

SPEAKING PROBLEMS FACED BY EFL LEARNERS

A PAPER

Submitted to English Language Education Study Program Faculty of Teacher Training and Educational Sciences, Pakuan University as a Partial Fulfillment of the Requirements for the *Sarjana Pendidikan* Examination

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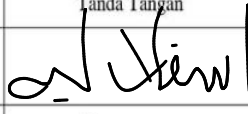


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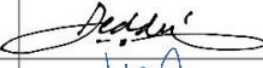

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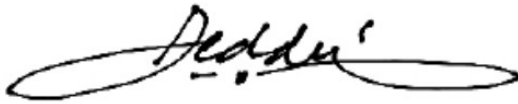
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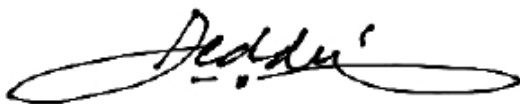
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DECLARATION

I here by declare that the paper entitled “ Speaking Problems Faced by EFL Learners” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All the quotations are properly acknowledged in the text. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibilty.

Bogor, 16 January 2021

Windy Putri

PREFACE

Alhamdulillah, all praises are dedicated to Allah subhanahu wa ta'ala who has given His blessing to the researcher until she is able to finish this paper entitled “Speaking Problems Faced by EFL Learners”.

This Paper is written to fulfill one of the requirements for the Sarjana Pendidikan examination in English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuam University.

The researcher realizes that this paper is far from being perfect, therefore suggestions and criticism from all are expected to make this paper better.

Bogor, 16 January 2021

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Alhamdulillah, the researcher gratitude to Allah subhanahu wa ta'ala for His blessing, love, opportunity, health, and mercy to complete this paper entitled "Speaking Problems Faced by EFL Learners". This paper is submitted as the final requirement in accomplishing undergraduate degree at the English Language Education Study Program, Faculty of Teacher Training Educational Sciences, Pakuam University Bogor.

The researcher presents her sincere appreciation goes to Dr. Entis Sutisna , M.Pd as the Dean of Faculty of Teacher Training and Educational Science, Pakuan University. This paper would not have been possible without the help, support of my first advisor Drs. Deddy Sofyan, M.Pd who always gives suggestion during the writing of this paper. Then to her second advisor Abdul Rosyid, M.Pd who always gives suggestion, guidance, and correction until the completion of this paper.

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ABSTRACT

Speaking is an important thing that must be learned by students to communicate effectively. However, students still face the problems in speaking. In order to know students' problems and obstacles, the teachers and students must know what problems that have become the obstacles for students when speaking in English. This research was conducted by using qualitative method and analyzed by using three instruments; Class observations, questionnaires and interviews. This research was conducted at Class 11 IPS 1 SMA Plus Islamic Village Karawaci Tangerang with 20 students who were selected by using purposive sampling. From the result there are twelve problems faced by students. The highest problems are caused by linguistics factors there are Vocabulary, pronunciation, and Grammar. The students also faced the problems caused by non-linguistics factors, there are Inhibition, lack of confidence, fear of making mistakes, anxiety, shyness, nothing to say, and mother tongue use. As a result students' still faced speaking problems both in linguistics and non-linguistics factors especially vocabulary problems that influence the existence of other problem factors.

Key Words: Speaking Problems, EFL Learners.

TABLE OF CONTENT

COVER	
APPROVAL SHEET	<u>i</u>
DECLARATION	<u>ii</u>
PREFACE	<u>iii</u>
ACKNOWLEDGMENT	<u>iv</u>
ABSTRACT	<u>vi</u>
TABLE OF CONTENT	<u>vii</u>
CHAPTER I	<u>1</u>
A. Background of The Study	<u>1</u>
B. Reason for Choosing The Topic	<u>2</u>
C. The Aim of The Study	<u>3</u>
D. Research Question	<u>3</u>
E. Research Focus	<u>3</u>
F. Operational Definition	<u>3</u>
G. Research Significant	<u>3</u>
CHAPTER II	<u>5</u>
A. Speaking Definition	<u>5</u>
B. Speaking Problems	<u>6</u>
C. EFL Definition	<u>13</u>
D. Related Research	<u>14</u>
CHAPTER III	<u>17</u>
A. Research Method and Design	<u>17</u>

B. Research Site and Participant	19
C. Research Instruments	19
D. Data Collection Technique	21
E. Data Analysis	21
CHAPTER IV	24
A. Data Description	24
1. Data from observation	25
2. Data from questionnaire	28
3. Data from interview	39
B. Analysis	53
CHAPTER V	56
A. Conclusion	56
B. Suggestion	56
Bibliography	59
Appendix	61
APPENDICES	
Appendix 1	Research Instruments Observation Class
Appendix 2	Research Instruments Questionnaire
Appendix 3	Research Instruments Interview
Appendix 4	Result of Observation Class
Appendix 5	Result of Questionnaire
Appendix 6	Interview Data Transcription
Appendix 7	Surat Keputusan Pengangkatan Pembimbing Skripsi

Appendix 8 Surat Izin Penelitian

Appendix 9 Surat keterangan telah melakukan penelitian

Appendix 10 Berita Acara Bimbingan

CHAPTER 1

INTRODUCTION

A. Background of the study

English is a foreign language in Indonesia and it has become one of the lessons in the school. Starting from elementary school, high school, up to university level, English subject will always be one of the subjects that must be studied in a learning curriculum. In learning English Students learn some skill there are reading, listening, writing and speaking. Among the four language skills, the important skill to improve students' communication is speaking ability.

Speaking is an important thing that must be learned by students to communicate effectively. It is an important skill because on speaking students are able to say what they want to express. Therefore, students must get a material how to communicate well using English. Students also have to practice more to improve their ability to speak English. Unfortunately, based on pre-observation by conducting interviews with some students in SMA Plus Islamic Village, they said that, they still face some problems to improve their speaking ability. The students are afraid of making errors when they want to speak up and it makes them less to practice speak English.

Moreover, speaking is skills that is more practical and should be mastered by the students, because it is a productive skill that students must achieve.

From the problems above, it can be known that students found problem in speaking. It can appear from internal or external factor, so they are difficult to improve their speaking ability. Therefore, the writer intends to investigate speaking problem in EFL Learners.

B. Reason For Choosing the Topic

Speaking is one of activities that has function to support students' communicative competence. The ability to speak in English helps people to communicate easily. Unfortunately, in the case of speaking foreign language, students faced some problems to communicate using English language.

After interview the students, the researcher found some students who had problems in speaking using English language. Some students are still afraid of making errors in class. Many of them had no words to say when they had to speak up, so they tend to keep silent and they not confident and not comfortable so they preferred to be quite and passive.

Based on the explanation above the researcher adapts the problem as the topic of the paper. As the result the researcher interested in investigating speaking problems of EFL learners. The subject of this research is class eleventh IPS 1 in SMA Plus Islamic Village.

C. The Aim of the Research

Referring to the problem above, the aim of this research is to investigate speaking problems faced by EFL learners.

D. Research Question

There are some problems that can be faced by the students in their speaking skill in the classroom. The research of question is “What are students problems in their speaking skill”?

E. Research Focus

The research focuses on the speaking problems who comes for linguistic and non-linguistic factor faced by the students class eleventh IPS 1 in speaking class at SMA Plus Islamic Village.

F. Oprational Definition

Speaking Problem : The obstacle that is faced and experienced by Students to achieve a goal in speaking learning Process.

EFL Learners : Students who are learning English as foreign Language in non-English speaking country.

G. Research Significance

The findings of this research are expected to be useful for:

1. The Students

The finding of this research can help students to improve their speaking skill and can increase students to communicate using English language.

2. The Lecturer

The finding of this research can help teacher to know students problem and can facilitate students to communicate using English language effectively.

CHAPTER II

THEORETICAL FOUNDATION

A. Speaking

1. The Definition of Speaking

Speaking is one of language skill which is very important to be mastered by students in order to be good communicators. Fulcher, (2003:33) says that, speaking is the use of language to communicate with other. It means that this activity involves two or more people to communicate. According to Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

Furthermore, Nunan (2003:48) says that speaking is the productive skill which consist of producing systematic verbal utterance to convey meaning. It means that speaking is an activity to communicate with others by conveying the meaning through spoken form.

Another expert, Thonbury (2005:1) mentions that speaking is so much a part of daily life but that we take it for granted. It means that speaking is the basic skill for the lerners to communicate clearly with others. Cameron (2001:40) states that speaking use the active language to express meanings so that other people can make sense of them.

From all the definition above it can be concluded that speaking is the basic point for communication. It is an interactive process of constructing meaning that involves producing, receiving, and processing information.

B. The Problems of Speaking

According to Horwitz's as cited in Asman (2011), there are six problems in speaking, they are categorized in to two; linguistic and nonlinguistic. The Linguistic problems are lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems are fear of making mistake, lack of confident, and apprehension of other evaluation.

1. Linguistic

Linguistics is a scientific study of language such as the study of language structure (grammar), words, and phonology. According to Spolsky & Hult (2008), generally linguistics comprises the detailed of vocabulary, grammar, and pronunciation. Linguistics problems are problems which make students speaking ability become poor. That statement also support by Richards (2008) claims there are some typical learner's problems in speaking such as lack of vocabulary needed to talk, poor in grammar, poor in pronunciation.

a) Vocabulary

The problems of vocabularies occur when someone is lack of vocabulary needs to talk and does not know how to combine the vocabularies into a good sentence. Khan (2005) states that, the numbers of students who learn English as a foreign language have difficulties to use word and expression to speak. In addition, Doris and Jessica (2007) also state that in the real communication, nobody paid much attention to the correct grammar expression, but emphasized the content and how to reply. It means that students have to know more about vocabulary to communications and to replay what other people say.

b) Grammar

According to Celce-murcia (2001) grammar becomes one of problems in speaking is because learners do not learn structures one in a time. Even the learners appear to have mastered a particular structure, it is not uncommon to find backsliding occurring with the introduction of new form to the learners' in language. Hinkel (2005) claims, speaking problems occur because the learner encounters a word they do not understand, a form and structures of the sentences they do not know how to use, or find they are unable to express their intended meaning. These problems may appear when the students speak since they have not mastered the English grammar.

c) Pronunciation

Pronunciations are the way in which people make sound of words. However, many students find pronunciation as one of the problems aspects in learning English especially in speaking. According to Al Hosni, (2014:28) state that, students that have good pronunciation in speaking English are more likely to be understood even if they make errors in other aspects and students with bad pronunciation must be difficult to be understand, even if the grammatical used of them are perfect.

One of the elements of comprehensible communication is clear and good pronunciation, otherwise the whole talk exchange will be hard to follow and that stands as a barrier for EFL learners Dan, (2006). Moreover, EFL learners are hesitant to speak because of inability to pronounce some words, which is embarrassing for them, this is becomes one of the problems in their speaking.

2. Non-Linguistic

Nonlinguistic problems in this study means the problem that derive from the outside of the language or psychological problem. Psychological are problems that influence the language learning such as students, teacher, and motivation in their interaction. According to Xinghua (2007) psychological problems are problems which often

interfere your emotional and physical health, your relationships, work productivity, or life adjustment such as anxiety or apprehension, lack of self- confident and afraid to speak. Khan (2005) claims in his research that some of his participants have psychological problems in speaking. This emphasizes that non linguistics or psychological problems also affect students in speaking.

a) Lack of Confident

Lack of confident is a kind of feeling where the students attribute their unwillingness to participate in every class presentation and discussion. Tsui (1999) as cited in Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily afraid from communication apprehension. The interference of this feeling could contribute negatively in students' speaking performance, or presentation. This negative thought adversely affects the students' ability to take advantage of learning opportunities, affecting students' ability to see themselves as successful learners. It is a complex feeling appraisal concerning the potential and perceived threats inherent in certain situation.

b) Fear of making mistakes

Lack of confident is a kind of feeling where the students attribute their unwillingness to participate in every class presentation and discussion. Tsui (1999) as cited in Juhana (2012:102) says that student who lack of confidence about themselves and their English

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c) Anxiety

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Horwitz et al (2001) in Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing speaking performance. According to Horwitz (1991) in Juhana (2012:102), anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are.

d) Lack of motivation

In speaking, motivation influences the success of speaking performance. Zua (20018) in Juhana (2012:103) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learners process it will enhance their study interest. So, the students should to have the motivation so that their speaking performance will be successful.

e) Shyness

Gebhard (2000) in Juhana (2012:101) states that, shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom. According to Baldwin (2010) in Juhana (2012:101), speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say.

3. Other Possible Problems

In learning speaking, students get problems to talk. Ur (1996:121) as cited in Tuan and Mai (2015) says there are some problems faced by students in learning speaking, they are:

a. Inhibition

According to Leila Litsya (2016) in his research states that, Inhibition is a nervous feeling that prevents human from expressing their thought, emotion, or desire. It means that students are often inhibited about trying to say things in the classroom or place, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts so the students choose to not risk-taking. Risk- taking is pertinent to inhibition and

self-respect. EFL learners who have a low self-respect tend to stop taking a risk of committing mistakes in their speaking tasks which resulting in the inhibition to the betterment of their speaking skill Mahripah, (2014).

b. Nothing to Say

According to Merisuo-Storm (2007), an integrative, friendly view and motivation towards the people whose language is being learned makes people who learned language more confident and not feeling inhibited to speak. It means that Even if they are not inhibited, students cannot think of anything to say, if they have no motivation to express themselves so motivation is important to support students speaking.

c. Low or Uneven Participant

According to Zhang (2009), Only one participant can talk at a time if he or she is to be heard, and in the large group. This means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother Tongue use

Hanunah (2009) said in his research, In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel

less exposed if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.

C. English Foreign Language

EFL Learners is students who are learning English as a foreign language in a non- English speaking country. According to Faizal (2011) “English as a foreign language, indicates the use of English in a non-English-speaking region.” English as a foreign language (EFL) refers to the use or study of English by speakers with different native languages. This means person who is studying English in a non-English-speaking country is classifies as EFL learner.

According to Patel and Jain (2008: 35), Foreign Language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Yoko Iwai (2011) defined that EFL is refers to those who learn English in non-English speaking countries.

According to Gebhard cited in Santoso, (2010) EFL is the study of English by people who live in places in which English is not used as a means of first language communication. This shows that, EFL is thought in a country that does not use English language as main language.

From all the definitions above it can be concluded that EFL is the study English in non English speaking country; the countries do not use English in their daily communication.

D. Related Research

The researcher found some studies related to speaking problem of EFL learners. The first was a case study from Siti Hadijah (2014) entitled “Investigating the Problem of English Speaking of the Students in Islamic Boarding School Program at STAIN Samarinda”. The paper discusses about investigated the students’ ability the problems and their reasons why students faced problems on English speaking. The study was use triangulation of mixed methods. The quantitative data gathered from the speaking test result and the qualitative data gathered from the questionnaire and interview results. From the study showed that the students’ ability was categorized low. The students have problems on grammar, pronunciation, vocabulary, fluency and comprehension. The students’ reason in facing the problems on English speaking were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency and comprehension but also they have own personal reasons, such as shy to perform speaking, lack of self confidence, lack of speaking practice, limited time given for preparation on English speaking test and the environment (dormitory) did not support them to acquire and use English as a medium daily interaction and they preferred to study the Islamic knowledge and Arabic than English.

The second was a case study by Noprival (2016) entitled “EFL Speaking Problem on English Day Program at One Senior High School in Jambi Indonesia”. The study uses qualitative method. The result of the study showed that students found some difficulties in speaking, the result of the study found that speaking problems encountered by students, which were described and interpreted from participants’ personal reflections and perspectives. The study found factors that related to students’ problem in using English on English day, that are vocabulary knowledge, grammar, fear of negative response from others, low self-esteem to speak in English, and, feeling anxious to speak in English.

