ENGLISH SPEAKING PROBLEMS
IN DARUSSALAM ISLAMIC BOARDING SCHOOL
DUKUHWALUH BANYUMAS

THESIS

Presented to English Education Study Program, State Islamic University of Prof. K.H. Saifuddin Zuhri as a Partial Fulfillment of the Requirements for Undergraduate Degree in English Education

By:

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Declare that all statements, opinions, and analyses that I have written in this thesis are my originally work. I optimally conducted my own research with the help of references and suggestion. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.

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ENGLISH SPEAKING PROBLEMS IN DARUSSALAM ISLAMIC BOARDING SCHOOL

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Assalamu'alaikum Wrahmatullahi Wabarakaatuh

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Wassalamu'alaikum Warahmatullahi Wabarakaatuh

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MOTTO

"Sometimes the best thing that ever happened in life

Come out of bitter stories"

DEDICATION

This thesis is dedicated to:

My beloved parents (Muhsin and Ismungah)

My beloved sister (Lina Afina Binti Muhsin)

All my family

My Almamater,State Islamic University of Prof Saifudin Zuhri Purwokerto

My beloved friends

The readers of this thesis

I hope this achievement complete the dream that were entrusted to me all those

many years ago when you chose to give me the best education you could

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Alhamdulillah, all praise be to Allah the lord of the words for the blessing, the strength and guidance do the researcher was able to finish this thesis entitled **ENGLISH SPEAKING PROBLEMS IN DARUSSLAM ISLAMIC BOARDING SCHOOL.** Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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ENGLISH SPEAKING PROBLEMS IN DARUSSALAM ISLAMIC BAORDING SCHOOL DUKUHWALUH BANYUMAS

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ABSTRACT

This research was aimed at finding and explaining speaking problems in Darussalam Islamic Boarding School. Darussalam organized an English speaking program for three years. According to Darussalam students, speaking is one of the skills that students have a lot of difficulties. The speaking problem in Darussalam has never been studied academically, so the solution is not yet known clearly. Therefore, in order to find out the speaking problem in Darussalam, it is necessary to conduct an academic study so that the solution is carried out properly.

This study used mixed method by combining qualitative and quantitative approaches in each phase of the research. The data collection techniques were observation, questionnaires and interviews. Observations were conducted to find English speaking problems in the learning process and daily conversation. The questionnaire was conducted to find out the concrete number of students who had problems in each factor of English speaking problems. Interviews were conducted to collect data on students and teachers as well as strengthen the results of observation. Explanatory strategy is used to analyze qualitative data in the second stage which is built based on initial quantitative results. This research refers to the theory of Ur, Juhana and Lawtie.

The results showed that most of English speaking problems stated by Ur, Juhana and Lawtie were experienced by students of Darussalam Islamic Boarding School. This research found there were two factors of English speaking problems, namely linguistic factor and non-linguistic factor. The linguistic factor were lack of vocabulary, lack of grammatical comprehension, difficulties in transferring language, pronunciation, and mother tongue use. The non-linguistic factors were fear of making mistakes, lack of confidence, shyness, lack of motivation, nothing to say, low participation, anxiety and inhibition. While there were some students who experience problems beyond those mentioned by Ur, Juhana and Lawtie namely lack of classrooms, and teachers, lack of partners and feeling burdened because having a lot of focus on lessons.

Keywords: speaking, problems

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE RESEARCH

In Indonesia, English is thought as an obligatory subject in formal education starting from elementary to university. In spite of the fact that English is taught in education institution, there are very limited proof that learning English is successful. Not only formal education that makes English lessons a compulsory subject, but also non-formal education because they aware of the urgency of English skill in this era. Therefore a lot informal educations conduct an English course to help English learner in deeper comprehension in English subject.

Non-formal education is an educational kind outside of formal education that can be carried out in a structured and tiered manner. Non-formal education is organized for people who need educational services that function as substitutes, additions, or complements to formal education in order to support lifelong education. The results of non-formal education can be admitted as equivalent to formal education program after an assessment process by an institution appointed by government. Non-formal education units in Indonesia are such as course institutions, training institutions, study groups, learning activity centers, *taklim* assemblies, and so on. Exactly, this research takes a place at Islamic boarding school, sometimes, it known as *pesantren*. *Pesantren* (Islamic Boarding School) is defined as a dormitory or a place for students to study Al-Qur'an. While in terms *Pesantren* is an Islamic educational institution where the students learn with classical books and aims to master the science of Islam in detail as well as practice as a guideline for daily life by emphasizing the importance of morals in social life[1]. This is equivalent with a center for Islamic religious learning activities. Indonesian people have the positive connotation about Islamic Boarding School. Of course, its activities are aimed at enhancing the spiritual soul and

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[1] Abu Hamid, *Sistem Pendidikan Madrasah dan Pesantren di Sulawesi Selatan, dalam Taufik Abdullah (ed), Agama dan Perubahan Sosial,* Jakarta: Rajawali Press, 1983, p. 329.

getting closer to God. Various ways, programs and visions are used to create a young generation in accordance with the objectives of the *pesantren* itself.

There are many visions of *pesantren* which not only involve religious matters but also world affairs. One of the *pesantren* programs that help young energetics face world problems is to study English. Abdullah Syukri stated that Islamic boarding schools are the most effective and ideal Islamic educational institutions to produce community cadres and provide information for the *ummah*. The real contribution of the *pesantren* is through the work of some of its alumni in all sectors in making the nation proud in the national and international arena[2].

On December 06, 2020, the Ministry of Religion, through the Directorate of Diniyah Education and Islamic Boarding Schools, he has just held a *Halaqah* for the Leadership of Islamic Boarding Schools in Kudus, Central Java. One of the messages from *Halaqah, pesantren* must be able to adapt at globalization era. Therefore, an Islamic boarding school must understand social changes and advances in information technology in each era. According to him, *pesantren* must be open. *Pesantren* must also be able to accept and respond to the realities of rapid social change. In order to face globalization, we need someone who is able to remind us of Islam so that they always studies both religious and other knowledge in order to be balanced. By spreading a positive invitation, it is certainly trigger and inspire other students at the *pesantren* that students not only learn about one focus of knowledge but also study English to face the globalization[3].

But there are only a few Islamic boarding schools in Indonesia that learn other than religious knowledge, so it is kind of rarely institution. From that, might there are some problems that might not have been identified academically and a research becomes necessary and important to do to solve the problems. One of Islamic boarding schools in Banyumas that organizes a

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[2] Abdulah Syukri Zarkasyi, *Managemen Pesantren, Pengalaman Pondok Modern Gotor*, ed.2 Ponorogo: Trimurti Press, 2006, p.7

[3] Fuji E Permana, "Hadapi Era Globalisasi, Pesantren Harus Beradaptasi", *REPUBLIKA. CO. ID*, Kudus, Ministry of Relogion, December 4, 2017

learning English is Darusalam Islamic boarding school. Currently, Darussalam is entering in second year of establishing a new program. There are four programs namely *Tahfidz* program, *Kitab* program, English program and Arabic program. Each program is classified into one environment. So they will be easier to carry out learning activities in accordance with their respective programs.

In order to improve teaching and learning English, several methods, techniques, and curricula had been designed to be applied in Darussalam Islamic boarding school but it did not goes well. In English program, there is an urgent problem that has not been identified to be solved namely English Speaking problem. According to Dr. Neali Rosyida M.Hum as the supervisor of English Program at Darussalam, become a good English speaker is the main goal of this English program in Darussalam. So, this research analyzed the English speaking problems in Darussalam Islamic Boarding School. This is certainly different from the other speaking problems that exist in formal schools in general. They have very different environments, even in terms of learning activity. Students living in Islamic boarding school must have more activities. They do not only focus on studying at school but they also learn about religious knowledge. Going towards the third year it seems that the first year English program students' speaking skills did not improve as expected. This situation must be definitely interesting to be studied.

Darussalam has been two years running with a learning system adopted from the language boarding school system and courses in Pare. Some of the activities are learning language in class using modules, daily speaking, memorizing vocabulary, deepening grammar material and others.

In daily speaking, all students are required to use English to communicate with other students of English program. The system is gradual, for the first month is forbidden to use regional languages, must use the national language. Then the second to the fifth month each sentence spoken must contain English vocabulary even though it is only one word. The sixth month and beyond are required to use full English whenever and wherever.

But the implementation almost failed and doesn't go smoothly. It has been running for two years with various evaluations and mentoring models but it had not been enough to make speaking activities consistent. Of course, there are some factors that probably caused it.

This crucial problem has not yet been identified academically and it has not had the right solution to overcome this problem. Therefore it is important to be identified and become the focus of this research in order to improve the quality of the English speaking program for daily communication in Darussalam Islamic Boarding School.

B. CONCEPTUAL DEFINITION

1. Speaking

According to Adan stated that speaking is a productive skill that needs active language components of grammar, vocabulary, pronunciation in order to be able to produce it. Speaking in general can be interpreted as conveying meaning (idea, mind, heart) someone to another using spoken language so that the meaning can be understood by others. According to Rechard and Renandya in Afraz pointed out that speaking is an essential Element of language ability and provides a good condition for learner's ability to listen, read and write. Speaking is the ability to pronounce articulated sounds or words for express, state and convey thoughts, ideas, and feeling[4]. Tarigan defined that speaking skill is a person's skill to convey desires and thought to anyone by word of mouth. According to Gronet speaking is one of the skills that students must master in. Beside, Wongsuwan in Afraz supported the statement by arguing that speaking skill is teachable.[5]

From the several definitions of speaking by the experts above, it can be concluded that speaking is the delivery of a person's intentions in the form

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[4] JC Richard & WA Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, New York: Cambridge University Press,2020, p. 1-5.

[5] Albert Pohan & Sulastri Manurung, *Speaking Skill Based On Video Qiara Media*, Pasuruan: CV. Penerbit Qiara, 2020, p. 2

of ideas, thoughts and hearts to others by using spoken language, so the intent can be understood by others. On a narrow definition, speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas or feelings.

2. Speaking problems

In life, humans often face various problems. Problems are often associated with bad luck as well as disaster. In fact, if we examine more deeply the basic nature of the problem, the real problem does not only produce negative impacts. Sometimes, problems exist as a form of opportunity to improve various weaknesses that exist within it. Even though humans are always faced with problems, there are not a few people who do not understand the definition of the problem itself. According to Irmansyah Effendi, a problem is a lesson when someone is conscious of the weaknesses and problems in his life. According to Abdul Cholil, problem is a small part of life that every human being must have had and faced in their life. According to Richard Carson, understanding the problem is the best place to train ourselves to become more open and every problem has the solutions. Besides, Speaking is a basic need for every human being, every day humans need to reveal all the things that will help their life, if people are not good at speaking sure it will become a problem[6]. Hornby mentions that speaking is a student the most discernible skill in real life. He also added that speaking is an important part of everyday interaction and one's first impression is often based on his/her fluent and comprehensive speaking ability. Speaking skills are considered to be the most difficult skills of English skills compared to writing, reading and listening. There are so many arguments by some experts of linguistics that identify the problem of speaking English. Here are some

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[6] Al hosni & Samira, "Speaking Difficulties Encountered by Young EFL Learners", *International Journal on Studies in English Language and Literature (IJSELL)*, 2014, Vol.2, No.6, p. 22-30

problems in speaking skill that probably can be evaluated by teachers to help students in speaking English correctly[7].

According to Ur, there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue. According to Juhana, there are some psychological factor that faced by the students in speaking English, they are Fear of Mistake, Shyness, Lack of Confidence , Lack of Motivation. Other experts that explain about problem in learning English are Praveen and Patel, the problem as follow: motivation, reinforcement, attention, memory, habit formation[8].

According to Rivers, learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. According to Harmer, there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is the application of mother-tongue is very natural and easier to be spoken by students. If teachers do not urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates[9].

According to Irmawati research shows that one of the inhibiting factors for speaking is the lack of speaking tasks which makes them less time to practice. Not surprisingly, we know that only some of students have high initiative to train independently. Most students need encouragement from teachers and parents to practice. Not only that, but also giving simple examples by teachers also greatly hinders students in speaking. Teachers should use mixed

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[7] Albert Efendy Pohan & Sulastri Manurung, *Speaking Skill: Based on Video Dubbing Project*, Pasuruan: Qiara Media, 2020, p.2

[8] M. Praveen and M.E.Patel, *English Language Teaching* (Jaipur: Sunrise Publisher, 2008), p. 41-45.

[9] Baker, J., & Westrop, H, *Essential Speaking Skills: A Hand book for English Language Teachers*, London: Continuum, 2003, p.5.

language, such as using English for common command sentences. From that, students will imitate and memorize expressions accidentally.[10]

C. RESEARCH QUESTION

Based on the background problem that has been stated above, it can be formulated into a question "what are the English speaking problems at Darussalam Islamic Boarding School?" this question is answered by the last chapter of this research.

D. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

Based on the background and problem formulation mentioned above, the purpose of this study can be determined as "to analyze English Speaking Problems in Darussalam Islamic Boarding School Dukuhwaluh Banyumas". The significant of the research are:

1. Theoretical Benefits

    The research results are expected to provide information about various things related to English speaking problems in Darussalam Islamic boarding schools so that the institution can improve students' English learning outcomes. Furthermore, the result of this study can be used as references for developing other studies apply the use of a similar method.

2. Practical Benefit

    a. For the teachers

        1. As a references and information of English teacher related to the problems and cause of the problems occur in learning speaking.

        2. Can optimize the ability of teachers in management Teaching and learning activities.

        3. Expanding the teacher's perspective in using the method learning in English subjects.

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[10] Ita Suryani, et.al," Investigating the Inhibition Factors in Speaking English Faced by Senior High School Students in Singaraja", *International of Language Education(IJOL)*, 2020, Vol. 4, No. 1, p.30

b. For the researcher

1. This research can provide experience in managing the speaking process according to students' abilities.

2. Improving teaching skills and provide knowledge about how to solve speaking problems.

3. It can be used as information and experience in formulating strategies to overcome speaking problems in Islamic boarding schools.

c. For the institution

1. As a means of evaluating the implementation of institution performance in improving education services for students.

2. As a determinant of institution policy, especially regarding efforts increasing teacher resources and the teaching profession.

E. STRUCTURE OF T HE RESEARCH

In order to readers read easily the parts needed in the thesis, this research provides a systematic discussion as follows:

Chapter I is an introduction that contains the background, problems formulation, objectives and significances of study, research benefits, review of relevant studies, literature review, research methods, and the structure of the research. Chapter II contains of the conceptual definition of the variable, they are definition of speaking and English speaking problems from various expert. Chapter III is consisted by the type of the research, time and location of research, data sources, technique data collection, and technique of data analyzes. Chapter IV is consisted by general description of research object and discussion. Chapter V contains the conclusion and suggestion of the research.

