THE STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT ELEVENTH GRADE OF PPTQ MUALLIMIN MUHAMMADIYAH PAKAN SINAYAN

A Thesis

Submitted as a partial fulfilment of the Requirements to Obtain Strata One (S1) Degree On English Education Department



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ABSTRACT

Indria Nofitri, 2314.014. Thesis. The Students' Difficulties in Speaking English at Eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. State Islamic Institute of Bukittinggi, 2021

This research was done related to the problem that happen at most the eleventh grade students at PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. The problem is most of students difficult to practice speaking English in front of the class. In addition the students were too shy to make permission by using English and speak with friends that reflexively will laugh to them if they make a mistake. Furthermore, this research is conducted to described that factor affecting of the students' difficulties in speaking English at Eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan.

The type of the research is descriptive qualitative approach. The data was collected from the interview to the informants. The source of the research was the eleventh grade students, the informant based on the teacher who determines the students who have problems. The technique of data analysis used Miles and Huberman' Model, consisted of : data collection, data reduction, display the data, and conclusion.

Based on analysis of the data, it was found that the factor affecting of students' difficulties in speaking English are lack of vocabulary, lack of competence in writing sentences, when the students perform speaking English they are nervous and stutter in expressing the sentences, lack ideas to create and develop the sentences, and lack of interest in learning English. The main factor affecting of the students' difficulties are lack of interest in learning English. In addition, they are given a few minutes to understand the topic that is given by the teacher, and suggest them to the English media that have the easier vocabularies to be understood by the students.

Key words: difficulties, speaking

ABSTRAK

Indria Nofitri, 2314.014. Skripsi. Kesulitan Siswa di dalam Berbicara Bahasa Inggris pada Kelas XI di PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. Institut Agama Islam Negeri Bukittinggi, 2021.

Penelitian ini dilakukan terkait dengan permasalahan yang paling banyak terjadi pada siswa kelas XI di PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. Masalahnya adalah sebagian besar siswa sulit untuk berlatih berbicara bahasa Inggris di depan kelas. Selain itu siswa terlalu malu untuk memberi izin dengan menggunakan bahasa Inggris dan berbicara dengan teman yang secara refleks akan menertawakan mereka jika mereka melakukan kesalahan. Selanjutnya, penelitian ini dilakukan untuk mendeskripsikan faktor-faktor yang mempengaruhi kesulitan siswa dalam berbicara bahasa Inggris di kelas XI PPTQ Mu'allimin Muhammadiyah Pakan Sinayan.

Jenis penelitian ini adalah deskriptif dengan pendekatan kualitatif. Data dikumpulkan dari wawancara kepada informan. Sumber penelitian adalah siswa kelas XI, informan berdasarkan guru yang menentukan siswa yang bermasalah. Teknik analisis data menggunakan Model Miles dan Huberman, terdiri dari : pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan.

Berdasarkan analisis data, ditemukan bahwa faktor yang mempengaruhi kesulitan siswa dalam berbicara bahasa Inggris adalah kurangnya kosa kata, kurangnya kemampuan dalam menulis kalimat, ketika siswa berbicara bahasa Inggris mereka gugup dan gagap dalam mengungkapkan kalimat, kurangnya ide untuk membuat dan mengembangkan kalimat, dan kurangnya minat belajar bahasa Inggris. Faktor utama yang mempengaruhi kesulitan siswa adalah kurangnya minat belajar bahasa Inggris. Selain itu, mereka diberikan waktu beberapa menit untuk memahami topik yang diberikan oleh guru, dan menyarankan menggunakan media bahasa Inggris yang memiliki kosakata yang lebih mudah dipahami oleh siswa.

Kata kunci: kesulitan, speaking

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In learning English, there are four skills of language that actually reality must mastered by all of the students. Threre are listening, speaking reading and also writing. All of this skill cannot be saparated each other. Among these skills, speaking is one of the most important skill that become the focus of the study since the students learn English. Fitriani, et.al stated that speaking is one of language major skills.[1] Speaking is regarded as the most demanded skill on learning a language. In addition, speaking is one elements of communication.

Speaking is communication skill that enable students to expresses their ideas. Melia stated that speaking is an oral communication that expresses the meaning of words between two or more person which can be observed directly.[2] In addition, speaking is the active use of language to verbalize meanings so that other people can make the sense of them. Alhosni stated that speaking is the active use of language to express meaning, and for young learners, to spoken language is the medium through which a new language is encountered, understood, practiced, and learnt, rather than oral skill being simply one aspect of learning language,

[1] Fitriani,Dea Aries,et.al.2015. *A Study on Student's English Speaking Problems in Speaking Performance*

[2] Melia, Gusti.2011. *An Analysis of Students' Speaking Performance in Class Presentation*

the spoken form in the young learner's classroom acts as the prime source of language.[3]

Mastering a speaking English is important in our modern society and global area. Fitriani, et.al stated that speaking skill is important aspect to acquire when learning a second or foreign language, and the success of learning the language is measured from the performance of learners to speak the language learned.[4] In addition, speaking is an interactive process of constructing meaning that involves, producing, receiving and processing information. Brown stated that speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse.[5]

Speaking is important in students areas. Because, if the students have a good competency in speaking skill it this can make them easy to communicate with other. Al-Roud state that speaking is considered as the most means of communication.[6] In addition, speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other as a way to make the message clearly delivered and understood by the listeners.

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[3] Alhosni, Samira.2014. *Speaking Difficulties Encountered by Young EFL Learners*

[4] Fitriani,Dea Aries,et.al.2015. *A Study on Student's English Speaking Problems in Speaking Performance*

[5] Brown, H.Douglas.2004. *Language Assessment Principles and Classroom Practices. San Fransisco: State University*

[6] Paakki, Henna.2013. *Difficulties in Speaking English and Perception of Accents A Comparative Study of Finnish and Japanese Adult Learner of English*

Speaking is the most difficult for English foreign language. To use an English speaking is not easy, there are many factors that cause difficulty in speaking. Paakki stated that speaking English is a difficult task, understand the language and knows a lot about its grammar and lexicon, but when to speak, seems to be at a loss of words students usually get difficulty in learning English speaking, they got to difficult to make sentences.[7] The students should have the ability of English speaking in order that they can communicate with other.

The elements of speaking is not about to speak English with appropriate grammar, beyond everything is to build students' confidence first to speak. Maulana, et.al stated that the most problems that they faced in learning speaking skill are lack of vocabulary, poor pronunciation, less confidence to speak and afraid of making errors while speaking.[8] In addition, students felt shy to speak English and to express opinions and ideas because they were afraid of making mistake in pronouncing to words. So that students became not confidence. Floriasti stated that students faced some obstacles, which came from internal problems, such as anxiety, worried about making mistakes and lack of self confident, and external ones, lack of speaking practice and input from receptive materials listening and reading.[9]

[7] Alruod, Attallah.2010. *Problem of English Speaking Skill that University*

[8] Maulana, Rhandy.et.al.2016. *Students' View on EFL Speaking Problem*

[9] Floriasti, Triwahyuni.2013. *Improving Speaking Skills Through the Use of Integrated Listening and Speaking Material for Student Teacher Academic*

Researcher found that many of information related to speaking problems, based on preliminary research that researcher did in January 2021 at PPTQ Mu'allimin Muhmmadiyah Pakan Sinayan related to students' speaking skill, researcher conducted observation and interview. according to some facts which found in the real life, it shows some phenomena of speaking itself especially in the students' areas. Most of the students have difficulties in learning English Speaking. After doing observation at eleventh grade of PPTQ Mu'allimin Muhammadiyah researcher found that most of them are unable to speak English well because of many factors included. In addition according to the short interview with students, the researcher got the admission that they were too shy to make permission by using English. Moreover, they have to speak it in front of the class and it is watched by their friends that reflexively will laugh to them if they made a mistake. After the researcher made an observation to the students at eleventh grade of PPTQ Mu'allimin Muhamadiyah Pakan Sinayan, the researcher found most of the students were unable to speak English although in very simple phrases or sentences.

In fact, PPTQ Mua'llimin Muhammadiyah Pakan Sinayan is one of favorite schools Islamic in Agam. The students come from outside in West Sumatera area. And also in this school has been supported by some complete facilities, like mosque, 12 classes, MIPA laboratory, computer multimedia, library and so on. Althought it is a favorite school but they still have problem, especially in learning of English. Many students at

eleventh grade consider that English is a boring and uninteresting subject to learn. This situation will influence the students speaking skill. Looking at the fact many students can not speak English fluently. There are lot of reasons why they have bad skill in English speaking.

Based on the facts above, the researcher was interested to conducted a research entitled **"The Students' Difficulties in Speaking English at Eleventh Grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan".**

B. Indentification of the Problem

Based on the background of the problem, the researcher identify problem follow "Most of the students difficult to practice speaking English in front of the class".

C. Research Question

Based on identification above, the problem that would be researched was designed into the following questions "What are factors affecting the English speaking difficulties of students at eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan?"

D. Purpose of the Research

In line with the research question, the purpose of the research is to find out is the factors affecting the students speaking skill at eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan.

E. Significant of the Research

The reseacher hope that this research can give the adventages to:

1. The reseacher as the requirement to obtain the strata 1 degree of english teaching specialization in IAIN Bukittinggi
2. IAIN Bukittinggi as an additional of educational literature and references.
3. Other reseachers who will research the correlated materials in the future.

F. Definition of the Key Terms

Some essential terms are used in this research as follow:

1. Difficulties is a thing that is hard to accomplish, deal with or understand.
2. Speaking is one of skills in English that have information and ideas there to share for each audience.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. The Definition of Speaking

Generally, speaking is needed for everyone in daily foe everything. Speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. English is one of many language's kinds, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. According to Paul C. Talley stated that English Speaking is a modified communicative activity that involves English spoken language to achieve a particular goal or objective in the English language medium.[10]

Focus on education's sector, Speaking is considered the most important skill to master, because there is an assumption that students must learn and speak English fluently in this globalization era. Speaking is deemed to be the most important in learning a second or foreign language. With speaking learners know everything about the language, no matter how well or bad the speakers produces the language. In Senior high school speaking should be practicing in the

[10]Talley, Paul C.2014.*Implicit and Explicit Teaching of English Speaking in the EFL Classroom*. Taiwan: International Journal of Humanities and Social Science.

classroom. The students must try to speak in English lesson to make them communicate in English. Brown and Yule three function of speaking, three part version of Brown and Yule in Richard are talk as interaction, talk a interaction, talk as performance.[11]

Another definition is Richard and Renadya stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralingustic elements of speech such as pitch, stress and intonation.[12] Moreover, non linguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompany speech successful oral communication involves:

a. The ability to articulate phonological features of the language comprehensibly
b. Mastery of stress, rhythm, intonation patterns
c. An acceptable degree of fluency
d. Transactional and interpersonal skills
e. Skill in taking short and long speaking turns
f. Skill in the management of interaction
g. Skill in negotating meaning

[11]Richard, C.Jack.2008.*Teaching Listening an Speaking: From Theory to Practice*.UK: International Journal of Humanities and Social Science.

[12]Richard, Jack C & Renadya, Will.2002.*Methodology in Language Teaching an Antbiology of Current Practice*. Cambridge, UK: Cambridge University Press.

h. Conversational listening skills (succesful conversations require good listeners as well as good speakers)
i. Skill in knowing about and negotiating purpose for conversations
j. Using appropriate conversational formula and fillers

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to geet knowledge and information from other people in whole life situation. In school level, learners feel difficult to express their idea, knowledge and information in speaking for both male and female.

2. Function of Speaking

Speaking is the ability to produce word, to express, to deliver through, idea and feeling. In learning foreign language, speaking is one of basic skills besides listening, reading and writing. It is not an instant skill to be acquired. It is need a long process. According to Rubi and Thomson that language is a complex system, and each system is different and requires reorganization of students thinking with lots of exposure.[13] So it needs for students to practice and to be more successful language learner.

[13] Ruby, Joan and Thomson, Irene.1994.*How to be a More Successful Language Learner.*2nd (Bostom: heinle&heinle publisher)

As speaking functions, Richard stated that the function of speaking was classified into three; talks as interaction, talk as transaction, and talk as performance.[14] Talk as interaction it means about conversation used in daily activities in social interaction: when people meet, they exchange greeting, engage in small talk, recount the experiences, and soon. While talk as transaction is about the situation focusing on the meaning delivered or the message for instance, like teacher teach students, etc. on the contrary, talk as performance refers to public announcements, and speeches. From those definitions above, speaking as activities by which human beings tried to express through, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore is the tools of communication, it is necessary for people to have a good speaking.

