

**AN ANALYSIS OF ENGLISH AS A FOREIGN LANGUAGE (EFL)  
STUDENTS SPEAKING PROBLEMS AT NINTH GRADE OF  
JUNIOR HIGH SCHOOL NUMBER 6 JAMBI CITY**

**A THESIS**

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree  
of Education in English Departement



**By :**

**DION OCTAVIAN PAMUNGKAS**

**1700888203046**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
SCIENCES**

**BATANGHARI UNIVERSITY**

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**APPROVAL**

This title entitled "An Analysis Of English As a Foreign Language (EFL) Students Speaking Problems At Ninth Grade Of Junior High School Number 6 Jambi City"

Written by:

Name : Dion Octavian Pamungkas  
Student Number : 1700888203046  
Study Program : English Education  
Faculty : Teacher Training and Education

Has been corrected and approved to be examined in front of learn of examiners.

Jambi, March 17 2023

Accepted by:

The first Advisor,



**Efa Silvia, M.Pd.**


The Second Advisor,



**Ridho Praja Dinata, M.Pd.**

Approved by:

The Head of English  
Education Study Program



**Ridho Praja Dinata, S.Pd., M.Pd.**

The Dean of Teachers Training  
and Education Faculty

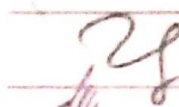




**Dr. H. Abdoel Gafar, S.Pd, M.Pd**

## ADMISSION

This thesis entitled "An Analysis Of English As a Foreign (EFL) Students Speaking Problems At Ninth Grade Of Junior High School Number 6 Jambi City". Written by Dion Octavian Pamungkas, student's number 1700888203046, as acceptedd and approved by the team of examiners faculty of Teacher Training and Education Batanghari University on March, 17 2023.

### Team of examiners

Name	Positions	Signature
Efa Siffia, M.Pd.	Chairman	
Ridho Praja Dinata, M.Pd.	Secretary	
Dr. Yanti Ismiyati, M.Pd.	Main Examiner	
Kartika Dewi, M.Pd.	Examiner	

### Ratified By :

The Head of English  
Education Study Program



Ridho Praja Dinata, M.Pd.

The Dean of Teachers Training  
and Education Faculty



Dr. H. Abdoel Gafar, S.Pd, M.P

## DECLARATION

Hereby I state that this thesis is completely my own work. I am fully aware that have quoted some statement and ideas from other sources, and they are properly acknowledge in the thesis.

Jambi, February 20 2023

**The Researcher**



**Dion Octavia Pamungkas**

## **MOTTO**

"Allah will exalt those who believe among you and those who were given

knowledge by several degrees." (Q.S Al-Mujadilah: 11)."

Do not remember the tiredness of studying, but remember the sweet fruit that can be picked later when successful.

## ABSTRACT

Dion Octavian Pamungkas (2023). *“An Analysis OF English As A Foreign Language (EFL) Students Speaking Problems At Ninth Grade Of Junior High School Number 6 Jambi City”* Thesis English Education Study Program, Teacher Training and Education Faculty Batanghari University. The first advisor: Efa Silfia S.Pd M.Pd. The second advisor: Ridho Praja Dinata S.Pd M.Pd

This thesis focuses on students' problems in speaking English at SMP 6 Jambi City. Talking is very important for social life to make it easier for humans to communicate. There are many problems faced by SMP 6 Jambi City students learn English, especially in speaking. The purpose of this research is to find out students' problems in speaking English. This research design is descriptive Qualitative research instruments in the form of observation, interviews, and documentation. This research was conducted at SMP Negeri 6 Jambi City from August 2022 to February 2023 The research subjects were students of class IX A, which consisted of 6 students and 1 subject teacher. That From the results of data analysis, researchers found several student problems in Talking like: lack of vocabulary, pronunciation, grammar, fluency. Most of them stated that they have problems in speaking because lack of vocabulary, train yourself to speak English and feel insecure.

. Data collection was carried out during English class hours and asked for time from the teaching teacher. The interview was conducted in an empty classroom at the school. first the data collection was carried out by three students first and after the three students finished, three more students would take turns with the previous student. after all the students have been interviewed, the English teacher will be interviewed after the six students. where the interview was conducted in the teacher's room partly outside the interview room after the interview went well.

***Keyword: EFL, Speaking, Problems***

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Praise the lord the author can be finish this thesis with the title “*An Analysis Of English As A Forgeign Language (EFL) Students Speaking Problems At Ninth Grade Of Junior High School Number 6 Jambi City*”. However this success would love be achieved without support, guaidance, help, and encourage from individuals and institutions.

The Thesis one of requirements to get one Degree of English Education Study Program Faculty of Teacher Training and Education Of Batanghari University. This Thesis directly or not has widely involved so many people with whom I should not to forget. It would be unfair on my part if the efforts of those persons who helped me are not metioned:

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9. My Beloved students in the ninth grade of Junior High School Number 6 Jambi City

Finally, as a Human being the writer realize that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement of this thesis.

Jambi,                      March 2023  
The Researcher

Dion Octavian Pamungkas  
1700888203046



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# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Research**

Speaking skills are important in communication, without ability to speak, someone is unable to convey their ideas. Ur (1996) states that speaking is the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This suggests that using language is more important than knowing it because "there is no point in knowing much about a language if you cannot use it" (Scrivener, 2005;146)

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill. As the needs of English increase over the year, people do not only communicate with those who come from the same country, but also with those who come from different countries. In order to be able to convey meaning and talk to people around the world, they must be able to speak English since it is an international language. Due to its importance, it is very reasonable why English as a foreign language is taught as a compulsory subject from the elementary level to the university level.

Speaking is one of the central elements of communication that must be mastered by every language learners. Speaking is someone's ability to communicate with other individuals or group orally. Speaking also can define as a productive oral

skill. It consists of producing systematic verbal utterances to convey meaning. It means that when someone speaks with the other directly, she or he does verbal interactions that produce word to convey opinions, ideas, feeling and information. In short, when people speak, they are producing words that have meaning to the listener or audience. Speaking is a language skill that demands someone to be able to communicate orally in the real life. To make someone able to communicate orally in the real life, becomes the reason why speaking is a crucial part of second language teaching and learning. As a result, learning speaking in English as a foreign language is very important to enable learners to interact with others communicatively. According to curriculum, students are expected to be able to apply what they have learn in speaking class. Ideally in speaking ability, student should be able to first, participate in speaking activity, such as do the conversation in front of the class. Second, student should be brave in taking part to express their opinion, ideas or suggestion orally. Third, the students should be able to use appropriate vocabularies 2 and correct grammar based on the conversation's context. The last, student should be able to speak English fluently with a clear pronunciation.

For most junior high school students in Indonesia, learning English is one of the frightening experiences that must be faced, especially when they learn how to speak in English. This problem is because English is a foreign language that is rarely used in their daily lives. When the researcher did the preliminary investigation for his potential research in SMP 6 in Jambi City, the researcher found that the problem faced by students ninth grade when learning English in the classroom is speaking

skills. For example, they cannot deliver their ideas in English well or correctly say a word in English. Because of that, they use Indonesian more often than English in English classes.

