ANALYSIS OF STUDENTS' PROBLEMS IN ENGLISH SPEAKING AT 10TH GRADE OF MA EL QOSIMI

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment Requirement for *Sarjana Pendidikan* (S.Pd.) Degree

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STATEMENT OF ORIGINALITY

Here with I,

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Declare that the thesis I have compiled with the title, "Analysis of Students' Problems in English Speaking at 10th Grade of MA El Qosimi" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

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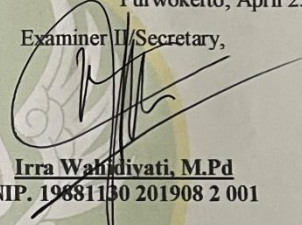## ANALYSIS OF STUDENTS' PROBLEMS IN ENGLISH SPEAKING AT 10TH GRADE OF MA EL QOSIMI

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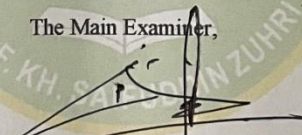
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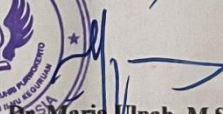
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MOTTO

"The only person you are destined to become is the person you decide to be."

– Ralph Waldo Emerson

DEDICATION

I dedicate this thesis to:

My Beloved Parents, Ulfatusakdah & Fatoni

My Beloved Wife, Syifa Qothtrun Nada

My Beloved Son, Omar Aiden Kamil

My Beloved Brother & Sister, Miftahurrahmi & Anisa Rahmadina

Myself
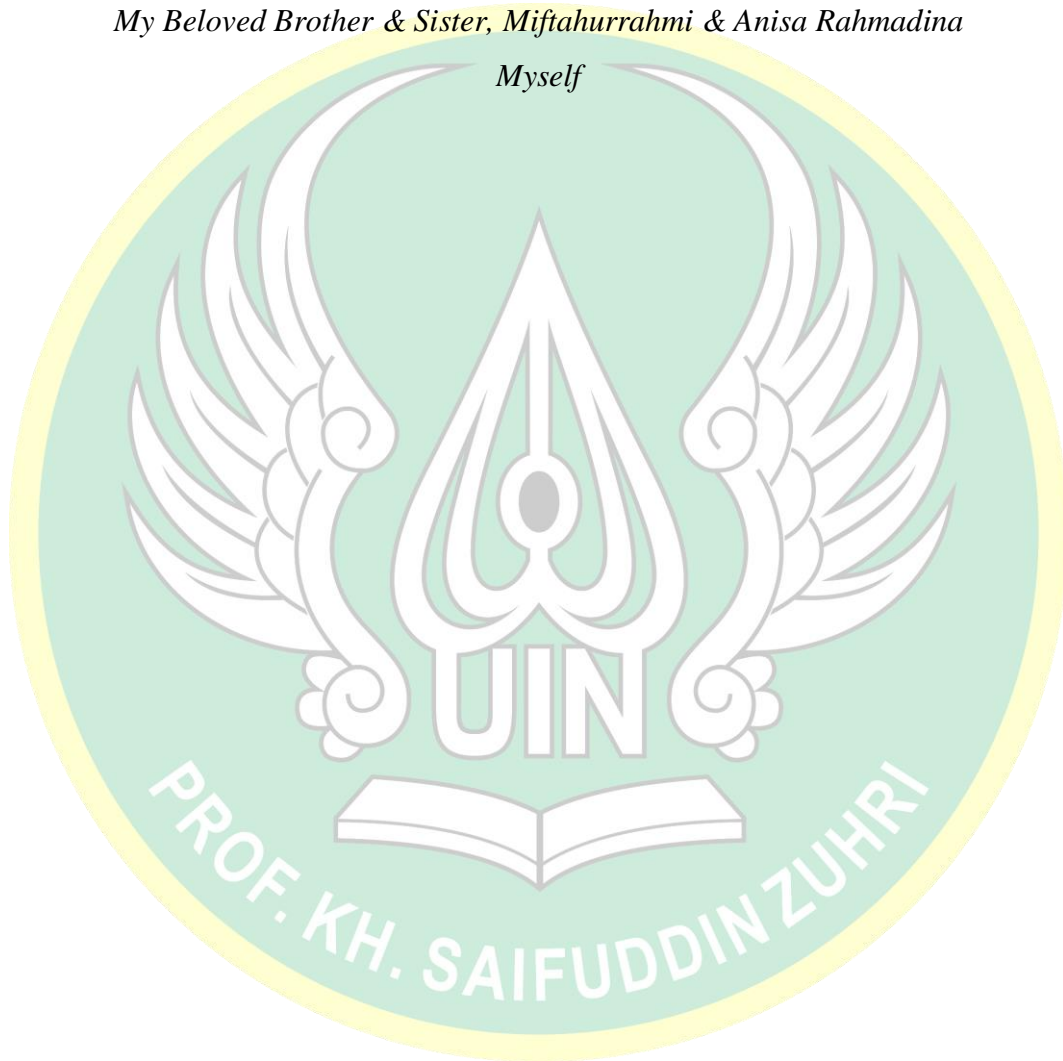
PREFACE

First, Alhamdulillahirabbil'alamin, all praises to be Allah the Almighty, the Most Gracious, and the Most Merciful, the creator of all the creations, who has neither beginning nor end. The writer is deeply grateful to Allah SWT., Who has given me His blessing, strength, and guidance in accomplishing this thesis. May the blessing of Allah flow to His last messenger, the Noble Prophet, Muhammad SAW., His family and His companions.

This thesis partially fulfils the requirement for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without individuals and institutions' support, guidance, advice, help, and encouragement. Therefore, the writer would like to express the deepest gratitude and appreciation to:

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2. Dr. Maria Ulpah, M.Si., as the Head of Tadris in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

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11. All my friends of TBI 2017 have shared memories during the years.

12. Everyone who contributed with this thesis that can not be named on this page.

There is no more appropriate sentence with the most profound thanks for all help and supports that the researcher can covey, except thank you and prayers to all the parties who have helped in the completion of the thesis preparations. Hopefully, this thesis will be beneficial for the writer in particular and to readers in general. Aamiin.

Purwokerto, 04th of April 2024

I who declare,

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ANALYSIS OF STUDENTS' PROBLEMS IN ENGLISH SPEAKING AT 10$^{\text{TH}}$ GRADE OF MA EL QOSIMI

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ABSTRACT

This study aimed to identify the students' problems in English speaking and its factors that cause the problems at the 10$^{\text{th}}$ grade students of MA El Qosimi. The background study were the difficulties when students speaking English, such as creating words and unable to think of anything to say in English speaking. Qualitative descriptive was used as the research method. The subject of this study was the 10$^{\text{th}}$ grade students of MA El Qosimi. The object of this study was the analysis of students' problems in learning English speaking and its factors that cause the problems at MA El Qosimi. To collect the data, this research used observation, interview, and documentation. Data reduction, data display, and conclusion were choosen as the technique of data analysis. Based on the results, it is found that the students' problems in learning English speaking were; the lack of pronunciation, the lack of vocabulary, students' poor in grammar, the lack of fluency, and low in comprehension. Meanwhile, the factors that cause the problems were; the lack of confidence, the fear of making mistakes, shyness, and anxiety

Key words: *Students' Problems, Learning English Speaking, Speaking Problems*

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CHAPTER I
INTRODUCTION

A. The Background of Study

English has become a language that is used by people in the entire world. Nowadays, as the universal language, English is widely utilized in a variety of industries, including scientific research, education, commerce, tourism, medicine, and many more. English is viewed as a language which gives you access to the world[1]. Therefore, students are required to be able to master or at least know how to use English formally and informally. It will boost students' confidence in the face of global competition so that it will be easier for students to get relationships from various worlds. Thus, the Indonesian government established a policy to decide that English is a core subject in the education curriculum and it applied at every level of education from elementary school through university.

In learning English, appropriate methods and strategies are needed to be able to guide students to master the four English language skills; reading, writing, speaking, and listening. In line with Brown suggests that there are four types of communication; listening, reading, writing and speaking[2]. These four skills each have an important role in mastering English, one of those skills is speaking which has a crucial role because it is used to communicate or convey information orally. Speaking is an activity that is commonly carried out in everyday life to convey information between speakers and listeners[3]. The capacity to speak in one of the most important skills that English language learners must acquire[4]. Speaking is active use of language, but differ in mental activity involved

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[1] Mixhelle Maxom, *Teaching English as a Foreign Language for Dummies,* Chichester West Sussex: John Wiley &Sons, LTd 2009, p. 2

[2] Douglas Brown, *Principles of Language Learning and Teaching*, Longman: San Fransisco State University, 2000

[3] Riqqoh Fathin, "Problem Faced by Student in Learning Speaking at SMAN 1 Karanganyar", *A Thesis*, Universitas Muhammadiyah Surakarta, 2021, p. 1

[4] Tinjaca & Contretas, "Overcoming Fear of Speaking in English through Meaningful Activities: A Study with Teenagers", *PROFILE*, 2008, Vol. 9(1), p. 23-46

and demands that they make on learners of language in term of finding and sharing meaning.

A foreign language that is learned by someone who has a goal to be able to communicate with other foreign-language speakers. However, learning a foreign language also often has problems since it is difficult to pronounce and speak fluently. As a result, students have problems in speaking English as a foreign language because it might be difficult in understanding English words. Speaking with good pronunciation is not easy for Indonesian students, they do not speak in English can be caused of the social condition of students that accustomed to using their local language so that foreign language is difficult be accept and communicate[5]. Most students think that English is not easy to learn, the main factor is English is not their mother language. In line with that, Hinkel in Fathin pointed out that the problems faced by students are when the students encounter words that they do not understand and a form of words that they do not know how to use or do not understand the intended meaning[6].