CHAPTER II

LITERATURE REVIEW

A. SPEAKING

1. Concept of Speaking

There are various definitions of speaking. Agreeing to Mead and Rubin, speaking is an interaction process between two or more people in which each participant has a turn to say something and a turn to listen. Speaking consists of verbal and nonverbal components. Chaney in Kanyi gives the definitions of speaking is the process of expressing a meaning using both verbal and nonverbal symbols. According to Ernawati Waridah, speaking is say, tell or express opinions (by words, writing, etc.) or negotiate. Speaking in general can be interpreted as a delivery of meaning (ideas/ thoughts) from one person to another by using spoken language so that the intent can be understood by others. Its meaning in particular has been put forward by many experts is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feeling[11]. Concurring to Hornby, characterizes speaking is to create utilize of words in a standard voice. Lawtie stated that speaking is principal to human communication. O'malley argued that speaking is arranging expecting implications and adjusting one's discourse to create the required impact on the listener. Besides, human speech ability is no longer in doubt because human do it every day, except for people who have oral diseases. Communication is an activity done by someone with another person that must be done perfectly (quality and pleasant) so that both of them get benefits. In speaking, we recognize several aspects that must be considered

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[11] Ernawati Waridah, *Kamus Bahasa Indonesia*, Jakarta: Penerbit Bmedia Imprint Pustaka: 2017, p. 41.

so that the conversation becomes more quality and enjoyable. These aspects include listening, asking and answering[12].

Based on conceptual of speaking above, it gives the definition of speaking as a movement of cresting word by the sound the counting speaker and audience or to communicate with others. speaking is one of the aptitudes that utilize a verbal word to specific thought, so the speaker ought to fulfill the component of speaking so that the audience or listener can get the speaker's thought or the speaker's meaning.

2. **Aspect of Speaking**

In order to understand the problems in speaking done by students, it is necessary to know what aspects of speaking are so it can be identified easily. Some experts are not only determining the aspects but also determining the criteria so the speakers can be categorized to a certain level based on these criteria. Brown combined several criteria to be assessed in speaking. They are pronunciation, fluency, vocabulary, grammar, features of discourse, (cohesion, sociolinguistic congruence, etc.), and task (achieving the goal of the task is also highly dependent on understanding). In designing criteria for assessing speaking skills, Knight also proposes possible assessment criteria. According to him, the list consists of (1) grammar (2) vocabulary (3) pronunciation (4) fluency (5) non-verbal skills and (6) content.

According to Syakur (1987: 3) there are a few components of speaking: vocabulary, language structure, pronunciation and fluency.

a. Vocabulary

Vocabulary is defined as the number of words that make up a language. The definition suggests that the word count should relate to a specific situation or topic and a specific purpose.

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[12] Abichandra, *The Power of Talk & Body Language*, Yogyakarta: Araska Publisher, 2021, p.73

b. Grammar

Grammar is described as a set of rules a language is made of, or a group of rules for forming words that combine them into a sentence. It is the ability to know how to form words and combine them into sentences.

c. Pronunciation

Pronunciation is the individual sound that applies word or sentence stress, rhythm, intonation, and related aspects of speech, including linking and association. When judging someone's pronunciation the accuracy of the criteria mentioned above is usually compared to the standard of a native speaker

d. Fluency

When focusing on fluency assessment, the main concern is how to make speech fluent, flowing naturally without worrying about accuracy. Vocabulary plays an important role in the process of fluency in speaking. Without having a large vocabulary, fluency and fluency will be hampered[13]

3. **The function of speaking**

The function of speaking needs to be known because basically the function of speaking are formed based on the communication goals built by the speaker and the listener. According to Keraf, emphasizes that the purpose of speaking is not only to inform, convince, entertain, but also requires a physical reaction or action from the speaker or listener. Communication is the sending and receiving of messages or news between two or more people so they can convey messages effectively, the speaker must understand what will be conveyed or communicated. According to Tagan (2008:16) the speaker must be able to evaluate the effect of its communication on the listener and must know the principles that underlie all speaking situations, both in general and individually. Tarigan also

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[13] Fran M, *Optimizing Performance of Students' Group Presentation*, Pasuruan: CV. Penerbit Qiara Media, 2021, P.9.

suggests that speaking has three general purposes, they are: to inform, to entertain and to persuade.

Meanwhile, according to Iskandarwassid the purpose of speaking skills will include the achievement of the following:

1. Ease of speech
2. Clarity
3. Responsibility
4. Forming critical hearing
5. Make a habit

Based on some of the opinions that have been stated above, it can be concluded that the main purpose of speaking is to communicate. While the general purpose of speaking is to inform or report information, to recipients of information, to convince or influence recipients of information, to entertain, and to require reactions from listeners or recipients. In addition, speaking also has the following objectives:

1. Social Purpose

   Humans as social beings make speaking activities as a means to build self-concept, self-extension, survive, obtain happiness and avoid pressure. A reliable speaker can provide a strong understanding to the community, especially the people in the village.

2. Expressive purpose

   Humans use speaking as a tool to convey their feelings. Such as expressing one's feelings to others, feelings of love and feelings of hated. This kind of communication is able to have a big impact on everyday life.

3. Instrumental Purpose

   Speaking activities are used as a tool to obtain a position, job, and others. This case is a norm because no one is seen, respected, and respected if he is not good at communicating[14].

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[14] Subhayni et. al., *Keterampilan Berbicara*, Aceh: Syiah Kuala University Press, 2017 , p. 24.

4. Kinds of Speaking Activities

There are several types of speaking that are formed based on the purpose of speaking, the number of listeners or speakers, and the duration of speaking. These types of speaking are all around our lives, including occurring in English learning students. According to Brown says that the learning they do is aimed at making students able to speak English fluently. He classified speaking activities as follows:

1. Monologue

    Monologue is a type of speaking that only involves one speaker for the course of speaking, such as lectures, broadcasts, speeches, etc. Monologues are divided into two types, namely monologues that can be planned and those that cannot be planned.

    a. Planned

    The person speaking has prepared the material to be delivered and even writes it into a note to help the speaker speak fluently

    b. Unplanned

    The speaker did not prepare any notes, so the words that came out of his mouth came from the brain that was spontaneous.

2. Dialogue

    Dialogue is a conversation that involves two or more speakers with various interruptions or responses and expressions.

    a. Interpersonal

    Transactional Dialogue is a dialogue that must be done when we need something. This is done in order to meet these needs. We take an example in a hungry situation, so we need to have a conversation or dialogue with the food seller. This transactional dialogue is done because there is a functional motive.

    b. Transactional

    Interpersonal Dialogue is a conversation that is more intended because socially there are people around us. This interpersonal dialogue is more of a wet and dry nature, lips services, by the way

and others. In its form, examples of interpersonal dialogue can be like chatting, chatting, gossiping and so on.

Currently, some linguistic experts and English teachers agree that learning a second language is by interaction. Communicative language teaching is based on real situations that require communication. According to Brown, there are six categories in the types of oral production that students are expected to carry out in the classroom, the six types are:

1. Imitative

    In this type, students are asked to imitate or repeat the teacher's speech or from a tape recorder. This imitation is done not for the purpose of meaningful interaction but to focus on certain elements of language patterns. In other words, this activity focuses more on pattern than meaning. This kind of activity is also often referred to as "drilling" or exercise. Drills or exercises offer opportunities for students to listen and repeat parts of language that are difficult linguistically, phonetically, and grammatically orally. Brown said that drills or exercises can help facilitate certain psychomotor patterns (to relax the tongue).

    From some of the statements above, it can be concluded that drilling is still important for teaching speaking, especially pronunciation and intonation so far not done continuously and students know why they do it.

2. Intensive

    In this type, students deal with their linguistic difficulties, whether phonological or grammatical aspects. Brown stated that speaking intensively can train phonology and grammar. Intensive speaking has many types of activities such as pairing up with other students and discussing an important topic and a warm discussion.

3. Responsive

In this type, students give a short response to the teacher or even students have the initiative to ask questions or give comments. Student responses usually do not develop into a dialogue. However, a little conversation is already meaningful and authentic

4. Transactional

In this type, students are involved in exchanging certain information with their pairs. This activity is carried out with the aim of conveying or exchanging certain information. Brown said that transactional language is a responsive language

5. Interpersonal

In this type, students actively participate in communication. This type of activity is carried out with the aim of maintaining social relations rather than conveying important facts or information. Klippel suggested that foreign teaching should help students acquire some communication skills in a foreign language, so all situations where real communication occurs naturally should be taken advantage of and more real communication should be created.

6. Extensive

In this type, students are expected to be able to perform monologues in the form of reports, summaries, or perhaps short speeches. This performance aims to develop students' global abilities in producing a more formal spoken language[15].

B. ENGLISH SPEAKING PROBLEMS

Everyone speaks even every day and becomes the main activity of human life, meanwhile if the ability to speak using a foreign language, not everyone can do it because they're not used to doing it and some obstacles they might experience. This study discusses the problem of foreign languages that are most widely used by all humans in the world. It is English that also as an international language. So, English speaking skills is someone's ability to

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[15] LM Leong & SM Ahmadi, "An Analysis of Factor Influencing Learners' English Speaking Skill", *International Journal of Research in English Education*, Vol. 18, No. 2, 2017

convey desires and his thoughts to anyone with some words through their mouth in English. Learning a foreign language is indeed difficult, but in order to keep up live with the new era that require an ability to speak English, people all over the world learn it. Speaking skill is difficult to develop if it is not trained continuously.

In the process of learning second language, of course, students will face the difficulties of it. They probably make some mistakes at the beginning of learning ranging from mistakes in words, phrases to sentences. Sometimes, students cannot justify their mistakes that happen, so it is important to be identified and analyzed in order to evaluate the mistakes and improve the English speaking ability. Here are some problems that faced by student when doing speaking activity according to some experts. Ur stated that there are some problems faced by students in speaking, they are

1) Inhibition

Inhibition is something that held back from someone's speaking because fear of making mistake. Even if a word is already said, the speaker wants to undo it.

2) Nothing to say

In this problem means that student does not know what to say. This is due to the lack of student motivation in expressing their ideas. In addition, students think that they do not have enough ability to express their ideas correctly.

3) Low participation

Sometimes, students who have these problems are the majority in a class. It makes the other students who actually have high participation are reluctant to participate the speaking class.

4) Mother tongue use

Without supervision from the teacher or the rules that bind students, they prefer to use their mother tongue in communication with anyone because it is considered much easier to express their ideas[16].

Thonbury classified English speaking problems into two factors as follows:

1. Knowledge components

    They need more knowledge language and need a hone intelligently speaking itself. We know that English could be a complex language. The information around English that ought to ace learners in arranging to get it English itself entirely, such as grammar, pronunciation, and vocabulary. Those exactly will help student learning to face the difficulties of speaking. It will be impossible to be able in speaking skill if students never practice it.

2. Skill factors

    The students' knowledge is not adequately computerized to guarantee the fluency. A result may too be emotional component such ass need of certainly which might repress fluency. In spite of the fact that we sufficient knowledge but we don't have the confidence to perform in front of numerous humans, we will still have trouble precisely in learning speaking. Hance, to be a good speaker, we ought to have sufficient certainty. At least, we are going to have a great expertise in talking and become a great speaker[17].

    According to Juhana, there are a few components that include in mental components related to second language among them are as follows

1) Lack of motivation

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[16] Siti Hadijah. "Investigating the Problems of English Speaking of the Students of Islamic Boarding School Program at Stain Samarinda", *Jurnal Pendidikan: Dinamika Ilmu*, Vol.14, No 2. 2014

[17] Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Educated Limited, 2007), p. 123.

Motivation is the control of a few who will accomplish something. Motivating students is very important to foster a sense of enthusiasm for student learning. This is the main consideration in determining students' readiness to communicate. Juhana added that motivation is inner energy. By having high motivation, students will be more enthusiastic in learning

2) Anxiety

Anxiety, essentially speaking could be kind of disturbing feeling within the intellect. Horwits et.al in Juhana, argued that anxiety is a problem that can cause discomfort to someone when speaking. It can affect the process of learning to speak and even make the pronunciation less fluent

3) Self-confidence

Self-confidence is the foremost noteworthy in language learning. Students' lack of confidence arises when they realize that their interlocutor does not understand their abilities so they prefer to remain silent.

4) Fear of mistake

Some experts stated that fear is the main factor in learning speaking. Juhana added that the students felt that they were influenced by the fear of being laughed at by their friends and the fear of being criticized by the teacher. It is important for the teacher to convince students that making mistakes is not bad even we learn from mistakes.

5) Shyness

Bashfulness is one of the troubles that each learner faces while learning a modern language and factor that cause hesitant to speak in English lesson[18]. Bowen and Robby in Juhana argued that some shy

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[18] Juhana, "Psychological Factors that Hinder Students from Speaking in English Class", *Journal of Education and Practice*, Vol. 3, No. 12, 2012, p.101

learners are caused by their very quiet nature. They feel limited when they speak English in front of people[19].

According to Lawtie, the difficulties in speaking experienced by learners are caused by two factors namely:

a. Linguistic factors

    1. Lack of grammatical comprehension

    2. Lack of vocabulary

    3. Difficulties in transferring language

    4. Pronunciation

    5. Mother tongue use

b. Psychological factors

    1. Lack of motivation

    2. Anxiety

    3. Shyness

Burns and Joyce plotted the problems faced by students in speaking performance into three factors, namely

a. Cultural factor

This cultural factor is related to students' beliefs in the learning process and the formation of culture. Now day, old habits in the world of education are still common. Using classical methods like teacher-centered method, students only listen and write when instructed. It can bring up students become passive in speaking and in the future students will be unfamiliar with the student-centered method. It will form a habit of learning models that do not fill students' needs. In fact, students need the ability to speak and practice lessons orally.

b. Linguistic factor

1. Difficulty in transferring language

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[19] Ikrar Genidal Riadil. "A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill", *International Journal of Education, Language and Religion*, Vol. 2, No.1, 2020, P. 31-28

2. English pronunciation errors by the teacher

3. Lack of understanding of grammar

4. Lack of vocabulary

5. Student unfamiliarity with the culture and social knowledge needed

c. Psychological or affective factor

Psychological factors are important factors that can influence students in learning foreign languages. These factors are culture shock, bad experiences about social & politics, lack of motivation to learn, anxiety and shame when getting bad results[20].

From several opinions of experts about English speaking problems, it shows that their opinions are relative different, some of them are just mentioning non-linguistic factors and admit that linguistic factors are the cause of non-linguistic problem and there are also scientists who mentioned it in complete factors. The combination theory from Ur, Juhana and Lawtie can represent all English speaking problems and it can be clarified with a table that combines all issues and removes similar problems which is then used as a reference for this research like as following.

Table of 2.1
The Table of English Speaking Problems

Linguistic Factor	Non-linguistic Factor
Lack of vocabulary	Fear of making mistakes
Difficulties in transferring language	Lack of confidence
Lack of grammatical comprehension	Shyness
Pronunciation	Lack of motivation
Mother tongue use	Nothing to say
	Low participation
	Anxiety
	Inhibition

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[20] Ahmed Maher Mahmoud Al Nakhalah, "Problems and Difficulties of Speaking that Encounter English Language Students at Al Quds Open University", *International Journal of Humanities And Social Science Invention*. Vol. 5, No. 12, 2016, p. 96-101.

C. RELEVANT STUDIES

A research by Leong Lai Mei and Ahmad Seyedeh Masoumeh entitled An Analysis of Factors Influencing Learners' English Speaking Skill. This research was aimed to find out what factors affect the English speaking skills of learners. This research also provided the importance of speaking, speaking performance, and finding out the needs of learners who need more attention. This research used descriptive qualitative method. The results of this study were students who have low self-confidence and have high anxiety encounter difficulties in speaking foreign language skills even though they had abilities in linguistics science. Meanwhile, students who have high motivation and have low anxiety, they could speak English effectively. The supporting factor was a friendly and cooperative environment[21].