Moreover, when the learning process took place, students tended to passively participate whenever the teacher asked them questions related to the English lesson. Besides, based on the MERDEKA BELAJAR curriculum, students are required to be more active in the learning process, and the teacher is only a facilitator. Unfortunately, the facts are inversely proportional to those in the field; the teachers are more active than the students. This, of course, also affects the development of students' speaking skills. Also, several studies indicated that oral language development has largely have been neglected in the classroom, and frequently, oral language is used more by teachers than the students (Hosni, 2014).

Although speaking is a crucial language skill that students should work on, it has been generally observed that they have various issues on speaking English. Because of the reasons that the researcher mentioned above this research aims to find what speaking difficulties that have been encountered by the ninth-grade students of SMP 6 Jambi City. Therefore, the researcher investigated the topic by proposing a study entitled “An Analysis of Efl Students’ Speaking Problems at Ninth grade Student's of Junior high School Number 6 Jambi City”

## **1.2 Identification of the Problem**

Based on the preliminary research above, it has been identified that the research focused on students' English speaking problems in speaking performance. The problems are identified as follows:

1. The students were shy and afraid of making mistakes in speaking English
2. The students were difficult and confused in organizing the structure of words to express the ideas in speaking English
3. The students were still low in speaking skills

## **1.3 Limitation of The Research**

Considering the limitation of this research based on the researcher's knowledge, time, and finance. In this research, the researcher focus on English speaking problems by ninth-grade students of SMP 6 Jambi City.

## **1.4 Formulation of Research**

Based on the background above, this researcher formulates the research question as follow: What are the students' problems in English speaking at Ninth-Grade of Junior High School Number 6 Jambi City?

## **1.5 Significance of the Research**

The result of the study potentially can help English teachers to understand factors that cause students' difficulties in speaking. Hopefully, they will consider the findings of this research to revise their teaching methods and materials given to the

students. Finally, the findings of this study can be used as reference material for further research, especially those related to speaking difficulties.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 The Nature of Speaking**

In the literature, it is said that speaking naturally means creating some words that express one's thoughts. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998;13). In line with this issue, some relevant research has been conducted. Burns and Joyce in Nunan (1999); Schwartz (2005); Thornbury (2005) argue that the factors commonly hindering students from speaking are psychological variables such as anxiety or shyness, lack of trust, lack of motivation, and fear of errors.

There are many definitions about speaking that have been indicated by the researchers in learning language. Gert & Hans (2008) in Efrizal (2012) defined that speaking is a way to convey what the people want to say with the goal, such as ideas, opinions, information and knowledge. It means that speaking is an expression with the goals that have the meaning. The people can share about their ideas, opinions, information and knowledge that they have. Therefore, speaking ability has several functions in daily life such as to deliver ideas or opinions and inform about something orally. The people can understand about speaking English if they use English language in real situation. For example, they can try to speak in daily activity and make the simple conversation. One of the language skills that very important in social life is speaking ability (direct communication). Based on Tarigan (2008)



speaking is a language skill that develops in a child's life which is only preceded by listening skills, and at that time the ability to speak or speak is learned. It can be said that someone want to deliver what is on his/her mind as a form of social behavior and as natural communication. Speaking is a process of thinking and reasoning so that one's speech can be well received and understood by listeners or others. Speaking skills are closely related to listening skills, both of them are unified whole ( Ramlannarie, 2011). Another means, according to Rivers (1968) as cited by Akhmad & Amiri (2018) speech develops from the first situation with the language. So, when the teaching learning process the teacher should make understand about the material to be studied. Thus, the students' speaking ability is very important in teaching learning English in the classroom. Speaking can be 6 formal or informal. Formal expression is used in formal situation, such as meeting at work and when meets people for the first time. In the formal expression it can be found in books, official document, new reports and others. Informal expression is used in daily life, such as when talking to family, friends, or the people closest to us. Speaking is probably a language skill that students want to master as quickly as possible in order to speak English fluently.

Then, according to Bygates (in Nunan 1987), speaking can be characterized in terms of routines, which are conventional ways of presenting information that can either focus on information or interaction. It means that is a convenient way of communication habitually done by the speaker and interlocutor to give or receive

information. In other words, it is a conventional way of interaction between speaker and listener.

In addition, Weir (1993) states that speaking involves the ability to satisfy two particular demands, processing condition, and reciprocity condition. The processing condition is concerned with the speech taking place under time pressure, and the reciprocity condition is concerned with interpersonal interaction between speaker and interlocutor. On the other hand, the ability to speak English is achieved if the speaker and interlocutor understand the context of interaction.

Subsequently, O'Malley and Pierce (1996) mention that speaking is negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener. It is used for negotiation to express intended meaning between speaker and listener in which the speaker expresses the ideas to influence the listener. It means that in interaction, the speaker attracts his/her interlocutor's attention to his/her ideas.

Moreover, Cameron (2004) states that speaking is the active use of language to express meaning so that other people can make sense of them. It is also supported by Jie (1999) who says that the use of language is more important than knowing the usage of language. When speaker and listener are interacting orally, each focuses on the use of the language not the usage of the language.

Another study conducted by Sato (2003) shows that because of their fear of making mistakes, English learners are not highly skilled in speaking. The same result

is also shared by another study by Ballard (1996, Yan-Hua, 2007), who finds that students do not engage in the English discussion because of their vocabulary issues and fear of making errors that contribute to their inability to speak English well. Furthermore, she says that students find speaking English a stressful activity, particularly if they have to use English to do something

In Sum, Speaking is not merely an open mouth and saying words and sentences but it is the process of making and sharing meaning to construct effective communication. In other words, to get meaningful interaction between speaker and listener. It also includes a cultural background of the target language that is spoken.

## **2.2 Teaching Speaking Skill**

The use of language as a second (ELS) or foreign language (EFL) in oral communication is undoubtedly one of the most common but highly complex activities that need to be taken into account when teaching the language, particularly since we "live at a time when the ability to speak English fluently has become a must, especially those who want to advance in certain areas of human endeavor" Al-sibai, (2004;3).

Naturally, teaching speech aims to enhance the student's oral output. Therefore, in the classroom, language teaching practices should strive to optimize the use of individual 4 languages (Haozhang, 1997). Due to the belief that oral communication skills inherently develop over time and that the cognitive capacity

involved in writing immediately translates to equivalent oral communication skills, oral communication training has been overlooked in the past (Chaney, 1998).

However, Ur.penny,(1996) stated that speaking between the four abilities (listening, speaking, writing, and reading) is the most significant ability since people who know a language are referred to as speakers of that language. This suggests that it is more important to use a language than to just know about it because "If you cannot speak it, there is no point in learning a lot about language" Scrivener, (2005;146).

