kosa kata dan tata bahasa	Kekurangan kosa kata yang dimiliki	Netral	Kadang-kadang
6	Adinda Khusnul Khotimah	Sangat bersemangat	Malu	Tidak tahu penyebutan katanya	Netral	Sangat sering
7	Arinda Y. S	Takut salah berbicara	Lingkungan yang kurang mendukung untuk berinteraksi menggunakan bahasa Inggris	Penggunaan tata bahasa	Setuju	Kadang-kadang
8	Rachma Putri Kanila	Sangat bersemangat	Lingkungan yang kurang mendukung untuk berinteraksi menggunakan bahasa Inggris	Penggunaan ekspresi	Setuju	Kadang-kadang
9	Fara Anantya Putri	Sulit untuk memahami	Kesulitan memahami kosa kata dan tata bahasa	Kekurangan kosa kata yang dimiliki	Setuju	Sering
10	Ilham Fathoni Widodo	Takut salah berbicara	Malu	Penggunaan ekspresi	Netral	Kadang-kadang
11	Ratih Dwi Astuti	Takut salah berbicara	Kesulitan memahami kosa kata dan tata bahasa	Kekurangan kosa kata yang dimiliki	Netral	Kadang-kadang
12	Achmad Rynu Pratama	Sangat bersemangat	Lingkungan yang kurang mendukung untuk berinteraksi menggunakan bahasa Inggris	Kekurangan kosa kata yang dimiliki	Netral	Sangat sering

13	Zulkha Dewanti Azizah	Ragu untuk berbicara	Kesulitan memahami kosa kata dan tata bahasa	Kekurangan kosa kata yang dimiliki	Netral	Kadang-kadang
14	Alimatus Zuhriya	Sangat bersemangat	Lingkungan yang kurang mendukung untuk berinteraksi menggunakan bahasa Inggris	Penggunaan tata bahasa	Setuju	Kadang – kadang
15	Hanifah Dwi Alyssa Putri	Takut salah berbicara	Takut untuk dikritik	Kekurangan kosa kata yang dimiliki	Setuju	Kadang-kadang
16	Dea Thania Nurun Nihayah	Takut salah berbicara	Tidak merasa percaya diri untuk berbicara	Kekurangan kosa kata yang dimiliki	Setuju	Kadang-kadang
17	Sholihatus Masfufah	Takut salah berbicara	Lingkungan yang kurang mendukung untuk berinteraksi menggunakan bahasa Inggris	Kekurangan kosa kata yang dimiliki	Setuju	Tidak pernah
18	Lintang Ayu Diah Fitriyani	Takut salah berbicara	Kesulitan memahami kosa kata dan tata bahasa	Kekurangan kosa kata yang dimiliki	Netral	Sering
19	Amir Fahrudin	Takut salah berbicara	Kesulitan memahami kosa kata dan tata bahasa	Penggunaan tata bahasa	Tidak setuju	Kadang-kadang
20	Aulia Atsna Mala	Takut salah berbicara	Lingkungan yang kurang mendukung untuk berinteraksi menggunakan	Kekurangan kosa kata yang dimiliki	Netral	Kadang-kadang

			an bahasa inggris			
21	Nurlaila Magfirah	Takut salah berbicara	Lingkungan yang kurang mendukung untuk berinteraksi menggunakan bahasa inggris	Kekurangan kosakata yang dimiliki	Setuju	Kadang-kadang
22	Adelia Lutfia Zulfa	Takut salah berbicara	Tidak merasa percaya diri untuk berbicara	Penggunaan ekspresi	Netral	Kadang-kadang
23	Fatihapsari Shafiyatuz Zahra	Takut salah berbicara	Tidak merasa percaya diri untuk berbicara	Kekurangan kosakata yang dimiliki	Setuju	Kadang-kadang
24	Rika Ayu Virnanda	Takut salah berbicara	Takut untuk dikritik	Penggunaan tata bahasa	Stuju	Kadang-kadang
25	Salsa Febi	Ragu untuk berbicara	Kesulitan memahami kosakata dan tata bahasa	Penggunaan tata bahasa	Setuju	Tidak pernah
26	Sarah Nabila Imamatul Bahiroh	Takut salah berbicara	Tidak merasa percaya diri untuk berbicara	Penggunaan ekspresi	Netral	Sering
27	Mayang Sekar Febrianti	Merasa kebingungan	Tidak merasa percaya diri untuk berbicara	Kekurangan kosakata yang dimiliki	Setuju	Kadang-kadang
28	Taufan Zaldito Firdaus	Ragu untuk berbicara	Lingkungan yang kurang mendukung untuk berinteraksi menggunakan bahasa inggris	Penggunaan tata bahasa	Setuju	Kadang-kadang