A journal by Ratih Inayah and Ida Lisdawati entitled *Exploring Students' Difficulties in Speaking and Their Attiture in Speaking English*. The purpose of this research is to determine the events and to ascertain whether students really have problems when speaking English or not. This study also explores the causes of the problems found. This research also provided a narrative about the perception of students about speaking English in Indonesia. The method used by this research is qualitative. It described and analyzed social events around speaking by foreign language. So this research is descriptive and used observation, interviews and questionnaires as their instrument of research. The result of this research is students really had difficulties when communicating or conveying ideas using English. One of the factors is a feeling dislike of English lessons, it made students do not have a high initiative to learn English as well. The efforts made by students were not relate with their perceptions about the importance of English skill. They know

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[21] Lai Mei Leong & Sayedeh Masoumeh Ahmadi,"An Analysis of Factors Influencing Learner s' English Speaking Skill", *International Journal of Research in English Education*, 2017, Vol. 2, No. 1, p. 34-41.

and admit that English is needed by many jobs and the ability to speak English fluently can help students in the future[22].

A study by Sitti Hadijah (2017) entitled *Investigating the Problems of English Speaking of the Students of Islamic Boarding School Program at Stain Samarinda.* This research was aimed to identify the students' English speaking skill and the problems caused it in Islamic Boarding School of STAIN Samarinda. The method used in this research was triangulation. The quantitative data were obtained from oral assessment of 130 students and the qualitative data were obtained from the result of questionnaire and interviews with some students that suitable with the criteria. The results of this study indicate that the ability of students to speak English is very low. The problems faced by students are difficulties in understanding grammar (42%), lack of vocabulary (35%), pronunciation and spelling (42%). The cause of the problem is that students do not have much knowledge about English in all aspects of speaking. As for the psychological factors that affect students' speaking, namely shyness, fear of making mistakes, lack of confidence, and difficulty in understanding the material or topic being discussed. In addition, the environment did not support these activities, where Islamic boarding school basically learns about religious knowledge but students are also required to study about general sciences such as English. It made students have difficulty discussing religious issues in English[23].

A research by Natali Rahayu entitled *An Analysis of Student's Problem in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School.* This research aims to examine speaking problems in a language program environment in Husnul Khotimah Islamic Boarding School. This study focuses on speaking problems, factors, and strategies to solve speaking problems. The result of this study is there were two factors that

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[22] Ratih Inayah & Ida Lisdawati, "Exploring Students' Difficulties in Speaking English and Their Attitude in Speaking English", *Journal of English Language Pedagogy, Literature and Culture*, 2017, Vol.2, No. 1

[23] Sitti Hadijah, Investigating the Problems of English Speaking of the Students' of Islamic Boarding School at STAIN Samarinda, *Dinamika Ilmu*, December 2014, Vol.14, No.2.

influenced the students' speaking problems, namely internal factors and external factors. They are consist by lack of vocabulary in students, poor pronunciation, lack of understanding of grammar, limited opportunities, interest in learning, difficulty in leaving the mother tongue, rarely practice and practice, fear of making mistakes, and environmental factors that are less supportive. In addition they also have physiological problems such as lack of motivation. The essence of this factor is the environment where students live, not supporting students to apply and practice public speaking[24].

Based on studies above, it can be seen that there are some differences and similarities with these research, but in general, these studies discussed the same research focus. The difference is in the results of the research. Some of them only take the core problem on the object of research, it means that they do not mention the whole of English speaking problems in the object of research. Another difference is the type of research object institution, some of which were located in formal schools, so that they experience different problems from those located in Islamic boarding schools. As for the similarities from some of the studies above, namely the problems of English speaking problems faced by students are relatively the same, but the number of students who experience English speaking problems in each factor is different and the problems most experienced in each study are also different.

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[24] Natalia Rahayu, *An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khoitmah Islamic Boarding School*, Cirebon: IAIN Gunung Jati, 2015

CHAPTER III
RESEARCH METHOD

A. Type of Research

In a research, one of the things that should not be left out is the research methodology. In broad line, research methodology can be said as a general strategy used in the process of data collection and data analysis that is use for answering the problems that exist in an object of research. Thus in a study must use the right method for maximum research results.

A study using either a quantitative or a qualitative approach, each has its limitations. Therefore, there is a tendency to combine quantitative with qualitative research which is then called mixed methods which is increasingly being carried out by researchers. This is as expressed by McMillan and Schumacher (2010):

> *"The use of mixed method research design, which combine quantitative and qualitative methods is becoming increasingly popular because the use of both approach together can provide a more complete investigation"*

According to Creswell and Plano Clark (2007), the mixed method is:

> *"... that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approach in many phases in the research process".*

Mixed method design is used as a guide in collecting and analyzing data by combining qualitative and quantitative approaches in each phase of the research. According to McMillan and Schumacher, there are three types of mixed method designs, namely triangulation design, explanatory design and exploration design. This study uses a triangulation design, namely a research design that uses quantitative and qualitative analysis simultaneously to discuss the same topic. This is as expressed by McMillan and Schumacher

> *"In the design, both qualitative and quantitative data are collected at about the same time triangulation is use when the strengths of one method offset the weakness of the teacher, so that together, they provide a more comprehensive set of data".*

Meanwhile, according to Sugiono (2011) mix method is a research method by combining two research methods at once, qualitative and quantitative in a research activity, so that comprehensive, valid, reliable, and objective data will be obtained[25].

Triangulation model is data collected with a qualitative and quantitative approach at the same time. This model is used to cover the weaknesses of each approach so that it is implemented by collecting and analyzing data as a whole. Creswell and Plano Clark (2007) mention several types of triangulation models in the mixed method approach, in this study using the Convergence Model, namely data collected simultaneously both quantitatively and qualitatively, the data collected were both analyzed respectively with each approach. After the results of data processing are obtained, the two results are compared and on the comparison results the researcher interprets the results of the study and the procedure.[26]

The data from this study were obtained from observation, interviews, questionnaire and documentation. The research obtained descriptive data in the form of written words and from people who are in the object of research. The descriptive study meant by the researcher has the same intention as Sanafia Faisal's view, which is a form of study for exploration and clarification of a phenomenon or social reality, by describing the variables contained in the problem and the unit under study[27].

In addition, to obtaining data from written archives and acknowledgments from each respondent, this study described the events that took place in the research area. This study describes the problems in the process of speaking English among other students at the Darussalam Islamic boarding school, Dukuhwaluh. By obtaining mixed method, it is hoped that

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[25] Iwan Hermawan, Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif, dan Mixed Method, Kuningan: Hidayatul Quran Kuningan 2019, p. 157

[26] Wina Snjaya. Penelitian Pendidikan, Jakarta: PT Fajar Interpratama Mandiri, 2013, p. 48-52

[27] Sanafiah Faisal, *Format-format Penelitian Sosial: Dasar-dasar dan Aplikasi*, Jakarta: PT. Raja Grafindo Persada, 2007, p. 20

using this method can answer the questions that become problems in this research.

B. Time and Location of the Research

This research conducted at Darussalam Islamic boarding school located in Sunan Bonang Street 37, Dukuhwalu, Kembaran, Banyumas, Central Java. In 2019 Darussalam changed the concept of learning into four programs, namely *tahfid*, Arabic, English, and *kitab*. This study focused on English program exactly in English speaking problem faced by students. This research was held on July 2021 to September in academic year of 2021/2022. This research took place at the Darussalam Islamic boarding school because Darussalam is one of the institutions that has a special relationship with one of the largest student organizations in the world, namely AIESEC (Association International des Etuadiants Science Economiques et Commerciales) of Jendral Sudirman University. Having a cooperative relationship with AIESEC is a good opportunity to develop students' abilities in learning foreign languages because AIESEC present foreigners to Darussalam and gives students the opportunity to interact with foreigners.

C. Data Sources

1. Subjects Data Source

Subject in a research is people, places, or things that are needed to be studied in a research[28]. The subject of this research is all students of English program Darussalam Islamic Boarding School. There are three classes in English program. It begins from beginner class, pre-intermediate class, and intermediate class. The total students are 145 students. The research will be conducted on only 35 students in the intermediate class. The researcher chose the intermediate class because they are students in the 3rd year from the start of the program formation so they are more at the center of the problem. The other subject are the

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[28] Agung Widhi Kurniawan & Zarah Puspitaningtyas, *Metode Penelitian Kuantitatif,* Yogyakarta: Pandiva Buku, 2016,p.58

peer teachers of English program, they have done several evaluation in solving English speaking problem in Darussalam, so they are extremely support this data taking smoothly.

2. The Object of the research

The object of this research is the daily speaking activities and its obstacles of student language program in Darussalam Islamic Boarding School located in Sunan Bonang Street No.57 Dukhwaluh, Kembaan, Banyumas, Central Java. This problem becomes important to be studied because the speaking program has been running for three years but students still cannot be consistent in speaking English and even their abilities are not in accordance with the institutional learning targets. The object of this research was chosen other than based on phenomena which is worthy of being used as an object of research and researcher have an emotional bond with the object of research.

D. Techniques of Data Collection

The data were both quantitative and qualitative data. The qualitative data were obtained by interviewing the students and teacher, doing observation during the teaching-learning process and during the implementation of the action in the field. The data were in the forms of filed notes and interview transcript. The instruments for collecting the data were interview guidelines, observation sheets, field notes, a digital camera and mobile phone. The quantitative data were obtained from questionnaire.

For the further explanation about each data collection technique as follows:

1) Observations

According to Gorman and Clayton, observation is a study that involves the systematic recording of observable phenomena or behavior in natural settings. This observation used two kinds of observation namely unstructured observation and participation observation. Participant observation was used for exploratory research because the observer takes

part in observation activities. It was going naturally because the observer as a teacher that set the class. Unstructured observation means by noted all phenomena and record everything from all the data found, probably there is something unexpected and used field notes as research instruments. It done by a direct observation, which mean that it was taken when the events were occur and no action taken to change the situation so the observer was openly known by all subjects, even allowing the observer to be supported by the subject. This observation was carried out in order to know the English speaking problems in Darussalam Islamic Boarding School. The observations were made in five times

- The first observation was on July 29th, 2021
- The second observation was on August 3rd, 2021
- The third observation was on August 5th, 2021
- The fourth observation was on August 8th, 2021
- The fifth observation was on August 10th, 2021

2) Questionnaire

Questionnaire is a set of written statements or questions on a sheet of paper or other then shared to respondents to be filled out by them without intervention from the other parties. While the characteristic of qualitative research is a researcher act as instruments and data collectors at once, but instruments other than humans such as questionnaires also can be used for qualitative research, their function is limited to supporting the task of researchers as key instruments.[29] The questionnaire used in this study was only to find out clearly and unequivocally whether Darussalam students experience the problems mentioned in the questionnaire based on the opinions of experts or not. The more detailed explanations are described based on observations and interviews. The form of the questionnaire in this study was an open and closed questionnaire. According to Subagiyono a mixed questionnaire is the list of questions added by a space to determining or providing alternative answers, it also

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[29] Sadarwan Danim, *Menjadi Peneliti Kualitatif*, Bandung: Putaka Setia, 2000, p. 130

gives the respondents the flexibility to answer questions freely according to the actual situation. The sample in this study is intermediate class in English language program in the academic year 2020/2021 which consists of 41 students. This instrument was adopted from Ur's theory of problems in speaking which was cited from Swary. The questionnaire was selected by adopting research from Tang[30]. The concept of answers to the questionnaire refers to the theory from James, he explained that a form or questionnaire designed with a "yes" or "no" answer and a short answer will make the data easier to interpret, tabulate, summarize and draw conclusions. For calculations, this instrument uses the Guttman Scale calculation. The Gutman scale is a cumulative scale. This scale is used to answer questions that are firm and consistent,[31] as has been done in this study which only requires the answer "yes" or "no". Here is the Guttman scale.

Table 3.1
The Table of Guttman Scale

Item	Yes	No
Question 1	-	-
Question 2	-	-
Total	-	-
Mean	-	-

To find out the percentage of the position of the "yes" answer obtained from the survey questionnaire, it is calculated first and then placed in the range of the percentage scale as follows:

The answer value "yes"　　　= 1

The answer value "no"　　　= 0

Converted in percentage:

[30] Ur 2 Penny A, *A Course in Language Teaching: Practice and Theory*, Cambridge: Cambridge University Press, 1996, p. 375

[31] Sudaryono, *Metode Penelitian Pendidikan*, Jakarta: PT Kharisma Putra Utama, 2016. P.106

The answer "yes": 1x 100%/ 100%

The answer "no": 0 x 100%/ 0% (no need to count)

Calculation of "yes" answers from the questionnaire:

$$Percentage = \frac{M}{\sum R} \; x \; 100\%$$

M = Mean of each factor

$\sum R$ = Sum of Respondent

      The way to cosnclude the Guttman scale is by rounding the percentage, if the respondent's answer is 0% to 50% then it is considered close to disagree and if the respondent's answer is 50% to 100% then it is considered close to agree[32].

3) Interview

      The interview was using a semi-structured interview model, by this model of interview, the implementation was more open and free, interviewer can find the problems more openly, where the interviewee were asked for their problems in speaking. In the interview process, the interviewer asked several questions to find out the English speaking problems experienced by each respondent. The wording of each question can change from the interview guide according to the needs and conditions at the time of the interview. The questions asked during the interview process amounted to 16 questions. 8 questions were asked for the teacher and 8 questions for the students. Interviewee informants were selected through purposive sampling technique. It considered from the most visible informants have problems in speaking when during observation. Interview guide was

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[32] Viktor Handrianus Pranatawijaya, Pengembangan Aplikasi Kuesioner Survey Berbasis Web Menggunakan Skala Likert Dan Guttman, *Jurnal Sains dan Informatika*, 2019, Vol.5, No. 2, p. 133

become the instrument of this data collecting process. The informants who are considered related to this research are eleven students of English Program and a peer teacher of Darussalam Islamic Boarding School.

E. Techniques of Data Analyzes

This process is the final part of a research process. The data that obtained from the results of observations, interviews, questionnaires and documentation then the data is collected, simplified, reduced unnecessary data then presented into a good research report and easy to be understood. In other words, data analysis is the process of simplifying data into a form that is easier to read and interpret[33].

There are three ways to analyze data in the mixed method, namely sequential explanatory, sequential exploratory and transformative sequential. In this study, a sequential explanatory strategy was used. According to Creswell (2013) explained explanatory strategy is the collection and analysis of qualitative data in the second stage which is built based on initial quantitative results. The process of mixing data in this strategy occurs when the initial quantitative results inform the process of collecting qualitative data. Creswell emphasized that more weight or priority is given to quantitative data. The sequential explanatory strategy procedure is as follows

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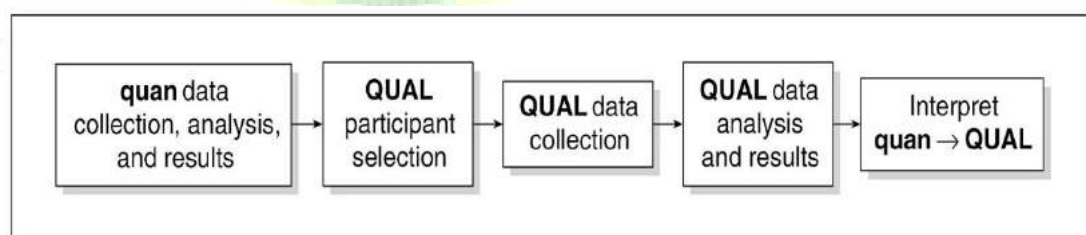
[33] Nasri Singarimbun & Sofyan Efendi, *Metode Penelitian Survey*, Jakarta: LP3 ES, 1995, p.263

Based on the picture above, research on English speaking problems uses a sequential explanatory strategy. The steps of the sequential explanatory strategy carried out can be explained as follows:[34]

1. The first stage, quantitative data was collected by giving questionnaires to respondents.

2. The second stage, quantitative data collections were analyzed by a Linkert Scale to find out the English speaking problems faced by each respondent in each factor.