### **2.3 Oral Language Acquisition**

For infants, oral language learning is a normal process. It takes place almost without effort. With age, the ability to talk increases, but it does not mean that such development can lead to perfection automatically. Speaking more productively requires specific attention and continuous practice (Zhang et al., 1995). With increased exposure to the second language (L2) input, speaking fluency tends to improve (Al-Sibai, 2004). Input relates to the language knowledge to which the learner is exposed (Zhang, 2009).

Although it is generally accepted that input is very important for the learning of language, interaction, and output (the language generated by a learner) are not sufficient because the processing of comprehension differs from the processing of development, and the ability to understand the meaning expressed by sentences differs from the ability to use a linguistic method to communicate.

When feedback is negotiated, and students generate interaction output, they selectively take in portions of understandable input and choose a correct linguistic type to express themselves. This approach allows students to internalize what they have studied and experienced (Swain, 1985, as cited in Zhang, 2009).

## **2.4 Oral Language Learning**

Four requirements should exist for language learning to take place, and they are exposure, opportunities to use language, encouragement, and instruction. Learners need opportunities to express what they think or feel and to play with words that they have learned or seen without feeling intimidated in a welcoming environment (Willis, 1996;7). A fact that is emphasized by second language studies is that when people make a deliberate attempt to learn, change does not occur.

As a consequence of involuntary, subconscious processes that are triggered when learners are engaged in contact with the second language, development occurs. A new set of activities are needed for the subconscious aspect, where learners concentrate not on the language itself, but on the communication of meaning (Littlewood, 1984). Harmer (1982) also argued that the attention of the students should be based on the substance of what they are saying, rather than the form, in a communicative task. They need to use a broad range of languages.

According to Ellis (2003), This can be achieved by involving learners in two forms of communicative tasks: communicative tasks that are centered and communicative tasks that are unfocused. Both of these roles aim to involve learners

in pragmatically using language rather than showing language. Via communication, they aim to improve language competence. Communication learners may incorporate distinct structures into a creative system to communicate meaning through communication (Littlewood,1984;91)

## **2.5 Factors that Cause Speaking Difficulties in EFL Learners**

According to Tuan & Mai (2015), many influential factors can contribute to students' poor performance in speaking. However, only the main factors will be discussed here, such as performance conditions, affective factors, listening ability, topical knowledge, and feedback during speaking activities. Those are as follows:

### 1) Performance Conditions

The first factor is pertinent to performance conditions. Learners' carry out is the first factor that can really influence 24 students in performing their speaking ability. Different performance conditions can have different results. Nation & Newton (2009), strengthen this point by stating that all types of performance conditions (time pressure, planning, the standard of performance, and the amount of support) can have an impact on students' oral performance.

### 2) Affective Factors

This is the second important issue dealing with students' affective domain. Oxford (1990) states that the affective side of language learning is very important to be taken into account. Krashen (1982) says that many aspects have been included in

affective factors but the most popular ones are anxiety, motivation, and self-confidence.

### 3) Listening Ability

Doff (1998) states that speaking skills can not be developed unless we develop listening skills. Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds by attending through the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/she can not understand what is said. It means speaking is closely related to listening. 25

### 4) Topical Knowledge

This factor is no less important than others because without having good knowledge about the topic which are being discussed, students will not be able to interact and participate in the teaching and learning process. Bachman & Palmer (1996) mention that topical knowledge is not only about how students master the language they are learning but also about their knowledge about the world in general. It is useless if students can speak the target language but do not have enough knowledge to share.

### 5) Feedback During Speaking Activities

This comes as the last but not least factor. Most students want and expect their teachers to give them feedback on their performance. However, all speaking

production should not be dealt with in the same way. Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistakes made, and the particular student who is making that mistake.

## **2.6 The Importance of Speaking Skill**

Communication plays an important role in achieving progress in all fields in the modern global environment. Language is used as a communication method. For individuals without using a language, perfect communication is not possible. Besides, without using the correct language to communicate, people cannot accomplish their goals, priorities, and objectives. Therefore, language is needed to communicate with those who live all over the globe. Since English is considered to be the universal language and is spoken worldwide, it helps to interact with individuals living in various regions, states, nations, and continents of the world.

Speaking skills are the most essential skills for learning foreign or second languages. Speaking is considered the most important skill in studying a foreign or second language, among the four primary language skills. Brown and Yuke, (1983) stated that "Speaking is the opportunity to assess the students most in real-life circumstances". Regardless of its relevance, speaking skills in teaching have been undervalued and most EFL/ESL teachers have tended to 10 teach speaking skills as well as memorizing dialogues or repeating exercises. Nevertheless, the modern world needs learners and English teachers to require communication skills to teach the ELLs the skills they need so that they can develop their speaking skills and perform



well in real-life circumstances. Oral skills are completely overlooked in the current EFL/ESL teaching environment, whereas employability depends more on communication than technology.

Besides, as they have to settle down well in their careers, these speaking abilities are also useful for learners. It has become very popular in the modern world to prove the skills of the applicants at the time of their work interviews, and many of the choices are focused on the interview's results. The work applicants must engage and demonstrate themselves in debates and group discussions where the performance or oral communication skills of the applicants are mainly evaluated.

Furthermore, an efficient speaker will inspire the audience a lot and gain the audience's full attention and sustain the same pace until the end of his/her speech. The audience is therefore fully interested in the speech of the speaker and they often neglect the real world and place their full attention on the speech. Speaking abilities play a crucial role, and it all depends on how people share their messages with others.

Speaking skills are the most important skills for all students who want to learn English to develop their jobs, improve the company, create levels of trust, get better job opportunities, make public speeches, attend interviews, engage in discussions and group discussions, give presentations, and so on. In today's modern world, everything is correlated with the ability to communicate. One who talks with good talent will conquer the entire world. The passport to get better job opportunities is good communication.

## 2.7 Previous Research Studies

There are many previous types of research conducted by researchers all around the world to support this research. These are the following previous research about English student speaking difficulties:

Fisrt, G. Fatma Tokoz (2014) tell the research about “Speaking problems of ninth-grade high school Turkish learners of L2 English and possible reasons for those problems: Exploring the teachers and students' perspectives”. The conclusion is As a result, it has been revealed that the students had a problem with speaking English and the reasons for these problems were somewhat the same with some variation among teachers and students. Most of the students complained that their language was limited to mechanic vocabulary and grammar structures. Major reasons behind this problem might be about having low language and/or content knowledge and the methods and materials of the classroom and considerable affective and personal factors. Thus, teachers should build a supportive climate by considering the factors stated in this finding to encourage learners to participate in classroom activities.

Second, R. Natalia (2015) conducts research about “an analysis of students’ problems in speaking English daily language program at Husnul Khotimah Islamic Boarding School”. This research is focused on studying student’s English-speaking problems in the daily language program at Husnul Khotimah Islamic Boarding School. And the conclusion is After analyzing the research findings, the researcher was able to conclude of the students problem faced in speaking English daily language program are include; fear about making mistake, incorrect pronunciation,

lack of understanding of grammatical patterns, limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline. Besides, the researcher has a finding research in students speaking problem, that the problem are faced because of some psychological factors such as fear of making mistakes, shyness, lack confidence, and lack of motivation. This is big effect that occurs by students in speaking English. From all the problems difficulty in speaking that faced by students, the researchers has underlined some important factors problems that faced by students such as environmental factors which do not support to implement English in daily language communication.