Problems that are faced by students are usually caused by a lack of self-confidence and anxiety. Unconfidence, anxiety, and shyness affect the students' certain feelings and it affect their English speaking. According to Lawrie in Fathin, speaking difficulties can be influenced by one's emotions. When a person is confident and relaxed, their speech is frequently clear[7]. It means when a person is not relaxed and does not have good emotions, it will affect the speech that is difficult to speech. In addition, people must be mastering the art of speaking because speaking is the single most important aspect of learning a second or foreign language, and success is a measure in terms of the ability to conduct a conversation

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[5] Baiq Rahmawati, "An Analysis of Stusents Problem in Mastering Speaking Skill Faced by the First Semester of The Twelfth Grade at SMAN 3 Kotabumi Lampung Utara in teh Academic Year of 2017/2018", *A Thesis*, UIN Raden Intan Lampung 2018, p. 3

[6] Riqqoh Fathin, "Problem Faced by Student in Learning Speaking ..., p. 2

[7] Riqqoh Fathin, "Problem Faced by Student in Learning Speaking ..., p. 2

in the target language[8]. Thus, people can not have the lives without doing some speaking activities with others.

According to the observation and interview between the researcher and an English teacher of MA El Qosimi, the teacher described some information that is related to students' struggle in learning English especially in speaking. The students face difficulties when speaking English, such as creating words and seeming unable to think of anything to say. It shows that the phenomenon of speaking is a problem among students. Time management, adaptation, and students' anxiety while learning English speaking in learning English speaking are become another problems of the 10th grade students of MA El Qosimi. The school was chosen because the school is still quite new, but it can facilitate surounding students to get an education that is equivalent to other schools. Therefore, the researcher is interested in conducting research at this school to find out the problems that students might be face in learning English, especially speaking.

Based on the explanation above, the researcher interested in researching a thesis entitled **"Analysis of Students' Problems in English Speaking at 10th Grade of MA El Qosimi".**

B. Operational Definition

It is important to define the terms or variables of this study in order to avoid misunderstanding of the matter and to guide the researcher to discuss further. This study will be focused on the analysis of the students' problem and its factor caused. The following are short explanation of the terms used in this thesis:

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[8] David Nunan, *Language Teaching Methodology*, New York: Prentice Hall International, 1991, p. 39

1. Students' Problems

    A student is defined as someone who is enrolled in school or someone who attends school and seeks knowledge from professional teachers or books. According to Sardiman, students are individuals who attend school to obtain or learn some type of education[9]. Meanwhile, a problem is pointed out as anything difficult to understand or deal with[10]. Students are undergoing a variety of changes, both physically and psychologically, at this time. It also changes their cognitive abilities, allowing them to think abstractly like adults. Students might face a variety of difficulties and problems while learning English. They are capable of making a variety of errors in English pronunciation, grammar, orthography, and vocabulary usage. Thus, students' problems are concluded as what makes it difficult for students to deal with or comprehend something.

2. Learning Speaking English

    Speaking is one of the skills that students must master when learning English. It is a necessary tool for communication. According to Christopher, speaking is the most direct path from one thinking to another and is most often employed when we wish to ask a question or explain something[11]. Speaking is the act of producing and transmitting meaning in a variety of situations via the use of verbal and nonverbal representations[12]. According to Keith and Morrow, learning to speak is the process of learning English activity to communicate one's ideas and emotions via the creation of utterances in conversation with two or more persons[13].

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[9] A.M, Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, Jakarta: PT. Raja Grafindo Persada, 2003

[10] Oxford Advanced Learner's Dictionary (Sixth Edition), Oxford University press, 2000

[11] Turk Christopher, *Effective Speaking Communicating in Speech*, London: Taylor & Francis eLibrary, 2003, p. 9

[12] Chaney, A.L., and T.L. Burk, *Teaching Oral Communication in Grades K-8*, Boston: Allyn&Bacon, 1998, p.13

[13] Keith, Johnson and Morrow, *Communication in Classroom Applicaion and Method for a Communicative Approach*, Hongkong: Longman Group Limited, 1981.

C. Research Question

Based on the background of the study above, the research question is formulated as follow:

1. What are students' problems in English speaking at 10th grade of MA El Qosimi?

2. What are the factors that cause the students' problems in English speaking at 10th grade of MA El Qosimi?

D. Objectives of The Research

Based on the background of the research, there are two objectives which the writer wants to get, they are:

1. To identify the students' problems in English speaking at 10th grade of MA El Qosimi.

2. To describe the factors that cause the students' problems in English speaking at 10th grade of MA El Qosimi.

E. Significances of The Research

The result of the study is expected to provide useful information about the students' problems in English speaking in MA El Qosimi. It is expected that the findings can contribute to the group of people, they are:

1. For english teacher

The results of this study are expected can provide teacher motivation to handle students' problems in learning English and improve the quality of teachers' learning methods, skills and insights in teaching English.

2. For school

The results of this study are expected to be useful for improving English learning strategies or methods and continuing to create a new atmosphere in learning English speaking.

3. For further research

The results of this study expectedly will be useful for further researchers who have related topics in the analysis of students' problems in learning English speaking and the factors caused.

F. Structure of the Study

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follows:

Chapter I presents introduction. It consists of background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods and structure of the research.

Chapter II explains the theories of students' problem in learning English speaking which divided into some sub sections.

Chapter III consists of research method which deals with the research design, time and place of the research, subject and object of the study, instruments for obtaining data, techniques of collecting data, and techniques of analyzing data.

Chapter IV presents the results of the research which discusses about the analysis of students problem in learning English speaking.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.

Chapter IV presents the results of the research which discusses about the analysis of students' problem in learning English speaking.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.

CHAPTER II
LITERATURE REVIEW

A. Students' Problems

1. Definition of Students' Problems

According to Hornby, students are person studying at a school, college university, etc[14]. In addition, in Indonesia Dictionary mentioned students as a learner especially on the grade of elementary, junior, and high school[15]. Meanwhile, a problem is defined as difficult to deal with or understand[16]. It is a difficult-to-understand situation, person, or object that requires attention before it can be dealt with or handled. Margono stated the problem is a mismatch between what people expect and what happens. A simple example is the large gap in the number of high school graduates but the university's lack of ability to accommodate[17]. Thus, it can be concluded that students' problem is defined as the difficulties of learners who can not deal with or understand a situation, person or object.

2. Problems in Learning English

The roles of the English language can not be ignored in improving a country's education system. The government has done many things through educational institutions, such as designing new curricula, syllabi, lesson plans and exam frameworks that must be prepared in such a way that the implementation of modern policies will reach the younger generation. However, difficulties or problems in learning will always be faced, both by students and teachers. Learning difficulties may be due to external factors such as socio-cultural

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[14] Hornby, A. S, *Oxford Advanced Learner's Dictionar of Current English,* London: Oxford University Press, 1995

[15] KBBI (Kamus Besar Bahasa Indonesia), 2005, Jakarta: PT (Persero) penerbitan dan percetakan

[16] Victoria Bull, *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, 2008, p.350.

[17] Margono, *Metode Penelitian Pendidikan,* Yogyakarta: Renika Cipta, 2010, p.54

disadvantage, limited opportunities to learn, a lack of support from home, an inappropriate curriculum, and insufficient teaching in the early years[18]. Most of the the state term for learning difficulties is applied to students who do not make adequate progress in school curriculum, especially in the area of basic skills includes language, literacy and numeracy[19].

Harmer mentioned there are several causes of learning problems or difficulties, they are as follows:

1. The family: the experiences of students' family have a significant impact on their attitudes toward learning and authorship.

2. Education: the prior of learning experiences of all types have an effect on students' behavior.

3. Self-esteem: it can be influenced in part by teacher approval (particularly for youngsters), as well as peer approval (especially for adolescents)

4. Boredom: when students are involved in an activity or topic, they are engaged less likely to misbehave; However, when this interest wanes, they may think about doing negative things.

5. External Factors: student behaviour can also be influenced by several external factors. Students do not focus if they feel too tired, the class situation and conditions are too hot or too cold, conditions that make students feel relaxed or restless.

3. Students' Problems in Speaking

Speaking is the most crucial skill in English. It means that almost impossible to have true mastery of a language without actually speaking[20]. As we know that communication is carried out because people in the world need to be able to connect. In this case, speaking

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[18] P. S. Westwood, *What Tecahers Need to Know about Learning and Teaching*, Australia: Axerpress, 2008

[19] P. S. Westwood, *What Tecahers Need to Know about Learning and Teaching*, Australia: Axerpress, 2004

[20] Michelle Maxom, Teaching English as a Foreign Language for Dummies, (Chicester, West Sussex: John Wiley & Sons, Ltd, 2009), p. 204

upcbecomes the right way to express oneself by using language as a link. The average person produces tens of thousands of words a day, although some peopleccan make more than that. This means that students can increase their potential in speaking ability.

In order to clearly the problems in learning speaking, Ur mentioned that there are some problems that might faced by students, as follows[21]:

1. Inhibition

    Reading is clearly different as well as writing and listening, speaking require some level of real-time exposure to the audience. Students are often inhibited about trying to say something in a foreign language in class: worried making mistakes, fearing criticism or feeling embarrassed, or simply

    being reluctant and holding off on giving a speech.

2. Nothing to say

    Even though there are no hinder faced, there are often students who claimed that they can not think of anything to say. There is no motive that can be express the contents of their ideas or thoughts to be conveyed through speaking. Student have problems in finding motives for speaking, formulating opinions or being relevant comment.

3. Low or uneven participation

    A student can only speak one turn at a time if he or she must be heard; and in large groups this means each person will only get little time to talk. Besides, there are tendencies of some students who dominate, while other students speak very little or not at all.

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[21] Penny Ur, *a Course in Language teaching. Practice and Theory*, Cambridge: Cambridge University Press, 1996, p. 121

4. Mother-tongue use

Most in everywhere schools, learners share the same mother tongue. They tend to use it because easier, they feel unnatural to speak each other in a foreign language, and they feel less exposed if they are speaking in small groups. It can be hard to get some classes- particularly the less disciplined or motivated ones-to keep to the target language[22].

4. Factors that Cause of Speaking Problems

Students' problems are often come from the difficulties in speaking activity faced by students. It can be seen from the problems of their fear making mistakes come from skill factor or diffilucties faces by students. In line with Thornbury, the most difficulties that learner speakers face can be categorized into two main areas:

1. Knowledge Factor

The learner does not yet know aspects of the language that enable production. They lack knowledge of the language and lack practice in interactive speaking itself because English is a complex language, so practice is an important contributing factor to improving speaking proficiency.

2. Skill Factor

The learner's knowledge is not sufficiently automated to ensure fluency. As a result, there may also be "affective factors", such as lack of confidence or self-consciousness which might inhibit fluency[23].