3. The third stage collected qualitative data with observation techniques followed by semi-structured interview techniques. All the data that has been obtained was then grouped from very important data, less-important, even unimportant. Data that was included in the unimportant data group then safe to be discarded or not used

4. The fourth stage is analyzing qualitative data. Qualitative data analysis was carried out interactively until the data findings were completely saturated. In addition, the validity test is also carried out by means of triangulation to ensure that the findings are truly accurate and valid

5. The fifth stage is arranging of complex information into a systematic form to meet the validity criteria and be accountable It becomes more selective and simpler to provide the final of drawing data. By the process of presenting the data, it was ready became simple data and produce systematic information. The form of data presentation was in the form of charts, pictographs and paragraphs. So, the data is easier to be conveyed and followed by compiling the conclusions of the research results

6. Verification and conclusion, the process of drawing conclusions can only be done when all the varied data is simplified, compiled or displayed using certain media, then it can be understood easily. In this section, data was expressed the conclusions from the data that has

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[34] Husaini Usman & Purnomo Setiadi Akbar, *Metodologi Penelitian Sosial* , Jakarta: Bumi Aksara, 2000,p .86-87

been obtained either by questionnaire, interview and observation. With the conclusion, a research become perfect because the data generated is completely valid.

F. Validation

Research data that has been obtained through data collection must be tested and validated or checked for the validity of the data obtained. So the research findings can be accounted for. According to Nasution, validity research data is what the researcher observes in accordance with the actual exists in the real life. If the data is not appropriate, the results will be inappropriate or do not meet the validity.[35]

Validation in Mixed method according to Tashakkori and Teddlie (2003) is defined as the ability of the researcher to conclude meaningfully and accurately the data study. This definition expresses the idea of "inferential quality" as the accuracy of the researcher in concluding research inductively and deductively. According to Creswell validity of mixed method means when the researcher concludes the data set from different data sets that give better results than the existing data set. Based on the above understanding, it can be concluded that the validation process in this research has indirectly been carried out when the data discussed potential validity threats that arise during data collection and data analysis. This can be called "consequential validity" or "triangulation validity". In the embedded design, validity means when the second qualitative stage forms a significant predictor than the usual group comparison[36].

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[35] Dipa Nugraha & Sugitno, *Kritik dan Penelitian Sastra*, Surakarta: Muhammadiyah University Press, 2021, p.62.

[36] Creswell, John W. and Vicki L., Plano Clark, Design and Conducting Mixed Methods Research, London: Sage Publications

CHAPTER IV

FINDING AND DISCUSSION

A. Data Description of English Speaking Problems in Darussalam Islamic Boarding School.

In every learning process, of course, students and teachers expect good learning outcomes and can achieve learning objectives. However, in a learning process there must be problems that arise and hinder the learning process. In general, the trigger of learning problems according to Kartadinata (1999; 72) have two factors, namely internal factors (from within students) and external factors (factors from outside the individual)[37]. In the discussion of this research, it will only discuss about the internal factors of Darussalam students in the process of learning English speaking. Before going to the main discussion of English speaking problems faced by students, it would be more understandable for the reader to know the process of how speaking problems occur in the objects of research.

The formation of learning according to this English speaking program has been running since 2019. Actually, it has not yet ready to form a language program because of the limitations of teachers. In terms of certification, Darussalam only has one qualified teacher, namely Mrs. Dr. Naeli Rosyida M. Hum as the supervisor of the English program. The other teachers are students majoring in English education and other students who have good English skills. They are known as peer teachers. The formation of the curriculum, learning system, and management is quite difficult. Peer teachers adopt learning systems in other language Islamic boarding schools such as Gontor and Al-Hikmah. Likewise, the learning module uses the general module. The followings are the activities of students' English program:

    a) D-Talk

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[37] Gusman Lesmana, *Penyusunan Perangkat Pelayanan Bombingan dan Konseling,* Jakarta: PRENADAMEDIA GROUP, 2021, p.56

D-Talk is stand for "Darussalam Talk". This activity is carried out every Thursday afternoon from 16.30 to 17.30. D-Talk is an activity such as a discussion in a forum that discusses a particular topic or issue and uses English. The main goal in D-talk is to train students' speaking in speaking English, not only in everyday sentences but also scientific sentences like those in a discussion. This discussion was led by 5 students who were representatives of the room. Before D-Talk was implemented, the guide team had determined themes such as education, health, economy, technology, history and others.

In the first session, the moderator opened the discussion and directed the presenters to present the material that had been prepared in front of the class using a projector for a maximum of 45 minutes. Then the moderator invites other students as the audience to ask questions, refute or add material. Then the questions were answered by the presenters. The last session was correction by the English language program supervisor to correct errors such as pronunciation, vocabulary or editorial that occurred in the discussion. It is not uncommon for presenters to prepare small gifts for audience students who ask questions for an appreciation of the courage to speak. This activity was often hampered or did not go well because students do not have sufficient ability in English speaking. Some students could not express their opinion because of their lack of ability in English speaking. Occasionally the atmosphere of the discussion becomes quiet due to a communication error between the audience and the presenter.

b) English Class

The learning activities in English class are carried out every Wednesday and Thursday night at 19.00 – 20.00. The teachers are from teacher team from inside and outside the *pesantren*, because there are not many English teachers in Darussalam so Darussalam

invites several lecturers to help teach. Learning is divided into three classes. They are beginner class, pre-intermediate class and intermediate class. This class division is carried out at the beginning of the new school year. Students conduct screening related to their talents and interests in English to determine whether they enter beginner, pre-intermediate or intermediate. There are no official requirements for each class.

At English class which are guided by a module that contains several basic four skills, one of which is speaking, there are often obstacles caused by the lack of students' speaking skills. Students are required to express their assignments according to the themes discussed in the module but some students find it difficult to show their courage to speak in front of the class, so it was causing a lot of wasted time.

c) *Muhadatsah*/ Conversation

This activity is usually called as *Muhadatsah. Muhadatsah* means conversation in Arabic. This activity is carried out alternately with Arabic. If this week in English then next week in Arabic and so on. This activity was not only attended by English program students, but also all Darussalam students. The implementation system is providing simple learning and games related to Arabic and English. It is guided by representatives from the English program management.

This activity is designed to increase interest in learning English and Arabic for all Darussalam students in order to make the learning process is more enjoyable than learning in class. This activity takes place in the yard so that students can move more freely and play fun games. Actually, this activity is a conversation in pairs but is often interspersed with some material and games to help students in speaking.

In this activity which was attended by all students from all programs interest made it quite difficult for the guide to provide

material that could be accepted by all learners. This situation is one of the obstacles the running of conversation activities, not only caused by qualified teachers but the diversity of students' abilities also greatly affects the course of activities. The large number of students who take part in this activity made students' anxiety and other students' internal problems increase while students' self-confidence, courage, and enthusiasm are decrease.

d) Speaking English for Daily Communication

All students in English program are required to use English in their daily communication. It takes a long time for students to be able to pronounce English sentences consistently. There are many obstacles that cause students not to succeed in carrying out this program. The English speaking for daily communication program is the most inconsistent program or does not go well as the lesson plan. The cause is from linguistic and non-linguistic factors discussed in this study.

Students need to adapt to the environment first, so students are freed in the first three months. In the second three months, students are prohibited from using their mother tongue or regional language, because the use of mother tongue is quite influential on the pronunciation of English. At least, students must use Indonesian. Then, three months later students are required to speak in sentences containing English vocabulary even though it is only one word in a sentence. Then in the fourth three months, students are required to speak English wherever and whenever with fellow English program students. As for the exceptions, it is permissible to use Indonesian for certain purposes, such as when explaining a lesson while studying, on the phone with someone, forgetting which must then be followed by an English translation.

All students are spies, if students find other students who break the rule y speak Indonesian or java, they must write the type of

error and the time of the incident on a piece of paper and put in the box provided by the guide team in each room. As for the punishment for students who break this rule by deliberately uttering language sentences other than those specified. For the criteria for punishment points, namely full Indonesian will get a score of 5, students who use the mother tongue or full regional language will get a score of 10, and students who violate only a few words in a sentence will be given a score of 2 per word spoken. The points are calculated every night of the week and add up how many scores each student gets.

The use of speaking English for daily communication, students often feel confused in choosing the right vocabulary for a sentence, even some of them do not have enough vocabulary to speak English so they use body language or other codes to express their meaning. Some of these obstacles make communication between students did not going well as the goal of English program itself.

Table 4.2

Table of Schedule of English Program Activities

Time	06.00-06.30	16.30-17.30	19.00-20.00	21.00-21.30
Monday	Memorize Vocabularies			
Tuesday			learning by Module	Tenses Comprehension
Wednesday	Memorize Vocabularies			
Thursday			Learning by Module	Tenses Comprehension
Friday		D-Talk		
Saturday	Memorize Vocabularies			
Sunday	Game			

B. Discussion

1. Percentage of Students' English Speaking Problems

The purpose of this research was to find out the concrete data about what are problems experienced by intermediate students of English Program in Darussalam, whether in accordance with the theories of the problems have mentioned or there are the other factors have not mentioned in the questionnaire that cause students difficulties in speaking English. By using a questionnaire, the data was easier to be counted to know the concrete number of each factor.

The questionnaire was presented in three sections, the first section was filling out the respondent's identity, then the second section was problems in English speaking of linguistic factors, the third section was problems in English speaking of non-linguistic factors and the last was an open ended questionnaire. Students were free to add any problems that they found out of the problems have mentioned. The following is the questions about English speaking problems in the questionnaire given

Table 4.3
The table of data questionnaire of English speaking problem

No	Theory	Declaration	Categories		Total
			Yes	No	
1.	Lawtie (2004)	Lack of grammatical comprehension	36	5	41
2.		Lack of vocabulary	33	8	41
3.		Difficulties in transferring language	26	15	41
5.		Pronunciation	28	13	41
6.		Mother tongue use	23	18	41
7.	Juhana (2012)	Lack of motivation	14	27	41
8.		Anxiety	22	19	41
9.		Lack of confidence	26	15	41
10.		Fear of making mistakes	27	14	41
11.		Shyness	23	18	41
12.	Ur (1999)	Inhibition	25	16	41
13.		Nothing to say	26	15	41
14.		Low participation	28	13	41
Total			312	180	533

Mean		24	14,61	41

After the questionnaires were collected, the data was then tabulated. It can be seen from the results of the questionnaire on English speaking problems as a whole that the number of "yes" answers was the majority answers. From the table above, it can be concluded that the majority of students in the intermediate class English program were still having problems with speaking English. English speaking problems will be explained in more detail based on the following factors:

Table 4.4
Table of English Speaking Problems on Linguistic Factors
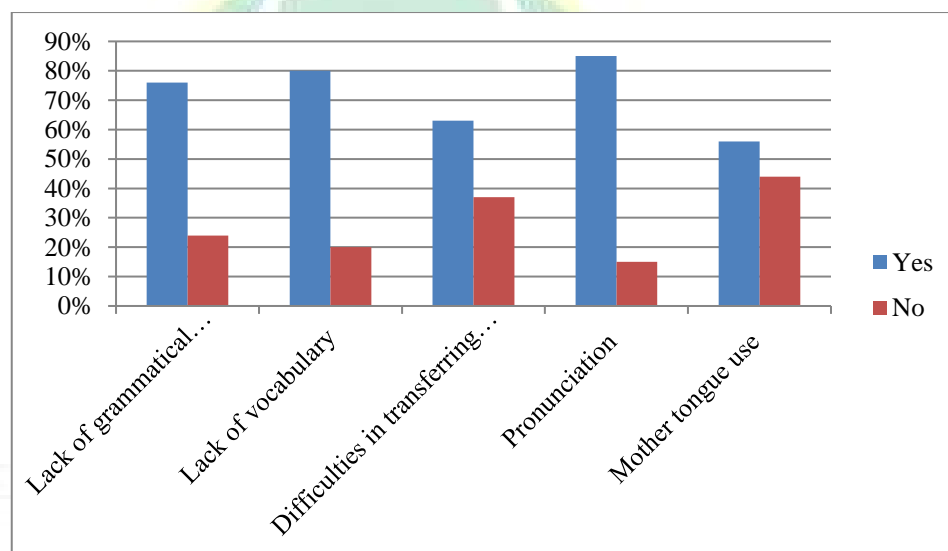
This chart shows the answers "yes" and "no" for each problem mentioned. Based on the table above, 76% of students still have difficulty in arrange words by thinking about the grammar that must be used, while 24% of students have no difficulty in grammar problems, if it is calculated for a more concrete amount, there are 31 students who still have difficulty understanding

grammar and there are only 5 students who have no difficulty in understanding grammar.

The second problem is the lack of vocabulary that students have for helping them in speaking. According to data taken from the questionnaire, it shows that 80% of students choose the answer "yes" which means yes they have problems with their vocabulary and 20% of students answer "no" that is, they may have enough vocabulary to speak English. For a more concrete number the 80% of 41 students are 33 students and 20% of 40 are 8 students. On this factor, it can be concluded that students who have problems with lack of vocabulary dominate the class.

Based on the table, the third problem is difficulty of transferring language. The questionnaire data shows that 64.4% of students answered "yes" which means that students have difficulty in transferring from their mother tongue to the target language. 64.4% of 41 are 26 and 36.6% answered "no", which means that students do not have difficulty in transferring their mother tongue to the target language. 36.6% students of 41 are 15 students. It is concluded that the English speaking problems mentioned were still dominates the "yes" answer.

The fourth problem is pronunciation. According to the data that has been presented, it shows that 85% of students felt difficult in pronouncing some words in English. While 15% answered "no", it means they did not feel difficulties in pronouncing words in English. A more concrete number is 35 students having this problem and the remainings are 6 students who are not having this problem. It can be conclude that most of students are havng difficulty in pronouncing some words in English.

The last problem is mother tongue use, the use of mother tongue is a language that is comfortable to say so that students prefer to use mother tongue without considering anything. From

this data, the result is almost fifty-fifty. There were 56.1% of students who chose "yes" namely 23 students and students who answered "no" were 43.9% = 18 students.

The conclusion from the data on English speaking problems on the linguistic factor that most students have is pronunciation, the second is lack of vocabulary, the third is lack of grammatical comprehension, and the last is mother tongue use.