Third, LARAS APRYLA (2021) Research about “students’ problems in speaking englishat senior high school 6 sarolangun” In conclusion, students are still nervous and luck of selfconfidence is afraid of being laughed at by friends if they make mistakes, so the teachers must provide opportunities and motivation for students to feel relaxed in English class.

From the studies above that explain about speaking area. However, it has differences with this research. This research is focused on studying English student problem to speak in English in the classroom and to identify the factor that leads to the speaking problem. Furthermore, the researcher will be taken participant from ninth grade students at SMP N 6 Jambi City.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Desain**

This research will be conducted as a qualitative study. The research design will use qualitative design because this study concerned will be with process. According to Ary (2010, p.648) stated that a qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting without predetermined hypothesis.

Qualitative research methods, which use open-ended techniques, such as interviews, to collect data and nonstatistical techniques to analyze it, provide detailed, diverse insights of individuals, useful quotes that bring a realism to applied research, and information about how different health care settings operate. Qualitative research can illuminate the processes underlying statistical correlations, inform the development of interventions, and show how interventions work to produce observed outcomes. This article describes the key features of qualitative research and the advantages that such features add to existing quantitative research approaches in the study of infection control. We address the goal of qualitative research, the nature of the research process, sampling, data collection and analysis, validity, generalizability of findings, and presentation of findings. Health services researchers are increasingly using qualitative methods to address practical problems by uncovering interacting

influences in complex health care environments. John W.Creswell(2008,p.764) Qualitative research methods, applied with expertise and rigor, can contribute important insights to infection prevention efforts.

Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. The approach investigates the everyday experiences of human beings while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences.

### **3.2 Subject of The Research**

Research subject is an individual that participates in research. Information (or 'data') is collected from or about the individual to help answer the question under study. Sometimes research subjects are referred to as human subjects, research participants or study volunteers. And the subject is (6) six Student and (1) Teacher in Junior High School Number 6 Jambi City.

#### **3.2.1 Purposive Sampling**

Purposive sampling is a sampling method in which the researcher selects a sample based on research knowledge about the sample to be selected.

Purposive sampling is where a researcher selects a sample based on the needs about the study. The participants are selected based on the purpose of the

sample. Participants are selected according to the needs of the study. In this study, the researcher takes the six of the ninth-grade students in order to make the data more valid. Therefore, the researcher is interested in investigating the ninth-grade of students by distributing the qualitative. Example :

In collecting data, the researcher gave an open-ended questionnaire and interviewed the participants. The results of the study stated that the causes of students' anxiety in speaking English were caused by 3 sources of speaking anxiety, namely comprehension comprehension, negative fear evaluation, and test anxiety.

### **3.3 Research Instruments**

Interview is an activity carried out to obtain information directly by expressing questions to respondents. Interview means dealing directly between the interviewer and the respondent, the activities are carried out orally.

“In this study, interviews were conducted in a semi-structured manner to students as primary resource persons, and third grade teachers as secondary resource persons. Researchers make questions whose alternative answers have been prepared, but are more free so that informants can express their opinions (Sugiyono, 2011: 233)”. Research questions are made based on operational definitions of variables described through sub-variables and indicators in the research instrument grid.

The instrument that used in this research will pre-observation, and interview. The first is pre-observation. Researchers only observe the learning process of students

in the classroom. The second research instrument is interview. Based on Cohen and  
Nadzirotunnuha (2017) Interview is a flexible tool for data collection, enabling multi-  
sensory channels to be used; verbal, non-verbal, speak and hear. There are three kinds  
of interview; free or unguided interview, guided interview, and free guided interview. In  
this research, the researcher uses guided interview, it's meant that the interviewer  
prepares the set of questions before conducting the interview. The aim of the interview is  
to get more valid data from the questionnaire and to get the information about what  
the teacher does to solve the students' speaking problems. This interview is conducted  
to the English Students at Junior High School Number 6 Jambi City. Interviews will  
be conducted by a student who taught in the IX A.

### **3.4 Technique of Data Collection**

In this research, there were some steps conducted with intention of gaining the  
data from the beginning until the end of the teaching learning process. Consequently,  
in this research, the researcher conducted the observation and interview to get the  
data for this research. The steps are as follows:

An interview is a guided question-and-answer conversation, or "an exchange  
of views between two people who talk about a theme of common interest." However,  
they differ from other conversations by having a specific structure and purpose. In  
this study, researchers used interviews to obtain data from students and the problems  
faced by teachers and students. In addition, the researcher found students' problems  
and the causes of students' problems in mastering speaking skills.

Interviews will a question and answer process with research subjects, and the purpose of my interview will to 6 students in class IX A, and 1 teacher.

### **3.5 Technique of Data Analysis**

Data analysis technique is a process of processing data into new information. This process is carried out with the aim of making the characteristics of the data easier to understand and useful as a solution to a problem, especially those related to research.

Qualitative data is defined or can also be referred to as data that approaches and characterizes something. This data can be observed and recorded. This data type is non-numeric. This type of data is collected through observation methods, one-on-one interviews, conducting focus groups, and similar methods. Qualitative data in statistics is also referred to as categorical data - data that can be arranged categorically based on the attributes and properties of a thing or phenomenon.

#### **1. Data Reduction**

Sugiyono (2016:92) stated that reducing data means summarizing, choosing the essentials, focusing on the things that matter, looking for the theme and the pattern. In addition in reducing the data, each researcher will be guided by the goal to be achieved. The main purpose of qualitative research is on finding.

#### **2. Data Display**



Data display is the second major activity which the researcher should go through, and this means making the reduced data and displaying it in organized, compressed way so that conclusion can be more easily drawn. Sugiyono (2016:95) stated that by displaying the data it will make it easily to understand what is happening, plan the next work based on what has been understood. Performing data displays, besides to narrative text can also be graphics, matrices, network, and chart. The presentation of the data in this research was using formal method based on problems concept and theoretical framework presented using tables or graphs to classify the data.

### 3. Conclusion

After the data had been collected, reduced, and analytic conclusion were conducted to emerge and to define the data more clearly and definitely. Based on the statement above the research could conclude that after the data was analyzed based on certain inhabiting factors of the students' problems and then they were united into the inhibiting factors.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Research Findings**

The findings of this study are discussed in accordance with the statements students' problems in speaking English at junior high school 6 Jambi city, each of findings is described and provided with supporting data. The following section presents details of findings of study.

I collected data by interviewing six(6) students and one(1) subject teacher. Data collection was carried out during English class hours and asked for time from the teaching teacher. The interview was conducted in an empty classroom at the school. First the data collection was carried out by three students first and after the three students finished, three more students would take turns with the previous student. After all the students have been interviewed, the English teacher will be interviewed after the six students. Where the interview was conducted in the teacher's room partly outside the interview room after the interview went well.