Based on the explanation above, it can be concluded that two factors hinder speaking; the knowledge factor refers to theoretical information acquired about any subject, meanwhile, the skill factor refers to the practical application of the knowledge which also is an affective factor such as the lack of confidence that inhibit fluency.

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[22] Penny Ur, *a Course in Language teaching. Practice and Theory*, Cambridge: Cambridge University Press, 1996, p. 121

[23] Scott Thornbury, *How to Teach Speaking*, Harlow: Longman, 2005, p. 39

In other hand, Normazidah, Koo & Haztia in Trawinski pointed out the factors that impact the English foreign language learners to have poor performance in English as follows:

1. English is considered a tough subject to learn.

2. Students' learning depends on the English teacher as an educator.

3. There is a lack of support to use English in the home environment and the community.

4. Learners have insufficient or lack exposure to the language as there is a limited opportunity to use English outside the classrooms.

5. Limited vocabulary proficiency by students as well as English reading materials are not always available.

6. Students are reluctant and lack motivation to learn English because they think there is no urgent need to use the language[24].

As explained above, not only is English a difficult subject but also limited opportunity in the classroom and lack of motivation in English speaking are the essential factors that can affect students' problems in mastering speaking skills.

Apart from the factors explained above, several factors influence students' difficulties in learning English. There are the psychological factors mentioned by Juhana, as follows[25]:

1. Fear of making a mistake

Fear of making mistakes becomes one of the main factors contributing to students' unwillingness to speak English in the classroom[26]. The primary reason for the fear of making mistakes is

[24] Normazidah , Koo, & Hazita, Factors Causes Students Low English Language Learning: A Case Study in the Natioanl University of Laos. International Journal of English Language Education, Volume 1. No. 1 (2013), Macrothink Institute™, Laos, (Access on September 17th, 2017), p. 184

[25] Juhana, Psychological Factors that Hinder Students from Speaking in English Class, Journal of Education and Practice, Volume 3, No. 12, (2012), Indonesia Open University, Tangerang, (Accessed on September 17th, 2017), p. 1

[26] Nunan, D, Teaching English to speakers of other language: An Introduction. New York, NY: Routledge, 2015

that students are afraid of looking foolish in front of other people, and they are concerned about how others will see them. Students feel afraid of making mistakes because they are worried that their friends will laugh at them and they will receive negative evaluations from their peers if they make a mistake in speaking English[27].

2. Shyness

Shyness is when someone feels awkward or anxious in a new place or in a new situation. When learning English, they feel embarrassed to practice speaking. That is because English is a new language for students, and they feel reluctant to practice speaking in class due to this factor. According to Munir in Santi, shyness is an emotional condition that many students experience when they are dorced to speak in English[28].

3. Anxiety

Anxiety is a mental health disorder characterized by feelings of worry and fear about something that can interfere with daily activities. According to Alfarazi in Santi, anxiety over speaking and performing the language learned in a foreign language class is known as speaking anxiety[29]. This problem can make the students illiterate in speaking.

4. Lack of confidence

Lack of confidence becomes a big problem for students. This is because a lack of confidence can affect students' speaking performances. It is difficult for the students to master their English speaking skills if they lack confidence in their abilities.

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[27] Hieu, Trung, Students Lack Confidence to Use English, [Online] Retrieved from http://vietnamnews.vnagency.com.vn/Talk-Around town/212262/Students-lack-confidence-to-use-English.html

[28] Santi Astuti, "An Analysis of Students' Difficulties in Speaking English at the Seventh Grade of Junior High School 1 Sragen in the Academic Year of 2022/2023, UIN Raden Mas Said Surakarta, *A thesis*, 2022, p. 23

[29] Santi Astuti, "An Analysis of Students' Difficulties in Speaking English ..., p. 23

Based on several explanations above, it can be seen that several factors hinder English speaking skills. Therefore, the researcher decided to choose the theory by Juhana since she had the opportunity to collect the data and it had some relevant investigations completed. In the study, she discovered that students were hindered from practising their English speaking due to factors such as the fear of making mistakes, shyness, anxiety, and lack of confidence. The fear of making mistakes is commonly caused by students who fear being laughed at by friends.

B. Learning Speaking English

1. Definition of Speaking

According to Harmer, speaking is the ability of person to talk English fluently and with good pronunciation about the information, knowledge, or features of the language and deliver it by mouth[30]. In addition, Rizvi stated that speaking is defined a conversation. It means the communicating between speaker and the listener[31]. The Oxford Advanced Learners' Dictionary pointed out that speak as to say words, to say or talk about something, to have a conversation with someone, to address someone in words, and so on[32]. Speaking is referred to a person's ability to articulate the feelings and thoughts to others. In general, speaking is communication and dialogue between two persons in order to express verbally any sort of information.

As stated by Nunan, speaking as saying words loudly, communicating orally, making a request, and giving a speech[33]. It means that speaking is the act of expressing one's thought aload

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[30] Jeremy Harmer, *How to Teach Writing*, Essex: Pearson Longman, 2007

[31] Rizvi, *Effectice Technical Communication*, New York, NY: Mc. Graw Hill, 2006, p. 92

[32] Oxford Advanced Learner's Dictionary (Sixth Edition), Oxford University Press, 2000, p.426

[33] Nunan, D, Language Teaching Methodology: A Textbook for Teachers, NY: Phoenic Ltd, 1995, p. 593

through the use of one's voice or talking. It indicates that when someone engages with others by utilizing language as a mode of communication, they almost definitelt aim to transmit something important. In line with that, Keith and Morrow pointed out that speaking is an activity that generates utterances for communicating orally[34]. It defines that the activity involves two or more people, each with a distinct goal or set of intentions. It is an interactional activity in which speakers and hearers, participats must react to everything they hear and contribute at a rapid race.

2. **The Functions of Speaking**

Each skill in English has its function and purpose. Likewise, Richard stated that there are three functions of speaking, as follows:

1. Talk as Interaction

This generally leads to what is essentially called discussion and explanation of social engagement. Building relationships and comfort zone contacts with other people, exchanging ideas, engaging in small talk and sharing the latest events, and this is continuing ongoing basis when they meet. The emphasis is on speakers and how they want to communicate with each other, not directly its contents.

2. Talk as Transaction

This kind of communication is referred to as a situation where attention is focused on what is said or done. The content of the message or information that is precise and clear to understand is more important than how someone interact with each other socially.

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[34] Keith, Johnson and Morrow, Communication in Classroom Application and Method for a Communicative Approach, Hongkong: Longman Group Limited, 1981.

3. Talk as Performace

The third type of talk that can be separated effectively is a performance that is often performed in public. Examples of this type of conversation can be public announcements, morning lectures, and speeches that show the delivery of information to a general audience.

Speaking can be defined as a method of communicating thoughts and ideas from one person to another. According to the previous explanation; talk as interaction refers to conversation, talk as transaction refers to situations, and talk as performance refers to public speaking[35]. The entire function of speaking is to guide individuals in their speaking actions.

3. **The of Components of Speaking**

According to Brown, there are five components of speaking. These are as follows:

1. Pronunciation

According to Gilbert, pronunciation is one of the skills in speaking that should develop by students. Students can be termed to speak well if they can speak like native speakers. More experience in speaking English is required in English for learners because students rarely utilized it in practice[36]. Furthermore, it is about how listeners easily understand what is conveyed by students through practice English in context and circumstances. During the learning process, teachers should ensure that their students understand what they are saying. If students say "like" = /lek/, the teacher should instruct them to say /laik/, not /lek/. Segmental features of vowels, consonants, stress, and intonation patterns are included in pronunciation. The speaker is required to

[35] Jack C Richards, *Teaching Listening and Speaking*, New York: Cambridge University Press, 2008, p. 27

[36] Gilbert, J. B, Teaching pronunciation using the prosody pyramid (1st ed.). New York: Cambridge University Press, 2008

pronounce English words correctly based on them. It means that their pronunciation should be at least suffice for the purpose.

2. Vocabulary

   Vocabulary is one of the crucial language aspects of learning English. Students are easier to understand the teacher's explanation and also helps them in learning for other skills in English such as listening, speaking, writing, and reading. In other words, vocabulary is a basic of language that should be mastered by students. Having limitless vocabulary in speaking is a must, so that students will speak well and understand written learning materials. It also carries them into interactive communication with others. Moreover, Hatch and Brown stated vocabulary as a tool that have been using by people communicate with other people[37]. In other words, the ability to mastering words or have a large vocabulary is one of the keys to public speaking[38].

3. Grammar

   Grammar is a combination of guiding logical and structural principles formation of sentences, phrases, and words in certain natural languages, such as as well as the study of what forms or structures can be imagined in the language. Grammar and speaking have a close relationship. As stated by Purpura, grammar is faultless sentences in speaking that are produced and compiled from rules[39]. Students should be given insight into word order, inflexion, and derivation into the other meaningful features of the English language. Thus, students will be help to speak fluently.

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[37] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and Language Education*, Cambridge: Cambridge University Press, 1995, p. 1

[38] Hiebert, E. H., & Kamil, M. L, Teaching and Learning Vocabulary, Bringing Research to Practice, Lawrence Erlbaum Associates Publishers, 2005

[39] Purpura, J. E, "Assessing Grammar", *Cambridge University Pres*, Vol 24(2), 2004, p.291-298

4. Comprehension

One of the important components in speaking is comprehension. Comprehension is the study how well students understanding understand a language. According to Hornby, comprehension is defined as the power of understanding an exercised that aimed at improving or testing ones understanding of a language in written or spoken[40]. In short, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners.

5. Fluency

Fluency is defined as how fast and how much a learner can speak without frequent pauses because of functionless repetitions, self-corrections, and false starts in coping with real-time processing[41]. It means fluency is the quality of being capable of speaking without hesitation. As stated by Pollard, fluency refers to students' ability to communicate without being interupted[42].