Table 4.5
Table of English Speaking Problems on non-linguistic Factors
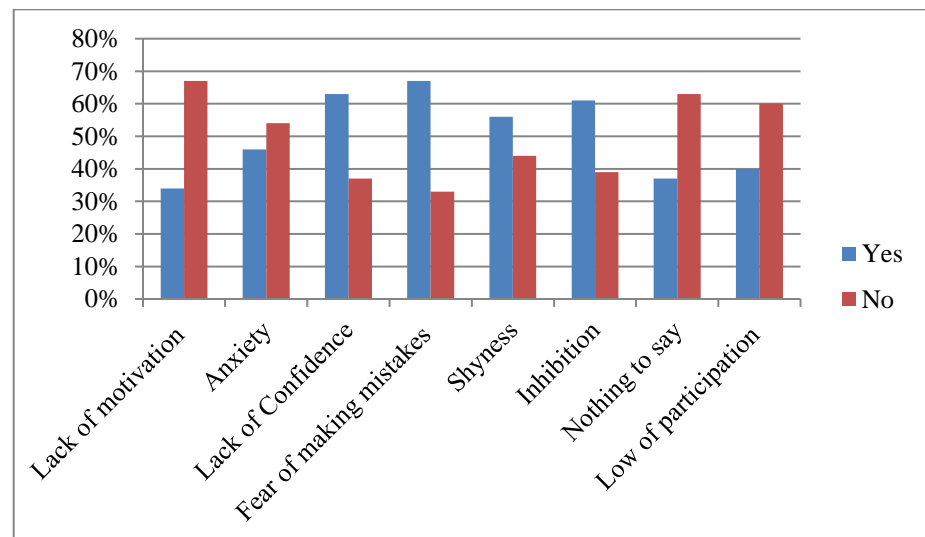
Based on the chart above, students who are lack of motivation in carrying out learning English is the minority. Students who answered "no" dominated the respondents' answers. Students who have "yes" 34.1% = 14 students and students who answered "no" 65.9% = 27 students. This means that most of students are not less motivated to increase their initiative in speaking English.

The second is students' anxiety, based on the chart above. "No" answers are more than "Yes" answers. Students who answered "yes" 46.3% and students who answered "no" were 53.7%. This number shows that 19 students feel anxiety when

speaking English and 22 students do not feel anxiety. It can be concluded that half of the students of the English language program have problems with anxiety

The third is students' lack of confidence in speaking English. The table shows that this problem is a crucial problem in English Program of Darussalam. There are 63.4%/ 26 students don't have sufficient self-confidence. The remaining is 36.6%/ 15 students answered "no" which mean that they have enough confidence in speaking English.

The fourth non-linguistic problem is fear of making mistakes during speaking English. According to the questionnaire data obtained, 70% answered "yes" which means they agree with the statement and feel afraid if they will make mistakes later. 30% of the sample chose "no" meaning they already have enough confidence to speak English. 70% of 40 is 27 and 30% of 41 is 14. The speaking problem mentioned by the researcher still dominates.

The next is students' shyness. Seen from the chart above shows that 56% of students answered "yes" and 44% of students answered "no". This means 23 students still feel embarrassed when speaking English. The rest, 18 students no longer feel ashamed during speaking English

The next problem is students' inhibition. From the data above shows that students who answered "yes" were 61% and those who answered "no" were 39%. From this figure it can be concluded that 25 students experienced inhibition and the remaining 39 students did not experience inhibition. This problem is quite dominant in the respondents' answers.

The next point is student who has no ideas to say anything. So, it slightly hinders conversations that aim to train students' speaking. Based on the data that has been taken by researchers, students who feel confused to say or start a conversation are 36.6%

or 15 students and students who are not confused and always have ideas to start a conversation with friends are 63.4% = 26 students. The answer "no" to this problem dominates the respondents' answers.

The eighth problem is the lack of student participation in speaking class and other speaking activities. In the data obtained from the questionnaire, students who think that speaking problems are caused by a lack of student participation are 40% and students who disagree are 60%. From that percentage, it means 16 students is agree that one of the factor of English speaking problems is lack of participation and 25 students did not disagree with that statement.

From the data of English speaking problems on non-linguistic factors, it can be concluded that the most problems experienced by students are fear of making mistakes, the second is a lack of self-confidence, the third is students experience inhibition, the fourth is shyness, the fifth is anxiety, the sixth is the lack of student participation, then there is nothing to say and the last or the least problem experienced by students is lack of motivation. it means that the students of the English program of Darussalam have quite a high motivation in learning English.. For the evidence and a more complete explanation, it is explained in the description of the results of observations and interviews below

2. Description of Students' English Speaking Problems

This section is a discussion of the problems based on the phenomena that occurred and the data was taken during the observation and interview process. The objects that observed by observer ware activities containing scenes of speaking English that had been described briefly above. The followings are the discussion of each problems of English speaking faced by Darussalam students:

a. Lack of grammatical comprehension

In first observation on July 29th, 2021, it found that there were many students who experience problem in grammar comprehension, it was found at D'talk class where students have to be done many parts to keep in touch with audience. The speaker told about a country entitled "Netherland" that would be asked by audience in the next section. There were some students had problems in grammar comprehension which was shown by the way students' speaking here is the excerpt

Excerpt of observation 1

S1: "the four largest cities in the Netherlands are Amsterdam"
S2: "Canals are as important a part of Amsterdam's cityscape as they are to the city of Venice, and some of the most enduring memories for any visitors are the time spent exploring the city's wonderful waterways".[38]

The sentence spoken by student 1, according to the right grammar in chapter about ordinal number the way to say "*ke empat*" is "the fourth".[39] So it should be spoken as "the fourth largest city in the Netherlands is Amsterdam". While student 2, who was became the second speaker of D-Talk said as in excerpt of observation 1, the spoken sentence was quite difficult to be understood, then student 2 was interviewed to ask what he meant, here is his answer

Excerpt of Interview 1

S1: "I mean, Canal adalah tempat yang penting untuk dikunjungi, seperti kota Vanesia, disana banyak spot tempat dan benda bersejarah sehingga banyak turis yang menghabiskan waktunya di kota tersebut, what I say tadi adalah hasil dari google translate dan saya tidak bisa mengeditnya sebelum

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[38] Observation at D-Talk activity on August 4th, 2021
[39] Adrian Wallwork, *Top 50 Grammar Mistakes*, Swizerland: Sringer, 2018, p. 95

saya sampaikan kepada audience, karena saya kurang memahami grammar".[40]

Based on the excerpt of interview 1, it can be seen that students had problems in using grammar. Exactly, students could not assemble and choose the right words to say. In this case it is the same as Thornbury said the use of sentences with right grammatical structures requires effort to determine the most appropriate words to be spoken. Sometimes students use a monotonous vocabulary and they tend to choose the meaning of the word that the easiest to be translated by them and it is quite difficult to be understood. Therefore students must be able to arrange words in order to make the listeners know what they talk about and the conversation can last a long time.[41]

The second section on D-Talk learning was question and answer with the audience. When it was running, some errors were found in the grammar focus that spoken by a student

Excerpt of observation 2

S1: "The first speaker say that Netherlands literally means lower countries, could you explain what its mean?"[42]

From the questions asked by student 1, it showed that the grammar used was incorrect. Refer to the right formula of Simple Past Tense "Subject + Simple Participle + Object". So, the sentence spoken should be "the first speaker said that…." And the next grammar error was "…what its mean?" it was incorrect because the way ask something by "what" in English refer to the right grammar is "what + auxiliary + subject + verb?" so it should

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[40] Interview with student on July 29th, 2021
[41] Lai Mei Leong & Sayedeh Masoumeh Ahmadi, *An Analysing of Factors Incluencing Learners'*… VII, P.96-101
[42] Observation at D-Talk Activity on July 29th, 2021

be "what does it mean?"[43]. From these errors, it can be concluded that the student had problem in understanding grammar.

The next finding of problem was at second observation on August 3, 2021 in English class. This learning used a module as a Learning aids. When at that time, students were studying the chapter on telling embarrassing experiences. Students were assigned to express their embarrassing experiences in front of other students. Some students seemed having difficulty in using grammar when they were speaking about their embarrassing moment. One of them is here the excerpt

Excerpt of observation 3

S1: "Last Friday, I sleep in the mosque after Friday prayers, then someone wake up me at three fifteen, when I opened my eyes and saw there is so many other students around me to do the Ashar prayer, I felt very embarrassed in the middle of the mosque"[44]

The sentence spoken by student 1 showed that there were some grammatical errors such as "I sleep .." because it was past event and used the simple past tense subject + simple participle so it should be "I slept ..". The next grammatical error was the placement of phrasal verbs which formula "verb + preposition" the sentence "…someone wake up me…" should be "…someone woke me up".[45]

The next case was in the fifth observation was on August 10, 2021 and took a place in the rooms and surroundings of the Darussalam Islamic boarding school. The observer found some students spoke in incorrect grammar as following

[43] Adrian Wallwork, *Top Grammmar*..,p. 139
[44] Observation at English Class on August 3th, 2021
[45] Adrian Wallwork, *Top 50 Grammar*…p. 54

Excerpt of Observation 4

S1: "have you take a bathed?"[46]

In the sentence spoken by student 1, it can be stated that he did not understand the use of present perfect. Student 2 was confused by the placement of the past participle The formula of interrogative sentence of present perfect tense is "have + subject + past participle" in that sentence, the verb was "take" while the past participle of "take" is "taken" so it should be spoken as "have you taken a bath?".[47]

b. Lack of vocabulary

Kamil and Hiebert (2005) state that generally, vocabulary is the knowledge of meaning of words. While in the learning process most of the students cannot talk a lot because they were not mastering vocabulary. Vocabulary is the foundation of that all the component English. How they can pronounce the words correctly, how they can speak English grammatically and fluently if they have not enough vocabulary in their mind. When researcher found students who lack in vocabulary, it would be automatically they were lack in pronunciation, grammar and also fluently of speaking.

Based on the first observation when D-Talk activity on July 29th, 2021. Still with the Netherlands theme, one of the speakers seemed difficult to convey a part of the material in English

Excerpt of Observation 5

S1: "The way Dutch people eat Herring is let me speak bahasa because it is difficult to say, jadi makan Herringnya dengan mengangkat ekornya dari piring terlebih dahulu sehingga yang masuk ke dalam mulut itu the head first"[48]

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[46] Observation at English Program Rooms on August 10th, 2021
[47] Adrian Wallwork, *Top 50 Grammar*…p. 107
[48] Interview with student 1 at D-Talk Activity on August 4th, 2021

After D-Talk agenda was finished, student 6 was interviewed regarding the incident by the question "what made it difficult for you to explain in English?" and he answered

Excerpt of interview 2

S1: *"I think, I don't memorize many vocabularies untuk menjelaskan materi itu so I decided to explain it in bahasa Indonesia, jika saya tetap menggunakan bahasa inggris saya takut materinya tidak tersampaikan dengan baik, dan audiences tidak memahami hoe Dutch people eat the Herring"*

Based on the answer of student 1 interview, he clearly stated that he did nit had enough vocabulary. It can be concluded that student 1 felt that some sentences in English were very difficult to be spoken because he didn't memorize a lot of vocabulary. It was made student 1 difficult to explain and express a sentence. Then the second case was in the fifth observation when students relax in the room, the observer observed their simple conversations that took a place without the students knowing that they were being observed. Errors that often occur are:

Excerpt of observation 6

S1: "could you take my mmm....., how to say ciput?"
S2: "do you have mmm .... something that elastic, it is small thing and the share like (use sign language by showing the shape of the rubber)
S3: "borrow me your pen, please"[49]

Students 1 said was "*Ciput*" means inner of hijab used by Muslims. Lots of vocabulary or object names that are difficult to

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[49] Observation at English Program Rooms on August 10th, 2021

translate in English because they only a few people in the world use these objects. Especially in the cottage environment, many religious terms are usually named in Arabic. Making an agreement on how to name an object in English has not been done yet. It was one of problems that have not been solved.

Then sentence was said by student 2 then followed by the voice "*mmm...*" showed that he was confused about how to express it, and she used body language for additional explanation to the interlocutor in order to understand what student 2 meant. This situation showed that student 2 had limited vocabulary that required him to use body language.

The sentence said by student 3 "borrow me your pen please" shows that the student 3 did not know the meaning of borrowing / lending and borrowing is different, so it should be "lend me you pen, please". Some of these cases are related to the statement by Kamil and Hiebert that students' lack of vocabulary problems triggers the emergence of other problems such as the use of grammar and pronunciation of some words.

c. **Difficulties in transferring language**

Herman (2016: 9) stated that translation is known as the process of transferring one language (known as Source Language) to another language (known as Target Language). It means that we translate a text to another language, we just change the language of the text itself to the language we want to translate without changing meaning of the SL. In general, the students' problems in form translation, students translate the sentence word by word whereas it cannot be able to arrange the word into a sentence because each sentence contained an ambiguous words

which multiple meanings[50]. This case is often done by English learners because they are not used to doing the right way of translating a sentence. In the 4th observation was carried out, exactly in Conversation activity, there were two students who seemed difficult in transferring language as what Herman stated when discussing a topic

Excerpt of Observation 7

S1: "when I bought a bag in Shopee, hmmm..... It's so difficult to be said mmm… aku complain karena tas nya hasn't arrived, but in keterangan shoppee paket sudah diterima, kemudian penjual mengembalikan uangku. Aku cek kembali transaksinya ternyata I gave the wrong address"[51]

Based on excerpt of observation 6 shows that student 1 has difficulty in expressing a sentence in English. Then finally she used a mixed language because she given up in trying to transfer the original language to the target language. Difficulty in transferring language sometimes caused by nervousness and makes the speaker's mind distracted. The sentence that would be arranged in the brain instantly lost.