Third related research was case study by Fatma Tokoz-Goktepe (2013) entitled “Speaking problems of 9th grade high school Turkish learners of L2 English and possible reasons for those problems”. The paper discusses about speaking problems in ninth-grade high school Turkish EFL learners and possible reasons for the problems through the perspective of teachers and students. The research uses qualitative method. For collected data the researcher use questionnaire for teachers and students, and use semi-structured interviews and classroom observations. The results show that the students mostly experienced problems in speaking English affectively through personal factors including: insufficient language and content knowledge, limited contact with English outside the classroom, and the miss-directed methods and materials used in the classroom.

From the explanation above, the writer concludes that three related

research have the similarities such as the first and second related research the problems came from linguistic and Non Linguistic problems and the third related research the problems came from linguistic factor or knowledge. The related research also has different subject, for the first related research is students in Islamic Boarding School at STAIN Samarinda, the second related research is students at one senior high school in Jambi and the third related research is students in 9th grade high school Turkish. The first related research use mix method, the second related research use qualitative method and the third related research use quantitative method. While this study focuses on linguistic and nonlinguistic problems, the method is qualitative and the subject of this study is class eleventh IPS 1 in SMA Plus Islamic Village.

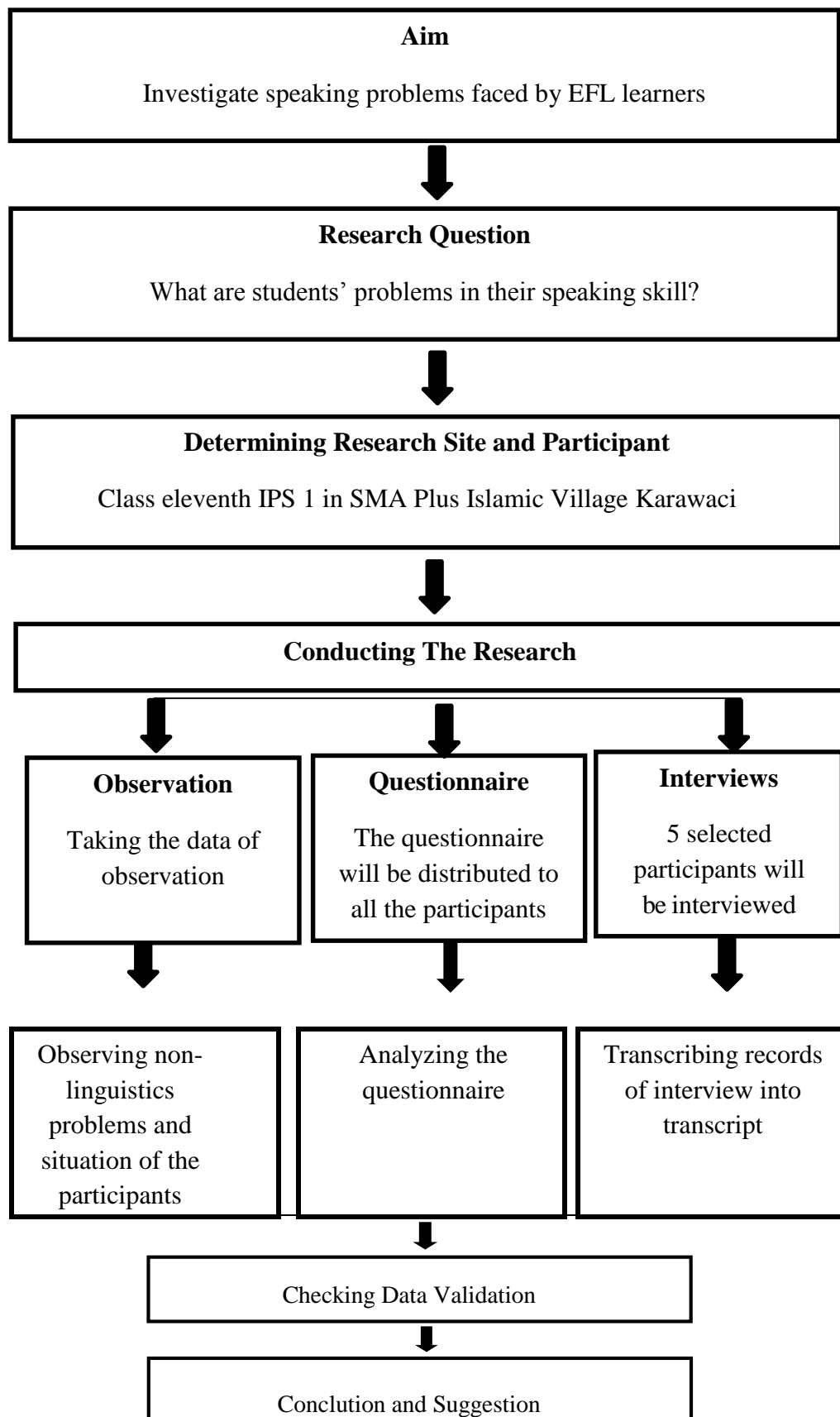
CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Based on the research title of “Speaking Problems Faced by EFL Learners”, a qualitative approach is applied for this research. According to Cresswell (2009: 4) qualitative approach is an approach to investigate certain phenomenon or conditions. Qualitative approach in this research is used to investigate problems especially problems in speaking, they are; linguistic and nonlinguistic or other possible problems that are faced by students in class eleventh IPS 1 in SMA Plus Islamic Village.

Descriptive method is used in conducting this research. According to Jefferies (2004) says that descriptive method is describe particular phenomenon the nature of the situation as it is existing at the time of the study and to explore the causes of particular phenomenon. In addition, Cresswell (2014:255) mentioned that descriptive method signifies the report using word form. As a result, qualitative approach and descriptive are applied in this research. The following is the research design:



B. Research Site and Participant

The researcher is conducted the research in class eleventh IPS 1 students of SMA Plus Islamic Village as research site, because the result of interview with students and teacher in SMA Plus Islamic Village is class eleventh IPS 1 get more speaking problems. Population in class eleventh IPS 1 has 20 students. Total population sampling techniques will be chosen to select participant. This research used purposive sampling types in which entire population becomes the participants. There is characteristic in determining participant; students who get more speaking problems.

C. Research Instrument

The data of this research are collected through observation, questionnaire and interviews.

1. Observation

Observation is the first instrument in this research to analyze the students' problems in speaking. According to given (2008: 573) observation is one of the oldest and most fundamental research method approaches. It involves collecting impression word using all one's sense and purposeful way to learn about a phenomenon that not determined by asking but observing. In this research, structured observation will choose to gain data. The observation will conduct three meetings when students practice speaking. The purpose of doing observation is to know non linguistics problems

and students' behavior during teaching and learning and doing note-taking about all related events that occurred in the classroom. It is to know the possible problem. The observation will be conducted through Zoom Application.

2. Questionnaire

Questionnaire is the second instrument in this research to investigating students' problems in speaking, questionnaire is distributed to all participants. According to Sigiyono (2016:142) Questionnaire has two types of questions that are; open-ended questions and close-ended questions. Close-ended questions will be used for this research with 24 questions based on the speaking problems according to Horwitz's as cited in Asman (2011), Xinghua (2007), and Munjayanah (2004). The researcher distributes questionnaire by using google form.

3. Interview

The interview is the last instrument to complete the data of this research. According to Creswell (2014: 330) state that, the goal of interview is to get an overview and opinion coming from participants taught. Therefore, interview will get more about the detailed information from the participants regarding students' problems in speaking. The students who selected for an interview are students who have more speaking problems based on the observation and questionnaire. There are 12 questions provided to

five students. The questions are made by the researcher based on the most problems from the questionnaire results. The interview will in set through WhatsApp application by voice note.

D. Data Colection Technique

The study employed three kinds of data collection; Observation, questionnaire and interview. First, the researcher do the observation to know non lingusitic problem and the situations in the process of teaching and learning by taking notes about the student responses and activity in teaching and learning.

Second is questionnaire, the questionnaire will be distributed to all participants in the class. It is used to know the most and the least speaking problem. After the questionnaires collected, the data will be tabulated then made into a percentage. The last is interview, the interview will be distributed to the students who had most speaking problems based on the result of the questionnaire.

E. Data Analysis

1. Data analysis of observation

There are several steps adapted from Dornyei (2011) in analyzing the qualitative data from observation.

- a. Transcribing the data that meant transforming the recording data (from observation check-list, videotaping, and field notes) into a textual form.
- b. Determining which materials might be relevant to the study.

c. Analyzing and classifying the data into some categories.

2. Data analysis of questionnaire

The data will collect using closed questionnaire or restricted form (yes or no answer).

a. First, the data collected from the whole respondents are analyzed by counting the percentage of each individual answer to the questionnaire.

b. Second, to determine the percentage of students' answers to the questionnaires the following formula is applied :

$$\text{Percentage} = \frac{M}{\sum M} \times 100\%$$

M = mean of each factor

$\sum M$ = sum of means

$\sum x$ = sum of score

N = the number of scores

3. Data analysis of interview

The data from interview were analyzed through several steps as suggested by Alwasilah (2002) as follow:

- a. Transcribing the interview into write-ups form
- b. Categorizing the write-ups
- c. Reducing inappropriate data
- d. Interpreting the data and drawing conclusions.

CHAPTER IV

DATA DESCRIPTION AND DATA ANALYSIS

A. Data Description

In this chapter, the researcher describes the finding of the research that was conducted from November 2nd until 20th 2020, the data was taken from 20 participants in 11 IPS 1 class at SMA Plus Islamic Village Karawaci Tangerang. In collecting the data, the researcher used three instruments; a Classroom observation, questionnaire, and Interview.

1. Data From Observation Class

The data observation was taken on November 2nd until 16th 2020, in three meetings. The researcher observed non-linguistic factor of the students' speaking problems based on the theory in Juhana (2012:101-103), Horwitz et all (2001), Laila Letsya (2016), Marisuo-storm (2007), Zhang (2009), Hanunah (2009). The researcher also observed students' behavior during the teaching and learning process. The results of the classroom observations in the three meetings are compiled, it can be seen in the table below.

Table 4.1 Observation Class

NO	INDIKATOR MASALAH	JUMLAH SISWA YANG MENGALAMI MASALAH
1.	Lack of Confident	15
2.	Fear of Making Mistake	14
3.	Anxiety	11
4.	Lack of Motivation	-
5.	Shyness	9
6.	Inhibition	14
7.	Nothing to say	12
8.	Low or Uneven Participant	-
9.	Mother Tongue use	13

1. Observation Day 1

On the first day of observation on November 2nd, 2020, the teacher gave the students material about poetry. During the teaching and learning process, the students followed the activity well, however the students prefer to be quiet, and did not want to share their opinion. Therefore the teacher had to call their name in order to get their answer. The teacher furthermore divided the students into six groups to find a poetry and asked them the meaning and the moral value they had found.

In the learning activities, students looked worried when the teacher told them that they had to present their work. Students were confused about what they wanted to convey and looked nervous so that some students could not convey what they want to say. Other students gave their opinion even though it was seen that when they expressed their opinions the students looked worried and lacked confidence.

2. Observation Day 2

In the second meeting, on November 9th, 2020, students continued the previous material because there were still four groups who had not presented. Some students were more active because they had prepared enough for the presentation, and some students tried to speak in English even though they had difficulties to convey what they wanted to say.

The Students were sometimes shy to convey what they wanted to say, such as when they wanted to participate in class, because they were shy students chose to be silent, even though they want to be active. However, Students often forgot to use the target language when they wanted to ask questions or when they were going to express their opinions. Whenever students spoke in Indonesian the teacher would remind the students to use English and then they would try to asked questions or express their opinions using English but mixed using Indonesian.

3. Observation day 3

In the last observation on November 16th, 2020, the students faced inhibition problems. This could be seen when students were asked to express their opinions but students tend to be silent because they were embarrassed, not confident, and also afraid of getting corrections. Problems originate from factors within the students themselves. The next problem is nothing to say, students who did not know what to say tend to be silent even though they did not appear to be inhibited, but they have to be asked first by the teacher after that they just tried to talk.

2. Data From Questionnaire

The researcher distributed the questionnaire through Google Form on November 16th, 2020. The form of the questionnaire is yes or no questions with 24 questions. The questions are made based on the statement of speaking problems by Khan (2005), Celce-Murcia

2011, Hinkel 2005, Al-Hosni 2014, Dan (2006), Juhana (2012), Horwitz 2011, Leila Litsya 2016, Merisuo Strom 2007, Zhang 2009, and Hanunah 2009. The result of the questionnaire is shown in Table 2 below.

Table 4.2
Questionnaire Percentage

Indicators	NO	STATEMENT	YES	NO
Vocabulary	1.	<i>Apakah Anda merasa kosa kata Anda kurang?</i>	90%	10%
	2.	<i>Apakah Anda tidak tahu bagaimana menggabungkan kosa kata menjadi kalimat yang baik?</i>	50%	50%
Grammar	3.	<i>Apakah Anda mengalami permasalahan dalam struktur Bahasa?</i>	65%	35%
	4.	<i>Apakah Anda mengalami kesulitan untuk memahami makna dari suatu kalimat?</i>	45%	55%
Pronunciation	5.	<i>Apakah Anda merasa pengucapan Bahasa</i>	60%	40%

		<i>Inggris anda sulit untuk dimengerti?</i>		
	6.	<i>Apakah Anda ragu-ragu berbicara karena ketidakmampuan mengucapkan suatu kata?</i>	65%	35%
Lack of Confident	7.	<i>Apakah Anda merasa kurang percaya diri ketika Anda berbicara Bahasa Inggris?</i>	60%	40%
	8.	<i>Apakah Anda merasa takut saat presentasi sehingga Anda kesulitan saat berkomunikasi?</i>	55%	45%
Fear Making Mistake	9.	<i>Apakah Anda merasa takut mendapatkan koreksi negative ketika berbicara Bahasa Inggris</i>	20%	80%
	10.	<i>Apakah Anda merasa takut ketika teman dan guru akan menertawakan Anda saat berbicara Bahasa Inggris?</i>	25%	75%

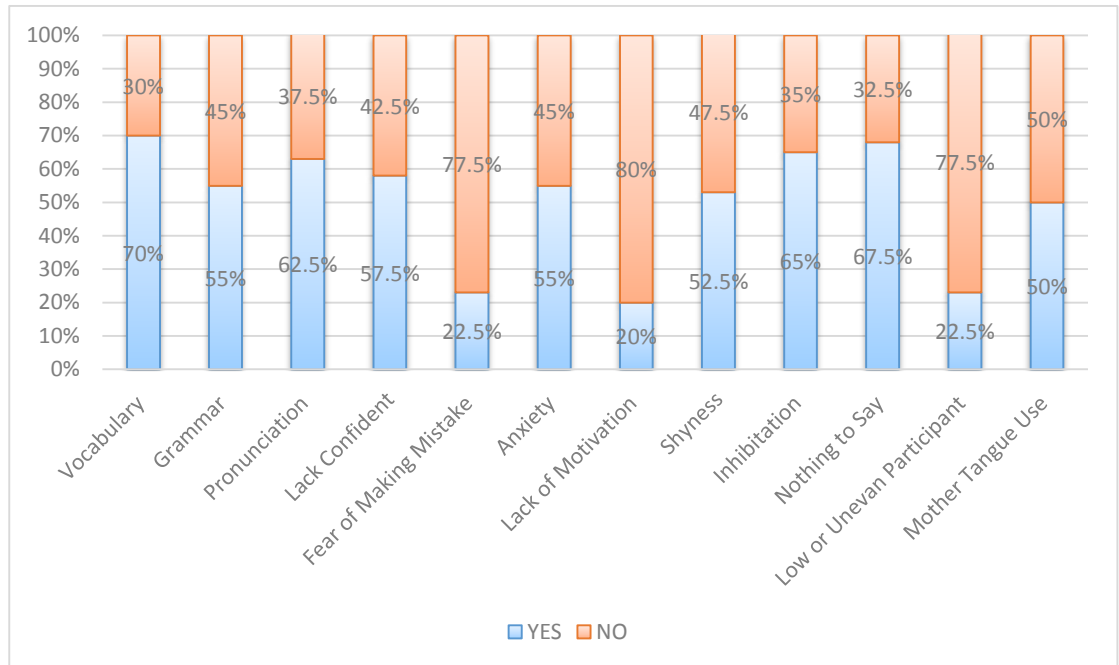
Anxiety	11.	<i>Apakah kecemasan menjadi masalah saat Anda akan berbicara menggunakan Bahasa Inggris sehingga pelafan Anda menjadi tidak fasih?</i>	70%	30%
	12.	<i>Apakah Anda merasa cemas gelisah dan gugup ketika berbicara bahasa Inggris?</i>	40%	60%
Lack of Motivation	13.	<i>Apakah Anda kurang motivasi untuk belajar Bahasa Inggris?</i>	20%	80%
	14.	<i>Apakah lingkungan Anda mendukung anda untuk berbicara bahasa Inggris?</i>	20%	80%
Shyness	15.	<i>Apakah Rasa malu membuat pikiran Anda menjadi kosong atau lupa kata yang harus dikatakan?</i>	75%	25%
	16.	<i>Apakah Anda phobia berbicara didepan kelas?</i>	30%	70%