4. **Concept of Learning Speaking**

The process of capturing new knowledge into existing structures and memory systems is defined as learning. This is related to the resulting associativity that makes knowledge easier to remember than if you only studied one thing at a time[43]. Learning to speak English aims for students to be able to communicate in English fluently. Speaking is a way to show and explain the speaker's ideas and thoughts during the learning process. The ability to communicate verbally is the ability to speak. In line with Brown, speaking is normal

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[40] Hornby, A. S, *Oxford Advanced Learner's Dictionar of Current English,* London: Oxford University Press, 1995, p. 235

[41] Koizumi, R, *Predicting Speaking Ability From Vocabulary Knowledge*, Doctoral Course, University of Tsukuba, 2005, p. 46

[42] Pollard, Lucy, *Guide to Teaching English*, USA: Longman Group, 2008

[43] Douglas Brown, *Principles of Language Learning and Teaching*, San Francisco: Pearson Education, 2000, p. 56

voice, to create words, knowing and being able to use language, expressing oneself verbally, and give a speech[44].

According to Richard, when we attempt to comprehend the nature of what seem to be inloved, we might infer that speaking a second or foreign language well is a challenging task[45]. It showed that to speak successfully, we have to understand not only how to use grammatically acceptable words, but also where, when, and to whom we apply the sentence. In other words, speaking must be adapted to the situation, conditions and who we are talking to. In language learning, speaking ability is such a useful and crucial main skill. Apart from writing, reading, and listening, speaking is a goal or skill in learning English. It means that students have to master speaking as well as master listening, reading, and writing as the goals of learning English.

5. **Types of Classroom Speaking Performance**

As stated by Brown, classroom speaking performance is divide into six categories, they are:

1. Imitative

Continuous style of speaking performance is the capacity to just repeat back or copy a word, phrase, or potentially a sentence. Although the most fundamental kind of oral production is imitation. A wide range of prosodic, lexical, and grammatical language features might be in the criteria of performance.

2. Intensive

The second form of freedom is often used to produce short phrases for contexts, restricted grammar, sentences, and lexical or phonological links (for example, the sound of a prosodic element, speech, or rhythm). The speaker needs to be familiar with the

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[44] Douglas Brown, Principles of Language Learning and Teaching, (5th ed), New York: Logman, 2007, p. 157

[45] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthropologhy of Current Practice*, New York: Cambridge University Press, 2002, p.201.

semantic structures to respond, but contact with the interviewer or management is minimal.

3. Responsive

    The stimulus in this case is almost always speech fast, with only a follow-up question or two to keep it authentic.

4. Transactional

    More developed responsive language which is used to express or exchange certain information is referred to as transactional language.

5. Interpersonal

    Interpersonal discourse and other forms of communication were discussed in the preceding chapter, to preserve social ties rather than transmitting knowledge and facts.

6. Extensive

    When listeners have the possibility of oral involvement, speech, presentations, and storytelling are examples of extended oral output. This type of speaking style tends to be methodical and formal because of the lengthy jobs.

    Based on the explanation above, each type has advantages and disadvantages in the process of learning to speak. Teachers must be imaginative, inventive, and create more interesting media to help students achieve their goals.

C. **Review of Relevant Studies**

Based on several sources that related to this research, there are journals and some previous research that has correlation with topic of this research. They were:

1. The first is a thesis entitled "An Analysis of Students' Problems in Mastering Speaking Skill Faced by the First Semester of the Twelfth Grade at SMAN 3 Kotabumi Lampung Utara in the Academic Year of 2017/2018" by Baiq Rahmawati (2018) from UIN Raden Intan Lampung. The purpose of the research is to analyze the students'

problems with mastering speaking skills that they faced in the academic year of 2017/2018. The similarity between the thesis and this research is located in the research method and the topic. Both of them discussed the problems faced by students in speaking and used qualitative research methods. The difference between the two studies is the subject of the research. The study by Baiq used twelfth grade as the subject, meanwhile, this study used tenth grade as the subject.

2. The second is a thesis entitled "Problem Faced by Students in Learning Speaking at SMAN 1 Karanganyar" by Riqqoh Fathin (2021) from Universitas Muhammadiyah Surakarta. The objective of the study is to describe the difficulties that faced by students when speaking in English at SMAN 1 Karanganyar. The similarity is located in the topic and the background study. The topic is about the difficulty and problems encountered by students in speaking English. The background studies are lack of motivation, mother tongue, and limited vocabulary mastery. Meanwhile, the difference is located in the focus. The study by Riqqoh discusses the students' problem in speaking and the strategies to solve it, meanwhile, this study only analyses the students' problems and the factors that cause by.

3. The third is a journal entitled "An Analysis of Students' Problems of Speaking English in Grade VIII of SMPN 3 Sungai Limau" by Yolla Syahdilla and Edi Trisno (2023). The study aimed to know the students' problems of speaking English and the dominant problems faced by students at grade eight of SMPN 3 Sungai Limau. The similarity is located in the topic and research method The topic is to analyze the students' problems towards speaking and using descriptive as the research method. The difference between the study by Yolla and this study is the technique of data collection. The study by Yolla and Edi used the questionnaire and interview, meanwhile, this study used observation and interview.

CHAPTER III
RESEARCH METHOD

This chapter were presented the description of the research methodology to find out the answers to the research questions as stated previously. It covers the type of research, the setting of research, the subject and object of research, the technique of data collection, and the technique of data analysis.

A. Type of Research

This research was field research conducted on the 10th-grade students of MA El Qosimi. The qualitative approach to analyze the students' problem in learning English speaking and its factor caused was utilized as the research method. This research was conducted in the form of descriptive study which aimed to find out and identify the students' problems in English speaking at the 10th students and the factors that cause the problems.

B. Research Sites and Participants

1. Research Sites

This research was conducted at MA El Qosimi Karangreja Purbalingga Regency. It was located in Karangreja village, Kertasari Subdistrict, Purbalingga Regency, Central Java. Based on the information obtained, this school was only founded in 2015. However, even though it was still quite new, this school can facilitate surrounding students to get an education that is equivalent to other schools. Therefore, it was interested in conducting research at this school to find out the problems that students might be face in learning English, especially speaking.

2. Participants

The participants of this study were the English teacher and the 10th grade students of MA El Qosimi Karangreja Purbalingga Regency.

C. Subject and Object of the Research

1. Subject of the Research

According to Agung and Zarah, the subject of the research is defined as a person, a thing or a micro-organism that can be the information or resource of the data collection needed for the research[46]. The subjects of this study were 10th grade students and an English teacher of MA El Qosimi.

2. Object of the Research

The object of research stated as scientific purposes to obtain data with a specific goal and function about something objective, valid, and reliable to determined variables[47]. The students' problems in English speaking at 10th grade students of MA El Qosimi is the object of the research. It decided to be chosen as the research object because the students' problems in English speaking are quite dominant as the problems faced by students in learning English.

D. Technique of Data Collection

In this study, the researcher decides the observation, interview, and documentation as the techniques of data collection. The observation and interview are conducted to ensure what is going on in the classroom and validate it to the relevant respondents. Meanwhile, the documentation is used as evidence, a description of what happens in the classroom. It is also as the notes of past events which we can find as notes, pictures, or monumental art of somebody. It supports the data the researcher has gained from the interview and observation.

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[46] Agung & Zarah, *Metode Penelitian Kuantitatif,* Yogyakarta: Pandiva Buku, 2016, p. 58

[47] Sugiyono, *Metode Penelitian Kuantittif, Kualitatif, dan R&D*, Bandung: CV Alfabeta, 2016

1. **Observation**

   Observation is a basic method for obtaining data in qualitative research which aimed to find out the understanding of complex interactions in a natural setting[48]. In this study, observation was conducted to obtain data about the analysis of students' problems in English speaking at 10th grade students of MA El Qosimi. It also aimed to get ideas in designing the question for the interview. The observation in MA El Qosimi conducted 4 times in March 2024 to analyze the 10th grade students' problems in speaking. Observations were carried out to observe teacher and student activities during learning by using a checklist of classroom observation tables and writing field notes on things needed for data analysis.

2. **Interview**

   Interviews may provide information that can be obtained through observation, or they can be used to verify observations[49]. In addition, an interview is a meeting of two to exchange information and ideas by asking questions and getting the responses[50]. Moreover, Arikunto stated that interviews were conducted by the interviewer to obtain information through questions and answers from the interviewee[51]. In this study, the interview will be conducted towards an English teacher and some 10th grade of students.

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[48] Ary et al, *Intoduction to Research in Education*, Canada: Thompson Wadsworth, 2010, p. 431

[49] Ary et al, ..., p. 438

[50] Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, 2007, p. 186

[51] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 155

3. Documentation

To support the data of research, documentation is needed. Documentation is a record of events that have already passed either in the form of writing, drawings, or monumental works from someone. It also can be into valid data that is more credible such as audio records, notes, lesson plans, and some pictures of students' activities during the learning process observation.

E. Technique of Data Analysis

Data analysis is a process of categorizing, structuring, manipulating, and summarizing data to obtain answers to research questions[52]. The analysis of the data in qualitative research is an ongoing activity that takes place throughout the entire investigative process, rather than being done at the end of the process. According to Miles and Huberman, data analysis involves three steps: data reduction, data display, and conclusions[53]. These are clear explanation about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured. In this case, it had been selected the data derived from observation of the teaching and learning process, documentation, and interview with the teacher and students. It is needed to choose which data that appropriate to be used in research. Focus on data that is related to the research is important in order to avoid the things that are out of the research. Things which were written on field notes were the date, time, place, and explanation of the activities during the teaching and learning process. Field notes were also used as proof of observation

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[52] Samsu, S.Ag, M.Pd.I., Ph.D, "Metode penelitian teori...., p.103
[53] Matthew B. Miles and A. Michael Huberman, "Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft", *Educational Researcher*, 1984, Vol. 13, p.20-30

and a tool to recall what had been observed. And a quick interview after each observation also was needed to clarify some events which had happened. Then data from the interview were collected and transcribed into written format.

2. Data Display

As the next step, the data will be displayed or presented which is organized into a research paper after getting the data. According to Miles and Huberman, a display is an organized, compressed, and assembly of information that permits conclusion drawing and action. The purpose of the data display is to analyze the result of the observation and interview. This step is conducted by presenting a set of information that is structured and possible of drawing conclusions because the data obtained during the process of qualitative research is usually in the form of a narrative.

3. Conclusion

The last step of data analysis was drawing conclusion. Conclude and verified the data is needed to be done in order to check whether the evidence that support the research is valid. However, conclusion is written based on what happened in the field.

