DEMOTIVATING FACTORS IN SPEAKING ENGLISH OF 8th GRADE STUDENTS AT SMP YOS SUDARSO KAWUNGANTEN CILACAP

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 of Requirements for *Sarjana Pendidikan* (S. Pd.) Degree

by
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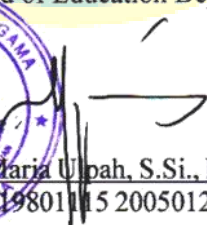Examiner II/ Secretary

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Assalamu'alaikum Wr.Wb.
    After conducting guidance, review, direction, and correction, then through
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DEMOTIVATING FACTORS IN SPEAKING ENGLISH OF 8th GRADE STUDENTS AT SMP YOS SUDARSO KAWUNGANTEN CILACAP

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Abstract: This study aims to identify factors that cause demotivation in English speaking skills in grade 8 students at SMP Yos Sudarso Kawunganten Cilacap. This study uses a qualitative approach. Data were collected through classroom observation, semi-structured interviews, and documentation. The research subjects consisted of 8th grade students and the English teacher. The data were analyzed using Miles and Huberman's model, which includes data reduction, data display, and conclusion drawing. The findings revealed several key factors contributing to students' demotivation in speaking English: (1) lack of self-confidence, (2) negative attitudes from peers, (3) monotonous teaching methods, limited and unvaried speaking practice, (4) lack of teacher digital literacy, and (5) suboptimal teacher competence. Additionally, the study discovered a new finding, namely students' lack of interest in the English language itself, which further discourages them from speaking. These results highlight that demotivation in speaking English is influenced not only by linguistic barriers but also by psychological, social, and instructional factors. Therefore, it is essential for teacher to develop more engaging, interactive, and student-centered speaking activities.

Keywords: demotivation, English speaking, speaking skill

DEMOTIVATING FACTORS IN SPEAKING ENGLISH OF 8th GRADE STUDENTS AT SMP YOS SUDARSO KAWUNGANTEN CILACAP

SHINTA SETYANI

NIM: 2017404071

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang menyebabkan demotivasi keterampilan berbicara bahasa Inggris pada siswa kelas 8 di SMP Yos Sudarso Kawunganten Cilacap. Penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan melalui observasi kelas, wawancara semi terstruktur, dan dokumentasi. Subjek penelitian terdiri dari siswa kelas 8 dan guru bahasa Inggris. Data dianalisis menggunakan model Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian mengungkapkan beberapa faktor kunci yang berkontribusi terhadap demotivasi siswa dalam berbicara bahasa Inggris: (1) kurangnya rasa percaya diri, (2) sikap negatif dari teman sebaya, (3) metode pengajaran yang monoton, praktik berbicara yang terbatas dan tidak bervariasi, (4) kurangnya literasi digital guru, dan (5) kompetensi guru yang tidak optimal. Selain itu, penelitian ini menemukan temuan baru, yaitu kurangnya minat siswa terhadap bahasa Inggris itu sendiri, yang semakin membuat mereka tidak bersemangat berbicara. Hasil ini menyoroti bahwa demotivasi dalam berbicara bahasa Inggris dipengaruhi tidak hanya oleh hambatan linguistik tetapi juga oleh faktor psikologis, sosial, dan instruksional. Oleh karena itu, penting bagi guru untuk mengembangkan kegiatan berbicara yang lebih menarik, interaktif, dan berpusat pada siswa.

Kata kunci: demotivasi, berbicara bahasa Inggris, keterampilan berbicara

MOTTO

"Life is a journey, not a competition."

DEDICATION

This thesis is sincerely dedicated to:

1. Myself, for staying strong through every doubt, struggle, and sleepless night. Thank you for never giving up.
2. My beloved parents, for your endless love, prayers, and support. You are my greatest motivation.
3. My family, who have always stood by my side with encouragement and strength.

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In the name of Allah, the most graceful, the most praise be to Allah for blessing me with His mercy and guidance to finish this thesis entitled "Demotivating Factors in Speaking English of 8th Grade Students at SMP Yos Sudarso Kawunganten Cilacap" could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

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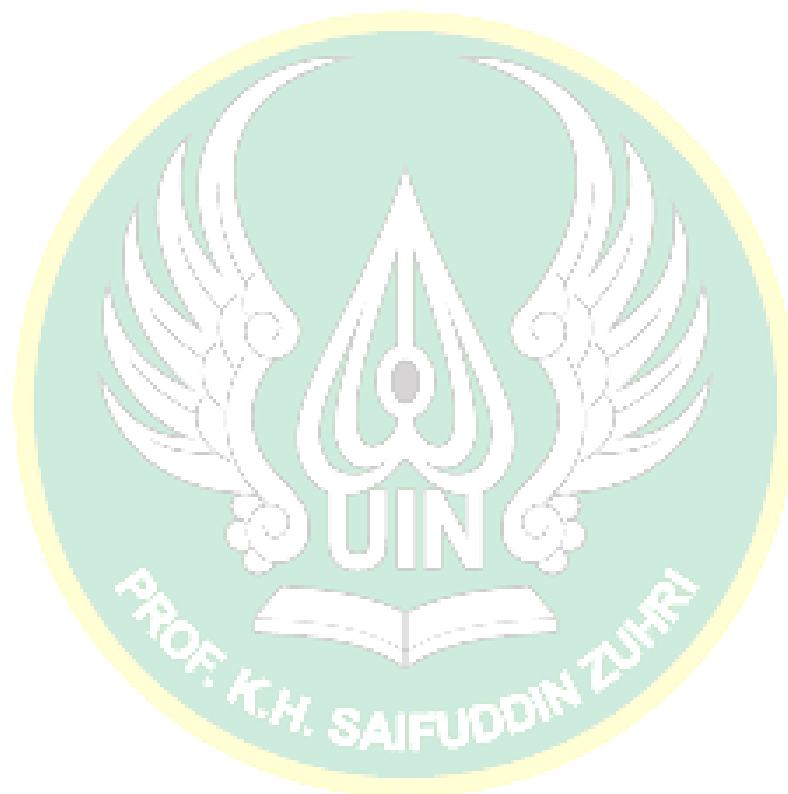
Wassalamu'alaikum Wr.Wb.

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research. It discusses several things: an introduction related to the background of the study, clarification of key terms, aims and significances of the study, and organization of the paper.

A. Background of the Study

English has become the primary language of communication. One of the main purposes of English is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages. Chaney and Burk define speaking as the process of creating and interpreting meaning through the use of language in different context (Nugroho *et al.*, 2022). Speaking becomes the most important tool to communicate that needs to be accomplished. Speaking has played an important role in second/foreign language settings as a means of communication in daily life.

The ability to speak seems to be the most crucial of the four skills. The main skill in acquiring a language is speaking. Producing, receiving, and digesting information are all involved in the interactive process of creating meaning that is speaking (Torky, 2014). The most complex and challenging talent to acquire is speaking, which is regarded as being tough to learn. For many students, mastering speaking ability is difficult. This creates a number of issues for the teaching and learning process, particularly in speaking. This disease has the potential to demotivate students who are learning to speak.

Motivation is an innate drive, driving force, feeling, or desire that induces someone to act in a particular way (Brown, 2007). Students who are highly motivated can succeed in their academic objectives. However, students could struggle to meet their learning goals if they lack strong motivation. One of the key factors influencing language proficiency is

motivation, which also impacts how actively someone engages in learning a second language (Holbah & Sharma, 2021).

Demotivation is the opposite of motivation. Demotivation is a condition that creates numerous issues while learning a language. A student who is demotivated is not one who has no motivation to learn a language; rather, the amount of demotivation is greater than motivation. In other words, demotivating forces are more effective than inspiring ones (Khouya, 2018).

Research on demotivation in speaking English is still rare. In language learning, demotivation affects students' motivation to speak English. Dörnyei (2001), presents the main factors of demotivation identified as follows, teacher personality and competence, teaching methods, inadequate school facilities, lack of self-confidence, and group member attitudes (Kikuchi & Sakai, 2009). This is interesting to study because several factors cause demotivation in speaking English. As a result, it is crucial for educators, researcher, and anyone involved in studying language learning to identify the elements that demotivate students.

Based on initial observations at SMP Yos Sudarso Kawunganten, Cilacap Regency, 8th-grade English teacher were interviewed regarding the student's learning process. The condition observed during the learning process was that students were reluctant and rarely spoke English. Sometimes they refused when asked to try and imitate speaking in English. This behavior shows that students were demotivated to speak English. However, teachers still did not know what factors causing this behavior.

This research is important to do to find the causes of this behavior. Where the cause can come from lack of self-confidence, the attitude of group members, teaching scenarios, teachers, etc. This research was conducted to describe the factors that cause a lack of motivation to speak English. This research is expected to help teachers and students to find factors that cause demotivation in speaking English. So that in the future can be done improvements to the learning process.

B. Clarification of Key Terms

1. Demotivating Factors

According to Dörnyei (2001), demotivation is identified as a "specific external force" that decreases or reduces motivation in learning. Thus, demotivation is a decrease in the level of motivation that originates from external forces before being internalized in the learning process. Failure in learning a second language may be largely caused by the presence of demotivating factors on the part of learners (Kaivanpanah & Ghasemi, 2011). Dörnyei (2001) identified the main factors of demotivation as teacher personality and competence, teaching methods, inadequate school facilities, lack of self-confidence, and group member attitudes (Kikuchi & Sakai, 2009). These factors can create a less conducive learning environment, reduce students' interest and self-confidence, and affect their perception of learning success. Therefore, understanding the sources of demotivation is important so that educators and educational institutions can design appropriate strategies to overcome these obstacles, so that the second language learning process can take place more effectively and support student success.

2. Speaking English

As per Burns & Joyce (1997), speaking is an interactive process of creating meaning that involves generating, receiving, and processing information. The nature and interpretation of speech are determined by the environment in which it occurs, the individuals involved, and the objective of the communication. Speaking is an essential skill that enables students to communicate their thoughts and ideas orally in a clear, coherent, and fluent manner. It involves using the appropriate vocabulary, grammar, and pronunciation, as well as following the pragmatic and discourse rules of the spoken language in various meaningful contexts. The ultimate goal of speaking is to serve both transactional and interactional purposes, which can help

individuals convey their intended messages effectively (Torky, 2014). Speaking is the most valuable skill for students in practical situations. Speaking is one of the challenging abilities that language learners must master. It is a complex task for learners of a foreign or second language to produce a sentence without proper knowledge of the grammatical structure and adequate vocabulary (Rao, 2019). Therefore, mastering speaking skills requires not only a theoretical understanding of the language, but also consistent practice in supportive and communicative contexts to improve language fluency and accuracy.

C. **Research Question**

Based on the background of the study that has been explained above, the research question can be formulated as follow: "What are the students' demotivating factors in speaking English according to 8th graders at SMP Yos Sudarso Kawunganten, Cilacap Regency?"

D. **Aims and Significances of the Study**

1. Aims of the Study

In this research, the aim of this research is to describe the demotivating factors in speaking English among 8th graders at SMP Yos Sudarso Kawunganten, Cilacap Regency.

2. The significances of the study

The significances that can be expected from this research are:

a. Theoretical Significance

This study is expected to be able to describe the demotivating factors in speaking English. This study can also enrich the literature on the influence of various factors on the learning process, and help understand how these factors play a role in foreign language learning.

b. Practical Significance

1) To Teachers

This study is expected to help teachers find factors that decrease students' motivation in learning to speak English. By knowing the sources of demotivation, teachers can design more appropriate learning approaches, create supportive learning environments, and provide appropriate interventions to increase students' participation and confidence in speaking.

2) To Students

This study is expected to help students to find factors that cause decreased motivation in speaking English. By understanding these causes, students can be more aware of the obstacles they experience and try to overcome them through more effective learning strategies, increasing self-awareness, and developing positive attitudes towards learning English.

E. Organization of the Paper

To make it easier and find out what is contained in the research, the researcher arranges a systematic discussion of the main points of the language. Which is divided into five chapter as follows:

1. Chapter I presents the introduction, which consists of background of study, conceptual definition, research question, objectives and significances of the research, and the structure of the research.

2. Chapter II presents the theories of the demotivating factors and speaking English, and review of relevant studies.

3. Chapter III presents the research method which are consists of type of research, place of research, sources of data, technique of collecting data and technique of analyzing data.

4. Chapter IV presents the results of research on demotivating factors in speaking English of grade 8 students at SMP Yos Sudarso Kawunganten, Cilacap Regency.

5.   Chapter V presents the conclusion, suggestion, and limitation of the research. In this chapter, the researcher concludes and some advice related to the study.

CHAPTER II
LITERATURE REVIEW

Following the title and objectives of the research, this chapter outlines the literature review which is used as the basis for the research, including studies on demotivating factors and speaking skills.

A. Demotivating Factors

1. Definition of demotivation

The opposite of motivation is demotivation, which is a condition that reduces or even eliminates a person's drive to achieve certain goals. Demotivation is a negative phenomenon that can affect a person's feelings, attitudes and performance, giving rise to dissatisfaction or unhappiness with the activities undertaken. In the educational context, demotivation is one of the factors that contributes to students' low enthusiasm for learning, and in some cases it can even cause students to lose motivation to learn completely. Demotivation not only hinders academic development, but also affects student behavior in the learning environment (Ningrum & Fahmi, 2020). Demotivation is thus characterized by a loss of motivation to carry out learning activities caused by various circumstances (Wathoni et al., 2021). When students experience demotivation, students tend to become less active in learning, participate less in discussions, or even avoid academic tasks. Students who are not motivated to do something will not be motivated to complete certain activities (Nugroho et al., 2022). This influences student behavior to become bored, distracted and frustrated. Therefore, it is important to understand the factors that cause demotivation in order to find the right strategy to increase students' learning motivation again and create a more supportive and enjoyable learning environment.

Someone who was previously motivated but has lost that desire or interest for whatever cause is said to be demotivated (Haryanto *et*

al., 2018). In the context of language learning, loss of motivation can have significant impact on students' learning process. Students who experience demotivation in the early stages of second language learning may face various long-term negative consequences, such as decreased self-confidence, blaming themselves for failure, and difficulty re-motivating themselves in the learning process (Han et al., 2019). If not treated immediately, demotivation can lead to a decline in academic performance and even encourage students to stop learning the language. Motivation in the classroom is contagious, where motivated students can have a positive impact on their peers, while students who lose motivation can actually have a negative influence on the learning environment (Adara et al., 2019). Students who are not motivates tend to show a passive attitude, participate less in learning activities, or even show behavior that hinders the teaching and learning process. This condition can create a less conducive classroom atmosphere and reduce the effectiveness of achieving learning goals.

2. Demotivating factors

Dörnyei (2001) identified the demotivating factors in speaking English as follows:

a. Lack of self-confidence

Students often experience a lack of self-confidence when they feel unable to convey a message clearly or when they have difficulty understanding the person they are speaking to. When experiencing a situation like this, many students choose to remain silent as a form of discomfort or disbelief in their speaking abilities. Fear of mistakes, worry about other people's judgment, and a feeling of not being skilled enough compared to classmates can further exacerbate this condition. Many English learners feel that their skills are not as good as others, which ultimately reduces their motivation to speak. Self-confidence has a direct impact on students' speaking abilities. Nunan (1999)

stated that students who do not feel confident in speaking English tend to experience fear when communicating (cited in Juhana, 2012). This fear of speaking can cause students to be reluctant to try, thus hindering the development of their speaking skills. In addition, low self-confidence can trigger excessive anxiety and nervousness when speaking in front of other people. This anxiety can cause students to feel uncomfortable, which has an impact on fluency and accuracy in speaking. As a result, students may have difficulty organizing words, lose ideas in the middle of a conversation, or speak with a halting rhythm. If allowed to drag on, this can further hinder the development of students' speaking skills.

b. Attitude of group members

Social interactions in the learning environment have an important role in shaping students' experiences and motivation in learning a language. Dörnyei (2001) states that students' attitudes towards language learning are influenced by their peers. Attitude can be defined as a person's tendency to respond to an idea, object, individual or situation in a positive or negative way (Handayani & As-Sabiq, 2023). If students' social environment supports and encourages language use, they are more likely to have positive traits. However, if the environment is full of pressure and criticism, students can develop a negative impact on their self-confidence. Peer pressure often hinders success in language learning and results in negative attitudes because it can lead to feelings of shame or insecurity, which ultimately makes students reluctant to speak English (Walqui, 2000). Shyness is a common emotional response that many students experience when they are about to speak in an English class, especially when they feel unsure of their abilities or are afraid of making a mistake. This is a significant issue affecting

students' speaking performance. Shyness is the fear of feeling embarrassed which can influence students' ability to speak English in front of others. When students feel embarrassed, they tend to experience panic, go blank, or even forget what they desired to say. This condition becomes an obstacle for students in speaking classes, where the courage to speak is important in developing language skills. Additionally, many students hesitate to speak English for fear of mistakes. This fear is closely related to concerns about correction and negative evaluation, which is further exacerbated by the fear of being laughed at by peers (Juhana, 2012).

c. Inadequate school facilities

      To support an optimal learning process, a school must be equipped with adequate facilities and resources so that students can learn more effectively and comfortably. Adequate facilities include technological equipment such as computers and projectors, cellphone, stable internet access, audiovisual aids, and relevant learning materials (Kikuchi & Sakai, 2009). All of these elements play an important role in creating a learning environment that supports students' active engagement and helps them understand the material. However, in many cases, even though schools have these facilities, their use is still limited or not utilized optimally by teachers. For example, computers, cellphones and internet access are available but rarely used in the teaching and learning process, or audiovisual aids that can improve students' understanding are not used. Lack of used of available school facilities can have impact on student motivation and learning effectiveness. Without optimal facility support, students may experience difficulty in understanding the material, especially in subjects that require an interactive approach such as English.

Not using the right teaching tools and materials can also reduce student motivation, especially in language learning which requires an interactive and interesting approach. When the teaching tools and materials used in the classroom are not appropriate to the topic being studied or are less relevant to students' needs, they tend to feel bored, disinterested, or even have difficulty understanding the material (Soureshjani & Riahipour, 2012). This mismatch can cause students to lose interest in participating the learning process, especially in speaking skills which require courage and self-confidence. On the other hand, the use of appropriate teaching tools and materials can create a more enjoyable and effective learning experience. For example, the use of audiovisual media such as videos, recorded conversations, or interactive applications can help students understand a more real communication context.

d.   Teacher teaching behavior and competence

Teachers who ridicule students when they make mistakes can be a demotivating factor (Kikuchi & Sakai, 2009). Teachers who are angry or yell at their students can have a bad impact. This can happen because the teacher's behavior in the classroom has an important influence related to students' motivation and willingness to learn. Additionally, the way a teacher treats weaker or stronger students can also play a role in student motivation. When teachers pay more attention to smart and strong students and ignore weak students, this makes it possible for weak students to feel that they are not considered and are not important in class. Feelings like this ultimately cause them to lack motivation to speak (Soureshjani & Riahipour, 2012). Teacher explanations that are not easy to understand, poor teacher pronunciation, and inappropriate learning pace can also be factors that demotivate students (Kikuchi & Sakai, 2009).

When teachers explain material in a confusing way or too quickly, students find it difficult to understand the concepts being taught, so they feel frustrated and lose interest in continuing to learn. In addition, a teacher's poor pronunciation can prevent students from understanding words or phrases correctly, which is very important in language learning. A learning pace that is too fast also causes students not to have enough time to digest the material properly, making them feel left behind and lacking confidence in following lessons. All of these factors together can hinder students' learning process, reduce their self-confidence, and ultimately reduce their motivation to actively participate in learning.

e. Teacher teaching method

The teaching methods used by teachers have an important role in shaping students' motivation and speaking skill in learning English. According to Kikuchi & Sakai (2009), non-communicative teaching methods are approaches that emphasize mastery of grammar and sentence structure without providing sufficient opportunities for students to practice speaking actively. In this method, learning tends to focus on theoretical aspects of language, such as grammar rules and written exercises, while real verbal interactions are ignored. As a result, students rarely get direct experience in using English to communicate, so their speaking skills become limited. In addition, teacher-centered teaching methods often lead to a one-way learning system, where the teacher is the main source of information, while students only act as passive listeners. This system relies heavily on the lecture method, which, although effective in conveying material, often fails to encourage student involvement in the learning process. When students only listen without being given the opportunity to participate in

conversations or discussions, they tend to lose confidence in speaking and experience difficulty in applying English in real situations.

The lack of interaction in this kind of teaching method can have a negative impact on student motivation, students who are not used to speaking English in class will feel less confident when they have to communicate in real situations. Without enough speaking practice, they may feel afraid of making mistakes or experience anxiety when speaking in front of others. It is important for teachers to apply more communicative teaching methods, such as group discussions, role plays, or conversation simulations, so that students have more opportunities to use English actively and increase their confidence in speaking.

B.   Speaking Skill

1.   Definition of speaking

Speaking involve creating and sharing meaning through verbal and nonverbal symbols in various contexts (Leong & Ahmadi, 2017). In other words, speaking is not just the activity of producing words, but also a complex interaction that depends on understanding meaning, nonverbal cues, and situations. Speaking is an interactive process that involves the production, reception, and processing of information to construct meaning. The form and meaning really depend on factors such as the communication context, the participants involved, and the communication goals to be achieved (Torky, 2014). For students, speaking is a secondary stage of developing their ability to express themselves orally. To be able to speak well, students need to develop speaking skills which include coherence in conveying ideas, fluency in speaking without excessive pauses, and accuracy in word choice and sentence structure. In addition, phonological aspects

such as clear pronunciation, word stress, and appropriate intonation also play an important role in communication effectiveness. Understanding the pragmatic rules and discourse of spoken language helps students adapt their speech to different communication situations, both in formal and informal contexts (Torky, 2014). Therefore, mastery of speaking skills is not just the ability to memorize vocabulary or grammatical structures, but also involves a deep understanding of how to use language effectively in various situations.

Speaking is the most valued ability among students in practical situations because it allows them to communicate directly and effectively. However, mastering this skill is not easy, especially for foreign language learners. Speaking as one of the most challenging abilities that language learners need to master, because it requires a combination of various aspects of language, such as grammar, vocabulary, pronunciation and fluency. For a learner of a foreign language, producing sentence without proper knowledge of grammatical structure and adequate vocabulary can be quite difficult (Rao, 2019). This shows that speaking is not just about uttering words, but also involves processing to compose and convey messages clearly. Speaking is the primary way in which children learn language. It is also the most commonly used method of communication for most individuals and plays a significant role in the evaluation of language (Ali et al., 2019). Speaking is an important part of learning a language because it is used as a communication tool to convey information (Danang et al., 2024). Good speaking skills not only help students interact effectively, but also increase their confidence in using language in various situations.