Inhibition	17.	<i>Apakah Anda sering kali terhambat untuk mencoba mengatakan sesuatu dikelas?</i>	70%	30%
	18.	<i>Apakah Anda merasa takut akan kritik dan malu sehingga Anda tidak ingin mengambil resiko atau Anda memilih diam?</i>	60%	40%
Nothing to Say	19.	<i>Apakah Anda tidak dapat memikirkan apapun untuk dikatakan.?</i>	35%	65%
	20.	<i>Apakah motivasi merupakan hal penting untuk mengekspresikan diri Anda?</i>	100%	0%
Low or Uneven Participant	21.	<i>Apakah Anda hanya memiliki waktu sedikit untuk berbicara karena teman Anda selalu ingin mendominasi dikelas?</i>	25%	75%
	22.	<i>Apakah Anda merasa kurang berpartisipasi saat</i>	20%	80%

		<i>dalam kelompok?</i>		
Mother Tongue Use	23.	<i>Apakah Anda cenderung menggunakan Bahasa Ibu saat kelas Bahasa Inggris?</i>	60%	40%
	24.	<i>Apakah Anda kurang termotivasi untuk berbicara menggunakan Bahasa Target</i>	40%	60%

Chart 4.1

Frequency of Students Response For each Factor



1. Vocabulary

There are two questions which percentage Vocabulary Problems.

For the first question, there are 18 or 90% of students said YES it means they still faced vocabulary problems. However, there are two or 10% of students said NO which means students do not face the problems. In the second question, there are 10 or 50% of students said YES, which means they faced vocabulary problems in speaking, and there are 10 or 50% of students said NO, it can be describe that they do not face the problems. Therefor sudents who faced vocabulary problems in speaking skills are 70%, meanwhile, 30% of students do not.

2. Grammar

The second problem is grammar. For the first question, there are 13 or 65% of students said YES means that students faced problems in grammar. On the other hand, there are seven or 35% of students said NO means they do not. For the second question, there are nine or 45% of students said YES which means they faced the problem, and there are 11 or 55% of students said NO which means they do not face the problem. So as a result of the grammar problems there are 55% of students experienced problems with grammar in speaking, and there 45% of students do not face grammar problems in speaking.

3. Pronunciation

From the result of the questionnaire, there are two questions. For the first question, as much as 12 or 60% of students still faced pronunciation problems in speaking, and there are eight or 40% of students said do not, it means they do not face pronunciation problems. In the second question, there are 13 or 65% of students said YES, which means that they faced the problems, and there are seven or 35% of students do not face the problems. So there are 62.5% of students still face pronunciation problems, and 37.5% of students do not face pronunciation problems.

4. Lack of Confident

Based on the data above, there are 12 or 60% of students said YES it means students still faced the problem. On the other side, there are eight or 40% of students said No it means students do not face the problems. In

the second question, there are 11 or 55% of students said YES, so the students still lack confidence when they want to speak, and also there are nine or 45% of students said NO it means they do not face the problem. It means there are 57.5% of students faced the problem and there are 42.5% do not face the problem.

5. Fear of Making a Mistake

In the fifth question, there are four or 20% of students said YES, which means that only a few of the students faced the problems, and there are 16 or 80% of students said NO means that students do not. For the second question, there are five or 25% students said YES, meanwhile there 15 or 75% of students said NO. So, there are 22.5% of students faced the problem, and there are 77.5% said NO it means they do not face the problem.

6. Anxiety

Based on the data obtained, for the first question, there are 14 or 70% of students said YES means the students faced anxiety problems, and there are 6 or 30% of students said NO means they do not face the problems. The second question of students who said YES are eight or 40% students. However there are 12 or 60% of students said NO means they do not. It means there are 55% students faced the problem, and 45% of students do not face the problem.

7. Lack of Motivation

There are two questions on this problem. For The first question, there are only four or 20% of students said YES means only a few of students faced the problem in motivation, besides, there are 16 or 80% said No means students do not face the problems. For the second question, only four or 20% of students said YES means that students faced the problems, and there are 16 or 80% students said NO, It means there are 20% of students faced problems that caused by motivation, and 80% of students do not face the problem in motivation.

8. Shyness

Based on the data obtained, for the first questions, there are 15 or 75% of students said YES which means most of the students faced the problems. Besides that, there are five or 25% of students said NO means that they do not face the problems. In the second question, there are six or 30% of students said YES means that some students faced the problem, and there are 14 or 70% of students said NO means they do not face the problems. As a result, there are 52.5% of students faced the problem in speaking caused by shyness, and there are 47.5% they do not face the problem.

9. Inhibition

For the first question, there are 14 or 70% of students said YES it means students still faced the problem, and there are six or 30% students who said NO means that they do not face the problem. In the second

question, there are 12 or 60% said YES means they faced the problem, and there are eight or 40% said NO means they do not. Therefore 65% or most of the students still faced the problem, and 35% do not.

10. Nothing to Say

As can be seen in the table and chart results. There are seven or 35% of students who said YES means some students faced the problem, and there are 13 or 65% of students who said NO means they do not. The second question, there are 20 or 100 said YES means that the students faced the problems, and there are 0 % said NO means they do not. As a result, 67.5% of students faced the problem, on the other hand, there are 32.5% do not.

11. Low or Uneven Participant

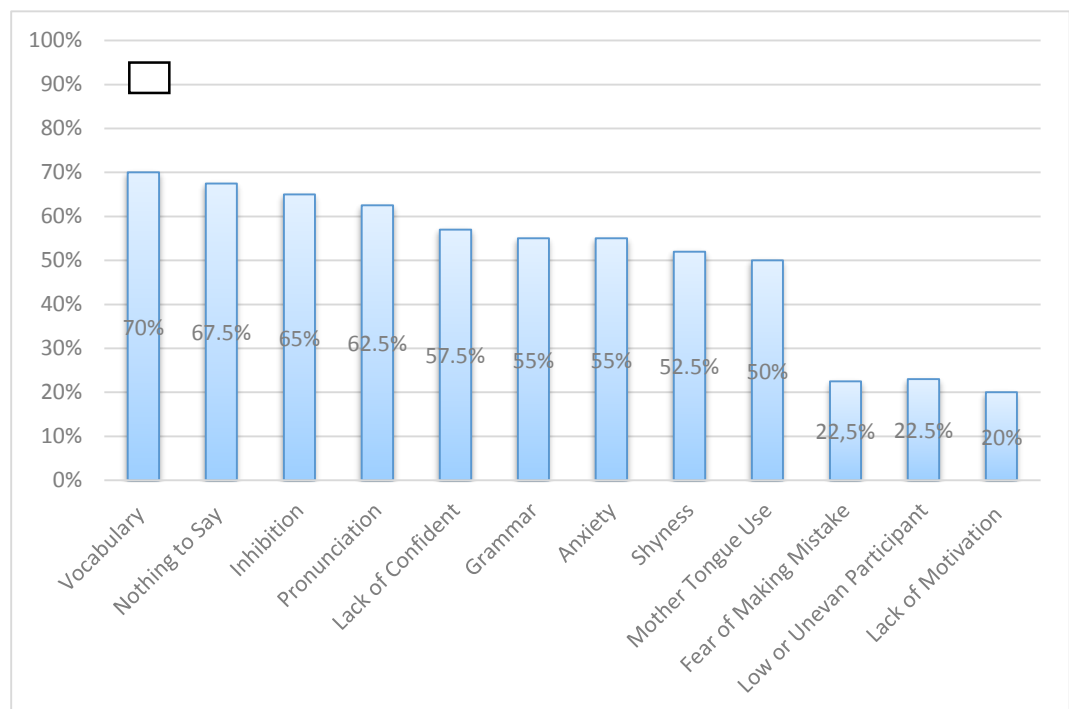
There are two questions on this issue. In the first question, there are five or 25% of students said YES means only a few students faced the problem, and there are 15 or 75% of students said NO, which means most of the students do not face the problems. In the second question, there are four or 20% of students said YES which means only a few of the students faced the problem, and there are 16 or 80% of students said NO which means they do not face the problem So there are only 22.5% students who faced the problem, and most of the students or 77.5% students do not face the problem.

12. Mother Tongue Use

As seen in the table and chart. There are 12 or 60% of students who said YES means some students still faced the problem, and there are eight or 40% of students who said NO means they do not face the problem. In the second question, there are eight or 40% of students said YES means they faced the problem, and there are 12 or 60% of students said NO means do not. So there are 50% of students who still faced the mother tongue use in speaking, and there are 50% who do not.

Chart 4.2

The Mean of Each Factor



From the results of the questionnaire obtained, students still faced problems in speaking skills. The first problems are vocabulary, as much as 70% of students

still experience vocabulary problems when they want to speak. Other problems that students still experience are; nothing to say 67.5% after that, inhibition 65%, Pronunciation 62.5%, Lack of confident 57.5%, Grammar 55%, Anxiety 55%, Shyness 52.5%, Mother tongue use 50%, Fear of making mistake 22.5%, low or uneven participant 22.5%, and the last is lack of motivation 20%.

3. Data From Interview

The data from the interview was taken on November 20th, 2020. The researcher conducted interviews with five students, based on the results of class observations and questionnaires. Students who had the most problems are selected for interviews. There are 12 questions in the interview based on the theory Horwitz's as cited in asman 2011, about speaking problems in linguistics and non-linguistic factor. The results of the interviews are shown statements that support other statements. Interviews are conducted via WhatsApp application with voice notes or recorded.

1. Vocabulary

The first question is about the cause of how their vocabulary is lacking. It can be identified for the statement by R#2, R#3, R#5. They said that they do not search for new vocabulary and do not read English books to increase their vocabulary.

Excerpt#2

"Penyebabnya, yang pertama saya kurang membaca kamus Bahasa Inggris, terus yang kedua, saya kurang mencari tau kosakata

tersebut"

[The first reason is I do not read the English dictionary, then the second is I less to find vocabulary]

Excerpt#3

"Karena mungkin karna saya kurang baca buku, nonton film pokoknya yang ada kosakata bahasa inggrisnya"

[Because I less to read English books, and warching movie which has a lot of vocabulary in English]

Excerpt#5

"Karena saya jarang menggunakan Bahasa Inggris dalam keseharian saya, dan saya juga jarang membaca buku Bahasa Inggris sehingga kosakata saya kurang."

[Because I rarely use English in my daily life, and I rarely read English books, so my vocabulary is lacking.]

2. Grammar

The second question is the reason about student problems in understanding the meaning of a sentence, it supports by R#2 and R#3.

The respondent said that they don't understand English sentences.

Excerpt#2

"Karena saya kurang memahami kalimat dalam Bahasa Inggris."

[Because I don't understand sentences in English.]

Excerpt#3

“Eee, Menurut saya penyebabnya itu saya kurang mendalami kosa kata bahasa inggrisnya jadi ga paham arti kalimatnya.”

[Eee, I think the reason is I don't deepen my English vocabulary.]

3. Pronunciation

The third question is about the cause their English pronunciation is difficult to understand, it can be checked in excerpt R#1 R#2 R#3 R#5, The respondents said that they are less practiced speaking English.

Excerpt#1

“Karena saya kurang untuk mempraktikannya .”

[Because I less to practice.]

Excerpt#2

“Karna saya kurang latihan untuk berbicara dalam bahasa inggris jadi itu salah satu kesulitan saya dan teman teman saya untuk memahami apa yang saya bicarakan.”

[Because I less to practice speaking in English, so it is one of the problems for me and my friends to understand what I am talking about.]

Excerpt#3

“Ya mungkin itu penyebabnya karena saya kurang berlatih dalam er kosakata bahasa inggris.”

[Yes, maybe that's the reason because I don't practice English vocabulary.]

Excerpt#5

“Karena dalam keseharian saya, saya tidak sering menggunakan bahasa inggris sehingga saya jarang untuk berlatih menggunakan bahasa inggris dalam pelfalannya oleh karena itu masih sering salah dalam pengucapan.”

[Because in my daily life, I don't use English, so I rarely practice using English pronunciation , because of that I still mispronounced.]

4. Lack of Confident

Next is about the reason why they hesitant when speaking in English. It can identify from R#1 R#2 R#3 R#5, the respondents said that they less vocabulary and afraid of making mistakes.

Excerpt#1

“Karena taku salah, dan ditertawakan teman.”

[Because I am afraid of making mistakes, and I am afraid my friend will laugh at me.]

Excerpt#2

"Karena tadi kosakata dalam berbahasa inggris saya tuh kurang."

[Because I was lacking in English vocabulary.]

Excerpt#3

"Ee karena kurang pede kayaknya miss , aku kaya ragu gitu kalo ngomong, teruskan belum banyak yang diketahui gitu bahasa inggris jadi kaya ragu Sama takut salah gitu miss, takut pokoknya. "

[Because I am not confident and doubtful I don't know much about English and am afraid of being wrong.]

Excerpt#5

"Alasan saya ragu ragu berbicara bahasa inggris karena saya takut yang saya ucapkan itu salah "

[The reason I hesitate to speak English is that I am afraid that what I say is wrong.]

5. Fear of Making a Mistake

Question number five is about the reason why they are afraid to make a mistake when a presentation. This question support by R#1 R#2 R#3 R#5, they said that they are afraid of making mistakes and afraid that their friends will not understand what it means.

Excerpt#1

“Takut nanti kawan kawan kurang memahami apa yang saya omongin.”

[I am afraid that my friends will not understand what I am talking about.]

Excerpt#2

“Saya kurang percaya diri dalam presentasi dalam bahasa inggris karena ditakutkan audience tidak mengerti apa yang saya sampaikan.”

[I am not confident in presenting using English, because I am afraid that audience do not understand what I am conveying.]

Excerpt#3

“Kaya takut berbelit gitu miss, kan bahasanya kaya ada yang rumit gitu jadi takut salah.”

[like afraid to talk, because the language is complicated so I am afraid]

Excerpt#5

“Karena saya takut apa yang saya ucapkan saat presentasi memiliki makna yang berbeda dari maksud saya sehingga saya

takut di salah artikan dalam kalimat tersebut.”

[Because I am afraid that what I say during the presentation has a different meaning from what I mean, so I am afraid that it will be misinterpreted in that sentence]

6. Anxiety

Question number six is about the reason why they feel anxiety when they will speak English in front of the class it support by R#2 R#5 they afraid of making mistakes and less vocabulary.

Excerpt#2

“Saya taku salah mungkin ketika saya berbicara dalam bahasa inggris teman-teman saya tidak mengerti apa yang saya sampaikan.”