3. Component of Speaking

Among the four skills, speaking is a difficult one to assess with precision, because speaking is a complex skill to acquire. Lado said that four or five components are generally recognized in analysis of speech process as the follows:[15]

a. Pronunciation

Pronunciation is the way for student's to produce clearer language when they speak. It deals with the phonological

[14]Richard, J.C.2008. *Teaching Listening and Speaking from Theory to Practice*. Cambridge, Cambridge University Press

[15]Lado, Robert.1997.*Language Testing*. London: Longman

process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and patterns in a language.

b. Grammar

It is needed for students to arrange a correct sentence in conversation. Students ability to manipulated structure and to distinguish appropriate grammatical from in appropriate ones. The unity of grammar also learns the correct way to gain expertise in language in oral and written form.

c. Vocabulary

One cannot conducted communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency include a reasonably fast speed of speaking and a small number of pauses and “ums” or “errs”. These sign indicate that speakers do not have spent a lot of time searching or the language items needed to express the message.

4. The Difficulties in Speaking

English Speaking is also not easy for students, because they must study hard if they want fluency and good comprehension to speak therefore they must learn more about vocabulary and pronunciation.

According to Chaney, difficulties in English speaking students' common difficulties was they did not confident, limited fluency and limited vocabulary.[16]

In addition, Rababah pointed out that there was many factors that caused difficulties in speaking English. Some of the factors was related to the learners themselves, the teaching strategies, the curriculum, and the environment.[17] For examples many learners lack the necessary vocabulary to got their meaning across, and consequently, they cannot keep the interaction going.

Leaning English as a second or foreign language makes students got some difficulties. In this research, the writer will focus on speaking difficulties. Penny Ur said that the four types problem speaking activities they are:

a. Inhibition

   In learning English is the lack of desire for these students to read about and listen to, write language, so when students' speak in class nervous and see audience lack confidence.

[16]Chaney, A.L.1998. *Teaching Oral Communication in Grsadek-8*.Boston: Allyn & Bacon

[17]Rababah, G.2005. *Status Native Arabic- Speaking Teacher of English in Arab* .Gulf States

b. Nothing to say

The problem facing students' was when they speak in front of their class. Because not many students' know the vocabulary and the grammar so they should be able to motivated themselves to have to speak to train their abilities.

c. Low or uneven participation

Participation of low or uneven. Only one participant at a time can talked if to be heard and in large groups, this means that everyone will have only very little speaking time. This problem is compounded by the tendency of some learners to dominated, while others speak very little or not at all.

d. Mother – Tongue use

The phenomenon od students we see today a number of students was accustomed to using mother tongue, they tend to use his mother tongue because it is indeed familiar sine they were small. Soits' easier to talked to their fellow. They felt less to speak a foreign language so that lack of motivation. They was so accustomed to using foreign languages.[18]

From the definition above, it can be concluded that difficulty in speaking is students difficulty in fluency when speaking English, and lack of vocabulary in speaking English. They were less confident when speaking English and often used mother tongue every day. Moreover,

[18]Ur, Penny.1991.*A Course in Language Teaching*. Cambridge: Cambridge University Press

Ur also gave some solution used by the teacher to solve those problems: use group work, base the activity on easy language, make a careful choice of topic an task to stimulated interested, give some instruction or training in discussion skills, keep students speaking the target language.

5. Factors Speaking Difficulties in English

By gate said that there are five factors difficulties in speaking in English, as follow: (1) linguistic obstacles, (2) speech processing difficulties, (3) academic and conversational English Speaking skills (4) negative affect and (5) access to speaking opportunities.

a. Linguistic Obstacles

Linguistic obstacles are obstacles in language such a grammar error when speaking English. Not good structure when using English. Problem with vocabulary and grammar when talking with teacher and then error pronunciation.

b. Speech Processing Difficulties

This is difficulty in speaking because, students in their daily lives are still accustomed to using mother tongue. Students also find it difficult to used words and structures in English. When talking to teachers they don’t communicated well and effectively. Students still struggle to pay attention to fluency and accuracy when

speaking English, because there are many problems that they have not yet mastered.

c. Academic and Conventional English Skills

This is a problem in academic conversations in English. Many students' find it difficult to lead English language discussion, do not live in class atmosphere. Most students' are afraid of English discussion in the classroom afraid to speak or joke. When presentation in class.

d. Negative Affect

Negative affect is that students can be interpreted when they want to talk feeling nervous, have high anxiety if they think negatively worry about grammar, so students' silent in the classroom, especially lack of confidence in speaking English in the classroom and when the teacher says they choose to be silent.

e. Access to Speaking Opportunities

Access to speaking opportunities there is a growing awareness that individual leaning is not an individual psychological process but also a social process. So, it can be interpreted to speak English not for individuals but socially. Most students' speak less English outside the classroom and many do not participate in class.

According to Supartsorn Jindathai on his Journal that quote some experts' opinion there are several factors that lead to a poor English Speaking Performance:[19]

a. Attitude

Rubin & Thomson state attitude as one of the key factors that influences success or failure for language leaners. There is a clear relationship between attitude and achievement in learning a language. A positive attitude will help learners to achieve their goals. Holmes concludes in his study that when language learners have a positive attitude towards a target language, they will be successful in acquiring a target language. On the other hand, Gardner & Lambert that learners with a negative attitude do not put in the effort required to learn the language. Moreover, Littlewood concludes that a bad attitude produces a barrier to the learning process. Consequently, they will lose interest in learning.

b. Motivation

The term motivation has been defined differently by different schools of though. In second and foreign language learning. Gardner defines motivation as the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Oxford &Shearin

[19]Supratsorn, Jindathai.2015, *Factors Affecting English Speaking Among Enginering Students at THAI Nichi Institute of Techology*, www.supatsorn@tni.ac.th,Accssed at September,08 2016 at 21.45 Pm

consider motivation as an important part of acquiring and retaining a new language. Language learner are different in terms of goals to achieve. Mc Donough states that some wish to become linguists, some wish for better job, and others wish to accepted on foreign countries. According to Harmer motivation can be categorized an intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to several factors which occur inside the classroom, such as teacher's personality, teacher's teaching techniques, classroom environment, etc. on the other hand, extrinsic motivation is defined as a factors outside the classroom. This type of motivation can be further classified into integrative motivation is the desire to learn a language in order to integrate into the culture of the second or foreign language group and engage in the community. In contrast, instrumental motivation refers to the desire to learn a language because fulfills certain goals such as future career, better status, or getting a place at university.

c. Personality

Personality is another factor that influences progress in language learning. Therefore, scholars like Ehrman, Krashen, Skehan, etc. have conducted studies relating to the relation of personality and language learning. The result revealed a clear relationship between personality and second language acquisition. This is because personality and second language acquisition. This is because

personality determines thins that learners feel comfortable with. Consequently, they are able to express themselves better at the given skills, Ehrman points out there are a number of personality characteristic that may affect second or foreign language. Rubin & Thompson conclude that learners who are shy and inhibited are worried about their oral abilities. They tend to show less willingness to participate in the classroom and in daily-life communication. Language learners who are not afraid to make mistakes and are willing to tale risk are more successful.

d. Exposure to English

There are various factors which affect learning a second or foreign language. It is undeniable that one of the most important factors is an opportunity to use a target language. According to Briere the amount of time in exposure to a target language in formal and informal linguistic environments influences second language acquisition. In addition, language exposure is related to a proficiency level as a study by Lubega shows. He concludes that language learning should be in a formal and informal linguistic situation, learners who had only formal exposure will achieve a lower level of language proficiency than those who had both formal and informal exposure.

e. Management in teaching and learning English

This is the last factors which may influence students' difficulties in acquiring communicative skills in language learning. This factor include teachers' techniques, classroom activities, extra curriculum activities, and the course syllabus. The teacher is a very important factor in teaching language learning. A good language teacher depends on two factors: his level of proficiency in the language, and his knowledge and expertise language teaching techniques, Wilkin proposes fun and interesting inside classroom activities are closely related to teacher skills and techniques in handling the classroom. The last two factors, extra classroom activities and the course syllabus are relate to management policy within the department. These factors indirectly affect students' problem in English Speaking.

Meanwhile, the cause of students' difficulties in speaking are the students are lack of vocabulary mastery, the situation around of them is not support to speak English, they feel afraid or dislike with English subject, less of train in outside and self confidence, teacher's style in teaching English, less grammar competence also motivation.

Based on the some experts' opinions above, the researcher concluded the causes of the students' difficulties were inhibition, nothing to say, low or uneven participation, mother-tongue use, also related to the learners themselves, the teaching strategies, the

curriculum, and the environment. Also attitude, personality, motivation, exposure to English and management in teaching and leaning English.

6. Characteristic of Successful of Speaking Activities

Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Therefore, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc.) was intrinsically enjoyable in themselves. To most people, mastering the art of the speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

However sometimes spoken language was easy to perform, but in some cases it is difficult, when people want to speak fluently, sometimes they got difficulties to do it.[20] In order that they can carry out the successful speaking, they have to fulfill some characteristic of successful speaking activity such as :

1) Learners talk a lot. As much as possible this activity is in fact allowed for learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

[20]Brown, H. Douglas.2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, second edition*. New York: Pearson Education Company

2) Participant is even. Classroom discussion is not dominated by a monitory of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective
4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and acceptable level of language accuracy.

7. The Activities to Improve Students' Speaking Skill

The study was conducted at PPTQ Mu'allimin Muhammadiyah Pakan Sinayan is located in Pakan Sinayan, Kamang Mudiak, Kamang Magek. This school is filled with various types of activities including intellectual and spiritual activities. The details information of the researcher chooses PPTQ Mu'allimin Muhammadiyah Pakan Sinayan as research setting because some factors. First PPTQ Mu'allimin Muhammadiyah Pakan Sinayan has a brilliant achievement in the field of English and Arabic Language. Second one of the purposes of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan is expected to speak fluently English and Arabic properly. And the last many program and competitions have been supported to improve the students Language: memories of vocabulary, conversation, public speaking, English study club, drama, poem, speech etc. Daily language program means some

activities which are conducted language in every day as daily activity in PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. In this case, PPTQ Mua'llimin Muhammadiyah applied English for daily communication, so the students are motivated to master in English especially in speaking. Besides, PPTQ Mu'allimin Muhammadiyah also applied some activity to support them in speaking English in daily activity. There are four activities consistent of weekly language, memorize of vocabulary, English conversation, public Speaking and study club.

1) Weekly language

   Weekly obligates the students to speak English in daily communication. When the students do infraction, they can get punishment. So, the students have to speak English in daily activity. By conducting weekly language, the students can speak confidently in daily speaking. So PPTQ Mu'allimin Muhammadiyah applied this program which created good environment to support the students' speaking skill.

2) Memorize of vocabularies

   Memorize vocabularies is a program the students learn more about pronunciation and vocabulary of daily expression. It is conducted every morning. The technique of teaching and learning is giving five of vocabularies and some the students make the sentence from the words. The aims is the students are able to

memorize correct pronunciation and improve the students' vocabulary.

3) English conversation

English conversation provides the students in practice speaking by the target language. English conversation is used for providing the students to communicate by using target language in a given topic. The aim of this program is to train and familiarize students in English usage.

4) Public speaking (*muhadharah*)

The purpose of the public speaking program held in English and Arabic language is to encourage students to improve the quality of language learning, motivate students to master English and Arabic, and improve self confidence, competitive, discipline, and hard work of the students in learning process in the classroom, so students able to speak English and Arabic well in Public.

5) Study club

Study club was designed to practice students' speaking, mental, and talent. It is divined into two language Arabic and English. Study club is led by a teacher who organizes a range of stimulating and enjoyable language based on activities for students to take part in. the study club aims in to provide students with more exposure to speak by foreign language, and it will familiarize students will various language skills and functions.