Speaking is one of the four productive abilities that learners of foreign languages must acquire. It is an essential component in second language acquisition and teaching (Bahadorfar & Omidvar, 2014).

Speaking is considered the most crucial skill among the four major English language skills (Boonkit, 2010). This is caused by its fundamental role in daily communication, both in educational, social, and professional environments. Good speaking skills enable individuals to convey ideas clearly, build good relationships with other people, and increase self-confidence in various communication situations. Additionally, effective communication through speaking offers numerous benefits to speakers and business organizations. In the world of work, good speaking skills can increase a person's career opportunities, because clear communication is very necessary in various professions. Communication skills were prioritized over motivation, work experience, and academic qualifications in new employment selection (Boonkit, 2010). This shows that mastery of speaking skills is not only important for foreign language learners, but is also a valuable asset in the professional world.

Speaking is a complex concept because it includes language, social and thought aspects that work together in an interaction. As a language skill, speaking is not only related to the ability to produce words, but also to understanding the context, participants and purpose of communication. Speaking can be understood as a social, multimodal speech event based on its qualities. Speaking is social in nature, in the sense of building relationships and mutual agreements, maintaining and changing social identities, and involving interpersonal skills (Thornbury & Slade, 2006). In oral interactions, individuals must be able to adjust their speaking style according to the person they are talking to, the prevailing social norms, and the developing situation. The ability to read situations and respond appropriately is an important aspect of speaking, especially in cross-cultural interactions that have different communication rules. Speaking involves paralinguistic elements like eye contact, facial expressions, body language, tempo, pauses, changes in voice quality,

and tone variations that affect the conversation's flow (Thornbury & Slade, 2006). These elements help the speaker express emotions, emphasize certain meanings, and maintain the involvement of the interlocutor. Therefore, affective speaking skills depend not only on mastery of vocabulary and grammar, but also on understanding how to use social and paralinguistic aspects to convey messages more clearly and convincingly.

2. The importance of speaking skills

Speaking is the main skill that every English learner must master because it has a crucial role in various aspects of life. Good speaking skills not only help in daily communication, but also open up wider opportunities in academic, professional and social aspects. In the world of work, for example, effective speaking skills can increase career opportunities, make business negotiations easier, and provide confidence when conveying ideas or interacting with colleagues and clients. Apart from that, speaking is also an important factor in various academic and professional activities, such as giving presentations, attending job interviews, and participating in debates and group discussions. This ability allows individuals to convey ideas clearly, defend arguments convincingly, and establish good communication with the audience. For those who aspire to become leaders or public speakers, strong speaking skills are also the main asset in delivering inspirational and persuasive speeches. In an increasingly connected era of globalization, speaking English is becoming increasingly important because it allows one to communicate with various individuals from different cultural backgrounds. This open up more opportunities to build international networks, access global information, and expand horizons. Thus, the ability to speak is not just a communication tool, but also the main key in achieving success in various areas of life (Rao, 2019).

To operate any system efficiently, speakers must possess excellent speaking skills. This ability allows individuals to convey information clearly, coordinate effectively, and ensure that the message conveyed can be understood by the audience. In various fields, whether academic, professional, or social, strong speaking skills are a major factor in successful communication. Audiences tent to be more interested and responsive to speakers who have mastery of receptive and expressive language skills, especially in the speaking aspect (Akhter et al., 2020). Apart of playing a role in the professional world, speaking ability also has a broad impact on a person's personal life. This skill can help someone build better interpersonal relationships, increase self-confidence, and express thoughts and feeling more effectively (Kadamovna, 2021). In everyday life, speaking well allows a person to resolve conflicts more tactfully, build wider social networks, and leave a positive impression in various interactions. Furthermore, speaking ability is also an important element in the development of social activities. Through effective communication, individuals can actively participate in various discussions, convey innovative ideas, and contribute to greater social change (Akhter et al., 2020). Thus, speaking is not just a communication tool, but also the main key in building harmonious relationships, achieving professional success, and creating a dynamic and developing social environment.

Speaking is used for various purposes in everyday life. These activities include interacting with other people, expressing needs or ideas, asking for help, giving instructions, and responding to various communication situations. Apart from that, speaking also functions to exchange information, share experiences about events in the past, present and future, and strengthen social relationships (Sabina, 2018). In various contexts, both formal and informal, good speaking skills enable individuals to convey messages effectively, thereby facilitating

communication and avoiding misunderstandings. Lack of understanding and effective speaking skills can lead to miscommunication, confusion, or even conflict in everyday interactions. Mistakes in conveying meaning or inaccuracies in the use of language can make the message difficult for listeners to understand. Therefore, for English language learners, mastering speaking skills is a must so that they can communicate fluently, clearly and effectively in various situations. This ability not only helps in conveying ideas but also increases confidence when communicating in a foreign language. Apart from being a communication tool, speaking also functions as a means of exchanging concepts, knowledge and information. Through conversation, a person not only conveys meaning and ideas, but also receives responses in the form of attitudes, impressions and emotions from the person they are talking to (Ali, 2022). Oral interaction allows individuals to understand other people's points of view, build better relationships, and adjust the way they speak according to the situation and context at hand. Thus, speaking is not just a language skill, but also an important element in building effective and harmonious communication in various aspects of life.

3. The components of speaking skill

There are five components of speaking skills: pronunciation, grammar, vocabulary, fluency, and comprehension (Arodjiah, 2020).

1) Pronunciation

Pronunciation is a fundamental aspect of speaking skills that determines the clarity and effectiveness of oral communication. Pronunciation refers to how students produce clearer language when speaking, so that the message conveyed can be understood by listeners (Kline, 1989). Furthermore, pronunciation not only includes accurate sound production, but also involves various elements that support understanding in communication, such as articulation, intonation, phrases, as well

as nonverbal elements such as gestures, body language, and eye contact (Fraser, 2001). These factors contribute to building fluency in speaking and ensuring that the message conveyed is not only heard clearly, but is also well received by the audience. Based on this statement, pronunciation can be understood as a way of pronouncing words in a language in accordance with applicable phonological and suprasegmental rules. In communication, correct pronunciation is very important because errors in pronunciation can cause confusion, misunderstandings, or even changes in meaning in a conversation. Therefore, mastering good pronunciation is a key factor in improving effective speaking skills. Apart from playing a role in clarity of communication, good pronunciation also has an impact on the speaker's confidence. A language learner who has clear and natural pronunciation will feel more comfortable and interact more easily in various communication situations.

2) Grammar

Grammar is a fundamental element in language learning that allows students to construct sentences effectively and communicatively. The ability to understand and apply grammar correctly plays an important role in producing clear, structures, and meaningful sentences. Grammar consist of rules that allow us to combine words into larger units, thereby forming speech or writing that conforms to language rules (Greenbaum & Nelson, 2009). In line with that, grammar not only regulates how words can change form, but also how these words can be combined into meaningful sentences in a language (Harmer, 2001). The main function of grammar is to ensure that the meaning conveyed in a sentence is appropriate to the context. Grammar helps speakers choose the right structure so that the message conveyed can be understood clearly by the person they are

speaking to. Grammar includes the basic principles and structure of language, including sentence construction and correct word forms (Batko, 2004). In other words, grammar not only helps in forming sentences, but also in conveying ideas effectively in oral communication. Based on these statements, it can be concluded that grammar provides the rules that students need to form sentences that are correct and easy to understand. The use of correct grammar is very influential in improving speaking fluency in English. Grammatical errors can cause misunderstandings in communication, thereby hindering message delivery.

3)   Vocabulary

A strong vocabulary is a key element in mastering a second language, especially in oral communication. Someone who has a wide range of vocabulary will be more able to express ideas, convey messages clearly, and understand the meaning of the speech. On the other hand, limited vocabulary can hinder students' ability to use language structures and functions effectively to communicate (Mardikawati & Kusumawanti, 2024). Vocabulary refers to the collection of words used in a language, both in formal and informal contexts, and plays a role in the development of speaking skills. The vocabulary used in spoken language tends to be more general and frequently used in everyday life (Arodjiah, 2020). This shows that in conversation, students need to use familiar words in order to understand and interact well. The ability to choose the right words in certain situations is also an important factor in effective communication. By using appropriate vocabulary, speakers can adjust their speaking style based on the person they are talking to, the purpose of the communication, and the context of the conversation. In addition, vocabulary forms an important basis

in language learning because it not only involves understanding the meaning of words, but also other aspects such as spelling, pronunciation, and the use of words in various sentence structures (Arodjiah, 2020).

4) Fluency

Fluency is one of the main aspects of speaking skills which shows the extent to which a person can use language spontaneously in communication. Fluency refers to the ability to speak a language quickly, accurately, and without hesitation. This means that a language learner must be able to compose words and sentences fluently without many pauses or obstacles that can disrupt the flow of communication. Fluency depends not only on fluency in speaking, but also on the ability to understand and respond to the person you are speaking to quickly and appropriately. In the context of daily communication, fluency involves the ability to produce words orally and express oneself freely without interruption (Arodjiah, 2020). When someone speaks fluently, they can convey ideas more confidently and effectively which ultimately improves the quality of their social interactions. Fluent speakers tend to be easier for the interlocutor to understand, because they are able to articulate their thoughts clearly and structured.

5) Comprehension

Understanding is an important component of speaking skills. Comprehension in speaking refers to the extent to which the speaker understands what they are conveying to the listener so that the message can be received clearly and does not cause misunderstandings (Arodjiah, 2020). In other words, understanding allows communication to take place effectively, because the speaker does not just say the words, but also ensures that the meaning conveyed is in accordance with the intent and

context of the conversation. The main function of understanding in speaking is to make it easier for listeners to capture the information conveyed by the speaker. Without good understanding, communication can be ineffective, cause confusion, or even lead to wrong interpretations of the messages conveyed. In addition, comprehension plays an important role in improving students' speaking skills. By understanding language structure, word meaning, and the context of language use in depth, students can improve speaking skills that are more structures and effective. Comprehension also helps students choose words and expressions that suit certain communication situations, so they can communicate more confidently and fluently.

C. Previous Studies

Some of previous studies relate, those are:

The first research is from Cahyo Nugroho, Elis Susanti, and Dewi Sri Kuning (2022) from Universitas Muhammadiyah Kotabumi. Their article entitled *Demotivating Factors on Students' Speaking of the Fourth-Year Students of English Education Study Program of Muhammadiyah Kotabumi University*. The results of this study show that the most significant demotivating issue is the inability to speak English confidently, followed by a lack of vocabulary proficiency, a lack of encouragement and pressure from family members. This research article discusses the biggest factor in decreasing motivation to speak English. The research conducted discusses demotivating factors in speaking English.

The second research is from Hizbul Wathoni, Ari Safar Wadi, Hanofi Harianto, Ab. Aziz Bin Sulaiman, and Selamet Riadi Jaelani (2021). Their article entitled *Demotivation Factors in Using English as Daily Communication in EFL School: Case Study of EFL Learners*. The findings from this study that the cause of students' demotivation in using English as

daily communication is due to the strong Arabic language environmental factors, while the following factors are related to the teacher, content and learning materials, experience of failure. This research article discusses the causes of student demotivation in using English for everyday communication and finds solutions. The research conducted only discusses student demotivation in speaking English.

The third research is from Erlinda Sonya Pale and Maria Wihelmina Wisrance (2021) from University of Timor. Their article entitled *Analysis of Demotivating Factors Affecting Students' Willingness to Speak English*. The findings from this study are that demotivating factors influence students' willingness to use English, and the most influential factor is self-confidence. This research article discusses internal and external factors that influence students' willingness to communicate in English, and how students deal with them. The research conducted only discusses the demotivating factors in speaking English.

The fourth is from Dian Puspita Ningrum and Alfin Fahmi (2020) from Universitas Jambi. Their article entitled *The Demotivating Factors of Speaking English in Speaking Class among First-Year Students of English Education Study Program*. The study's findings indicate that students' low self-efficacy and lack of confidence are the internal factors that demotivate them when speaking English. In this research article employs quantitative methods and uses questionnaires to collect data. The research was conducted using qualitative methods and data collection will be done through observation, interviews, and documentation. The research equation is discussing demotivating factors in speaking English.

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CHAPTER III
METHODOLOGY

This chapter contains the types of research, research design, location and time of research, object and subject of the research, data collection techniques, and data analysis.

A. Research Design

The type of research carried out in this study is field research with a qualitative approach. Qualitative methods were chosen because they allow researcher to understand phenomena in depth through the perspectives of individuals or groups directly involved in the situation being studied. Qualitative research aims to explore and understand the meaning given by individuals or groups to a social or humanitarian issue (Creswell & Creswell, 2018). This approach provides flexibility in exploring data in a naturalistic manner. The main objectives of qualitative research are divided into three, namely describing the research object, revealing the phenomenon, and explaining the phenomenon that occurs (Pahleviannur et al., 2022). Through this approach, researcher can gain in-depth insight into the various factors that influences the phenomenon being studied. By using qualitative techniques, researcher can interact directly with research subjects, understand their experiences, and interpret data in relevant social and cultural contexts (Veling & McGinn, 2021). In qualitative research, determining key informants is a crucial step. Key informants are individuals who have direct involvement in the social situation or condition that is the focus of the research (Suyitno, 2018). Selecting the right informant will affect the validity and depth of the data obtained.

The researcher used qualitative descriptive, namely a research methodology that aims to investigate phenomena that cannot be quantified numerically, but focuses more on in-depth exploration of the meaning, perceptions, and experiences of research subjects (Kusumastuti & Khoiron,

2019). In qualitative descriptive research, data is collected from sources through observation, interviews and documentation. The aim of this method is to provide a detailed and accurate description of a phenomenon based on the perspective of the subject who experiences or is directly involved in it.

Because it is focused on a specific occurrence in the context of the school, this research approach is suited for the study being conducted by the current researcher. In this instance, the phenomenon is related to both the teaching and learning of speaking English. The researcher provide an accurate description and not be manipulative.

B.   Location and Time of Research

The research was conducted in class 8 at SMP Yos Sudarso Kawunganten on Jl. Gereja No.715, Karang Bawang, Kawunganten District, Cilacap Regency. SMP Yos Sudarso Kawunganten consists of 11 classrooms, one library room, one computer laboratory, one science laboratory, one art room, one prayer room, one Catholic religious education room, one infirmary room, one deputy head of curriculum room, one administration room, three rooms teachers, one principal's room, one cooperative room, one student council room, toilets, canteen, field, and hall. The reason the researcher chose this location was because the problems faced by teacher at the school were found, namely demotivating in speaking English, so the researcher was interested in conducting research. This research was carried out in October-November 2024.

C.   Object and Subject of the Research

Research objects or variables are the key problems that researchers focus on while conducting research (Priatna, 2013). Research objects include aspects that are studied in depth and become the basis for preparing research objectives and analysis. Priatna (2013) added that the research object is the element that receives main attention in the research process. Apart from research objects, research subjects also play an important role in producing valid and relevant data. Research subjects are the main source of

information in research (Nugrahani, 2014). Moleong (1990) emphasized that research subjects consist of individuals who provide insight into the situation and conditions where the research take place. In other words, research subjects are parties who have direct experience of the phenomenon being studied and can provide an in-depth perspective on the issue being researched. The selection of research subjects must be done with careful consideration so that the data obtained has high credibility. Researchers need to choose individuals who have been involved in the field being researched for a long time and have active involvement in the field. Research subjects must also have sufficient time to participate in the interview or observation process so that the information provided is more comprehensive and in-depth (Nugrahani, 2014). By choosing the right subject, research can produce more accurate and contextual findings.

The object of this research focuses on demotivating factors in speaking English, which is one of the main challenges in learning a foreign language. This research aims to identify and analyze the factors that cause students to experience a decrease in motivation in English speaking skills. The subjects in this research were 8th grade English teacher and 87 students in 8th grade students of SMP Yos Sudarso Kawunganten Cilacap. The informants in this research were one teacher and 5 students selected using the purposive sampling method. The selection of these subjects is based on their direct involvement in the English language learning process, so that they can provide relevant insight into the obstacles faced in speaking English. English teacher have an important role in determining learning strategies and understanding the obstacles students face in speaking skills. Meanwhile, grade 8 students were chosen because they are at a crucial stage of language development, where they begin to face more complex challenges in English speaking skills.

D.   Data Collection Techniques

There are three data collection techniques used in this research, as follows:

1.   Observation

Research involves observing objects either directly or indirectly through a technique called observation (Priatna, 2013). Observation is a systematic approach to observing and recording the studied phenomena. By using this technique, researcher can collect data objectively about the phenomenon being studied. The main purpose of observation is to collect data and information from symptoms or events based on previously formulated research objectives (Priatna, 2013). There are three types of observer roles in observation (Ciesielska et al., 2018).

First, a fully participating observer, where the researcher is fully involved in the social life of the group being studied. This type of observer not only observes but also interacts directly with participants, even adapting the group's lifestyle, customs and perspective towards the reality being studied. Second, observers who partially participate, namely observers who maintain involvement in social interactions with the group being studied, but do not participate in certain activities that are considered important in the life of the group. Third, non-participatory observer, where the researcher only observes without any direct interaction with the individual who is the research subject. This type of observer is passive and focuses on recording phenomena that occur in the field without interacting with the subject (Ciesielska et al., 2018).

In this research, researcher used non-participatory observation methods. This methods was chosen because it allows researcher to observe behavior, interaction patterns, and students' demotivation factors in speaking English without directly influencing the research environment. In the absence of direct interaction with participants,

non-participatory observation allows researcher to obtain more natural and objective data, because participants do not feel influenced by the researcher's presence. Observation were carried out in class during English learning, with research subjects namely teacher and grade 8 students at SMP Yos Sudarso Kawunganten. In this research, researcher were present directly at the location to observe in depth the teaching and learning process.

Observations were carried out with the aim of gaining a clearer understanding of the factors that influence students' demotivation in speaking English. During the learning process, researcher observed various aspects of interaction that occurred in the classroom. From the teacher's side, researcher looked at how teacher interacted with students, the strategies used in teaching, and the approaches applied in building student involvement. Several aspects observed include the teacher's teaching behavior, the way the teacher explains the material and provides feedback to students, as well as the methods used. Apart from that, aspects of the teacher's pronunciation are also observed to see the extent to which the teacher provides a good pronunciation model for students. Researchers also observed the pace of learning in class, whether the pace of learning was appropriate to students' needs or was it a factor that hindered their participation. Apart from that, the use of technology and teaching aids is also a focus in observations, including how teacher use learning media such as videos, voice recording or interactive applications to support students' speaking skills. The teaching methods and techniques used by teacher, including communicative or task-based approaches, are also observed to assess their effectiveness in encouraging students to speak more actively in English.

As for students, researcher observed their activities, responses, and behavior during the learning process. Observations focused on how students participates in class, their involvement in speaking

activities, and the obstacles they faced in using English orally. Apart from that, researcher also looked at the students' facial expressions, body language and level of enthusiasm when they were asked to speak in front of the class or interact in English. To support this observation, researcher used field notes as the main tool in collecting data systematically. These field notes were made in detail and systematically, including descriptions of the teaching and learning process and teacher-student interactions during the learning process. By writing these observations on paper, researcher can obtain a more accurate and objective data.

2. Interview

    Interviews are one of the main techniques in collecting research data, especially in a qualitative approach. This technique allows researcher to explore information in depth from participants, so that the researcher can gain a broader understanding of the phenomenon being studied. Interview defines as " a meeting of two people to exchange information and ideas through questions and responses, resulting in communication and the construction of shared meaning regarding a particular topic" (Sugiyono, 2013). In other words, an interview is not just a question and answer process, but also an interaction that allows new understanding to be born based on the participants' experiences and perspectives. According to Sugiyono (2013), interview techniques in qualitative research are based on participants' self-reports, namely information provided based on their knowledge, experience and personal beliefs.

    Interviews in qualitative research are divided into three main types, namely structured, semi-structured, and unstructured interviews (Kaharuddin, 2020). In this study, researcher used semi-structures interviews to collect data regarding students' demotivating factors in speaking English. This technique was chosen because it provides a balance between a clear question framework and flexibility in

exploring further information. Interviews were conducted with English teacher and 5 students at SMP Yos Sudarso Kawunganten. Teacher was interviewed to understand their perspective on the challenges students face in speaking English, the teaching methods used, as well as the strategies implemented to improve students' speaking skills. As for students, students were interviewed to identify the barriers they felt in speaking English, such as lack confidence, speaking anxiety, and environmental factors that influenced their motivation. During the interview process, the researcher asked questions based on the interview guide and recorded the conversation with the participant's permission. The data obtained from this interview were used to deepen the findings from the observations and provide more complete insight into the factors of demotivating in speaking English.

3. Documentation

Documentation is a data collection technique used to systematically record past events. According to Sugiyono (2013), documents can be in the form of writing, images, or someone's monumental work which functions as a source of additional information in research. In qualitative research, documentation plays an important role in complementing the data obtained from interviews and observations, as well as providing concrete evidence regarding the phenomenon being studied. Sources of documentation data in qualitative research can come from written documents, photos, audio/video recordings, and statistical materials that are relevant to the research focus. In this research, documentation was carried out by taking pictures during the English learning process. The photos taken include classroom situations, interactions between teacher and students, student expressions while speaking English, as well as the use of media and learning methods. Apart from that, other documents such as student data and teaching materials were also collected as

supporting materials. This documentation data is processed and analyzed to provide a more in depth-picture of students' demotivating factors in speaking English, as well as to validate the findings from observations and interviews.

E.   Data Analysis

Qualitative data analysis is a systematic process of gathering and organizing data obtained from sources such as interviews, field notes, and other materials (Rijali, 2019). This process aims to make the data easily understood and to enable the findings to be shared with others. In qualitative research, data analysis is carried out continuously from the time data collection begins until the research is completed. Miles & Huberman (1994) explained that qualitative data analysis involves three main stages, namely data reduction, data display, and drawing conclusions (Sugiyono, 2013).

1.   Data reduction

Data reduction is a crucial step in data analysis that involves selecting, simplifying, and transforming data from written field notes or transcriptions (Miles & Huberman, 1994). In reducing the data, the researcher thoroughly examined the data collected in the field, namely regarding demotivating factors in speaking English. In reducing data, researcher collected data and information obtained from observations and interviews. Then the data was analyzed according to the problems in this research.

2.   Data display

Data presentation involves the compilation of information to draw conclusions and make decisions (Rijali, 2019). Qualitative data was mostly presented in the form of text (Miles & Huberman, 1994). The presentation of data in this research was carried out in the form of presenting qualitative data in the form of narrative text and pictures.