[I feel anxious because maybe when I speak in English my friends don't understand what I'm saying.]

Excerpt#5

“Saya cemas menggunakan bahasa inggris karena mmmm saya mengetahui kosakata saya yang masih kurang yang saya ketahui, jadi saya takut duluan.”

[I am worried about using English because I know my vocabulary is lacking.]

7. Lack of Motivation

Then question about why motivation is important to improve their speaking skill, R#2 and R#3, they said that motivation can build self-confidence, and increase enthusiasm for learning English.

Excerpt#2

“Karena motivasi bisa memotivasi terhadap diri saya untuk lebih berusaha dan lebih rajin untuk belajar dan mencari kosa kata dalam Bahasa Inggris.”

[Because motivation can motivate me to try and be more diligent in studying and searching for vocabulary in English.]

Excerpt#3

“Karena motivasi sangat penting untuk dapat membangun percaya diri agar bisa Berbahasa Inggris “

[Because motivation is very important to be able to build self-confidence so that I can speak English]

Excerpt#4

‘Mmm mungkin Cuma motivasi aja yang ngebawa kita jadi bias.’

[Maybe it's just motivation that brings us to be able to speak English.]

8. Shyness

Questions number eight is about the reason why they feel shy when they speak English, every respondent has different answered, two of the respondents said that they afraid of making mistakes and another one said lack of vocabulary and also not confident.

Excerpt#1

“Malunya itu kalau salah berbicara dalam bahasa inggris.”

[The shame is if I speak the wrong language in English.]

Excerpt#2

“Saya merasa malu dalam berbahasa inggris karena kemungkinan ketika saya berbicara dalam bahasa inggris teman teman saya tidak memahami apa yang saya bicarakan mereka akan tertawakan saya.”

[I feel embarrassed about speaking English because maybe when I speak English my friends do not understand what I am talking about, they will laugh at me.]

Excerpt#3

“Yang mebuat saya tidak PD itu karena saya merasa belum menguasai gitu miss terus kaya masih banyak kosakata yang baru saya ketahui Itu karena ga PD.”

[What makes me not confident is because I feel that I haven't mastered it, there are still many vocabularies that I just know. It's because I'm not confident.]

Excerpt#5

"Saya malu karena takut pelafalan saya salah ."

[I shy it is because I am afraid my pronunciation is wrong]

9. Inhibition

Next is about causes that make them inhibited in speaking English. It is supported by R#2 R#3 R#4 R#5 Two of them said that the problems caused they are afraid of making mistakes when pronouncing in English and they said that the problem is because not confident.

Excerpt#2

"Yang membuat saya terhambat dalam berbicara Bahasa Inggris didalam kelas, itu karena rasa malu saya sendiri karena saya rasa teman-teman saya didalam kelas sudah bisa berbahasa Inggris, terus jika saya berbicara menggunakan Bahasa Inggris Pengucapannya itu salah"

[That is because of my own shame, because I think my friends in the class can speak English better than me, and if I speak English my pronunciation is wrong.]

Excerpt#3

“Yang membuat sering terhambat itu karna ga PD.”

[Who makes me often inhibited is because I am not confidence]

Excerpt#4

“Malu si ga malu-malu banget, Cuma ga PD aja”

[I am not really shy, but I am not very confident]

Excerpt#5

“Karena saya takut salah dan malu apabila saya salah ketika menggunakan Bahasa Inggris ataupun pelafannya yang salah.”

[Because I am afraid and shy if I make a mistake when used English language or my pronunciation is wrong.]

10. Nothing to Say

Another question is about the reason why they can't say what they want to say, based on the R#1 R#2 R#3 R#5. They said it because they couldn't speak English, didn't know the meaning of the sentence in English, and were confused about changing the Indonesian language to the English language to be the correct sentence.

Excerpt#1

“Karena saya kurang memahami atau kurang mengerti dalam bahasa inggris.”

[Because I don't understand the English Language.]

Excerpt#2

“Saya kurang percaya diri, terus saya susah untuk merangkai kata demi kata untuk menjadi sebuah kalimat.”

[I lacked self-confidence, then I can not combine word become a sentence.]

Excerpt#3

“Karena terlalu cemas, jadi gatau mau ngomong apa.”

[Because I was too worried, so I do not know what to say.]

Excerpt#5

“Karena sebenarnya saya tau apa yang akan saya sampaikan, namun saya takut untuk berbicara menggunakan bahasa inggris.”

[Because.. actually I know what I'm going to say, but I'm afraid to speak in English.]

11. Low or Uneven Participant

Questions eleven is about the reason they did not participate in giving responses in class. It is supported by R#2 and R#5, They said that their friends could speak English better, so they were insecure and afraid.

Excerpt#2

“Yaa , karena saya berfikir teman teman saya semua sudah bisa berbicara dalam bahasa inggris, dan mereka kosakatanya lebih banyak gitu pengetahuannya dibandingkan dengan saya sendiri jadi saya tuh kaya kurang percaya diri ataupun malu untuk berbicara bahasa inggris takutnya mereka tidak memahami apa yang saya bicarakan.”

[Yes, because I think all of my friends can speak English, and they have more vocabulary, so they know more than myself, so I am either less confident or embarrassed to speak English. I'm afraid they don't understand what I'm talking about.]

Excerpt#5

“Karna banyak juga dari temen temen yang bahasa inggrisnya lebih jago daripada saya yang mebuat saya insecure dan jadi takut duluan untuk mencoba berbicara dalam bahasa inggris.”

[Because there are also many of my friends who can speak English

very well and makes me insecure also afraid to try to speak in English.]

12. Mother Tongue Use

The last question is about the reason they use the Indonesian language. It is supported by R#1 R#2 R#3 and R#5. They said that because they were confused, afraid, and had difficulty responding using the English language so they used the Indonesian language.

Excerpt#1

“Karena saya paham apa yang disampaikan tetapi saya sulit untuk menjelaskan terpaksa saya menggunakan bahasa yang mudah yaitu bahasa Indonesia.”

[Because I understood what was being said, but it was difficult to explain, so I use Indonesian language]

Excerpt#2

“Penyebabnya saya susah mengubah kalimat yang saya ingin saya sampaikan diubah kedalam Bahasa Inggris karena ya itu kosakata saya kurang dalam berbahasa Inggris gitu.”

[The reason is because I difficult to change the sentence that I want to convey to changed into English because my vocabulary is lacking in English.]

Excerpt#3

“Karena saya sudah terbiasa menggunakan bahasa Indonesia, jadi Kebiasaan pake Bahasa Indonesia .”

[Because I am used Indonesian Language so I already accustomed using Indonesia Language.]

Excerpt#5

“Karena saya taku berbicara menggunakan Bahasa Inggris walaupun saya tau saya bisa.”

[Because I am afraid to speak in English, even though I know I can.]

B. Analysis

In this study, the researcher wanted to know students' problems in speaking skills. Those are linguistic problems and non-linguistic problems. The researcher analyzed the results to find out students' problems in speaking skills by determining the highest problems faced by the students.

Based on the results showed that students still have problems with speaking skills, as stated by Xinghua (2007), psychological problems are problems that often interfere with your emotional and physical health, your relationships, work productivity, or life adjustment such as anxiety or apprehension, lack of self-confidence, and afraid to speak. Students experience this problem when the teacher asks students to express their

opinion and also when students present their work.

Students also still experience speaking problems in linguistic and non-linguistic problems. As said by Horwitz's as cited in Asman (2011), there are six problems in speaking, they are categorized into two; linguistic and nonlinguistic. The Linguistic problems are lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems are fear of making mistakes, lack of confidence, and apprehension of other evaluations. Also stated from Ur (1996:121) as cited in Tuan and Mai (2015) says there are some problems faced by students in learning speaking, they are inhibition, nothing to say, Low or uneven participant, and mother tongue use.

As the conclusion of the research, it turned out the students still experienced speaking problems. The most common problems are vocabulary, Pronunciation, lack of confidence, and inhibition. The vocabulary problem that had been explained by Khan (2005) states that the numbers of students who learn English as a foreign language have difficulties to use words and expressions to speak. The problems of vocabularies occur when someone is lacking vocabulary needs to talk and does not know how to combine the vocabularies into a good sentence. Followed by lack of confidence, Juhana (2012:102) says that students who lack confidence about themselves and their English necessarily afraid of communication apprehension. The interference of this feeling could contribute negatively to students' speaking performance or presentation. Inhibition Problem Ur (1996) state that the problem which

can happen to the students is inhibition, According to Leila Litsya (2016) in her research states that Inhibition is a nervous feeling that prevents humans from expressing their thought, emotion, or desire. It means that students are often inhibited about trying to say things in the classroom, worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts so the students choose to not risk-taking. Another problem is state by Horwitz's as cited in Asman (2011), problems in speaking, are categorized into two; linguistic and nonlinguistic. The Linguistic problems are lack of vocabulary, pronunciation, and grammar. Nonlinguistic problems are fear of making mistakes, lack of confidence, and apprehension of other evaluations. Based on the explanation, the 11th-grade students of IPS 1 SMA PLUS Islamic Village had speaking problems both from linguistics or non-linguistics, and the dominant factor is caused by the Linguistic factor.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to this research, the researcher found that the 11 th students of IPS SMA Plus Islamic Village still faced speaking problems both in linguistic and non-linguistic factors. The highest problem experienced by students in speaking are caused by linguistic factor, there are vocabulary, pronunciation, and Grammar.

The researcher also found that students experienced problems that caused by non-linguistic factors, there are lack of confident, inhibition, fear of making mistakes, anxiety, shyness, nothing to say, mother tongue used, and the lowest problems are fear of motivation and low or uneven participant. As the result, the 11th grade students of IPS 1 at SMA Plus Islamic Village still faced problems in speaking.

B. Suggestion

From the research results, the researcher would like to give some suggestions for students and teacher.

1. To the students
 - a. The researcher suggests that the students have to read English book, and watch English movie to increase their vocabulary.

This suggestion based on research results of this research, they have difficulty to convey what they want to say and also have difficulty to understand the meaning of a sentence.

- b. The researcher suggests that the students should practice speaking English more.

This is because, the researcher found that when students were instructed by their teachers to speak English, they were not confident because they were unfamiliar with speaking English.

2. To the teacher

- a. The researcher suggests that the teacher should give more exercise about vocabulary. It is suggested to give more exercise about vocabulary by making a target vocabulary achievement in each meeting.

This is based on the results, that their vocabulary skill is lacking. This can help the students to gain their interest in finding new vocabularies.

- b. The researcher also suggests that the teacher have to provide the learning activities that require students to give more opinions by speaking in English.

It is because the researcher found that students do not give their opinion, so they practice less in speaking English.

3. To other researchers

The researcher suggests to further researchers to conduct research on student problems in linguistics factor especially in vocabulary problem, and conducting quantitative research with certain methods to improve students' abilities and interests to increase their English vocabulary.

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APPENDICES

APPENDIX 1 RESEARCH INSTRUMENT

FOR OBSERVATION

	NAMA	INDIKATOR MASALAH								
		Lack of Confident Juhana (2012:102)	ear of making mistakes Juhana (2012:101)	Anxiety witz (2001) and Juhana (2012)	Lack of Motivation Zua (2018)	Shyness Gebhard (2002) and Baldwin (2010)	Inhabitation eila Litsya (2016) and Mahripah (2014)	Nothing to Say Merisuo-Strom (2007)	w or Uneven Participant Zhang (2009)	Mother Tongue Use Hanunag (2009)
1.										
2.										
3.										
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14.										
15.										
16.										
17.										
18.										

APPENDIX 2

RESEARCH INSTRUMENT FOR QUESTIONNAIRE

INDIKATOR	NO	PERNYATAAN	TEORI	JAWABAN	
				YES	NO
Vocabulary Problem	1.	Apakah Anda merasa kosa kata Anda kurang?	Khan (2005), Doris and Jessica (2007)		
	2.	Apakah Anda tidak tahu bagaimana menggabungkan kosa kata menjadi kalimat yang baik?			
Grammar Problem	1.	Apakah Anda mengalami permasalahan dalam struktur Bahasa?	Celce-Murcia (2001) and Hinkel (2005)		
	3.	Apakah Anda mengalami kesulitan untuk memahami makna dari suatu kalimat?			
Pronunciation Problem	1.	Apakah Anda merasa pengucapan Bahasa Inggris anda sulit untuk dimengerti?	Al-Hosni (2014)		
	2.	Apakah Anda ragu-ragu berbicara karena ketidakmampuan mengucapkan suatu kata?			

Lack of Confident	1.	Apakah Anda merasa kurang percaya diri ketika Anda berbicara Bahasa Inggris?	Juhana (2012:10)		
	2.	Apakah Anda merasa takut saat presentasi sehingga Anda kesulitan saat berkomunikasi?			
Fear of making mistakes	1.	Apakah Anda merasa takut mendapatkan koreksi negative ketika berbicara Bahasa Inggris?	Juhana (2012:10)		
	2.	Apakah Anda merasa takut ketika teman dan guru akan menertawakan Anda saat berbicara Bahasa Inggris?			
Anxiety	1.	Apakah kecemasan menjadi masalah saat Anda akan berbicara menggunakan Bahasa Inggris sehingga pelafan Anda menjadi tidak fasih?	Horwitz (2001) and Juhana (2012)		
	2.	Apakah Anda merasa cemas gelisah dan gugup ketika berbicara bahasa inggris			
Lack of Motivation	1.	Apakah motivasi merupakan salah satu faktor pendukung	Zua (2018)		

	2.	minat belajar dalam berbicara Bahasa Inggris? Apakah motivasi dalam diri berpengaruh dalam keberhasilan berbicara Bahasa Inggris?			
Shyness	1. 2.	Apakah Rasa malu membuat pikiran Anda menjadi kosong atau lupa kata yang harus dikatakan? Apakah Anda phobia berbicara didepan kelas?	Gebhard (2002) and Baldwin (2010)		
Inhabitation	1. 2.	Apakah Anda sering kali terhambat untuk mencoba mengatakan sesuatu dikelas? Apakah Anda merasa takut akan kritik dan malu sehingga Anda tidak ingin mengambil resiko atau Anda memilih diam?	Leila Litsya (2016) and Mahriyah (2014)		
Nothing to Say	1. 2.	Apakah Anda tidak dapat memikirkan apapun untuk dikatakan.? Apakah motivasi merupakan hal penting untuk mengekspresikan diri Anda?	Merisuo-Strom (2007)		