CHAPTER IV
FINDING AND DISCUSSION

In this chapter was presented the finding and disscusions that consist of the analyzed of the analysis of the students' problem and its factor that cause the problems at the 10th grade students of MA El Qosimi.

A. Findings

1. Students' Problems in Learning English Speaking

a. Students' Lack of Pronunciation

Lack of pronunciation was often found as a problem in speaking English. The students can not pronounce English very well. It was because the students did not know how to pronounce words. According to the observation result, the students have problems in English speaking because they often can not pronounce the word. It was shown in the following observation note:

Observation 1

Table 4.1 Observation Notes

Date	Field Notes
Monday, 18th March 2024	Several students were asked by the teacher to read a procedural text entitled "How to make a coffee", almost most of the students had difficulty in pronouncing some of the words contained in the text. Mispronounced words such as; *first, third, fourth, water*

Observation 2

Table 4.2 Observation Notes

Date	Field Notes
Monday, 25th March 2024	Students were assisted by teachers when they made mistakes in the pronunciation of several words during learning; *evening, sunrise*

According to the result of observation, the studets were difficult in pronounce some words correctly. It became the general problems that students faced in learning English speaking. As stated by students in theinterview:

Excerpt of Students' Interview

S1 : *"Some English words are difficult to pronounce, so I just read according to the writing."*
S2 : *"I get confused when pronouncing words in English, so hesitate to say them. I usually ask the teacher for help on how to pronounce it."*

In addition, the teacher explained that most of students faced the misspronunciation as the problems in learning English speaking. As explained by the teacher:

Excerpt of Teacher's Interview

T : *"Most students have difficulty with pronunciation. Because they generally pronounce or read according to the written words."*

b. Students' Lack of Vocabulary

Vocabulary is crucial aspect because people are unable to understand others or express their ideas if they do not have a sufficient vocabulary[54]. This became one of the problems in learning speaking skills because, without mastering vocabulary, a person has limitations in speaking. As found in the observations,

Observation 3

Table 4.3 Observation Notes

Date	Field Notes
Monday, 18th March 2024	When students were asked to present their recount texts with free topics, the vocabulary they used was still minimal

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[54] Dyah and Elda, "Difficulties and Factors of Low Achievers in Speaking," *Journal of English Teaching, Literature, and Applied Linguistics*, 2022, Vol. 6(1), p. 58

Observation 4

Table 4.4 Observation Notes

Date	Field Notes
Monday, 25th March 2024	The teacher stimulated students with a noun guessing game, students had difficulty mentioning nouns around them

Based on the observations above, vocabulary was one of the problems in speaking English. As reinforcement, supported by the following results of interviews,

Excerpt of Students' Interview

S1 : *"I do not know how to read and how to say, i do not understand some words in English."*
S2 : *"Still get difficult to finding and understanding English vocabulary. There are words that i know in Indonesian, but not in English."*

Moreover, the teacher agrees that lack of vocabulary mastery is an obstacle to speaking English. As she said in the interview,

Excerpt of Teacher's Interview

T : *"Another problem is the lack of mastery of vocabulary. Usually, students get difficulties because they don't know the vocabulary English that they want to say. For example, the word 'run fast', they only remember the word 'run'. So, the speaking is hampered due to limitation of vocabulary."*

c. Students' Poor in Grammar

Grammar is included in the crucial aspects of speaking. It is the foundation of language. Grammatically is important in the speaking process because when individuals speak, they must arrange words to produce sentences that match the meaning situation. They do not need to master all the grammar patterns because speaking English will be a challenge for them. They must understand subjects, predicates, and related word forms

moment and context. That is the reason why students' poor grammar becomes one of the problems in students' English learning. It shown in the results of observation below,

Observation 5

Table 4.5 Observation Notes

Date	Field Notes
Monday, 18th March 2024	When the teacher gave the assignment to present recount text, many students still made mistakes with the grammar.

Observation 6

Table 4.6 Observation Notes

Date	Field Notes
Monday, 25th March 2024	When students were asked to make a sentence and load it with a subject, predicate, and object, students were still confused.

Excerpt of Students' Interview

S1   : *"It's hard because it's still difficult to understand English words, let alone to understand grammar."*
S2 : *"Confused about arranging sentences according to grammar, especially if the sentence is in the past or future."*

In the interview with English teacher, she said that one of the problems in learning English speaking is grammar but that is not the main problem.

Excerpt of Teacher's Interview

T   : *"Grammar is also one of the problems students have in speaking English, but it is not the main problem because the most important thing is that students understand what is being said."*

d. Students' Lack of Fluency

Fluency in a language means being able to speak easily, reasonably quickly, and without having to stop and pause frequently. It is the ability to speak based on the circumstances and level of the speaker and listener. It is also measure to assess how far students or language learners are learning skills, especially speaking.

Observation 7

Table 4.7 Observation Notes

Date	Field Notes
Monday, 18th March 2024	When students come to the front of the class to present the results of the group discussion, most of the students still do not pay attention to intonation, pronunciation and punctuation.

Observation 8

Table 4.8 Observation Notes

Date	Field Notes
Monday, 25th March 2024	The teacher asked a student to read a text in a book, but the student still stammers in pronouncing English words.

In line with the observation results above, students feel that speaking English fluently is difficult.

Excerpt of Students' Interview

S1   : *"I do not know how to speak English correctly, i just speak that i can understand."*

S2   : *"If I speak English it's difficult, because it's hard to follow. So if I want to talk, I feel embarrassed."*

S3   : *"Speaking English is difficult, still need to practice a lot."*

The teacher also explained in the interview that students were still far from being perfect at speaking English fluently. Because they still carry their mother tongue.

Excerpt of Teacher's Interview

T : *"Their daily language is not English, so they are still very far from being perfect at speaking English fluently. They are till carrying the accent of their mother tongue."*

e. Students' Low in Comprehension

Comprehension is the understanding idea. It is the capacity to comprehend and decipher spoken and written words. The lack in comprehension became a problem in learning English speaking because the listener cannot understand what the speaker means. It was shown in the observation notes below:

Observation 9

Table 4.9 Observation Notes

Date	Field Notes
Monday, 18th March 2024	Students were asked to retell using their language the material that the teacher has explained. No one student answered and kept silent, this could mean that they did not understand the learning that was taking place

Observation 10

Table 4.10 Observation Notes

Date	Field Notes
Monday, 25th March 2024	The teacher explained the material using English and Indonesian. Students seem to understand better

Excerpt of Students' Interview

S1 : *"When the teacher speaks in English, sometimes we do not understand what it means."*
S2 : *"I often did not understand what the speaker's saying."*
S3 : *"I felt difficult to get meaning when someone speak English with me."*

The teacher conveyed that one of the problems with speaking English is a lack of comprehension. Especially a problem for the early grades of junior high school

Excerpt of Teacher's Interview

T : *"In my opinion, comprehension is also one of the problems in learning speaking, especially for 7th grades of junior high school."*

2. **Factors that Cause of Students' Problems in Learning English Speaking**

   a. Lack of Confidence

   Confidence is the key to speaking English. When someone speaks with high confidence, they will be successful in speaking. No matter how bad the content of the speech is, if it is delivered with confidence it will increase the good things. However, based on observations made, students' lack of self-confidence is a factor causing problems speaking English.

   Observation 11

   Table 4.11 Observation Notes

Date	Field Notes
Monday, 18th March 2024	When students were asked to volunteer to present the procedure text in front of the class, no one came forward and remained silent

   Based on the observation, they agree that lack of self confidence is one of the factors that cause students' problems in learning English speaking.

   Excerpt of Students' Interview

   S1 : *"I don't feel confident when asked to come forward and speak in front of the class."*
   S2 : *"I rarely go to the front of the class or answer the teacher's questions, because I am not confident in my English speaking."*

Excerpt of Teacher's Interview

T : *"Students are rarely willing to come to the front of the class to speak English, they tend not to be confident in their abilities."*

b. Afraid of Making Mistakes

Another factor that causes students' problems in learning to speak is their fear of making mistake. Especially when practising speaking in front of many people, they afraid of being wrong and getting a bad response from the listeners. In Indonesia, English is a foreign language. People are certainly not used English to communicate. Therefore, fear of making mistakes is one of the factors that cause students problems in learning speaking.

Observation 12

Table 4.12 Observation Notes

Date	Field Notes
Monday, 18th March 2024	The teacher asked the students but they answered hesitantly because they were afraid the explanation would be wrong

Excerpt of Students' Interview

S1 : *"If I speak English wrongly, I'm afraid of being laughed at by my friends."*
S2 : *"I didn't dare to answer, because afraid of being wrong."*

Moreover, the teacher agreed that fear of making wrong became the factor that cause the speaking prolems.

Excerpt of Teacher's Interview

T : *"Apart from not being confident, students are also afraid of making mistakes. They feel they are making a mistake if they speak English even though they haven't tried it. This feeling of fear is a factor in students' problems in speaking English."*

c. Shyness

Some students felt ashamed when they should present something in front of the class. The students felt embarrassed even with their friends. Sometimes they liked to look down when they were presenting. The students felt nervous because the preparations were not ready yet.

Observation 13

Table 4.13 Observation Notes

Date	Field Notes
Monday, 18th March 2024	When the teacher pointed at a random student, the student pointed at another friend because she/he felt embarrassed

Based on the interviews with the students, they agree that shyness is one of the factors that cause students' problems in learning English speaking.

Excerpt of Students' Interview

S1   : *"I feel embarrassed if I speak English incorrectly because my classmates will laugh at me."*
S2   : *"I'd rather not speak English, because I'm embarrassed that I can't speak English."*

Excerpt of Teacher's Interview

T   : *"These factors are interrelated, almost the same as the fear of making mistakes, students are also embarrassed if they make mistakes. This is an obstacle for students to speak English."*

d. Anxiety

Anxiety is a mental health disorder characterized by feelings of worry and fear about something that can interfere with daily activities. The students felt nervous because the preparations were not ready yet. Some students felt nervous because of being seen by the lecturer. There was a student who said he was nervous because he has not mastered English. Other

students were still nervous because sometimes they were confused about what material to convey, and how to deliver it.

Observation 14

Table 4.14 Observation Notes

Date	Field Notes
Monday, 25th March 2024	Students feel anxious when the teacher points randomly, for example asking students to come to the front of the class

Based on classroom observations, some students feel anxiety, which affects their skills in speaking English.