3. Drawing conclusions

The third step in qualitative data analysis involves drawing conclusions. The researcher drew conclusions by re-checking the data found, starting from observations and interviews. The researcher makes a general conclusion by comparing the data and theories taken as a result of the research report that has been carried out.

CHAPTER IV
THE STUDENTS' DEMOTIVATING FACTOR IN SPEAKING ENGLISH

In this chapter, the researcher presented findings and discussions to answer research question that have been collected the results of observation and interviews. The important point of this chapter is to find out Demotivating Factors in Speaking English of 8th Grade Students at SMP Yos Sudarso Kawunganten Cilacap.

A. Lack of Self-Confidence

One of the main findings in this study is the lack of self-confidence experienced by students when speaking English. This feeling appears in various forms, such as doubts about pronunciation, fear of making mistakes, and reluctance to speak in front of friends. This finding is reinforced through the results of observations and interviews which show that self-confidence is one of the important factors that influence students' speaking ability.

Based on the results of observations conducted in grade 8, it can be seen that students tend to be passive when participating in speaking activities. When the teacher asks students to imitate sentences in English, no one voluntarily or enthusiastically comes forward. Even when imitating together, most students speak in a low voice, some are barely audible. Some students appear to lower their heads, and some cover their mouths with their hands or books. These actions indicate a lack of self-confidence, especially in speaking English orally. Students seem to be afraid of making mistakes or being embarrassed to be heard by their friends. This situation shows that although the activity of imitating the teacher is considered a speaking exercise, low self-confidence makes students not optimal in participating in it. This is in accordance with the characteristics of demotivation in speaking as conveyed by Juhana (2012), students who do not feel confident in speaking English tend to experience fear when communicating.

Figure 4.1
The student covers her face with a book when imitating the teacher's
speech during English speaking activities.

The picture above shows one of the students who appears to cover her face with a book when asked to imitate the teacher's speech in English class. This behavior reflects a lack of confidence in speaking, which is driven by shame and fear of making mistakes. Covering the face is a form of non-verbal reaction that shows anxiety and a desire to avoid attention from friends and teacher. This strengthens the finding that lack of confidence is one of the main factors that causes students to be reluctant to actively participate in speaking exercises in class. This is in line with Ningrum & Fahmi (2020) which shows that students feel less confident when they try to speak in front of many people and they lose control when speaking English even in front of their classmates.

The findings from the observation results were then reinforced by interview data conducted with several students. This interview aims to dig deeper into students' feelings and experiences during English learning, especially related to speaking skills. Based on the interview results, subjects said that they felt insecure when speaking English because they were afraid

of making mistakes, both in pronunciation and sentence structure. Students 1, 3, and 4 all said that they were afraid of making mistakes when speaking.

> *"Hesitation, fear of mispronunciation." (Interview transcript of Student 1 translated into English).*
> *"Fear of using the wrong words, the language structure is not quite right." (Interview transcript of Student 3 translated into English).*
> *"Fear of saying the wrong thing." (Interview transcript of Student 4 translated into English).*

This fear of mistakes indicates doubt in one's own abilities, which is a sign of low self-confidence. In addition, some students also felt insecure because they did not know what to say and were confused when speaking English.

> *"Can't think (blank), confused about what to say, don't know what to say, and confused about how to say it." (Interview transcripts of Students 1, 3, 4, and 5 translated into English).*

This shows that lack of readiness or understanding in speaking is closely related to limited vocabulary mastery. When students do not have enough vocabulary, they have difficulty constructing sentences and expressing ideas fluently, which ultimately reduces their confidence in communicating using English. This is in line with Nugroho et al (2022) which shows that lack of vocabulary mastery is a demotivating factor in speaking English. Nervousness is also another reason why students are not confident.

> *"I felt nervous, anxious, and stuttering." (Translated transcripts of interviews with Students 2, 3, 4, and 5 into English).*

This feeling arises when they are asked to speak in front of the class or in front of their friends. This means that in addition to ability, mentality and self-confidence also greatly influence speaking motivation. Nervousness, self-confidence, and anxiety are demotivating factors that affect students' willingness to communicate using English (Pale & Wisrance, 2021). Several students also expressed that they felt they were not smart and were not able to speak English.

"I feel like I'm not good at speaking English." (Interview transcript of Student 2 translated into English).
"I feel like I'm not confident because I can't speak." (Interview transcript of Student 5 translated into English).

This shows that negative thoughts about their own abilities can reduce their courage to try to speak. The teacher also explained that many students feel insecure when asked to speak English. When asked, they often refuse. This attitude shows that they feel hesitant and afraid to try. The teacher also saw that when they started speaking, students looked restless, looked right and left, nudged their friends, and asked their friends next to them about how to pronounce words. According to the teacher, this shows that students feel nervous, hesitant, and insecure. This condition reflects symptoms of demotivation, where students lose the drive to speak because of anxiety and doubts about their abilities. In accordance with Dörnyei's theory (2001), demotivation can arise from factors such as lack of self-confidence, fear of mistakes, doubt and anxiety, which ultimately make them reluctant to engage in speaking activities in class.

B. Attitude of Group Members

The attitude of peers or group members can have a big influence on students' courage in speaking English. In a healthy learning environment, support from friends can build self-confidence and encourage students to be active. However, on the other hand, if the attitude of peers tends to be negative, such as teasing or laughing, this can trigger feelings of shame, fear, and ultimately reduce students' motivation to speak.

The results of observations showed that some students who tried to speak English actually received negative responses from their classmates. When a student tried to convey a sentence in English, some friends laughed, either because of pronunciation errors or because the student looked nervous. This laughter made the student who was speaking feel awkward, stop speaking, or even immediately fall silent. This incident also had an impact on other students who witnessed it, because they became more

hesitant and reluctant to try to speak, worried about getting the same treatment. This situation shows how the attitude of peers can be a strong source of demotivation in speaking skills. As stated by Juhana (2012), students are afraid of making mistakes because they are worried that their friends will laugh at them and receive negative judgment from their friends if they make mistakes in speaking English.

The picture below shows several students who were asked to come to the front of the class to practice speaking English. However, during the activity, the students were seen laughing at each other when one of them tried to speak. This situation shows that the influence of peers is very strong in the learning process. When students feel like they are the object of attention and even laughed at, even by friends who also come forward, they tend to feel embarrassed, uncomfortable, and lose focus. Laughter from friends, whether intentional or not, can cause a lack of self-confidence and high social anxiety. This strengthens the finding that the attitude of peers can be a source of demotivation, because it creates social pressure that inhibits students' courage to speak actively in English. As stated by Haryanto (2018), friends who do not support each other have an influence that causes difficulties in the process of learning to speak English.

Figure 4.2
Several students come to the front of the class to practice speaking
English, but are seen laughing at each other as they try to speak

The results of interviews with several subjects confirmed the findings of previous observations that the attitude of peers played a big role in forming feelings of shame and hesitation when speaking English. Several students said they felt embarrassed because they were the center of attention when speaking.

> *"I feel embarrassed because my friends will see me if I say something wrong. I don't want to look at my friends." (Interview transcript of Student 1 translated into English).*

This feeling of discomfort due to being the center of attention was reinforced by Student 4 who said:

> *"I feel embarrassed if my friends look at me and laugh at me." (Interview transcript of Student 4 translated into English).*

In addition, some students also feel embarrassed because they feel that their abilities are not good enough. Student 2 stated:

> *"I feel embarrassed because I'm not used to speaking English, it feels strange to speak it. I feel embarrassed to be heard by my friends because the sound that comes out is strange, later they will laugh at me. So I don't want to be asked to speak English, I prefer to be quiet." (Interview transcript of Student 2 translated into English).*

Student 2 explained that she felt embarrassed when she had to speak English because she was not used to doing it. She was worried that her voice would sound strange and was afraid of being laughed at. Because of these feelings, he chose to remain silent and refused when asked to speak. A similar feeling was also conveyed by Student 3:

> *"I feel embarrassed because I am not fluent in speaking English, I don't know the vocabulary, if I speak wrong I will be embarrassed, my friends will laugh at me." (Interview transcript of Student 3 translated into English).*

Student 5 added:

"I feel embarrassed because my friends laugh at me. When I see my friends laughing, I laugh too, so I choose to stay quiet rather than speak English." (Interview transcript of Student 5 translated into English).

Student 5 said that she felt embarrassed when speaking English because her friends often laughed at her. When she saw her friends laughing, she felt uncomfortable and ended up laughing too, even though it wasn't because it was funny, but because she was embarrassed. This reaction shows that social pressure from the surrounding environment can make students lose their courage and enthusiasm to practice speaking English. Meanwhile, the teacher also strengthened this finding by saying that students showed signs of physical embarrassment when asked to speak.

"Students look embarrassed. Sometimes students cover their mouths when speaking English, then hide their faces." (Interview transcript with the Teacher translated into English).

This non-verbal behavior is an indication that embarrassment and discomfort really affect students' motivation to speak. This finding is in line with the concept of demotivation in English language learning, especially in speaking skills. In Dörnyei's view (2001), social pressure such as shame or fear of being embarrassed by peers can be a strong factor in reducing students' motivation. When students feel that their efforts to speak English will result in ridicule or embarrassment, they tend to avoid speaking activities. As a result, their speaking skills do not develop and their self-confidence decreases.

C. Lack of Teacher Digital Literacy

Although technological facilities such as projectors, computers, and internet access are available in schools, these devices have not been optimally utilized in English learning. The lack of digital literacy of teacher is one of the factors that hinders optimal English learning, especially in speaking skills. In fact, the use of technology can create a more interactive and interesting learning environment, which is very important in

encouraging student participation in learning activities. The results of observations show that during the English learning process, teacher has not utilized modern technology as part of teaching activities. Devices such as computers, mobile phones, and internet access are not used as learning aids. Teacher has also not used audio-visual media as learning aids. Teacher has also not used audio-visual media such as projectors, videos, conversation recordings, or interactive learning applications that should be able to help students be more interested and active in practicing speaking. On the contrary, the learning methods used are still conventional, namely by relying on module books, whiteboards, and dictionaries. The lack of varied media that supports speaking skills makes students less actively involved and feel bored, which ultimately reduces their enthusiasm for speaking English. The picture below shows a learning situation where the teacher delivers English material using conventional methods, namely by reading from the module and writing it on the board. There is no apparent use of modern learning media such as projectors, audio, or video. As conveyed by Soureshjani & Riahipour (2012), not using the right equipment and teaching materials is also a factor that reduces student motivation.

Figure 4.3
The teacher teaches English using modules and a whiteboard
without the help of media or technology

The results of interviews with subjects strengthen the findings of observations related to the limitations of learning facilities. Most students said that during their English lessons, they had never used supporting media or technology such as computers, mobile phones, or audio-visual media.

> *"Never accessed a computer or cellphone. Learning is always in the classroom, using module books" (Interview transcripts of Students 1 and 2 translated into English).*

Students 1 and 2 stated that learning always takes place in the classroom using module books without using additional devices such as computers or cellphones. They were also never directed to bring digital devices to class.

> *"Never. Students were told to bring a dictionary. Lessons use modules and dictionaries." (Interview transcripts of Students 3 and 4 translated into English).*

Students 3 and 4 added that learning only relies on dictionaries and modules, without ever using other learning media. Meanwhile, Student 5 briefly stated that he had never experienced the use of media or technology in English lessons.

> *"I have never asked students to bring mobile phones. During teaching, I have never used learning devices because I am not very good at technology. Learning uses module books, worksheets, and whiteboards." (Teacher interview transcript translated into English).*

The teacher's statement also supports this. She admitted that during her teaching, she had never asked students to bring cellphones or use computers. The teacher also said that she had never used learning meadia such as projectors and speakers. In addition, the teacher felt less familiar with technology, so she preferred to use simple methods, namely worksheets, whiteboards, and module books. This condition shows that the minimal use of technology and learning media makes the learning process feel monotonous and less interesting for students. In the context of speaking learning, the absence of audio-visual media such as conversation videos or interactive applications means that students do not have real models or

references to practice pronunciation and understanding the context of communication. This has the potential to reduce their motivation to speak because learning is too passive and does not support oral skills directly. In accordance with the demotivation theory put forward by Dörnyei (2001), limited resources or support from the learning environment can be factors that inhibit students' active participation in speaking activities.

D. Teacher's Teaching Competence

One of the factors that influence students' motivation in speaking English is the way the teacher teaches and their competence in delivering the material. Based on the observation results, it was found that many students seemed to have difficulty following the explanation given by the teacher. Although the teacher's pronunciation sounded quite clear, the use of language that was not adjusted to the level of understanding of the students made it difficult for them to grasp the meaning of the material being delivered. In addition, the delivery of the material took place too quickly without any repetition or re-emphasis of important points. Students also did not have enough time to process the information thoroughly.

This condition was also seen in speaking activities in class, where the learning process was carried out in a fast and monotonous manner. Students were only asked to imitate the teacher's reading without any opportunity to practice speaking independently or creatively. The lack of student involvement in meaningful interactions and the limited time to understand the material made them feel pressured and unprepared to speak. This can reduce self-confidence and give rise to anxiety, which ultimately causes students to be reluctant to participate in speaking activities.

Figure 4.4

The teacher explains the material from the module book

This picture shows a teacher delivering English lesson material by referring directly to the module book, without using visual media or more interactive learning technology. The method used is conventional and emphasizes providing one-way information. This indicates limitations in teacher teaching competence, especially in terms of using varied and innovative learning methods. The lack of active student involvement, especially in speaking activities, is one of the impacts of low competence in designing communicative learning. The lack of strategies that encourage active participation can cause students to feel bored, unchallenged, and ultimately demotivated in speaking English. In the context of Dörnyei's (2001) demotivation theory, teacher teaching competence that does not match students' needs and abilities can be an external source that hinders learning motivation, especially in the aspect of oral skills. When students feel they do not understand the lesson and are not given enough time or support to develop, it is natural for them to experience decreased motivation and choose to remain silent rather than try to speak.

The results of interviews with students strengthen the observation findings that teaching behavior and teacher competence also affect students' motivation levels in speaking English. Several students said that they had difficulty understanding the teacher's explanation because the language used was too much English without adequate translation or explanation.

As conveyed by Student 1:

"Sometimes I don't understand the teacher's explanation because I can't interpret the words, and if the teaching is mostly in English, I get confused." (Interview transcript of Student 1 translated into English).

This shows that the use of a language of instruction that is not in accordance with students' ability levels can cause confusion and reduce their motivation in engaging in speaking activities. In addition, students also commented on the tempo and learning patterns applied by the teacher.

Student 4 said:

"I think the learning is too fast. Explaining too fast, then the explanation is sometimes clear, sometimes confusing because when it is explained there are things that are missed but not repeated." (Interview transcript of Student 4 translated into English).

Student 4 felt that the teacher's explanation was too fast and not repeated. The speed in delivering material without ensuring that students understand the content of the lesson can make them fall behind and lose motivation to participate in the next activity, including speaking. As stated by Wathoni (2021), the factor that causes students to be less motivated in speaking English is the way teachers teach and deliver material. On the other hand, some students also complained that the learning felt too long and boring.

Student 3 said:

"I think it's too long, so I get bored because the activities are always the same, there's never anything new." (Interview transcript of Student 3 translated into English).

A similar thing was said by Student 5:

"The learning is too long, every little bit they are asked to translate, it feels boring." (Interview transcript of Student 5 translated into English).

Students 3 and 5 said that classroom activities tend to be monotonous, making the learning atmosphere feel uninteresting and less

challenging for students. In contrast to what was conveyed by Students 3 and 5, Student 2 said that:

> *"I think it takes too long because it is often hampered by other activities. For example, if a friend makes a mistake, it usually becomes a story first and then the lesson continues." (Interview transcript of Student 2 translated into English).*

Student 2 also highlighted disruptions in the learning flow, where the learning process is often hampered by irrelevant interruptions. This causes the lesson to be ineffective and students lose focus. This inconsistency in the delivery of material has an impact on overall student engagement, including in the speaking aspect. From the teacher's perspective, her observations showed that the lack of student attention during learning was not only due to the speed or teaching method, but also because students were more interested in talking to friends about other things outside the lesson. The teacher said:

> *"According to my observation, whether I want a fast model or a slow model, more people do not pay attention or more people are not affected because sometimes they are busy telling stories with their friends and what is told has nothing to do with the learning that is being carried out." (Teacher interview transcript translated into English).*

This indicates a lack of teaching strategies that are able to attract students' attention and active involvement. The results of this interview indicate that the teacher's teaching style, including the use of language, speed of explanation, choice of methods, and ineffective classroom management, contribute to students' low motivation to speak English. When students do not understand the material and are not interested in learning activities, they tend to choose to be silent and passive in speaking. This is in line with Dörnyei's (2001) demotivation theory, which states that ineffective teaching strategies can be a major factor in the loss of students' learning motivation, especially in speaking skills.

E.   Teacher Teaching Method

The teaching methods applied in English learning play an important role in shaping students' motivation to speak. However, the results of observations show that the methods used are still limited and do not support the development of active speaking skills. The exercises given to students are generally only in the form of imitating the teacher's speech and simple question and answer sessions. In practice, students only repeat words or sentences without the opportunity to form their own sentences or express ideas freely. The limitations of this method have the potential to reduce students' motivation to speak because they do not feel challenged to think independently, do not have space to express themselves, and tend to be passive in the learning process. This condition can create a monotonous learning environment and make students reluctant to engage in active English communication.

Figure 4.5
The teacher reads sentences in English for the students to imitate
together

This image shows one of the speaking practice methods used by teacher, namely by reading sentences in English which are then imitated by all students. This activity is repetitive and does not provide an opportunity for students to speak independently and creatively. Students only imitate without understanding the context or meaning of what they say. This

method also does not allow for interaction or improvisation in the use of language, so that students' speaking skills do not develop optimally. Lack of communicative speaking practice can cause students to feel less confident and unmotivated to try speaking in real situations.

The results of interviews with subjects strengthen the observation findings that the teaching methods used in English learning are not yet effective in encouraging students to actively speak. The majority of students said that learning activities focus more on teacher explanations and text translation.

Students 1 and 4 said:

"The teacher often explains the material. Then the students are asked to translate. Rarely learn grammar, at most what is in the reading text. Speaking practice comes from imitating the teacher." (Interview transcripts of Students 1 and 4 translated into English).

Student 2 added:

"Rarely asked to speak in English, often using Indonesian like during Q&A." (Interview transcript of Student 2 translated into English).

Regarding speaking practice in class, Student 5 said:

"Speaking practice comes from imitating the teacher, reading texts and then being told to follow along. I've never had speaking practice from others." (Interview transcript of Student 5 translated into English).

Students 1, 2, and 4 explained that teacher more often give lectures or explain material, then students are asked to translate the reading or answer questions from the module book. The speaking activities carried out were also very limited, usually only in the form of imitating the readings read by the teacher, as expressed by Students 1 and 5. Meanwhile, the opportunity to practice more communicative speaking such as dialogue, role-play, or presentation was never given.

Student 3 said:

"Never practiced dialogue, presentation, or role-play." (Interview transcript of Student 3 translated into English).

Student 4 added:

> *"Rarely practiced speaking, more often told to write translations."*
> *(Interview transcript of Student 4 translated into English).*

Students 3 and 4 emphasized that they had never done these activities and were only asked to write or answer questions based on reading texts. The teacher also admitted that the teaching methods used tended to focus on simple discussions and imitation, not yet reaching the stage of productive or independent speaking learning.

> *"Maybe in the future try another model, but so far it's been explaining and discussing. Students practice speaking by imitating the teacher. Dialogue practice is still by reading. As for speaking practice such as role play or presentation, it's never happened."*
> *(Teacher interview transcript translated into English).*

This indicates that a learning approach that lacks variation and does not actively involve students in speaking activities can trigger demotivation, because students are not given enough space to develop their speaking skills in real terms. This finding is in line with the theory of Kikuchi & Sakai (2009) which states that non-communicative learning methods are approaches that do not prioritize direct communication interactions between students, so they do not provide enough opportunities for them to develop speaking skills naturally.

In addition to limited teaching methods, too much focus on grammar aspects also affects students' motivation to speak. Several students, such as students 3 and 5, said that grammar exercises only involve copying verb forms from the module without ever being applied in a speaking context.

Student 3 said:

> *"Writing grammar in the module book. But never practicing speaking English using grammar." (Interview transcript of Student 3 translated into English).*

Similar to what Student 5 said:

> *"Working on the grammar in the module, told to look for the verbs." (Interview transcript of Student 5 translated into English).*

They felt that grammar was taught separately and not directly linked to oral practice, so students did not understand how to use the language structures they had learned in everyday communication. As a result, students became less confident in speaking because they were worried about using grammar incorrectly. Grammatical errors can lead to misunderstandings in communication, thus hindering the delivery of messages (Arodjiah, 2020).

This condition shows that learning methods that are not balanced between understanding theory and speaking practice can reduce students' enthusiasm for using English actively. When students are not given experience to speak in real contexts, they not only lose the opportunity to improve their skills, but also become increasingly passive and reluctant to speak because they feel unprepared and incompetent. Thus, a teaching approach that focuses too much on translation and theory without sufficient speaking practice contributes to students' demotivation in speaking skills.

F. Lack of Interest in English

Lack of student interest in English lessons is one of the factors that can affect students' motivation and confidence in speaking. Lack of student interest in English emerged from interview data. During class observations, this attitude was not directly visible because most students were still passively following the lesson. However, student statements in interviews indicated feelings of boredom and disinterest. This theme was not triangulated through observation, but was strongly supported by consistent interview responses from students.

Regarding the statement of lack of interest in English, Student 1 said that he felt uninterested in English lessons because he had difficulty understanding and pronouncing vocabulary. This was conveyed in the following statement:

> *"I am not interested in English because the vocabulary is difficult and I can't pronounce it." (Interview transcript of Student 1 translated into English).*

This statement shows that low interest in English lessons is related to limitations in vocabulary and pronunciation mastery. In the context of speaking, vocabulary and pronunciation mastery are important components in speaking skills. In this regard, limitations in vocabulary and pronunciation mastery can have an impact on low speaking ability and motivation to actively participate in class. As explained by Arodjiah (2020), vocabulary is an important foundation in language learning because it not only involves understanding the meaning of words, but also other aspects such as spelling, pronunciation, and the use of words in various sentence structures. Limited vocabulary can hinder students' ability to use language structures and functions effectively to communicate (Mardikawati & Kusumawanti, 2024).