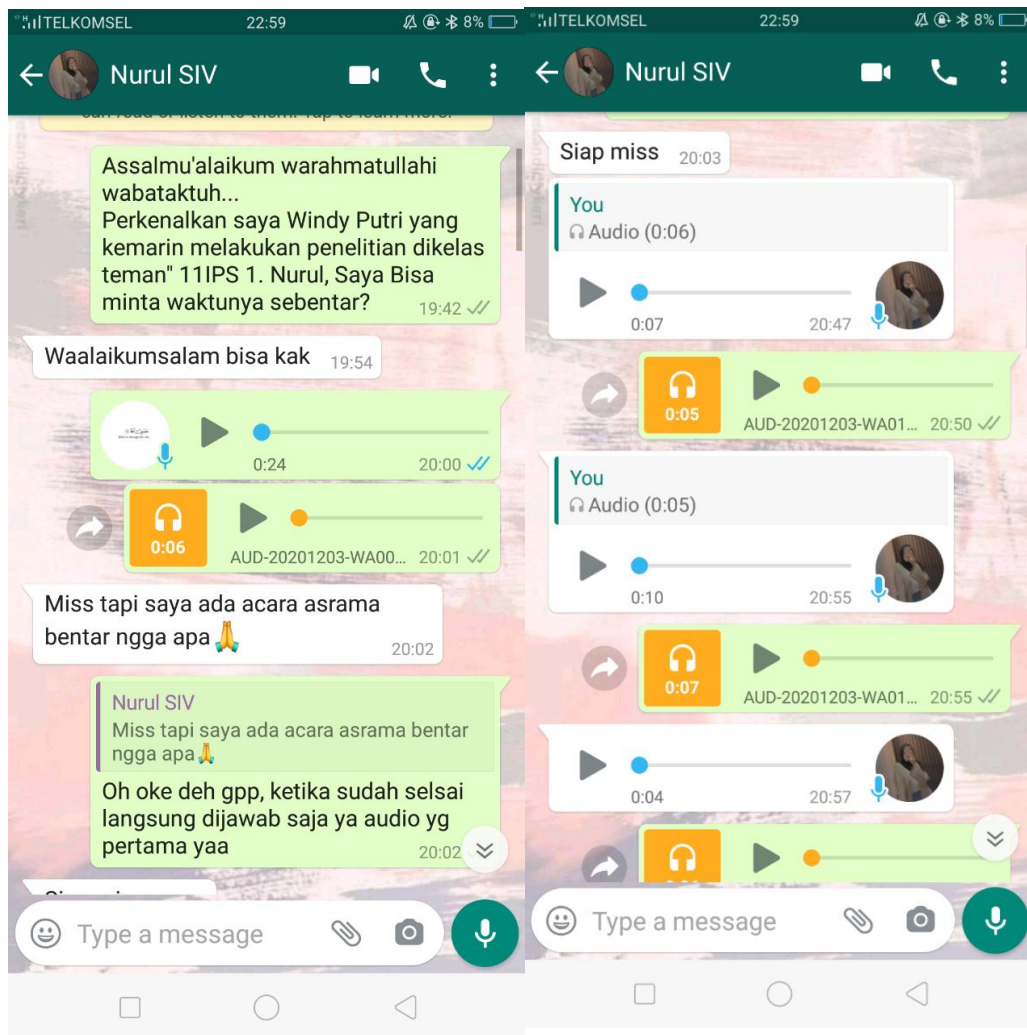
Low or Uneven Participant	1.	Apakah Anda hanya memiliki waktu sedikit untuk berbicara karena teman Anda selalu ingin mendominasi dikelas?	Zhang (2009)		
	2.	Apakah Anda merasa kurang berpartisipasi saat dalam kelompok?			
Mother Tongue Use	1.	Apakah Anda cenderung menggunakan Bahasa Ibu saat kelas Bahasa Inggris?	Hanunag (2009)		
	2.	Apakah Anda kurang termotivasi untuk berbicara menggunakan Bahasa Target?			

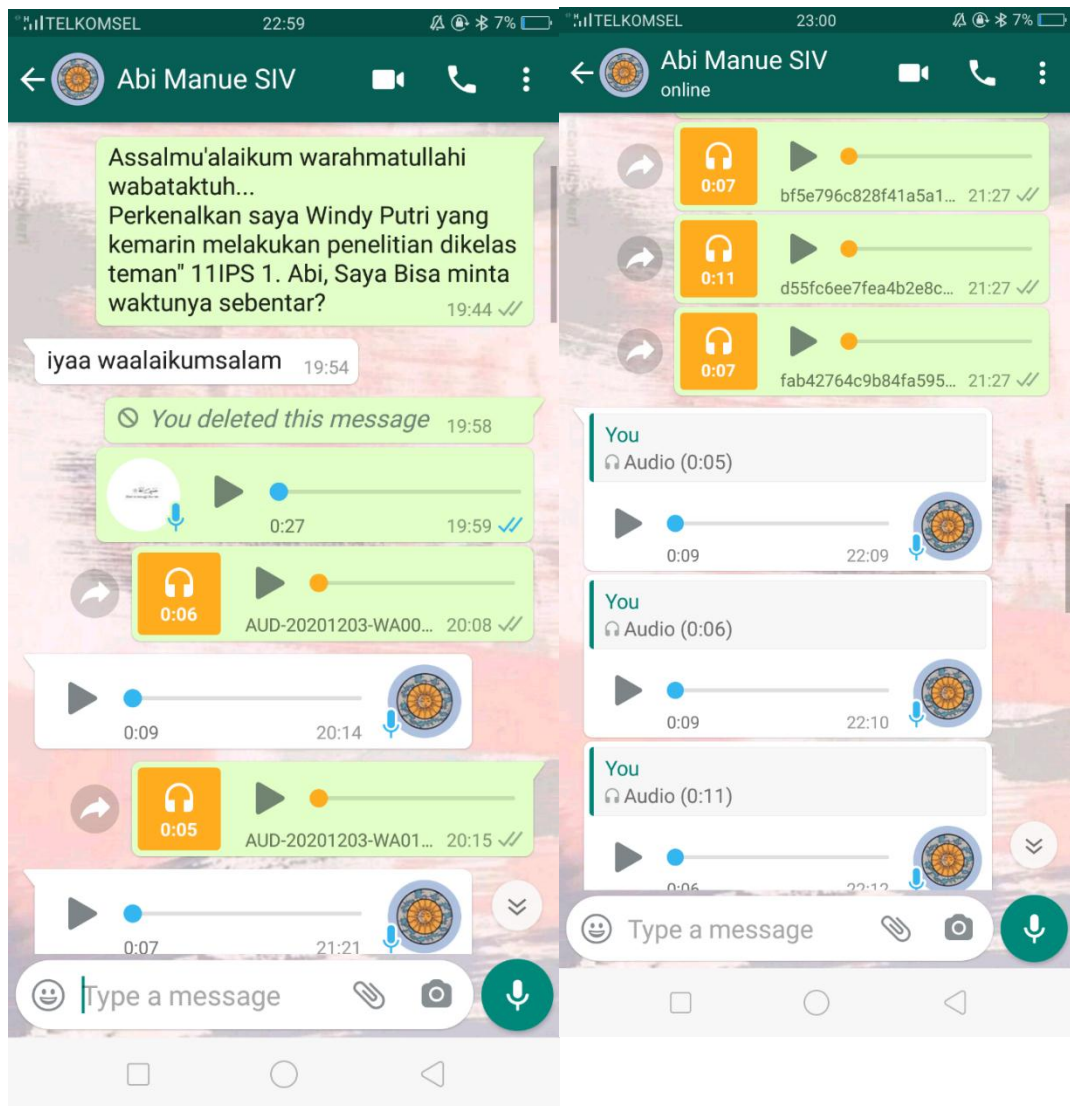
APPENDIX 3

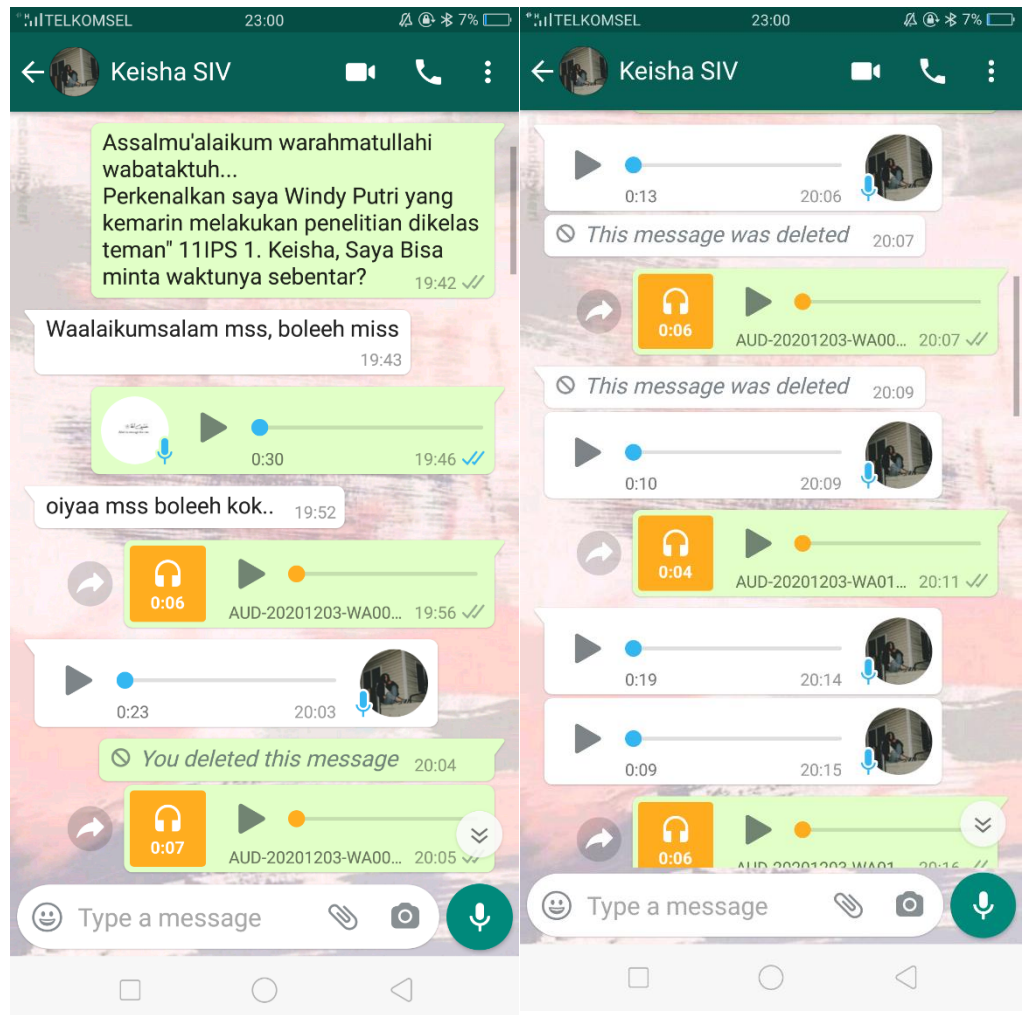
RESEARCH INSTRUMENT FOR INTERVIEW

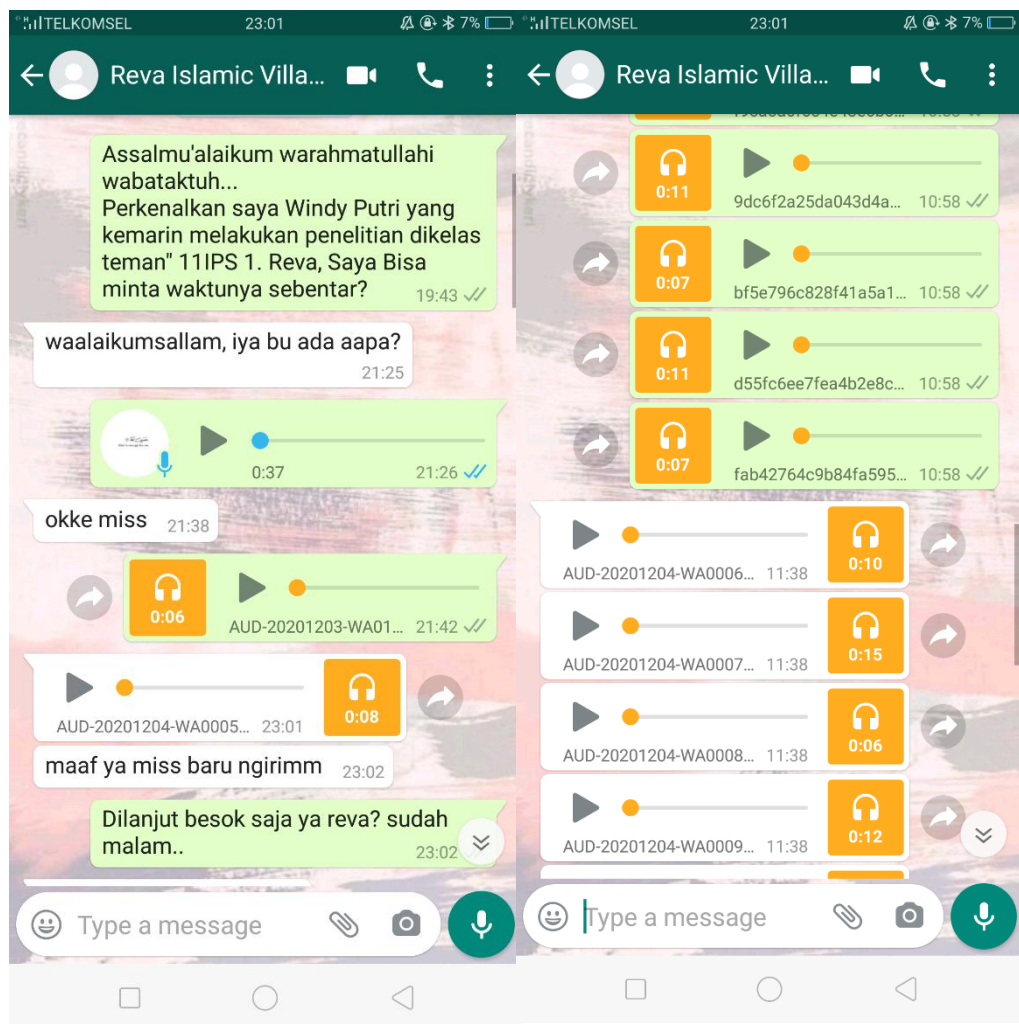
1. Apa penyebab yang membuat kosakata anda kurang ?
2. Apa penyebab dari kesulitan anda untuk memahami makna dari suatu kalimat?
3. Apa yang menyebabkan pengucapan Anda sulit untuk dimengerti?
4. Apa yang menyebabkan Anda ragu-ragu saat berbicara menggunakan Bahasa Inggris?
5. Apa yang menyebabkan Anda merasa takut membuat kesalahan saat prsentasi menggunakan Bahasa Inggris?
6. Apa yang menyebabkan Anda merasa cemas ketika berbicara menggunakan Bahasa Inggris?
7. Mengapa motivasi menjadi salah satu faktor anda untuk berbicara menggunakan Bahasa Inggris?
8. Apa yang menyebabkan anda merasa malu saat berbicara menggunakan Bahasa Inggris?
9. Apa yang membuat Anda sering kali terhambbat untuk mengucapkan sesuatu menggunakan Bahasa Inggris?
10. Apa yang menyebabkan Anda tidak tau apa yang ingin Anda sampaikan?
11. Apa yang menyebabkan Anda tidak berpartisipasi atau memeberi opini saat pembelajaran dikelas?

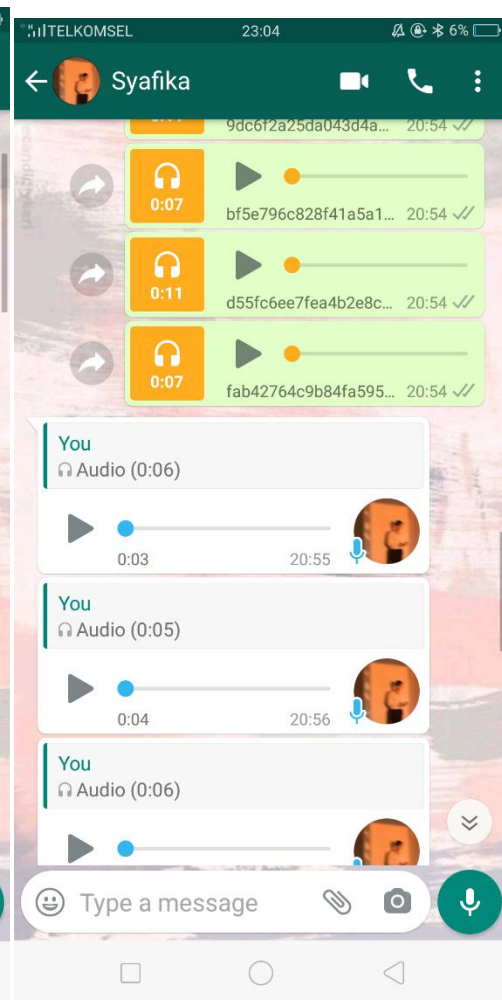
12. Apa yang menyebabkan Anda sering menggunakan Bahasa Indonesia dari pada menggunakan Bahasa Inggris ketika pembelajaran di dalam kelas?