B. Review of Related Study

To support the researcher in conducting the research, the researcher encloses some previous which had been done by the other researchers. The first was conducted by Dina al Jamal in 2013 entitled " An investigation of the difficulties faced by ELF undergraduates in Speaking Skills". The presents study aimed at describing difficulties that many be encountered at an ELF setting. This study used qualitative, questionnaire and 64 students' to survey. The result of the study showed a " low" speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at University courses' level. More highlighted difficulties by this study were as these of communication in L1, large classes, and lack of time.[21]

The second research was Nadir Awad Kardwishin 2016 entitled " Investigating speaking difficulties that encounter students at secondary schools". The aim of this study is to investigated the speaking difficulties that encounter Sudanese secondary schools students at Omdurman locality. The technique of analyzing data is qualitative used questionnaire a questionnaire was distributed to thirty teachers of English language with different experience at Omdurman Locality. After the researcher

[21]Al Jamal, Dina.2013.*An investigation of the difficulties faced by ELF undergraduates in Speaking Skills*

conducted and analyzed the questionnaire data, he found the following: large vocabulary helps learner to express easily and clearly, learner weakness in listening skill cause speaking difficulties, some students are unable to choose the right words or phrase for communication , negative psychological factor speaking skill, no clear strategy of teaching English language which can help the students' to speak well, teacher no have time for practicing speaking.[22]

Third, Samira al Hosni in 2014 conducted a study titled " speaking difficulties encountered by young learners". The aim of study is speaking difficulties encounter by grade five students. The technique of analyzing data is qualitative used observation and interview. The result of the research three major speaking difficulties encountered by the students' at this level, and they are linguistic difficulties mother tongue use and inhibition.[23]

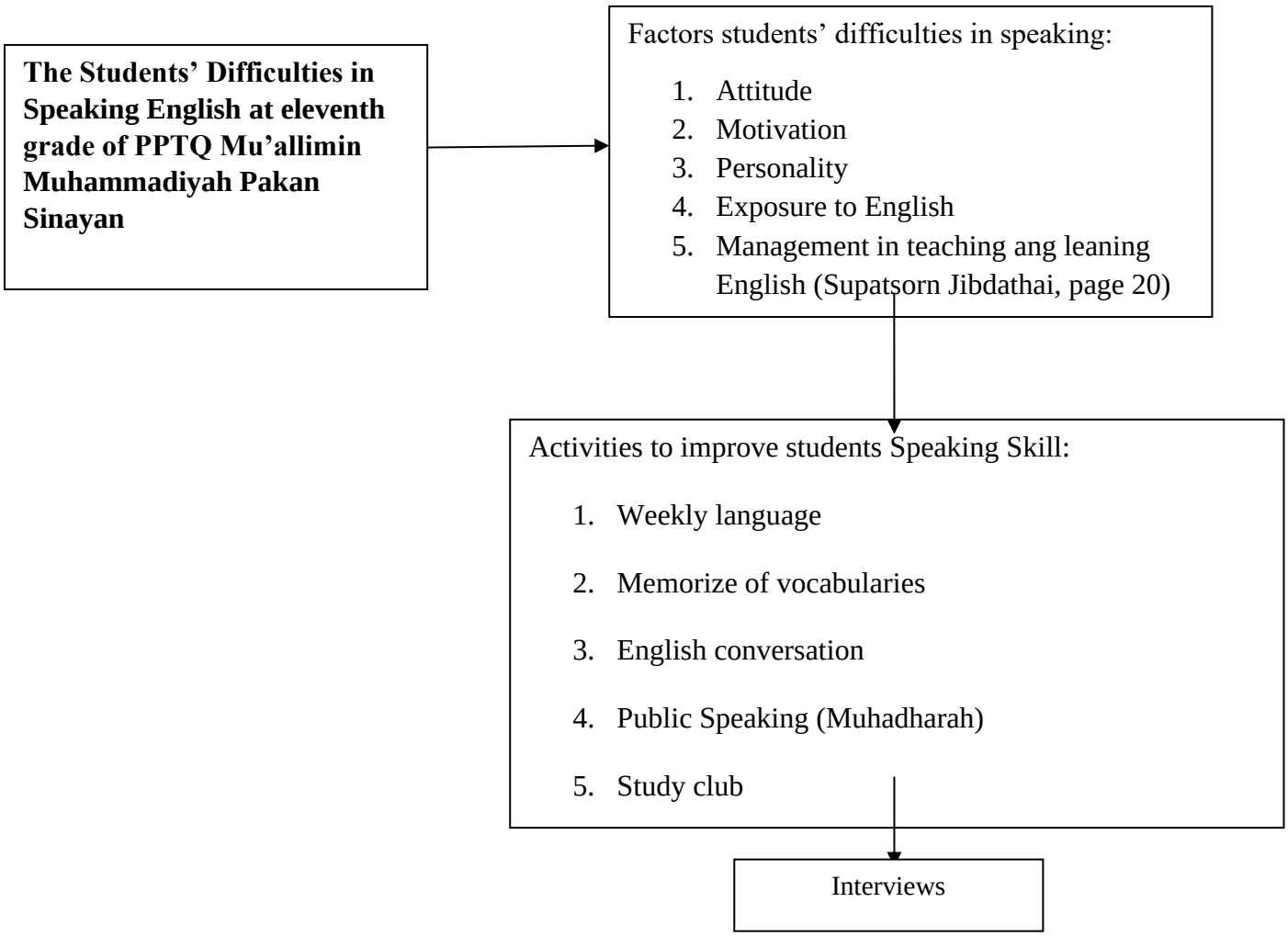
The research that will be done by the researcher is about factors affecting the speaking difficulties at eleventh grade. This research will be done at PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. This research will use descriptive qualitative .

[22]AwadKardwish, Nadir. 2016.*Investigating speaking difficulties that encounter students at secondary schools*

[23]Samira al Hosni.2014. *A study speaking difficulties encountered by young learners*

C. Conceptual Framework

In this research, the researcher make a concept of the research as follows:



Based on conceptual framework above, the researcher built conceptual framework from the causes of students' difficulties in Speaking English, for instance: attitude, motivation, personality, exposure to English, and management in teaching and learning English.

On the other hand, there were to improve students' speaking activities, consisted of weekly language, memorize of vocabularies, English conversation, public speaking (Mudhadarah) and study club.

All of the cause and the activities to improve students' speaking skill at PPTQ Mu'allimin Muhammadiyah Pakan Sinayan would be done interviews.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

In this research, the researcher used qualitative approach. Qualitative is described as an unfolding model that occur in a natural setting that enable the researcher to develop a level of detail from high involvement in the actual experiences.[24] The type of use in this research is descriptive, as stated by Gay that the descriptive concerned with the assessment of attitudes, opinion, demographic information, condition, and procesures.[25] The purpose of qualitative descriptive is to identify and provide evidence to support the fact that certain part/variables exist.

Therefore researcher use qualitative descriptive approach to describe the students' difficulties in learning English especially speaking skill at the eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan based on evidences.

B. Informant of the Research

[24] Creswell, J.W.2012. *Educational Research: Planing, Conducting, and Evaluating Quantitative and Qualitative research*. Thousand Oaks, CA: Sage Publications

[25] L.R.Gay, *Educational Research*.1990. Singapore: Merill Pblishig Company

The informant is a person who will gave the information.[26] The informant is choose based on the teacher information that student have problem about the data of the research.

The data is complete by student interview. The informant is choose by purposive sampling technique. According to Arikunto, purposive sampling technique which is done because limited time as finding.[27] According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to depends on the purpose of the study.[28] It means in this researcher chose the subject according to the need and purpose of the research.

The researcher chose the eleventh grade because most of them felt difficult in speaking English. They had understood the material but they still encountered the obstruction in speaking English.

C. Instrument of the Research

Instrument is the tools to get data which is needed by researcher. The research used two kinds of instrument to get the data that are interview and observation.

1. Interview

[26] Suharsimi Arikunto.2006. *Prosedur Penelitian : Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

[27] Suharsimi Arikunto.2002.*Prosedur Penelitian Suatu Pendekatan Praktik*.Yogyakata: Rineka Cipta

[28] Marguerite. Et.al.2006.*Methods in Educational Research: from Theory to Practice*. San Fransisco: Jessey-Bass

Interview is a conversation between interviewer and interview in order to get information through some questions and responses. In this research, the researcher use semi structure. Based on Sugiyono, interview which is interview flexible and fluid structure rather than structure interview.[29] For getting information, the researcher do interview until researcher get information by informant without use certain structure. In conclude, the interview is use by the researcher to get information about causes of students' make speaking. It is through this interview that the researcher digs up data, information, and description of the research subject. Interview technique conduct is a free guided interview, meaning that the questions are express not fixated on the interview guidelines and can deepened or develop in accordance with the situation and conditions field.

2. Observation

Observation according to Bungin is a data collection use to collect research data through observation and sensing.[30] In this case the observation conducted by observing during teaching and learning. Furthermore the observation is used to find out when students likely to feel anxious and in what situations that might trigger their speaking in English class.In this observation, the researcher use the non-observation typeparticipants, namely the

[29]Burgin, Burhan.2007. *Penelitian Kualitatif*. Jakarta: KencanaPradana Media Group
[30]Ibid

researcher only directly observes the state of the object, but the researcher is not active and participates directly. This data collection technique is done by observation phenomenon that exists and occurs. Observations made expected to obtain data that is appropriate or relevant to the topicresearch. The observations conducted the research is at that location and brings the observation sheet that has been made. The researcher give checklist to each item in observation sheet.

D. Technique of Data Collection

To collect the data, the researcher used interview. Burhan Bungin proposed interview was conversation process that was purposed for constructing about people, event, activity, organization, motivation, feeling, etc as done by two part, that is interviewer as an asking questions to the interview.[31]

Furthermore, interview is as support technique in collect data beside observation. The researcher prepare several tools or instruments which help in interview process such as list of questions, notebook, text of some questions as a written guide and others that support the interview run well. The researcher directly relate to questions that are about what are the students' difficulties in speaking English at eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan.

E. The Technique of the Data Analysis

[31]Burhan, Bungin. 2012. *Metodologi Penelitian Kuaitatif: Aktualisasi Metodologi keArah Ragam Varian Kontemporer*. Jakarta; PT Raja Grafindo Persada.P155

The data would be analyze by using some steps, as according to Sugiyono who quoted Miles and Huberman's Model, it would be explain as followed:

1. Data Collection: the researcher come to school to aim of collecting data, the way can be through interview, the researcher is key instrument, can measure the accuracy and sufficiency of the data and when the data collection should end.
2. Data Reduction: is simplification classifying and removing unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions. This reduction stage is carried out to select whether the data is relevant or not with the final goal.
3. Data Display: after the data is reduce and categorize, then enter the data display. In this stage of the process, the researcher designs the rows and columns of a qualitative data metric and determines the type and form of data to be entered in the metric boxes
4. Conclusion: after the three process have been passed, the last step is to draw conclusions. The content of the conclusion should include all the important information found in the study, the language used to describe conclusions must also be easy to understand without being complicated.

F. Triangulation of the Data

Triangulation of data is way to check the credible of the data in qualitative research by use some technique of data collection and some source of the existing data. Triangulation by use some technique means that use different technique in collect data for get the data from the same source. Besides, triangulation with the source means compare, and test back the degree of the trust information which is get from the different source with the same technique.[32] Furthermore, the researcher compares the result data from observation with the data that is got from interview.

Actually, triangulation is not classify a data gathering tool like an interview or observation. Because human behavior is so complex, the use of one method in qualitative data collection is often consider insufficient. Many researcher states that there is no instrument of data collection that could measure phenomenon from research subject as completed. Instrument of data collection only able to measure human phenomenon from one point of view.

[32]Sugiyono. 2015.*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*.p330

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

This research was analyzed used qualitative descriptive approach. The data were collected from the students at eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. The data were taken on Juni until July 2021. There was some students and teacher of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan as informant of this research.

The data of this research was based on the students and the English teacher statement in interview. The interview sheet consisted of 8 items for the eleventh grade student of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. There was related to students' difficulties in Speaking English. The researcher used purposive sampling also used free interviewed in the students' interview. The research data was presented as below:

a. Factor affecting students' difficulties in speaking English

In doing the students interview, the researcher asked to teacher some students got difficulties in speaking at eleventh grade as to found out the answer of the research questions about students' difficulties in speaking English.

