A THESIS

STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH DURING COVID-19 AT THE SECOND GRADE OF MTS DDI KANANG

BY

ARIFUDDIN
REG NUM. 17.1300.023

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements For the Degree of Sarjana Pendidikan (S.Pd)

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Parepare March 12 th 2023

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State that himself conducted this thesis, if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

ARIFUDDIN. *Students' difficulties in speaking English during Covid-19 at the second grade of MTs. DDI Kanang (Supervised by Arqam and Nurhamdah)*

The purpose of this research was to find out the influence of Covid-19 on the mastery English speaking at the second grade of MTs. DDI Kanang. The research are useful for the teachers and students to know students difficulties in speaking English.

The researcher employed a qualitative research approach in this study. The researcher was employed 22 students from class VIII.2 as the subject of the research. The researcher used observation, interview and documentation to collect the data. The three main stages of data analysis used by the researcher were data reduction, data display, and conclusion drawing.

In speaking of MTs. DDI Kanang, the researcher discovered the students' difficulty, cause factors and students strategies to overcome the students difficulties during Covid-19 by data analysis as follows: (1) The students difficulties are forget their lesson before, lack of confidence, feer of making mistake, technical problem, shyness, limited vocabulary, pronouncing problem and limited time. (2) the cause factors by the results they are Internal factors and external factors (3) the students used three strategies they are the students do repetition to overcome their difficulties to not forget their lesson before and to make sure their vocabulary, the students used big group and small group cread by the teacher to make students more active in the classroom and make relation with their friend, the students do preparation before come in the class to prepare their self before come to classroom meeting.

Keyword: *Productive skill, students' difficulties in speaking English during Covid-19*

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CAPTER I
INTRODUCTION

A. Background

At this time education in Indonesia is not running normally due to the Covid-19 pandemic which has delayed education in Indonesia. This outbreak subsequently grew until measures were put in place to try to stop Covid-19 from spreading, one of which was based on Law No. 6 of 2018 concerning Health Quarantine.[1] This epidemic can spread quickly, therefore some social activities as well as teaching and teaching activities have also been stopped. However, if this continues, education in Indonesia will be left behind, of course, it will affect the development of the country, therefore several policies made by the government in the form of regulations for using masks, washing hands, and maintaining a distance to prevent the transmission of Covid-19. Therefore, new ways are needed in teaching English to students in the implementation of English learning.

Especially with the current condition of the Covid-19 outbreak, of course, there are new obstacles to learning English lessons, and of course, it also affects learning speaking. Learning to speak requires a lot of application to master it, therefore it takes a lot of time and course a lot of vocabulary to make it easier to apply, the teacher plays an important role in this to help students master this material so that they can help a student if there are difficulties experienced. But with a condition like this, it is possible that there are new difficulties experienced in learning English. For these

[1]Pratiwi Rela Rizki, Hasriana nurlaily, Demi artha. Analisis Yuridis Penetapan Covid-19 Sebagai kedaruratan Kesehatan Masyarakat Ditinjau Dari Peraturan Perundang-undangan di Indodenia. http://doi.org/10.21107/il.v1i1.8827 (accessed on 20th February 2022)

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reasons, the researcher wants to know what are the difficulties experienced by students when learning in speaking English.

In this time, we need to improve the quality of education in Indonesia by increasing students' mastery of English. Especially in speaking English, in accordance with law NO.24 of 2009 concerning the use of foreign languages in education to support students' foreign language skill. One of them is knowing the students' difficulties in learning. Difficulty in the context of learning when translated into English is called disability, which is to give an optimistic impression that students are still able to learn.[2] In this case, there must be some problems experienced by students so that it is difficult to understand or master learning especially in this current condition. According to Catur widyasworo, in his research there were several difficulties, namely: students' difficulties in speaking English consist of linguistics and non-linguistics problems, linguistics problems are vocabulary, grammar, and pronunciation. Non linguistics problems are inhibition, nothing to say, uneven participant, mother tongue, anxiety, shyness, lack of self-confidence, and low motivation.[3] That is one of the reasons why the researcher want to research in MTS DDI KANANG, another reason why the researcher choose this school, because the school was still a new school, so researcher were interested in researching in the place and the school itself was adjacent to one of the courses which was fairly large and some students' there had already entered the course. But, in fact from the result of pre-observations the students' were still difficult in speaking English.

[2] Yulinda erna suryani, *Kesulitan Belajar*. Academia.edu (access on 20th February 2022)

[3] Catur Widyasworo, 2019. Students' difficulties in speaking at the tenth grade of Sekolah Menenga Kejurusan. Journal of English Education and Teaching (JEET) http://doi.org/10.33369/jeet.3.4.533-538. (accessed on 20th February 2022)

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The researcher chose this title because according to students learning English is very difficult, especially in speaking and then in the current conditions. When the researcher conducted a pre-observation, the researcher has an interview with 5 students and they had the same answer, namely the difficulties in learning the English language, especially in speaking. The students in MTs. DDI Kanang feel difficult to apply the speaking English when they learn in their daily activity, especially in class.

Learning English is a learning that is practically mandatory to learn, in addition to enriching the language, it is also one of the international languages used in almost all countries. Learning English is very important, especially in speaking English in public where when we want to be good at speaking English with foreigners, we have to learn how to use it and how English can be mastered. In learning English, of course, requires certain techniques to master it, for example when you want to be good at speaking, you have to increase your vocabulary so that you don't have to worry about speaking English in public and other techniques. In terms of the level of success of students in mastering English learning, of course, the teacher is required to be able to transfer the knowledge, he has obtained in the easiest way so that students can understand the material provided. Teachers must be creative in terms of providing English teaching materials because this learning is classified as material that is quite difficult to master. so that, when students experience difficulties in learning speaking, they can immediately overcome.

The researcher hope that this researcher can be useful for students' to find out what are the difficulties, factors, and how to get out of the problems that students' get in learning English, especially in learning speaking. Then researcher also hope that

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with this research the teacher can provide motivation or assist the students by providing the latest and most affective learning methods.

Learning speaking is not easy, there are many difficulties when learning speaking. According to Tri indah Rezeki, in her research "The Students' Difficulties in Learning English at Madrasah Ibtidaiyah Teacher Education Study Program" by using descriptive qualitative.[4] From the result of the interview and documentation which was conducted by the researchers with students, especially students who have difficulties in learning English, it was concluded that the difficulties of students in learning English were caused by several internal factors and external factors. According to Hamimah Istiqomah, from his research Students' Difficulties in Speaking In this research, the researcher analyzed students' recorded interview. The Factors Caused Students' Difficulties in Speaking English Base on interview done with three students, the factor caused students' difficulties in learning speaking were because of the Lack of self-confidence, the students felt nervous when recording themselves in front of the camera. Students got difficulties in recording their video assignment since they had to memorize the topic well, then they tried to retell through camera. Discovering Students' Strategies in Learning Speaking Students had their own way in dealing with their difficulties in speaking activity by gaining more input, either from extensive listening or reading. Finding out Students' Perceptions in Learning Speaking From the interview conducted, here some students' perception in learning speaking to complete their assignment, first of all, the students agreed that

[4] Tri Indah Rezeki, "The Students' Difficulties in Learning English at Madrasah Ibtidaiyah Teacher Education Study Program" Vol. 13 No. 1 (2021) https://ejournal.stkipbudidaya.ac.id/index.php/jd/article/view/342/274 (accessed on 8th April 2022)

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making video makes their speaking improved as they got more exposure in writing, memorizing, and preparing all materials to talk about the topic.[5]

Based on the background of the difficulties that mention above, explain the findings about the problems and factors experienced by students in learning speaking English. But, from the result of the above no one has researched giving what students' strategy to overcome the Students difficulties. So, the researcher was conducted the research about "Students' difficulties in speaking English during covid-19 at the second grade of MTs. DDI Kanang".

B. Research Question

Recording of the background above the researcher would like to formulate the problem statement as follow:

1. What are students' difficulties in speaking English during Covid-19 at the second grade of MTs. DDI Kanang?
2. What factors make the students' difficulties in speaking English during Covid-19 at the second grade of MTs. DDI Kanang?
3. Students' strategies to overcome their difficulties in speaking English during Covid-19 at the second grade of MTs. DDI Kanang?

C. Objective of the research

Related to the problem statement above, the objectives of the research are:

1. To describe the students difficulties in speaking English during Covid-19 at the second grade of MTs. DDI Kanang.

[5] Hamimah Istiqomah, "Investigating Students Difficulties In Speaking Encountered by Third Students of UNISMA" Vol. 16 No. 17 (2021) http://www.riset.unisma.ac.id/index.php/jp3/article/view/12171/9429 (accessed on 8th April 2022)

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2. To describe Factors make the students difficulties in speaking English during Covid-19 at the second grade of MTs. DDI Kanang.
3. To describe what students' strategies to overcome their difficulties in speaking English during Covid-19 at the second grade of MTs. DDI Kanang.

D. Significance of the research

1. For the teacher

   This research can useful for English teacher to increase their understanding about student's difficulties in speaking English, and the outcome of the study will serve as feedback to them about the difficulties of teaching speaking implemented in this junior high schools. By knowing the difficulties, they may hope that they are motived to discover ways to solves them.

2. For the researcher

   By knowing the students' difficulties in speaking English, the researcher gains new knowledge about what the difficulties students experience in speaking English, and the researcher can predict what thing need to be improved in teaching English.

3. For the school

   This researcher can enrich the treasury of knowledge of the school to reach the advancement of the school to competence in the knowledge development competition.

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CAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is the subject of this chapter. In order to comprehend some nations, it is necessary to expound on various theories that are used in this study. The research was based on a number of similar theories.

A. Preview Research Findings

First research findings was from Sayuri Conducted an analysis students speaking problems at Mulawarman University, the researcher found that students faced problem in speaking English related to pronunciation, fluency, grammar, and vocabulary. The other problems which were obtained from personal students' information, namely not having self-confidence, being afraid of making mistake, shyness to other, nervousness, inhabit in speaking, never practice, and nothing to say.[6] Some students made unanticipated blunders when speaking, they felt never hearing in how to pronounce words, a lack of practice, confusing grammatical rules, difficulties utilizing tenses, uncertainty in applying grammar in the appropriate sentence, and a lack of reading habits.