APPENDIX 4

RESULT OF OBSERVATION

Observation Day 1

Material : Poem

	NAMA	INDIKATOR MASALAH								
		Lack of Confidence (2012:102)	Fear of making mistakes (2012:101)	Anxiety Horwitz (2001) and Juhana	Lack of Motivation Zua (2018)	Shyness Gebhard (2002) and Baldwin	Inhibition Leila Litsya	Nothing to Say Merisuo-Strom	Low or Uneven Participant	Mother Tongue Use
1.	Respondent 1	√	√	√		√	√		√	√
2.	Respondent 2	√	√			√	√	√		√
3.	Respondent 3	√	√			√				√
4.	Respondent 4		√					√		
5.	Respondent 5			√		√	√			√
6.	Respondent 6	√	√					√		√

Observation Day 2

Material : Poem

	NAMA	INDIKATOR MASALAH								
		Lack of Confidence (2012:102)	Fear of making mistakes (2012:101)	Anxiety Horwitz (2001) and Juhana	Lack of Motivation Zua (2018)	Shyness Gebhard (2002) and Baldwin	Inhabitation Leila Litsya	Nothing to Say Merisuo-Strom	Low or Uneven Participant	Mother Tongue Use
1.	Respondent 7	√					√			
2.	Respondent 8	√	√	√		√	√	√		√
3.	Respondent 9	√	√	√		√	√	√		√
4.	Respondent 10			√			√			
6.	Respondent 11		√							
7.	Respondent 12	√					√			
8.	Respondent 13		√			√	√	√		√

Observation Day 3

Material : Recount Text

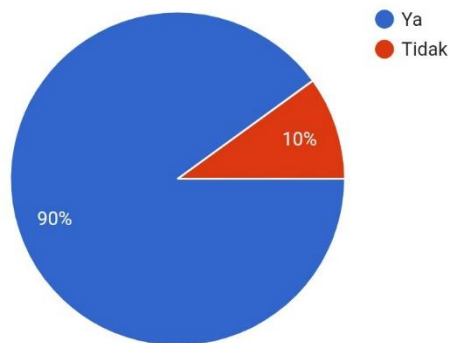
	NAMA	INDIKATOR MASALAH								
		Lack of Confidence (2012:102)	Fear of making mistakes (2012:101)	Anxiety (2001) Horwitz and Juhana	Lack of Motivation (2018) Zua	Shyness (2002) Gebhard and Baldwin	Inhibition (2018) Leila Litsya	Nothing to Say (2018) Merisuo-Strom	Low or Uneven Participant	Mother Tongue Use
1.	Respondent 14	√	√	√			√	√		√
2.	Respondent 15	√	√	√		√	√	√		√
3.	Respondent 16	√	√	√		√	√	√		√
4.	Respondent 17	√		√				√		√
6.	Respondent 18	√					√			
7.	Respondent 19	√	√	√		√	√	√		√
8.	Respondent 20	√	√	√						

APPENDIX 5

RESULT OF QUESTIONNAIRE

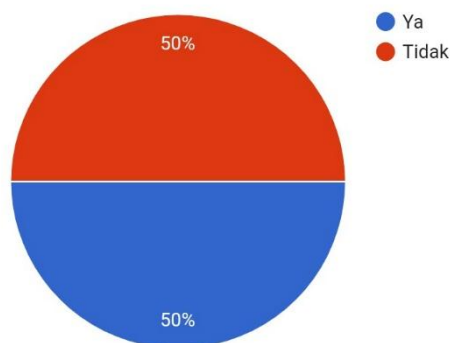
Apakah Anda merasa kosa kata
Anda kurang?

20 tanggapan



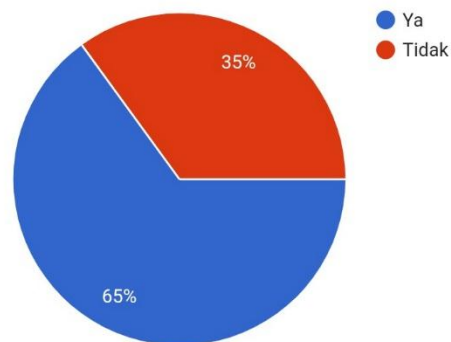
Apakah Anda tidak tahu bagaimana
menggabungkan kosa kata menjadi
kalimat yang baik?

20 tanggapan



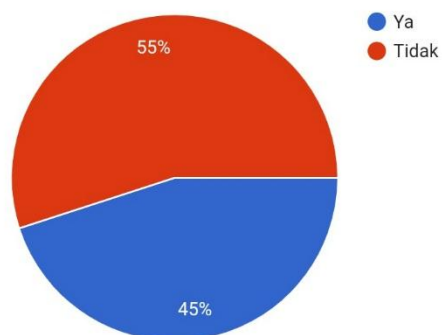
Apakah Anda mengalami permasalahan dalam struktur Bahasa?

20 tanggapan



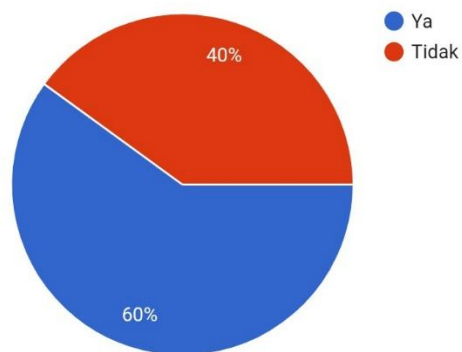
Apakah Anda mengalami kesulitan untuk memahami makna dari suatu kalimat?

20 tanggapan



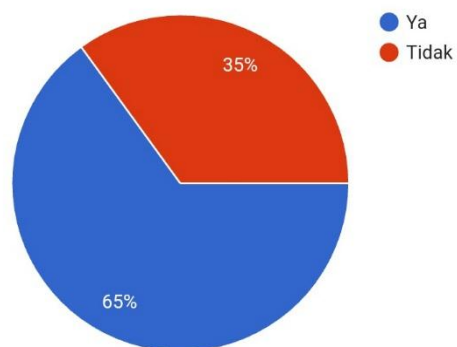
Apakah Anda merasa pengucapan
Bahasa Inggris anda sulit untuk
dimengerti?

20 tanggapan



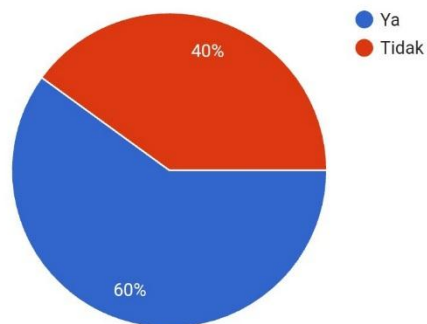
Apakah Anda ragu-ragu berbicara
karena ketidakmampuan
mengucapkan suatu kata?

20 tanggapan



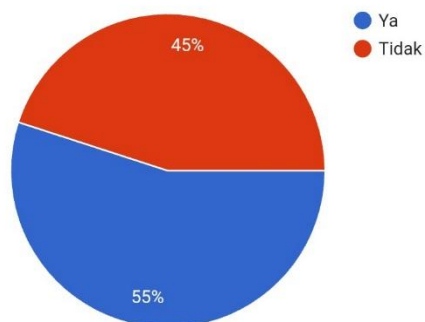
Apakah Anda merasa kurang percaya diri ketika Anda berbicara Bahasa Inggris?

20 tanggapan



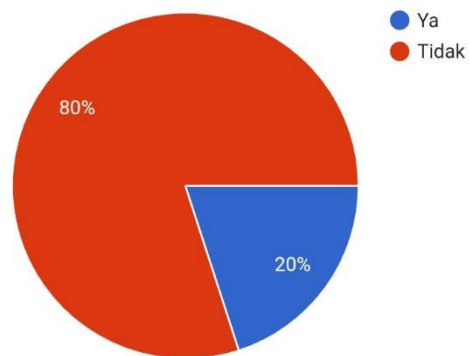
Apakah Anda merasa takut saat presentasi sehingga Anda kesulitan saat berkomunikasi?

20 tanggapan



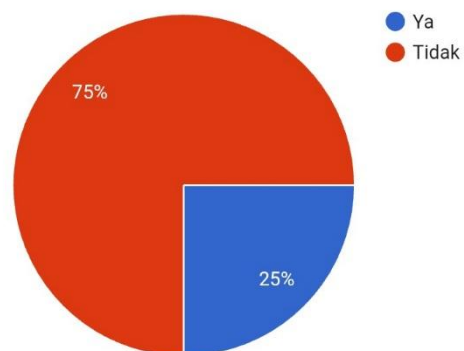
Apakah Anda merasa takut
mendapatkan koreksi negative
ketika berbicara Bahasa Inggris?

20 tanggapan



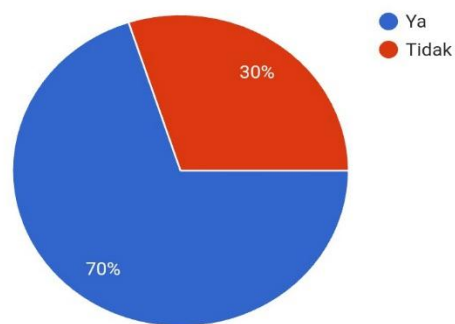
Apakah Anda merasa takut ketika
teman dan guru akan menertawakan
Anda saat berbicara Bahasa Inggris?

20 tanggapan



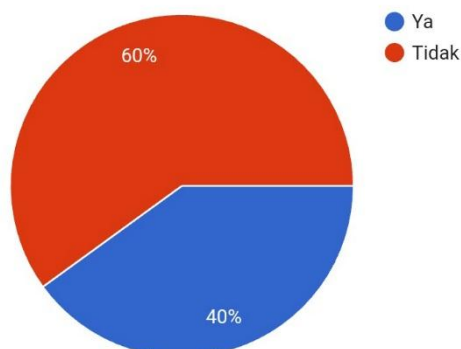
Apakah kecemasan menjadi masalah saat Anda akan berbicara menggunakan Bahasa Inggris sehingga pelafan Anda menjadi tidak fasih?

20 tanggapan



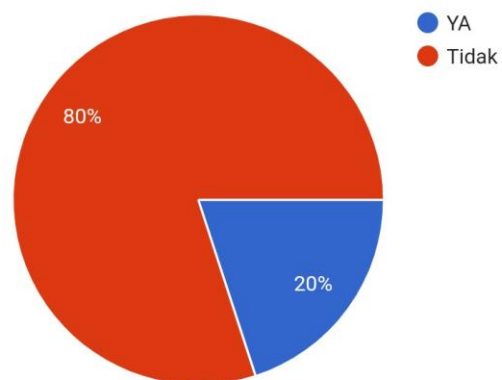
Apakah Anda merasa cemas gelisah dan gugup ketika berbicara bahasa Inggris

20 tanggapan



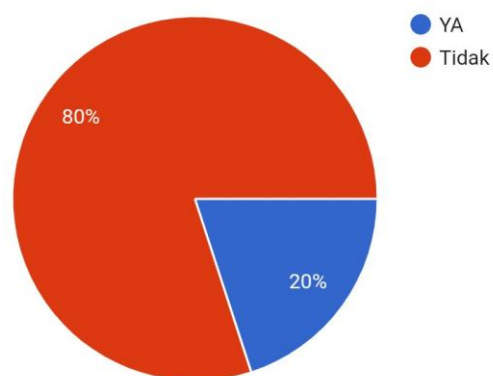
Apakah Anda kurang motivasi untuk belajar Bahasa Inggris?

20 tanggapan



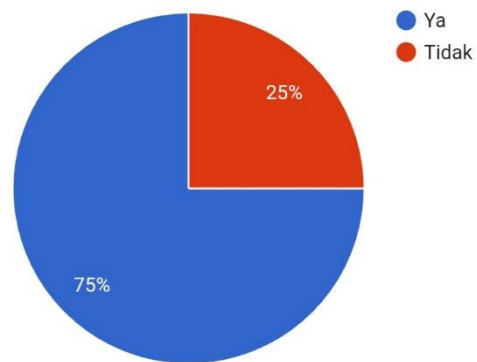
Apakah lingkungan Anda mendukung anda berbicara Bahasa Inggris?

20 tanggapan



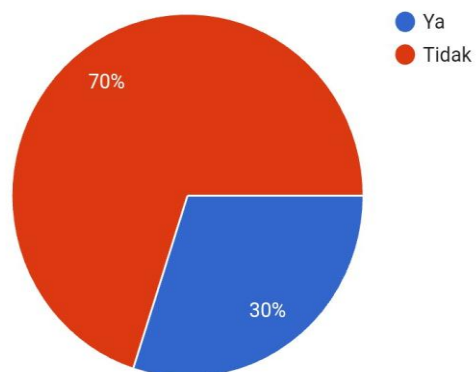
Apakah Rasa malu membuat fikiran
Anda menjadi kosong atau lupa kata
yang harus dikatakan?

20 tanggapan



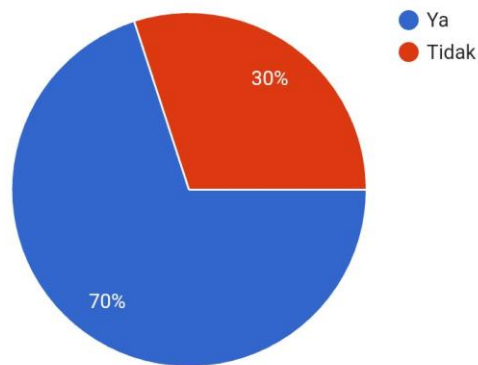
Apakah Anda phobia berbicara
didepan kelas?

20 tanggapan



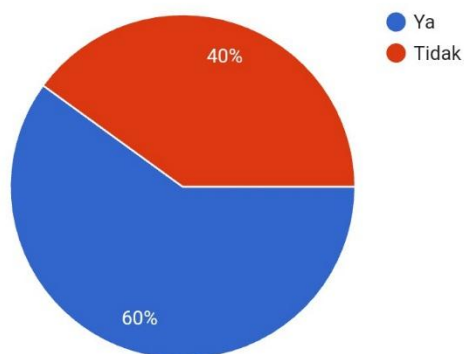
Apakah Anda sering kali terhambat
untuk mencoba mengatakan
sesuatu dikelas?

20 tanggapan



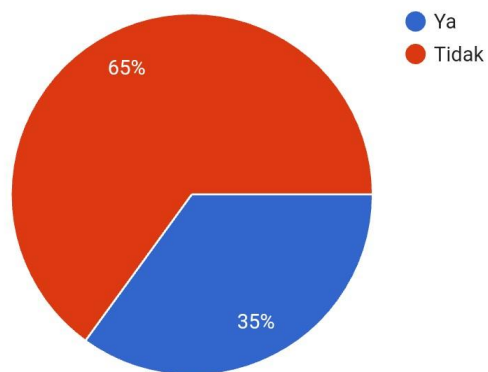
Apakah Anda merasa takut akan
kritik dan malu sehingga Anda tidak
ingin mengambil resiko atau Anda
memilih diam?

20 tanggapan



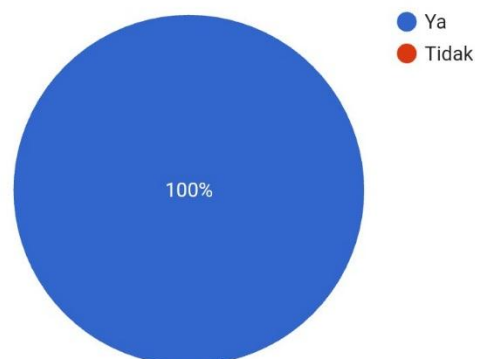
Apakah Anda tidak dapat
memikirkan apapun untuk
dikatakan?