1. Attitude

Talking about the students' difficulties in speaking English, there was some factors, one of them that was attitude. The

researcher interviewed the first informant responded " *saya merasa kesulitan dalam berbicara Bahasa Inggris yang di sebabkan oleh faktor sikap, saya tidak memperhatikan guru dan berbicara dengan teman saat belajar di kelas. Banyak yang saya bicarakan dengan teman karena apa yang di ajarkan guru tidak masuk di dalam pikiran saya*".[33]

Next, the statement above was corrected by the third informant: "*faktor sikap pada yang saya mempengaruhi saya dalam berbicara Bahasa Inggris yaitu meribut seperti mencimooh dan mengganggu teman*".[34]

However, the statement that was stated by the third informant was also felt by the sixth informant:

> *Faktor sikap yang mempengaruhi terkadang kalau di bilang sulit iya tapi kalau di bilang mudah juga tidak. Kadang-kadang guru itu sering salah dan kita pun mengartikannya terbalik contohnya 'hawever' jadi di baca 'however' jadi membinggungkan. Dan juga guru menerangkan dan sikap teman yang meribut di dalam pembelajaran Bahasa Inggris.*[35]

[33]M, Nuzuli, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.30 p.m

[34]Ahmad Syukri, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.50 p.m

[35]Berry, Valent Pradana P, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 12.30 p.m

Then, the eleventh informant also got difficulty that was factor by attitude: "*faktor sikap yang mempengaruhinya, mengucapkan kata-kata dalam Bahasa Inggris itu jarang, berbahasa Inggris dengan guru mata pelajaran itu saja. Dan tidak ada praktek di luar karena malu*".[36]

The nineth informant did not contradict with that issue: "*faktor sikap mempengaruhi ada, seperti tidak mampu*".[37]

Moreover, the tenth informant had the different opinion with the nineth informant: "*kadang ada kesulitan, iya di pengaruhi faktor sikap. Kadang saya tertarik dan kadang tidak, kalau moodnya lagi baik saya bias berbicara Bahasa Inggris*".[38]

This issue was viewed different by the eighth informant: "*faktor sikap iya mempengaruhi saya, saya kurang menerima pelajaran bahasa Inggris karena kurang mengerti dengan pelajaran bahasa Inggris*".[39]

Besides, the identical mind was also explained by the seventh informant: *"faktor sikap yang mempengaruhi yaitu kurang*

[36]Kasih Illahi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 12.30 p.m

[37]Adisa Miftahil Jannah*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 13.20 p.m

[38]Futri, Miftahil Jannah*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 13.30 p.m

[39]Fikri Haikal*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 12.50 p.m

suka dengan pelajaran bahasa inggris karena susah menghafal kosa katanya".[40]

In addition,the seventeenth informant felt difficult too in her speaking English that was caused by disturbance from attitude: *"iya, seperti membuat percakapan yang di tampilkan di depan kelas dan menghafal teks terlebih dahulu yang terkadang di anjurkan guru dan terkadang tidak"*.[41]

The thirteenth informant admitted that her difficulty in speaking English was affected by attitude*: "iya, di dalam tampilan speaking itu ada tampilannya. Sikap saya tidak menerima soalnya sulit di pahami dari cara dan bahasanya sulit di pahami".*[42]

The fifth informant corrected her clasmate's answer above: "*ada, sikap saya yang menolak dalam pelajaran bahasa Inggris. Terkadang menyukainya"*.[43]

the fifteen informant also encoutered the difficulty in speaking English that was influenced by attitude: "*iya, sikapnya*

[40]Farrel, Arsyoflie*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni2021 at 12.30 p.m

[41]Nadhia, Meirianti*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.30 p.m

[42]Rahma, Azmi *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 13.00 p.m

[43]Mutiara Permi Putri*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 13.40 p.m

saya menolak, suka tapi kurang bisa, saya menolak karena kurang mengerti dan itu juga bahasa asing".[44]

Moreover, the nineteenth informant also faced the difficulty affected by attitude in he speaking. He told in the other words: "*ada, karena suka mengobrol yang di obrolkan masalah hal-hal yang lucu*".[45]

In addition, the twenty first informant emphasized that he felt difficulty in speaking English that was influenced from attitude: " *iya, karena dalam sikap itu susah menguasainya dan memindahkannya ke dalam bahasa Inggris, lebih mudah diungkapkan ke dalam bahasa indonesia. Kalaupun dalam sikap lebih menolak, ya karena susah di pahami dalam kehidupan sehari-hari".*[46]

Moreover, the second informant did not deny that she got diffculty because of an obstacles from attitude: "*ada, jika ada masalah, masalahnya dari teman-teman, biasanya ketika mau menyampaikan pendapat teman lansung mencimooh".*[47]

[44]Hasrat AL Ghafari*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 12.30 p.m

[45]M, Fadhil Herika*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 12.30 p.m

[46]M, Hafiz*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 13.30 p.m

[47]Syofie Allia Azmi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.45 p.m

And the fourth informant pointed that he got difficulty his speaking English because of attitude. He was commented to the reseacher: *"sikap yang menolak karena kesulitan".*[48]

In brief, based on the result of the students difficulties in speaking English that was influenced by attitude was known that 16 the informant felt difficult in speaking English because of attitude, for instance: they also not give more attention of the teacher, talking with friends in learning, made noisy, seldom spook English and practiced speaking Englsh inside or outside class. Moreover, they had less competence in English, exist of mood influence, did not accept English suject, always memorized the text before performed speaking Engish, and joke with friends.

2. Motivation

Basically, the students' difficuties in speaking English were also effected by motivation. The first informant gave respond that: "*ada, saya ingin berbicara bahasa Inggris tapi agak malas untuk mencoba dan belajar karena rasa malas takut-takut ada atau malas juga. Takutnya misalnya di depan itu kita salah bicara dan diketawain sama teman. Malas belajar speaking misalnya jarang membaca dan tidak ada praktek sama sekali karena tidak pandai*

[48]Yugo, Syafren Amanda*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 13.55 p.m

dari segi bahasanya seperti kosa katanya tidak mengerti cara pengucapannya meskipun udah dijarin sama guru".[49]

The other words was also told by the fourth informant: "*ada, dukungan dari keluarga tidak ada seperti dari orag tua dan kakak*".[50]

The second informant corrected that she got difficulty in speaking English because there was obstacle from motivation: *"ada, minat berbahasa inggris kurang, karena tidak tahu kosa kata dan semangat untuk belajar kurang, karena kurang latihan juga dengan teman"*.[51]

In addition, the similar sentences was also claimed by the eighth informant: "*faktor motivasi mungkin ada, misalnya teman bisa bahasa Inggris tapi kalau guru itu menyuruh kita untuk membuat teks bahasa inggris otomatis kita merasa canggung karena kita masih di bawah dari teman kita yang membacakannya dar teks yang panjang tadi*".[52]

[49]M, Nuzuli, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.30 p.m

[50]Yugo, Syafren Amanda*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 13.55 p.m

[51]Syofie Allia Azmi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.45 p.m

[52]Fikri Haikal*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 12.50 p.m

Moreover the tenth informant supported her friends statement above: "*iya, jarang yang memotivasi untuk berbicara Bahasa Inggris diantaranya teman-teman juga ada*".[53]

Furthermore, the twelfth informant had the similar statement with hir friend above: "*ada, teman-teman yang kurang memotivasi, dan jarang belajar Bahasa Inggris*".[54]

And the fourteenth informant answered the researcher's question that he felt difficult in speaking English that was caused by motivation: "*ada, orang tua dan memotivasi untuk belajar Bahasa Inggris namun saya gk mau*".[55]

In addition the fifteenth informant did not oppose with her friend's opinion above and he described with another sentences: "*iya, ada yang memotivasi gara-gara Bahasa nya sulit, bohong tadi, tulisannya ini bacanya beda kadang muak bacanya*".[56]

Motivation also affected the twenty first informant in his speaking English: "*iya, seperti untuk mengingat kosa kata menyebabkan terganggu motivasi dan tidak dapat menerapkannya dalam pelajaran yang lain maka Bahasa Inggris itu bisa lupa lagi,*

[53]Futri, Miftahul Husna*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 13.55 p.m

[54]Fuadi, Mizannurrahman*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 12.45 p.m

[55]Muhammad, Yusuf*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 14.00 p.m

[56]Hasrat AL Ghafari*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 12.30 p.m

ingat sekarang besok lupa dan di asrama tidak belajar karena malas".[57]

The identical admission was assumed by the sixteenth informant: "*iya, malas karena terjemahannya sulit*".[58]

The eighteenth informant had her own opinion: "*saya tergantung belajar dengan keinginan hati, contohnya kalau udah dicemeeh teman saya dan saya ingin dapat yang lebih dari mereka, dan kalau terdesak contohnya kalau dialognya harus tampil hari ini itu mudah mendapatkannya*".[59]

The twentieth did not refuse that issue had happened on himself: "*iya, motivasinya sering putus asa karena terlalu susah*".[60]

As the consequence, based on the result of the students interviews about the students difficulties in speaking English that was caused by motivation was known that 12 informants felt difficult in speaking English because motivation, such as: they was also lazy, did not practice at all, less motivation from their family also friends, and less motivation because of it difficult language.

3. Personality

[57]M, Hafiz*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 13.30 p.m

[58]Rafi, Erlangga*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.10 p.m

[59]Ilham, Maulana Syafryan*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.50 p.m

[60]Muhammad, Arrafi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 14.10 p.m

In addition, the students' difficulties in speaking English was also because of personality .

That problem was admitted by the fourth informant: "*iya, contohnya kalau di dekat orang ramai saya tidak pd denga apa yang diucapkan, karena saya merasa belum ahli di dalam berbahasa Inggris, disebabkan kurang percaya diri, karena Sebagian kata yang belum dikuasai*".[61]

The eighth informant did no deny that issue and he had own words: "*iya, kepribadian saya kurang senang*".[62]

Also, the other words was also explained by the twelfth informant that admitted that she felt difficulty in speaking English was also influenced by axistance of personality: *"misalnya kepribadian saya pendiam kadang mengenai Bahasa Inggris itu sangat sulit, apalagi kalau kita misalnya membuat percakapan jadi pertanyaan itu tidak mengerti*".[63]

The other sentences was told by third informant: "*iya sedikit, contohnya faktor mood, kalau lagi mood lancar Bahasa Inggrisnya*".[64]

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[61]Yugo, Syafren Amanda*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 13.55 p.m

[62]Fikri Haikal*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 12.50 p.m

[63]Fuadi, Mizannurrahman*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 12.45 p.m

[64]Ahmad Syukri, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.50 p.m

Besides, personality was also effected the fifth informant in he speaking English and she was assumed: "*iya, kalau kepribadian itu sering terganggu dalam pembelajaran, contohnya Bahasa Indonesia kadang menerjemahkannya*".[65]

In addition, the thirteenth admitted that she encountered the difficulty in speaking English of an obstruction from personality: "*itu tergantung mood juga. Kalau moodnya semangat luar biasa gitu, penyebab moodnya baik disebabkan di dalam kelas itu ada canda dan tawanya*".[66]

The identical comment was also pointed out by the eleventh informant: "*ada, kepribadiannya karena tidak bisa itu*".[67]

Indeed, based on the result of the students interviews about the students difficulties in speaking English that was because of personality was known that 7 the informants felt difficulty in speaking English was caused by personality, for example: were unself confidence, teacher did not ask the students to brought the dictionary and exist of mood influence.

4. Exposure to English

The eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan had learnt speaking in English subject. Eventhough,

[65]Mutiara Permi Putri*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 13.40 p.m

[66]Rahma, Azmi *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 13.00 p.m

[67]Kasih Illahi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 12.30 p.m

almost of them still felt difficult to used it in their daily life context. One of the students' difficulty in speaking English was caused by exposure to English.