Excerpt of interview 3

S1: "ketika Mrs Naeli sedang menjelaskan materi menggunakan bahasa inggris tanpa jeda, otak saya sangat lambat dalam menerjemahkan kalimat demi kalimat yang ia sampaikan, ketika saya belum selesai menerjemahkan kalimat pertama ke dalam bahasa Indonesia, namun kalimat kedua dengan cepat terucapkan oleh Mrs Naeli"

S2: "saya mengerti apa yang dikatakan seseorang kepadaku menggunakan bahasa inggris, namun otak dan mulut tidak sinkron untuk menciptakan kalimat bahasa inggris dan

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[50] Basariya Pasaribu, et.al, Students' Difficulties in Translating Narrative Text From English Into Indonesia at Grade VIII of SMP Negeri 9 Pematangsiantar, "*Journal of Teaching & Education*", 2020, Vol.2, No. 1

[51] Observation at Conversation Activity on August 18th, 2021

> *menjawabnya dengan benar, jadi sometimes aku jawab*
> *pake b Indonesia"*
>
> S3: *"Saya sudah merencanakan sebuah kalimat di dalam otak,*
> *sayapun tahu arti perkatanya, namun jika hendak*
> *diucapkan seperti tertahan di lidah karena saya tidak bisa*
> *merangkai menjadi kalimat yang benar dan mudah*
> *dipahami"[52]*

The excerpt above shows that there were still many students who have difficulty in transferring the original language to the target language. The relationship between the brain and the mouth contributes significantly in translating sentences. From the result of observation 7 and interview 3, it also shows that some Darussalam students have difficulty in transferring or translating the original language into the target language, such as the characters conveyed by Herman.

d. Pronunciation

Thornbury argued that pronunciation is one of knowledge in English that is rarely paid attention by English learners. Because, in order to be able to pronounce English sentences fluently, students must understand the phonological rules and know all the sounds its produce. Learners must also pay attention to the intonation, stress and tone of a sentence that will be spoken. Therefore pronunciation is rarely noticed by students.[53]

Constraints on pronunciation are a problem that many students experience when speaking English, this problem is also caused by a lack of learning about pronunciation. There is no class or special time to study pronunciation in Darussalam. Although students were required to buy an Oxford dictionary, it was very rarely studied about pronunciation because of that many students speak English with incorrect pronunciation, as was the

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[52] Interview with students 1,2,3 on August 8th, 2021
[53] Lai Mei Leong & Sayedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learner s' …" VII, p. 34-41

case in the fifth observation. In the Conversation activity on Sunday morning, students were instructed to choose a partner and make a topic of conversation, the conversation was carried out while walking around the cottage and the conversation ended when the route was complete. The observer found several words that were mispronounced. Here are the words that were incorrectly pronounced by students

Table 4.6

Table of Mispronounced by Students

Students' pronunciation errors	Description
S1: *"I don't really **know** about that **knowledge**?"*	S1 pronounced as *"know"* and *"knowlej"* it should be pronounced as /nəʊ/ and /ˈnɒlɪdʒ/ (silent k)
S2: *"I can't **answer** the question from my teacher"*	S2 pronounced as *"answer"* but it should be /ˈænsər/ (silent w)
S3: *"She sit in the **mosque** alone"*	S3 pronounced as *"moskyu"* it should be /mɔsk/
S4: *"Every morning my **stomach** so sick"*	S4 pronounced as *"stomach"* it should be /ˈstʌmək/
S5: *"You will go to campus on **Wednesday**?"*	S5 pronounced as *"Wednesday"* it should be pronounced as /ˈwɛnzˌdeɪ/
S6: *"Let's take a picture using your **phone**"*	S6 pronounced as *"pon"* it should be pronounced as /foʊn/
S7: *"I wait for him for 2 **hours**, and finally he came"*	S7 pronounced *"hour"* it shpuld be pronounces as /ˈaʊər/ (silent h)
S8: *"I haven't **breakfast** because I'm on diet"*	S8 pronounced as *"brikfest"* it should be pronounced as /ˈbrɛkfəst/
S9: *"how pretty your **finger**, is that polish nail?"*	S9 pronounced as *"fingger"* it should be pronounced as ˈ/fɪŋgər/
S10: *"I never wash my cloth at **night**"*	S10 pronounced as *"naigh"* it should be pronounced as /naɪt/ (silent gh)
S11: *"Do you join **Choir** of Darussalam?"*	S11 pronounced as *"coir"* it should be pronounced as /ˈkwaɪər/
S12: *"Is that your motorcycle in front of the **building**?"*	S12 pronounced as *"building"* it should be pronounced as /ˈbɪldɪŋ/[54]

According to Hughes, fluency is the speaker's ability to convey a sentence that can be reached by the listener, because if the listener difficult to understand the sentence spoken, listener

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[54] Victoria Bull *(ed), Oxford Learners Pocket Dictionary*, Oxford: Oxford University Press, 2008, p. 26-348

might lose his interest in continuing the conversation. The better pronunciation can be spoken, the more people understand what being said by people. Pronunciation must be learned because it is the important thing in which people will understand a language. Many people in Indonesia find the difficulties in pronouncing English words correctly.[55]

e. **Fear of making mistakes**

Feeling afraid of making mistakes in speaking performance is a crucial problem for foreign language learners. Some of the factors that influence students' fear as stated by Juhana in Nadzirotunnuh, sometimes students feel afraid because they have experienced inappropriate events such as being laughed at by friends, criticized sharply by the teacher, or afraid to look foolish in front of many people.[56] According to Ur, fear of making mistakes is a feeling that causes students to have a sense of inhibition. The student is usually inhibited when trying to speak English and fear that he will make a mistake that is not even certain occur, then it creates a sense of inhibition. In this point, the problem of fear of mistakes is combined with inhibition, the following is a case that shows that Darussalam students experience inhibition caused by a fear of speaking English

In the third observation, exactly in the English class, teacher gave a speaking task which instructed students to convey embarrassing experiences in their lives. It was found that the characteristics of students who are afraid to do speaking performance when the teacher chose one of students to come forward to tell their embarrassing moment, students called his friend's name to come forward first, pointing to another friend

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[55] Dewi Kustanti & Yadi Prihmayadi, "Problematika Budaya Berbicara Bahasa Inggris", *Al-Tsaqafa: Jurnal Ilmiah Peradaban Islam*, 2017, Vol. 14, No. 1, p.11

[56] Septy Indrianty, "Students' Anxiety in Speaking English: A Case Study in One Hotel and Tourism College in Bnadung", *ELTIN Journal*, 2016, Vol. 4, No. 1, p. 28

Excerpt of Observation 8

S1: "Nuzul Ms, he is ready to come forward now"
S2: "Nuzul, Nuzul, Nuzul (claping hands)"
S3: "Sorry Ms, I haven't ready"[57]

Based on the excerpt of observation above, it can be conclude that students were afraid of being chosen, the possible cause was related to Hieu and Zang cited in Juhana stated that students feel afraid because they think about the bad possibilities that will happen to them when they are doing a speaking performance.[58] From the data obtained from the observations, it was strengthened by the results of the interviews as follows:

Excerpt of interview 4

S1:   *"When I start to speak english people around gonna say something like "sok inggris kamu" And that how I get scary to say something in English"*

S2:   *"sometimes forget about the formula of the tenses, be the center of attention when doing it in a public place, afraid of being wrong in pronunciation of course"[59]*

The sentences that learners talked about being afraid to speak English in front of the class showed that students predict events that might happen to them later when they are talking in front of the class, even though it might not happen. As well as students who were influenced by bad experiences when they were learning speaking English, this case has created a fear in students to further practice speaking.

f. Lack of motivation

The presented data above is suitable with theory from Zuain Juhana added that motivation is an inner energy. She says

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that no matter what kinds of motivation the motivation the learner's process it will enhance their study interest[60].

According to Sardima explained the characteristics of students who have motivation in learning, namely (1) diligently facing the task; (2) tenacious in facing learning difficulties; (3) showing interest in learning; (4) interest in finding and solving problems[61]. The results of the questionnaire shows that only very few students answered "no" it means they did not feel that they had no motivation in learning. To prove and strengthen the results of the questionnaire, students were also interviewed

Excerpt of interview 5

S1: "I think, I'm not really diligent to do a homework, but I always do it every my teacher give the homework, and in my opinion homework is a must. So prpbably I have enough motivation and spirit in learning English"

S2: "I don't know, I always wonder about the right answer when doing an assessment, but it's only in English lesson, I don't think so for the other subject"

S2: "I hope there are a lot of students want to become my partner of speaking, and now I haven't found it"

S3: "yes, sure. I have a high motivation on learning English because I'm sure that English will be so useful for my future"

S4: "Semenjak Darussalam mendatangkan turis dari Egypt and Italy, it was increase my encourage in learning English"

S5: "sometimes, when I have high intends to speak English, but my friends are not, so it make me undo my intens"[62]

Based on the interview 4, it shows that students have motivation to learn English because Darussalam often holds seminars on motivational themes and invites foreigners to interact

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[60] Nurul Indrawati, *A Descriptive Study on Students' Problems in English Teaching and Learning on Speaking Skill at Junior High School*, Makassar: UMM, 2019

[61] Gaya Tridianti, "The Correlation Among Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Tridinanti University Palembang", *General and Professional Education*, 2018, Vol.7, No. 7, p. 40-43

[62] Interview with student 1,2,3,4,5 on August 4th, 2021

directly with students in order to increase students' enthusiastic in learning English. However, based on the questionnaire, there were some students who agreed that they did not have the motivation to learn, which student 5 said showed that one of the causes of students' lack of motivation to learn was an unsupportive environment. This phenomenon is related to statements by Keramida in Juhana, motivating students and creating a friendly environment are important to be noticed by teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate[63].

g. **Low participation**

Weaver and Qi (2005) reported that approximately 25% of students participate in class discussion, with only 12% doing so regular. The class experience may be differentially beneficial for participants and low responders. English program as the program that students are most interested in, one of the impact of it is the lack of classroom. The English program with 135 students has only 3 classrooms for learning, so each class containing a lot of student more than standard provision while standard provision of one class is 30-35 students. This situation created a bad atmosphere, the class became too wide, crowded and not conducive. This problem apparently affects students became lower in participation to speak up. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all. The one who really feels this unrest was the teacher here is her confession[64].

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[63] Sayuri, "English Speaking Problems of EFL Learners of Maulawarman University", *Indonesian Journal of EFL and Linguistic*, 2016, Vol. 1, No. 1, p. 47

[64] M Arif Rahman, "Experienced EFL Teachers' Challenge and Strategies in Teaching Speaking for Introvert Students*", Europan Journal of Social Sciences*, 2015, Vol. 48, No. 4, p. 437

Excerpt of interview 6

T1: "ketika saya mengajar di kelas yang gemuk, I have to make extra noise to reach all the students in the classroom. Students who sit paling ujung, jadi kelasnya melebar dan bentuknya memanjang di kanan kiri saya, probably they were not too focused on the learning process because they don't really hear my explanation clearly. Students who experience this condition are reluctant to participate the learning activity. Not only that, I had limited time to teach when giving students assignments in written or oral for, it took a lot of time to proofread. Sometimes, learning activities were continued in the next meeting"[65].

This problem was related to the statement of Richards and Schmidt, who stated that the number of students in a class greatly affects learning, especially if there are more than fifteen students in an English class[66].

h. **Lack of confidence**

According to Roger and Allport, the characteristics of children who have a lack of confidence when speaking are not looking at the audience, body shaking, face flushing, hands feeling cold, shortness of breath, stomach pain, blinking repeatedly, pressing lips, creak hands[67]. These behaviors were found in some students during the third observation. The following are the physical characteristics of not self-confidence found in Darussalam students:

Table 4.6
Table of Students' Physical Characteristic of Lack of confident

Speaker	Physical Characteristics
Student 1	1. Spin out time for speaking in a silent motion

[65] Interview with peer teacher on August 3rd, 2021

[66] Richard and Schmidt, *"Language and Communication"*, New York: Routledge taylor & Francis Group, 2013, p. 61

[67] Gordon W Allport, "A History of Psychology in Autobiography", *American Psychological Assosiation,* 2021, Vol. 5, p .1-25.

	like he was getting himself organized
	2. Cracking fingers before standing up
	3. Took a few deep breath
Student 2	1. Took a few deep breath many times
	2. Hand was shaking when carrying a text
	3. Standing position not in the middle audience
Students 3	1. Rubbing hands
	2. Unfocused view
	3. Stated his feeling lacked confidence when delivering the speech
	4. Running back to his seat after finishing the speech

From the results of the observations above, it can be concluded that students show physical symptoms of insecurity were the same as the theory already mentioned. To strengthen the argument, the observer interviewed the students to confirm whether it was true with the characteristics that the observer saw that indicated that they were not confident. based on several statements of distrust experienced by students who show the characteristics mentioned by Roger and Allport.

Excerpt of interview 7

S1: "I felt so nervous when I would come forward and delivered my speech, I'm afraid of forget some texts because I didn't do a lot of practice eeee… saya tidak terbiasa berbicara di depan umum, therefore saya membawa teks speechnya, I always try to hide that I feel not confident"[68]

From the excerpt of interview 5 above shows that people who do not have full confidence will only achieve less than their target sentence has planned, thus even if there are people who have understood about the theme talk about but if they are lack of

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[68] Interview with student 1 on August 3rd, 2021

confidence, they will rarely succeed in carrying out the speech[69]. it is undeniable, students who state clearly that they do not have high self-confidence and show the characteristics of body movements as stated by Roger and Allport.

i. **Nothing to say**

Rivers believed that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him. The characteristic of students' have nothing to say are they talk with a lot pauses in the middle of the conversation such the sound "*eee ...*" and even paused for a few seconds to think about what next word to be said, they had very few ideas and have no intend to say anything[70]. It is related to the phenomenon happened in the second observation during English class, the teacher explained about the Earth Summit material, in several times teacher asked whether the students had understood the explanation or not and students' opinions about the Earth Summit but students were just silent without answering anything. There are two possibilities for this case among students have understood or do not understand at all. When teacher was giving the exercise, it turned out that there were still many mistakes. Then an interview was conducted to explore the cause of the students did not say anything

Excerpt of interview 8

S1: "I don't really know about Earth Summit, bahkan thi is the first time I hear about that, so I have no idea to give my opinion"

S2: "I couldn't answer question given because I never attend in Earth Summit even, so I don't know what probably people

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[69] Ryna Wati, *Hubungan Kepribadian Extrovert dan Kepercayaan diri dengan Prestasi Keterampilan Diri dengan Prestasi Berbicara Bahasa Inggris*, Yogyakarta: Universitas Islam Indonesia, 2003

[70] Ryna Wati, *Hubungan Kepribadian Extrovert...*,Vol.14, p. 10

do at that time. when I have listened to all her explanation, I think yang kurang informasinya"[71]

Some of students stated that they were not mastering the topic given by the teacher. It was the cause that dominates students in the problem of nothing to say. Therefore students did not have many ideas to give opinions and even answer questions give. Based on the phenomena that the researchers saw in the object of research and corroborated by the results of interviews to validate the observer's suspicions, it showed that students 1 and 2 had problems with English speaking, specifically, nothing to say, as the characteristic mentioned by Rivers.

j. Shyness

In Islamic boarding school environment, the majority of students have a high sense of shame when their class is combined with the opposite sex because the interaction between them is very limited so that students are not usual to communicating between men and female. This factor greatly affects students on the level of shame students' have. Feeling shy that experienced by students in speaking classes is indeed occur commonly in speaking class, in fact it is often the main factor for students to be reluctant to perform speaking performances even become a phobia of speaking. It is important to pay attention to this factor so that it can be resolved. Gebhard's theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be conclude that shyness plays an important role in speaking performance done by the students. The characteristics of people who feel embarrassed when doing performances are, often smile for no apparent reason,

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[71] Interview with student 1,2,3 on August 3rd, 2021

flushed cheeks, undirected gaze, cold sweat body, unconscious hands doing absurd movements[72]. As happened in the second observation on the D-Talk activity, the speaker delivered material about the city of Paris. Some presenters seemed like do the characteristics mentioned above. This statement is corroborated by interviews as follows:

Excerpt of Interview 9

S1: "yes, little bit shy, because saya ga terbiasa performance di depan murid laki-laki sehingga membuat saya kurang nyaman dalam penyampaikan materi"

S2: "I feel like everybody in this room looking at me and very pay attention to my lips and what I talk about. It was making me salting"[73]

Feeling shy experienced by students, Bowen and Rubby stated that one of the main factors that causes students' shyness is his quiet personality. Students who are quiet usually have certain reasons why they prefer to be silent, for example because they are worried about being intimidated when speaking in public. Saurik also added that the reason students feel embarrassed is because they think they will make a mistake when speak English in front of many people, they are afraid to be laughed at. Actually this reason interprets the perception of his low ability[74]. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English

k. Mother tongue use

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[72] E Martin & Paul H Gebhard, *Sexual Behavior in the Human Female*, USA: Indiana University Press, 1953, p. 15

[73] Interview with student 1,2 on August 5th, 2021

[74] Yasti Januariza & Suswati Hendrani, "Students' Anxiety in Learning Speaking", *Proceeding of ISELT FBS Universitas Negeri Padang*, 2016, Vol. 4, No, p.51