Excerpt of Students' Interview

S1　: *"I feel anxious to speaking English, especially in front of my friends and my English teacher."*

S2　: *"I feel anxious when someone speaks English more fluently than me."*

Excerpt of Teacher's Interview

T　: *"They were anxious since they could not communicate effectively in English. Because they lacked English knowledge, vocabulary, and pronunciation skills, and they were nervous if I asked them to speak English in front of the class."*

B. Discussions

This section discussed the findings of the students' problems in learning to speak English and the factors that cause the problems as the aim of this research. This research compiled by research participants; the 10th grade students of MA El Qosimi Karangreja that had been observed. The researcher employed an observation to know what problems students faced in mastering speaking skills. It was conducted by observing the class using the checklist table and interviewing the English teacher and students to know the problems and causes of problems in learning English speaking faced by the students.

1. **Students' Problems in Learning English Speaking**

   a. Students' Lack of Pronunciation

      Based on observations that have been held, the first problem found was the lack of student pronunciation. Most students have pronunciation problems. They have difficulty pronouncing some words accurately. They were afraid to pronounce it wrongly because they understood that in English the writing is the same but the pronunciation and meaning are different. Usually the teacher helped to guide students and practising the correct way to pronounce it.

      According to Nunan, speaking means saying words aloud, communicating verbally, making a request, and giving a speech[55]. Pronunciation is highly related to this theory. According to the data findings, the researcher discovered that the students were confused about how to pronounce the words correctly, and that the majority of students were impacted by their mother language.

   b. Students' Lack of Vocabulary

      The most common thing students experience when starting a conversation in English is a lack of understanding and knowledge of vocabulary in English. Most students have limited vocabulary in English so they find it very difficult to organize and convey ideas and opinions in English[56]. Most students have limited vocabulary in English so they find it very difficult to organize and convey ideas and opinions in English. In addition, the limited vocabulary in English makes students feel unmotivated to speak, especially if they are asked to speak in

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[55] Nunan, D, *Language Teaching Methodology: A Textbook for Teachers*, NY: Phoenix Ltd., 1995, p. 593.

[56] Joko and Pradana, "An Analysis of Students' Difficulties in English Conversation Practice," *Journal Corner of Education, Linguistics, and Literature (JCELL),* 2023, Vol. 2 (3), 215-222

front of the class. The problem of having a low understanding of English vocabulary is a classic problem that often occurs for language learners.

According to a study by Dyah and Elda vocabulary can be the cause of poor reading skills and makes learning every subject challenging. The students could not find some words such as tired, homework, data, graphic, increase, definition, burnt, and matches. The students struggled to communicate what they were thinking, this can be a lack of words to describe what they wanted to say[57]. According to Hiebert and Kamil, one of the keys to success in public speaking, is the ability tomaster words or have a large vocabulary[58].

c. Students' Poor in Grammar

Speaking skill is the most important language skills to support communication, especially in English speaking skills are needed for twoway communication that can be understood by one another[59]. In addition to the lack of confidence when speaking English, most students also feel that they do not dare to speak English. This was because there was no habit of speaking in English so students do not have good preparation in grammar and experience in speaking in English. The students were confused about how to compose sentences to talk in English. It indicated that they have grammatical issues.

According to Purpura, grammar is made up of rules that may be used to construct faultless sentences when speaking[60]. The speaker should deliver a speech phrases inappropriately.

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[57] Dyah and Elda, "Difficulties and Factors of Low Achievers in ..., p. 61

[58] Hiebert, E. H., & Kamil, M. L, *Teaching and Learning Vocabulary*, Bringing Research to Practice. Lawrence Erlbaum Associates Publishers, 2005

[59] Joko and Pradana, "An Analysis of Students' Difficulties in English ...., p. 215-222

[60] Purpura, J. E, *A\ssessing Grammar*, Cambridge University Press. Vol. 24(2), 2004, p.291- 298.

Using incorrect grammar can lead to sentences being meaningless and the message unclear.

d. Students' Lack of Fluency

According to the research findings, the researcher discovered that it was difficult for the students to speak English with a good accent since it was natural for them when they attempted to talk in English. This is justified by the teacher, she said that the mother tongue still greatly influences students' in speaking English. Fluency is one of the difficulties in learning English speaking for two reasons. First, since the students' accents differ from those of native speakers, they prefer to remain quiet. Second, since they do not grasp English fluency, they seldom practice speaking English.

As stated by Brown, fluency refers to the smoothness with which sounds, syllables, words, and phrases are joined together[61]. Fluency in a language defines as being able to speak easily, reasonably quickly, and without having to stop and pause frequently[62].

e. Students' Low in Comprehension

The teacher mentioned comprehension as one of the problems in learning English speaking, especially for 7th and 8th grades of middle school. The students also mentioned that they have low of comprehension when learning English speaking. When the teacher was asking in English, they found it difficult to comprehend. It is related to Brown theory that comprehension is one of the students' problems in learning English speaking.

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[61] Douglas Brown, *Language Assesment: Principles and Classroom Practices*, San Fransisco: Longman, 2004

[62] Husnawati, Students' Speaking Performance: Some Challenging Factors, Thesis. Tarbiyah and Teacher Training Faculty, Ar-Raniry Islamic State University: Banda Aceh, 2017

Based on the data discussion, it can be concluded that the problems described in the theory occurred to the students, which is consistent with Brown theory, which describes problems in learning English speaking skills as follows: vocabulary, pronunciation, grammar, fluency and comprehension. Furthermore, it is also supported by the theory stated by Thornbury such as; not knowing the components of language that allow production, lack of vocabulary, lack of use of grammar, poor pronunciation, and lack of experience speaking English The knowledge was obtained based on the students' responses, with the students believing that they did not know things such as grammar, pronunciation, vocabulary, and fluency while learning to talk in speaking class.

2. **Factors that Cause of Students' Problems in Learning English Speaking**

   a. Lack of Confidence

   Based on observations conducted, it was found that most students were not willing to be asked by the teacher to come forward to the class to simply introduce themselves or show their ability in English. This was caused by students' lack of confidence in speaking English. Speaking in English is sometimes a challenge for most students. Many students feel that they lack confidence when practising conversations in English. Students feel that they do not have a high level of confidence when practising speaking English, especially if they practice it in front of the class.

   As stated by Inayah & Lisdawati, students' low self-confidence makes them students who have no motivation to learn English[63]. Juhana stated that one of the psychological factors that caused students' problems in learning English speaking is the

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[63] Inayah and Lisdawati, "Exploring students' difficulties in speaking English and their attitude in speaking English," *Acuity: Journal of English Language Pedagogy, Literature and Culture, 2017, Vol. 2(1), p. 12-23*

lack of confidence[64]. In line with this, Thornbury mentioned that affective factors such as lack of confidence or self-consciousness is causing students problems during learning English speaking[65]. Thus, it is necessary to change attitudes so that someone who has courage and good self-confidence will certainly shape the character of students who can speak English.

Moreover, the teacher must be able to determine how students can be willing to grow confident in practising speaking English. Teachers can encourage students by utilizing various strategies and learning medium which can certainly increase students' self-confidence. Students' difficulties in increasing self-confidence must be overcome immediately because in language classes students must be able to master and understand the use of English, especially if they can produce pronunciation in English.

b. Afraid of Making Mistakes

Many students feel that they lack the courage to speak in English when they try to start a conversation during class. This made students feel as if they had made a mistake so they were afraid to speak English. These students' fears greatly affect their ability to communicate, the ability to improve their knowledge and skills in English. Meanwhile, in general, when learning a language students have to have the courage to practice it, regardless of whether it is right or wrong, it is not something that needs to think about.

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[64] Juhana, "Psychological Factors that Hinder Students from Speaking in English Class," *Journal of Education and Practice*, Vol. 3 (12), Tangerang: Indonesia Open University, 2012, p. 100

[65] Thornbury, *How to Teach Speaking*, Harlow: Longman, 2005

Based on data findings, students do not speak English because they are afraid of being laughed at by their friends when they make mistakes in English pronunciation. It is also considered if students make mistakes in pronunciation as it will show their incompetence in English. As stated by Nunan, the second factor that hinders students' ability to acquire English speaking is their fear of making errors. One of the biggest reasons for students' reluctance to speak in English in class is afraid of being wrong[66]. In line with the results of research conducted by Fatimah, Wahyuni and Qamariah, many students were afraid to start a conversation in English due to difficulty pronouncing English words due to differences in the pronunciation of the alphabet or words between Indonesian and English so that they are afraid to speak English[67].

In learning English, especially speaking skills, a student must have the courage to start a conversation so that self-confidence can emerge even though their interaction skills are still low or have limited vocabulary. Therefore, it is necessary for the teacher's role to provide motivation, encouragement, and even rewards to students who dare to speak English. This will make learning English more interesting and enjoyable. Moreover, students will become familiar with the English they use even though they are still at a low level and have limited vocabulary.

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[66] Nunan, D, *Second Language Teaching & Learning*, USA: Heinle&Heinle Publisher, 1999

[67] Fatimah, F., Wahyuni, S., & Qarimah, H, "An analysis of students difficulties in speaking: A descriptive study at second grade year students of SMPN 01," *Jurnal Ilmiah Mahasiswa Pendidikan*, Vol. 2(1)

c. Shyness

The factors that cause students' problems in learning to speak English are related to each other. One of them is the shyness factor which is related to students' lack of self-confidence and fear of making mistakes in learning English. It was found in observations that apart of the lack of self-confidence of shyness in speaking English. When the teacher was asking students to answer questions in English, students would answer hesitantly or even not answer because they were embarrassed. Students were also shy to express their opinions and embarrassed to ask questions that they did not understand. As stated by Keller, Troesch and Grob, shy immigrant children learn a second language more slowly and have lower proficiency of foreign language compared to non-shyimmigrant classmates[68].

d. Anxiety

Based on the research findings, the researcher found that the students felt anxious when the teacher asked them to speak English in front of the class. The teacher said the students anxiety while learning English because they lack knowledge in English, they also have a lack of mastering vocabulary and pronunciation. The students mentioned that they feel anxious when someone speaks English more fluently than them. Anxiety also make the students did not understand about the English speaking. According to Dyah and Elda in their study, anxiety is when the students felt nervous because the preparations were not ready yet. Some students felt nervous because of being seen by the lecturer. There was a student who said he was nervous because he had not mastered English. Other students were still

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[68] Keller, K., Troesch L. M., & Grob A, "Shyness as A Risk Factor for Second Language Acquisition of Immigrant Preschoolers," *Journal of Applied Developmental Psychology*, 2013, Vol. 34(6), p. 328–335

nervous because sometimes they were confused about what material toconvey, and how to deliver it[69].