Second research finding was from Lalu khairi Ramadhani, in her research "An Analysis of Student Difficulties in Speaking English: A Case Study at The Second Grade Student of SMKN 2 Mataram Academic Year 2017/2018" said that dominant difficulties faced by student are related to the mastery of important point. Those are Vocabulary, grammar, and pronunciation.[7] from the internal factor that dominantly

[6] Sayuri. "English Speaking Problems of EFL Learning of Mulawarman university" Vol. 1 No. 1 (2016) www.indonesia-efl-journal.org (accessed on 6th April 2022)

[7] Lalu khairi Ramadhani, Kamaluddin, Lalu Ali Wardana. An Analysis of Student Difficulties in Speaking English: A Case Study at The Second Grade Student of SMKN 2 Mataram Academic Year 2017/2018 http://eprints.unram.ac.id/4745/1/article%20thesis.pdf (accessed on 6th April 2022)

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causes the students difficulties in speaking English is lack of knowledge, and the factor are caused by teacher's materials and the learning methodology that teachers used in the classroom. The teacher's attitude who comes late to the class, the classroom atmosphere were effect the Teaching learning process.

The third research finding was from Al hosni with the title "speaking difficulties en counter by young EFL learner revealed that the main speaking difficulties encountered by grade 5 students are linguistics difficulties, mother tongue use, and inhibition. Students are unable to speak in English because they lack the necessary vocabulary items and grammar structures. They also lack sentence formation skills, which result in using the mother tongue. Students also think of making mistakes in speaking in preferring not to speak to avoid such situations.[8]

In his research, he described five main factor that contribute to the existence of the speaking difficulties: teachers perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations.

The fourth entitled "The Difficulties Encountered by Non-English Department Students in Speaking English". The International Journal is conducted by Rima Rahmaniah. This research used descriptive quantitative approach.[9] Based on the data from test difficulties encountered by second year student of Indonesian department are first was from grammar aspect, there were 80% of students almost entirely inaccurate expect in stock phrases. Second, fluency aspect, there were 73% speech is very slow and uneven except, for short or routine sentence. Third, it is pronunciation

[8] Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners" Vol. 2, issue 6, june2014 www.arcjournals.org (accessed on 6th April 2022)

[9] Rima Rahmania, "The Speaking Difficulties Encountered by Non-English Students in Language Classroom" Vol.6, No 2 (2018) http://journal.ummat.ac.id/index.php/JELTL/article/view/749

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aspect there were 73% of students gross error and very heavy accent make understanding difficult require frequent repetition. Fourth is vocabulary aspect there were 60% of students' vocabulary is limited to basic personal and survival areas. The last it is from comprehension aspect there were 55% of students understands only slow, very simple speech on common social touristic topics; requires 33 constant repetition and rephrasing. And the factor were faced there are two factors, from internal factor and external factor.

Based on the research findings above, the researcher is interested to find out the students' difficulties in speaking during Covid-19 in that school. The researcher decides to determine the title of his research "Students' difficulties in speaking during Covid-19 at the second grade of MTS DDI KANANG".

B. Some Pertinent Ideas

This section discusses some relevant theories which are related to the study.

1. Concept of speaking

a. Definition of speaking

Speaking has numerous definitions, one of which is Speaking a specific language is not an instant skill that can be learned in a single day. Producing, receiving, and digesting information are all part of the interactive process of generating meaning that is speaking. Its shape and meaning are determined by the context in which it takes place, which includes the participants, their shared experiences, the physical surroundings, and the reasons for speaking. It's frequently unscripted, open-ended, and developing.[10]

[10] Brown, 1994; Burns &Joyce, 1997 (area.dge.mec.pt/gramatica/whatspeakingis.htm, accesed on 24th February, 2022.

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Clark and Clark, on the other hand, define communication as involving two core activities: listening and speaking. People convey their thoughts through words when they speak, and they talk about perceptions, feelings, and intentions that they want other people to comprehend. Meanwhile, Spratt points out that speaking entails utilizing speech to express meaning to others.[11]

Speaking ability, according to Keith and Morrow, is an activity in which two or more individuals collaborate to form utterances in oral communication. The participants, who are both speaker and hearer, must react to what they hear and make. Aside from that, speaking is talking to someone about something while utilizing your voice to publicly communicate your viewpoint.[12]

From all of definition above the researcher assumed, that speaking is one way of communicating with other people and to convey what we want to talk about such as idea, suggestion, or feeling in oral communication.

b. The element of speaking

According to Brown, there are some elements of speaking skill that students should consider when speaking.

1. Pronunciation, includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly.
2. Fluency, It is probably best achieved by allowing the air stream of speech to flow then allowing some of this speech to spill over beyond

[11] Clark and clark, *" psychology and Language" on Prucesia Kumara Silva,Improving Student's speaking skill through the use of video clips*(Unpublished Thesis State university of Yogyakarta, 2013), p.11

[12] Oxford Learners' *Pocket Dictionary*, (New York: Fourth Edition Oxford University Press2008), p. 426

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comprehensibility. The words should be spoken naturally by the speaker.

3. Accuracy, Throught regulated and guided activities, the right use of vocabulary, grammar, and pronunciation is practiced. The speaker should talk in a clear, grammatically correct, and phonologically correct manner. Comprehension, In a nutshell, speaking entails not just knowing how to generate the language correctly, but also knowing when, what, and why to produce it.[13]

c. Types of speaking

1. Imitative, The ability to just parrot back (imitate) a word, phrase, or maybe a sentence is at one end of a continuum of sorts of speaking performance. While this is a strictly phonetic level of oral output, the criterion performance may incorporate a number of prosodic, lexical, and grammatical features of language.
2. Intensive, Short intervals of oral language designed to demonstrate mastery of a specific set of grammatical, phrasal, lexical, or phonological links.
3. Responsive, Interaction and understanding testing are included in responsive, but only at a limited level of extremely short chats, standard greetings, small talk, simple requests, and comments. This is a type of quick response to a teacher's or a student's inquiry or comment, in which the teacher or student gives instructions and directions. Those responses are typically adequate and informative.

[13] Brown, H. Doughlas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: State University, 2004)

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4. Extensive, Speeches, oral representations, and narrative are examples of extensive oral production tasks in which the opportunity for oral participation from listeners is either severely constrained (possibly to nonverbal answers) or completely eliminated.
5. Interactive, The length and intricacy of the interaction distinguishes responsive and interactive speaking skills. There may be several exchanges and/or participants in some cases. Transactional language, which is used to share specific information, and interpersonal interactions, which are used to sustain social relationships, are two types of interaction.[14]

d. The function of speaking

For English learners, speaking is essential. Learners need to know the language not just for classroom interaction, but also to prepare for social contact outside of the classroom. Speaking, often known as 'oral communication,' is a two-person activity in which listeners and speakers must react quickly to what they hear and make their contributions. (johnson and Morriw, 1981, Lia Amalia,2015).[15]

Students' speaking ability must be improved since they will be able to make a correctly grammatical sentence if they can apply sentence or grammar rules to practice speaking outside of the classroom. It implies that learning linguistic structures isn't enough to communicate effectively. Many students find it challenging to communicate in English, which may be one of the reasons why so many academics are interested in conducting this type of

[14] Brown, H. Doughlas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: State University, 2004)

[15] Amalia. Lia, Bachelor Thesis : "Improving Students' Speaking skills through speaking Board Games of Grade VIII of SMP N 13 Yogyakarta" (Yogyakarta: Yogyakarta state University, 2015, 8)

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research. On the other hand, as a tutor, the teacher did not pay enough attention to this issue. Teaching speaking is a burden for the teachers. Most teachers simply instruct pupils to read a dialogue, do an exercise, and memorize the information. The teacher does not allow the students to speak freely. Motivation and occasionally a crowded classroom with a teacher, who is more talkative than the students.

People must be able to communicate their feelings and thoughts effectively. The most vital ability for achieving the purpose of communication is speaking. When two persons converse. It's all about communication. Communication has become increasingly sophisticated, and it is especially important in the learning and teaching process. The roles of communication, according to Harmer (2001), there are three reasons why we should be able to communicate with others. They are: (1) As humans, we must express ourselves. (2) We speak because we want something to happen as a result of what we say, such as providing information, expressing feelings, agreeing or disagreeing with something, or making a statement to someone. (3) At times, we must choose the language that we believe is appropriate for the situation. The researcher can conclude from the above assertions that the main function or goals of increasing students' speaking skill is to prepare students to become experts in English speaking, such as express thought and be able to convey the meaning of idea, opinion, sentiment, and so on.[16]

Ruchard[17] (2008) according to his studies, there are two primary roles

[16] Ayu Fitriana, The Effectiveness of Role play on students'self SpeakingSkill, Skripsi, p. 8, (Jakarta: Syarif Hidayatullah State Islamic University), 2014

[17] Helen Fraser, ESL Pronunciation Teaching: Could it be More Effective?, Presented at the ALAA Conference, Perth: 1999)

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of speaking: transactional function and interpersonal or interactional function. The first function is transactional, which is used to communicate information and allow the exchange of products and services. The second function is interactional, which is used to maintain excellent relationships between two individuals.

2. Concept of Difficulties in Learning Speaking

a. Problem faced by the students'

Difficulty is a difficult, in problem, and trouble, according to the Big Indonesian Dictionary. In this example, difficulty refers to the difficulty of doing something, as well as a condition that describes the qualities of activities aimed at achieving a goal. In learning speaking, the students are usually faced by the problems during teaching learning process. According to Penny Ur (1996), the students' speaking difficulties are: inhibition, nothing to say, low or uneven participation, and mother tongue use.[18]

1) Inhibition

In speaking, learners are often inhibition about trying to say things in a foreign language in the classroom. The students worried about making mistake, fearful critism or losinf face, simply shy of the attention that their speech attracts.