From the effects of the interview, it confirms that the students accept as true with the tale of hassle in speaking English, and of the problem in speaking English. There were issues in talking English as follows: pronunciation, vocabulary, Grammar, fluency. Furthermore the troubles in talking English were: fear of making mistake pronunciation, little vocabulary. Problems have found:

## 1. Vocabulary

Students has problem in vocabulary. When I do observation and interview, I have the opportunity in front of class to use the vocabulary of object that are in the classroom, only a few of them know

Regarding to the first question “ Do you have a lack of vocabulary?” Some student delivery their answer such as :

Student I : Seldom, because I often hear vocabulary through movies and song lyrics.

Student II : Of course, because my ability in English is not good enough.

Student III : Often, because I don't know much about vocabulary.

Student IV : Often, because I forget and don't know too much vocabulary and many words are the same

Student V : Of Cours, because I very rarely to use vocabulary in in everyday communication

Student VI : Often, because of my lack of interest in learning English.

Teacher : There must be difficulties, and both have difficulties for vocabulary that has never been heard, and also my students and I often look for some vocabulary in the dictionary or on google translate

Question 1 : Some students have difficulty learning vocabulary because some of them have many English words that they have not seen, and the teacher also helps students to look for these vocabulary in the dictionary.

In regard to the second question “Does the teacher often teach vocabulary when teaching?” and student delivery the answer :

Student I : Rarely, the teacher's essay only explains using English but doesn't explain what it means.

Student II : Often, because teachers often explain in two languages or mix language.

Student III : Rarely, because they are taught to look for themselves in the dictionary.

Student IV : Never, because teachers rarely come into class and immediately give assignments without explaining.

Student V : Rarely, because the teacher explains the subject matter using English but not with the meaning.

Student VI : Rarely, because the teacher always use english language but not tell what the meaning.

Student V : Never, Because the teacher always give the task.

Teacher : Of course, definitely use vocabulary, especially text types, and often find difficult vocabulary and new words and also use a dictionary.

Question 2 : For the next question some students often complain about the teacher explaining lessons in full English. but rarely explain in Indonesian, because of that it is difficult for students to understand the teacher's vocabulary. and the teacher also often asks to look for difficult vocabulary in the dictionary.

Relate in this question “Have you ever do learn vocabulary outside of school time?” and the student delivery the answer :

Student I : Always, from music and film.

Student II : Always, through movies watching movies and reading English Task.

Student III : Seldom, because to many homework from anyother leasson and sometimes to much play game.

Student IV : Often, because I study at a course and like to see social media that uses English

Student V : Often, with repeat lessons at home and help from the course teacher.

Student VI : Often, through movies and sometimes I like to read words that I don't know.

Teacher : Of course, for example about 1 type of text and finding difficult words or new words and I tell them to look for those words

Question 3 : For the next question about self-study, many students answered that they often learn vocabulary through movies or YouTube and some learn in the course. The teacher also often tells them to look up some difficult vocabulary words and look them up in a dictionary and memorize them.

From some of the answers above, I can explain that the influence of vocabulary is very important for some ninth grade students, because some of them have difficulty learning vocabulary, most of the examples are because many vocabulary words have the same letters. and different pronunciation is the same but the meaning is different. and some students experience difficulties because the teacher always uses English but the

meaning is not explained. and they also rarely study outside of school hours because of the many assignments from other subjects

## **2. Pronunciation**

Pronunciation According to the observation and interview about 1 months, The students has problem in pronunciation. Some students mentioned that they problems with their pronunciation of English

Regarding to the first question “ Do you have a lack of Pronunciation?” Some student delivery their answer such as :

Student I : I have, because I seldom learn English and I don't like it.

Student II : I have, I have a lot of difficulty in English pronunciation during learning.

Student III : That's right, I'm having a lot of trouble learning English pronunciation

Student IV : It depends on the person, if that person is a teacher, I'm very nervous.

Student V : It depends on the person, if it's with friends or a teacher it's difficult.

Student VI : I am very difficult to pronounce English when studying.

Teacher : there must be, every teacher must have difficulties and how to overcome them see the dictionary so that it is easier to explain the lesson.

Question 4 : For the next question about pronunciation, some students answered that it was difficult to learn pronunciation because of the situation, they were nervous when explaining in front of their classmates and they were afraid of mispronunciation. And teacher allow them to mix languages for pronounce.

Relate in this question “Have you ever do learn Pronunciation outside of school time?” and the student delivery the answer :

- Student I : Once, with teachers and parents at home by reading the text.  
Student II : Never, because I don't have time and mentors to teach me.  
Student III : Never, because there are quite a lot of assignments from other subjects.  
Student IV : Never, just like to study alone.  
Student V : Often, practice alone at home with my brother course.  
Student VI : Once, studied with parents at home.  
Teacher : According to the material, they learn at home how to pronounce in a conversation in the textbook.

Question 5 : For the fiveth question about learning pronunciation independently, many students answered "don't have time or too many assignments from other subjects" and there were also those who answered studying independently with dialogue in movies. and the teacher also tells students if they have time to learn pronunciation at home.

From some of the answers above, I can explain that grade nine A has problems with pronunciation in English, due to differences in pronunciation styles, accents, and sound systems between Indonesian and English. where students use Indonesian every day. and some of them are also reluctant to speak English for fear of saying the wrong word and being embarrassed.

### 3. Grammar

Students also have problems in grammar. When I make observations and interview, I have the opportunity to explain what grammar is before conducting the interview. they also have problems in learning grammar, because they do not have time to study and it is difficult to memorize vocabulary in English.

Regarding to the first question “ Do you have a lack of Grammar?” Some student delivery their answer such as :

Student I : Yes, there are reasons for not paying attention to the word in a verb in tense.

Student II : No, because at school grammar material has been taught well.

Student III : I have, because I don't really understand grammar.

Student IV : It depends, if learning alone is a little difficult, prefer to be taught by someone

Student V : Yes, in terms of the use of tenses and the use of adverbs of time.

Student VI : There isn't, because already understand it.

Teacher : Teaching grammar to students is very difficult, and students also often complain about tenses.

Question 6 : and the following sixth question about grammar, some students explained they had problems with tenses. and this is valid because teachers also often find complaints from students about tense



Relate in this question “Have you ever do learn Grammar outside of school time?” and the student delivery the answer :

Student I : Often, in place of courses.

Student II : Ever, and to be honest it is very difficult if there is no learning mentor.

Student III : Once, I learned through the internet.

Student IV : Once, because of an assignment from school and I learned grammar through the internet.

Student V : Never, especially learning through the internet.

Student VI : Once, at a course in order to understand the difficult grammar.

Teacher : Of course, what's more there is material in class, especially tense.

Question 7 : And for the seventh question I found various answers from students, some students answered "lack of time because there are lots of assignments from other subjects" and some answered lazy because it was difficult to learn grammar. the teaching teacher also often tells them to know more about tense.