Student 2 conveyed the following regarding disinterest in English lessons:

> *"I don't like English lessons because they are confusing. Besides, I am more interested in Japanese so I prefer to learn Japanese rather than English." (Interview transcript of Student 2 translated into English).*

Student 2 revealed that he did not like English because it was considered confusing and was more interested in learning Japanese. In the context of speaking ability, feeling confused about English can be a significant demotivating factor. Feeling confused about English tends to make him hold back from speaking for fear of making mistakes or feeling insecure. This causes speaking skills to not develop and he is increasingly uninterested in trying to speak English. The interest in Japanese shows that the Student 2 actually has an interest in learning a foreign language, but does not feel comfortable speaking English because of obstacles, namely feelings of confusion and feelings of dislike. Therefore, demotivation in speaking English is not only a matter of ability, but is also closely related to views and attitudes towards English. Demotivation is characterized by a loss

of motivation to carry out learning activities caused by various circumstances (Wathoni et al., 2021).

Student 3 conveyed the following regarding disinterest in English lessons:

> *"I don't like English because I don't understand the words, I don't understand the lessons. I also feel bored because the activities are always the same." (Interview transcript of Student 3 translated into English).*

A similar thing was also conveyed by Student 5 as follows:

> *"I don't like English because I don't understand and can't interpret the words. I feel bored because the activities are always the same." (Interview transcript of Student 5 translated into English).*

Students 3 and 5 stated that they didn't like English because they did not understand the vocabulary, didn't understand the material, and felt bored with the monotonous learning activities. These three things are a combination of factors that hinder students' engagement in speaking practice. Demotivation not only hinders academic development but also affects students' behavior in the learning environment (Ningrum & Fahmi, 2020). In the context of speaking, when they don't understand the vocabulary and lessons, they lose their confidence to speak, worry about making mistakes, and ultimately choose to remain silent. In addition, learning activities that are considered boring or too monotonous make students less enthusiastic. They are not challenged and less emotionally involved in the learning process. Therefore, students become passive and increasingly reluctant to speak English in class.

Student 4 conveyed the following regarding his disinterest in English lessons:

> *"I don't like it more because it's always explaining, the lessons are writing and translating, so I'm not interested in learning." (Interview transcript of Student 4 translated into English).*

Student 4 said that he did not like English lessons because the teacher lectured more often, while learning activities focused more on

writing and translating. As a result, he felt bored and not interested in learning English further. In a study conducted by Resyadi (2022), it was found that although the Grammar Translation Method (GTM) can help students understand the basics of English, this method is less effective in helping students' communicative skills because it does not emphasize the speaking aspect or real use of language. In addition, the lack of opportunities to practice speaking caused feelings of doubt, lack of confidence, and unwillingness to try. As stated by (Nugroho, et.al, 2022) that students who are not motivated to do something are not motivated to complete certain activities. If learning activities do not provide space for students to speak, it is natural that students feel unmotivated to use English orally.

Although not found in previous literature reviews, findings regarding the lack of interest in English emerged from interviews with several subjects. They mentioned that this factor also affected their experiences in learning English, especially in speaking skills. This shows that in certain contexts, there are other factors outside the commonly used theories that can trigger student demotivation.
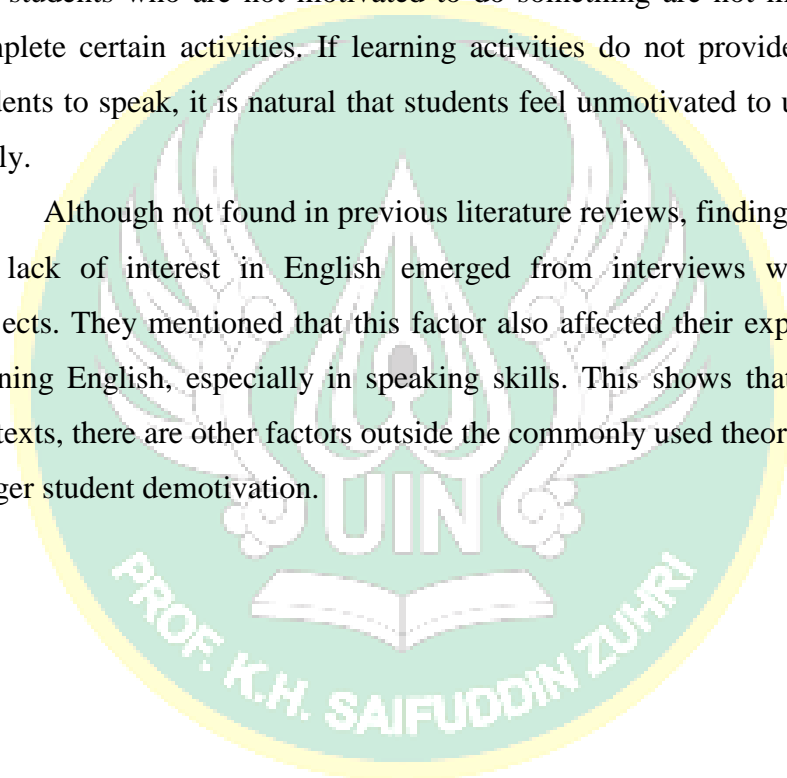
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter explained the conclusions, limitations of the study, and recommendations. First, this section includes the researcher's conclusions taken from the information obtained. Research limitations are also presented in this section. This section ends with the researcher's recommendations for students, for teachers and for future researchers.

A. Conclusion

Based on the research results, several factors were found that caused students' demotivation in speaking English, including low self-confidence, the influence of peer attitudes, monotonous learning methods, lack of teacher digital literacy, and teacher competence. In addition to these factors, this study also found new findings that have not been widely disclosed in previous studies, namely that students' lack of interest in English itself is also a factor causing demotivation in speaking. Students who feel they do not like or are not interested in English tend to participate less in speaking activities due to minimal motivation from within themselves. This finding shows that interest in the subject plays an important role in shaping speaking motivation, and needs to be a concern in planning English learning in the classroom.

B. Limitation

A limitation in this research was in the interview session, where sometimes the students' answers did not match the questions asked. On several occasions, researcher also need to ask similar questions by paraphrasing. As a solution, researcher asked students to emphasize their answers more and provided assistance so that students could answer more clearly.

C. Suggestion

This research is expected to have benefits not only for researcher but also for English teacher, students at the 8th grade of SMP Yos Sudarso Kawunganten Cilacap, and for future researcher. These suggestions are presented as follows:

1. For English teacher; it is necessary to consider the use of technology, the application of techniques and interesting teaching media to stimulate student motivation in learning to speak.

2. For students; they need to practice more in speaking activities, there is no need to be afraid of making mistakes. Students can use dictionaries to improve their mastery of vocabulary, pronunciation and meaning, which of course will influence their confidence in speaking English.

3. For future researchers; it is hoped that this research will be useful for other researchers who will conduct research on the same topic. This research can be used as an additional reference.
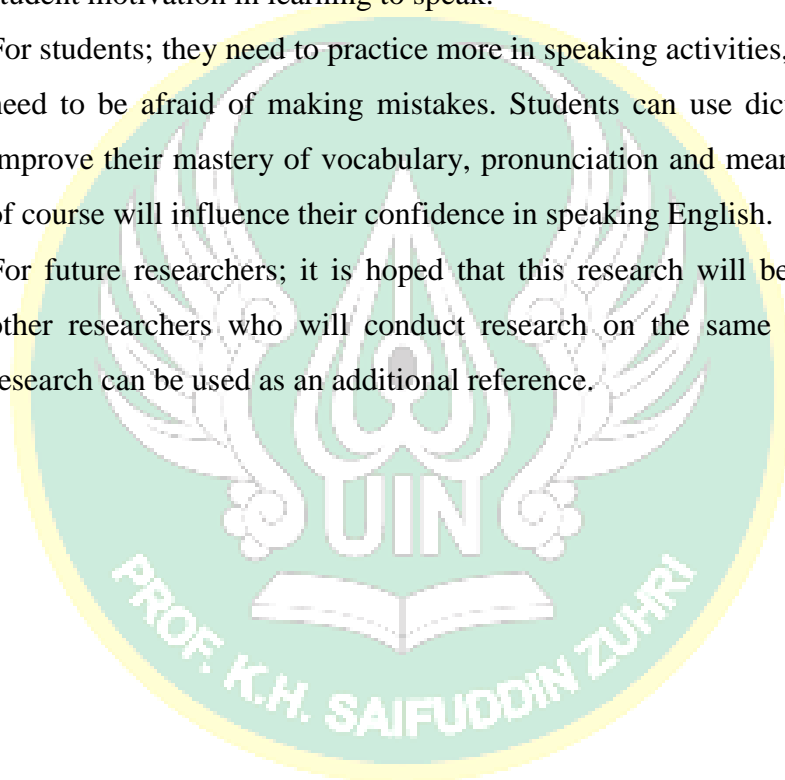
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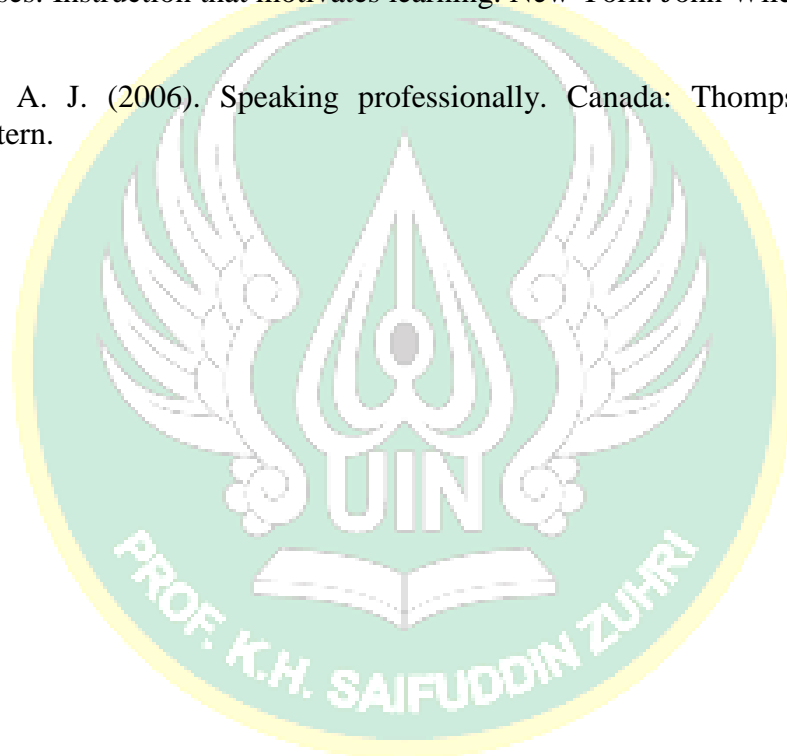
APPENDICES

Appendix 1. Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor   : B.m.5391/Un.19/D.FTIK/PP.05.3/10/2024   18 Oktober 2024
Lamp.   : -
Hal   : **Permohonan Ijin Riset Individu**

Kepada
Yth. Kepala SMP Yos Sudarso Kawunganten
Kec. Kawunganten
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama   : Shinta Setyani
2. NIM   : 2017404071
3. Semester   : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat   : Dusun Karya Mekar Rt 06 Rw 03, Bojong, Kawunganten, Cilacap
6. Judul   : Demotivating Factors in Speaking English in Grade 8 Students at SMP Yos Sudarso Kawunganten, Cilacap

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek   : Demotivating factor in speaking English
2. Tempat / Lokasi   : SMP Yos Sudarso Kawunganten
3. Tanggal Riset   : 19-10-2024 s/d 19-12-2024
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris

Maria Ulpah

61

SURAT KETERANGAN

Nomor : 421.3/0417/SMPYK/XI/2024

Yang bertanda tangan di bawah ini Kepala SMP Yos Sudarso Kawunganten Kecamatan Kawunganten, Kabupaten Cilacap menerangkan bahwa:

Nama	: **SHINTA SETYANI**
NIM	: **2017404071**
Semester	: **9 (Sembilan)**
Jurusan / Prodi	: Tadris Bahasa Inggris
	UIN PROFESOR KIAI HAJI SAIFUDIN ZUHRI PURWOKERTO
Alamat	: Karya Mekar RT. 06 RW. 03 Desa Bojong, Kec. Kawunganten
	Kab. Cilacap.

Telah melaksanakan Riset di SMP Yos Sudarso Kawunganten dari tanggal 21 Oktober 2004 sampai dengan tanggal 22 November 2024 dengan judul "Demotivating Factors in Speaking English in Grade 8 Students at SMP Yos Sudarso Kawunganten Cilacap" menggunakan metode Penelitian Kualitatif.

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Kawunganten, 29 November 2024

Kepala SMP Yos Sudarso Kawunganten

Kec. Kawunganten

KOTILA VARIMANINGSIH, S.Pd.

NIP.

Appendix 2. Research Instrument Validation Letter

SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Irra Wahidiyati, M. Pd.

Jabatan   : Dosen

Instansi   : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mecermati instrumen penelitian yang akan digunakan untuk penelitian berjudul **"Demotivating Factors in Speaking English in Grade 8 Students at SMP Yos Sudarso Kawunganten, Cilacap"** yang dibuat oleh:

Nama   : Shinta Setyani

NIM   : 2017404071

Prodi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen tersebut,

- ☐ Layak digunakan
- ☑ Layak digunakan dengan revisi
- ☐ Tidak layak digunakan
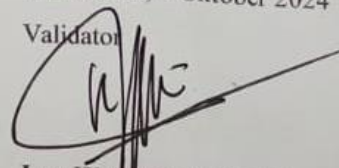
Catatan (bila perlu)

Menyesuaikan pertanyaan dengan indikator yang sudah ada di teori

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 17 Oktober 2024

Validator

Irra Wahidiyati, M. Pd.

NIP. 19881130 201908 2 001

Appendix 3. Data for Grade 8 Students of the 2024/2025 Academic Year of SMP Yos Sudarso Kawunganten

No	Kelas	Jumlah Peserta Didik
1	Kelas VIII A	28
2	Kelas VIII B	29
3	Kelas VIII C	30

Appendix 4. Observation Guidelines

Checklist for Observation Guidelines

Demotivating Factors in Speaking English of 8th Grade Students at SMP Yos

Sudarso Kawunganten Cilacap

Observer   :

Class   :

Day/Date   :

Topic   :

School   :

Time   :

No	Aspect	Yes	No	Description
Demotivating Factors in Speaking English
1	Lack of self-confidence (Dörnyei, 2001) a. Siswa gelisah atau gugup saat berbicara. b. Siswa tidak melihat ke arah penonton saat berbicara. c. Siswa berbicara terbata-bata. d. Siswa berbicara dengan cepat dan tidak jelas.			S
2	Attitude of group members (Dörnyei, 2001) a. Siswa malu ketika diminta berbicara bahasa Inggris. b. Siswa takut membuat kesalahan saat berbicara bahasa Inggris. c. Siswa ditertawakan oleh teman kelas saat berbicara bahasa Inggris			
3	Inadequate school facilities (Dörnyei, 2001)			

	a.	Tidak pernah atau jarang menggunakan teknologi seperti komputer, internet untuk pembelajaran berbicara.			
	b.	Tidak pernah atau jarang menggunakan alat bantu audio visual seperti proyektor, speaker untuk pembelajaran berbicara.			
	c.	Tidak pernah atau jarang menggunakan materi audio-visual untuk pembelajaran berbicara.			
4	Teacher teaching behavior and competence (Dörnyei, 2001)				
	a.	Guru mengejek siswa ketika melakukan kesalahan saat berbicara bahasa Inggris.			
	b.	Guru marah dan berteriak kepada siswa ketika melakukan kesalahan saat pembelajaran berbicara.			
	c.	Guru memberikan perlakuan yang berbeda antara siswa yang kuat dan lemah dalam berbicara di kelas.			
	d.	Penjelasan guru tidak mudah untuk dipahami.			
	e.	Kecepatan pembelajaran yang tidak tepat.			
5	Teaching method (Dörnyei, 2001)				
	a.	Pembelajaran lebih berfokus pada grammar.			
	b.	Siswa jarang diberi kesempatan berlatih berbicara saat pembelajaran.			
	c.	Pembelajaran berpusat pada guru.			

	d. Guru menggunakan lebih sering metode ceramah saat pembelajaran.		

Appendix 5. Interview Guideline

A. Students Interview Guideline

Aspect	Pertanyaan
Lack of self-confidence (Dörnyei, 2001)	"Apakah kamu merasa kurang percaya diri saat berbicara bahasa Inggris? Mengapa?" "Apakah kamu merasa cemas saat berbicara bahasa Inggris? Perasaan cemas seperti apa yang kamu rasakan?"
Attitude of group members (Dörnyei, 2001)	"Apakah kamu merasa malu saat berbicara bahasa Inggris? Apa yang terjadi saat kamu merasa malu?" "Apakah ada perasaan takut yang kamu rasakan saat berbicara bahasa Inggris? Mengapa?"
Inadequate school facilities (Dörnyei, 2001)	"Apakah di sekolah pernah mengakses komputer atau HP untuk pembelajaran bahasa Inggris?" "Saat kegiatan pembelajaran, media audio-visual apa yang biasanya digunakan oleh guru saat mengajar? Seperti penggunaan video pembelajaran, proyektor, atau speaker?"
Teacher teaching behavior and competence (Dörnyei, 2001)	"Selama pembelajaran, apakah guru memberikan perlakuan yang berbeda pada siswa? Apakah guru memberikan perbedaan kesempatan berpartisipasi latihan berbicara saat

	pembelajaran?" "Bagaimana perlakuan guru saat ada siswa yang melakukan kesalahan berbicara?" "Menurut kamu, apakah kecepatan pembelajaran bahasa Inggris terlalu cepat/lambat?"
Teaching method (Dörnyei, 2001)	"Apakah pembelajaran yang dilakukan di kelas berpusat pada guru? Apakah guru lebih sering menggunakan metode ceramah saat mengajar atau pernah menggunakan metode lain?" "Apakah saat pembelajaran lebih sering berfokus pada grammar? Apakah diterapkan dalam latihan berbicara? Jelaskan grammar seperti apa yang dipelajari." "Apakah siswa jarang diberi kesempatan untuk berlatih berbicara bahasa Inggris? Pernahkan latihan berbicara seperti dialog, presentasi, atau roleplay?"

B.   Teacher Interview Guideline

Aspect	Pertanyaan
Lack of self-confidence (Dörnyei, 2001)	"Apakah siswa menunjukkan perilaku kurang percaya diri saat berbicara bahasa Inggris? Mohon jelaskan perilaku yang bagaimana?" "Apakah siswa menunjukkan sikap cemas atau merasa gugup ketika

	berbicara bahasa Inggris di dalam kelas? Mohon jelaskan.
Attitude of group members (Dörnyei, 2001)	"Apakah siswa terlihat malu ketika berbicara bahasa Inggris? Mohon jelaskan." "Apakah siswa menunjukkan rasa takut untuk berbicara bahasa Inggris di dalam kelas? Mohon jelaskan." "Apakah siswa sering mentertertawakan temannya yang mencoba berbicara bahasa Inggris di dalam kelas? Mohon jelaskan."
Inadequate school facilities (Dörnyei 2001)	"Terkait dengan tekonologi pembelajaran yang digunakan untuk keterampilan berbicara, apakah pernah mengakses teknologi seperti komputer dan internet untuk pembelajaran? Mohon jelaskan." "Apakah ketika mengajar di kelas, Ibu menggunakan alat dan bahan ajar? Apa alat dan bahan ajar yang digunakan oleh Ibu saat mengajar keterampilan berbicara? Mohon jelaskan." "Apakah Ibu menggunakan materi audio-visual seperti video untuk pembelajaran berbicara? Mohon jelaskan." "Apakah Ibu menggunakan alat bantu audio-visual seperti proyektor, speaker untuk pembelajaran

	berbicara? Mohon jelaskan."
Teacher teaching behavior and competence (Dörnyei, 2001)	"Ketika siswa melakukan kesalahan saat pembelajaran berbicara, bagaimana perlakuan yang ibu berikan kepada siswa? Apakah Ibu memarahi atau mengejek siswa ketika mereka melakukan kesalahan saat latihan berbicara? Mohon jelaskan." "Bagaimana perlakuan yang Ibu berikan saat berlatih berbicara di dalam kelas? Apakah ada perbedaan perlakuan? Apakah Ibu lebih banyak memberikan memberikan kesempatan berpartisipasi kepada siswa berprestasi tinggi dibandingkan kepada siswa berprestasi rendah? Mohon jelaskan." "Apakah siswa sering memberikan tanda atau komentar terkait kesulitan memahami pembelajaran yang diajarkan? Mohon jelaskan." "Dari pengamatan Ibu, apakah ada siswa yang sering kesulitan mengikuti kecepatan pembelajaran speaking? Atau justru merasa bosan karena pembelajaran terlalu lambat? Mohon jelaskan."

Teaching method (Dörnyei, 2001)	"Apakah pembelajaran yang dilakukan di kelas lebih sering berpusat pada guru? Mohon jelaskan."
	"Apa metode pembelajaran yang biasa Ibu gunakan di dalam kelas? Apakah metode pembelajaran yang digunakan bervariasi atau sama? Mohon jelaskan."
	"Apakah pembelajaran di kelas ini lebih banyak menekankan pada tata bahasa dan struktur kalimat dibandingkan keterampilan lainnya, seperti berbicara atau mendengarkan? Mohon jelaskan."
	"Pada saat pembelajaran, apakah siswa diberi kesempatan untuk berlatih berbicara bahasa Inggris? Mohon jelaskan."

Appendix 6. Observation Data

A.   Observation 1

Checklist for Observation Guidelines

Demotivating Factors in Speaking English of 8th Grade Students

at SMP Yos Sudarso Kawunganten Cilacap

Observer   : Shinta Setyani

Class   : 8B

Day/Date   : Monday, October 21, 2024

Topic   : Kindness Begin with Me

School   : SMP Yos Sudarso Kawunganten

Time   : 07.00 – 08.20

No	Aspect	Yes	No	Description
	Demotivating Factors in Speaking English			
1	Lack of self-confidence (Dörnyei, 2001) a. Siswa gelisah atau gugup saat berbicara. b. Siswa tidak melihat ke arah penonton saat berbicara. c. Siswa berbicara terbata-bata. d. Siswa berbicara dengan cepat dan tidak jelas.	✓		Siswa diminta menjawab pertanyaan guru menggunakan bahasa Inggris, siswa menjawabnya dengan volume kecil, ragu-ragu, dan tidak jelas.
2	Attitude of group members (Dörnyei, 2001) a. Siswa malu ketika diminta berbicara bahasa Inggris. b. Siswa takut membuat	✓		Siswa mentertawakan temannya yang mencoba berbicara menggunakan bahasa Inggris.