20 tanggapan



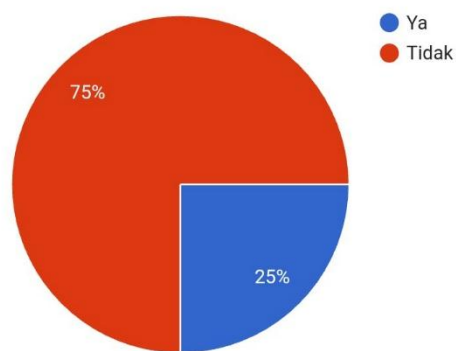
Apakah motivasi merupakan hal
penting untuk mengekspresikan diri
Anda?

20 tanggapan



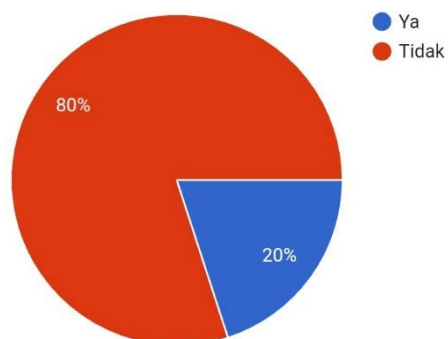
Apakah Anda hanya memiliki waktu sedikit untuk berbicara karena teman Anda selalu ingin mendominasi dikelas?

20 tanggapan



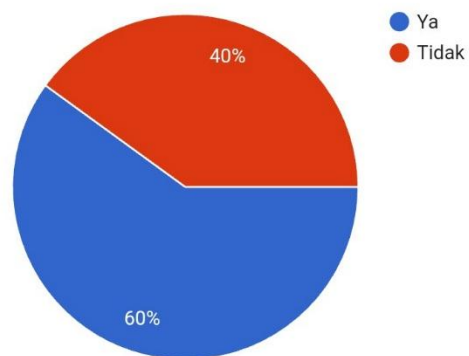
Apakah Anda merasa kurang berpartisipasi saat dalam kelompok?

20 tanggapan



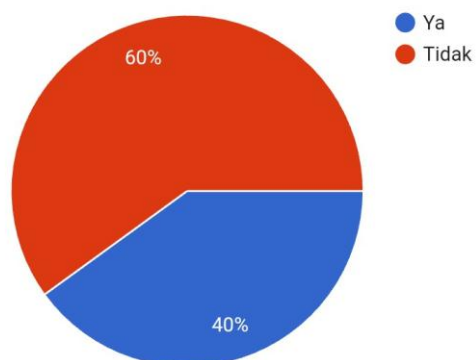
Apakah Anda cenderung menggunakan Bahasa Ibu saat kelas Bahasa Inggris?

20 tanggapan



Apakah Anda kurang termotivasi untuk berbicara menggunakan Bahasa Target?

20 tanggapan



APPENDIX 6

INTERVIEW DATA TRANSCRIPTION

Respondent 1

Question 1 : Apa yang membuat kosakata Anda kurang?

What is causing your vocabulary to be deficient?

Answer : Penyebabnya, yang pertama saya kurang membaca kamus Bahasa Inggris, terus yang kedua, saya kurang mencari tau kosakata tersebut

The first reason is I do not read the English dictionary, then the second is I less to find vocabulary

Question 2 : Apa penyebab dari kesulitan Anda untuk memahami makna dari suatu kalimat?

What is the reason for your difficulty to understanding the meaning of a sentence?

Answer : Karena saya kurang memahami kalimat dalam Bahasa Inggris.

Because I don't understand sentences in English.

Question 3 : Apa yang menyebabkan pengucapan Anda sulit untuk dimengerti?

What makes your pronunciation difficult to understand?

Answer : Karena saya kurang latihan untuk berbicara dalam Bahasa Inggris, jadi itu adalah salah satu kesulitan saya dan teman-teman saya untuk memahami apa yang saya bicarakan.

Because I less to practice speaking in English, so it is one of the problems for me and my friends to understand what I am talking about.

Question 4 : Apa yang menyebabkan Anda merasa ragu-ragu saat berbicara menggunakan Bahasa Inggris?

What causes for you to hesitate when speaking in English?

Answers : Karena ya tadi, karena kosa kata saya dalam berbahasa Inggris itu kurang.

Because my vocabulary in English is lacking.

Question 5 : Apa yang menyebabkan Anda merasa takut membuat kesalahan saat presentasi menggunakan Bahasa Inggris?

What makes you afraid to make mistakes when presentation in English?

Answers : Saya kurang percaya diri dalam mempresentasi menggunakan Bahasa Inggris karena ditakutkan audience tidak mengerti apayang saya sampaikan.

I am not confident in presenting using English, because I am afraid that audience do not understand what I am conveying.

Question 6 : Apa yang menyebabkan Anda merasa cemas ketika berbicara menggunakan Bahasa Inggris?

What makes you feel anxious when speaking in English?

Answers : Saya merasa cemas karena mungkin ketika saya berbicara dalam Bahasa Inggris teman-teman saya tidak mengerti apa

yang saya sampaikan.

I feel anxious because when I speak English my friends do not understand what I am saying.

Question 7 : Mengapa motivasi menjadi salah satu faktor anda untuk dapat berbicara menggunakan Bahasa Inggris?

Why motivation to be one of your factor for speaking in English?

Why motivation to be one of your

Answer : Karena motivasi bisa memotivasi terhadap diri saya untuk lebih berusaha dan lebih rajin untuk belajar dan mencari kosa kata dalam Bahasa Inggris.

Because motivation can motivate me to try and be more diligent in studying and searching for vocabulary in English.

Question 8 : Apa yang menyebabkan Anda merasa malu saat berbicara menggunakan Bahasa Inggris?

What causes that makes you feel shyness when speaking in English?

Answer : Saya merasa malu dalam Berbahasa Inggris karena kemungkinan ketika saya berbicara dalam Bahasa Inggris teman-teman saya tidak memahami apa yang saya bicarakan, mereka akan tertawakan saya.

I feel embarrassed about speaking English because maybe when I speak English my friends do not understand what I

am talking about, they will laugh at me.

Question 9 : Apa yang membuat Anda sering kali terhambat untuk mengucapkan sesuatu menggunakan Bahasa Inggris?

What causes that makes you feel embarrassed when speaking in English?

Answer : Yang membuat saya terhambat dalam berbicara Bahasa Inggris didalam kelas, itu karena rasa malu saya sendiri karena saya rasa teman-teman saya didalam kelas sudah bisa berbahasa Inggris, terus jika saya berbicara menggunakan Bahasa Inggris Pengucapannya itu salah.

That is because of my own shame, because I think my friends in the class can speak English better than me, and if I speak English my pronunciation is wrong.

Question 10 : Apa yang menyebabkan Anda tidak tau apa yang ingin Anda sampaikan ketika pembelajaran Bahasa Inggris?

What causes that makes you not know what you want to say when learning English?

Answer : Saya kurang percaya diri, terus saya susah untuk merangkai kata demi kata untuk menjadi sebuah kalimat.

I lacked self-confidence, then I can not combine word become a sentence.

Question 11 : Apa yang menyebabkan Anda tidak berpartisipasi atau tidak memberi opini saat pembelajaran dikelas?

What causes that makes you not participate or give an opinion when learning is in class?

Answer : Ya karena saya berfikir teman-teman saya udah bisa berbicara dalam Bahasa Inggris dan mereka lebih, kosakatanya lebih banyak dibandingkan dengan saya sendiri jadi saya kurang percaya diri ataupun malu untuk berbicara menggunakan Bahasa Inggris takutnya mereka tidak memahami apa yang saya bicarakan.

Because I think my friends can speak English better, and they have more vocabulary than myself, so I am not confident or embarrassed to speak in English because I am afraid they do not understand what I'm talking about.

Question 12 : Apa yang menyebabkan Anda sering menggunakan Bahasa Indonesia dari pada menggunakan Bahasa Inggris ketika pembelajaran didalam kelas?

What causes that makes you often use Indonesian rather than English when learning in class?

Answer : Penyebabnya saya susah mengubah kalimat yang saya ingin saya sampaikan diubah kedalam Bahasa Inggris karena ya itu kosakata saya kurang dalam berbahasa Inggris gitu.

The reason is because I difficult to change the sentence that I want to convey to changed into English because my vocabulary is lacking in English.

Respondent 2

Question 1 : Apa yang membuat kosakata Anda kurang?

What is causing your vocabulary to be deficient?

Answers : Karena mungkin saya kurang baca buku, nonton film pokoknya yang ada kosakata bahasa Inggrisnya

Because I less to read English books, and watching movie which has a lot of vocabulary in English.

Question 2 : Apa penyebab dari kesulitan Anda untuk memahami makna dari suatu kalimat?

What is the reason for your difficulty to understanding the meaning of a sentence?

Answer : Menurut saya penyebabnya itu, saya kurang mendalami kosa kata Bahasa Inggris

I think the reason is I do not deepen my English vocabulary

Question 3 : Apa yang menyebabkan pengucapan Anda sulit untuk dimengerti?

What makes your pronunciation difficult to understand?

Answer : Penyebabnya karena saya kurang berlatih kosa kata Bahasa Inggris.

The reason is because I do not practice English vocabulary.

Question 4 : Apa yang menyebabkan Anda merasa ragu-ragu saat berbicara menggunakan Bahasa Inggris?

What causes for you to hesitate when speaking in English?

Answer : Karena kurang PD jadi kaya ragu kalo mau ngomong, dan takut salah.

Because I am less confident, I feel hesitant if I want to speak, and I am afraid that I am wrong when I speak.

Question 5 : Apa yang menyebabkan Anda merasa takut membuat kesalahan saat presentasi menggunakan Bahasa Inggris?

What makes you afraid to make mistakes when presentation in English?

Answer : Kaya takut berbelit ngomongnya, karna Bahasanya rumit jadi takut salah .

I am afraid to talk, because the language is complicated so I am afraid.

Question 6 : Apa yang menyebabkan Anda merasa cemas ketika berbicara menggunakan Bahasa Inggris?

What makes you feel anxious when speaking in English?

Answer : Ya itu karena kurang PD sama kurang terbiasa ngomong Bahasa Inggris jadinya cemas

Because I lack confidence and not accustomed to speak using English language so I am worried

Question 7 : Mengapa motivasi menjadi salah satu faktor anda untuk dapat berbicara menggunakan Bahasa Inggris?

Why motivation to be one of your factor for speaking in English?

Answer : Karena motivasi sangat penting untuk dapat membangun percaya diri agar bisa Berbahasa Inggris

Because motivation is very important to be able to build self-confidence so that I can speak English

Question 8 : Apa yang menyebabkan Anda merasa malu saat berbicara menggunakan Bahasa Inggris?

What causes that makes you feel shyness when speaking in English?

Answer : Karena saya merasa belum menguasai kosakata yang saya ketahui, jadi takut gitu ngomongnya.

Because I feel that I am not mastered the vocabulary that I know, so I'm afraid to say it.

Question 9 : Apa yang membuat Anda sering kali terhambat untuk mengucapkan sesuatu menggunakan Bahasa Inggris?

What causes that makes you feel embarrassed when speaking in English?

Answer : Karena ga PD untuk berbicara Bahasa Inggris di depan kelas.

Because I am not confidence to speak English in front of the class.

Question 10 : Apa yang menyebabkan Anda tidak tau apa yang ingin Anda sampaikan ketika pembelajaran Bahasa Inggris?

What causes that makes you not know what you want to say when learning English?

- Answer : Karena terlalu cemas, jadi gatau mau ngomong apa.
Because I was too worried, so I do not know what to say.
- Question 11 : Apa yang menyebabkan Anda tidak berpartisipasi atau tidak memberi opini saat pembelajaran dikelas?
What causes that makes you not participate or give an opinion when learning is in class?
- Answer : Karena sayanya kurang PD, kaya masih ragu soalnya ya saya Kurang mendalami kosakatanya.
Because I lack confidence in myself, like I still doubt because I do not really understand the vocabulary.
- Question 12 : Apa yang menyebabkan Anda sering menggunakan Bahasa Indonesia dari pada menggunakan Bahasa Inggris ketika pembelajaran didalam kelas?
What causes that makes you often use Indonesian rather than English when learning in class?
- Answer : Karena saya sudah terbiasa menggunakan bahasa Indonesia, jadi Kebiasaan pake Bahasa Indonesia .
Because I am used Indonesian Language so I already accustomed using Indonesia Language.

Respondent 3

Question 1 : Apa yang membuat kosakata Anda kurang?
What is causing your vocabulary to be deficient?

Answer : Karena saya kurang mempelajarinya
Because I studied less

Question 2 : Apa penyebab dari kesulitan Anda untuk memahami makna
dari suatu kalimat?

What is the reason for your difficulty to understanding the

Answer: Kesulitannya adalah cara untuk berbicara didepan orang
banyak.

The difficulty is how to speak in front of many people.

Question 3 : Apa yang menyebabkan pengucapan Anda sulit untuk
dimengerti?

What makes your pronunciation difficult to understand?

Answer : Karena saya kurang untuk mempraktikannya.
Because I less to practice.

Question 4 : Apa yang menyebabkan Anda merasa ragu-ragu saat
berbicara menggunakan Bahasa Inggris?

What causes for you to hesitate when speaking in English?

Answer : Karena taku salah, dan ditertawakan teman.
Because I'm afraid of making mistakes, and I'm afraid my
friends will laugh at me

Question 5 : Apa yang menyebbakan Anda merasa takut membuat

kesalahan saat presentasi menggunakan Bahasa Inggris?

What makes you afraid to make mistakes when presentation in English?

Answer : Saya takut nanti kawan-kawan tidak mengerti apa yang saya sampaikan.

I am afraid my friends do not understand what I am conveying.

Question 6 : Apa yang menyebabkan Anda merasa cemas ketika berbicara menggunakan Bahasa Inggris?

What makes you feel anxious when speaking in English?

Answer : Karena belum bisa berbicara menggunakan Bahasa Inggris dengan baik dan benar.

Because I can't speak English properly and correctly.

Question 7 : Mengapa motivasi menjadi salah satu faktor anda untuk dapat berbicara menggunakan Bahasa Inggris?

Why motivation to be one of your factor for speaking in English?

Answer : Karena motivasi dapat menumbuhkan percaya diri saya.

Because motivation can grow my self-confidence.

Question 8 : Apa yang menyebabkan Anda merasa malu saat berbicara menggunakan Bahasa Inggris?

What causes that makes you feel shyness when speaking in English?

Answer : Malunya itu adalah kalau salah berbicara menggunakan Bahasa Inggris.

I am embarrassed if I speak wrong English.

Question 9 : Apa yang membuat Anda sering kali terhambat untuk mengucapkan sesuatu menggunakan Bahasa Inggris?

What causes that makes you feel embarrassed when speaking in English?

Answer : Yang menjadi penghambat yaitu ketika saya baru mengetahui kosakata baru sehingga terhambat bicaranya.

The obstacle is when I just know a new vocabulary so that make me inhibition to speak.

Question 10 : Apa yang menyebabkan Anda tidak tau apa yang ingin Anda sampaikan ketika pembelajaran Bahasa Inggris?

What causes that makes you not know what you want to say when learning English?

Answer : Sebenarnya saya paham, tetapi saya sulit untuk menjelaskannya.

I actually understand, but I find it difficult to explain.

Question 11 : Apa yang menyebabkan Anda tidak berpartisipasi atau tidak memberi opini saat pembelajarab dikelas?

What causes that makes you not participate or give an opinion when learning is in class?

Answer : Karena saya kurang memahami atau kurang mengerti

Bahasa Inggris.

Because I do not understand English Language.

Question 12 : Apa yang menyebabkan Anda sering menggunakan Bahasa Indonesia dari pada menggunakan Bahasa Inggris ketika pembelajaran didalam kelas?