Fishman suggested that the heterogeneity of language use in groups can be recognized among others, by paying attention to the existence of various dialects. Dialects show the specificity of language use in certain areas or certain levels of society, it caused by differences in the origin of the speakers, which are called geographic dialects. The difference in the level of the speaker's community is called a social dialect (sociolect)[75]. This theory is related to the problems experienced by Darussalam students

Excerpt of Interview 10

S1: "My accent when i speak English is still medok and my pronunciation is still bad. Maybe we must decide our purpose to learn english first or considerate how useful english are in life. One time I discover how useful english is when I bought a thing that have sign book but in english I trobled myself use that thing I bought even though I just have to read the sign book"

S2: "when I try to speak English in British accent, my friends difficult to understand what I say, they seem like rare in listening practice. They used to listen to the English spoken by Indonesian people even spoken by Javanese people, so it is difficult to change their dialect"[76]

Good relationship can give good support for students. It is in line with Considine and Zappala in Kurnianingsi stated that parents' attention was a key predictor of students" academic achievement. The lack of parents' attention becomes a big problem for students[77]. Thoha and Dwi Wulandari (2016) Attention of parents and discipline of study is very important for students. Good attention will provide motivation and sense of responsibility for students to learn. With good discipline and

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[75] Joshua A Fishman, *Language Loyalty Language Planning and Language Revitalization*, British: Mutual Matters LTD, 2006, p. 29

[76] Interview with student 1,2 on August 4th, 2021

[77] Gillan Considine & Gianni Zappala, The Influence of Social and Economic Disadvantage in the Academic Performance of School in Australia, *Journal of Sociology*, 2002, Vol. 38, Issue. 2, p. 129-148

supported by good attention will make students acquire good grades in school.

l. **Anxiety**

Till it and Bruder said that students are often reluctant to speak English because if later they make mistakes in speaking and then they will look stupid and get laughed in front of all people. The fear of a failure that might not happen is the main cause of anxiety78. As the phenomenon in Darussalam

Excerpt of Interview 11

S1: *"Yes. I know what the translate I know how to write, but I difficult to say it, I cannot spell it. Probably, because my logat is difficult to speak fluent. And sometimes it's heard "wagu" if I speak English. So I choose to write then speak"*

S2: *"I often undo my sentence that would be spoken, I think about many things about the sentence, was it good argument or even get laugh because my grammar is bad or other people argument. That's why I prefer silent"[79]*

Based on interview 8 it can be conclude that anxiety was enough to influence students in speaking English. Anxiety makes students reluctant to speak because they judge their abilities with bad grades. According to Sylvia and Tiono Even if the learner actually has a good ability in word pronunciation it will be bad if anxiety attacks him when speaking performance[80].

3. **English Speaking Problems out of Theory Mentioned**

a. Feeling No Partner in Practice Speaking

Speaking is one of the core activities in communication while the terms of communication are speaker, listener, language, and topic.

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[78] M Arif Rahman, "Experienced EFL Teachers' Challenge and Strategies…*",* Vol. 48, p. 437

[79] Interview with student 1,2 on August 9th, 2021

[80] Taiplakides, Iakovos; Keramida, Areti, "Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practicial Recommendations", *ERIC*, 2000, Vol. 2, No. 4, p. 39-44

If one of the elements is not there, the communication can't run smoothly. It means lack of one element of communication is one of the problems in speaking. This problem was experienced by students of Darussalam, it was known from the answer of questionnaire

Excerpt of questionnaire 1

S1: "Not have some partners"
S2: "No friends(few) that have same energy to learn English more and more by speaking"
S3: "Maybe because there isn't people speaking english around us"
S4: "Kurangnya lawan berbicara yang menggunakan bahasa inggris, kurang dipraktekan dalam keseharian, kadang mager karena mikir dulu"

From the answer of questionnaire above shows that some students in high motivation really need partner in practice speaking English. This problem was thought to be caused because Darusslam is not entirely a place to learn English and in fact only 31% of them are required to speak English, others use their mother tongue because it is not an English program. This statement is corroborated by the opinion of the peer teacher

Excerpt of Interview 12

T1: "sometimes, when a student is talking to some of their friends who come from the other programs such as Arabic and Tahfid, she feel difficult to select the languages that used at one time, so they decide to keep using their mother tongue even though they are in English programs."[81]

b. **Having a lot of Learning Focus**

Having a lot of focus lessons to learn is a headache felt by almost all students, but if a student who attends a public school and also lives in a boarding school, he has more things to be though about than students who live at home. Apart from having to do homework

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[81] Interview with peer teacher on August 7th, 2021

from school, students who live in Islamic Boarding School also have to study religion in depth. By the specialization program in Darussalam, it added one student burden. Students are also required to be able to communicate in English, some students felt burdened by this

Excerpt of interview 14

S1: "sometimes I feel so tired when my agenda is full day, in the morning I have to prepare to go to school, but I should ngaji too. After going to school, ngaji again and again, it was so tiring, but actually I like to do that, I feel so annoyed when I have many tanks but the time not support me because I have to do another learning in pondok"[82]

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[82] Interview with student 1 on August 5th, 2021

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The discussion of English speaking problems in Darussalam based on the result of questionnaire was Lack of Grammatical Comprehension and speaking problem that was most rarely experienced by students was lack of motivation, it means that Darussalam students have a fairly high enthusiasm for learning. Then the results of the questionnaire were strengthened and discussed based on the results of observations and interviews, it shown that most of English speaking problems experienced by students of Darussalam Islamic Boarding School were the same as the English speaking problems mentioned by Juhana, Lawtie and Ur. English speaking problems experienced were lack of grammatical understanding, lack of vocabulary, difficulties in transferring language, pronunciation, fear of making mistakes, lack of participation, low participation of confidence, nothing to say, shyness, mother tongue use, and anxiety. This research also found that there were several problems outside the theory of Juhana, Lawtie and Ur. They were feeling like no speaking partners, and being burdened by having a lot of focus on lessons.

B. Suggestion

Based on the English speaking problems that has been described and by providing some suggestion formulated based on problem evaluation and suggestions from some experts, hopefully these suggestions give many benefits for readers and be able to overcome English speaking problems in Darusslaam Islamic Boarding School Purwokerto

In order to solve students' English speaking problems in non-linguistic factor, among students and teachers should be able to create an emotional bond. By having a nice bond, students will expect to feel comfort with the teacher and believe that the teacher will help them if they making mistakes. Not only that but also teacher should be able in creating a harmonious

atmosphere that can reduce students' anxiety. By frequently holding public speaking, students' mental will be trained and become more confidence. Besides, holding reflections regarding the importance of education also greatly overcome English speaking problems in non-linguistic factor.

The way to solve speaking problems on linguistic factors is actually almost same, both students and teachers need to make changes to improve English language skills, especially speaking skills. The first step is changing students' wrong mindset. Many students think that grammar is difficulties. This is the most important task, by changing the student's mindset become "grammar is important, grammar is easy, and grammar is fun". In order to make it happen, by providing creative ways to memorize vocabulary, such as memorizing vocabulary using songs or flash cards and playing fun games such as guessing words by giving clues in English. Not only teachers who make this effort, but students also have to have a high initiative to use facilities provided by the teacher to support students' understanding of grammar. The institutions can also play a role in overcoming this problem, by providing the most understandable grammar module. It helps students in overcoming students' lack of grammatical comprehension.

Last, suggestions for further research are expected to be able to conclude the problem of English speaking and its causes as well as possible and also provide suggestions for solving problems from several experts, so that it is proven to be able to overcome the problem of speaking English.

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Appendix 1

(Research Instrument)

A. Questionnaire

1. Identity

1) Name : _____
2) Age : _____
3) Education :
   b. Senior High School
   c. Bachelor Degree

2. English Speaking Problems (Linguistic Factor)

1) Lack of grammatical comprehension
   a. Yes
   b. No
2) Lack of vocabulary
   a. Yes
   b. No
3) Difficulties in transferring language
   a. Yes
   b. No
4) Pronunciation
   a. Yes
   b. No

3. English Speaking Problems (Non-linguistic Factor)

1) fear of making mistakes
   a. Yes
   b. No
2) lack of motivation
   a. Yes
   b. No
3) low participation
   a. Yes
   b. No
4) lack of confidence

    a. Yes

    b. No

   5) nothing to say

    a. Yes

    b. No

   6) Shyness

    a. Yes

    b. No

   7) mother tongue use

    a. Yes

    b. No

   8) anxiety

    a. Yes

    b. No

4. English Speaking Problems out of in questionnaire mentioned

_____

_____

B. Interview Guide

 a. Semi- structure interview for teacher

  Date/ time   :

  Place   :

  Interviewee :

  Questions:

 1. How long have you been teaching English in Darussalam? *(Sudah berapa lama saudara mengajar bahasa inggris di Darussalam?)*

 2. What is the target of learning speaking in Darussalam? *(Apa yang menjadi target pembelajaran spaking di Darussalam?)*

3. What are the obstacles that you experience when teaching English? *(Apa kendala-kendala yang saudara alami selama mengajar bahasa inggris?)*

4. How long has English speaking program been running in Darussalam? *(Sudah berapa lama program speaking ini berlangsung di Darussalam?)*

5. What are the obstacles in implementing English speaking in Darussalam? *(Apa kendala-kendala pelaksanaan English speaking di Darussalam?)*

6. What effort has been made by teachers to overcome the problems? (Apa saja upaya para guru untuk menangani masalah tersebut?)

7. Have the problems been resolved? *(Apakah masalah tersebut sudah terselesaikan?)*

8. What do you think about the cause of the problems? *(Menurut saudara apa penyebab dari masalah dalam berbicara bahasa inggris siswa?)*

b. Semi-structure interview for students

Date/time   :

Place   :

Interviewee   :

Questions:

1. How long have you been learning English? *(Sudah berapa lama saudara belajar bahasa inggris?)*

2. How long have you been learning to speak English? *(sudah berapa lama saudara belajar berbicara bahasa inggris?)*

3. Do you have difficulty speaking English? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)*

4. What kind difficulties you have? *(Kesulitan seperti apa yang anda alami?)*

5. What do you feel when you are doing a speaking performance?

   (Apa yang anda rasakan ketika sedang melakukan speaking performance?)

6. What do you think about the caused you have this problem?

   (Menurut anda apa yang menyebabkan anda mengalami masalah tersebut?)

7. Apakah upaya anda dalam menangani kesulitan yang saudara alami?

8. Apakah saudara memahami apa yang guru sampaikan ketika sedang menjeaskan materi?

Appendix 2
TRANSCRIPTS

Excerpt of Interview

1. **Excerpt of Interview with teacher**

   Interviewer   : Nanda Kurnia Safitri

   Interviewee   : Esa Atifa Tanjung S. Pd

   Date   : August 7th, 2021

   Time   : 08.00 a.m

   NKS   : How long have you been teaching English in Darussalam Islamic Boarding School?

   EAT   : Around five years

   NKS   : What is the learning main goal of English program?

   EAT   : hopefully, students of English program are able to speak English fluently. They can create an English environment by having ability in speaking English. This is one of the goals of language program's learning goals. All students are able to communicate with language based on the program taken.

   NKS   : How long has this English speaking program been running in Darussalam?

   EAT   : This activity has been running for about 3 years

   NKS   : Are there any obstacles that hinder this activity?

   EAT   : Yes, of course, there were many obstacles that occurred, therefore, this speaking activity does not go as expected

   NKS   : What kind of obstacle happened during speaking activity?

   EAT   : Ranging from problems in in the class, each program has qualifications according to students' ability. It was made each program need a lot of room. Because of that problem, English programs which originally consisted of

three classes became combined into one class consist of 135 students. ketika saya mengajar di kelas yang gemuk, I have to make extra noise to reach all the students in the classroom. Students who sit paling ujung, jadi kelasnya melebar dan bentuknya memanjang di kanan kiri saya, probably they were not too focused on the learning process because they don't really hear my explanation clearly. Students who experience this condition are reluctant to participate the learning activity. Not only that, I had limited time to teach when giving students assignments in written or oral for, it took a lot of time to proofread. Sometimes, learning activities were continued in the next meeting. Kemudian kalau masalah atau kendala yang di kamar, sometimes, when a student is talking to some of their friends who come from the other programs such as Arabic and Tahfid, she feel difficult to select the languages that used at one time, so they decide to keep using their mother tongue even though they are in English programs

NKS : Has any effort been made to overcome those problems?

EAT : We could only try to solve students' language problems, we give a punishment for the rules breaker in speaking English. We also often hold seminars to increase students' motivation in learning English

NKS : Were these ways overcome the problems?

EAT : Yes, it was enough to handle it, but not with the problem of applying speaking in English, English speaking activities do not run consistently up to now.

NKS : What do you think about the cause of these problems?

EAT : As I said before, the lack of classrooms and teachers is one of the obstacles. The other causes are come from the

students themselves. Some students may have problems with their psychology or skill.

2. **Excerpt of interview with student 1**

Interviewer   : Nanda Kurnia Safitri

Interviewee   : Alistiyani

Date   : 29th 2021

Time   : 16.00 a.m

NKS   : How long have you been learning English? *(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)*

A   : I have been learning English since Elementary school. but baru kaali ini belajar bahasa inggris yang lebih mendalam especially in speaking skill.

NKS   : Do you have high motivation in learning English? *(apakah kamu memiliki motivasi yang tinggi dalam belajar bahasa inggris?)*

A   : I think, I'm not really diligent to do a homework, but I always do it every my teacher give the homework, and in my opinion homework is a must. So probably I have enough motivation and encouragement in learning English.

NKS   : Do you have problems in speaking English? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)*

A   : Of course,

NKS   : What kind of problem are you having? *(Kesulitan seperti apa yang anda alami?)*

A   : I'm confuse in using tenses. I mean, misal kalau lampau harus pake verb berapa, dan saya tidak hafal V1,V2, dan

V3. So, this is difficult to choose the verb for a sentence, initu harus eat apa eating. Something like that.

NKS : How do you feel when you're doing speaking performance like you did just now? *(Apa yang anda rasakan ketika sedang melakukan speaking performance seperrti tadi?)*

A : Nervous, dan jadi terbata-bata bahkan grammarnya sangat kacau

NKS : You looked were not confident with the sentence you spoken, is it true? Do you doubt it? *(Anda tidak terlihat percaya diri dengan kalimat yang Anda temukan sebelumnya, apakah itu benar?)*

A : Yes that's true, I mean, Canal adalah tempat yang penting untuk dikunjungi, seperti kota Vanesia, disana banyak spot tempat dan benda bersejarah sehingga banyak turis yang menghabiskan waktunya di kota tersebut, what I say tadi adalah hasil dari google translate dan saya tidak bisa mengeditnya sebelum saya sampaikan kepada audience, karena saya kurang memahami grammar

3. **Excerpt of interview with student 2**

Interviewer : Nanda Kurnia Safitri

Interviewee : Diah Soniawati

Date : August 4th, 2021

Time : 16.00 a.m

NKS : How long have you been learning English speaking? *(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)*

DS : In Darussalam, two years

NKS : Do you have a high motivation in learning English? *(apakah kamu memiliki motivasi yang tinggi dalam belajar bahasa inggris?)*

DS : I don't know exactly, I always wonder about the right answer when doing an assessment, but it's only in English lesson, I don't think so for the other subject

NKS : Are having difficulties during speaking performace just now? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris tadi?)*

DS : Yes, I am

NKS : What kind of difficulties you have? *(Kesulitan seperti apa yang anda alami?)*

DS : I think, I don't memorize many vocabularies untuk menjelaskan materi itu so I decided to explain it in bahasa Indonesia, jika saya tetap menggunakan bahasa inggris saya takut materinya tidak tersampaikan dengan baik, dan audiences tidak memahami how the Dutch people eat the Herring.