29	Valashifa Zulva Billah	Sangat bersemangat	Tidak merasa percaya diri untuk berbicara	Tidak mendapatkan ide	Netral	Kadang-kadang
30	Siti Munhafiroh	Takut salah berbicara	Tidak merasa percaya untuk berbicara	Penggunaan tata bahasa	Netral	Kadang-kadang
31	Wizarotul Maghfiroh	Takut salah berbicara	Tidak merasa percaya diri untuk berbicara	Kekurangan kosakata yang dimiliki	Netral	Sering

#### Result question number 6-10

No	Name	Kamu dapat memahami materi yang dijelaskan dosen dalam bahasa inggris tetapi kamu tidak bisa memberi feedback menggunakan bahasa inggris?	Apakah kamu merasa kesulitan ketika menemukan kosakata baru untuk diucapkan?	Apakah kamu sering menggunakan bahasa indonesia atau bahasamu sendiri ketika dosen memintamu berbicara bahasa inggris?	Katika kamu merasa sangat gugup, apakah kamu langsung suka menggunakan bahasa indonesia?	Apakah lingkungan dan dirimu itu sendiri menjadi salah satu faktor penting yang mendukung untuk suksesnya pembelajaran berbicara bahasa inggris?
1	Revi Shabrina Putri	Setuju	Netral	Sering	Suka	Setuju
2	Belfaya S. S	Netral	Netral	Kadang-kadang	Suka	setuju
3	Fatimah Choirunn	Sangat setuju	Netral	Sering	Suka	Sangat setuju

	isa					
4	Suharno Sidiq	Setuju	Tidak setuju	Kadang-kadang	Netral	Setuju
5	Dicky Setya Firasad	Setuju	Sangat setuju	Kadang-kadang	Netral	Sangat setuju
6	Adinda Khusnul Khotimah	Netral	Setuju	Sering	Suka	Sangat setuju
7	Arinda Y. S	Netral	Setuju	Kadang-kadang	Netral	Sangat setuju
8	Rachma Putri Kanila	Tidak setuju	Netral	Sering	Suka	Sangat setuju
9	Fara Anantya Putri	Setuju	Tidak setuju	Sering	Suka	Setuju
10	Ilham Fathoni Widodo	Setuju	Setuju	Sering	Netral	Setuju
11	Ratih Dwi Astuti	Tidak setuju	Netral	Kadang-kadang	Suka	Sangat setuju
12	Achmad Rynu Pratama	Netral	Tidak setuju	Tidak sering	Netral	Netral
13	Zulkha Dewanti Azizah	Setuju	Netral	Sering	Suka	Setuju
14	Alimatus Zuhriya	Sangat setuju	Setuju	Sering	Netral	Sangat setuju
15	Hanifah Dwi Alyssa Putri	Setuju	Setuju	Sering	Netral	Sangat setuju
16	Dea Thania Nurun Nihayah	Setuju	Sangat setuju	Sangat sering	Sangat suka	Netral
17	Sholihatus Masfufah	Sangat setuju	Netral	Sering	Suka	Setuju
18	Lintang Ayu Diyah	Setuju	Netral	Sangat sering	Suka	Sangat setuju