No				
	kesalahan saat berbicara bahasa Inggris. c. Siswa ditertawakan oleh teman kelas saat berbicara bahasa Inggris			
3	Inadequate school facilities (Dörnyei, 2001) a. Tidak pernah atau jarang menggunakan teknologi seperti komputer, internet untuk pembelajaran berbicara. b. Tidak pernah atau jarang menggunakan alat bantu audio visual seperti proyektor, speaker untuk pembelajaran berbicara. c. Tidak pernah atau jarang menggunakan materi audio-visual untuk pembelajaran berbicara.	✓		Selama pembelajaran, guru tidak menggunakan komputer, internet, video. Hanya menggunakan buku modul.
4	Teacher teaching behavior and competence (Dörnyei, 2001) a. Guru mengejek siswa ketika melakukan kesalahan saat berbicara bahasa Inggris. b. Guru marah dan berteriak kepada siswa ketika	✓		Saat siswa ada yang mencoba namun masih salah, guru tidak mengejek/marah. Guru memberikan motivasi untuk terus

	melakukan kesalahan saat pembelajaran berbicara. c. Guru memberikan perlakuan yang berbeda antara siswa yang kuat dan lemah dalam berbicara di kelas. d. Penjelasan guru tidak mudah untuk dipahami. e. Kecepatan pembelajaran yang tidak tepat.			mencoba diulangi sampai benar. Saat siswa ditertawakan temannya, guru mengatakan, "jangan ditertawakan, kalau masih salah gapapa, namanya juga belajar". Pengucapan bahasa Inggris guru jelas.
5	Teaching method (Dörnyei, 2001) a. Pembelajaran lebih berfokus pada grammar. b. Siswa jarang diberi kesempatan berlatih berbicara saat pembelajaran. c. Pembelajaran berpusat pada guru. d. Guru menggunakan lebih sering metode ceramah saat pembelajaran.	✓		Guru menerangkan materi secara keseluruhan. Guru melibatkan siswa dengan tanya jawab saat menjelaskan materi.

B.   Observation 2

Checklist for Observation Guidelines

Demotivating Factors in Speaking English of 8th Grade Students

at SMP Yos Sudarso Kawunganten Cilacap

Observer   : Shinta Setyani

Class   : 8 C

Day/Date   : Monday, October 21, 2024

Topic   : Kindness Begin with Me

School   : SMP Yos Sudarso Kawunganten

Time   : 09.00 – 10.35

Demotivating Factors in Speaking English				
No	Aspect	Yes	No	Description
1	Lack of self-confidence (Dörnyei, 2001) a. Siswa gelisah atau gugup saat berbicara. b. Siswa tidak melihat ke arah penonton saat berbicara. c. Siswa berbicara terbata-bata. d. Siswa berbicara dengan cepat dan tidak jelas.	✓		Siswa ragu-ragu menjawab pertanyaan menggunakan bahasa Inggris. Siswa terbata-bata saat mencoba berbicara bahasa Inggris.
2	Attitude of group members (Dörnyei, 2001) a. Siswa malu ketika diminta berbicara bahasa Inggris. b. Siswa takut membuat	✓		Siswa mentertawakan temannya yang mencoba menjawab pertanyaan menggunakan bahasa Inggris.

	kesalahan saat berbicara bahasa Inggris. c. Siswa ditertawakan oleh teman kelas saat berbicara bahasa Inggris			
3	Inadequate school facilities (Dörnyei, 2001) a. Tidak pernah atau jarang menggunakan teknologi seperti komputer, internet untuk pembelajaran berbicara. b. Tidak pernah atau jarang menggunakan alat bantu audio visual seperti proyektor, speaker untuk pembelajaran berbicara. c. Tidak pernah atau jarang menggunakan materi audio-visual untuk pembelajaran berbicara.	✓		Guru tidak menggunakan komputer, internet, proyektor, video. Menggunakan modul dan kamus.
4	Teacher teaching behavior and competence (Dörnyei, 2001) a. Guru mengejek siswa ketika melakukan kesalahan saat berbicara bahasa Inggris. b. Guru marah dan berteriak kepada siswa ketika melakukan kesalahan saat	✓		Saat siswa salah mengucapkan kata bahasa Inggris, guru tidak mengejek/marah. Guru mengoreksi dan mencontohkan pengucapan yang

	pembelajaran berbicara. c. Guru memberikan perlakuan yang berbeda antara siswa yang kuat dan lemah dalam berbicara di kelas. d. Penjelasan guru tidak mudah untuk dipahami. e. Kecepatan pembelajaran yang tidak tepat.		benar. Guru memberikan kesempatan mencoba kepada siswa secara bergantian. Pengucapan guru baik, artikulasinya jelas. Penjelasan guru terkadnag membingungkan, pemberian contoh kurang relate untuk siswa. Pembelajaran kadang terlalu cepat, tidak ada pengulangan.
5	Teaching method (Dörnyei, 2001) a. Pembelajaran lebih berfokus pada grammar. b. Siswa jarang diberi kesempatan berlatih berbicara saat pembelajaran. c. Pembelajaran berpusat pada guru. d. Guru menggunakan lebih sering metode ceramah saat pembelajaran.	✓	Guru menerangkan materi secara menyeluruh. Guru sering melakukan tanya jawab dengan siswa.

C.   Obseravtion 3

Checklist for Observation Guidelines

Demotivating Factors in Speaking English of 8th Grade Students

at SMP Yos Sudarso Kawunganten Cilacap

Observer   : Shinta Setyani

Class   : 8 C

Day/Date   : Wednesday, October 23, 2024

Topic   : Kindness Begin with Me

School   : SMP Yos Sudarso Kawunganten

Time   : 07.00 – 08.20

No	Aspect	Yes	No	Description
	Demotivating Factors in Speaking English			
1	Lack of self-confidence (Dörnyei, 2001) a. Siswa gelisah atau gugup saat berbicara. b. Siswa tidak melihat ke arah penonton saat berbicara. c. Siswa berbicara terbata-bata. d. Siswa berbicara dengan cepat dan tidak jelas.	✓		Siswa terbata-bata saat menirukan kalimat berbahasa Inggris. Siswa tidak ada ang mau maju ke depan.
2	Attitude of group members (Dörnyei, 2001) a. Siswa malu ketika diminta berbicara bahasa Inggris. b. Siswa takut membuat kesalahan saat berbicara	✓		Siswa mentertawakan temannya yang terbata-bata saat menirukan kalimat bahsa Inggris.

	bahasa Inggris.			
	c. Siswa ditertawakan oleh teman kelas saat berbicara bahasa Inggris			
3	Inadequate school facilities (Dörnyei, 2001) a. Tidak pernah atau jarang menggunakan teknologi seperti komputer, internet untuk pembelajaran berbicara. b. Tidak pernah atau jarang menggunakan alat bantu audio visual seperti proyektor, speaker untuk pembelajaran berbicara. c. Tidak pernah atau jarang menggunakan materi audio-visual untuk pembelajaran berbicara.	✓		Guru tidak menggunakan komputer, proyektor, video. Menggunakan modul dan kamus.
4	Teacher teaching behavior and competence (Dörnyei, 2001) a. Guru mengejek siswa ketika melakukan kesalahan saat berbicara bahasa Inggris. b. Guru marah dan berteriak kepada siswa ketika melakukan kesalahan saat	✓		Saat siswa melakukan kesalahan, guru mengatakan, "ok, ini masih belum sesuai ya, yg benar seperti ini, coba diulangi lagi". Guru memberikan

	pembelajaran berbicara.			kesempatan secara bergantian untuk mencoba.
	c. Guru memberikan perlakuan yang berbeda antara siswa yang kuat dan lemah dalam berbicara di kelas.			Pengucapan guru baik, terdengar jelas.
	d. Penjelasan guru tidak mudah untuk dipahami.			Pembelajaran kadang terlalu cepat, tidak ada pengulangan, tidak konfirm siswa sudah paham/belum.
	e. Kecepatan pembelajaran yang tidak tepat.			
5	Teaching method (Dörnyei, 2001) a. Pembelajaran lebih berfokus pada grammar. b. Siswa jarang diberi kesempatan berlatih berbicara saat pembelajaran. c. Pembelajaran berpusat pada guru. d. Guru menggunakan lebih sering metode ceramah saat pembelajaran.	✓		Pembelajaran hari ini tentang to be bentuk lampau, kata kerja bantu bentuk lampau, dan kata kerja (verb) bentuk lampau yang terdapat dalam teks naratif. Guru membacakan teks rumpang, siswa mendengarkan dan mengisi bagian yang rumpang, siswa maju menuliskan jawaban di papan tulis, siswa membacakan kalinat dalam teks yang telah mereka isi. Aktivitas siswa mendengarkan,

					mengerjakan soal, membacakan teks narative yang rumpang. Guru tanya jawab dengan siswa.

D. Observation 4

Checklist for Observation Guidelines

Demotivating Factors in Speaking English of 8th Grade Students

at SMP Yos Sudarso Kawunganten Cilacap

Observer   : Shinta Setyani
Class   : 8 A
Day/Date   : Wednesday, October 23, 2024
Topic   : Kindness Begin with Me
School   : SMP Yos Sudarso Kawunganten
Time   : 11.15 – 12.35

Demotivating Factors in Speaking English					
No	Aspect	Yes	No	Description	
1	Lack of self-confidence (Dörnyei, 2001) a. Siswa gelisah atau gugup saat berbicara. b. Siswa tidak melihat ke arah penonton saat berbicara. c. Siswa berbicara terbata-bata. d. Siswa berbicara dengan	✓		Siswa terbata-bata saat mengucapkan kalimat berbahasa Inggris. Guru meminta siswa menirukan kalimat, siswa menirukan dengan volume rendah dan tidak	

	cepat dan tidak jelas.			terdengar jelas. Siswa tidak mau maju ke depan.
2	Attitude of group members (Dörnyei, 2001) a. Siswa malu ketika diminta berbicara bahasa Inggris. b. Siswa takut membuat kesalahan saat berbicara bahasa Inggris. c. Siswa ditertawakan oleh teman kelas saat berbicara bahasa Inggris	✓		Siswa tidak mau ketika diminta menirukan teks bacaan di modul, siswa mengatakan tidak bisa dan takut salah. Siswa mentertawakan temannta yang menirukan bacaan dengan terbata-bata. Siswa mengatakan malu ketika diminta untuk menirukan teks bahasa Inggris.
3	Inadequate school facilities (Dörnyei, 2001) a. Tidak pernah atau jarang menggunakan teknologi seperti komputer, internet untuk pembelajaran berbicara. b. Tidak pernah atau jarang menggunakan alat bantu audio visual seperti	✓		Guru tidak menggunakan komputer, proyektor. Menggunakan buku modul dan kamus. Tidak menggunakan video atau media pembelajaran.

	proyektor, speaker untuk pembelajaran berbicara. c. Tidak pernah atau jarang menggunakan materi audio-visual untuk pembelajaran berbicara.			
4	Teacher teaching behavior and competence (Dörnyei, 2001) a. Guru mengejek siswa ketika melakukan kesalahan saat berbicara bahasa Inggris. b. Guru marah dan berteriak kepada siswa ketika melakukan kesalahan saat pembelajaran berbicara. c. Guru memberikan perlakuan yang berbeda antara siswa yang kuat dan lemah dalam berbicara di kelas. d. Penjelasan guru tidak mudah untuk dipahami. e. Kecepatan pembelajaran yang tidak tepat.	✓		Guru mensupport siswa yang mengatakan tidak mau/tidak bisa dengan mengatakan, "ayo dicoba dulu, nanti diajari, kalau salah tidak apa-apa kan namanya juga mencoba". Penjelasan terkadang terlalu cepat, tidak memastikan apakah siswa sudah paham/belum.
5	Teaching method (Dörnyei, 2001) a. Pembelajaran lebih berfokus pada grammar.	✓		Guru sering meminta siswa membacakan materi di modul saat mereka tidak

	b. Siswa jarang diberi kesempatan berlatih berbicara saat pembelajaran. c. Pembelajaran berpusat pada guru. d. Guru menggunakan lebih sering metode ceramah saat pembelajaran.			kondusif. Guru menerangkan materi secara menyeluruh. Guru melakukan tanya jawab dengan siswa saat menerangkan materi.

E. Observation 5

Checklist for Observation Guidelines

Demotivating Factors in Speaking English of 8th Grade Students

at SMP Yos Sudarso Kawunganten Cilacap

Observer   : Shinta Setyani
Class   : 8 C
Day/Date   : Wednesday, October 30, 2024
Topic   : Kindness Begin with Me
School   : SMP Yos Sudarso Kawunganten
Time   : 07.00 – 08.20

Demotivating Factors in Speaking English				
No	Aspect	Yes	No	Description
1	Lack of self-confidence (Dörnyei, 2001) a. Siswa gelisah atau gugup saat berbicara. b. Siswa tidak melihat ke arah penonton saat berbicara. c. Siswa berbicara terbata-	✓		Siswa menirukan guru dengan suara kecil dan tidak jelas. Siswa menirukan guru dengan menutupi mulut dengan tangan/kerudung.

	bata.				Siswa tidak mau maju.
	d. Siswa berbicara dengan cepat dan tidak jelas.				Siswa menirukan dengan sangat cepat.
2	Attitude of group members (Dörnyei, 2001) a. Siswa malu ketika diminta berbicara bahasa Inggris. b. Siswa takut membuat kesalahan saat berbicara bahasa Inggris. c. Siswa ditertawakan oleh teman kelas saat berbicara bahasa Inggris	✓			Siswa tidak mau saat diminta menirukan guru, mengatakan "tidak bisa, nanti salah". Siswa ditertawakan temannya saat menirukan guru.
3	Inadequate school facilities (Dörnyei, 2001) a. Tidak pernah atau jarang menggunakan teknologi seperti komputer, internet untuk pembelajaran berbicara. b. Tidak pernah atau jarang menggunakan alat bantu audio visual seperti proyektor, speaker untuk pembelajaran berbicara. c. Tidak pernah atau jarang menggunakan materi audio-visual untuk pembelajaran	✓			Hanya menggunakan buku modul dan kamus untuk siswa.

		✓		
	berbicara.			
4	Teacher teaching behavior and competence (Dörnyei, 2001) a. Guru mengejek siswa ketika melakukan kesalahan saat berbicara bahasa Inggris. b. Guru marah dan berteriak kepada siswa ketika melakukan kesalahan saat pembelajaran berbicara. c. Guru memberikan perlakuan yang berbeda antara siswa yang kuat dan lemah dalam berbicara di kelas. d. Penjelasan guru tidak mudah untuk dipahami. e. Kecepatan pembelajaran yang tidak tepat.	✓		Penjelasan guru terlalu cepat.
5	Teaching method (Dörnyei, 2001) a. Pembelajaran lebih berfokus pada grammar. b. Siswa jarang diberi kesempatan berlatih berbicara saat pembelajaran. c. Pembelajaran berpusat pada	✓		Siswa menirukan teks narrative yang dibacakan guru. Latihan berbicara dengan menirukan guru. Siswa menterjemahkan teks, tanya jawab dengan

	guru.			guru.
	d. Guru menggunakan lebih sering metode ceramah saat pembelajaran.			

F. Observation 6

Checklist for Observation Guidelines

Demotivating Factors in Speaking English of 8th Grade Students

at SMP Yos Sudarso Kawunganten Cilacap

Observer   : Shinta Setyani
Class   : 8 A
Day/Date   : Wednesday, October 30, 2024
Topic   : Kindness Begin with Me
School   : SMP Yos Sudarso Kawunganten
Time   : 11.15 – 12.35

Demotivating Factors in Speaking English				
No	Aspect	Yes	No	Description
1	Lack of self-confidence (Dörnyei, 2001) a. Siswa gelisah atau gugup saat berbicara. b. Siswa tidak melihat ke arah penonton saat berbicara. c. Siswa berbicara terbata-bata. d. Siswa berbicara dengan cepat dan tidak jelas.	✓		Siswa terbata-bata saat mengucapkan kalimat berbahasa Inggris. Tidak mau menatap audiens saat berbicara di depan kelas (menutup wajah dengan buku, tangan, kerudung). Melakukan moving

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					tak teratur saat membacakan teks bahasa Inggris di depan kelas (maju mundur, bersandar ke papan tulis), berdiri di pojokan. Siswa membaca dan menirukan kalimat bahasa Inggris dengan cepat dan tidak jelas. Siswa tidak mau maju ke depan (minta duduk saja di kursi). Siswa menirukan guru dengan volume kecil dan tidak jelas.
2	Attitude of group members (Dörnyei, 2001) a. Siswa malu ketika diminta berbicara bahasa Inggris. b. Siswa takut membuat kesalahan saat berbicara bahasa Inggris. c. Siswa ditertawakan oleh teman kelas saat berbicara bahasa Inggris	✓				Siswa mengatakan malu saat ditunjuk untuk latihan berbcara di depan kelas (menirukan guru). Siswa tiak mau maju untuk membacakan teks "gabisa bu, takut salah lah". Siswa menteratwakan temannya yang salah menirukan guru. Siswa mentertawakan

				temannya yang terbata-bata saat membacakan teks.
3	Inadequate school facilities (Dörnyei, 2001) a. Tidak pernah atau jarang menggunakan teknologi seperti komputer, internet untuk pembelajaran berbicara. b. Tidak pernah atau jarang menggunakan alat bantu audio visual seperti proyektor, speaker untuk pembelajaran berbicara. c. Tidak pernah atau jarang menggunakan materi audio-visual untuk pembelajaran berbicara.	✓		Guru tidak menggunakan komputer, internet, proyektor, HP. Materi dari buku modul, tidak menggunakan video pembelajaran. Tidak menggunakan media untuk support pembelajaran.
4	Teacher teaching behavior and competence (Dörnyei, 2001) a. Guru mengejek siswa ketika melakukan kesalahan saat berbicara bahasa Inggris. b. Guru marah dan berteriak kepada siswa ketika melakukan kesalahan saat pembelajaran berbicara.	✓		Guru tidak mengejek/marah saat siswa melakukan keasalahan, meminta untuk diulangi lagi, dibantu diperbaiki. Guru meminta siswa lain untuk tidak mentertawakan.

	c. Guru memberikan perlakuan yang berbeda antara siswa yang kuat dan lemah dalam berbicara di kelas. d. Penjelasan guru tidak mudah untuk dipahami. e. Kecepatan pembelajaran yang tidak tepat.			Siswa ditunjuk bergantian. Penjelasan guru kadang terlalu cepat, kaang tidak ada pengulangan.
5	Teaching method (Dörnyei, 2001) a. Pembelajaran lebih berfokus pada grammar. b. Siswa jarang diberi kesempatan berlatih berbicara saat pembelajaran. c. Pembelajaran berpusat pada guru. d. Guru menggunakan lebih sering metode ceramah saat pembelajaran.	✓		Aktivitas pembelajaran hari ini menerjemahkan, membaca, mendengarkan bacaan guru. Latihan berbicara sari tanya jawab singkat, menirukan bacaan guru. Guru menjelaskan materi, melakukan tanya jawab. Siswa mengerjakan soal latihan.

G.   Observation 7

Checklist for Observation Guidelines

Demotivating Factors in Speaking English of 8th Grade Students

at SMP Yos Sudarso Kawunganten Cilacap

Observer   : Shinta Setyani

Class   : 8 B

Day/Date   : Monday, November 11, 2024

Topic   : Kindness Begin with Me

School   : SMP Yos Sudarso Kawunganten

Time   : 07.00 – 08.20

No	Aspect	Yes	No	Description
	Demotivating Factors in Speaking English			
1	Lack of self-confidence (Dörnyei, 2001) a. Siswa gelisah atau gugup saat berbicara. b. Siswa tidak melihat ke arah penonton saat berbicara. c. Siswa berbicara terbata-bata. d. Siswa berbicara dengan cepat dan tidak jelas.	✓		Saat diminta menirukan guru, siswa terlihat pasif, tidak ada volunteer. Tidak mau maju ke depan kelas. Menirukan dengan volume kecil, menundukkan kepala, menutupi mulut dengan tangan dan buku.
2	Attitude of group members (Dörnyei, 2001) a. Siswa malu ketika diminta berbicara bahasa Inggris.	✓		Siswa mengatakan tidak bisa dan malu saat diminta menirukan.

	b. Siswa takut membuat kesalahan saat berbicara bahasa Inggris. c. Siswa ditertawakan oleh teman kelas saat berbicara bahasa Inggris			Siswa ditertawakan temannya.
3	Inadequate school facilities (Dörnyei, 2001) a. Tidak pernah atau jarang menggunakan teknologi seperti komputer, internet untuk pembelajaran berbicara. b. Tidak pernah atau jarang menggunakan alat bantu audio visual seperti proyektor, speaker untuk pembelajaran berbicara. c. Tidak pernah atau jarang menggunakan materi audio-visual untuk pembelajaran berbicara.	✓		Hanya menggunakan buku modul
4	Teacher teaching behavior and competence (Dörnyei, 2001) a. Guru mengejek siswa ketika melakukan kesalahan saat berbicara bahasa Inggris. b. Guru marah dan berteriak	✓		Guru membujuk siswa agak mau mencoba menrukan, membantu siswa yang kesulitan mengucapkan kosa

	kepada siswa ketika melakukan kesalahan saat pembelajaran berbicara. c. Guru memberikan perlakuan yang berbeda antara siswa yang kuat dan lemah dalam berbicara di kelas. d. Penjelasan guru tidak mudah untuk dipahami. e. Kecepatan pembelajaran yang tidak tepat.			kata bahasa Inggris. Meminta siswa lain untuk tidak tertawa. Pengucapan guru jelas. Pembelajaran dengan menunjuk siswa secara bergantian.
5	Teaching method (Dörnyei, 2001) a. Pembelajaran lebih berfokus pada grammar. b. Siswa jarang diberi kesempatan berlatih berbicara saat pembelajaran. c. Pembelajaran berpusat pada guru. d. Guru menggunakan lebih sering metode ceramah saat pembelajaran.	✓		Aktivitas pembelajaran menirukan bacaan guru, mendengarkan, mengerjakan soal, tanya jawab.

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A.   Interview with Student 1

Peneliti   : "Apakah sebelumnya sudah pernah mendapatkan pelajaran bahasa Inggris? Apakah kamu merasa tertarik dengan bahasa Inggris? Mengapa?"

Siswa   : "Sudah waktu di MI. Tidak tertarik dengan bahasa Inggris karena sulit. Kata-katanya sulit, belum tau artinya, dan tidak bisa cara mengucapkan kata-katanya."