NKS : What do you think about the caused you experience this problem? *(Menurut saudara apa yang menyebabkan saudara mengalami masalah tersebut?)*

DS : Saya jarang mengikuti kegiatan memorize vocabulary di pagi hari, sometimes because my peer teacher did not come, sometimes aku harus bersiap siap untuk kuliah jam pagi

4. **Excerpt of interview with student 3**

Interviewer : Nanda Kurnia Safitri

Interviewee : Pasya Meilia Zahro

Date : August 8th, 2021

Time : 16.00 a.m

NKS   : How long have you been learning English speaking?
(Sudah berapa lama saudara berlatih berbicara bahasa inggris?)

PMZ   : Two years

NKS   : Do you have a high motivation in learning English?
(apakah kamu memili motivasi yang tinggi dalam belajar bahasa inggris?

PMZ   : Yes, sure. I have a high motivation on learning English because I'm sure that English will be so useful for my future

NKS   : Do you understand the material that the teacher conveys in English? *(apakah anda memahami materi yang guru sampaikan dengan bahasa inggris?)*

PMZ   : Ketika Mrs Naeli sedang menjelaskan materi menggunakan bahasa inggris tanpa jeda, otak saya sangat lambat dalam menerjemahkan kalimat yang ia sampaikan, ketika saya belum selesai menerjemahkan kalimat pertama ke dalam bahasa Indonesia, namun kalimat kedua dengan cepat terucapkan oleh Mrs Naeli

NKS   : Are you having difficulty in transferring the original language to the target language? *(apakah kamu merasakan kesulitan dalam mentransfer bahasa asal ke bahasa target?)*

PMZ   : Yes, that's what I feel. Begitupun dari bahasa Indonesia ke bahasa inggris, menurut saya itu jauh lebih sulit.

5. **Excerpt of interview 4**

Interviewer   : Nanda Kurnia Safitri

Interviewee   : Melania Fajarwaji

Date   : August 3rd, 2021

Time   : 16.00 a.m

NKS : How long have you been learning English spaking?
(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)

MF : Three years

NKS : Do you have a high motivation in learning English?
(Apakah saudara memiliki motivate yang tinggi dalam belajar bahasa inggris?)

MF : Semenjak Darussalam mendatangkan turis dari Egypt and Italy, it was increase my encourage in learning English

NKS : Are you having problems in speaking English? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)*

MF : Yes I have

NKS : What kinds of problems you have? *(Kesulitan seperti apa yang anda alami?)*

MF : I'm afraid I'll make a mistake. Apalagi when I start to speak English, people around gonna say something like "sok inggris kamu" And that how I get scary to say something in English

NKS : What do you think about the cause you experience this problem? *(Menurut anda apa yang menyebabkan anda mengalami masalah tersebut?)*

MF : Let me tell you something. Basically, I'm calm person, I worry about many things I'm going to do

NKS : What did you do to solve the problem? (Apakah upaya anda dalam menangani kesulitan yang saudara alami?)

MF : Melakukan banyak latihan, actually I often practice my speaking by imitating native speaker say in a movie or youtube. I like to do that.

NKS   : Do you often experience anxiety? *(apakah anda sering mengalami kecemasan itu)*

MF   : Yes, I often undo my sentence that would be spoken, I think about many things about the sentence, was it good argument or even get laugh because my grammar is bad or other people argument. That's why I prefer silent

6. Excerpt of interview 5

Interviewer   : Nanda Kurnia Safitri

Interviewee   : Ricko Luis Antonio

Date   : August 8th, 2021

Time   : 16.00 a.m

NKS   : How long have you been learning English speaking? *(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)*

RLA   : Has been a long time, since junior high school.

NKS   : Are you having difficulties in speaking English? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)*

RLA   : mmmm.. little bit

NKS   : What kind of difficulties you have? *(Kesulitan seperti apa yang anda alami?)*

RLA   : I felt so nervous when I would come forward and delivered my speech

NKS   : What do you think about the cause of problem you have? *(Menurut anda apa yang menyebabkan anda mengalami masalah tersebut?)*

RLA   : I'm afraid of forget some texts because I didn't do a lot of practice eeee… saya tidak terbiasa berbicara di depan umum,

NKS   : What are your efforts in solving this problem? *(Apakah upaya anda dalam menangani kesulitan ini"?*

RLA   : Actually I'm trying to increase my confidence by doing this

7. **Excerpt of interview 6**

Interviewer   : Nanda Kurnia Safitri

Interviewee   : Agung Prasetyo

Date   : August 7th, 2021

Time   : 16.00 a.m

NKS   : How long have you been learning English? *(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)*

AP   : Three years

NKS   : Are you having difficultiesn during speaking performance? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)*

AP   : Yes, I have

NKS   : What kind of difficulties you have? *(Kesulitan seperti apa yang anda alami?)*

AP   : hmmm saya bingung mendeskripsikan masalah saya dalam speaking

NKS   : What do you feel during speaking performance? *(Apa yang anda rasakan ketika sedang melaukan speaking performance?)*

AP   : I felt so nervous when I come forward and delivered my speech

NKS : What do you think about the cause you have this problem? *(Menurut anda apa yang menyebabkan anda mengalami masalah tersebut?)*

AP : I'm afraid of forget some texts because I didn't do a lot of practice eeee… saya tidak terbiasa berbicara di depan umum, therefore I bring the speech text, I always try to hide that I feel not confident. I know that I was wrong, itu terjadi begitu saja, seharusnya saya tidak perlu mengatakan bahwa saya tidak percaya diri. But my feeling of unconfident make me lose control

8. **Excerpt of interview 7**

Interviewer : Nanda Kurnia Safitri

Interviewee : Alif Bachtiar

Date : August 4th, 2021

Time : 16.00 a.m

NKS : How long have you been learning englihs? *(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)*

AB : Three years

NKS : Are you having difficulties during speaking English? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)*

AB : Yes of course

NKS : What kind of difficulties you have? *(Kesulitan seperti apa yang anda alami?)*

AB : Banyak sekali, saya tidak memahami grammar dengan baik dan saya juga kurang pede dalam latihan berbicara bahasa inggris.

NKS : Did you understand what the teacher explained about? *(apakah anda memahami apa yang guru sampaikan tadi?)*

AB　　　: I don't really know about Earth Summit, bahkan thi is the first time I hear about that, so I have no idea to give my opinion. I couldn't answer question given because I never attend in Earth Summit even, so I don't know what probably people do at that time. When I have listened to all her explanation, I think tidak ada yang kurang informasinya

9. **Excerpt of interview 9**

Interviewer　　: Nanda Kurnia Safitri

Interviewee　　: Alika Fauziah

Date　　　　　: August 4th, 2021

Time　　　　　: 16.00 a.m

NKS　　: How long have you been learning English? *Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?*

AF　　　: Since in senior high school

NKS　　: Are you having difficulties during speaking English? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)*

AF　　　: Yes, little bit shy, because saya ga terbiasa performance di depan murid laki-laki sehingga membuat saya kurang nyaman dalam penyampaikan materi

10. **Excerpt of interview 9**

Interviewer　　: Nanda Kurnia Safitri

Interviewee　　: Azra Abdillah

Date　　　　　: August 7th, 2021

Time　　　　　: 16.00 a.m

NKS　　: How long have you been learning English speaking? *(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)*

AB   : About three years

NKS   : Do have difficulties during spaking English? *(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)*

AB   : Yes I have

NKS   : What kind of difficulties you have? *(Kesulitan seperti apa yang anda alami?)*

AB   : I feel like everybody in this room looking at me and very pay attention to my lips and what I talk about. It was making me salting

NKS   : Do you feel shy*? (apakah saudara merasa malu?)*

AB   : Yes, I feel like everybody in this room looking at me and very pay attention to my lips and what I talk about. It was making me salting

NKS   : What do you think about the cause you experience this problem? *(menurt saudara, apa yang menyebabkan sauda mengalami masalah ini)*

AB   : Kurangnya lawan berbicara yang menggunakan bahasa inggris, kurang dipraktekan dalam keseharian, kadang mager karena mikir dulu

11. Excerpt of interview 10

Interviewer   : Nanda Kurnia Safitri

Interviewee   : Maya Mardiyah

Date   : August 7th, 2021

Time   : 16.00 a.m

NKS   : How long have you been learning English? *(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)*

MM   : Four years

NKS : Are you having difficulties in learning English speaking?
(Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?)

MM : Yes,

NKS : What kind of speaking you have? *(Kesulitan seperti apa yang anda alami?)*

MM : My accent when i speak English is still medok and my pronunciation is still bad. Maybe we must decide our purpose to learn english first or considerate how useful english are in life. One time I discover how useful english is when I bought a thing that have sign book but in english I trobled myself use that thing I bought even though I just have to read the sign book

NKS : What do you think about the cause you experience this problem? (menurut saudara apa yang menyebabkan saudara mengalami masalah ini?

MM : Maybe because there isn't people speaking english around us

12. Excerpt of interview with student 11

Interviewer : Nanda Kurnia Safitri

Interviewee : Widia Novianti

Date : August 5th, 2021

Time : 16.00 a.m

NKS : How long have you been learning to speak English?
(Sudah berapa lama saudara berlatih berbicaraa bahasa inggris?)

WN : It has been four years

NKS : Are you having difficulties in learning to speak English?
*Apakah saudara mengalami kesulitan ketika berbicara bahasa inggris?*

WN : Yes, I am

NKS : What kinds of difficulties you have? *(Kesulitan seperti apa yang anda alami?)*

WN : When I try to speak English in British accent, my friends difficult to understand what I say, they seem like rare in listening practice. They used to listen to the English spoken by Indonesian people even spoken by Javanese people, so it is difficult to change their dialect

NKS : What do you think about the cause of this problem *(menurut saudara apakah penyebab dari masalah ini?)*

WN : Not have some partners
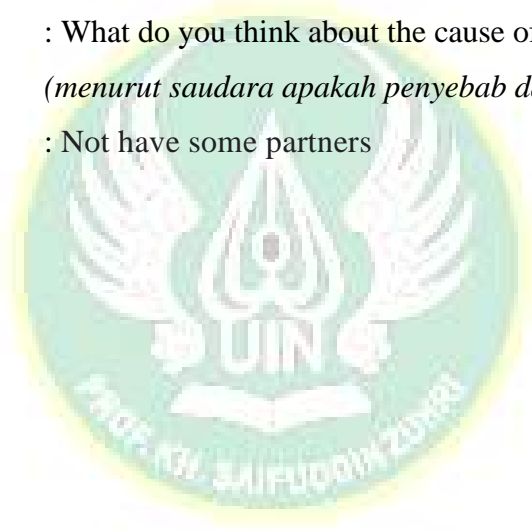
Appendix 3
(Raw Data of Questionnaire)

Raw Data of Questionnaire

SECTION 1 (Identity)

No	Name of Respondents	No	Name
1	Ricko Luis Antonio	30	Nadia Mar'a Sholihati
2	Een Helmi Mundifah	31	Radeva Edelina
3	Muhamad Bunan Imtias	32	Alfian ridho
4	Nita Saniah N	33	syarah wardatul jannah
5	Syeva Arsya Wahyu Alifqi	34	Alfi mutiara
6	Aghnia Mustavia Syarfa	35	Harist Fatur Rahman
7	Alif Bachtiar	36	Siti Nur Fajriati
8	Alika Fauziah	37	Melania Fajarwati
9	Fakhrezy Rizal Maulana	38	Muthi'ah Nadiya
10	Maylia Azizah Nanda Sugianto	39	Alwi Maulana
11	Nailatus Sa'adah Hazennanda	40	Nuzul Muhtadi
12	Muhammad Zidan Al Fattah	41	Alma Rifa'ana Liska
13	Ifadatul Khoiriah		
14	Azra Abdillah		
15	Rafiq Annafi		
16	Gebyar Cahya Aditya		
17	Diah Soniawati		
18	Amiroh Zahro Nur Athifah		
19	Maya Mardiyah		
20	Zahara Nidaulmuna Setiani		
21	Khoiril Anwar		
22	Widia novianti		
23	Hannum Gusmiarni		
24	Risalatul Hanifah		
25	Adinda Salma Nuriyah		
26	Ifti Farih Choeriyah		
27	Pasya		
28	Ardisa Talitha Salju Al Munji		
29	Anindya Nazmi Khumaira		

SECTION 2 (English Speaking problems)

No	Statements	Categories		Total
		Yes	No	
1	Lack of grammatical comprehension	75.6%	24.4%	100%
2	Lack of vocabulary	80.5%	19.5%	100%
3	Difficulties in transferring	63.4%	36.6%	100%
4	Pronunciation	63.8%	31.7%	100%
5	Fear of making mistakes	65.9%	34.1%	100%
6	Lack of motivation	34.1%	65.9%	100%
7	Low participation	68.3%	31.7%	100%
8	Lack of confidence	63.4%	36.6%	100%
9	Nothing to say	36.6%	63.4%	100%
10	Shyness	56.1%	43.9%	100%
11	Mother tongue use	56.1%	43.9%	100%
12	Anxiety	46.3%	53.7%	100%
13	Inhibition	61%	39%	100%

SECTION 3 (English speaking problems other than those in the questionnaire)

RLA   : "Kurang hafal vocab juga mempengaruhi dalam lancar/tidak lancarnya berbicara bahasa inggris"

EHM   : "lack of confidence Banyak memeber bahasa inggris yang masih,bmalu untuk mencoba berbicara dlm bahasa inggris"

MBI   : "Not have some partners"

NSN   : "i don't think so"

SAW   : "Kurangnya kesadaran dari anak progam bahasa inggris untuk menerapkan bahasa inggris, dan kurang disiplin"

AMS   : "No friends(few) that have same energy to learn English more and more by speaking"

AB   : "pronunciation masih kurang menguasai"

AF   : "Maybe because there isn't people speaking english around us"

FRM   : "All has been mentioned"

MAN   : "Hard to make the next sentences"

NSH   : "Listening"

MZA   : "Listening buruk"

IK   : "Kurang telaten dalam belajar bahasa Inggris"

AB   : "Pronunciation"

RA   : "Have done"

GCA   : "Sometime I forget the meaning of words that are actually familiar to me.

ADS   : there is not any"

DS   : "Forget some vocab, kadang medok e kebawa wkwk"

AZN   : "sometimes forget about the formula of the tenses, be the center of attention when doing it in a public place, afraid of being wrong in pronunciation of course"

MM   : "How to spell. And how to speak with good pronunciation"

ZNS   : "No"

KA   : "Language habit yang sulit dibentuk"

WN   : "Lack of memorized vocabulary"

HG   : "Nothing"

RH   : "Kurangnya lawan berbicara yang menggunakan bahasa inggris, kurang dipraktekan dalam keseharian, kadang mager karena mikir dulu :v"

ASN   : "not much different from what I wrote earlier and oh yeah maybe that the vocabulary I still don't know (remember just a little)"

IFC   : "the material is too theoretical"

PMZ   : "Kurangnya teman untuk berkomitmen berbicara bahasa Inggris"

ATS   : "Kosa kata yang belum banyak menguasai"

ANK   : "How lazy students are"

Appendix 4

(Photographs)