	Fitriyani					
19	Amir Fahrudin	Netral	Netral	Tidak sering	Netral	Setuju
20	Aulia Atsna Mala	Netral	Netral	Kadang-kadang	Suka	Sangat setuju
21	Nurlaila Maghfirah	Setuju	Setuju	Sering	Suka	Setuju
22	Adelia Lutfia Zulfa	Netral	Netral	Tidak sering	Netral	Sangat setuju
23	Fatihapsari Shafiyatuz Zahra	Netral	Setuju	Kadang-kadang	Netral	Setuju
24	Rika Ayu Virnanda	Setuju	Setuju	Kadang-kadang	Suka	Setuju
25	Salsa Febi	Setuju	Netral	Kadang-kadang	Suka	Setuju
26	Sarah Nabila Imamatul Bahiroh	Sangat setuju	Netral	Sangat sering	Suka	Sangat setuju
27	Mayang Sekar Febrianti	Sangat setuju	Setuju	Sangat sering	Sangat suka	Sangat setuju
28	Taufan Zaldito Firdaus	Sangat setuju	Setuju	Sangat sering	Sangat suka	Sangat setuju
29	Valashifa Zulva Billah	Tidak setuju	Tidak setuju	Tidak sering	Netral	Sangat setuju
30	Siti Munhafiroh	Setuju	Netral	Tidak sering	Netral	Setuju
31	Wizarotul Maghfiroh	Setuju	Netral	Tidak sering	Netral	Sangat setuju



# **APPENDICES**

# **DOCUMENTATION**

• RENCANA PEMBELAJARAN SEMESTER (RPS)

	<b>PERRGURUAN TINGGI</b>		<b>UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA</b>	
	<b>FAKULTAS</b>		<b>FAKULTAS ADAB DAN BAHASA</b>	
	<b>PROGRAM STUDI</b>		<b>PENDIDIKAN BAHASA INGGRIS</b>	
<b>RENCANA PEMBELAJARAN SEMESTER</b>				
<b>MATA KULIAH</b>	<b>KODE MK</b>	<b>KELOMPOK MK</b>	<b>SKS/SMT</b>	<b>TGL PENYUSUNAN: 5 Januari 2022</b>
Speaking for Formal Interactions	PBIS209	MKK PS	2	<b>TGL REVISI: 7 Januari 2023</b>
<b>OTORISASI GKM</b>	<b>DOSEN PENGAMPU MK</b>	<b>NIDN/NIDK/NUP</b>	<b>KOORDINATOR PROGRAM STUDI</b>	
	Zainal 'Arifin, S.Pd., M. Pd.		WILDAN MAHIR MUTTAQIN, M. A. TESL.	
<b>CAPAIAN PEMBELAJARAN LULUSAN (CPL)</b>	. Mahasiswa mampu mengetahui dan memahami serta menerapkan konsep dasar Speaking for Formal Interactions dengan baik dari perspektif kehidupan bermasyarakat, berbangsa, bernegara serta nilai-nilai agama, mempunyai kemampuan intelektual dalam memahami dan mengidentifikasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion <i>to help learners to practice the speaking skills</i> melalui kegiatan, studi literatur, berdiskusi, bekerjasama dalam tim, membuat proyek video atau ide kreatif lainnya yang menampilkan ide dan kreatifitas implementasi <i>public Speaking</i> dalam pembelajaran dan pengajaran bahasa Inggris			
	<b>SIKAP (S)</b>	S.1. Memiliki sikap dan perilaku positif terhadap pembelajaran speaking for Formal Interactions yang mencerminkan ketaqwaan kepada Allah SWT. S.3. Memiliki sikap dan perilaku tanggung jawab atas profesi di bidang keahliannya yang didasarkan atas nilai- nilai moderasi beragama dan kearifan lokal. S.4. Memiliki sikap dan perilaku jujur, tangguh dan adaptif terhadap perkembangan dan dinamika yang ada di tengah masyarakat.		
	<b>PENGETA HUAN (P)</b>	P.2. Mampu menjelaskan teori dasar prinsip-prinsip tentang ruang lingkup MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion P.3. Mampu mengidentifikasi konsep dasar dan implementasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion dalam pembelajaran bahasa Inggris sebagai bahasa asing.		
	<b>KETRAMPILAN (K)</b>	Mampu melakukan studi literatur, berdiskusi, bekerjasama dalam tim, membuat proyek video atau ide kreatif lainnya yang menampilkan ide dan kreatifitas implementasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion dalam pembelajaran dan pengajaran bahasa Inggris.		
<b>CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)</b>	<b>CPMK (S)</b>	Mampu mengetahui dan menerapkan sikap akomodatif terhadap tuntutan dan perkembangan zaman khususnya terkait dengan konsep dasar dan implementasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion dalam pembelajaran bahasa Inggris sebagai bahasa asing.		
	<b>CPMK (P)</b>	Mampu menjelaskan konsep MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion		
	<b>CPMK (K)</b>	Mampu menerapkan praktek implementasi MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion melalui studi literatur, berdiskusi, bekerjasama dalam tim, membuat proyek video atau ide kreatif lainnya yang menampilkan ide dan kreatifitas implementasi <i>prose</i> dalam		