Peneliti   : "Apakah kamu merasa kurang percaya diri saat berbicara bahasa Inggris?"

Siswa   : "Iya, saya merasa ragu-ragu karena takut salah pengucapan."

Peneliti   : "Apakah kamu merasa cemas saat berbicara bahasa Inggris? Perasaan cemas seperti apa yang kamu rasakan?"

Siswa   : "Iya, saya merasa cemas karena takut salah, tidak tau artinya, tidak bisa mengucapkan, tidak bisa mikir. Nanti diketawain sama teman-teman, malu."

Peneliti   : "Apakah kamu merasa malu saat berbicara bahasa Inggris? Apa yang terjadi saat kamu merasa malu?"

Siswa   : "Saya merasa malu soalnya dilihatin sama teman-teman kalau salah ngomong. Ya tidak mau melihat ke teman-teman."

Peneliti   : "Apa yang terjadi jika melakukan kesalahan dalam pengucapan? Bagaimana perlakuan guru ketika siswa melakukan kesalahan?"

Siswa   : "Ya nanti diketawain sama temen-temen, jadinya ya tidak mau lah soalnya malu. Ya paling diberi tahu yang benarnya bagaimana, tidak dimarahin. Marahnya kalau teman-teman pada berisik."

Peneliti   : "Selama pembelajaran, apakah guru memberikan perlakuan yang berbeda pada siswa? Apakah guru memberikan perbedaan kesempatan berpartisipasi latihan berbicara saat pembelajaran?"

Siswa   : "Tidak. Guru memberikan perlakuan yang sama, biasanya kalau nunjuk gitu pasti ganti-gantian sama temen yang lain."

Peneliti   : "Menurut kamu, apakah kecepatan pembelajaran bahasa Inggris terlalu cepat/lambat?"

Siswa   : "Tidak, kecepatannya normal. Tapi kadang tidak paham sama penjelasan guru soalnya tidak bisa mengartikan kata-katanya, terus juga kalo mengajar kebanyakan pakai bahasa Inggris jadi bingung."

Peneliti   : "Berarti menurut kamu penjelasan guru kadang mudah dipahami dan kadang sulit dipahami ya?"

Siswa   : "Iya tapi lebih sering bingungnya karena pakai bahasa Inggris."

Peneliti : "Apakah di sekolah pernah mengakses komputer atau HP untuk pembelajaran bahasa Inggris?"

Siswa : "Tidak pernah. Pembelajaran di dalam kelas terus"

Peneliti : "Kegiatan pembelajaran seperti apa yang dilakukan di dalam kelas?"

Siswa : "Seringnya disuruh untuk mencatat, menerjemahkan, membaca modul, sama mendengarkan penjelasan guru."

Peneliti : "Menurut kamu, pembelajaran bahasa Inggris di kelas menarik atau membosankan? Mengapa?"

Siswa : "Ya membosankan soalnya pelajarannya gitu-gitu aja, jadi saya suka ngantuk di kelas apalagi kalo lagi dijelaskan."

Peneliti : "Saat kegiatan pembelajaran, media audio-visual apa yang biasanya digunakan oleh guru saat mengajar? Seperti penggunaan video pembelajaran, proyektor, atau speaker?

Siswa : "Pelajaran pakainya buku modul terus. Membaca teks, menerjemahkan. Ya paling menulis di papan tulis. Kalau nonton video memang tidak pernah. Makanya jadi ngantuk"

Peneliti : "Apakah pembelajaran yang dilakukan di kelas berpusat pada guru? Apakah guru lebih sering menggunakan metode ceramah saat mengajar atau pernah menggunakan metode lain?"

Siswa : "Ya seringnya menjelaskan materi. Terus siswanya disuruh menerjemahkan. Ya ceramah si"

Peneliti : "Apakah saat pembelajaran lebih sering berfokus pada grammar? Apakah diterapkan dalam latihan berbicara? Jelaskan grammar seperti apa yang dipelajari.

Siswa : "Jarang belajar grammar, paling yang ada di teks bacaan. Tidak, karena latihan berbicaranya dari menirukan guru."

Peneliti : "Apakah siswa jarang diberi kesempatan untuk berlatih berbicara bahasa Inggris? Pernahkan latihan berbicara seperti dialog, presentasi, atau roleplay?"

Siswa : "Jarang latihan berbicara bahasa Inggris, paling pas menirukan guru, seringnya menerjemahkan."

B. Interview with Student 2

Peneliti : "Apakah sebelumnya sudah pernah mendapatkan pelajaran bahasa Inggris? Apakah kamu merasa tertarik dengan bahasa Inggris? Mengapa?"

Siswa : "Pernah dapat pas SD. Tidak suka pelajaran bahasa Inggris karena membingungkan, untuk menterjemahkan agak susah. Selain itu saya juga tidak pernah minat dengan bahasa Inggris, saya lebih minatnya bahasa Jepang. Jadi lebih memilih untuk belajar bahasa Jepang daripada belajar bahasa Inggris."

Peneliti : "Apakah kamu merasa kurang percaya diri saat berbicara bahasa Inggris? Mengapa?"

Siswa	: "Iya. Saya pernah disuruh berbicara di depan kelas waktu perkenalan, rasanya itu gugup sekali, mau menghafalkan tapi tidak bisa karena kosa katanya susah. Saya juga merasa kalau tidak pintar ngomong bahasa Inggris"
Peneliti	: "Berarti kamu merasa cemas ya saat berbicara bahasa Inggris? Perasaan cemas seperti apa yang kamu rasakan?"
Siswa	: "Rasanya deg-degan sekali, jadi mulut saya tidak bisa ngomongnya seperti terbata-bata begitu. Lupa apa yang mau diomongin."
Peneliti	: "Apakah kamu merasa malu saat berbicara bahasa Inggris? Apa yang terjadi saat kamu merasa malu?"
Siswa	: "Saya malu karena saya tidak terbiasa ngomong bahasa Inggris, rasanya aneh untuk ngomongnya. Malu didengarkan sama teman-teman karena suara yang keluar itu aneh, nanti diketawain. Jadi kalau disuruh untuk ngomong bahasa Inggris saya tidak mau, lebih milih diem"
Peneliti	: "Apakah ada perasaan takut yang kamu rasakan saat berbicara bahasa Inggris?"
Siswa	: "Ada perasaan takut karena takut tidak lancar saat ngomongnya."
Peneliti	: "Bagaimana perlakuan guru saat ada siswa yang kurang lancar berbicara bahasa Inggris?"
Siswa	: "Ya sama guru dibantu perbaiki, dikasih tau yang benarnya bagaimana."
Peneliti	: "Selama pembelajaran, apakah guru memberikan perlakuan yang berbeda pada siswa? Apakah guru memberikan perbedaan kesempatan berpartisipasi latihan berbicara saat pembelajaran?"
Siswa	: "Tidak, kan latihan berbicaranya itu paling menirukan jadinya bareng-bareng satu kelas. Tapi kalo ada anak yang main sendiri biasanya lebih sering ditunjuk sama guru."
Peneliti	: "Menurut kamu, apakah kecepatan pembelajaran bahasa Inggris terlalu cepat/lambat?"
Siswa	: "Menurut saya terlalu lama karena seringnya dihambat sama kegiatan yang lain. Misalkan ada temen yang melakukan kesalahan, nah itu biasanya jadi cerita-cerita dulu terus baru dilanjut lagi pelajarannya."
Peneliti	: "Apakah di sekolah pernah mengakses komputer atau HP untuk pembelajaran bahasa Inggris?"
Siswa	: "Tidak pernah pakai komputer, pelajaran selalu di kelas. Tidak pernah disuruh membawa HP juga, soalnya teman-teman pada main game kalo bawa HP."
Peneliti	: "Kegiatan pembelajaran seperti apa yang dilakukan di dalam kelas?"
Siswa	: "Guru menjelaskan, terus siswa membaca dan menerjemahkan."

Peneliti	: "Menurut kamu, pembelajaran bahasa Inggris di kelas menarik atau membosankan? Mengapa?"
Siswa	: "Membosankan karena setiap pertemuan disuruhnya menerjemahkan lagi."
Peneliti	: "Saat kegiatan pembelajaran, media audio-visual apa yang biasanya digunakan oleh guru saat mengajar? Seperti penggunaan video pembelajaran, proyektor, atau speaker?"
Siswa	: "Tidak ada, tidak pernah pake media apa-apa, dari buku modul semua."
Peneliti	: "Apakah pembelajaran yang dilakukan di kelas berpusat pada guru? Apakah guru lebih sering menggunakan metode ceramah saat mengajar atau pernah menggunakan metode lain?"
Siswa	: "Menurut saya lebih banyak aktivitas buat siswa karena sering disuruh menerjemahkan. Guru lebih banyak bercerita."
Peneliti	: "Apakah saat pembelajaran lebih sering berfokus pada grammar? Apakah diterapkan dalam latihan berbicara? Jelaskan grammar seperti apa yang dipelajari."
Siswa	: "Grammarnya paling mengerjakan soal yang di buku modul. Tidak pernah praktek berbicara."
Peneliti	: "Apakah siswa jarang diberi kesempatan untuk berlatih berbicara bahasa Inggris? Pernahkan latihan berbicara seperti dialog, presentasi, atau roleplay?"
Siswa	: "Jarang diminta ngomong pake bahasa Inggris, sering pake bahasa Indonesia seperti pas tanya jawab."

C. Interview with Student 3

Peneliti:	: "Apakah sebelumnya sudah pernah mendapatkan pelajaran bahasa Inggris? Apakah kamu merasa tertarik dengan bahasa Inggris? Mengapa?"
Siswa	: "Baru dapet bahasa Inggris pas SMP. Tidak suka bahasa Inggris karena tidak paham kata-katanya dan tidak paham sama pelajarannya. Pas gurunya menerangkan itu tidak masuk ke otak."
Peneliti	: "Apakah kamu merasa kurang percaya diri saat berbicara bahasa Inggris? Mengapa?"
Siswa	: "Iya karena takut ada kata-kata yang salah terus struktur bahasanya kurang tepat."
Peneliti	: "Apakah kamu merasa cemas saat berbicara bahasa Inggris? Perasaan cemas seperti apa yang kamu rasakan?"
Siswa	: "Saya merasa gerogi, bingung harus ngomong apa. Terus dilihatin sama guru dan temen-temen jadi makin bingung."
Peneliti	: "Apakah kamu merasa malu saat berbicara bahasa Inggris? Apa yang terjadi saat kamu merasa malu?"

Siswa	: "Malu soalnya tidak lancar ngomong bahasa Inggris, tidak tau kosa katanya, kalo ngomongnya salah nanti dipermalukan, diketawain sama temen."
Peneliti	: "Apakah ada perasaan takut yang kamu rasakan saat berbicara bahasa Inggris?"
Siswa	: "Takut salah ngomong, takut diketawain dan diejek sama temen karena tidak bisa ngomongnya."
Peneliti	: "Apa yang terjadi jika melakukan kesalahan dalam pengucapan? Bagaimana perlakuan guru ketika siswa melakukan kesalahan?"
Siswa	: "Ya dikasih tau yang bener gimana, tidak pernah marah sih, marahnya kalo ada yang bandel."
Peneliti	: "Selama pembelajaran, apakah guru memberikan perlakuan yang berbeda pada siswa? Apakah guru memberikan perbedaan kesempatan berpartisipasi latihan berbicara saat pembelajaran?"
Siswa	: "Tidak, sama saja. Latihan berbicara cuma menirukan biasanya bareng-bareng."
Peneliti	: "Menurut kamu, apakah kecepatan pembelajaran bahasa Inggris terlalu cepat/lambat?"
Siswa	: "Menurut saya terlalu lama, jadi bosen karena kegiatannya cuma itu-itu aja tidak pernah ada yang baru."
Peneliti	: "Kegiatan pembelajaran seperti apa yang dilakukan di dalam kelas?"
Siswa	: "Lebih sering disuruh membaca sama menulis terjemahan. Jadinya bosen pelajarannya."
Penelitian	: "Berarti menurut kamu pelajaran bahasa Inggris terasa membosankan ya?"
Siswa	: "Iya soalnya jenuh pelajarannya kaya gitu terus, cuma dengerin penjelasan guru."
Peneliti	: "Apakah di sekolah pernah mengakses komputer atau HP untuk pembelajaran bahasa Inggris?"
Siswa	: "Belum pernah. Disuruhnya bawa kamus, itu juga tidak semuanya bawa paling cuma beberapa anak."
Peneliti	: "Saat kegiatan pembelajaran, media audio-visual apa yang biasanya digunakan oleh guru saat mengajar? Seperti penggunaan video pembelajaran, proyektor, atau speaker?"
Siswa	: "Tidak ada, belum pernah pake seperti itu. Pakenya modul sama kamus."
Peneliti	: "Apakah pembelajaran yang dilakukan di kelas berpusat pada guru? Apakah guru lebih sering menggunakan metode ceramah saat mengajar atau pernah menggunakan metode lain?"
Siswa	: "Pas pelajaran selalunya menerangkan materi. Kegiatan buat siswanya ya menerjemahkan."

Peneliti	: "Apakah saat pembelajaran lebih sering berfokus pada grammar? Apakah diterapkan dalam latihan berbicara? Jelaskan grammar seperti apa yang dipelajari."
Siswa	: "Ya menulis grammar yang di buku modul, seperti kemarin yang kata kerja bentuk past. Tapi tidak pernah latihan ngomong bahasa Inggris pake grammar."
Peneliti	: "Apakah siswa jarang diberi kesempatan untuk berlatih berbicara bahasa Inggris? Pernahkan latihan berbicara seperti dialog, presentasi, atau roleplay?"
Siswa	: "Belum pernah latihan yang seperti itu. Paling ya disuruh baca yang di modul, nanti dihafalin terus ditanya artinya jawabnya pake bahasa Inggris."

D. Interview with Student 4

Peneliti	: "Apakah sebelumnya sudah pernah mendapatkan pelajaran bahasa Inggris? Apakah kamu merasa tertarik dengan bahasa Inggris? Mengapa?"
Siswa	: "Baru dapet bahasa Inggris pas SMP. Sedikit suka karena kalo pelajaran disuruh membaca. Tapi lebih banyak tidak sukanya karena pelajarannya menjelaskan terus."
Peneliti	: "Apakah kamu merasa kurang percaya diri saat berbicara bahasa Inggris? Mengapa?"
Siswa	: "Saya merasa tidak lancar ngomong Inggris, takut salah ngomong."
Peneliti	: "Apakah kamu merasa cemas saat berbicara bahasa Inggris? Perasaan cemas seperti apa yang kamu rasakan?"
Siswa	: "Saya merasa gugup, tidak bisa mikir, tidak tau harus ngomong apa."
Peneliti	: "Apakah kamu merasa malu saat berbicara bahasa Inggris? Apa yang terjadi saat kamu merasa malu?"
Siswa	: "Malu kalo dilihatin terus diketawain sama temen-temen."
Peneliti	: "Apakah ada perasaan takut yang kamu rasakan saat berbicara bahasa Inggris?"
Siswa	: "Takut salah ngomong, takut tidak jelas ngomongnya, takut dimarahin."
Peneliti	: "Apa yang terjadi jika melakukan kesalahan dalam pengucapan? Bagaimana perlakuan guru ketika siswa melakukan kesalahan?"
Siswa	: "Ya paling dikasih tau kalo salah, tapi tetep aja rasanya takut."
Peneliti	: "Selama pembelajaran, apakah guru memberikan perlakuan yang berbeda pada siswa? Apakah guru memberikan perbedaan kesempatan berpartisipasi latihan berbicara saat pembelajaran?"
Siswa	: "Selalu dapet giliran ganti-gantian gitu. Paling yang berisik terus itu nanti sering ditunjuk sama guru."

Peneliti	: "Menurut kamu, apakah kecepatan pembelajaran bahasa Inggris terlalu cepat/lambat?"
Siswa	: "Menurut saya pembelajaran terlalu cepat. Menjelaskan terlalu cepat, terus pendelasannya kadang jelas kadang bikin bingung karena pas dijelasin ada yang ketinggalan tapi tidak diulang."
Peneliti	: "Apakah di sekolah pernah mengakses komputer atau HP untuk pembelajaran bahasa Inggris?"
Siswa	: "Belum pernah. Pelajaran pakenya kamus terus."
Peneliti	: "Kegiatan pembelajaran seperti apa yang dilakukan di dalam kelas?"
Siswa	: "Seringnya menerjemahkan yang ada di modul terus ditulis."
Peneliti	: "Saat kegiatan pembelajaran, media audio-visual apa yang biasanya digunakan oleh guru saat mengajar? Seperti penggunaan video pembelajaran, proyektor, atau speaker?"
Siswa	: "Tidak ada."
Peneliti	: "Menurut kamu, pembelajaran bahasa Inggris di kelas menarik atau membosankan? Mengapa?"
Siswa	: "Pelajarannya cuma nulis, menerjemahkan jadi tidak tertarik buat belajar."
Peneliti	: "Apakah pembelajaran yang dilakukan di kelas berpusat pada guru? Apakah guru lebih sering menggunakan metode ceramah saat mengajar atau pernah menggunakan metode lain?"
Siswa	: "Menjelaskan terus. Disuruhnya menerjemahkan sama menjawab soal yang di modul."
Peneliti	: "Apakah saat pembelajaran lebih sering berfokus pada grammar? Apakah diterapkan dalam latihan berbicara? Jelaskan grammar seperti apa yang dipelajari."
Siswa	: "Menulis grammar yang di teks bacaan. Tidak pernah praktek berbicara pake grammar."
Peneliti	: "Apakah siswa jarang diberi kesempatan untuk berlatih berbicara bahasa Inggris? Pernahkan latihan berbicara seperti dialog, presentasi, atau roleplay?"
Siswa	: "Jarang, lebih sering disuruh menulis terjemahan. Belum pernah latihan berbicara seperti itu."

E.   Interview with Student 5

Peneliti	: "Apakah sebelumnya sudah pernah mendapatkan pelajaran bahasa Inggris? Apakah kamu merasa tertarik dengan bahasa Inggris? Mengapa?"
Siswa	: "Baru dapet bahasa Inggris pas SMP. Saya tidak suka bahasa Inggris karena tidak paham dan tidak bisa mengartikannya."

Peneliti	: "Apakah kamu merasa kurang percaya diri saat berbicara bahasa Inggris? Mengapa?"
Siswa	: "Saya tidak percaya diri karena merasa tidak bisa bicara Inggris, bingung cara ngomongnya."
Peneliti	: "Apakah kamu merasa cemas saat berbicara bahasa Inggris? Perasaan cemas seperti apa yang kamu rasakan?"
Siswa	: "Kalo disuruh ngomong bahasa Inggris itu rasanya gugup, tidak lancar ngomongnya jadi terbata-bata."
Peneliti	: "Apakah kamu merasa malu saat berbicara bahasa Inggris? Apa yang terjadi saat kamu merasa malu?"
Siswa	: "Saya malu karena diketawain sama temen-temen. Kalo liat temen ketawa saya jadi ikut ketawa, jadi milih diem aja daripada ngomong bahasa Inggris."
Peneliti	: "Apakah ada perasaan takut yang kamu rasakan saat berbicara bahasa Inggris?"
Siswa	: "Takut diketawain karena gabisa ngomongnya, kalo ngomong itu belibet karena susah kata-katanya."
Peneliti	: "Apa yang terjadi jika melakukan kesalahan dalam pengucapan? Bagaimana perlakuan guru ketika siswa melakukan kesalahan?"
Siswa	: "Ya dibilangin kenapa tidak memperhatikan pas dicontohin terus diajarin cara yang bener."
Peneliti	: "Selama pembelajaran, apakah guru memberikan perlakuan yang berbeda pada siswa? Apakah guru memberikan perbedaan kesempatan berpartisipasi latihan berbicara saat pembelajaran?"
Siswa	: "Menurut saya sih tidak, soalnya yang ditunjuk gantian."
Peneliti	: "Menurut kamu, apakah kecepatan pembelajaran bahasa Inggris terlalu cepat/lambat?"
Siswa	: "Pembelajaran terlalu lama, dikit-dikit disuruh menerjemahkan, rasanya membosankan."
Peneliti	: "Berarti menurut kamu pelajaran bahasa Inggris terasa membosankan ya?"
Siswa	: "Iya membosankan karena kegiatannya itu-itu terus."
Peneliti	: "Apakah di sekolah pernah mengakses komputer atau HP untuk pembelajaran bahasa Inggris?"
Siswa	: "Belum pernah sama sekali."
Peneliti	: "Kegiatan pembelajaran seperti apa yang dilakukan di dalam kelas?"
Siswa	: "Guru lebih sering menjelaskan. Siswanya disuruh menerjemahkan, mengerjakan asesmen di modul, menulis."
Peneliti	: "Saat kegiatan pembelajaran, media audio-visual apa yang biasanya digunakan oleh guru saat mengajar? Seperti penggunaan video pembelajaran, proyektor, atau speaker?"
Siswa	: "Belum pernah."

Peneliti	: "Apakah pembelajaran yang dilakukan di kelas berpusat pada guru? Apakah guru lebih sering menggunakan metode ceramah saat mengajar atau pernah menggunakan metode lain?"
Siswa	: "Tidak ada, seringnya menjelaskan."
Peneliti	: "Apakah saat pembelajaran lebih sering berfokus pada grammar? Apakah diterapkan dalam latihan berbicara? Jelaskan grammar seperti apa yang dipelajari."
Siswa	: "Mengerjakan grammar yang di modul, suruh cari yang kata kerja gitu. Latihan berbicaranya kan dari menirukan jadi ya cuma baca teks yang di modul."
Peneliti	: "Apakah siswa jarang diberi kesempatan untuk berlatih berbicara bahasa Inggris? Pernahkan latihan berbicara seperti dialog, presentasi, atau roleplay?"
Siswa	: "Ya menirukan guru, dibacakan teks terus suruh mengikuti. Itu juga kadang-kadang, lebih sering menerjemahkannya. Kalo latihan dari yang lain-lain belum pernah."