From some of the answers above I can explain that grade nine has problems in grammar, because some of them have difficulty in constructing a correct sentence and also have problems with tense, especially the placement of pronouns, verbs, and adverbs of time. and some students study again at the course so they can understand the grammar lesson

#### **4. Fluent**

From the results of observations and interviews, many students could not speak English fluently and find it difficult to make short sentences. Fluency is an area which language skills speed and ease with which language learners perform in the four core language skills of speaking, listening, reading and writing.

Regarding to the first question “ Do you have a lack of Fluent ?” Some student delivery their answer such as :

Student I : I have, in sentences and words that have similar pronunciations.

Student II : Of course you have, because rarely speak English and are nervous.

Student III : Of course there is, because of tension and fear of saying the wrong thing.

Student IV : Once, I was nervous because I rarely learned English.

Student V : Yes, there are times when having English conversations is still wrong because of nervousness.

Teacher : Found a lot, for example in 1 class of 38 students only a few students around 3 or 4 people who speak English fluently, maybe because yesterday studied online because of covid.

Question 8 : The eighth question was about speaking fluency, some students answered because they were nervous and afraid of mispronunciation and there were also those who answered that they used the national language too often so they were not used to speaking English. And the teaching teacher told me that only a few students spoke English fluently.

Relate in this question “Have you ever do learn fluency outside of school time?”

and the student delivery the answer :

- Student I : Of course, by reading the writing on the internet in English text.
- Student II : Yes, because I want to be able to speak English fluently.
- Student III : Once, at home when I saw an English-language film and at a course.
- Student IV : Never, because I'm too lazy to learn English.
- Student V : never, because I play too much on my handphone
- Student VI : Rarely, because there are too many assignments or homework from other subjects.
- Teacher : Often, once they even study independently without me asking them, they learn through movies or YouTube.

Question 9 : And for the last question, namely about independent study, some students answered that they only had time alone because there were lots of assignments or homework from other subjects. teachers also often order fluency exercises at home.

From some of the answers above, I can explain that grade nine A has problems with fluency in speaking English. and some students are nervous and afraid of being wrong when speaking in front of the class. some students also practice their pronunciation skills at home with their parents and some at the course and there are also some students who are lazy or don't have time because of the many assignments from other subjects.

## 4.2 Discussion

Based on many observations in grade nine SMP 6 Jambi City students do not like English subjects, because students have no background knowledge and abilities. Although English is important for education, however Problems at SMP 6 Jambi City, especially class A and facing several things problem in speaking English. Like inhibition, lack of interest in learning English, they experience embarrassment, they are afraid of making mistakes in speaking English. Students are constantly experiencing that personal feeling, students will have a hard time to practice their English. Furthermore, many students do now no longer communicate in English during the lesson. It may be caused by the elements that cause them to be demotivated to speak English. However, motivation is an important element for learning students who have motivation will specific their concepts briefly. Some conclusions from several interview questions to students and teaching teachers :

### Vocabulary

From some of the answers above, I can explain that the influence of vocabulary is very important for some ninth grade students, because some of them have difficulty learning vocabulary, most of the examples are because many vocabulary words have the same letters. and different pronunciation is the same but the meaning is different. and some students experience difficulties because the teacher always uses English but the meaning is not explained. and they also rarely study outside of school hours because of the many assignments from other subjects

## Pronunciation

From some of the answers above, I can explain that grade nine A has problems with pronunciation in English, due to differences in pronunciation styles, accents, and sound systems between Indonesian and English. where students use Indonesian every day. and some of them are also reluctant to speak English for fear of saying the wrong word and being embarrassed.

## Grammar

From some of the answers above I can explain that grade nine has problems in grammar, because some of them have difficulty in constructing a correct sentence and also have problems with tense, especially the placement of pronouns, verbs, and adverbs of time. and some students study again at the course so they can understand the grammar lesson

## Fluent.

From some of the answers above, I can explain that grade nine A has problems with fluency in speaking English. and some students are nervous and afraid of being wrong when speaking in front of the class. some students also practice their pronunciation skills at home with their parents and some at the course and there are also some students who are lazy or don't have time because of the many assignments from other subjects.

From a number of questions that I asked during an interview with six students and one teacher, the problem of speaking English was very much related to language vocabulary, because many students did not know the meaning of the word and also problems with pronunciation students also experienced nervousness and embarrassed as a result they are reluctant to speak. and students also feel nervous and afraid of mispronunciation, because of that students are not fluent in speaking English and they also use the national language too often, namely Indonesian.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

The speaking ability of JUNIOR HIGH SCHOOL 6 JAMBI CITY NINTH GRADE needs to be improved, because researchers found several problems such as pronunciation because students are afraid of making mistakes even though there are some students who can speak English because of a lack motivation. From the findings above, it can be ignored that according to the researcher, students have problems in speaking because poor of vocabulary, pronunciation, grammar, fluency and nervousness. In fact, the environmental factors in which they are accustomed to the mother tongue. Students agree that they have problems in English, especially in pronunciation. Students lack facilities especially there is no English language courses so students are less motived in learning English, especially in speaking.

#### **5.2 Suggestion**

Based on that finding, the researcher gives some suggestion for the school, the teacher and also the students.

1. For the school

Improve facilities such as providing a course space and alternatives such English reading books.

## 2. For the teacher

The teacher must be more rigorous in educating students, especially in speaking English and familiarizing students with dialogue in front of the class and then giving them more vocabulary at every lesson. Teacher must master new technologies in language learning with multiple intelligences and mixed abilities to replace old teaching methods. role play.

## 3. For the students

Students are advised to always read the dictionary, practice a lot and do not be afraid of making mistakes, read more sentences in English.



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## **Appendix 1: Interview list**

### **Interview Question**

1. Do you have difficulty in using English vocabulary?
2. Does the teacher often teach vocabulary during English lessons?
3. Have you studied vocabulary outside of school time?
4. Do you have difficulty in pronouncing English?
5. Have you studied pronunciation outside of School time?
6. Do you have difficulties in learning about grammar in English lessons?
7. Have you studied grammar outside of school time?
8. Do you also have problems in terms of fluency in speaking English?
9. Have you ever practiced fluency or spoken English outside of school time?

## Appendix 2 :

### TRANSCRIPT OF THE INTERVIEW

These are the result of the interview from Nint-Grade Junior High School Jambi City.

#### Transcript 1(Student 1)

A: Sebelum kita mulai, perkenalkan nama kakak Dion Octavian Pamungkas, kakak dari jurusan Pendidikan Bahasa Inggris Universitas Batanghari..jadi kali ini kakak ingin meminta waktu adek sebentar untuk melakukan wawancara ..gunanya untuk menyusun tugas akhir kakak.

B: Baik kak

A: Baik, untuk pertanyaan pertama....Apa kamu punya kesulitan mempelajari kosa kata Bahasa Inggris?

B: Jarang kak, karna saya sering menemukan itu di film dan di tempat les juga membantu

A: Apa guru kamu sering mengajarkan kosa kata waktu jam pelajaran?

B: Jarang kak, terkadang malah di ajarkan mencari sendiri di kamus

A: Apa kamu sering belajar kosa kata di luar jam sekolah ?