That issue was corrected by the first informant the felt difficult in speaking English that was caused by axistance of exposure to English: "*kemampuannya masih rendah di dalam Bahasa Inggris ini karena jarang memperhatikan dan tugas tidak dibuat disebabkan tidak tahu, kadang kalau ditanya sama teman tapi kalau teman juga tidak tahu saya tidak buat pr*".[68]

The sixth informant also felt the identical thing made her difficulty in speaking English: "*iya ada, kurang pengetahuan dan kurang informasi*".[69]

The similar way was stated too by the nineth informant: "*ada, bisa menafsirkan kata-kata tapi menyebutkan kembali tidak bisa contohnya 'great' sering salah huruf sehingga membuat orang ketawa*".[70]

The fourteenth informant supported his friend's statement above: "*membacanya bisa tapi tulisannya tidak tau*".[71]

[68]M, Nuzuli, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.30 p.m

[69]Berry, Valent Pradana P, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 12.30 p.m

[70]Adisa Miftahil Jannah*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 13.20 p.m

[71]Muhammad, Yusuf*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 14.00 p.m

The tenth informant corrected that she got difficulty was affected by exposure to English. She had own principle: "*iya, mungkin karena saya kurang tertarik dengan Bahasa Inggris, soalnya Bahasa Inggris itu bukan Bahasa sehari-hari yang digunakan orang Indonesia jadi di Indonesia ini itu asing kalau menurut saya kurang dipelajari*".[72]

And the seventeenth informant admitted that she encountered the difficulty in her speaking English because there was a disturbance from exposure to English: "*sedikit ada, seperti gagap dalam berbicara karena malu dilihat orang-orang dan grogi juga. Kalau dalam mengartikan kalimat Bahasa Inggris itu perkata sedangkan harusnya diartika perkalimat yang membuat saya ragu*".[73]

The same admission was assumed by the fifteenth informant: "*jarang berkomunikasi, jarang menbaca bacaan karena malas dan tidak suka Bahasa Inggris*".[74]

Moreover, the second informant also faced the difficulty that was effected by exposure to English in her speaking English:

[72]Futri, Miftahil Jannah*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 13.30 p.m

[73]Nadhia, Meirianti*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.30 p.m

[74]Hasrat AL Ghafari*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 12.30 p.m

"*ada, kosa katanya kurang karena jarang menghafal kosa kata disebkan kurang suka*".[75]

The identical answer was also stated by eighteenth informant: "*iya, karena tidak mampu. Guru kurang mewajibkan untuk speaking dan tidak mewajibkan membawa kamus*".[76]

Exposure to English also disturbed the nineteenth informant braveness in speaking English: "*penyebutannya yang tidak sesuai dan kemampuan grammar kurang*".[77]

Furthermore, the seventh informant pointed out that he felt not much disturbance from exposure to English and she explained with her own way: "*sedikit mempengaruhi, kemampuan saya dibilang jelek tidak dibilang bagus juga tidak, malu lah di dengar orang kalau bicara tidak fasih, juga mengejek dan ada yang menertawakan*".[78]

Besides, the similar words was stated by the twenty first informant: "*iya, penyebutannya karena lidahnya belum terbiasa*".[79]

Also the fifth informant encountered difficulty in her speaking English that was because of exposure to English: "*ada,*

[75]Syofie Allia Azmi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.45 p.m

[76]Ilham, Maulana Syafryan*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.50 p.m

[77]M, Fadhil Herika*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 12.30 p.m

[78]Farrel, Arsyoflie*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni2021 at 12.30 p.m

[79]M, Hafiz*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 13.30 p.m

udah diajarkan oleh mis cara pengucapannya tapi saya masih merasa sulit untuk mempraktekannya".[80]

The twentieth informant corrected his friend's answer above: "*iya sedikit, karena kurang memahami dari segi materinya lumayan susah, diwaktu tampil juga sering terpatah-patah dan ada rasa grogi karena dilihat sama teman*".[81]

The contrary was explained by sixteenth informant: "*ada, kemampuan untuk mengingat kosa kata ,kadang-kadang ketika sedang menghafal pikiran bertukar, kadang ada semangat untuk menghafal, sudah hafal sekarang beberapa menit lupa lagi, tidak tau juga apa sebabnya. Kadang muncul lagi semangat untuk mengulanginya".*[82]

In conclusion, based on the result of the student interviews about the students difficulties in speaking English that was influenced by expose to English was known that 15 the informant felt difficulty in speaking English was caused by exposure to English, for instance: had less skill, seldom gave attention to the teacher and did the task, less of knowledge also information. Furthermore, they could not pronunciation the word correctly, less of interested in English, often got stutter, nervous, seldom did

[80]Mutiara Permi Putri*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 13.40 p.m

[81]Muhammad, Arrafi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 14.10 p.m

[82]Rafi, Erlangga*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.10 p.m

communication because of lazy, and dislike to English. They also seldom memorized the vocabulary, less of instruction from the teacher to spook English, seldom asked the students to brought the dictionary, unfamiliar words of English on their tongue and did not understand the material.

5. Management in Teaching and Learning

Based on Sutparson Jindathai's theory of management in teaching and learning English in his Journal, the researcher devided it into 4 indicators into the students interview, for instance: teacher's techniques, classroom activity, extra curricular, and course syllabus.

5.1 The teacher's techniques

Talking about the students difficulties in speaking English, one of them were caused by management in teaching and learning English. The researcher devided it into 4 indicators into the students interview. One of them that were the teacher's techniques.

As the six informant admission: "*ada, dari segi media pembelajaran yang kurang menarik gk ada variasi yang lain*.[83]

Next, the teachers' techniques also made the seventh informant was difficulty in her speaking English and he was

[83]Berry, Valent Pradana P, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 12.30 p.m

commented: "*iya, kalau asyik guru tu bisa kalau gk ya gk dari cara gurunya ngajar*".[84]

However, the statement that was claimed by the nineth informant above was corrected: "*iya menerangkan terus dengan menggunakan papan tulis, bagusnya diselang-selangi dengan mencatat kemudian kalau bisa menggunakan gambar"*.[85]

Then, the twenty first informant admitted to the researcher that he got difficulty that was effected by there was a hindrance from teacher's techniques: "*ada, seperti guru berbicara terlalu cepat sehingga kurang jelas suaranya*".[86]

Moreover, the twentieth informant had similar opinion with his classmate's answer above: "*iya, susah dari guru cara menjelaskannya*".[87]

Besides, the similar sentences was also said the twelfth informant was commented: "*iya, tergantung gurunya kalau gk terbawa emosi cara belajarnya santai aja, kalau saya nanya giri gk nyambung menjawabnya dalam menyampaikan materinya ya itulah. Kadang kan ketika bertanya sama guru*

[84]Farrel, Arsyoflie*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni2021 at 12.30 p.m

[85]Adisa Miftahil Jannah*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 13.20 p.m

[86]M, Hafiz*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 13.30 p.m

[87]Muhammad, Arrafi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 14.10 p.m

ada respon pula gk, tapi yang paling banyak ada responnya".[88]

as the result of the student interview about the student's difficulties in speaking English was known that 6 the informant felt difficult in speaking English was caused by the teacher technique, such as: they, felt the teacher's learning media did not interest also made them boring, too fast explained the material, the teacher's sound was unclear listened by the students, and the teacher mood in teaching at class.

5.2 The classroom activity

Moreover, the students often felt difficult in speaking English that was influenced by their classroom activity. Many cases that happen at class.

That issue was corrected self confidently by the first informant and he pointed out the researcher that: "*ada, membuat pr sesudah jam pelajaran Bahasa Inggris, pr yang sering di buat pr matematika*".[89]

The third informant also encountered the difficulty in speaking English that caused the classroom activity: "*iya,*

[88]Fuadi, Mizannurrahman*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 12.45 p.m

[89]M, Nuzuli, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.30 p.m

teman-teman meribut juga kurang kosentrasi dan memahami".[90]

Next, in the same words was also described by the eighth informant: "*teman-teman meribut karena sering ngomongin teman*".[91]

The eighteenth informant supported that classroom activity made his difficult: "*mungkin iya, misalkan kalau guru sedang menerangkan teman-teman banyak yang rebut. Biasanya yang diributkan seperti main lempar kertas kalau gk ya ngomongin temannya, dan kalau teman yang terlambat masuk otomatis tuh guru berhenti menerangkannya membuat terganggu kosentrasi*".[92]

In addition, the thirteenth informant did not contradict opinion with his classmate's statement above: "*iya ada, berbicara yang tidak ada hubungan dengan Bahasa Inggris, contohnya itu kapan bisa kumpul-kumpul untuk main keluar asrama, kadang-kadang juga sering sakit di asrama*".[93]

Also the tenth informant encountered difficulty in her speaking English that was influenced by the classroom

[90]Ahmad Syukri, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.50 p.m

[91]Fikri Haikal*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 12.50 p.m

[92]Ilham, Maulana Syafryan*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.50 p.m

[93]Rahma, Azmi *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 13.00 p.m

activity: *"kalau lagi ngomong dicemooh, kalau ada salah diketawain*".[94]

Besides, the similar admission was emphasized by twelfth informant: "*iya, kalau teman-teman kurang sering menggunakan Bahasa Inggris, lebih sering menggunakan Bahasa Indonesia*".[95]

So do the thirteenth informant felt difficult too in speaking English that was effected by the classroom activity: "*iya, kadang teman-teman ribut sambil jalan-jalan putar-putar di dalam kelas, untuk bertanya sudah membuat pr untuk pelajaran selanjutnya".*[96]

The fifteenth informant did not blame the sentences above: "*iya, misalnya, siswa lain meribut sehingga gk konsentrasi untuk berbicara*".[97]

It was seen like the sentence that was appeared by the sixteenth informant: "*kalau lagi berbicara Bahasa Inggris gk didengarin, dan sering rebut membicarakan orang lain*".[98]

[94]Futri, Miftahul Husna*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 13.55 p.m

[95]Fuadi, Mizannurrahman*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 12.45 p.m

[96]Rahma, Azmi *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 13.00 p.m

[97]Hasrat AL Ghafari*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 12.30 p.m

[98]Rafi, Erlangga*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.10 p.m

Then, the classroom activity also made the seventeenth informant: "*bisa ya, ribut sering ketawa-ketawa membicarakan orang lain*".[99]

The nineteenth informant answered the researcher's question that she also felt difficult in speaking English because of the classroom activity: "*iya, udah males itu males belajar lagi, dan ribut bercerita-cerita*".[100]

The eleventh informant admitted the similar mind: "*ada, contohnya ribut ngomongin orang lain biasanya yang buruk*".[101]

Also the fouteenth informant made the same admission with her friend above: "*ada, teman-teman ribut tidak bisa menguasai materi yang diberikan, kalau gurunya marah-marah tidak bisa juga menguasai. Ribut itu sering bermain di asrama tapi masih dibahas di dalam kelas itu membuat ribut*".[102]

[99]Nadhia, Meirianti*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 13.30 p.m

[100]M, Fadhil Herika*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 12.30 p.m

[101]Kasih Illahi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 5 Juli 2021 at 12.30 p.m

[102]Muhammad, Yusuf*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 1 Juli 2021 at 14.00 p.m

The fourth informant also did not oppose that issue happened at his class: "*bisa, yang meribut dan mengganggu dari luar*".[103]

The another words was clarified by the sixth informant: "*kalau lagi menhafal misalmya, kalau teman-teman meribut sulit memahami yang di baca, yang dibicarakan misalnya banyak suara di kelas*".[104]

Thus, based on the result of the student interviews about the student difficulties in speaking English that was effected by the classroom activity was known that 16 the informants felt difficult in speaking English was caused by the classroom activity, for instance: they often made noise, did something that did not correlate with the subject, walking when the teacher explained the subject, and the teacher mood.

5.3 The extra curricular

Basically the students made some mistakes in speaking English was something tolerable. In the contrary, the causes of the students' difficulties in speaking English did not always appeared in the material of subject, but the causes of them difficulties in speaking English can be influenced by the extra curricular.

[103]Yugo, Syafren Amanda, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 13.55 p.m

[104]Berry, Valent Pradana P, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 12.30 p.m

The seventh informant corrected that issue happened: "*ada, contohnya Mudhadarah dan Weekly Language, soalnya kita aitu ngomong pakai Bahasa Inggris kita diketawain, Mudhadarah sudah diterakan dengan berbahasa Inggris*".[105]

Next, the other opinion was also said by the third informant, he supported the seventh informant's comment above: "*iya, contohnya Weekly Language sehingga waktunya untuk praktek Bahasa Inggris kurang*".[106]

In contrary, the different comment was described by the nineth informant and she claimed with his own sentences: "*semua ekstra kurikuler diikuti sehingga waktu habis untuk itu*".[107]

Based on the result of the student interviews above, it could be conclude that the causes of the students' difficulties in speaking English could be effected by extra curricular. Total 3 informants felt difficult that was caused by the extra curricular, for example: they felt the extra curricular Mudhadarah and Weekly Language made them difficult in speaking English.

5.4 The course syllabus

[105]Farrel, Arsyoflie*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni2021 at 12.30 p.m

[106]Ahmad Syukri, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.50 p.m

[107]Adisa Miftahil Jannah*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 30 Juni 2021 at 13.20 p.m

Not only speaking English material that influenced the students felt difficult in speaking English, but also it could happen in the course syllabus.

According to the fifth informant's explanation: "*pada awal semester guru memberikan silabus, kadang guru kurang sesuai menerapkan apa yang ada di silabus, misalnya pelajaran opinion atau yang lainnya tapi pas di pelajaran yang pertama kali dijelaskan oleh guru itu beda lagi sama yang diajarkan, tidak teratur guru itu menerangkan, menurut saya itu terbaiknya*".[108]

The first informant corrected that the course syllabus caused his difficulty in speaking English: "*ada, contoh banyaknya materi yang harus dipelajari*".[109]

And the second informant did not blame that problem happened in herself and she told: "*iya, banyaknya silabus*".[110]

Based on the students' explanation above, it could be concluded that total of 3 the informants felt difficult that were influenced by the course syllabus, such as: the teacher sometimes explained the different material from syllabus, too many material that must be learnt by the eleventh grade

[108]Mutiara Permi Putri*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 13.40 p.m

[109]M, Nuzuli, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.30 p.m

[110]Syofie Allia Azmi*, Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 28 Juni 2021 at 12.45 p.m

students of PPTQ Muallimin Muhammadiyah, it consequence they felt difficult in speaking English.