	pembelajaran dan pengajaran bahasa Inggris.
<b>DESKRIPSI MATA KULIAH</b>	Mata kuliah <i>Speaking for Formal Interactions</i> merupakan mata kuliah yang memperkenalkan konsep dasar serta implementasi dari MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion dalam pembelajaran dan pengajaran bahasa Inggris sebagai bahasa asing. Secara spesifik mata kuliah ini membahas MC, Moderator, speech, seminar presentation, job interview, news anchor and reporter, promotion <i>to help learners to practice the speaking skills.</i>

<b>MATRIK PERKULIAHAN</b>								
<b>MINGGU/PERTEMUAN KE</b>	<b>KEMAMPUAN YANG DIHARAPKAN</b>	<b>MATERI/TEM APOKOK</b>	<b>METODE PEMBELAJARAN</b>	<b>WAKTU BELAJAR (MENIT)</b>	<b>PENGALAMAN BELAJAR MAHASISWA</b>	<b>INDIKATOR DAN KRITERIA PENILAIAN</b>	<b>BOBOT</b>	<b>SUMBER</b>
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1.	- Mahasiswa Memahami <i>Learning contract</i> - Mahasiswa Memahami <i>Introduction to Speaking for Formal Interaction</i> - Mahasiswa memahami metode <i>Project Based Learning</i>	- <i>Learning contract</i> - <i>Introduction of Speaking for Formal Interaction</i> - <i>Speaking For formal Interaction Topics</i>	- lecturing - brainstorming - question and answer - discussion	2x50	- Mendengarkan Penjelasan dosen - Brainstorming contoh <i>Speaking for Formal Interaction</i> - Memperhatikan contoh pengembangan topic - Memperhatikan contoh <i>Speaking Project</i>	- Memahami kontrak belajar - Memahami <i>speaking for formal interaction</i> secara umum - Memahami pengembangan topic pembelajaran selama satu semester - Memahami <i>project based learning</i>	40%	1.RPS 2.Taufik, W and Novita, D (2021) <i>Speaking for Formal Communication</i> . <i>Sidoarjo: UMSIDA Press</i>
2.	Mahasiswa mampu memahami langkah-langkah pengerjaan proyek <i>speaking for formal interaction</i>	Steps of working <i>speaking for formal interaction project</i>	Project based learning; 1.Determining the topic 2.make schedule -Developing topic determining important things included in the topic and sub topics, expression, terms and, situation through reading, watching vidieos, listening taking notes, writing story board. -Reherseals:	2x50	Mahasiswa mempelajari langkah-langkah pengerjaan proyek <i>speaking for formal interaction</i>	-Memahami Pengembangan topic -Memahami cara berlatih pronunciation, intonation, using gesture, body language, adjusting sound(firm,slow,fast) dalam <i>speaking for formal interaction</i> . - Memahami langkah-langkah pengerjaan dan		Thomas, J.W, (2000) <i>A Review of Research on Project Based Learning</i> . The Autodesk Foundation.