Referring to Reber, uncertainty, worry, anguish, restlessness, lack of control, and a state of feeling associated with the fear of something awful happening are all definitions of anxiety[70]. Most students found speaking English as a stressful activity even uninteresting activity. Students became quite passive in speaking English class[71]. In line with that, anxiety is one of the psychological factors that cause students' problems in learning to speak English[72].

Based on the discussion above, researchers found that the majority some students hesitate to speak English. Besides, they are also afraid to make mistakes, worry, and be embarrassed when speaking English. The source of students' difficulties in acquiring speaking skills is their lack of speaking skills and motivation to learn English, especially in speaking. Because students are lacking the motivation to express themselves in a foreign language, they are quiet or passive during the learning process. Supported by Juhana, the cause of students' problems in learning speaking skills were: a lack of self-confidence, afraid of making mistakes, shyness, anxiety, and lacking motivation.

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[69] Dyah and Elda, "Difficulties and Factors of Low Achievers in ...., p. 61

[70] Reber, A.S, The penguin dictionary of psychology, New York: Penguin Books, 1990

[71] Wahidah, F, S, "Students' Speaking Problems and Factors Causing it," *Jurnal Logika*, 2016, Vol. 16(1), p. 2

[72] Juhana, "Psychological Factors that Hinder Students from Speaking in English Class," *Journal of Education and Practice*, Tangerang: Indonesia Open University, 2012. Vol. 3(12), p. 100

CHAPTER V
CONCLUSION AND SUGGESTION

The previous chapters provided a general introduction; they provided the theoretical background, defensible methods, and examined the study's results. This chapter provides the research conclusion and suggestions to the students' problems in learning English speaking at MA El Qosimi Karangreja.

A. Conclusion

Students' problems in learning speaking skills included limited vocabularies, confusion over how to pronounce English words, a lack of mastery of grammar, a lack of fluency in speaking, and difficulty understanding what the speaker said. Furthermore, the students are hesitant to speak English and prefer to speak in their mother tongue.

Underconfidence, fear of making a mistake, anxiety, shyness, and a lack of motivation are all psychological factors that prevent them from practicing their English speaking. Fear of being laughed at by their friends was a common cause of the factors, such as fear of making mistakes.

B. Limitations

As with other research, there are several limitations experienced in this research. The following are several limitations that researchers can pay more attention to in the future, as follows:

1. The focus of study only on analyzing students' prolems in learning English speaking and its factor caused, so there is no discussion regarding how to teach with appropriate methods and techniques for English speaking.

2. This study only conducted interviews with some students to complete and validation the observasion data.

3. Instrument; the instrument used in this study was a checklist table. The research results might be better dan completed if supported by an instrument in the form of a questionnaire.

C. Suggestions

This research is complete after concluding, therefore it provides several suggestions which might be useful for English teachers, students and other researchers. These suggestions are presented as follows:

1. For teachers, it is necessary to choose and apply more interesting techniques and medium of teaching in English speaking. It can stimulate the students' curiosity and motivated during the learning speaking.

2. For students; they need to practice more in speaking activity with good grammar, even if they make mistakes and accept them as lessons. It can be done by use dictionary that can be easier to improve their vocabulary, pronunciation, and meaning. It also would be gain students' confident in English speaking.

3. For other researchers, this research can be used as an additional reference. Thus, this study needs to be refined from different perspectives, ideas, and points of view to add input on different opinions.
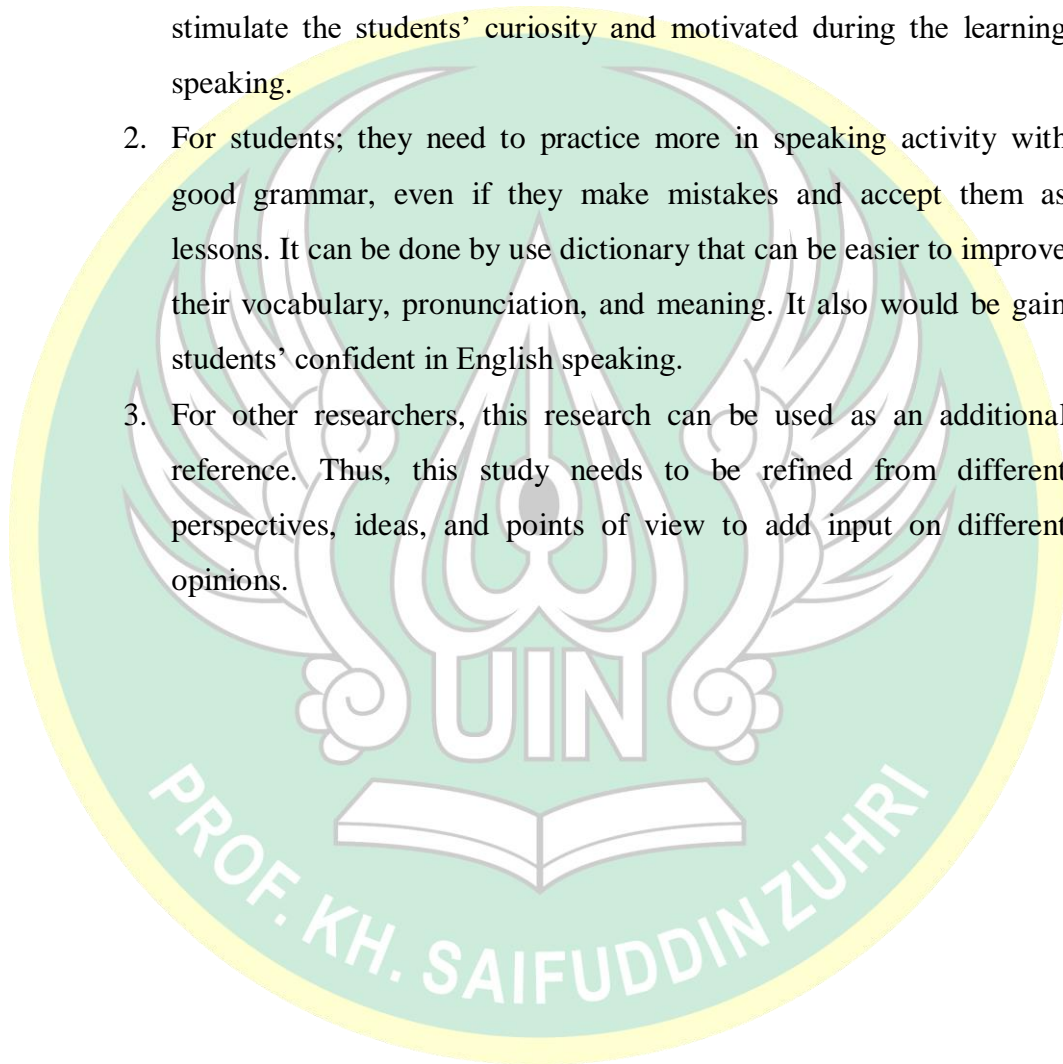
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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MA El Qosimi Karangreja
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Descriptive Text
Kelas/Semester : X/I
Waktu : 2jp x 30 menit

Kompetensi Inti	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.
Kompetensi Dasar	3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks *descriptive* lisan dan tertulis dengan memberi dan meminta informasi terkait lingkungan sekitar sesuai dengan konteks penggunaannya. 4.1 Menyusun teks *descriptive* lisan dan tulis, pendek dan sederhana, terkait lingkungan sekitar, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan seusai konteks.

A. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial kelengkapan dan keruntutan struktur teks *descriptive*.
- Menemukan informasi penting dalam suatu teks *descriptive*.
- Membuat ringkasan/simpulan dari teks *descriptive*.

B. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Calling the roll

3. Menyampaikan tujuan pembelajaran
4. Brainstorming

b. Kegiatan Inti (40')

1. Peserta didik disajikan picture series dengan konteks "My Family".
2. Guru menstimulasi peserta didik terkait dengan materi pembelajaran.
   - ➤ *"From the picture, can you imagine the appearance of the family members one by one?"*
3. Peserta didik dibagi menjadi beberapa kelompok yang terdiri dari 6 orang.
4. Dibimbing oleh guru, setiap kelompok ditugaskan untuk menyusun descriptive text sesuai dengan konteks picture series.
5. Masing-masing dari kelompok mengutus perwakilan untuk maju dan membacakan hasil kerja kelompoknya.

c. Kegiatan Penutup (10')

1. Guru melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
2. Guru memberikan feed back terhadap proses dan hasil pembelajaran.

C. Media, Bahan, dan Sumber Belajar

a. Media, Bahan Ajar : Picture Series
b. Sumber Belajar :Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA

D. Penilaian

a. Teknik : Tes tertulis
b. Prosedur : Awal pelajaran, selama proses, dan akhir pelajaran
c. Bentuk : Tes tertulis

Purbalingga,

Guru Kelas   Kepala MA El Qosimi Karangreja

XXXXXXX   XXXXXX
NIP.   NIP.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MA El Qosimi Karangreja
Mata Pelajaran : Bahasa Inggris
Materi Pelajaran : Passive Voice
Kelas/Semester : X/I
Waktu : 2jp x 30 menit

Kompetensi Inti	3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan mempresentasikan, dalam bidang konkret dan abstrak terkait dengan pengembangan dari apa yang dipelajari di sekolah secara mandiri, bertindak efektif, dan kreatif.
Kompetensi Dasar	3.1 Menerapkan fungsi sosial, struktur kalimat, dan unsur kebahasaan kalimat passive voice secara lisan dan tertulis dengan memberi dan meminta informasi terkait lingkungan sekitar sesuai dengan konteks penggunaannya. 4.1 Menyusun kalimat passive voice lisan dan tulis, pendek dan sederhana, terkait lingkungan sekitar, dengan memperhatikan fungsi sosial, struktur kalimat, dan unsur kebahasaan, secara benar dan seusai konteks.