2) Nothing to say

Even if they are not inhibited, learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the quality feeling that they should be speaking. Not many students

[18] Penny Ur, *A course in Language Teaching. Cambridge University press*. hlm.121, (1996)

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know the vocabulary and the grammar so they should be able to motivate themselves to have to speak to train their skill.

3) Low or uneven participation

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

4) Mother tongue use

The phenomenon of students we see today a number of students are accustomed to using mother tongue, they tend to use his mother tongue because it is indeed familiar since they where small, so its' easier to talk to their fellow. They feel less to speak a foreign language so that lack of motivation. They are so accustomed to using foreign language.

b. The cause factor of difficulties in speaking

In learning every student faces their difficulties especially in speaking. And there are several factors that cause the difficulties, according to Dalyono (2001)[19], cause factor of learning difficulties divided into two groups, they are:

a) Internal factors

1. Couse of physiology factors

1) Because sick

Unwell people who are unwell are losing their physical strength. As a result, the sensory and motoric nerves will be affected. And the stimulus that they have received through their sensory experience cannot have a

[19] M. Dalyono, *psikollogi pendidikan*, Jakarta: (PT. Rineka Cipta 2001).

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direct effect on the brain.

2) Because less of health

The people who less of health, they will face difficulty in learning because tired, sleepy, dizzy and their loss of concentration. Because that cases they cannot understand the material who given by their teacher maximally.

2. Cause of psychology factors

According Ahmadi and Suriyono, psychology factor divide into six kinds, they are:

1) Intelligence

Students with a high IQ typically have an easier time-solving problems and comprehending the content presented by the teacher than their peers with lower IQs. People with an IQ of 110 to 140 are said to as intelligent. A Genius is defined as a person with an IQ of 140 or higher.

2) Aptitude

Aptitude is natural ability carried since born. Every person has different aptitude. The person who has aptitude in music may be she or he low sector and other. The students will easy learn based on their aptitude, if they learn out of their aptitude they will get bored and unhappy. That appear when the students make noisy in the class, bother their friends and do not want do their task in order they get low score.

3) Interest

The desire to pay attention is referred to as interest. to something or to the prospect of becoming associated with and to learn more about a

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subject If the children don't have any, they'll have to make do with what they have an interest in the material, but they are having difficulty learning it lesson. The kids' existing interests can be determined by their learning style or reaction to the teachings

In addition to the physiology element, the psychology factor has an impact on students' learning. Inter-factors include physiology and psychology. It originates with the students themselves. The psychological aspect has a significant impact on students' learning. Students can manage possible for students to manage it on their own.

b) External factors

1. Non-social factors

1) Tool factors

Less of a role for tool lessons in teaching and learning activities, particularly in practicum lessons. If there is no language laboratory, for example, students will not be able to learn to their full potential. As a result, the teacher only employs the peaking approach. As a result, kids may become inactive, making learning more difficult for them.

2) The classroom condition

The condition of the classroom must make the students comfortable, such as the classroom must be clean, there is enough ventilation and far from the ado.

2. Social factors

1) Family factor

Family is the center education for the students, because the main and

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they learn from family first. How the 25 parent educate their children is important, it will influence children learning

2) Social environment

Friends have a greater impact on students' learning.

Students will be lethargic if they associate with an uneducated acquaintance because the lives of educated and uneducated individuals are very different. The students' learning is also influenced by their social activities. For example, some students are members of certain groups and are unable to manage their time to learn, causing their learning to be disrupted.

3) Technology

Technology helps people in accomplishing their goals. Such as a computer, a laptop, a phone, the internet, and so on. That technology is required by the school to help students learn and obtain additional information about their lessons. However, if they do not use it depending on their needs, it will disrupt their learning.

The researcher concludes that successful learners are influenced by both internal and external factors. As a result, it is not solely dependent on the students, but also social variables. Such as the student's family history, the teacher's teaching approach, the school's facilities, and so on. Students' learning is influenced by both internal and external forces.

c. Strategies the Students to Help Speaking Difficulties

Students are generally hesitant to speak because they are shy and

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uncomfortable expressing themselves in front of others, especially when requested to provide personal information or ideas. There is frequently a fear of speaking improperly and hence losing face in front of their classmates. According to Harmer (2007)[20], there are several kinds of students' strategies to help themselves in speaking difficulties:

a) Repetition

Repetition has many beneficial effects. Each new encounter with a word or phrase help to fix it in the students' memory. Repetition also allows them to improve on what they did before. They can think about how to re-word things or just get a feel for how it sounds. When students repeat speaking activities that they have already completed once (or twice), the first attempt serves as a warm-up for the final performance. Each rehearsal boosts their confidence because they aren't trying to say something for the first time when they try to speak in subsequent 'performances.'

b) Big group and Small group

One of the main reasons why some students are hesitant to participate in speaking events is because they are forced to speak in front of a large audience. To offset this, make sure they have opportunities to talk and interact in smaller groups as well. This can be used to start a conversation or a topic.

[20] Jeremy Harmer, The Practice of English Languagge Teaching (4th ed). Harlow, Pearson Education Limited (2007).

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c) Mandatory participation

Harmer, states when groups do a task, there will always be 'social loafers', the students who sit back and let everyone else do the work.

d) Preparation

Describes how students record presentations they are going to make and transcribe what they have said, correct it then hand it over to the teacher for further comment before finally making the presentation.

C. Conceptual Framework

One of the students' abilities which until now has become a major problem in learning English is speaking ability. Speaking is one of the subjects that students in Indonesia need to learn and practice. Language learning requires students to increase their practice to become accustomed to it but the current phenomenon shows that teachers tend to pay less attention to students' speaking practices and only focus on the process of transferring knowledge and written grammar so that the time for speaking practice in the classroom is very less. The main components above are describes as follow:

1. Input: refers to knowing what the students' difficulties experience during Covid-19, the caus factors, and what students' strategies use to overcome their difficulties experienced during Covid-19.
2. Output: refers to the students' speaking skill productif. The reasercher hopes that the students will not be difficult to say a word and the teacher will know the students difficulties in speaking English and giving new strategies to overcome the students' difficulties.

Conceptual framework underlying this research will be given in the following diagrams:

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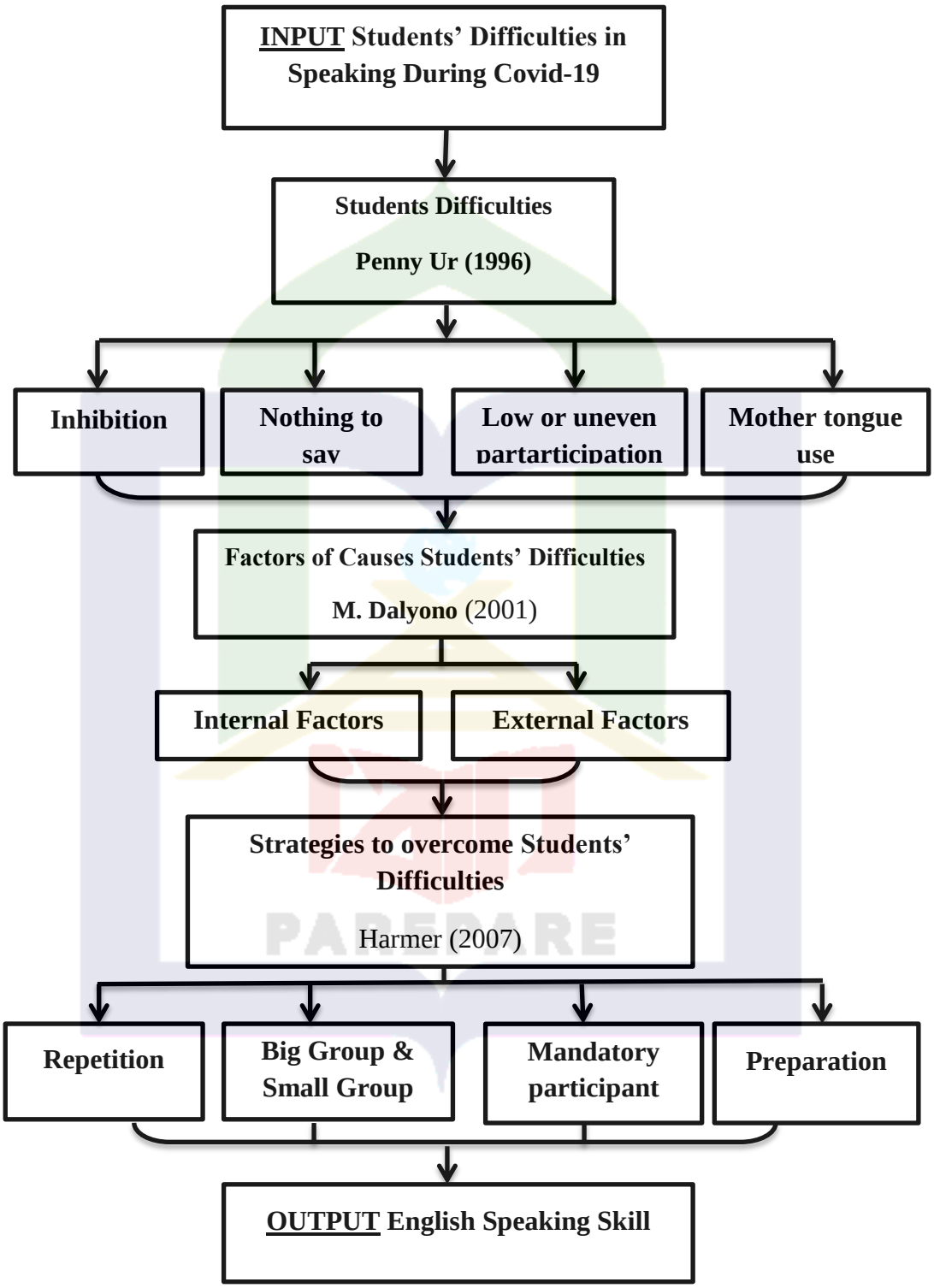

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CAPTER III

METHODOLOGY OF RESEARCH

This part will discuss about research design, location and time, population and sample, focus of the research, types and data source, instrument, and data collection techniques.