			Practice of Pronunciation, Intonation, Using gesture, Body language, Adjusting sound (Firm, slow, fast) -Recording performance and editing - Uploading to youtube class channel -Share the link 1.Reviewing 2.Revising 3.Recreating the product			penyelesaian projek speaking for formal interaction		
3.	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Menjadi MC	1.English expressions of an MC 2.MC's material organization 3.The way of becoming a good MC	Project based learning	2x50	-Mahasiswa memahami dan berlatih menjadi MC melalui proses penyelesaian projek -Mahasiswa mempresentasikan produk - Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	-Topic development - Pronunciation -Fluency -Grammar -Vocabulary -Gesture Body language of becoming an MC		MC Opening: Script and Vocal Expression <a href="https://www.youtube.com/watch?v=4OjzWz-H4xM">https://www.youtube.com/watch?v=4OjzWz-H4xM</a>
4.	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Menjadi Moderator	1.English expressions as Moderator 2.Moderator's material organization 3. The way of becoming a good Moderator	Project based learning	2x50	Mahasiswa memahami dan berlatih menjadi moderator melalui proses penyelesaian projek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	-Topic development - Pronunciation -Fluency -Grammar -Vocabulary -Gesture Body language of becoming a Moderator y		How To Moderate Webinars Like A Pro! <a href="https://www.youtube.com/watch?v=xeMZ9V8b34A">https://www.youtube.com/watch?v=xeMZ9V8b34A</a>
5 dan 6	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Berpidato/ Delivering a	1. Expression of Speech 2. Speech organization 3. The way of Delivering a good speech	Project based learning	2x50	Mahasiswa memahami dan berlatih berpidato melalui proses penyelesaian	-Topic development - Pronunciation -Fluency -Grammar		How to deliver the perfect speech <a href="https://www.youtube.com/watch?v=-">https://www.youtube.com/watch?v=-</a>

	Speech				Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	-Vocabulary -Gesture Body language of delivering a Speech		<a href="#">qx8uAUwZYk</a>
7 dan 8	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Seminar	1. Expressions used in seminar 2. Seminar material organization 3. The way of using English expression in a seminar	Project based learning	2x50	Mahasiswa memahami dan berlatih melakukan seminar melalui proses penyelesaian proyek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	-Topic development -Pronunciation -Fluency -Grammar -Vocabulary -Gesture Body language of conducting Seminar		How Do You Conduct A Seminar? <a href="https://www.youtube.com/watch?v=qExiX1cZyCE">https://www.youtube.com/watch?v=qExiX1cZyCE</a>
9.	Mid test	Project Processes and Products of Topic Mc moderator speech and seminar, presentation	Review and revise project product	2x50	Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Mahasiswa Merevisi Project (Bila Perlu)	-Topic development -Pronunciation -Fluency -Grammar -Vocabulary -Gesture Body language of conducting Seminar	30%	Thomas, J. W. (2000). <i>A Review of Research on Project Based Learning</i> . The Autodesk Foundation.
10 dan 11	Mahasiswa menguasai Speaking for Formal interaction dengan Topic Job Interview	1. Expressions used in Job Interview 2. Job Interview material organization 3. The way of using English expression in a Job Interview	Project based learning	2x50	Mahasiswa memahami dan berlatih melakukan Job Interview melalui proses penyelesaian proyek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	-Topic development -Pronunciation -Fluency -Grammar -Vocabulary -Gesture Body language of Performing Job Interview		English Job Interview Dos & Dont's!   English Conversation Practice <a href="https://www.youtube.com/watch?v=-JNjsOX0N0c">https://www.youtube.com/watch?v=-JNjsOX0N0c</a>
12 dan 13	Mahasiswa menguasai Speaking for Formal	1. Expressions used in News Anchor and	Project based learning	2x50	Mahasiswa memahami dan berlatih melakukan	-Topic development -		How To Become News Anchor Or