B. Discussions

Based on the findings, it could be explained that there were some causes of the students' difficulties in speaking English at eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan. The researcher found out that there were 5 causes of the students' difficulties, they were: attitude, motivation, personality, expose to English, management in teaching and learning English.

The cause of the students difficulties in speaking English at eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan were lack vocabulary mastery, lack of competence in writing the sentences, when the students performed speaking English they nervous and stutter in expressing the sentences, lack of ideas to create and develop the sentences, and lack of interested in learning English. The main cause of the students' difficulties was lack of interested in Learning English.

According to the researcher, the researcher gave opinion that eleventh grade students of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan as foreign language learners felt difficult in speaking English was something tolerable. Moreover, they were also being in learning process, because English was a foreign language subject at school. That issue was corrected by Jack. C Richard in his book, he said speaking is a language where foreign language learners are difficulty in learning it, because

effective oral communication requires the ability to use the language appropriately in social interactions.[111]

Based on findings, the researcher evaluated that most the students' competence in English is extremely less. In addition, they had less desire to wanted to speak English and they also did not like to English. A half the students thought that English was not our language why we were too serious learnt it, and they thought such "English was a scare monster".

Furthermore, the researcher argued that the students often got the problem from mother tongue used, lost of idea when spook English, nervous, and passive in learning English. Those problems were supported by Penny Ur, she explained the student problem in speaking, such as: inhabitation, nothing to say, low or uneven participation, and mother tongue.[112]

Nevertheless, the English teacher was seen less serious to lift up her students skill in speaking English. Moreover, speaking English did not become her main teaching in English and more emphasized skill and reading and writing in her teaching at eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan.

Based on the explanation above could be concluded that the causes of students' difficulties in speaking English at eleventh grade of PPTQ Muallimin Muhammadiyah Pakan Sinayan were most the eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan felt difficult that was

[111] Jack, C Richard, et.al.op.cit.p204
[112] Ur, Penny, op.cit.loc.cit,p121

caused by attitude total of 16 the informants attitude. Next 16 the informants felt difficult in classroom activity, dan 15 the informants to exposure to English. Moreover, 12 the informants felt difficult that was effected by motivation, 7 the informants felt difficult in personality, 6 the informant felt difficult in the teachers' techniques, 3 the informants extra curricular and 3 the informant felt difficult in speaking English that caused by the course syllabus.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it is found that the causes of the students' difficulties in speaking English are lack of vocabulary, lack of competence in writing sentences, when the students perform speaking English they are nervous, and stutter in expressing the sentences, lack ideas to create and develop the sentences, and lack of interest in learning English. The main cause of the students' difficulties are lack of interest in learning English. In addition, they are given a few minutes to understand the topic that is given by the teacher, and suggest them to the English media that have the easier vocabularies to be understood by the students.

B. Suggestion

Related to the result of the study, the researcher would like to offer some suggestion for the students difficulties in speaking English as a foreign language that is learnt at school.

1. The students are expected to begin to like English as a foreign language.
2. The students are hoped to search information about England first, it can be done on internet, books, magazine, and etc. Then, it can be continued with look for the information about it social, cultural, british's habits, foods and drinks, also everything about the

differences between our country with England. It can give more benefit to increase the students' interested to English.

3. If the students have free time, the students are expected to listen and watch useful English song, movies, and news as much as a possible to add the vocabulary also know how to pronounce those words.
4. The students are suggested to memorize vocabulary as much as possible for can start to speak English. They can start to easy vocabulary first, such as: daily routines vocabulary, nouns vocabulary around of us, and etc, and make it into a special book. Moreover. They are recommended to make a target how many vocabularies that can be memorized in a day.
5. The students are recommended to try to speak little by little the vocabulary, that has been memorized at asrama first, like: say hello to all the friends, good morning, good afternoon, good evening, good bye, see you later, turn on the lamp, do homework and etc.
6. At school when learn English subject, the students must bring dictionary.
7. Of the students want to ask something questions to the English teacher, it is recommended to ask in English and teacher answer it English too. To give applause for the students that have braveness and self confidence to do it.
8. The students must lift up the braveness and self confidence when speak English in front of people

9. The students might not hopeless if the people try to mock, underestimate, or laugh your English.

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M, Hafiz, *Personal Interview*, XI Grade Students, PPTQ Mu'allimin Muhammadiyah Pakan Sinayan, 6 Juli 2021 at 13.30 p.m

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Guidelines Observation

Judul Penelitian **:The Students' Difficulties in Speaking English at Eleventh Grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan**

Pembimbing **:** Syahrul, M.Pd

Variable	Sub Variable	Indicator	Qualification		Information
			Yes	NO	
The Students' Difficulties in Speaking English	Attitude	1. Aspek sikap Perilaku - Siswa minat dalam kegiatan berbicara Bahasa Inggris -Siswa tidak malu berbicara Bahasa Inggris 2. Aspek sikap Cognitive -Siswa merasa yakin dengan ilmu yang di dapatkan -Siswa memahami pelajaran yang di ajarkan guru -Siswa mampu menerapkan ilmu yang di dapatkan -Siswa dapat membuat metode baru dalam kegiatan berbicara Bahasa Inggris 3. Aspek Emosional Sikap -Siswa menanggapi dan menerima pelajaran dengan baik			

		-Siswa mengikuti kegiatan berbicara Bahasa Inggris dengan baik -Siswa mampu mengatur keadaan emosi dalam kegiatan berbicara Bahasa Inggris			
	Motivation	1.Integratif -Siswa dapat berbaur dengan Bahasa yang di pelajari 2. Instrumental -Harapan dengan menguasai berbicara Bahasa Inggris siswa dapat mencapai sesuatu			
	Personality	1.Internal -Siswa membantu membetulkan pelafalan temannya -Siswa tidak malu berbicara Bahasa Inggris -Siswa memiliki keinginan untuk berbicara Bahasa Inggris 2. Eksternal -Siswa mencari Kosa kata yang tidak di ketahui -Siswa mencari informasi yang terkait tentang pembelajaran speaking di luar kelas			

	Exposure to English Management in Teaching and Learning English	-Siswa mempraktekkan percakapan yang diajarkan guru -Siswa mengingat kosa kata yang telah diajarkan -Guru menggunakan media dalam belajar -Guru menggunakan metode sesuai dengan kegiatan berbicara Bahasa Inggris -Guru memberikan sarana pada siswa untuk melatih speaking			

OBSERVATION

Judul Penelitian: THE STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT ELEVENTH GRADE OF PPTQ MUALLIMIN MUHAMMADIYAH PAKAN SINAYAN

Dosen Pembembing: Syahrul, M.Pd

ITEMS	Observasi	
	Ya	Tidak
Siswa minat dalam proses belajar mengajar	√	
Siswa tidak malu tampil untuk percakapan dalam bahasa Inggris	√	
Siswa memahami materi yang disampaikan guru	√	
Siswa mempraktekan percakapan yang telah diajarkan	√	
Siswa mencari cara baru menghafal kata-kata sulit	√	
Siswa merespon pertanyaan yang diberikan	√	
Siswa mengikuti pelajaran sampai selesai	√	
Siswa mampu tidak meribut dalam kegiatan belajar	√	
Siswa dapat menerima pelajaran yang diberikan	√	
Siswa mempunyai keinginan untuk lancar bahasa Inggris	√	
Siswa membantu teman membetulkan pelafalan yang salah	√	
Siswa mencari kosa kata tidak tahu dalam kamus bahasa Inggris	√	
Siswa mencari informasi terkait dengan pembelajaran di luar kertas	√	
Siswa mengingat kosa kata baru yang diajarkan	√	
Guru menggunakan media dalam mengajarkan speaking	√	

Guru menggunakan metode yang sesuai dengan pembelajaran speaking	√	
Guru memberikan sarana untuk berlatih speaking	√	

KISI-KISI INTERVIEW

Judul Penelitian: THE STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT ELEVENTH GRADE OF PPTQ MUALLIMIN MUHAMMADIYAH PAKAN SINAYAN

Dosen Pembembing: Syahrul, M.Pd

VARIABLE	SUB VARIABEL	INDIKATOR	NO ITEM SOAL
The Students' difficulties in Speaking English at Eleventh grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan	Factor affectimg students' difficulties in speaking English	1. Kesulitan siswa berbicara bahasa Inggris disebakan oleh faktor sikap	1
		2. Kesulitan siswa berbicara bahasa Inggris di sebabkan oleh faktor motivasi	2
		3. Kesulitan siswa berbicara bahasa Inggris disebabkan oleh faktor kepribadian	3
		4. Kesulitan siswa berbicara bahasa Inggris disebabkan oleh faktor kemampuan siswadalam bahasa Inggris	4
		5. Kesulitan siswa berbicara bahasa Inggris disebabkan oleh faktor teknik guru mengajar	5
	Management in Teaching and Learning	6. Kesulitan siswa berbicara bahasa Inggris disebabkan oleh faktor aktivitas di dalam kelas	6
		7. Kesulitan siswa berbicara bahasa Inggris disebabkan	7

		oleh faktor aktivitas ektra kulikuler	
		8. Kesulitan siswa berbicara bahasa Inggris disebabkan oleh faktor silabus pembelajaran	8

Interview Guideline

Judul Penelitian : **The Students' Difficulties in Speaking English at Eleventh Grade of PPTQ Muallimin Muhammadiyah Pakan Sinayan**

Purpose : To describe the causes of the students' difficulties in speaking English

Dosen Pembimbing : Syahrul, SS, M.Pd

1. Apakah anda menyukai pelajaran Bahasa Inggris?
2. Apakah anda sering mengalami kesulitan saat memulai pembicaraan dalam Bahasa Inggris?
3. Apa yang membuat anda kesulitan dalam menggunakan Bahasa Inggris?
4. Kesulitan seperti apa yang anda alami saat berbicara dalam Bahasa Inggris?
5. Seberapa besar kepercayaan diri anda berbicara dalam Bahasa Inggris?
6. Apa yang membuat anda tidak percaya diri saat berbicara dalam Bahasa Inggris?
7. Apakah cara pengucapan kata/kalimat dalam Bahasa Inggris menjadi hambatan untuk anda berbicara Bahasa Inggris?
8. Jadi kesulitan seperti apa yang sering anda alami saat berbicara dalam Bahasa Inggris?

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Afdaleni, M. Pd. M. Pd.

Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Indria Nofitri dengan Nim 2314.014 dengan judul " The Students' Difficulties in Speaking English at Eleventh Grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 28 Juni 2021

Validator



Dr. Afdaleni, M. Pd. M. Pd.

NAMA : INDRIA NOFITRI

NIM : 2314.014

PEMBIMBING : SYAHRUL, M.Pd

LEMBAR VALIDASI INSTRUMENT

Petunjuk

1. Berikan penilaian dengan cara memberikan tanda ceklis pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indicator instrument ini, mohon di tulis di dalam kolom yang disediakan di bawah ini.
3. Angka – angka yang terdapat pada kolom yang di maksud berarti:
   A. Valid tanpa revisi
   B. Valid dengan sedikit revisi
   C. Valid dengan banyak revisi

4. Huruf – huruf yang terdapat pada kolom yang di maksud berarti:
   a. Dapat digunakan tanpa revisi
   b. Dapat digunakan dengan sedikit revisi
   c. Dapat digunakan dengan revisi sedang
   d. Dapat digunakan dengan banyak revisi
   e. Tidak dapat digunakan

No	Aspek yang dinilai	penilaian			Keterangan
		1	2	3	
1.	Kesesuaian instrument dengan variable yang akan di amati		✓		
2.	Kelengkapan elemen dalam lembar validasi		✓		
3.	Kelengkapan variable atau sub variable yang akan di amati		✓		

Penilaian secara umum

No	Umum	A	B	C	D	E
1	Penilaian secara umum terhadap format indicator instrument		✓			

Komentar dan saran:

Pastikan responden dalam kondisi yg relax ketika diwawancara.

Bukittinggi, 28 Juni 2021

Validator



Dr. Afdaleni,, M. Pd., M. Pd.