A. Research Design

Research, according to Anderson and Arsenault, is a type of inquiry that investigates phenomena in their natural environments and use a variety of methodologies to interpret, analyze, explain, and provide meaning to them.[21] The type of research design used in this research is case study, this type is included as one type of qualitative research. Qualitative research, according to McMillan and Schumacher, describes and analyzes people's individual and collective social activities, beliefs, thoughts, and perceptions.[22] Furthermore, qualitative research is particularly useful for acquiring culturally relevant information on a population's beliefs, attitudes, behaviors, and social contexts.

The researcher concluded that qualitative research is a type of inquiry that studies people's experiences or phenomena in their natural contexts in order to obtain knowledge. According to the preceding description, this study used qualitative research, and the researcher served as both a researcher and an observer. As a result, the researcher detailed the students' challenges in learning to talk and the causes of their difficulties in learning to speak in this study.

[21] Gary Anderson and Nancy Arsenault Fundamental, Fundamentals of Educational Research (London: The Falmer Press, 2005), p.126.

[22] James H. McMillan and Sally Schumacher, Research in Education: A Conceptual Introduction, (New York: Longman, 2001), p.395.

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B. Location and Time

During this study process, the location of this research dwelt at MTs. DDI Kanang, Polewali Mandar, West Sulawesi. The researcher used the qualitative research and would be done for one month and the reason why the researcher choose this location because this school has used offline and online classes in the lerning process during the Covid-19 period.

C. Scope of the Research

1. Research Subject

The subjects in this study were students of the second grade of MTs. DDI Kanang, and the number of students is 22 people.

2. Object of research

The object of the research is students' difficulties in speaking English during Covid-19 of the second grade of MTs. DDI Kanang.

D. Data source

In this study, researchers divided the data into two types, namely primary data and secondary data.

1. Primary Data

   Primary data is the main data obtained directly from the object under study. The results of the observations and interviews are the primar data from this research, which are the main sources of this research.

2. Secondary Data

   Secondary data is a source of research data obtained indirectly through intermediary media obtained or recorded by other parties. Secondary data used in this study is in the form of notes or reports on student learning

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outcomes during online learning.

E. Collecting Data and Processing Techniques

The researcher was the most important tool in this study. The human is the instrument of naturalistic inquiry. As a result, the researcher serves as an important tool in this study. In this case, the data was collected using a triangulation of methods. The goal of method triangulation is to improve one understanding of whatever is being examined, not to ascertain the truth about any social issue. Then, the triangulation of the method consists of observation, interview, and documentation. The description of those instruments is as follows:

1. Observation

   Observation is a method of collecting data in which the researcher observes the research situation. When observing participants in a natural context for this study, the researcher took a note during the learning speaking process. In this case the researcher wrote, analyzed and made inference about the object under study. The following are the specifications used by the researcher:

   1) The researcher chooses the class as the subject of this section.
   2) The researcher entered the class and analysed what the students feel in the class during covid-19 to find students difficulties and cause factors that make the students difficulties in speaking English during Covid-19 in class room.
   3) After that, the researcher are collected all data and makes a note about what the students feel in the class.

2. Interview

   When you want to know what people think or feel about something, interviews

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are a good research technique.[23] The interview was employed as a supporting instrument in this research to collect data for the students'. The interviewed the students' about her opinion of the difficulties in speaking English, cause of difficulties in speaking English that she faced in the class, and what students' strategies to overcome their difficulties in online class. Furthermore, the purpose of this interview is to verify the outcome of the observation and obtain additional data for this research. In this interview the researcher was divide into two parts, they are open interview and pocus interview.

3. Documentation

Documentation in the research referred to by the researcher is a data collection technique that is not directly aimed at the research source, but through a document. The document referred to by the researcher is written material or inanimate objects related to a particular event or activity. Either in the form of recordings or written documents, such as database archives, correspondence, picture recordings, and relics related to an event.

This documentation is used to provide additional evidence in which the results of interviews and observations will be more reliable/valid if supported by documentation in the form of photos, videos or other forms of documents. In this case the researcher collect the data from students achievement to see that there are the effect of Covid-19 in this school.

F. Test The Validity of Data

In qualitative research, the researcher presents the information as the subject's real life. In order to arrive at a more effective outcome, this qualitative study applied

[23] Kristin G Esterberg, Qualitative Methods in Social Research, (New York: Mc.Graw Hill,2002), p.37.

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some approaches to maintain the data's validity. Triangulation is used to make the data valid. Qualitative validity means that the researcher's findings were evaluated for accuracy using specific processes. The technique used to improve the validity of data in qualitative research was triangulation, there were six kind of triangulation, there are as follow:

1. Triangulation of time is divided into two types: cross-sectional and longitudinal triangulation. In a cross-sectional study, data is collected from different groups at the same time, whereas in a longitudinal study, data is collected from the same group at different times.
2. Triangulation of place. It is important to consider the different places for similar data in triangulation of location to improve data collecting accuracy.
3. Triangulation of theory. Data is collected based on different theories or by analyzing the same data with several theories in triangulation of theory.
4. Triangulation of method. In triangulation method the researcher used different method for collecting similar data.
5. Researcher triangulation. In researcher triangulation, for collecting the same data, it will be done by some people.
6. Triangulation of methodology. The data obtained from the same learning process with distinct approaches, namely quantitative and qualitative, is triangulated by the researcher, who collects both types of data from those approaches.[24]

The researcher employed a technique called triangulation in this study. The researcher employed three data collection procedures in triangulation of method:

[24] Ag. Bambang Setiyadi, Op.Cit., pp.346-347.

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observation, interview, and documentation. The focus of the observation was on the students' process in learning speaking and the difficulties they faced.

G. Data analysis Procedure

The process of organizing data in order to achieve regularity of pattern and form in research is known as data analysis. There are three current activity flows, according to Miles and Huberman: data reduction, data display, and conclusion drawing or verification.[25]

These are clear explanation about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of slecting, focusing, sampling, abstracting and transforming the data that appear in written up field notes or transcription. In this case, the researcher collect data from observation of teaching and learning process, conducted interviews with students and take students learning outcomes report as the field of documentation. The following are the specifications used by the researcher:

a. The researcher come to the school at VIII.2 class to do observation, in this section the reasearcher made two observations to make sure the data.
b. After collect the data from observation the researcher conduct the interview with 22 within two days.
c. And the last section the researcher take permission to take the data from students learning outcomes to complete data from observation and interview.

[25] Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis, (Thousand Oaks : Sage Publications, 1994), p.10.

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2. Data Display

A display can be a long piece of text, a diagram, graph, chart, table, or matrix that offers a new way of thinking about data that is more textually embedded. Additional, higher order categories or themes may arise from the data during the display stage, in addition to those revealed during the data reduction process.

The following are some of the activities that the researcher has done in data display while analyzing the data:

a. Observing the teaching and learning process

The researcher used an observation sheet to watch the teaching and learning process in order to determine how effective the process of teaching and learning speaking was. The researcher provided knowledge into the teaching and learning process as well as the students' difficulties in learning speaking during COVID-19 by observing the class.

b. Interviewing the Students'

In this stage, the researcher conducted an interview with the Students' to learn about the students' difficulties in learning speaking, the causes of the difficulties and students strategies to overcome their difficulties in learning speaking during COVID-19 in online class. The researcher discovered what was causing the difficulties in learning speaking by interviewing the students'.

c. Documentation

After observation and interviewing, the researcher collect documentation data as a complement in this research to obtain data validity.

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3. Conclusion Drawing or verification

By analyzing observation data, interview data, and documentation data, the researcher came to a conclusion and verified the answer to the study question that had been displayed in the data. As a result, the researcher came to the conclusion the students difficulties in learning speaking during COVID-19 at the second grade of MTS DDI KANANG.

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CAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The researcher then assessed the information gathered by observation, interview, and documentation. Data reduction, data display, and conclusion drawing and verification are the three main stages of data analysis.

The researcher's results provided answers to the problems stated in the first chapter. This part also presented the data analysis of students' difficulties in speaking English during Covid-19. In order to collect the data, the researcher used observation, interview, and documentation to find out the students' difficulties in speaking English that referred into aspect and dominant factors. According to the theory, the researcher used qualitative method. For more details will be explained as follows:

1. Students' difficulties in speaking English during Covid-19

The researcher used an observation and conducted interviews with the students to learn about their difficulties in speaking. According to Penny Ur, the issues that learner speakers deal with can be divided into four categories: Inhibition, nothing to say, low or uneven participation, and mother tongue use. In this result used observation, interview and support by documentation to find out the students' difficulties in speaking English.

a. Inhibition

From the first and second observation On Tuesday, July 26, 2022, and on Wednesday October 3, 2022, the researcher found that students' feel inhibition in learning speaking when they are lack of vocabulary, lack of confidence, failure to apply grammar, failure to pronounce words correctly, and lack of confidence.

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From interview consists of five questions about students difficulties, the researcher divide into two parts to know students difficulties they are open interview and focused interview. From open interview, the researcher found that student feel inhibition when they didn't have data connection. "Saya kesulitan dalam belajar online karena saya tidak punya kuota", and some students said feel inhibition when they are didn't have a mobile phone, "Susah kalau mau ikut belajar karena tidak ada handphone, di teman ikut belajar". The students also feel inhibition when the teacher's voice is not clear, "kadang tidak kedengaran suaranya guru kalau mengirim voice chat".

From open interview the researcher found the students feel difficulties in speaking English in online class when they didn't have money for buy data connection, there is no teacher, less in pronounce and grammar, low connection, less vocabulary, less understand. "Saya terhalang karena tidak ada uang untuk membeli kuota", "Saya terhalang kalau ingin belajar karena susah dapat guru", "Terhalang karena penyebutan huruf dan grammar", "Kadang terhalang ketika ada tugas tapi tidak bisa di download karena jaringan susah", "Saya terhalang ketika jaringan tidak bagus dan kurang vocabulary", "Kadang terhalang ketika ada tugas karena susah dipahami pelajaran", they are data from interview result.