What causes that makes you often use Indonesian rather than English when learning in class?

Answer : Karena saya paham apa yang disampaikan tetapi saya sulit untuk menjelaskan terpaksa saya menggunakan bahasa yang mudah yaitu bahasa Indonesia.

Because I understood what was being said, but it was difficult to explain, so I use Indonesian language.

Respondent 4

Question 1 : Apa yang membuat kosakata Anda kurang?

What is causing your vocabulary to be deficient?

Answer : Karena saya ga PD untuk berbicara Bahasa Inggris, saya kurang mengerti

Because I am not confidence to speak English, I do not understand it.

Question 2 : Apa penyebab dari kesulitan Anda untuk memahami makna dari suatu kalimat?

What is the reason for your difficulty to understanding the

meaning of a sentence?

Answer : Untuk membuat kalimat mungkin bisa sedikit, kalau ngomong didepan baru gabisa

Question 3 : Apa yang menyebabkan pengucapan Anda sulit untuk dimengerti?

What makes your pronunciation difficult to understand?

Answer : Mungkin aku bisa Bahasa Inggris, tapi kalo ngomong gitu Aku gabisa.

Maybe I can speak English, but if I speak I can not.

Question 4 : Apa yang menyebabkan Anda merasa ragu-ragu saat berbicara menggunakan Bahasa Inggris?

What causes for you to hesitate when speaking in English?

Answer : Saya rada kurang tertarik dengan berbicara Bahasa Inggris.
I'm not interested speaking in English

Question 5 : Apa yang menyebabkan Anda merasa takut membuat kesalahan saat presentasi menggunakan Bahasa Inggris?

What makes you afraid to make mistakes when presentation in English?

Answer : Mungkin jika ada teksnya rasa takutnya tidak ada
Maybe if there is a text I'm not afraid.

Question 6 : Apa yang menyebabkan Anda merasa cemas ketika berbicara menggunakan Bahasa Inggris?

What makes you feel anxious when speaking in English?

- Answer : Panik karena tidak tau Bahasa Inggrisnya.
Panic because I do not know the English meaning .
- Question 7 : Mengapa motivasi menjadi salah satu faktor anda untuk dapat berbicara menggunakan Bahasa Inggris?
Why motivation to be one of your factor for speaking in English?
- Answer : Karena motivasi aja yang bisa ngebawa kita jadi bisa
Because motivation can bring us to be able to speak English.
- Question 8 : Apa yang menyebabkan Anda merasa malu saat berbicara menggunakan Bahasa Inggris?
What causes that makes you feel shyness when speaking in English?
- Answer : Malu si ga malu-malu banget, Cuma ga PD aja
I am not really shy, but I am not very confident
- Question 9 : Apa yang membuat Anda sering kali terhambat untuk mengucapkan sesuatu menggunakan Bahasa Inggris?
What causes that makes you feel embarrassed when speaking in English?
- Answer : Pertama gabisa berbicara bahasa Inggris, terus ga PD
First I can not speak in English, then I am not confident
- Question 10 : Apa yang menyebabkan Anda tidak tau apa yang ingin anda sampaikan ketika pembelajaran Bahasa Inggris?
What causes that makes you not know what you want to say

when learning English?

Answer : Mungkin lebih ke gabisa Bahasa Inggrisnya saya gatau artinya kalo mau nerjemahin Bahasa Indonesia ke Bahasa Inggris

Maybe I can not speak English, I do not know what it means if I want to translate Indonesian into English

Question 11 : Apa yang menyebabkan Anda tidak berpartisipasi atau tidak memberi opini saat pembelajarab dikelas?

What causes that makes you not participate or give an opinion when learning is in class?

Answer : Lebih ga tertarik ke Bahasa Inggrisnya.
not interested in English.

Question 12 : Apa yang menyebabkan Anda sering menggunakan Bahasa Indonesia dari pada menggunakan Bahasa Inggris ketika pembelajaran didalam kelas?

What causes that makes you often use Indonesian rather than English when learning in class?

Answer : Mungkin lebih ke gatau Bahasa Inggrisnya, sebaliknya juga kalau ditanya Bahasa Inggris tidak tau artinya.

I do not know the English language, and also when asked English I don't know the meaning.

Respondent 5

- Question 1 : Apa yang membuat kosakata Anda kurang?
What is causing your vocabulary to be deficient?
- Answer : Karena saya jarang menggunakan Bahasa Inggris dalam keseharian saya, dan saya juga jarang membaca buku Bahasa Inggris sehingga kosakata saya kurang.
Because I rarely use English in my daily life, and I rarely read English books, so my vocabulary is lacking
- Question 2 : Apa penyebab dari kesulitan Anda untuk memahami makna dari suatu kalimat?
What is the reason for your difficulty to understanding the meaning of a sentence?
- Answer : Karena kosakata saya sedikit.
Because my vocabulary is lacking
- Question 3 : Apa yang menyebabkan pengucapan Anda sulit untuk dimengerti?
What makes your pronunciation difficult to understand?
- Answer : Karena dalam keseharian saya, saya tidak sering menggunakan Bahasa Inggris sehingga saya jarang untuk berlatih dalam pelafalannya, oleh karena itu masih sering salah dalam pengucapan-pengucapan .
Because in my daily life, I don't use English, so I rarely practice using English pronunciation , because of that I still mispronounced.

Question 4 : Apa yang menyebabkan Anda merasa ragu-ragu saat berbicara menggunakan Bahasa Inggris?

What causes for you to hesitate when speaking in English?

Answer : Karena saya takut apa yang saya ucapkan itu salah .

Because I am afraid that what I say is wrong.

Question 5 : Apa yang menyebabkan Anda merasa takut membuat kesalahan saat presentasi menggunakan Bahasa Inggris?

What makes you afraid to make mistakes when presentation in English?

Answer : Karena saya takut apa yang saya ucapkan saat presentasi memiliki makna yang berbeda dari maksud saya, sehingga saya takut salah di salah artikan dalam kalimat tersebut.

Because I am afraid that what I say during the presentation will have a different meaning from what I mean, so I am afraid that it will be misinterpreted in that sentence.

Question 6 : Apa yang menyebabkan Anda merasa cemas ketika berbicara menggunakan Bahasa Inggris?

What makes you feel anxious when speaking in English?

Answer : Saya cemas menggunakan Bahasa Inggris karena saya mengetahui koskata saya yang masih kurang.

I am worried about using English because I know my vocabulary is lacking.

Question 7 : Mengapa motivasi menjadi salah satu faktor anda untuk

dapat berbicara menggunakan Bahasa Inggris?

Why motivation to be one of your factor for speaking in English?

Answer : Karena Motivasi bisa membuat berani atau lebih percaya diri.
Because Motivation can make me brave or more confident.

Question 8 : Apa yang menyebabkan Anda merasa malu saat berbicara menggunakan Bahasa Inggris?

What causes that makes you feel shyness when speaking in English?

Answer : Saya malu karena takut pelafalan saya salah .
I shy it is because I am afraid my pronunciation is wrong

Question 9 : Apa yang membuat Anda sering kali terhambat untuk mengucapkan sesuatu menggunakan Bahasa Inggris?

What causes that makes you feel embarrassed when speaking in English?

Answer : Karena saya takut salah dan malu apabila saya salah ketika menggunakan Bahasa Inggris ataupun pelafannya yang salah.

Because I am afraid and shy if I make a mistake when used English language or my pronunciation is wrong.

Question 10 : Apa yang menyebabkan Anda tidak tau apa yang ingin Anda sampaikan ketika pembelajaran Bahasa Inggris?

What causes that makes you not know what you want to say when learning English?

Answer : Sebenarnya saya tau apa yang ingin saya sampaikan, namun saya takut untuk berbicara menggunakan Bahasa Inggris
Actually I know what I want to say, but I am afraid to speak in English.

Question 11 : Apa yang menyebabkan Anda tidak berpartisipasi atau tidak memberi opini saat pembelajaran dikelas?

What causes that makes you not participate or give an opinion when learning is in class?

Answer : Karna banyak juga dari teman teman yang bahasa inggrisnya lebih jago daripada saya yang mebuat saya insecure dan jadi takut duluan untuk mencoba berbicara dalam bahasa inggris
Because there are also many of my friends who can speak English very well and makes me insecure also afraid to try to speak in English.

Question 12 : Apa yang menyebabkan Anda sering menggunakan Bahasa Indonesia dari pada menggunakan Bahasa Inggris ketika pembelajaran didalam kelas?

What causes that makes you often use Indonesian rather than English when learning in class?

Answer : Karena saya takut berbicara menggunakan Bahasa Inggris walaupun saya tau saya bisa .

Because I am afraid to speak in English, even though I know I can.

APPENDIX 7

SURAT PENGANGKATAN PEMBIMBING SKRIPSI



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian

Jalan Pakuan Kotak Pos 452, E-mail: fkp@unpak.ac.id, Telepon (0251) 8375603 Bogor

SURAT KEPUTUSAN

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 992/SK/DI/FKIP/XII/2020

TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : 1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan Masa Bakti 2011-2015 dan Pengangkatan Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.
- Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
- MEMUTUSKAN
- Menetapkan : Mengangkat Saudara
Pertama : 1. Drs. Daddy Sofyan, M.Pd
2. Abdul Rasyid, M.Pd
- Sebagai pembimbing dari:
- Nama : WINDY PUTRI
NPM : 031116053
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : SPEAKING PROBLEMS FACED BY EFL LEARNERS
- Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.
- Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor

Pada tanggal 02 Desember 2020



Tembusan :

1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

APPENDIX 8

SURAT IZIN PENELITIAN



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 2254/WADEK I/FKIP/X/2020

22 Oktober 2020

Perihal : Izin Penelitian

Yth. Kepala Sekolah SMA Plus Islamic Village
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Windy Putri
NPM : 031116053
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 2 s.d. 20 November 2020 mengenai:
SPEAKING PROBLEMS FACED BY EFL LEARNERS

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

Sandi Suddiana, M.Pd.
11006025469

APPENDIX 9

SURAT KETERANGAN SUDAH MELAKUKAN PENELITIAN



SURAT KETERANGAN

Nomor: 104/BPDM-SMA/Y.13/II/2020

Yang bertanda tangan dibawah ini, Kepala SMAS Islamic Village Kabupaten Tangerang, menerangkan dengan sesungguhnya bahwa:

Nama : Windy Putri
Tempat/Tanggal Lahir : Tangerang, 13 September 1998
NPM : 031116053
Asal Instansi : Universitas Pakuan
Alamat Rumah : Perumahan Cisoka Indah Regency, Blok D1 NO 23 Rt.07 rw.07
ds. Sukatani kec. Cisoka tangerang

Yang bersangkutan telah melaksanakan penelitian di SMAS Islamic Village Kabupaten Tangerang pada tanggal 2-20 November 2020 dalam rangka melengkapi penyusunan skripsi yang berjudul:

"Speaking Problems Faced by EFL Learners"

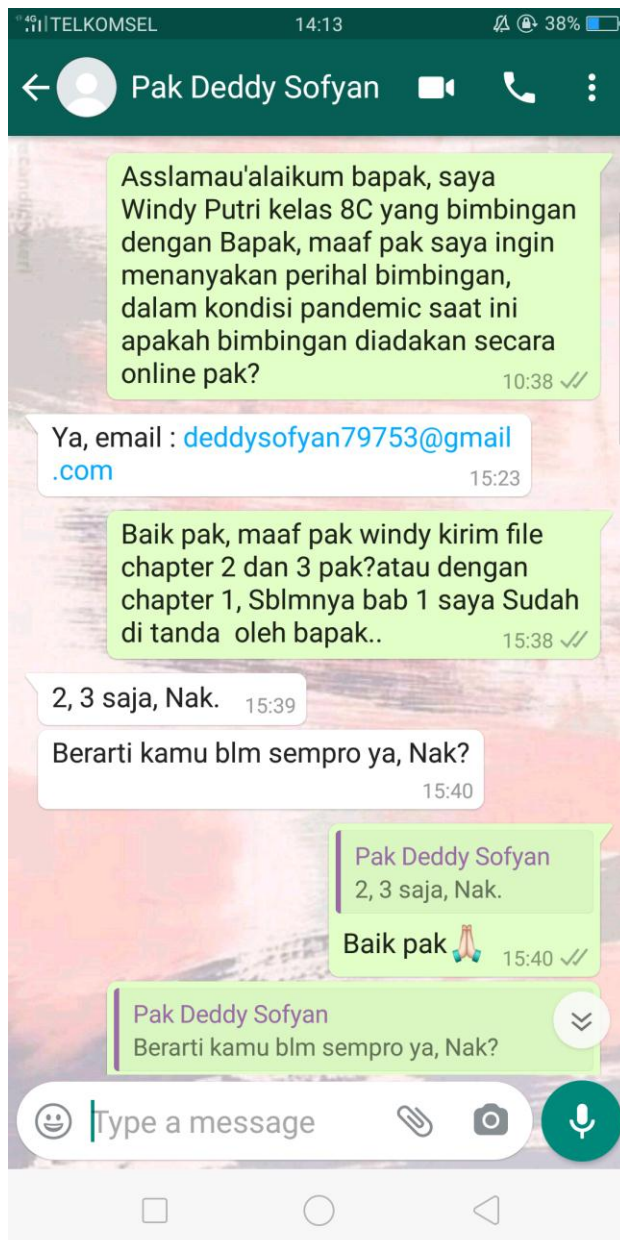
Demikian surat keterangan ini kami buat dengan sebenarnya untuk diketahui dan dapat dipergunakan sebagaimana mestinya.

Kab. Tangerang, 3 Desember 2020
Kepala SMAS Islamic Village

Nunung Iswatun Chasanah, M.Si

APPENDIX 10

BERITA ACARA BIMBINGAN



Monitoring Bimbingan Tugas Akhir/S...

 **LEMBAGA PENJAMINAN MUTU INTERNAL**
Jl. Pakuan Kotak Pos 452, Bogor. Telp. 0251-8358848. Fax. 0251-8356927
Website: <http://lpmi.unpak.ac.id> E-mail: lpmi@unpak.ac.id

Monitoring Bimbingan Tugas Akhir/Skripsi/Tesis/Disertasi

Nama Mahasiswa

Windy
First Name

Putri
Last Name

Program studi/Fakultas

Pendidikan Bahasa Inggris

Nama Dosen Pembimbing

Deddy Sofyan

Tanggal bimbingan

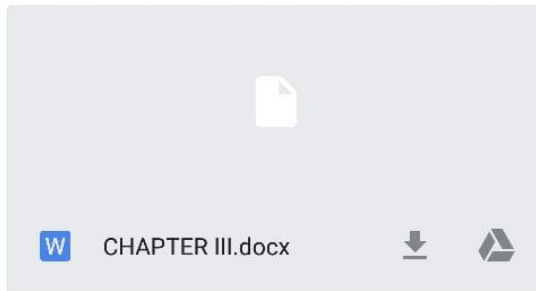
02-05-2020
Date



Assalamu'alaikum.. Bapak saya Windy putri kelas 8C ingin menyerahkan revisi BAB III saya dengan judul Speaking Poblems Faced by EFL Learners. Terimakasih banyak pak Inbox



Windy putri 3/21/2020
to abdulrosyid ▾



Abdul Rosyid 3/21/2020
to me ▾



Please find the attached file and do the revision



Bimbingan Skripsi Inbox



Windy putri 4/28/2020
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Assalamu'alaikum, Bapak saya Windy Putri kelas 8C ingin menyerahkan revisi ke-6 chapter 3 saya untuk dikoreksi kembali. Terimakasih pak.



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OK. Please design your research instruments.

Regards,
Rosyid

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SPEAKING PROBLEMS FACED BY EFL LEARNERS

A paper

Submitted to English Language Education Study Program Faculty of Teacher Training and Educational Sciences, Pakuan University as a Partial Fulfillment of the Requirements for the



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