B: Sering kak, lewat film terkadang suka membaca kata kata yang belum diketahui

A: Apa kamu juga mempunyai kesulitan dalam pengucapan dalam bahasa inggris?

B: Tergantung kak,siapa yang di ajak bicara, kalau bersama temen atau guru sulit, tetapi sering berlatih di rumh sama kakak

A: Apa kamu perna belajar tentang pengucapan di luar jam sekolah ?

- B: Pernah, di rumah kak dan suka aja gitu ngomong sendiri
- A: Apa kamu juga punya kesulitan dalam mempelajari tata bahasa atau grammar?
- B: Punya kak, kalo belajar sendiri itu sedikit susah dan sulit di pahami dan saya lebih suka di ajarkan
- A: Apa kamu pernah belajar tata bahasa itu di luar jam sekolah ?
- B: Pernah kak dan itu sangatlah sulit
- A: Apa kamu juga mempunyai masalah terhadap kelancaran berbicara dalam bahasa inggris?
- B: Punya kak, dan hal itu sebabkan karna tegang dan takut salah
- A: Apa kamu pernah melatih kelancara itu di luar jam sekolah ?
- B: Enggak pernah kak

#### Transcript (Student 2)

- A: Sebelum kita mulai, perkenalkan nama kakak Dion Octavian Pamungkas, kakak dari jurusan Pendidikan Bahasa Inggris Universitas Batanghari..jadi kali ini kakak ingin meminta waktu adek sebentar untuk melakukan wawancara ..gunanya untuk menyusun tugas akhir kakak.
- B: Oke Kak
- A: Baik, untuk pertanyaan pertama....Apa kamu punya kesulitan mempelajari kosa kata Bahasa Inggris?
- B: Sering kak, karna guru selalu menggunakan bahasa inggris dan banyak kata2 yg tidak saya mengerti.
- A: Apa guru kamu sering mengajarkan kosa kata waktu jam pelajaran?

- B: Jarang, karna tidak semua chapter yang di ajarkan berfokus kepada vobulary atau kosa kata.
- A: Apa kamu sering belajar kosa kata di luar jam sekolah ?
- B: Jarang juga, sebab banyaknya tugas dari mata pelajaran yang lain.
- A: Apa kamu juga mempunyai kesulitan dalam pengucapan dalam bahasa inggris?
- B: Punya kak, karna jarang berbicara bahasa inggris dan sering memakai bahasa indonesia untuk bahasa sehari hari
- A: Apa kamu pernah belajar tentang pengucapan di luar jam sekolah ?
- B: Enggak pernah, karna gak punya waktu dan pendamping buat belajar.

#### Transcript (Student 3)

- A: Sebelum kita mulai, perkenalkan nama kakak Dion Octavian Pamungkas, kakak dari jurusan Pendidikan Bahasa Inggris Universitas Batanghari..jadi kali ini kakak ingin meminta waktu adek sebentar untuk melakukan wawancara ..gunanya untuk menyusun tugas akhir kakak.
- B: Salam kenal Kak
- A: Baik, untuk pertanyaan pertama....Apa kamu punya kesulitan mempelajari kosa kata Bahasa Inggris?
- B: Terkadang, karena jarang menggunakan vocabulary dalam bahasa sehari hari
- A: Apa guru kamu sering mengajarkan kosa kata waktu jam pelajaran?
- B: Jarang kak, sebab guru sering menggunakan bahasa inggris tetapi jarang kasih tau artinya.
- A: Apa kamu sering belajar kosa kata di luar jam sekolah ?



- B: Sering, melalui subtitle dari film luar dan lirik lagu.
- A: Apa kamu juga mempunyai kesulitan dalam pengucapan dalam bahasa inggris?
- B: Tergantung lawan bicara dan suasana, kalau di depan banyak orang saya grogi kak.
- A: Apa kamu pernah belajar tentang pengucapan di luar jam sekolah ?
- B: Jarang kak, keseringan main HP atau main game.
- A: Apa kamu juga punya kesulitan dalam mempelajari tata bahasa atau grammar?
- B: Punya, karna grammar itu sangat sulit untuk di pelajari terutama tense.
- A: Apa kamu pernah belajar tata bahasa itu di luar jam sekolah ?
- B: Biasanya belajar di tempat kursus kak
- A: Apa kamu juga mempunyai masalah terhadap kelancaran berbicara dalam bahasa inggris?
- B: Punya, karna jarang berbicara bahasa inggris dan grogi untuk berbicara di depan banyak orang
- A: Apa kamu pernah melatih kelancara itu di luar jam sekolah ?
- B: Tidak pernah, sebab lebih senang bermain game.

## Transcript (Student 4)

- A: Sebelum kita mulai, perkenalkan nama kakak Dion Octavian Pamungkas, kakak dari jurusan Pendidikan Bahasa Inggris Universitas Batanghari..jadi kali ini kakak ingin meminta waktu adek sebentar untuk melakukan wawancara ..gunanya untuk menyusun tugas akhir kakak.
- B: Baik, Salam kenal Kak
- A: Baik, untuk pertanyaan pertama....Apa kamu punya kesulitan mempelajari kosa kata Bahasa Inggris?
- B: Ya, saya mengalami kesulitan dalam menggunakan kosa kata karna kemampuan saya dalam bahasa inggris belum cukup baik
- A: Apa guru kamu sering mengajarkan kosa kata waktu jam pelajaran?
- B: Tidak, sebab guru menjelaskan pelajaran menggunakan bahasa inggris tanpa menyebutkan arti. Karna itu saya susah untuk memahami kosa kata dalam bahasa inggris
- A: Apa kamu sering belajar kosa kata di luar jam sekolah ?
- B: Sering, seperti menonton film luar dan membaca buku yang terdapat kata2 bahasa inggris.
- A: Apa kamu juga mempunyai kesulitan dalam pengucapan dalam bahasa inggris?
- B: Punya, karna lebih sering menggunakan bahasa indonesia, sedangkan bahasa inggris sedikit, dan itupun waktu pelajaran bahasa inggris saja.
- A: Apa kamu pernah belajar tentang pengucapan di luar jam sekolah ?
- B: Tidak kak, karna tugas dari pelajaran lain banyak.
- A: Apa kamu juga punya kesulitan dalam mempelajari tata bahasa atau grammar?

- B: Tidak ada, Karna di sekolah sudah di ajarkan materi grammar dengan baik.
- A: Apa kamu perna belajar tata bahasa itu di luar jam sekolah ?
- B: Pernah, karna tugas tugas bahasa inggris dari sekolah, sehingga belajar grammar di rumh.
- A: Apa kamu juga mempunyai masalah terhadap kelancaran berbicara dalam bahasa inggris?
- B: Ada, pada saat berbicara bahasa inggris di depan kelas saya masih terbata bata karna grogi
- A: Apa kamu pernah melatih kelancara itu di luar jam sekolah ?
- B: Pernah, dengan belajar melalui internet agar bisa lancar berbicara bahasa inggris.