From the observation and interview the students feel difficult in speaking English they are:

1) Lack of vocabulary.
2) Failure to apply grammar.
3) Failure to pronounce words correctly.
4) Lack of confidence.
5) Shyness.
6) Technical problem.

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b. Nothing to say

From observation the researcher found that students feel nothing to say when they are coming to the class, when the students come to the class they are just listen and repeted what teacher says until the lesson finish. From interview the researcher found that the students feel nothing to say when they are speaking, some students said, "Kadang merasa tidak bisa berkata-kata karena malu dan grogi", and the other hand some students said, "Tidak bisa berkata-kata karena takut diketawai".

From the observation and interview the resecrher find that students feel nothing to say in speaking English when they are nervous and afraid of being laughed.

c. Low or uneven participation

From observation, the researcher found the students low or uneven participation. The students didn't do praying before begin the lesson, the students didn't talk to much just listen and repeted what the teacher says, its make the students feel difficult to speak English fluently. From interview the researcher found that the students feel difficult because low or uneven participation, some students said "Saya tidak terlalu aktif dikelas karena masih kurang kosa kata yang ditau", and the other hand said "saya kurang aktif dikelas karena tidak ada handphone".

From the observation and interview the resecrher find that students feel nothing to say in speaking English when they are:

1) The students didn't do praying before begin the lesson.
2) The students didn't talk to much in class.
3) The students not have a mobile phone.

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d. Mother thongue

From observation the researcher didn't found students difficult in speaking English because mother thongue, but from interview the researcher found that their mother thongue are effect to the students wehen they are speaking in English. Some students said "kadang susabicara bahasa inggris karena penyebutan bahasa ibu beda dengan bahasa inggris", other students also said "kalau bicara bahasa inggris sering salah ucap karena bahasa ibunya belum bisa disesuaikan".

The documentation in this research to support the data from observation and interview, the documentation referred to by the researcher in this case, is in the form of records of student learning outcomes in learning English during online learning with offline learning, to see the impact of student difficulties during the Covid-19 period on students achievement.

From these two semesters, there was a decrease in the second semester where the average score of students in the first semester was 84.2 and in the second semester was 80.6. In the first semester, students are still studying online but after entering the second semester learning starts to return to normal. This shows that, there are things that make students' grades decrease.

According to the findings of observation, the responses provided by the students on the interview sheets and support by the documentation, the following issues were encountered by the students:

1) The students feel have many obstacles they are forget their lesson before, lack of conpidance, feer of making mistake, and technical problame.
2) The students feel shyness and limited vocabulary when the teacher giving a change to speak English in voice chat.

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3) The students feel difficulties in pronouncing words and limited time to talking in online class.

Based on the above issues, it may be concluded that students experienced the issues raised in the theory, as well as additional issues with speaking learning. After conducting an analysis and coming to a conclusion, the researcher should have contributed to the research in a more beneficial method. For students to be interested in speaking lessons and be able to construct effective sentences and pronounce words correctly, the teacher's engaging teaching methods, pronunciation instruction, and understanding of grammar should be used.

2. Cause factors that make students' difficulties in speaking English during Covid-19

In this case the data result conducted by using observation an interview to find out the cause factors that make students difficulties in speaking English during Covid-19. According to the theory there are two factors that make students difficulties in speaking English they are; internal factors and external factors.

a. Internal Factors

From observation on Tuesday, July 26, 2022, and On Wednesday, October 3, 2022, the researcher conducted oservation. The researcher found the cause factors that make students' difficulties in speaking English is the students had technical problame.

From interview the researcher found that the students' couse factor that make their difficulties divide in to two part they are; couse physiology factors (couse sick and less of helt), and couse psycology factors (intelegence, aptitude, and interest). Some students said "Saya sulit belajar kalau sakit karena susah konsentrasi sakitnya yang dipikir, saya juga sulit kalau kurang sehat karena tetap tidak bisa focus kalau

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kurang sehat, kecerdasan saya dalam bahasa inggris masih kurang seperti grammar dan vocabulary, saya tidak berbakat dalam bahasa inggris masih bnyak kekurangan, saya tidak terlalu tertrik dengan bahasa inggris karena susah dipelajari".

b. External factors

From observation the researcher found that the students feel difficult when the teacher used simple tools, condition of the room and inappropriate methods. From interview the researcher found that the students feel difficult couse tool factor, room condition is not good, family factor, and social environment. From the result we can see that the student feel difficult, "Saya suka kalau pakai alat karena lebih cepat paham kalau ada alatnya, saya lebih suka kalau pembelajaran ofline kalau online susah kalau tidak ada jaringan, keluarga saya tidak terlalu memperhatikan tentang pembelajaran bahasa inggris saya, lingkungan sangat mempengaruhi karena susah ketemu teman belajar bersama". Other students said "menurut saya penggunaan alat lebih mudah dipahami daripada tidak ada, saya sangat sulit belajar online karena pembelajaran cuman lewat chat, keluarga saya mendukung tapi saya kurang dekat dengan keluarga, lingkungan saya berpengaruh karena kondisi pandemic".

From the instrument, the researcher found out couse factor that make students' difficulties in speaking English during Covid-19. Based on the theory, there were two couse factors of the student's difficulties in speaking English they are; internal factors and external factors.

The researcher came at the following conclusions after reviewing the results of the observation and interview sheets:

a. Internal Factors

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The students feel difficulties when they are sick, still not smart in terms of English, feel not talented in English and the teacher didn't use learning tools.

b. External Factors

The students feel difficulties in speaking English when they are not interest in learning, class room condition not good and technical problame.

Base on the result, that all researcher found in this research about couse factors that make the students feel difficult in speaking English during Covid-19.

1) Students' strategies to overcome their difficulties in speaking English during Covid-19

In this result, the researcher used interview to find students strategies to overcoming their difficulties. According to the teory there are four strategies they are; repetition, big group & small group, mandatory participation, and preparation.

From the interview the researcher just fond out three strategies using by the students they are repetition, big group & small group, and preparation. Some students said "palingan diulang-ulang saja pembelajaran kak". From focused interview the student said; "saya sering mengulang-ulang pembelajaran karena susah dimengerti, kalau kelompok besar atau kelompok kecil saya perna mendapatkannya dan lebih mudah dikerjakan kalau ada kelompok, saya juga tidak diwajibkan berbahasa inggris karena belum bisa, dan kalau melakukan persiapan tidak ada karena tidak perlu jhi".

From the interview which had been conducted with the 22 students, the sixth respondents are the representative responds, researcher done an

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interview as qualitative design to find out the students strategies to overcoming their difficulties in speaking English during Covid-19.

From students strategies according to the theory, there are four strategies to overcoming students difficulties they are; Repetition, big group and small group, mandatory participation, and preparation. Based on the result from interview, the students just used three strategies they are:

1) The students do repetition to overcome their difficulties to not forget their lesson before and to make sure their vocabulary.
2) The students used big group and small group cread by the teacher to make students more active in the classroom and make relation with their friend.
3) The students do preparation before come in the class to prepare their self before come to classroom meeting.

The students' are not doing mandatory participation, because the students' stile has low skill in speaking English.

B. Discussion

In this case the researcher will discuss about the finding. The first formulation of the problem in this section is the students' difficulties in speaking English, the researcher also discussed the second formulation of the issue, which is the students cause factors that make the students difficulties in speaking English, and the last the students strategies to overcoming their difficulties. The study's participants created this work of research. They are second grade in MTs. DDI Kanang's, was the one that was observed.

1. The students difficulties in speaking English during Covid-19

Based on the findings, the researcher used observation, interview and support by documentation to learn about the students' difficulties with speaking instruction. After doing the study, the researcher discovered that students have difficulties acquiring speaking at MTs. DDI Kanang. From

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observation, the teacher taught the lesson in accordance with the procedure, the phenomena from the earlier research, unfortunately, unfortunately persisted in the current study. For example, the student's ability to learn speaking was still below average, and they found it difficult to participate in a conversation because they lacked the vocabulary and still had pronunciation issues.

The researcher thought that it occurred as a result of the teacher skipping some steps (see appendix 1). Due to their limited vocabulary and inability to communicate their ideas, the students had trouble participating in dialogue and consumed too much time during the session (see appendix 2).

In edition, from interview had finish with 22 students with theree questions in open interview and four questions from focused interview. From open interview shows the students had difficult in speaking English when they not have data connection, not have mobile phone, not have chance to study with friend and not have money. From focused interview the students had difficulties in speaking when they are inhibition, nothing to say, low or uneven participation, and the used of mother tongue (see appendix 2). The data support by the students achivments score that the students feel difficulties in learning speaking after the online class over. Score from the first semester the students had higt score but when the online class is over in the second semester students score is down.

However, based on the findings of the students' observations and responses to the interview and support by documentation, there are issues with the Penny Ur theory (see pages 14) in this study, such; inhibition, nothing to say, low or uneven participation, and mother tongue use. Based on the result of the students' difficulties above, it could be inferred that the students difficulties explained in the theory happened to the students, even though there were more students difficulties that happened in learning speaking it was supported by Penny Ur. The result also support by Sayuri the previous

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findings, was conducted an analysis students speaking problems at Mulawarman University, the researcher found that students faced problem in speaking English related to pronunciation, fluency, grammar, and vocabulary. The other problems which were obtained from personal students' information, namely not having self-confidence, being afraid of making mistake, shyness to other, nervousness, inhabit in speaking, never practice, and nothing to say.[26]

2. Students cause factors that make the students difficulties in speaking English during Covid-19

Based on the result from observation and interview, the researcher took some conclution about the cause factors that make students difficulties in speaking English. Accordoing to M. Dalyono there were two factors that make students difficult in learning they are internal factors and external factors (see fage 16).