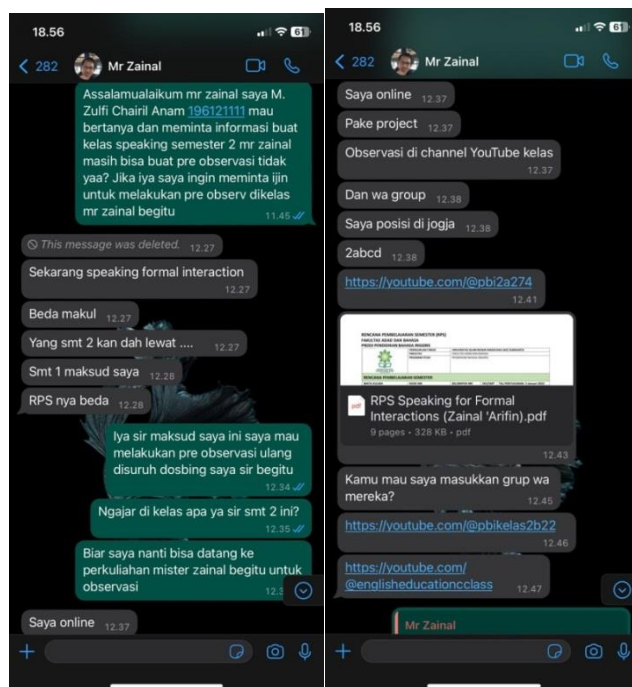
	interaction dengan Topic News Anchor and Reporter	<p>Reporter</p> <p>2. News Anchor and Reporter material organization</p> <p>3. The way of using English expression by a News Anchor and Reporter</p>			seminar melalui proses penyelesaian proyek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	<i>Pronunciation</i> -Fluency -Grammar -Vocabulary -Gesture -Body language of becoming a News Anchor and Reporter	<i>News Presenter / Top Tips For News Reading / How News Anchors read news</i> <a href="https://www.youtube.com/watch?v=ea71qx85RAI">https://www.youtube.com/watch?v=ea71qx85RAI</a>  <i>How do I become a news anchor, news reporter or multimedia journalist?</i> <a href="https://www.youtube.com/watch?v=SBBar2SleNc">https://www.youtube.com/watch?v=SBBar2SleNc</a>
14 dan 15	Mahasiswa menguasai Speaking for Formal interaction dengan Topic negotiation and promotion	<p>1. Expressions used in negotiation and promotion</p> <p>2. Negotiation and promotion material organization</p> <p>3. The way of using English expression by a negotiation and promotion</p>	Project based learning	2x50	Mahasiswa memahami dan berlatih melakukan negotiation and promotion melalui proses penyelesaian proyek Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Merevisi Project (Bila Perlu)	-Topic development - <i>Pronunciation</i> -Fluency -Grammar -Vocabulary -Gesture -Body language of becoming an MC conducting negotiation and promotion	<i>Negotiating Skills in English [3 Strategies for a Successful Negotiation]</i> <a href="https://www.youtube.com/watch?v=GQop93V1wMg">https://www.youtube.com/watch?v=GQop93V1wMg</a>  <i>Professional &amp; Business English: Marketing</i> <a href="https://www.youtube.com/watch?v=a27-S1UMdY0">https://www.youtube.com/watch?v=a27-S1UMdY0</a>
16.	Final test	Project Processes an Products of Topic Job and interview, News anchor and Reporter, Negotiation and Promotion	Presentation Review and Project revise product	2x50	Mahasiswa mempresentasikan produk Mahasiswa Menerima review dari peer dan dosen Mahasiswa Merevisi Project (Bila Perlu)		30%  <i>Thomas, J. W. (2000). A Review of Research on Project Based Learning. The Autodesk Foundation.</i>