C. Tujuan Pembelajaran

- Mengidentifikasi fungsi sosial kelengkapan dan keruntutan struktur kalimat passive voice.
- Menemukan informasi penting dalam suatu kalimat passive voice.
- Membuat ringkasan/simpulan dari kalimat passive voice.

D. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. Calling the roll
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

b. Kegiatan Inti (40')

1. Peserta didik disajikan sebuah teks.

2. Guru menstimulasi peserta didik terkait dengan materi pembelajaran.

> *"Can someone read the text, please?"*

3. Peserta didik diberi waktu untuk menganalisis teks.

4. Dibimbing oleh guru, setiap siswa maju ke depan mempresentasikan hasil analisis teks yang berisi kalimat passive voice.

c. Kegiatan Penutup (10')

1. Guru melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.

2. Guru memberikan feed back terhadap proses dan hasil pembelajaran.

D. Media, Bahan, dan Sumber Belajar

c. Media, Bahan Ajar   : Picture Series

d. Sumber Belajar   :Buku Pendamping Pembelajaran TUNTAS: Bahasa Inggris untuk SMA/MA

E. Penilaian

d. Teknik   : Tes tertulis

e. Prosedur : Awal pelajaran, selama proses, dan akhir pelajaran

f. Bentuk   : Tes tertulis

Purbalingga,

Guru Kelas   Kepala MA El Qosimi Karangreja

xxxxxxx   xxxxxx
NIP.   NIP.

Appendix 2

Field Notes

Tanggal	Hasil
Senin, 18 Maret 2024	Guru memulai kelas dengan greetings siswa terlebih dahulu. Materi yang akan diajarkan adalah *Passive Voice*. Guru menjelaskan perihal definisi dan lingkup pembelajarannya. Materi disampaikan awalnya menggunakan bahasa Indonesia kemudian bahasa Inggris. Siswa diminta mempresentasikan sebuah teks dan mencari kalimat Passive Voice. Beberapa dari mereka mengalami kesulitan. Guru membantu siswa dengan cara menstimulasi siswa. Kondisi kelas pasif, dibuktikan dengan hanya beberapa siswa yang merespon dan paham dengan materi yang dijelaskan. Guru meminta siswa untuk mempelajari kembali materi yg dijelaskan di rumah karena waktu pelajaran yang hampir habis
Senin, 25 Maret 2024	Guru mengucapkan salam memasuki ruang kelas. Pada pertemuan ini, guru mengulas kembali materi sebelumnya. Siswa ditanya secara bergantian berkaitan dengan materi Passive Voice. Banyak dari mereka nampak malu dan tidak menjawab dengan benar. Kemudian guru meminta mereka kembali mempresentasikan dan mengulas kembali teks yg sebelumnya pernah dipejalari. Siswa diminta untuk mencari kalimat passive voice dan menjelaskan maksud dari kalimat tersebut. Setelah diberi waktu 15 menit, guru meminta mereka maju ke depan kelas secara bergantian. Namun, siswa tidak mau yang menjadi presenter utama melainkan saling tunjuk. Bahkan ada yang menolak untuk maju ketika ditunjuk oleh guru. Ini terjadi karena siswa kurang percaya diri. Guru menunjuk secara random seorang siswa dan akhirnya

	bersedia untuk maju dan presentasi. Siswa lainnya sedikit terpacu dan bersedia maju secara bergantian walaupun hasil dari analisis mereka rata-rata sama dan hanya mengikuti teman sebelumnya.
Senin, 25 Maret 2024	Pertemuan selanjutnya, guru mengecek kehadiran siswa untuk memulai pembelajaran. Guru menstimulasi siswa dengan beberapa game dengan tujuan agar siswa tertarik dengan pembelajaran kali ini. Materi pada pertemuan ini adalah descriptive text berjudul "Elephant". Guru menjelaskan learning objective, definisi dan ruang lingkup teks report tersebut. Materi disampaikan dengan dua bahasa, yaitu bahasa Indonesia dan Inggris. Setelah materi dijelaskan, guru bertanya kepada siswa secara random. Jika siswa masih belum bisa menjawab maka guru akan menjelaskan kembali menggunakan bahasa Indonesia. Siswa diminta untuk membaca ulang teks descriptive, namun tidak ada yang berani unjuk diri. Hingga akhirnya ada seorang siswa yang bersedia membaca teks walaupun masih terbata-bata

Appendix 3

Instruments

Instrument   : Classroom Observation Checklist
Date   :
Grade   :

Please put thick (√) to yes if the procedures are found during classroom observation and cross (x) if the procedures are ot found during the observation. Describe on how the teachers do the procedures during the classroom activity.

No.	Criteria	Yes	No	Description
1	The teacher introduces the topic to the students and stimulate them to discuss or ask questions			
2	The teacher starts the teaching and learning process by giving students essential questions.			
3	The teacher gives an explanation the material clearly.			
4	The teacher tells the procedure of speaking material to the students.			
5	The teacher uses Bahasa to guide the students in understanding the material.			
6	The teacher always uses English in teaching speaking.			
7	The teacher uses learning media in teaching speaking.			
8	The teacher uses the technique of speaking are : a. Discussion b. Speech c. Role-play d. Picture Describing e. Story Telling f. Playing Cards			

Instrument   : Classroom Observation Checklist
Date   :
Grade   :

Please put thick (√) to yes if the procedures are found during classroom observation and cross (x) if the procedures are ot found during the observation. Describe on how the students responses during the classroom activity.

No.	Criteria	Yes	No	Description
1	The students are preparing themselves for teaching and learning process.			
2	The students are active in participating in the teaching and learning process by giving questions and answers.			
3	The students are always use English in learning speaking process.			
4	The students use Bahasa in learning speaking process.			
5	The students can easily understand the material using learning techniques that used by the teacher during learning speaking			
6	The students feel shy when speaking during the English class.			
7	The students feel confused when speaking during the English class.			
8	The students do not feel comfortable when they are going to be called in front of class to speaking.			
9	The students do not feel confident about speaking English in front of other students.			

Students' Interviews:

1. What do you think about speaking?

2. Is learning speaking English important for you?

3. What do you think about learning speaking in class?

4. How do you feel when you speak in English?

5. Have you ever spoken in English in front of the class?

6. What do you often experience when you practice speaking in English?

7. What obstacles did you experience when learning speaking in class?

8. What makes you reluctant to speak English?

9. How often does your English teacher give you new vocabulary and ask you to memorize it and practice it in front of the class?

10. When you practice speaking English, can you pronounce English words or sentences correctly?

Teacher's Interviews:

1. Since when did you start teaching English?

2. What do you think about speaking English is an important skill in learning the English language?

3. What is your opinion about the importance of teaching speaking skill?

4. How do you get students used to speaking in English?

5. In your opinion, what is a good way to improve students' speaking skill in English?

6. What are the problems did you faced in the process of teaching speaking?

7. How do you overcome the problems during teaching speaking?

8. There are 5 indicator components in speaking, namely pronunciation, grammar, vocabulary, fluency, and comprehension. In your opinion, which indicator is the most difficult for students to learn to improve speaking skills?

9. How do you teach English speaking by using indicators of grammar, vocabulary, pronunciation, and fluency?

Appendix 4

The Result of Instruments

Instrument   : Classroom Observation Checklist
Date   :
Grade   :

Please put thick (√) to yes if the procedures are found during classroom observation and cross (x) if the procedures are ot found during the observation. Describe on how the teachers do the procedures during the classroom activity.

No.	Criteria	Yes	No	Description
1	The teacher introduces the topic to the students and stimulate them to discuss or ask questions	√		
2	The teacher starts the teaching and learning process by giving students essential questions.	√		
3	The teacher gives an explanation the material clearly.	√		
4	The teacher tells the procedure of speaking material to the students.	√		
5	The teacher uses Bahasa to guide the students in understanding the material.	√		
6	The teacher always uses English in teaching speaking.		√	
7	The teacher uses learning media in teaching speaking.	√		
8	The teacher uses the technique of speaking are : a. Discussion b. Speech c. Role-play d. Picture Describing e. Story Telling f. Playing Cards	√		

Instrument   : Classroom Observation Checklist
Date   :
Grade   :

Please put thick (√) to yes if the procedures are found during classroom observation and cross (x) if the procedures are ot found during the observation. Describe on how the students responses during the classroom activity.

No.	Criteria	Yes	No	Description
1	The students are preparing themselves for teaching and learning process.	√		
2	The students are active in participating in the teaching and learning process by giving questions and answers.		√	
3	The students are always use English in learning speaking process.		√	
4	The students use Bahasa in learning speaking process.	√		
5	The students can easily understand the material using learning techniques that used by the teacher during learning speaking		√	
6	The students feel shy when speaking during the English class.	√		
7	The students feel confused when speaking during the English class.	√		
8	The students do not feel comfortable when they are going to be called in front of class to speaking.	√		
9	The students do not feel confident about speaking English in front of other students.	√		

Appendix 5

Observation Evidence

YAYASAN AN NAHL EL QOSIMI PURBALINGGA
MADRASAH ALIYAH EL QOSIMI (MAQ)
KARANGREJA KUTASARI PURBALINGGA
Alamat : Komplek Pondok Pesantren An Nahl Karangreja RT 05/03

SURAT KETERANGAN
TELAH MELAKSANAKAN PENELITIAN MAHASISWA
Nomor : 083/B3-07/MAQ/V/2024

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah El Qosimi Karangreja Kec. Kutasari Kab. Purbalingga dengan ini menerangkan bahwa:

Nama : Kamilul Fauzi

NIM : 1717404021

Semester : 14 (Empat Belas)

Jurusan / Prodi : Tadris / TBI

Universitas : UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Alamat : Kalimanah Wetan RT 01 RW 01, Kecamatan
Kalimanah, Kabupaten Purbalingga

Telah melaksanakan riset pengumpulan data guna penyusunan skripsi dengan judul *An Analysis of Students' Problems in Learning English Speaking: A Study at 10 Grade of MA El Qosimi Purbalingga regency* dari tanggal 15 Februari – 17 Februari 2024

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Karangreja, 18 Februari 2024
Kepala Madrasah

Drs. Yusro
NIP.-

Appendix 6

Classroom Activities