In this case, from the result all of the theory consisted in this research. For more details as follows:

a. Internal factors

Internal factors divide into two parts they are couse physiology factors and fsychology factors. From couse physiology factors the researcher found, the students had difficult in speaking when they are sick and less of healt and from couse psychology factors the researcher found, the students feel difficult in speaking when they are less intelligent, less aptitude, and not interest (see appendix 2).

b. External factors

External factors divide into two parts they are, Non-social factors and Social factors. From non-social factors the students feel difficult in speaking English when the teacher not using learning tools and the

[26] Sayuri. "English Speaking Problems of EFL Learning of Mulawarman university" Vol. 1 No. 1 (2016) www.indonesia-efl-journal.org (accessed on 6th April 2022)

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classroom condition and from social factors the students feel difficult when their family not support in learning speaking and social environtnment (see appendix 2).

This finding also find by Ayu zulfa Riftriani, the study found that the main factors of students' difficulties in speaking were lack of confidence, fear of making mistakes, shyness, and the environment. Based on the findings, it showed that internal and external factors had a great influence on students' speaking difficulties in giving oral presentation.[27] In this study, found fewer factors than the results of the above research, in this research found more difficulties factors.

Based on the result above, the researcher concluded that the students had two factors that make difficult in speaking English they are internal factors and external factors, Support by M. Dalyono.

3. Students strategies to overcome their difficulties in speaking English during Covid-19

Based on the result from interview the researcher took some conclude about the students strategies to overcoming their difficulties. According to Harmer theory, there are four strategies to overcoming their difficulties in speaking English they are; repetition, big group and small group, mandatory participation, and preparation. From the result just three strategies used by the students they are repetition, big group and small group, and preparation (see appendix 2).

Based on the result above, the researcher concluded that there are three strategies using by the students to overcoming their difficulties support by harmer theory.

[27] Ayu sulfa fitriani, ikhsanudin, yanti sri rezeki, 2019. "Factors influencing students' speaking difficulties in giving oral presentation" Vol 8, No 10 (2019) https://jurnal.untan.ac.id/index.php/jpdpb/article/view/37105

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CHAPTER V

CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestion of the students' difficulties, couse factors make the students difficulties, and students strategies to overcoming their difficulties in speaking English during Covid-19 at the second grade of MTs. DDI Kanang.

A. Conclusion

Based on the data analiysis, it can be concluded that:

1. The students difficulties in speaking English during Covid-19 they are:
   a. The students feel have many obstacles they are forget their lesson before, lack of confidence, feer of making mistake, and technical problem.
   b. The students feel shyness and limited vocabulary when the teacher giving a change to speak English in voice chat.
   c. The students feel difficulties in pronouncing words and limited time to talking in online class.
2. The students couse factors that make students difficulties in speaking English during Covid-19 are:
   a. Internal Factors

      The students feel difficulties when they are sick, still not smart in terms of English, feel not talented in English and the teacher didn't use learning tools.
   b. External Factors

      The students feel difficulties in speaking English when they are not interest in learning, class room condition not good and technical problame.
3. The students strategies

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a. The students do repetition to overcome their difficulties to not forget their lesson before and to make sure their vocabulary.
b. The students used big group and small group cread by the teacher to make students more active in the classroom and make relation with their friend.
c. The students do preparation before come in the class to prepare their self before come to classroom meeting.

B. Suggestion

In consideration of the findings of the study, the researcher would like to make the following suggestions:

a. For the teacher

1. When teaching and learning speaking, the teacher should pay more attention to how each speaking technique is applied to each student and praying before study.
2. Due to the proximity of the class to a sports field, the teacher should speak clearly and aloud while introducing the material.
3. The teacher should manage the class to ensure that all speaking instruction procedures are followed and that the students are comfortable because this will affect their motivation to learn English, especially speaking.

b. For the students

1. The importance of knowing English should be understood by the students, especially once they have completed their education. They can use it as one of their skills to pursue their education.
2. It is best for students to memorize the vocabulary related to vacations and consistently practice speaking English in order to become competent in speaking.
3. The students keep on working hard in studies and participate in an English course to improve their speaking skills.

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APPENDICES

Appendix 1
Observation Protocol

Date / Time	: 26 July
Place	: MTs. DDI KANANG
Observation	: 1
Observer	: Arifuddin
Activity	: learning speaking

Descriptive Notes

(Detailed, chronological notes about what the observer sees, hears; what occur; the physical setting)

1. When the teacher requested the students to explain the significance of particular rxamples, they found it difficult to do so. Some of the students lacked the necessary vocabulary, unable to appropriately pronounce the teachers expression, lack of conpidence, and shyness.
2. Some of the students still difficult the used of grammar.
3. The students just silent when they are coming to the class and repeted the teacher says.
4. Some students feel difficult cous the teacher used simple tools and condition of the room

Reflective Notes

(Concurrent notes about the observer's personal reaction, experiences)

1. In the mine of the researcher, the teacher used low strategies in teaching English such as beore open the lesson the teacher not praying together, and not giving much attention to the students who seet on the back.
2. The teacher didn't conclude the material, then she closed the meeting without leading a group prayer.
3. The teacher didn't do the evaluation, just ended the class when the lesson was finished.

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Date / Time	: 2 August
Place	: MTs. DDI KANANG
Observation	: 2
Observer	: Arifuddin
Activity	: learning speaking

Descriptive Notes

(Detailed, chronological notes about what the observer sees, hears; what occur; the physical setting)

1. The teacher gives some material about possessive adjective as the material then the teacher just read the material on the white board and then explaind it. She also instructed them to read out loud the word she had shown. The students read aloud, and several of them once more sruggled to pronounce each word clearly.
2. Some of the students still difficult about the used of grammar, feel shyness, and lack of conpidence.
3. The teacher asked them what it meant, but only a few students were able to respond. The teacher then went over the meaning of the word, how to affectively use it, and how it serves as a word.
4. Some students not interest cous the teacher used same method when giving lesson.

Reflective Notes

(Concurrent notes about the observer's personal reaction, experiences)

1. The teacher used low strategies in teaching English such as before open the lesson the teacher not praying together, and not giving much attention to the students who seet on the back.
2. The questioned the students regarding the subject matter covered at the previous meeting, many students had forgotten what they had learned in the earlier class.
3. Some students not get much material because the teacher not repeted.
4. The teacher not evaluated the students before closing the lesson.
5.

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Appendix 2

Tentative Interview Protocol
(Indonesian Version)

A. Interview Terbuka

1. Subyek penelitian
    a. Kesulitan apa yang anda alami dalam belajar bahasa inggris selama pandemic covid-19?
    b. Apa saja yang menyebabkan anda sulit dalam berbicara bahsa inggris selama pandemic Covid-19?
    c. Bagaimana cara anda mengatasi kesulitan yang anda alami selama Covid-19?

B. Interview Terpokus

1. Interview terpokus mengenai kesulitan yang dialami siswa dalam berbahasa inggris di masa Covid-19

1) Apa saja halangan yang anda rasakan dalam berbicara bahasa inggris di kelas pada masa Covid-19?
2) Apakah anda pernah merasa tidak bisa berkata-kata pada saat guru meminta berbicara dalam bahasa inggris di kelas pada masa Covid-19? mengapa?
3) Seberapa besar keikutsertaan anda dalam berbicara bahasa inggris di kelas pada masa Covid-19?
4) Apakah bahasa daerah anda mempengaruhi dalam berbicara bahasa

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inggris di kelas pada masa Covid-19? Bagaimana?

2. **Interview terpokus mengenai factor-faktor yang membuat siswa sulit dalam berbicara bahasa inggris pada masa Covid-19**

   a. Internal Factors

   1) Couse of physiology factors

      a) Apakah anda merasa kesulitan dalam berbicara bahasa inggris ketika anda sakit pada masa Covid-19? Mengapa?

      b) Apakah menurut anda karena kurang sehat membuat anda sulit dalam berbicara bahasa inggris di kelas pada masa Covid-19? Mengapa?

   2) Couse of psychology factors

      a) Apakah kecerdasan anda mempengaruhi keahlian anda dalam berbicara bahasa inggris di kelas pada masa Covid-19? Mengapa?

      b) Apakah bakat anda mempengaruhi keahlian anda berbicara dalam bahasa inggris di kelas pada masa Covid-19? Mengapa?

      c) Seberapa besar ketertarikan anda dalam berbicara bahasa inggris di kelas pada masa Covid-19?

   b. External Factors

   1) Non-social factors

      a) Bagaimana pendapat anda ketika guru menggunakan alat dengan tidak menggunakan alat dalam pembelajaran bahasa inggris dimasa Covid-19?

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b) Apakah pembelajaran online membuat anda sulit dalam berbicara bahasa inggris dimasa Covid-19? Mengapa?

2) Social factors

a) Apakah keluarga mempengaruhi keahlian anda dalam berbicara bahasa inggris di kelas pada masa Covid-19? Bagaimana?

b) Menurut anda apakah lingkungan sekitar anda membuat anda sulit dalam berbicara dalam bahasa inggris dimasa Covid-19? Mengapa?

c) Apakah teknologi mempermudah atau mempersulit anda dalam berbicara bahasa inggris pada masa Covid-19? Mengapa?

3. Interview terpokus mengenai strategi siswa dalam mengatasi kesulitan berbicara bahsasa inggris di masa Covid-19

a. Seberapa sering anda mengulang pelajaran yang anda dapatkan dikelas pada masa Covid-19?

b. Apakah menurut anda penggunaan grup besar dan grup kecil dapat mengatasi kesulitan dalam berbicara bahasa inggris? Mengapa?

c. Apakah anda pernah meminta kepada guru anda untuk mewajibkan ikut serta dalam berbicara bahasa inggris di kelas pada masa Covid-19?

d. Apakah sebelum masuk pembelajaran anda telah melakukan persiapan? Berikan alasan?

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Hasil Wawancara

Nama : Aulia Askia

Nisn : 0076626274

A. Interview Terbuka

1. Saya kesulitan dalam belajar online karena saya tidak punya kuota.
2. Kalau faktornya susah dapat uang karena pandemic.
3. Tidak tau kak.