<b>PENGUATAN CORE VALUE INSTITUSI</b>			
	Religiosity	Dosen mendorong mahasiswa dalam melaksanakan tanggung jawab atas profesi di bidang keahliannya dengan memiliki sikap dan perilaku jujur, tangguh dan adaptif terhadap perkembangan dan dinamika yang ada di tengah masyarakat yang didasarkan atas nilai-nilai religiusitas.	
	Modernity	Dosen mendorong mahasiswa dalam melaksanakan tanggung jawab atas profesi di bidang keahliannya yang adaptif terhadap perkembangan teknologi dan modernitas.	
	Civility	Dosen mendorong mahasiswa dalam melaksanakan tanggung jawab atas profesi di bidang keahliannya dengan memperhatikan kondisi dan adat istiadat pada suatu wilayah dan dunia luar.	
	Profesionalism	Dosen mendorong mahasiswa dalam melaksanakan kegiatan profesional dengan menjunjung tinggi nilai dan kode etik profesi.	
Penguatan moderasi beragama		Dosen mampu memberikan pengetahuan, pemahaman dan pencerahan ilmu kepada mahasiswa tentang sikap terbuka dan toleran terhadap perbedaan serta kesediaan menjadi bagian dari masyarakat yang tidak terbatas pada agama, suku dan budaya yang menjadi rahmatan lil alamin.	
Integrasi Islam-sains-kearifan Lokal		Ulumul Qur'an, Manajemen dan teknologi serta sosiologi.	
Integrasi dengan Mata Kuliah lain		English language skills, Applied linguistic and Language Teaching, Literasi Digital, Ahlaq and Tasawuf, Filsafat dan Pengantar Profesi	
<b>DAFTAR REFFERENSI</b>			
<ol style="list-style-type: none"> <li>1. Ali, S. S. (2019). Problem Based Learning: A Student-Centered Approach. <i>English Language Teaching</i>, 12(5), 73. <a href="https://doi.org/10.5539/elt.v12n5p73">https://doi.org/10.5539/elt.v12n5p73</a></li> <li>2. Brown, H. D. (2004). <i>Language Assesment: Principles and Classroom Practices</i> . Longman.</li> <li>3. Bull, V. (2011). <i>Oxford Learner's Pocket Dictionary</i> . Oxford University Press.</li> <li>4. Hammer, D. (1997). Discovery Learning and Discovery Teaching. <i>Cognition and Instruction</i>, 15(4), 485–529. <a href="https://doi.org/10.1207/s1532690xci1504_2">https://doi.org/10.1207/s1532690xci1504_2</a></li> <li>5. Isaac, J. C. (2010). <i>Methods and Strategies of Teaching: an overview</i>. Pondicherry University Press.</li> <li>6. I.S.P Nation, &amp; Jonathan Newton. (2009). <i>Teaching ESL/EFL Listening and Speaking</i>. Routledge.</li> <li>7. Jeremy Harmer. (1998). <i>How to Teach English</i> (Fourteenth). Longman.</li> <li>8. Jim Scrivener. (1994). <i>Learning Teaching</i> (A. Underhill, Ed.; Third Edition). Macmillan.</li> <li>9. Richards, J. C., &amp; Rodgers, T. S. (1986). <i>Approaches and Methods in Language Teaching</i>. Cambridge University Press.</li> <li>10. Sabariyanto dkk (2022). <i>Assessing English Language Skills</i>. FABulaous Press</li> <li>11. Sequeira, A. H. (2012). Introduction to Concepts of Teaching and Learning. <i>SSRN Electronic Journal</i>. <a href="https://doi.org/10.2139/ssrn.2150166">https://doi.org/10.2139/ssrn.2150166</a></li> <li>12. Taufiq, W and Novita, D. (2021) <i>Speaking for formal Communication</i>. Sidoarjo: UMSIDA Press</li> <li>13. Thomas, J. W. (2000). <i>A Review of Research on Project Based Learning</i>. The Autodesk Foundation.</li> <li>14. Torkey, S. A. E. F. (2006). <i>The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students</i>.</li> <li>15. Walker, R. J. (2008). Twelve Characteristics of an Effective Teacher: A Longitudinal, Qualitative, Quasi-Research Study of In-service and Pre-service Teachers' Opinions.</li> </ol>			

PENGESAHAN DAN PERSETUJUAN DOKUMEN RPS	
<p><b>PENYUSUN</b></p> <p>Zainal 'Arifin, S.Pd., M. Pd.</p>	<p><b>PENYELARAS</b></p>
<p><b>KOORDINATOR PROGRAM STUDI</b></p> <p>Wildan Mahir Muttaqin, M. A. TESL.</p>	<p><b>KETUA GUGUS KENDALI MUTU</b></p> <p>Dr. Nanang Qosim</p>