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dra. Dian Engreni, MPd. MPd

Jabatan :

Dengan ini menyatakan bahwa mahasiswa yang bernama Indria Nofitri dengan Nim 2314.014 dengan judul " The Students' Difficulties in Speaking English at Eleventh Grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 01 juli 2021

Validator

Dra. Dian Engreni, MPd. MPd

NAMA : INDRIA NOFITRI

NIM : 2314.014

PEMBIMBING : SYAHRUL, M.Pd

LEMBAR VALIDASI INSTRUMENT

Petunjuk

1. Berikan penilaian dengan cara memberikan tanda ceklis pada kolom yang tersedia.
2. *Jika validator merasa perlu memberikan catatan khusus demi perbaikan* indicator instrument ini, mohon di tulis di dalam kolom yang disediakan di bawah ini.
3. Angka – angka yang terdapat pada kolom yang di maksud berarti:
   A. Valid tanpa revisi
   B. Valid dengan sedikit revisi
   C. Valid dengan banyak revisi
4. Huruf – huruf yang terdapat pada kolom yang di maksud berarti:
   a. Dapat digunakan tanpa revisi
   b. Dapat digunakan dengan sedikit revisi
   c. Dapat digunakan dengan revisi sedang
   d. Dapat digunakan dengan banyak revisi
   e. Tidak dapat digunakan

No	Aspek yang dinilai	penilaian			Keterangan
		1	2	3	
1.	Kesesuaian instrument dengan variable yang akan di amati		✓		
2.	Kelengkapan elemen dalam lembar validasi		✓		
3.	Kelengkapan variable atau sub variable yang akan di amati		✓		

Penilaian secara umum

No	Umum	A	B	C	D	E
1	Penilaian secara umum terhadap format indicator instrument		✓			

Komentar dan saran:

.....

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Bukittinggi, 01 juli 2021

Validator

Dra. Dian Engreni, MPd. MPd

Saya yang bertanda tangan dibawah ini:

Nama : Drs. Afrizal M.S

Jabatan : Dosen/Staf pengampuh mata kuliah STBA ITMI Medan

Dengan ini menyatakan bahwa mahasiswa yang bernama Indria Nofitri dengan Nim 2314.014 dengan judul " The Students' Difficulties in Speaking English at Eleventh Grade of PPTQ Mu'allimin Muhammadiyah Pakan Sinayan" benar telah melakukan validasi instrument penelitian yang akan digunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Medan, 26 Juli 2021

Validator

Drs. Afrizal M.S

NAMA : INDRIA NOFITRI

NIM : 2314.014

PEMBIMBING : SYAHRUL, M.Pd

LEMBAR VALIDASI INSTRUMENT

Petunjuk

1. Berikan penilaian dengan cara memberikan tanda ceklis pada kolom yang tersedia.
2. Jika validator merasa perlu memberikan catatan khusus demi perbaikan indicator instrument ini, mohon di tulis di dalam kolom yang disediakan di bawah ini.
3. Angka – angka yang terdapat pada kolom yang di maksud berarti:
   A. Valid tanpa revisi
   B. Valid dengan sedikit revisi
   C. Valid dengan banyak revisi

4. Huruf – huruf yang terdapat pada kolom yang di maksud berarti:
   a. Dapat digunakan tanpa revisi
   b. Dapat digunakan dengan sedikit revisi
   c. Dapat digunakan dengan revisi sedang
   d. Dapat digunakan dengan banyak revisi
   e. Tidak dapat digunakan

No	Aspek yang dinilai	penilaian			Keterangan
		1	2	3	
1.	Kesesuaian instrument dengan variable yang akan di amati		✓		
2.	Kelengkapan elemen dalam lembar validasi		✓		
3.	Kelengkapan variable atau sub variable yang akan di amati		✓		

Penilaian secara umum

No	Umum	A	B	C	D	E
1	Penilaian secara umum terhadap format indicator instrument		✓			

Komentar dan saran:

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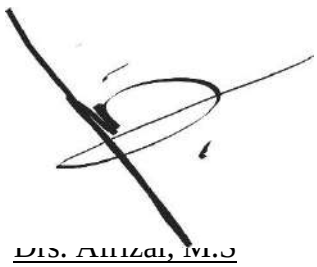
Bukittinggi, 23 Juli 2021
Validator



Drs. Afrizal, M.S

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Nomor : B-01935/In.28.1/PP.07/06/2021 Bukittinggi, 16 Juni 2021
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**INDRIA NOFITRI**
NIM	:	**2314014**
Semester	:	14
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***THE STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT ELEVENTH GRADE OF PPTQ MUALLIMIN MUHAMMADIYAH PAKAN SINAYAN***
Lokasi Penelitian	:	PPTQ Mu'allimin Muhammadiyah Pakan Sinayan
Waktu	:	Juni 2021 s/d selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN,

Dr. ZULFANI SESMIARNI, M.Pd.

DAFTAR NAMA-NAMA INFORMAN

NAMA	TANDA TANGAN	JENIS KELAMIN
AHMAD SYUKRI		L
BERRY VALENT PRADANA P		L
FARREL ASYROFLIE		L
FIKRI HAIKAL		L
FUADI MIZANURRAHMAN		L
HASRAT AL GHAFARI		L
ILHAM MAULANA SYAFRYAN		L
M.FADHIL HERIKA		L
MUHAMMAD ARRAFI		L
MUHAMMAD YUSUF		L
RAFI ERLANGGA		L
YUGO SYAFREN AMANDA		L
M.HAFIZ		L
M.NUZULI		L
ADISA MIFTAHIL JANNAH		P
FUTRI MIFTAHUL HUSNA		P
KASIH ILLAHI		P
MUTIARA PERMI PUTRI		P
NADHIA MEIRIANTI		P
RAHMA AZMI		P
SYOFI ALLIA AZMI		P

Transkip Wawancara Informan kelas XI PPTQ Mu'allimin Muhammadiyah Pakan Sinayan

M. Nuzuli kelas XI (Informan I) 28 Juni 2021

Peneliti: "apakah anda merasa kesulitan di dalamm berbicara Bahasa Inggris yang disebabkan oleh faktor sikap?".

Informan: "saya merasa kesulitan di dalam berbicara Bahasa Inggris yang disebabkan oleh faktor sikap. Saya tidak memperhatikan guru dan berbicara dengan teman. Banyak yang saya bicarakan dengan teman karena ngak masuk ke dalam pikiran saya belajar Bahasa Inggris itu".

Peneliti: "apakah anda merasa kesulitan di dalam berbicara Bahasa Inggris yang disebabkan oleh faktor motivasi?"

Informan: "ada, saya ingin berbicara Bahasa inggris tapia gak malas untuk mencoba dan belajar itu karena-takut ada atau malas ada. Takutnya misalnya di depan itu kita salah bicara dan diketawain sama teman. Malas belajar speaking misalnya jarang membaca dan ngak ada praktek sama sekali karena ngak pandai dari segi bahasanya seperti kosa katanya tidak mengerti, cara mengucapkannya, cara berkomunikasi kawan".

Peneliti: "apakah anda merasa kesulitan didalam berbicara Bahasa Inggris yang disebabkan oleh faktor kepribadian?"

Informan: "tidak"

Peneliti: "apakah penyebab anda kesulian didalam berbicara Bahasa Inggris itu karena faktor kemampuan anda di dalam Bahasa Inggris?"

Informan: "kemampuan masih rendah di dalam berbicara Bahasa Inggris ini karena jarang memperhatikan dan tugas ngak di buat disebabkan tidak tahu, kadang ada ditanya sama teman tapi kalua teman juga tidak tahu saya ngak buat pr".

Peneliti: "apakah yang menyebabakan anda kesulitan di dalam berbicara Bahasa Inggris itu dipengaruki oleh faktor Teknik guru mengajar?"

Informan: "tidak"

Peneliti: "apakah yang menyebabkan anda kesulitan berbicara bahsa Inggris dipengaruhi ole faktor aktivitas di dalam kelas?"

Informan: "ada, membuat pr sesudah jam pelajaran Bahasa Inggris, pr yang sering dibuat adalah matematika".

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh faktor aktivitas ektra kulikuler?”

Informan: “tidak”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh silabus pembelajaran?”

Informan: “tidak”.

Syofi Allia Azmi kelas XI (Informan II) 28 Juni 2021

Peneliti: “apakah anda merasa kesulitan di dalamm berbicara Bahasa Inggris yang disebabkan oleh faktor sikap?”.

Informan: “tidak”.

Peneliti: “apakah anda merasa kesulitan di dalam berbicara Bahasa Inggris yang disebabkan oleh faktor motivasi?”

Informan: “ada, dukungan dari keluarga tidak ada seperti orang tua”.

Peneliti: “apakah anda merasa kesulitan didalam berbicara Bahasa Inggris yang disebabkan oleh faktor kepribadian?”

Informan: “tidak”

Peneliti: “apakah penyebab anda kesulian didalam berbicara Bahasa Inggris itu karena faktor kemampuan anda di dalam Bahasa Inggris?”

Informan: “iya ada, kurang pengetahuan dan kurang informasi”.

Peneliti: “apakah yang menyebabakan anda kesulitan di dalam berbicara Bahasa Inggris itu dipengaruki oleh faktor Teknik guru mengajar?”

Informan: “ada, dari segi media pembelajaran yang kurang menarik ngak ada variasi yang lain”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara bahsa Inggris dipengaruhi ole faktor aktivitas di dalam kelas?”

Informan: “iya, keributan jadi kurang konsentrasi dan memahami”.

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh faktor aktivitas ektra kulikuler?”

Informan: “tidak”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh silabus pembelajaran?”

Informan: “tidak”.

Ahmad Syukri kelas XI (Informan III) 28 Juni 2021

Peneliti: “apakah anda merasa kesulitan di dalamm berbicara Bahasa Inggris yang disebabkan oleh faktor sikap?”.

Informan: “faktor sika pada yang mempengaruhi saya dalan berbicara Bahasa Inggris yaitu meribut seperti mengganggu teman”.

Peneliti: “apakah anda merasa kesulitan di dalam berbicara Bahasa Inggris yang disebabkan oleh faktor motivasi?”

Informan: “tidak”.

Peneliti: “apakah anda merasa kesulitan didalam berbicara Bahasa Inggris yang disebabkan oleh faktor kepribadian?”

Informan: “tidak”

Peneliti: “apakah penyebab anda kesulian didalam berbicara Bahasa Inggris itu karena faktor kemampuan anda di dalam Bahasa Inggris?”

Informan: “ada, bisa menafsirkan kata-kata tapi menyebutkan Kembali ngak bisa contonhya don’t forget sering salah huruf sehingga membuat teman-teman ketawa”.

Peneliti: “apakah yang menyebabakan anda kesulitan di dalam berbicara Bahasa Inggris itu dipengaruki oleh faktor Teknik guru mengajar?”

Informan: “tidak”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara bahsa Inggris dipengaruhi ole faktor aktivitas di dalam kelas?”

Informan: “tidak”.

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh faktor aktivitas ektra kulikuler?”

Informan: “tidak”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh silabus pembelajaran?”

Informan: “tidak”.

Yugo Syafren Amanda kelas XI (Informan IV) 28 Juni 2021

Peneliti: “apakah anda merasa kesulitan di dalamm berbicara Bahasa Inggris yang disebabkan oleh faktor sikap?”.

Informan: “tidak”.

Peneliti: “apakah anda merasa kesulitan di dalam berbicara Bahasa Inggris yang disebabkan oleh faktor motivasi?”

Informan: “ada, minat berbahasa Inggris itu kurang, karena tidak dihafal karena artinya tidak tahu”.

Peneliti: “apakah anda merasa kesulitan didalam berbicara Bahasa Inggris yang disebabkan oleh faktor kepribadian?”

Informan: “tidak”

Peneliti: “apakah penyebab anda kesulian didalam berbicara Bahasa Inggris itu karena faktor kemampuan anda di dalam Bahasa Inggris?”

Informan: “membacanya bisa tapi tulisannya ngak tau”.

Peneliti: “apakah yang menyebabakan anda kesulitan di dalam berbicara Bahasa Inggris itu dipengaruki oleh faktor Teknik guru mengajar?”

Informan: “tidak”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara bahsa Inggris dipengaruhi ole faktor aktivitas di dalam kelas?”

Informan: “teman-teman sering menggunjingkan orang”.

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh faktor aktivitas ektra kulikuler?”

Informan: “tidak”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh silabus pembelajaran?”

Informan: “tidak”.

Mutiara Permi Putri kelas XI (Informan V) 28 Juni 2021

Peneliti: “apakah anda merasa kesulitan di dalamm berbicara Bahasa Inggris yang disebabkan oleh faktor sikap?”.

Informan: “tidak”.

Peneliti: “apakah anda merasa kesulitan di dalam berbicara Bahasa Inggris yang disebabkan oleh faktor motivasi?”