B. Interview terpokus

a. Interview terpokus tentang kesulitan siswa dalam berbahasa inggris dimasa pandemic Covid-19
    1. Saya terhalang karena tidak ada pembeli kuota.
    2. Iya, kadang tidak bisa berbicara kalau malu atau grogi.
    3. Iya, saya selalu aktif di kelas tapi tidak terlalu.
    4. Tidak, tidak terlalu berefek jhi bahasa ibu kalau bicara bahasa inggris
b. Interview terpokus tentang faktor-faktor yang membuat siswa keslitan dalam berbicara bahasa inggris dimasa Covid-19
    1. Tidak, kalau sakit tidak terlalu mempengaruhi karna pembelarannya santai.
    2. Begitu juga kalau kurang sehat masih bisa jhi bicara.
    3. Iya, saya merasa kecerdasan sangat berpengaruh supaya bisaki pahami pelajaran.
    4. Iya, bakat juga berpengaruh karna kalau seringki tampil tertambah lagi

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ilmuta.

5. Saya tertarik karena suka belajar bahasa inggris saya ingin pintar berbicara bahasa inggris.
6. Menurut saya penggunaan alat tergantung situasi tapi kalau ada alat lebih mudah dipahami.
7. Tidak, karena pembelajaran online tidak terlalu mempengaruhi karena belajarnya sambil bermain.
8. Iya, orang tua dari kecil mendukung supaya belajar bahasa inggris.
9. Tidak, arena tinggal diasrama lingkungan tidak berpengaruh jhi.
10. Mempermudah, tekhnologi membantu saat belajar online karena ada beberapa fitur atau aplikasi yang bisa dipakai belajar.

c. Interview terpokus tentang strategi-strategi yang dilakukan siswa dalam mengatasi kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, guru sering menyuruh untuk mengulang-ulang pelajaran agar tidak lupa.
2. Tidak, penggunaan kelompok besar atau kelompk kecil tidak mempengaruhi bahasa inggris saya .
3. Tidak, guru tidak mewajibkan juga berbahasa karena masih belum lancer bahasa inggris.
4. Iya, kadang mempersiapkan kalau mau masuk agar kalau ditanya ditaumi.

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Nama : Azzahra Putri

Nisn : 0072983345

A. Interview Terbuka

1. Susah komunikasi sama teman, apalagi kalau jelek tomi jaringan, takutki juga keluar terus dari rumah.
2. Kalau faktornya susah cari uang, keluar rumah kumpul-kumpul juga susah.
3. Tidak tau kalau itu kak.

B. Interview Terpokus

a. Interview terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19
    1. Saya kadang terhalang ketika cemas kalau dikasi hafalan.
    2. Iya, saya tak bisa berbicara ketika di tunjuk guru karna takut di ketawai.
    3. Iya, saya sering berbahasa inggris dikelas.
    4. Kalau bahsa ibu tidak terlalu mempengaruhi.
b. Interview terpokus mengenai faktor-faktor yang membuat siswa sulit dalam berbicara bahasa inggris dimasa Covid-19
    1. Iya, susah kalau sakit karena tidak enak badan susah konsentrasi.
    2. Kalau kurang sehat tidak sulit jhi karena masih bisa bergerak.
    3. Tidak, kecerdasan tidak mempengaruhi karena belum menguasai bahasa inggris.
    4. Tidak, bakat juga tidak mempengaruhi karena masih belum tahu bakatnya.
    5. Saya tidak tertarik dengan bahasa inggris kerena susah

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6. Penggunaan alat atau tidak sama-sama mempermudah tapi lebih mudah kalau ada alat.
7. Tidak, saya lebih suka pembelajaran offline karena bisa bicara langsung kalau ada yang tidak dipahami.
8. Tidak, keluarga tidak terlalu naperhatikan mengenai bahasa inggris saya.
9. Tidak, lingkungan tidak mempengaruhi karena pembelajarannya online.
10. Mempermudah, teckhbologi menurut saya mempengaruhi mempermudah saat belajar online.

c. Interview Terpokus mengenai strategi-strategi siswa dalam mengatasi kesulitann dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, tapi saya tidak terlau sering mengulang pembelajaran.
2. Tidak, tidak berpengaruh terhadap bahasa inggris saya.
3. Tidak, guru tidak mewajibkan berbahasa inggris.
4. Tidak, saya tidak melakukan persiapan ketika mau masuk kelas.

Nama : Aulia Askia

Nisn : 0076626274

A. Interview Terbuka

1. Susah kumpul sama teman karna covid-19, kadang jarang ikut belajar karna nda ada kuota.
2. Tidak mendukung lingkungan karna Covid-19, orang tua juga susah cari uang.
3. Tidak tau kak

B. Interview terpokus

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a. Interview terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya terhalang kalau ingin belajar karna susah dapat guru dimasa pandemic.
2. Saya juga tidak bisa berbicara kalau disuruh guru karena gugup.
3. Tidak, saya tidak terlalu aktif dikelas.
4. Iya, bahasa ibu saya sering menghalangi saat berbicara bahasa inggris

b. Interview terpokus Mengenai faktor-faktor kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, sulit belajar kalau sakit karna tidak bisa memahami yang dipikir hanya sakitnya.
2. Tidak, karena kalau kurang sehat masih bisa belajar tapi tidak terlalu.
3. Iya, kecerdasan pastimi berpengaruh kalau kita cerdas kita cepat paham tapi kalau kita tidak cerdas susah juga memahami pembelajaran.
4. Tidak, saya tidak terlalu berbakat kalau soal bahasa inggris jadi agak sulit untuk menguasai.
5. Saya tidak terlalu tertarik dengan bahasa inggris karena susah dipelajari.
6. Saya lebih suka kalau pakai alat karna mudah dipahami.
7. Tidak, saya tidak terlalu sulit kalau belajar online cuman jaringan masalahnya.
8. Tidak, keluarga saya tidak terlalu na perhatikan bahasa inggris saya.
9. Iya, lingkungan pastime berpengaruh karena pandemic jadi susah mau

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kumpul sama teman.

10. Mempermudah, teckhnologi membantu karna belajar online orang.

c. Interview terpokus mengenai strategi siswa dalam mengatasi kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Kadang diulang-ulang supaya tidak dilupa.
2. Iya, karena kalau kelompok besar kelompok kecil berpengaruh karena di kelas kecil lebih seringki bicara diskusi pake bahasa inggris.
3. Tidak, guru tidak pernah mewajibkan karena masih kurang paham bahasa inggris.
4. Yidak, saya tidak pernah mempersiapkan kalau mau masuk kelas karena kadang terlambat datang.

Nama : Aura Adelia Asizah

Nisn : 0075280328

A. Interview Terbuka

1. Susah kalau mau belajar karna tidak ada HP jadi ikut di hp teman, susah juga mau belajar duluar karna Covid-19.
2. Kalau faktornya susah orang tua cari uang karna dilarang keluar keluar rumah.
3. Tidak ada kak.

B. Interview Terpokus

a. Interview terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Terhalang karena penyebutan huruf dan grammarnya.

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2. Iya, saya merasa tidak bisa berbicara karena gugup ketika di tunjuk.
3. Tidak, saya jarang aktif di kelas karna tidak ada HP.
4. Iya, kalau bahasa ibu kadang susah sebut bahasa inggris

b. Interview terpokus mengenai factor-faktor yang membuat siswa sulit dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, saya sulit memahami kalau sakit karena susah konsentrasi apalagi kalau bahsasa inggris.
2. Tidak, karena kalau kurang sehat masih bisa jhi belajar tapi tidak terlalu dipahami kalau begitu.
3. Iya, kecerdasan pasti berpengaruh karena kalau tidak cerdaski susahki pahami pelajaran.
4. Iya, bakat berpengaruh karna berbakatki bisa ki ikut lomba bahasa inggris.
5. Saya tertarik supaya bisaki bicara sama orang luar negri.
6. Saya suka kalau pake alat karena cepatki paham kalau ada alatnya.
7. Saya lebih suka pembelajaran online tapi kalau tidak ada jaringan susahmi lebih bagus offline.
8. Tidak, keluarga saya tidak terlalu memperhatikan tentang pelajaran bahasa inggrisnya saya.
9. Iya, lingkungan sangat mempengaruhi karena susah ketemu teman belajar bersama.
10. Saya sangat terbantu dengan teckhnologi karena kalau tidak ada tidak bisa belajar.

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c. Interview terpokus mengenai strategi siswa dalam mengatasi kesulitan dalam berbicara bahasa inggris dimasa Covid-19

5. Kadang diulang-ulang supaya tidak dilupa.
6. Iya, karena kalau kelompok besar kelompok kecil berpengaruh karena di kelas kecil lebih seringki bicara pake bahasa inggris.
7. Tidak, guru tidak pernah mewajibkan karena masih kurang paham bahasa inggris.
8. Yidak, saya tidak pernah mempersiapkan kalau mau masuk kelas karena tidak disuruh jhi.

Nama : Alwi

Nisn : 0066161285

A. Wawancara terbuka

1. Kalau kesulitan jaringan kadang sulit jadi tidak ikut belajar, Susah juga mau belajar sama teman karna rumahnya jauh.
2. Lingkungan karna susahki ketemu teman dan jelek jaringan.
3. Tidak tau kak

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Terhalang karna waktu habis dirumah.
2. Iya, tidak bisa berbicara kalau grogi.
3. Kalau keikut sertaan dalam belajar bahasa inggris tidak terlalu.

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4. Iya, kadang susah juga bicara bahasa inggris karna penyebutan bahasa ibu beda dengan bahasa inggris

b. Wawancara terpokus mengenai faktor yang membuat siswa sulit dalam berbicara bahasa inggris dimasa Covid-19

1. Tergantung kalau yang sakit di bagian mulut ya sulit karena tidak bisa bicara.
2. Tidak, saya tidak terhalang kalau kurang sehat karena masih bisa ikut belajar.
3. Tidak, kecerdasan saya belum terlalu berpengaruh karena masih kurang bahasa inggrisnya.
4. Tidak, bakat saya dalam bahasa inggris masih kurang.
5. Saya tidak terlalu tertarik dengan bahasa inggris lebih suka olahraga.
6. Menurut saya penggunaan alat lebih mudah dipaham pembelajaran daripada tidak ada.
7. Tidak, kalau saya pembelajaran online tidak terlalu sulit karena bisa jhi liat di Youtube atau Google.
8. Iya, keluarga saya mendukung supaya belajar bahasa inggris.
9. Tidak, lingkungan tidak terlalu mempersulit karena online pembelajaran kuota jhi saja susah dibeli.
10. Teckhnologi mempermudah saya karena bnyak informasi bisa didapat dari situ.