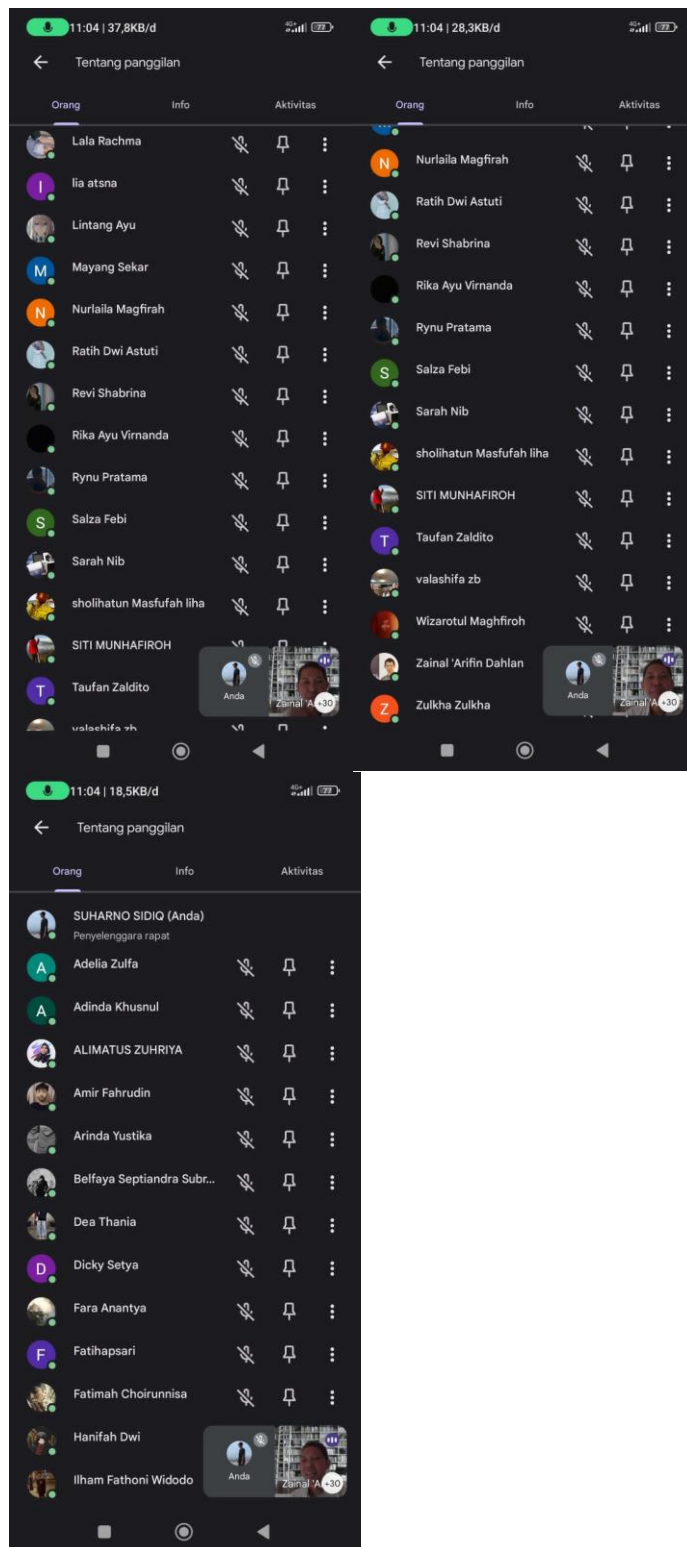
- **DOCUMENTATION**

Asking permission with lecturer





## First meeting English Speaking Class using google meet



## Youtube Video Assignment

The material about MC and Moderator



The material about Speech



The material about Job Interview



## The material about News Anchor and Reporter



## The material about Seminar



## The material about Promotion and Negotiation



## Attendance list via Whatsapp Group