#### Transcript (Student 5)

- A: Sebelum kita mulai, perkenalkan nama kakak Dion Octavian Pamungkas, kakak dari jurusan Pendidikan Bahasa Inggris Universitas Batanghari..jadi kali ini kakak ingin meminta waktu adek sebentar untuk melakukan wawancara ..gunanya untuk menyusun tugas akhir kakak.
- B: Salam kenal Kak
- A: Baik, untuk pertanyaan pertama....Apa kamu punya kesulitan mempelajari kosa kata Bahasa Inggris?
- B: Sering, karna belum tau banyak tentang kosa kata.
- A: Apa guru kamu sering mengajarkan kosa kata waktu jam pelajaran?
- B: Jarang kak, guru terlalu sering memberi tugas.
- A: Apa kamu sering belajar kosa kata di luar jam sekolah ?

- B: Sering, dengan cara mengulangi pelajaran bersama orang tua dan bantuan dari tempat kursus
- A: Apa kamu juga mempunyai kesulitan dalam pengucapan dalam bahasa inggris?
- B: Iya, sebab saya terlalu sering pakai bahasa indonesia, dan berbicara bahasa inggris itu saya sering salah karna grogi
- A: Apa kamu pernah belajar tentang pengucapan di luar jam sekolah ?
- B: Pernah, di tempat kursus dengan cara membaca semua dialog di buku.
- A: Apa kamu juga punya kesulitan dalam mempelajari tata bahasa atau grammar?
- B: Punya kak, terutama belajar tentang tense.
- A: Apa kamu pernah belajar tata bahasa itu di luar jam sekolah ?
- B: Jarang, kadang mencari di internet apa itu grammar
- A: Apa kamu juga mempunyai masalah terhadap kelancaran berbicara dalam bahasa inggris?
- B: Tidak terlalu lancar karena kurang tau cara penyebutannya.
- A: Apa kamu pernah melatih kelancaran itu di luar jam sekolah ?
- B: Iya kak sering, sebab ingin bisa bicara bahasa inggris dengan lancar seperti para Bule.

## Transcript (Student 6)

- A: Sebelum kita mulai, perkenalkan nama kakak Dion Octavian Pamungkas, kakak dari jurusan Pendidikan Bahasa Inggris Universitas Batanghari..jadi kali ini kakak ingin meminta waktu adek sebentar untuk melakukan wawancara ..gunanya untuk menyusun tugas akhir kakak.
- B: Hallo Kak
- A: Baik, untuk pertanyaan pertama....Apa kamu punya kesulitan mempelajari kosa kata Bahasa Inggris?
- B: Sering, karna lupa dan belum terlalu banyak mengetahui kosa kata dan banyak kata kata yang mirip
- A: Apa guru kamu sering mengajarkan kosa kata waktu jam pelajaran?
- B: Jarang, guru terlalu sering memakai bahasa inggris dan jarang menjelaskan menggunakan bahasa indonesia.
- A: Apa kamu sering belajar kosa kata di luar jam sekolah ?
- B: Sering, di rumah dan di tempat kursus.suka melihat dari media sosial yang pakai bahasa inggris.
- A: Apa kamu juga mempunyai kesulitan dalam pengucapan dalam bahasa inggris?
- B: Punya, terutama dalam hal mempresentasikan tugas bahasa inggris di depan kelas.
- A: Apa kamu pernah belajar tentang pengucapan di luar jam sekolah ?
- B: Sering latihan bicara bahasa inggris dengan cara mengulangi dialog di film.
- A: Apa kamu juga punya kesulitan dalam mempelajari tata bahasa atau grammar?

- B: Ada, terutama belajar tense dan kata ganti benda atau kata kerja serta keterangan waktu yang saya gak tau kapan harus di pakai.
- A: Apa kamu perna belajar tata bahasa itu di luar jam sekolah ?
- B: Pernah, di tempas les, agar mengetahui dan memahami grammar yang sangat sulit itu.
- A: Apa kamu juga mempunyai masalah terhadap kelancaran berbicara dalam bahasa inggris?
- B: Punya, terutama ada kata kata yang mirip penyebutannya namum arti berbeda.
- A: Apa kamu pernah melatih kelancara itu di luar jam sekolah ?
- B: Pernah, saat di rumah dan di tempat les.

#### Transcript (Teacher)

- A: Sebelum kita mulai, perkenalkan nama Saya Dion Octavian Pamungkas, saya dari jurusan Pendidikan Bahasa Inggris Universitas Batanghari..jadi kali ini saya ingin meminta waktu mam sebentar untuk melakukan wawancara gunanya untuk menyusun tugas akhir saya mam.
- B: Hallo Dion
- A: Baik, untuk pertanyaan pertama....Apa Mam punya kesulitan mengajar kosa kata Bahasa Inggris?
- B: Pasti ada kesulitan, dan sama sama mempunyai kesulitan untuk kosa kata yang belum pernah di dengar, dan juga saya maupun murid sering mencari beberapa kosa kata di kamus atau di google translate.
- A: Apa mam kamu sering mengajarkan kosa kata waktu jam pelajaran?

- B: Tentu saja, pasti menggunakan kosa kata, terutama jenis text, dan sering menemukan kosa kata yang sulit dan kata yang baru dan juga menggunakan kamus.
- A: Apa mam sering menyuruh murid belajar kosa kata di luar jam sekolah ?
- B: Tentu saja, contoh misal nya ada suatu materi dan ada beberapa text pasti mereka menemukan kosa kata yang baru. Dan saya meminta mereka untuk mencari dikamus atau di google.
- A: Apa mam juga mempunyai kesulitan dalam pengucapan dalam bahasa inggris?
- B: Pasti ada, setiap guru pasti ada kesulitan dan cara mengatasinya lihat kamus agar lebih mudah untuk menerangkan pelajaran.
- A: Apa mam pernah menyuruh murid belajar tentang pengucapan di luar jam sekolah ?
- B: Sesuai dengan materi, mereka belajar di rumah bagaimana pronounction dalam suatu percakapan di buku pelajaran.
- A: Apa mam juga punya kesulitan dalam mempelajari tata bahasa atau grammar?
- B: Mengajarkan tata bahasa kepada murid itu sangat sulit, dan murid juga sering mengeluh tentang tense.
- A: Apa mam pernah menyuruh murid belajar tata bahasa itu di luar jam sekolah?
- B: Tentu saja, apa lagi ada materi yang ada di kelas terutama tense.
- A: Apa mam juga mempunyai masalah terhadap kelancaran berbicara dalam bahasa inggris?
- B: Banyak ditemukan, contoh nya dalam 1 kelas 38 siswa hanya beberapa siswa sekitar 3 atau 4 orang yang lancar berbicara bahasa inggris, mungkin karna kemarin belajar melalu online sebab covid.

- A: Apa mam pernah menyuruh murid melatih kelancara itu di luar jam sekolah ?
- B: Sering, bahkan pernah mereka belajar mandiri tanpa saya suruh, mereka belajar melalui film ataupun youtube



## DOCUMENTATION

Picture Interview Student :

Fisrt Grup







Picture Interview Student

Second Grup :







Picture Interview Teacher :