F. Interview with Teacher (Mrs. S)

Peneliti	: "Apakah siswa menunjukkan sikap cemas atau merasa gugup ketika berbicara bahasa Inggris di dalam kelas? Mohon jelaskan.
Guru	: "Ya siswa kalo diminta berbicara Inggris yang ditunjukkan dan terlihat dari mereka ya gugup, ragu-ragu, tidak percaya diri untuk berbicaranya, dan tanya sana sini, tanya ke temennya yang di samping kiri samping kanan. Tanya ke temennya cara ngomongnya bagaimana."
Peneliti	: "Apakah siswa menunjukkan perilaku kurang percaya diri saat berbicara bahasa Inggris? Mohon jelaskan perilaku yang bagaimana?"
Guru	: "Iya siswa kurang percaya diri. Kalo ditunjuk untuk berbicara pake Inggris itu pada gamau, bilangnya "masa saya bu?", "jangan saya lah bu, saya tidak bisa", "susah banget bu". Kalo pas sudah berbicara ya tidak bisa diam, tengok kanan kiri, senggol temennya."
Peneliti	: "Apakah siswa terlihat malu ketika berbicara bahasa Inggris? Mohon jelaskan."
Guru	: "Iya siswa terlihat malu ya. Terkadang siswa saat berbicara bahasa Inggris itu menutup mulutnya, terus menyembunyikan wajahnya."
Peneliti	: "Apakah siswa menunjukkan rasa takut untuk berbicara bahasa Inggris di dalam kelas? Mohon jelaskan."
Guru	: "Kayanya lebih ke malu dan tidak pede ya untuk berbicara pake bahasa Inggris. Kalo ketakutan membuat kesalahan berbicara ya ada, biasanya siswa akan mengatakan "ga bisa

	lah, Bu, nanti kalo salah bagaimana?" Padahal kalo salah ya gapapa, kan namanya juga mencoba."
Peneliti	: "Apakah siswa sering mentertertawakan temannya yang mencoba berbicara bahasa Inggris di dalam kelas? Mohon jelaskan."
Guru	: "Selalu mentertawakan. Bahkan ada yang tertawa saat diminta menirukan guru."
Peneliti	: "Terkait dengan tekonologi pembelajaran yang digunakan untuk keterampilan berbicara, apakah pernah mengakses teknologi seperti komputer dan internet untuk pembelajaran? Mohon jelaskan."
Guru	: "Mungkin bisa dibilang ada keterbatasan untuk mengakses teknologi ya. Misalnya kan sebetulnya dengan membawa HP mereka lebih punya sarana untuk belajar bahasa Inggris, tapi kalo diminta membawa HP kan harus dititipkan ke guru, mereka tidak mau segera menitipkan begitu sampe di sekolah. Terus pada saat di kelas diajak untuk membuka yang terkait dengan pembelajaran, kadang-kadang mereka malah memilih membuka yang lainnya yang tidak ada kaitannya dengan pelajaran. Jadi tidak dapat menggunakan sesuai dengan yang seharusnya, nah karena seperti itu akhirnya guru-guru jarang meminta mereka untuk membawa HP. Kalo pelajaran saya memang belum pernah meminta untuk bawa hp. Sementara kamus juga mereka tidak punya , ada yang punya tapi tidak mau membawa dengan alasan berat. Terkait dengan penggunaan komputer, selama mengajar saya tidak pernah menggunakan komputer dikarenakan saya sendiri itu bisa dibilang gaptek, jadi mengajarnya sesuai kemampuan saya saja."
Peneliti	: "Apakah ketika mengajar di kelas, Ibu menggunakan alat dan bahan ajar? Apa alat dan bahan ajar yang digunakan oleh Ibu saat mengajar keterampilan berbicara? Mohon jelaskan."
Guru	: "Kalo alat dan bahan ajar kyaknya menggunakan yang paling simple ya yaitu lembar kerja. Sejauh ini belum pernah pake media pembelajaran."
Peneliti	: "Apakah Ibu menggunakan materi audio-visual seperti video untuk pembelajaran berbicara? Mohon jelaskan."
Guru	: "Belum pernah ya. Selama pembelajaran itu ya menggunakannya yang ada di buku modul, kadang untuk membantu siswa mengetahui kosa kata itu ditulis di papan tulis."
Peneliti	: "Apakah Ibu menggunakan alat bantu audio-visual seperti proyektor, speaker untuk pembelajaran berbicara? Mohon jelaskan."

Guru   : "Sejauh ini belum pernah dengan berbagai sebab seperti keterbatasan proyektor dan speaker yang tersedia di sekolah yang mengakibatkan jadi rebutan sehingga memilih untuk mengalah. Selain itu kalau mau pakai proyektor itu saya harus minta tolong ke guru lain untuk membantu, tapi guru lain kan punya kesibukan masing-masing ya, jadi saya memilih untuk tidak memakai proyektor agar tidak merepotkan."

Peneliti   : "Ketika siswa melakukan kesalahan saat pembelajaran berbicara, bagaimana perlakuan yang ibu berikan kepada siswa? Apakah Ibu memarahi atau mengejek siswa ketika mereka melakukan kesalahan saat latihan berbicara? Mohon jelaskan."

Guru   : "Kalo salah ya tidak apa-apa, dikoreksi pelan-pelan, diminta mengulang ucapannya, tidak pernah dimarahi apalagi diejek."

Peneliti   : "Bagaimana perlakuan yang Ibu berikan saat berlatih berbicara di dalam kelas? Apakah ada perbedaan perlakuan? Apakah Ibu lebih banyak memberikan memberikan kesempatan berpartisipasi kepada siswa berprestasi tinggi dibandingkan kepada siswa berprestasi rendah? Mohon jelaskan."

Guru   : "Justru lebih memperhatikan yang masih kurang bisa, atau meminta yang sudah bisa untuk mengajari yang kurang bisa. Dan selalu mengusahakan untuk memberikan kesempatan yang sama ke siswa untuk mencoba berbicara bahasa Inggris, tidak pernah membeda-bedakan karena saat menunjuk pun meskipun secara acak tapi tetap semuanya ketunjuk."

Peneliti   : "Apakah siswa sering memberikan tanda atau komentar terkait kesulitan memahami pembelajaran yang diajarkan? Mohon jelaskan."

Guru   : "Menurut pengamatan saya, para siswa jarang memberikan tanda atau komentar terkait kesulitan, bahkan di antara mereka itu menurut saya terkesan cuek dengan pembelajaran."

Peneliti   : "Saat mengajar, seberapa besar perhatian Ibu terhadap pelafalan kata-kata dalam bahasa Inggris? Apakah itu menjadi prioritas dalam pembelajaran?"

Guru   : "Awal-awalnya sangat memprioritaskan pelafalan untuk siswa, tetapi karena lama-lama mereka kalo diminta menirukan itu hanya tertawa, akhirnya tidak lagi menjadi prioritas, lama-lama yang pemting mereka tau arti kata-katanya, walaupun itu menurut saya juga tidak benar ya. Kalau saya sebagai guru selalu berusaha melafalkan dengan

benar, misalkan ragu-ragu saya akan cek di kamus bagaimana melafalkan yang benar."

Peneliti : "Dari pengamatan Ibu, apakah ada siswa yang sering kesulitan mengikuti kecepatan pembelajaran speaking? Atau justru merasa bosan karena pembelajaran terlalu lambat? Mohon jelaskan."

Guru : "Menurut pengamatan saya, saya mau model cepat atau model lambat lebih banyak yang tidak memperhatikan atau lebih banyak yang tidak terpengaruh karena kadang-kadang mereka malah asyik bercerita dengan teman dan yang diceritakan itu tidak ada kaitannya dengan pembelajaran yang sedang dilaksanakan."

Peneliti : "Apakah pembelajaran yang dilakukan di kelas lebih sering berpusat pada guru? Mohon jelaskan."

Guru : "Ya fifty-fifty. Seimbang ya karena guru menerangkan materi pembelajarannya, lalu siswa juga sering diminta untuk mengerjakan tugas, menjawab soal, menerjemahkan begitu."

Peneliti : "Apa metode pembelajaran yang biasa Ibu gunakan di dalam kelas? Apakah metode pembelajaran yang digunakan bervariasi atau sama? Mohon jelaskan."

Guru : "Ya diskusi informatif, sering tanya jawab. Jadi dimulai dari menjelaskan, setelah menjelaskan lalu memberi pertanyaan, ada mengerjakan latihan juga. Ya mungkin ke depan mencoba model lain, tapi selama ini ya menjelaskan dan diskusi."

Peneliti : "Apakah pembelajaran di kelas ini lebih banyak menekankan pada tata bahasa dan struktur kalimat dibandingkan keterampilan lainnya, seperti berbicara atau mendengarkan? Mohon jelaskan."

Guru : "Diusahakan seimbang antara mendengarkan, berbicara, membaca, menulis. Jadi tidak ada yang lebih berat."

Peneliti : "Pada saat pembelajaran, apakah siswa diberi kesempatan untuk berlatih berbicara bahasa Inggris? Mohon jelaskan."

Guru : "Iya memberikan kesempatan untuk bicara pake bahasa Inggris. Ya fifty-fifty antara bahasa Inggris dengan bahasa Indonesia. Siswa berlatih berbicara itu dengan menirukan guru. Untuk latihan misalkan dialog itu masih dengan membaca ya jadi tidak dihafalkan karena pasti siswa tidak mau. Saat diskusi tanya jawab ya fifty-fifty antara penggunaan bahasa Inggris dengan bahasa Indonesia. Ya paling seperti itu si latihan berbicara bahasa Inggris untuk siswa. Kalo untuk latihan berbicara seperti role play atau presentasi gitu belum pernah ya."
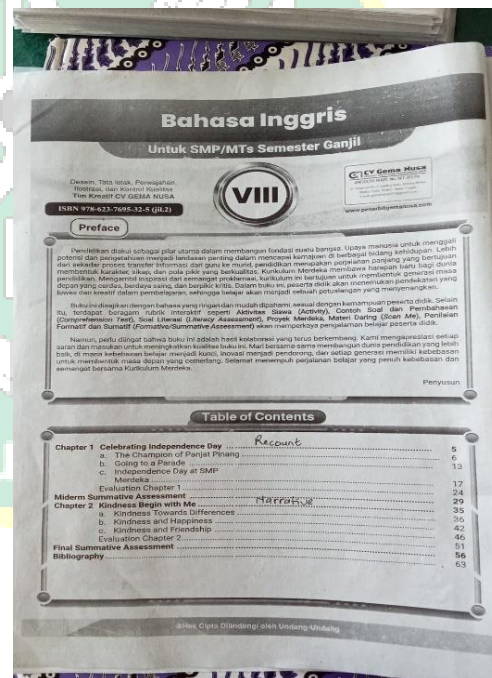
Learning Activity

Module Book

Chapter II — Kindness Begin with Me

Profil Pelajar Pancasila

Learning Objectives

After learning this chapter, students are expected to be able to:
1. connect and sequence events in an imaginative story;
2. explain characters' actions, feelings, and behavior in an imaginative story; and
3. retell and rewrite an imaginative story.

Study Points

A. Narrative text
B. Past tenses using was and were
C. Characters, actions, feeling, behavior

Apperception

Look at the picture carefully. Do you know the story behind the illustration? It shows a story about fable or fairy tale. It is included a narrative text. A narrative text is a text that tells a story. The story can be realistic, fantastic, or a mix of both. The goal of narrative is to connect the reader with the text, the characters and events that occur within the story. Do you know what a fable or fairy tale or folk tale is? Mention other examples of it. Now, in this chapter you are going to learn about narrative text carefully.

Study Stimulus

Answer the following questions before you learn the material in this chapter.
1. What do you know about narrative text?
   Answer :
2. What do you know about generic structure of narrative text?
   Answer :

Material Summary

A. Kindness Towards Differences

Here in subchapter A, we will learn about narrative text of sadness, and unlucky story. Sadness is an emotional state characterized by feelings of unhappiness and low mood. It is considered one of the basic emotions. It is a normal response to situations that are upsetting, painful, or disappointing. Sometimes these feelings can be intense, while in other cases they might be fairly mild. While unlucky is marked by bad luck or failure.

Narrative Text

1. **Definition**
   Narrative text is a text focusing on specific participants. Its social function is to tell stories, entertain the readers, and to show moral values indirectly.

2. **Generic Structures**
   Generic structures which construct narrative text are as follows.
   a. Orientation : The introduction part which consists of what is in the text in general.
   b. Complication : Part which explores the conflict among the characters. This part contains the essential content of a narrative text.
   c. Resolution : Part when the conflict tends to be decreased and ended. This is the part when the characters get the solution of their conflicts. Then finally the conflict ended as the story ends.

3. **Language Feature**
   There are several language features that can be found in a narrative text. They are as follows.
   a. The use of specific nouns to mention people and things in the story.
   b. The use of adjectives to describe the quality or characteristics of the people, things, and events in the story.
   c. The use of time connectives to sequence events through time.
   d. The use of adverbs and adverbial phrases to locate the particular events.
   e. The use of past tense to mention actions in narrative.

4. **The Example**
   Here is the example of narrative text of sadness and unlucky story.

The Swan and the Owl

A long, long time ago, there lived a Swan near a lake in a forest.
One night, an Owl saw the Swan gliding on the lake in the moonlight. He praised the Swan and soon, the two became friends. They met near the lake for many days.
The Owl soon got bored of the place and told the Swan, "I am going back to my forest. You are welcome to visit me whenever you want to."

Scan Me!

To further understand the material about narrative text, scan the following QR code.

One day, the Swan decided to visit the Owl. It was daylight when the Swan reached the Owl's home. She could not find him, as he was hiding in the dark hole of a tree.
The Owl told the Swan, "Please rest till the sun sets. I can come out only at night."
Early next morning, some people were passing by. On hearing them, the Owl hooted.
The people thought it was not a good sign to hear an Owl hoot. So, one of them wanted to shoot the Owl.
The Owl flew away and hid in a hole near the lake. The poor Swan did not move. The arrow hit the Swan and she died.

Listening

Listen to the following text carefully and fill in the blank spaces with the correct answer.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get (1) .... He did not have the desire for having a relationship with women.

One summer day he (2) ... very ill, so ill, in fact, that he sent for his sister and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they (3) ... a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan, but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously (4) .... On examining the tomb the young man (5) ... the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was (6) ... with flowers, and that the little water tank had been recently filled.

When the young man (7) ... to the house, he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" (8) ... his mother. "When your uncle was young he was (9) ... to Akiko. She died shortly before her wedding day. When Akiko left this world, your uncle resolved to never marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and (10) ... for her happiness, swept the tomb, and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul.

1. married 2. became 3. watched 4. disappeared 5. found 6. surrounded
7. returned 8. murmured (bergumam) 9. betrothed (bertunangan) 10. prayed

Speaking

Task 1

Practice the following dialog carefully.

Handa : Hima, what is your favorite fairy tale?
Hima : My favorite tale is The Wolf and the Seven Little Goats.
Handa : Is it a fairy tale collected by the Brothers Grimm?
Hima : You are correct.
Handa : I am a little bit forget about the story plot. Can you tell me the beginning of the story?
Hima : One day, there lived mama goat with her seven kids. Mama goat wanted to go to the market. So, mama goat said to the kids to beware of the wolf. The wolf always banged the door. He had a hoarse voice and her footprints were black.
Handa : Ah, yes. I remember. Then, the wolf banged the door and got ousted. Then, he chewed a chalk to make his voice softer. But alas, his footprints were still black and got ousted again. At the third attempt, the wolf chewed a chalk and coat his feet with white chalk. The wolf said that he is the mother of the goats. The goats just believed what the wolf said so they were all eaten except the youngest goat who hid in the clock.
Hima : You are correct. Then, what the mother goat made me wonder.
Handa : What is it?

Hima : After finding her house was a mess, she looked for her children. The youngest came and told everything. Then, they searched the wolf. They found him sleeping. Then, he ripped the wolf's belly and took out her kids one by one. Then, he placed big stones inside the wolf's belly.
Handa : Such a cruel mother.
Hima : Indeed. Those stones will made the wolf drowned when he was searching for a water.
Handa : I guess bad things will be repaid with bad things.
Hima : I agree with you.

Task 2

Develop the story into narrative text. Develop it with your own style as long as it doesn't deviate from the original plot. Write in your task book. Mark the orientation, complication, and resolution parts.

Reading

Task 1

Read the text below and answer the questions.

The Greedy Monkeys

A family of monkeys lived in a forest in South China. They often came out to play. They liked to drink wine and wear red shoes. A hunter knew they lived in the forest and wanted to catch them. The monkeys were very clever, they always ran away when they saw him coming.

One day, the monkeys were all playing together. Suddenly one of them thought he could smell some wine.

"Ai-yaah! What a lovely smell! Where is it coming from?" he cried.

The monkeys soon found that it was coming from a large jar at the side of the path. There were also several pairs of red shoes next to the jar. The leader of the monkeys said, "We must be careful. I'm sure the hunter is playing a trick on us."

Another monkey asked, "Why should he place such beautiful shoes by the side of the jar?" As he spoke, he scratched his foot which began to itch. Yet a third monkey advised them, "We have not so far been caught by the hunter because we have been careful." The old monkey who was their leader said, "You're right." We must be very careful. We don't want the hunter to catch us."

"Stupid old hunter!" he cried out loudly. "Do you really think you can catch us?"

All the other monkeys started to shout, "Silly old hunter! Stupid old hunter!" until their throats were quite dry. They all stood in a circle around the wine jar and red shoes. They did not know what to do. No one wanted to leave. Some of them licked their lips. Others scratched their feet.

"Can we taste just a little of the wine?" one of the monkeys asked.

Without saying anymore, all the monkeys rushed towards the wine jar and opened it.

"Ai-yaah! What a marvelous smell! We're really very lucky! What wonderful wine!"

At first the monkeys tasted the wine with their tongues only. Soon they started to swallow large quantities of it.

Some of them put on the red shoes and jumped and danced in them. Others who had drunk too much wine fell to the ground.

Suddenly there was a loud noise from the forest. It was the hunter.

Some of the monkeys tried to run away. But they could not do so because the shoes were tied together. It was very easy for the hunter to catch them. He tied all of them up.

"We're really very unlucky." One of the monkeys said.

Another monkey answered, "We can only blame ourselves. We were too greedy."

Questions:

1. Where did family of monkeys live?
2. What did they like to drink and wear?
3. What did the leader of the monkeys say when there were several pairs of red shoes next to the jar?
4. Why did some of the monkeys could not run away from the hunter?
5. Did the hunter catch the monkeys easily?

Task 2

Read the following text aloud and answer the questions.

Lebai Malang

Once there was a young man called Lebai Malang. He was still a bachelor. He lived in a village near a river in Central Sumatra.

One day, Lebai was very confused because he was invited to attend two parties. One was in the northern village and the other was in southern. He knew that the people in the northern village were clever at cooking. Whatever they cooked tasted very delicious, but on that day they killed just one buffalo. The people in the southern village couldn't cook. Whatever they cooked tasted salty, but they killed so many buffaloes, goats, and deer.

Where did Lebai decide to go? To go north or south? In the end, Lebai made up his mind to go north by boat. On his way to the northern village, he saw many people going there. "How can I get food?" he thought. Then he turned his boat to the southern village. When he nearly got there, he changed his mind again because he knew very well that the people in the southern village couldn't cook.

Then he turned his boat again to the northern village. He felt very tired, because he rowed against the stream. What happened to him when he got to the northern village was the party had finished. Then he returned home. When he got home, he saw just rice. No side dish. So he decided to go fishing. He took his fishing rod and put some rice inside a banana leaf.

After waiting for an hour, he didn't catch any fish while he felt very hungry. When he would open the banana leaf, the boat moved and the rice fell into the water. Since then all the people had called him "UNLUCKY TEACHER OR LEBAI MALANG".

Questions:

1. What is the purpose of writing the text?
2. What does the story tell us about?
3. What was Lebai Malang's problem?
4. Why did Lebai return his boat to the southern village?
5. What is the moral value of the story above?

Task 3

Read the following text aloud and answer the questions.

The Peacock

Before he got his beautiful tail, the Peacock was an ordinary bird, with a small bunch of feathers. One day, the Peacock visited Juno, the Goddess of Protection. The Peacock told her that he wished to look grand and beautiful. Juno smiled. He was a good bird and she liked him.

The Peacock then described the long train of brightly colored feathers that he wanted to trail behind him. He also wished to be the loveliest of all the birds! To his great joy, Juno agreed.

What a wonderful tail he got! Blue and green with a jewel-like pattern, opening up like a fan when he raised it. Now the Peacock decided to walk like a king! So he held his head high and walked with style! The common birds looked at him in surprise! Even the pretty long tailed pheasants were jealous! After showing off his tail, the Peacock decided to fly.

The Peacock was shocked! He simply could not fly. He could take a few flying steps, but nothing more! He sadly realized that had lost a wonderful ability, simply because he had wanted to look good!

Questions:

1. What did the Peacock look like before he got his beautiful tail?
2. Why did the Peacock visit Juno, the Goddess of Protection?
3. What did the Peacock wish to Juno?
4. Why was the Peacock shocked and frustrated?
5. What is the moral value of the story above?

Writing

Task 1

Fill in the blank spaces with the correct answer in the box.

The Old Woman and the Sparrow

Once upon a time, there (1) ... a kindhearted man and his wife. One morning, his wife (2) ... a poor little sparrow. She (3) ... it gently and fed it. To show its gratitude, the sparrow stayed with them and (4) ... every morning. Nevertheless, there was an ill-tempered old woman who did not like the sparrow. She cut the sparrow's tongue. That was why the bird (5) ... to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife (6) ... the sparrow. They walked a long way, crossed the bridges, climbed the mountains, and (7) ... the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow (8) ... two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket that actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other (9) ... creatures. Finally, apathy (10) ... and bit her to death.

passed 7	horrible 9	took 3	flew away 5	lived 1
brought 8	stung 10	sang 4	looked for 6	found 2

Task 2

Fill in the blank spaces of the following story with appropriate answer in the box.

The Legend of Telaga Warna

Long, long ago, there was a kingdom in West Java. The kingdom was (1) ... by a king named His Majesty Prabu.

Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, (2) ... for a child.

A few months later, the queen got (3) .... Nine months later, (4) ... was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made the princess turn into a very spoiled girl.

One day, the princess (5) ... her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful (6) ... was broken. The gold and jewels were (7) ... on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was (8) .... The earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank (9) ....

Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from (10) ..., plants, flowers, and sky around the lake. But some people said that the colors are from the princess' necklace, which spreads at the bottom of the lake.

a. 7	spread out	f. 8	a miracle
b. 5	celebrated	g. 6	necklace
c. 9	the kingdom	h. 10	shadows of forest
d. 3	pregnant	i. 4	a princess
e. 2	begging	j. 1	ruled

Competence Test

Read the following text and answer the question.

Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their mother in a sand-bank, underneath the root of a very big fir tree.

"Now my dears," said old Mrs. Rabbit one morning, "you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your father had an accident there; he was put in a pie by Mrs. McGregor.

"Now run along, and don't get into mischief. I am going out."

Then, Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cotton-tail, who were good little bunnies, went down the lane to gather blackberries. But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate.