Informan: “faktor motivasi ada, misalkan teman bisa Bahasa Inggris tapi kalua guru itu menunjuk kita untuk membuat teks Bahasa Inggriskan otomatis kita merasa canggung karena kita masih di bawah dari teman kita yang membacakannya dari teks yang Panjang tadi”.

Peneliti: “apakah anda merasa kesulitan didalam berbicara Bahasa Inggris yang disebabkan oleh faktor kepribadian?”

Informan: “tidak”

Peneliti: “apakah penyebab anda kesulian didalam berbicara Bahasa Inggris itu karena faktor kemampuan anda di dalam Bahasa Inggris?”

Informan: “iya, mungkin karena saya kurang tertarik dengam Bahasa Inggris itu bukan Bahasa sehari-hari yang digunakan orang Indonesia jadi itu asing kalua menurut saya kurang dipelajari”.

Peneliti: “apakah yang menyebabakan anda kesulitan di dalam berbicara Bahasa Inggris itu dipengaruki oleh faktor Teknik guru mengajar?”

Informan: “tidak”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara bahsa Inggris dipengaruhi ole faktor aktivitas di dalam kelas?”

Informan: “mungkin iya, misalkan kalua guru sedang menjelaskan teman-teman biasanya yang diributin seperti main lempar kertas kalua ngak ngomong teman dan kalua teman yang terlambat masuk otomatis guru itu terhenti ketika menjelaskannya dapat mengganggu kosentrasi siswa”.

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh faktor aktivitas ektra kulikuler?”

Informan: “tidak”

Peneliti: “apakah yang menyebabkan anda kesulitan berbicara di dalam Bahasa Inggris itu karena oleh silabus pembelajaran?”

Informan: “tidak”.

MADRASAH ALIYAH MU'ALLIMIN MUHAMMADIYAH
PAKAN SINAYAN KAMANG MUDIAK KEC. KAMANG MAGEK KAB. AGAM
Alamat : Jln. Syech Tk. Renceh Pakan Sinayan HP. 081267365305 Kode pos. 26153

SURAT IZIN PENELITIAN
Nomor : VI.c/4.a/97/MAS.M/VII/2021

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, saya selaku Kepala MAS Muhammadiyah Pakan Sinayan memberikan izin kepada:

Nama	:	**INDRIA NOFITRI**
NIM	:	2314014
Semester	:	14
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	THE STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT ELEVENTH GRADE OF PpTq MU'ALLIMIN MUHAMMADIYAH PAKAN SINAYAN

Untuk mengadakan penelitian, observasi atau kegiatan lain yang berkaitan dengan penelitian yang dilaksanakan pada :

Waktu penelitian	:	Juni 2021 s/d selesai
Lokasi	:	PpTq Mu'allimin Muhammadiyah Pakan Sinayan

Demikian surat izin penelitian ini diberikan, untuk dapat digunakan sebagaimana mestinya.

Pakan Sinayan, 13 Juli 2021
Kepala Madrasah

THASIMIN SIMANULLANG, S.Ag

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-0755/In.31.1/HK.00.9/06/2021

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI BIMBINGAN DAN KONSELING
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Berita Acara Seminar Proposal Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. **Mawar Al Khaleh, NIM. 2016.049** tanggal 5 Mei 2021 dan Surat permohonan dan yang bersangkutan tanggal 10 Juni 2021 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang :
a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat :
1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115, Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 181 Tahun 2014 tentang PenyelenggaraSekolah Tinggi Agama Islam Negeri Bukittinggidan Institut Agama Islam Negeri (IAIN) Bukittinggi;
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi yang telahdiubahdenganPeraturan Menteri Agama nomor: 52 Tahun 2017;

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI BIMBINGAN DAN KONSELING

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan **"Nilai-nilai Konseling Islam pada Buku Pedoman Akidah di Alam Minangkabau Karya Syekh Sulaiman Ar-rasuli"**.

KEDUA : Menunjuk Saudara :

Nama	: ALFI RAHMI, M.Pd
NIP	: 197907232009042002
Pangkat/Gol.Ruang	: Penata Tk. II /III d
Jabatan	: Lektor
Bidang Keahlian/ Pokok	: **Bimbingan dan Konseling**
Sebagai Dosen	: **PEMBIMBING**

KETIGA : Apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini akan dirubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi
Pada tanggal : 16 Juni 2021
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

DR. SUKIRMAN GESMIANNI, M.Pd
NIP. 19611002200012005

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI
Nomor : B-01508/In.28.1/HK.00.5/06/2021

TENTANG

PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PRODI PENDIDIKAN BAHASA INGGRIS FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN (FTIK) IAIN BUKITTINGGI

Membaca : Berita Acara Seminar Proposal Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Bukittinggi an. **Indria Nafiki, NIM. 2314.014** tanggal 30 April 2021 dan Surat permohonan dari yang bersangkutan tanggal 16 Juni 2021 perihal permohonan penerbitan SK Pembimbing Skripsi;

Menimbang : a. bahwa untuk lebih terarah dan terkoordinirnya penulisan skripsi mahasiswa Institut Agama Islam Negeri (IAIN) Bukittinggi, perlu ditetapkan Dosen Pembimbing;
b. bahwa yang namanya tersebut di bawah ini, dipandang cakap dan mampu untuk diangkat sebagai Dosen Pembimbing Skripsi;

Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);
2. Peraturan Pemerintah Nomor 60 tahun 1999 tentang Pendidikan Tinggi (Lembaran Negara Republik Indonesia Tahun 1999 Nomor 115, Tambahan Lembaran Negara Republik Indonesia Nomor 3859);
3. Peraturan Presiden Nomor 181 Tahun 2014 tentang Perubahan Sekolah Tinggi Agama Islam Negeri Bukittinggi menjadi Institut Agama Islam Negeri (IAIN) Bukittinggi;
4. Peraturan Menteri Agama Nomor 12 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Bukittinggi yang telah diubah menjadi Peraturan Menteri Agama nomor 32 Tahun 2017;

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN BUKITTINGGI TENTANG PENUNJUKAN DOSEN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

KESATU : Menyetujui judul skripsi mahasiswa yang bersangkutan ***"THE STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT ELEVENTH GRADE OF PPTD MUALLIMIN MUHAMMADIYAH PAKAN SINAYAN"***

KEDUA : Menunjuk Saudara:

Nama	: **Syahrul, M.Pd**
NIP	: 197003252003121008
Pangkat/Gol.Ruang	: Penata (IIIc)
Jabatan	: Lektor
Bidang Keahlian Pokok	: Bahasa Inggris
Sebagai Dosen	: PEMBIMBING

KETIGA : Apabila dikemudian hari terdapat terdapat kekeliruan dalam penetapan ini akan diubah dan diperbaiki kembali sebagaimana mestinya.

Ditetapkan di Bukittinggi
Pada tanggal : 16 Juni 2021
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

DR. ZULFANI SESMARNI, M.Pd
NIP. 196108232000012005

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAS Muhammadiyah Pakan Sinayan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / 1
Materi Pokok : Analytical Exposition Text
Alokasi Waktu : 2 x 45 menit

A. Tujuan Pembelajaran

Setelah menyelesaikan serangkaian kegiatan pembelajaran peserta didik mampu :

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks analyticsl exposition tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Menangkap makna dalam teks analyticsl exposition tentang topik yang hangat dibicarakan umum
3. Menyusun teks analytical exposition.

B. Kegiatan Pembelajaran

Kegiatan	Deskripsi
Pendahuluan	➢ Guru memberi salam (greeting) ➢ Appersepsi
Inti	➢ Guru menunjukkan beberapa kosa kata yang berhubungan dengan teks analitycal exposition. ➢ Peserta didik merespon kosa kata yang di berikan guru. ➢ Guru menanyakn tentang arti kosakata tersebut ➢ Guru mengajukan pertanyaan tentang contoh kejadian terhangat akhir akhir ini ➢ Siswa menjawab pertanyaan guru. ➢ Siswa duduk berdasarkan kelompoknya masing-masing. ➢ Guru memberikan contoh teks analitical eksposisi. ➢ Guru menjelaskan teks analitical eksposisi ➢ Guru memberikan tugas kepada setiap kelompok untuk membuat sebuah teks analitikal eksposisi ➢ Guru menyuruh siswa untuk membacakan contoh teks analitikal eksposisi di depan kelas.
Penutup	➢ Peserta didik membuat kesimpulan pelajaran dan guru menguatkan.. ➢ Guru memberikan pekerjaan rumah kepada peserta didik untuk menjawab pertanyaan berdasarkan teks yang diberikan guru

C. Penilaian Hasil Belajar.

1. Non Tes
   Sikap, observasi, pengamatan
2. Tes (Pengetahuan)
   Soal : Choose one of these topic and write an Analitycal Exposition Text!
   Topics :
   1. **Flooding**
   2. **Landslide**
   3. **Smoking at School**
   4. **Drugs.**
   5. **Traffic Jam**

Mengetahui Juli 2020	Pakan Sinayan, ...
Kepala Madrasah,	Guru Mata Pelajaran,
Thasimin Simanullang, S. Ag	**Milya Yelliza, S. Pd**

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MAS Muhammadiyah Pakan Sinayan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / 1
Materi Pokok : Analytical Exposition Text
Alokasi Waktu : 2 x 45 menit

A. Tujuan Pembelajaran

Setelah menyelesaikan serangkaian kegiatan pembelajaran peserta didik mampu :

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum
3. Menyusun teks analytical exposition
4. Menentukan struktur teks analytical exposition.

B. **Kegiatan Pembelajaran**

Kegiatan	Deskripsi
Pendahuluan	➢ Guru memberi salam (greeting) ➢ Appersepsi
Inti	➢ Guru menunjukkan beberapa bebrapa gambar ➢ Peserta didik merespon gambar yang di berikan guru. ➢ Guru menanyakn tentang arti gambar tersebut ➢ Guru mengajukan pertanyaan tentang contoh kejadian yang berhubungan dengan gambar ➢ Peserta didik menjawab pertanyaan guru. ➢ Guru memberikan contoh teks analitical eksposisi. ➢ Guru menjelaskan teks analitical eksposisi ➢ Guru memberikan tugas kepada setiap kelompok untuk menjawab pertanyaan tentang teks analytical exposition. ➢ Guru menyuruh siswa untuk membacakan hasil pekerjaan mereka di depan kelas.
Penutup	➢ Peserta didik membuat kesimpulan pelajaran dan guru menguatkan.

C. Penilaian Hasil Belajar.

1. Non Tes
   Sikap, observasi, pengamatan
2. Tes (Pengetahuan)

Soal : Read the text and answer the questions given?

Mengetahui
Juli 2020
Kepala Madrasah,

Pakan Sinayan, ...
Guru Mata Pelajaran,

Thasimin Simanullang, S. Ag **Milya Yelliza, S. Pd**

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : MAS Muhammadiyah Pakan Sinayan
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / 1
Materi Pokok : Analytical Exposition Text
Alokasi Waktu : 2 x 45 menit

A. Tujuan Pembelajaran

Setelah menyelesaikan serangkaian kegiatan pembelajaran peserta didik mampu :

1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
2. Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum
3. Menyusun teks analytical exposition
4. Mengisi teks rumpang analytical exposition.

B. **Kegiatan Pembelajaran**

Kegiatan	Deskripsi
Pendahuluan	➢ Guru memberi salam (greeting) ➢ Appersepsi
Inti	➢ Guru memutar audio teks analytical exposition. ➢ Peserta didik mendengarkan audio tersebut. ➢ Siswa mananyakan tentang audio yang didengar mereka. ➢ Guru membagikan teks rumpang kepada peserta didik tentang analytical exposition. ➢ Guru meminta siswa mengisi teks rumpang yang ada dalam teks tersebut. ➢ Guru meminta siswa menuliskan jawaban mereka di papan tulis ➢ Guru membahas jawaban mereka besama peserta didik.

	➢ Siswa mempraktekan percakapan tersebut secara berpasangan di depan kelas. ➢ Peserta didik medapatkan kofirmasi dan penguatan secara klasikal dari guru
Penutup	➢ Peserta didik membuat kesimpulan pelajaran dan guru menguatkan.

C. Penilaian Hasil Belajar.

1. Non Tes
   Sikap, observasi, pengamatan
2. Tes (Pengetahuan)
   Soal : Listen to text and fill in the blank space?

Mengetahui
Juli 2020
Kepala Madrasah,

Thasimin Simanullang, S. Ag

Pakan Sinayan, ...

Guru Mata Pelajaran,

Milya Yelliza, S. Pd