First he ate some lettuces and some French beans; and then he ate some radishes; and then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, he met Mr. McGregor!

Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, "Stop thief!"

Peter was most dreadfully frightened; he rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages, and the other shoe amongst potatoes. He ran on four legs and went faster, but he got caught in a gooseberry net.

1. From the text, we know that ....
   a. Peter is a docile bunny
   b. Peter lost both of his shoes.
   c. Mr. McGregor ran after Peter.
   d. Mr. McGregor put Peter's mother into a pie.
   Answer : c. Mrs. McGregor ran after Peter.

Discussion:
Berdasarkan isi bacaan dapat diketahui bahwa Pak McGregor berlari mengejar Peter karena Peter ketahuan mencuri di ladang miliknya. Hal ini dapat dilihat dari kutipan kalimat pada bacaan: Mr. McGregor was on his hands and knees planting out young cabbages, but he jumped up and ran after Peter, waving a rake and calling out, 'Stop thief!'

The following text is for questions number 1 and 2.

King Ranubanu had a very pretty princess. She loved playing with water very much. Then, people of the kingdom began to suffer from a strange disease. A lot of people died. Physicians failed to cure the people.

One day, an old man visited the king. He said that the kingdom could be free from the disease with the help of a rare flower which grew in the middle of a lake. The lake was just at Mount Semeru's foot. However, the flower could only be picked by the princess. Sadly, the king let the princess do the heavy task.

After a long journey, the princess and her people arrived at the lake. The water of the lake soon attracted the princess to play in it. She jumped into the lake and forgot about the task. She refused to go back to the kingdom.

Hearing about the princess' behavior, the king got angry. He went to see the princess and said, "People are waiting for you to bring the flower to cure them, but you forgot about the task. If you refuse to go back to the palace you'd better stay here in the lake forever!"

Surprisingly, the princess turned into white flower. The king sadly took the flower out of the lake and brought it to the palace. Amazingly, people of the kingdom could be cured by seeing the flower. The flower is known as the water lily.

1. What does the second paragraph tell us about?
   a. The old man and the king.
   b. The beautiful flower in the middle of the lake.
   c. The task given to the princess, to get the flower.
   d. The beauty of the lake at the foot of Mount Semeru.

2. What happened to the people of the kingdom when they saw the water lily?
 a. They were sad.
 b. They got better.
 c. They were terrified.
 d. They left the kingdom.

B. Kindness and Happiness

Here in subchapter B, we will learn about narrative text of happiness, and lucky story. Happiness is an emotional state characterized by feelings of joy, satisfaction, contentment, and fulfillment. While happiness has many different definitions, it is often described as involving positive emotions and life satisfaction. While lucky is having or marked by good luck or fortunate in life.

Here is the example of narrative text telling a happy andlucky story.

Thumbelina

Once upon a time, there was a kind woman who had no children, longed for a baby and would often say, "How I would love to have a baby girl, even a tiny little one." A beautiful fairy heard her wish one day and gave her a little seed to plant in a flowerpot. When the seed bloomed into a tulip, the woman saw a tiny, beautiful girl inside, no bigger than her thumb. She decided to call her Thumbelina. She was so small that she had a walnut shell for a bed and used petals as a blanket. Then, an ugly toad fell in love with Thumbelina.

One night when she was sleeping, he carried her off to his lily pad in a pond. Thumbelina was very unhappy. A swallow was passing by and saw how sad she looked, and said, "Come south with me to warmer lands." Young Thumbelina flew away on the swallow's back. They flew across the seas and came to a land of sunshine. The swallow said, "This is my home. You can live in one of the loveliest and biggest flowers." When Thumbelina stepped inside, she found a handsome fairy, as tiny as her, in its heart. He was the son of the king of flowers and he fell in love with Thumbelina. He asked her to marry him.

So Thumbelina became queen of the flowers and the two lived happily ever after.

Listening

Listen carefully and complete the following text with the correct answer.

Princess Rose and the Golden Bird

Once upon a time there lived (1) ... in a kingdom. She had long red hair and loved roses so much that everyone called her Princess Rose. Every evening after dusk, Princess Rose went out on the balcony and clapped her hands. A golden bird came flying out of nowhere and alighted on her shoulder. Instantly, the princess' hair began to shine, ablaze with brilliant red light. When the bird started to warble an enchanting tune, Princess' Rose joined it in a song, and everyone in the kingdom fell asleep and had (2) ... till the break of dawn.

Until one day something terrible happened. A wicked witch learned about Princess Rose and decided to curse her. "Abracadabra, Sim-Sala-Bim, may the rose's color dim!" the witch said, and Princess Rose's hair instantly turned as black as tar.

That evening, too, Princess Rose went out on her balcony and clapped her hands. But when (3) ... appeared, her hair glowed black instead of red. The bird warbled its enchanting melody, and Princess Rose sang her lullaby.

Everyone in the kingdom fell asleep, but that night they only had bad dreams and nightmares.

On the following day, (4) ... princess asked the bird, "Tell me, golden bird, how can I make my people's dreams so sweet again till the break of dawn?"

"Black hair in rose water," the bird chirped in reply.

The princess wondered at this counsel, but abide by it, nevertheless.

She filled up (5) ... with water and sprinkled rose petals on its surface. Then, she dipped her hair into the rose water, and it instantly turned red again.

That evening, when the bird perched on her shoulder, the radiant red glow of her hair lit up the night sky once more. The princess sang her lullaby, and everyone in (6) ... fell asleep and had sweet dreams till the break of dawn.

The wicked witch was so (7) ... that her curse had been broken that she decided to cast it again. "Abracadabra, Sim-Sala-Bim, may the rose's color dim!" And the princess hair turned as black as tar again. Only this time the witch also picked up all of (8) ... in the entire kingdom. "Let's see how you'll break my curse now!" she sneered, filled with rage.

Once again, the saddened princess asked the bird, "Tell me, golden bird, how can I make my people's dreams so sweet again till the break of dawn?"

"Black hair in rose water," the bird chirped in reply.

The princess didn't know what to do. So great was her anguish that her eyes filled with tears, one of them falling to (9) ... below. At that very moment, a young and handsome prince, who had stopped under the balcony of the princess, took out a little box and a single red hair from within it.

He bent down and placed the hair a top the princess' tear. And then, (10) ... happened. Suddenly, the red hair turned into a red rose.

The prince picked the rose and took it up to the princess. Upon seeing the rose, she immediately brushed of her tears and plucked its petals to add to the water in the basin. Then, she dipped in her hair and the curse was broken. Everyone was delighted with this news. The prince and Princess Rose got married on that very same day. They lived happily ever after.

Speaking

Say the following text fluently and answer the questions.

The Golden Tree

Once upon a time, there was a big palace, and in the palace lived a rich king.

One day, the king promised one of his gardeners three million of gold coins if he could grow a tree all year round which bore golden fruits. The gardener searched all over the countryside but could not find the right seed to grow a tree which would bear golden fruits.

At last, he went to see a wise old owl that lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant. The gardener did exactly what he was told. He planted the seed and he waited. Suddenly the tree sprang up so quickly.

The tree began to bear rich golden fruits. The gardener was very surprised. The king was very surprised. The king ran back to the palace and took the king to see the tree. The gardener went home and lived happily ever after. The king agreed to give the gardener his money. The gardener went home and lived happily ever after.

Questions:
1. What is the purpose of the text above?
2. What did the king promise to one of his gardeners if he could grow a tree all year round which bore golden fruits?
3. Who was the person whose duty was to find a golden tree which could bear rich golden fruits?
4. What does the word "his" in the sentence "... the king promised one of his gardeners of three million ... refer to?
5. What is the resolution of the text above?

Reading

Task 1

Read the following text aloud and answer the questions.

Snail, Dragonfly, and Toad

One day Snail, Dragonfly, and Toad decided to race around the lake. Dragonfly said, "I'm the fastest." Toad said, "I think I'll win. This is going to be easy." Snail knew he was the slowest, but he wanted to race. He said, "I know I'm slow but I can walk for a long time. Let's go!"

After Dragonfly flew for a short time, he got tired. He sat on a branch and slept. Toad hopped away, but after a short time he felt very hungry. He found and ate some delicious bugs. Snail slowly made his way around the lake at a steady pace. He said to himself, "It's hard to be in a race. I know I'm slow. I'll keep walking. I'll just go and go."

When Dragonfly woke up and Toad finished his lunch, they looked at the other side of the lake. Snail was there. He won the race! Dragonfly and Toad said, "This race was a silly idea."

Snail just smiled and said to himself, "This race was great fun. Maybe that's because I won!"

Questions:
1. Where did the race take place?
2. What happened to Dragonfly after flying for a short time?
3. Who was considered the slowest?
4. How did the Dragonfly do the race?
5. Who won the race?

Task 2

Read the text below and state whether the following statements are true (T) or false (F).

The Necessity of Salt

Once upon a time, there was a king who had three daughters. Because they were good and beautiful he loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, "My dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence."

The old king's birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a while she came to an inn.

There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it. "This has not been salted!" he cried out angrily. "Have the cook brought before me!"

They quickly ran for the cook, who entered the hall undaunted.

"Why did you forget to salt my favorite dish, you careless girl?" snapped the king at her.

The cook answered, "You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong."

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

The king lived happily with his children for many years thereafter.

1. The king was confused which person to choose as the next queen.   (....)
2. The king drove his youngest daughter out of the palace because she was evil.   (....)
3. The princess became a famous cook.   (....)
4. The king ate in the inn to taste the famous cook's cooking.   (....)
5. The food in the wedding was delicious.   (....)
6. The king liked his favorite dishes.   (....)
7. The youngest princess took revenge on his father action.   (....)
8. The youngest princess actually was a wise person.   (....)
9. The youngest princess was appointed as the next queen.   (....)
10. The moral of the story is to not take small thing for granted.   (....)

Writing

Read the text below then complete the sentences based on the information in the story.

Mutiara

Once upon a time, there was a beautiful girl called Mutiara, who lived with her stepmother. Her stepmother was very bossy, greedy, and arrogant. She hated Mutiara a lot.

One day when her father was working outside, the stepmother hit Mutiara and expelled her from the house. She went out side and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. "Cut this melon I want to eat it," the prince said. The prince's guards started to cut the melon but they heard a voice from it: Mutiara said, "Don't cut me please!" They were all surprised at this situation. The prince said, "Who are you? Calm down, please come out." After that she came out. He fell in love with her.

She told her story so the prince decided to marry her and they lived happily ever after.

1. The story talks about .... called Mutiara.
2. The stepmother behave .... in the family.
3. She .... Mutiara a lot.
4. Mutiara left the house one day because ....
5. Mutiara saw a very big melon and decided to .... inside it.
6. One day .... visited the farm and saw the big melon.
7. The guards stopped cutting the melon because ....
8. Mutiara said "...............!"
9. The prince fell in .... with Mutiara.
10. In the end, the prince and Mutiara lived ....

Task 2

Analyze the following story by rewriting its title, characters' names, orientation, complication, and resolution. Write in your task book.

Bawang Merah and Bawang Putih

Bawang Putih lived with her stepmother and her stepsister Bawang Merah. Bawang Putih's mother died when she was a baby. Her father remarried another woman and later her stepsister was born. Unfortunately, not long after that her father died. Since then, Bawang Putih's life was sad. Her stepmother and stepsister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her stepmother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her stepmother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the stepmother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores.

Shi refused and asked the old woman to give her a big pumpkin. The old woman then gave her the one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impa... She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes in the pumpkin. They were really scared. They were afraid the snakes would bite them. "Mom, I think we just punished us. We had done bad things to Bawang Putih. And God didn't like that. We have to apolo... to Bawang Putih," said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. N... the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

Motivation

"Stay away from those people who try to disparage your ambitions. Small minds will always do that, but great minds will give you a feeling that you can become great too." — Mark Twain

Activity 11   Formative

Do this task in pairs. Find a story about happiness in any sources. Then fill in the following table in your task book.

Title of the Story	
Characters of the Story	
Summary of the Story	
Ending of the Story	
Moral Value	

C.   Kindness and Friendship

Here in subchapter C, we will learn about narrative text of friendship. Friendship is a state of endur... affection, esteem, intimacy, and trust between two individuals. Friendship is important relationship throughout individuals' life span. Commonly, friendship is generally characterized by five defining feature.
1. It is a dyadic relationship, meaning that it involves a series of interactions between two individuals known to each other.
2. It is recognized by both members of the relationship and is characterized by a bond or tie of recipro... affection.
3. It is not obligatory; two individuals choose to form a friendship with each other. In Western societie... friendships are one of the least prescribed close relationships, with no formal duties or legal obligation... to one another.
4. It is typically egalitarian in nature. Unlike parent-child relationships, for instance, each individual i... friendship has about the same amount of power or authority in the relationship.
5. It is almost always characterized by companionship and shared activities. In fact, one of the prima... goals and motivations of friendship is companionship. In addition, adolescent and adult friendships ofte... perform other functions, such as serving as sources of emotional support and providing opportunitie... for self-disclosure and intimacy.

The example of narrative text of friendship is as follows.

True Friends

Long ago, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathlessly and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Listening

Listen to the following text carefully and fill in the blank spaces with the correct answer.

Aladdin and the Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladdin's mother sent him to (1) ... to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get (2) ... and jewellery. The magician asked Aladdin to go inside (3) ... and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!"

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to (4) ... of the cave.

Aladdin called out, "Magician, I have found the lamp."

"Excellent," answered (5) .... "Quick, pass it to me!"

Aladdin did not trust the magician so he said, "Not so fast, Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed (6) ... over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy. "Oh no! I am trapped in the cave!" he cried.

Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in (7) ... said, "Master, I am the Genie of the ring. How can I help you?"
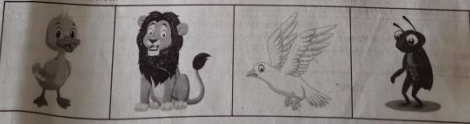
Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was back home.

Aladdin (8) ... the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "Master, your wish is my command." Aladdin was very excited and wished for (9) ... and bags full of gold.

One day, (10) ... named Jasmine was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

Speaking

Look at the animals below.

Answer the following questions.
1. What is the size of each of them? Are they big or small?
2. What can they do? Can they jump? Can they swim? Can they run fast? Can they swing from tree to tree?
3. Where do they live? In the forest? In the sea? In a pond?
4. Now, think a story that can be made of the animals above! What story is it? Share your story to your friends in front of the class!

Reading
Task 1
Read the story below carefully.

A Tale of Friendship

Once upon a time in a jungle, there lived four friends–a deer, a mouse, a crow, and a tortoise. They were very good friends and would spend most of their time with one another.

One day, they saw a hunter approaching the clearing where they stayed. Quickly, the deer ran away into the trees, the crow flew to the highest branch of the closest tree, and the mouse darted into a hole nearby. The turtle, being a slow creature, could not escape as fast as the others. The hunter trapped him in his net. Though the hunter was disappointed on not being able to catch the deer, he was happy that he had the tortoise and would not go hungry.

The deer, the mouse, and the crow were very worried to see their friend caught. They came up with a plan to save him. The crow flew high up in the sky to locate the hunter. Then, the deer overtook the hunter, unseen, and went and lay at a little distance on the path, pretending to be dead. When the hunter saw the deer lying on the ground, he thought the deer must be dead. He was very happy at having found a deer finally. He dropped the bag carrying the tortoise and went towards the deer. As soon as the hunter left the tortoise's side, the mouse cut the net of the bag and freed the tortoise.

The hunter, unaware of what the mouse had done, walked towards the deer. As soon as he came near the deer, it suddenly got up and bolted into the forest. The hunter was completely taken by surprise. Disappointed, the hunter went back to pick up the bag containing the tortoise. But surprise! The bag was open and the tortoise was gone.

Shaking his head at his bad luck, the hunter went back home. The four friends lived together happily.

Answer the following questions.
1. What did the deer do when the hunter came?
2. Mention the characters in the story above!
3. Why did the hunter trap the turtle?
4. Who were worried to see the turtle caught?
5. What is the moral value of the story?

Task 2
Read the following story and answer the questions.

The Prince and His Best Friends

Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an aristocrat.

One day, the Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Suddenly, they were terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behavior. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the window that Peter Piper and the Prince were riding away on one of the bandit's horses.

It turns out Peter Piper sneaked out of the house and waited in the yard, while the Prince was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the capital.

Questions:
1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

Writing
Task 1
Fill in the blank spaces with the correct answer in the box.

The Rats and the Elephants

Once upon a time there (1) ... a group of mice under a tree in peace. However, a group of elephants crossing the jungle (2) ... destroyed the homes of all the rats. Many of them were even (3) ... to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another (4) ... On hearing the sad story, the elephant's king (5) ... and agreed to take another route. And so the lives of the rats were (6)

One day elephant-hunters came to the jungle and (7) ... a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He (8) ... one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set (9) .... They (10) ... with joy and thank the rats.

trapped	lived	apologized	danced	route
free	crushed	summoned	unknowingly	saved

Task 2
Complete the following story with appropriate answer in the box.
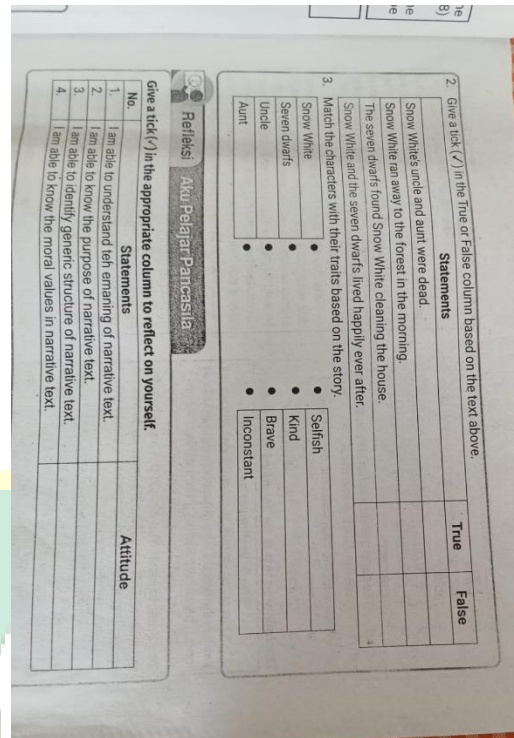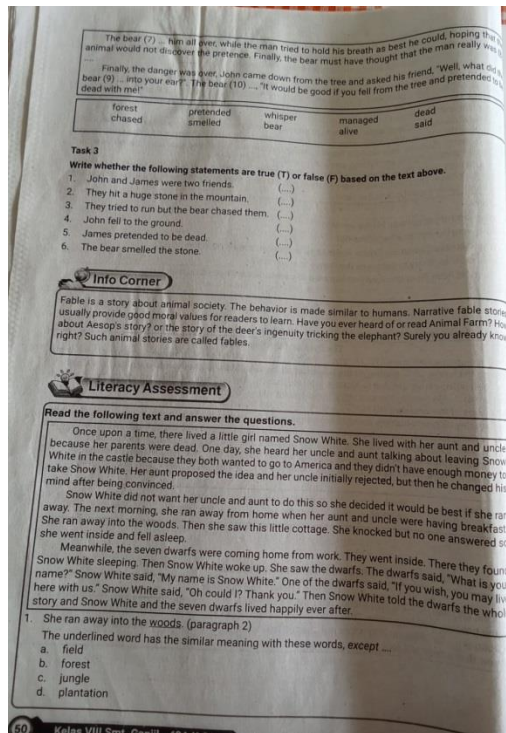
The Two Friends and the Bear

John and James were two friends who were crossing a (1) ... Suddenly, they hit a huge black (2) ... Imagine how terrified they were. They tried to run but the bear (3) ... them.

John (4) ... to climb up into a tree but, James fell to the ground and (5) ... to be dead. He knew that a bear will only attack something if it is (6) ...

The bear (7) ... him all over, while the man tried to hold his breath as best he could, hoping that the animal would not discover the pretence. Finally, the bear must have thought that the man really was ...

Finally, the danger was over, John came down from the tree and asked his friend, "Well, what did the bear (9) ... into your ear?". The bear (10) ..., "It would be good if you fell from the tree and pretended to be dead with me!"

forest	pretended	whisper	managed	dead
chased	smelled	bear	alive	said

Task 3

Write whether the following statements are true (T) or false (F) based on the text above.

1. John and James were two friends.
2. They hit a huge stone in the mountain. (....)
3. They tried to run but the bear chased them. (....)
4. John fell to the ground. (....)
5. James pretended to be dead. (....)
6. The bear smelled the stone. (....)

Info Corner

Fable is a story about animal society. The behavior is made similar to humans. Narrative fable stories usually provide good moral values for readers to learn. Have you ever heard of or read Animal Farm? How about Aesop's story? or the story of the deer's ingenuity tricking the elephant? Surely you already know right? Such animal stories are called fables.

Literacy Assessment

Read the following text and answer the questions.

Once upon a time, there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Her aunt proposed the idea and her uncle initially rejected, but then he changed his mind after being convinced.

Snow White did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." One of the dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the seven dwarfs lived happily ever after.

1. She ran away into the <u>woods</u>. (paragraph 2)
   The underlined word has the similar meaning with these words, except ....
   a. field
   b. forest
   c. jungle
   d. plantation

---

2. Give a tick (✓) in the True or False column based on the text above.

Statements	True	False
Snow White's uncle and aunt were dead.		
Snow White ran away to the forest in the morning.		
The seven dwarfs found Snow White cleaning the house.		
Snow White and the seven dwarfs lived happily ever after.		

3. Match the characters with their traits based on the story.

Snow White	Selfish
Seven dwarfs	Kind
Uncle	Brave
Aunt	Inconstant

Refleksi | Aku Pelajar Pancasila

Give a tick (✓) in the appropriate column to reflect on yourself.

No.	Statements	Attitude
1	I am able to understand teh emaning of narrative text.	
2	I am able to know the purpose of narrative text.	
3	I am able to identify generic structure of narrative text.	
4	I am able to know the moral values in narrative text.	

Computer Room

Interview with Students

Interview with Teacher

BIOGRAPHY

A. Profile

   1.   Name   : Shinta Setyani

   2.   Student' Number   : 2017404071

   3.   Place/Date of Birth   : Cilacap, 01 April 2002

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   5.   Name of Father   : Tugimin Hadi Purnomo

   6.   Name of Mother   : Supriyati

B. Formal Education

   1.   TK Yos Sudarso Kawunganten

   2.   SD Negeri Bojong 05

   3.   SMP Yos Sudarso Kawunganten

   4.   SMA Negeri 1 Jeruklegi

   5.   UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Purwokerto, 4 Juni 2025

Shinta Setyani