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c. Interview Terpokus mengenai strategi siswa dalam mengatasi kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Saya jarang mengulang pembelajaran karena lebih suka pembelajaran lain.
2. Tidak, kelompok kecil dan kelompok besar tidak ada pengaruhnya.
3. Saya tidak pernah meminta untuk diwajibkan berbahasa karena masih kurang bahasa inggris yang ditau.
4. Tidak melakukan persiapan karena tidak tau.

Nama : Barak

Nisn : 0076656803

A. Wawancara terbuka

1. Kesulitan saya, kadang tidak ikut belajar karna yang ditempati nebeng nda ada kuotanya, susah juga mau belajar sama teman karna jauh rumahnya.
2. Lingkungan karna jauh rumahnya teman yang ditempati nebeng.
3. Tidak Tau kak.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan dalam berspeaking dimasa Covid-19

1. Terhalang karna susah dalam penyebutan dan cara bacanya.
2. Iya, saya merasa tidak bisa berbicara karena merasa gugup.
3. Tidak, masih kurang berpartisipasi di kelas karena masih kurang kosakata.
4. Iya, bahasa ibu kadang mempengaruhi kalau bicara bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

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1. Iya, saya merasa sulit berbahasa inggris ketika sakit iya karena susah untuk bicara.
2. Tidak, saya tidak terlalu kesulitan kalau kurang sehat karena masih bisa bicara masih bisa juga bergerak.
3. Tidak, kecerdasan saya tidak mempengaruhi karena saya masih merasa kurang.
4. Tidak, bakat saya tidak berpengaru karena saya tidak berbakat dalam hal bahasa.
5. Saya tidak tertarik dengan bahasa inggris lebih suka pelajaran lain.
6. Ketika guru menggunakan alat lebih mudah dipahami penjelasannya.
7. Iya, aya sangat kesulitan saat belajar online karena pembelajaran cuma lewat chat susah konsentrasi.
8. Iya, keluaga saya mendukung cuman saya yang kurang dekat dengan keluarga.
9. Tidak, lingkungan tidak mempersulit karena pembelajarannya online.
10. Mempermudah, teckhnologi membantu saya karena banyak pembelajaran cuman kalau tidak ada kuota sulit.

c. Wawancara terpokus mengenai strategi siswa dalam mengatasi kesulitan yang dialami dalam berbicara bahasa inggris dimasa Covid-19

1. Tidak, saya jarang mengulang pembelajaran nanti di kelas baru diulang.
2. Saya pernah masuk kelompok kecil dan kelompokbesar dan lebih pokus diskusi kalau dikelompok kecil dan kelompok besar.

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3. Tidak, guru tidak mewajibkan berbahasa inggris tidak pernah karena kami masih sulit berbahasa inggris.
4. Iya, saya kadang melakukan pesrsiapan kadang tidak.

Nama : Balqis Ratizulkha

Nisn : 0088450392

A. Wawancara terbuka

1. Kesulitan pas belajar bahasa inggris secara online itu tidak ada hp, kalau ada lagi dipinjam jaringannya lagi jelek.
2. Kalau faktor kesulitan ya karna tidak ada dipake beli hp sama jaringan susah didapat.
3. Palingan diulang-ulang saja pembelajaran kak.

B. Wawancara Terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara dalam bahasa inggris dimasa Covid-19
    1. Kadang terhalang sama cara penyebutan dalam bahasa inggris.
    2. Iya, saya tidak bisa berbicara karena masih kurang kosakata yang dihapal.
    3. Kalau keaktipan dikelas jarang karena tidak lancer berbahasa inggris.
    4. Iya, karena kalau berbicara bahasa inggris sering salah ucap karena bahasa ibunya masih belumpi bisa di sesuaikan.
b. Wawancara terpokus mengenai faktor yang menyebabkan siswa sulit dalam berbicara bahasa inggris dimasa Covid-19
    1. Iya, saya kesulitan kalau sakit karena tidak bisa konsentrasi.

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2. Tidak, karena kalau kurang sehat tidak terlalu sulitmi karena masih bisa bergerak.
3. Tidak, saya tidak terlalu cerdas dalam bahasa inggris dan itu berpengaruh saya butuk waktu lama untuk memahami pembelajaran.
4. Tidak, bakat saya dalam bahasa inggris masih kurang jadi tidak terlalu berpengaruh.
5. Saya tidak tertarik karena susah dipahami bahasa inggris
6. Saya lebih suka kalau guru menggunakan alat karena susah dipahami kalau tidak ada alat pembelajarannya.
7. Iya, pembelajaran online membuat saya susah memahami susah juga kalau mauki bertanya.
8. Tidak, keluarga saya tidak terlalu memperhatiakan bahasa inggris saya.
9. Tidak, lingkungan tidak mempersulit jhi karena pembelajaranya online.
10. Kalau teckhnologi tergantung kadang mempermudah kadang tidak.

c. Wawancara terpokus mengenai strategi siswa dalam mengatasi kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya jarangmi mengulang-ulang pembelajaran karena susah dimengerti.
2. Iya, kelompok besar atau kelompok kecil lebih seru dan mudahki pahami karena berkelompok kerjakan pembelajaran.
3. Tidak, saya tidak diwajibkan berbahasa inggris karena belum bisa.
4. Kalau melakukan persiapan tidak ada karena tidak perlu.

Nama : Fadlan

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Nisn : 0075910120

A. Wawancara terbuka

1. Kesulitannya kadang tidak kedengaran suara guru kalau kirim voice chat.
2. Kalau faktornya karena lingkungan karna covid-19.
3. Kemudian kalau strategi untuk mengatasi palingan di ulang-ulang saja materi supaya tidak dilupa.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19
    1. Kadang terhalang ketika ada tugas tapi tidak bisa di download karena tidak ada kuota.
    2. Tidak, saya tidak bisa berbicara pas di tunjuk tidak terlalu karena ada Google translate.
    3. Tidak, saya kurang aktif dikelas karena masih malu-malu dan masih kurang kosa kata.
    4. Iya, kadang bahasa ibu mempengaruhi kalau speaking karena susah penyebutan dalam bahasa inggris.
b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19
    1. Iya, saya sulit belajar kalau sakit apalagi dimasa pandemic takut kena Covid-19.
    2. Iya, saya juga agak sulit kalau kurang sehat karena tetap tidak bisa pokus

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kalau kurang sehat.

3. Tidak, kecerdasan saya dalam bahasa inggris masih kruang dan berpengaruh karena kalau kurang cerdaski tidak mudahki pahami bahasa inggris.
4. Tidak, bakat juga begitu.
5. Saya tidak terlalu tertarik belajar bahasa inggris karena susah dipelajari.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah tapi tidak ada alat yang dipakai guru karena pembelajarannya online.
7. Iya, saya agak sulit kalau pembelajaran online karena susah kalau mau bertanya materinya dikirim lewat chat.
8. Iya, keluarga saya mendukung tapi jarang sama keluarga.
9. Iya, lingkungan saya tidak mempengaruhi saya karena semua orang disekitarku baik.
10. Mempermudah, karena sangat dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya jarang mengulang-ulang pelajaran karena kadang dilupa karena tidak ada ingatkanki.
2. Tidak, saya pernah mendapatkan kelompok kecil atau kelompok besar dan lebih mudah ki belajar kalau berkelompok.
3. Tidak, saya juga tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris ditau.

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4. Iya, sebelum memasuki pelajaran saya tidak melakuakan persiapan karena tidak disuruh sama guru

Nama : Dzaki dzakwan

Nisn : 3089913732

A. Wawancara terbuka

1. Kesulitan saya ketika belajar online susah dapat jaringan.
2. Kalau faktornya karena lingkungan tidak mendukung
3. Strategi saya dalam mengatasi kesulitan dengan mengulang-ulang pelajaran supaya tidak dilupa biasanya panjat pohon supaya dapat jaringan.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19
    1. Kadang terhalang ketika ada tugas tapi tidak bisa di download karena jaringan susah.
    2. Iya, saya tidak bisa berbicara ketika di tunjuk karena tidak percaya diri dan kurang kosa kata.
    3. Tidak, saya kurang aktif dikelas karena masih malu-malu dan takut salah ucap.
    4. Kadang bahasa ibu mempengaruhi kalau speaking karena susah penyebutan dalam bahasa inggris.
b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

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1. Iya, saya sulit belajar kalau sakit karena susah konsentrasi sakitnya yang dipikir.
2. Iya, saya sulit kalau kurang sehat karena tetap tidak bisa pokus kalau kurang sehat.
3. Tidak, karena kecerdasan saya dalam bahasa inggris masih kurang seperti grammar dan vocabulary.
4. Tidak, saya tidak berbakat dalam bahasa inggris masih bnyak kekurangan.
5. Saya tertarik belajar bahasa inggris tapi susah dipelajari.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah dan guru jarang menggunakan alat kalau mengajar.
7. Iya, saya agak sulit kalau pembelajaran online karena susah dapat jaringan.
8. Tidak, keluarga saya tidak mendukung jarang disuruh belajar bahasa inggris.
9. Iya, lingkungan saya mempengaruhi karena kondisi pandemic.
10. Mempermudah, karena sangat dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya sering mengulang-ulang pelajaran agar tidak dilupa pembelajaran.
2. Iya, saya pernah mendapatkan kelompok kecil atau kelompok besar

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dan bagus supaya lebih banyak ki bicara.

3. Tidak, saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris ditau.
4. Iya, sebelum memasuki pelajaran saya melakuakan persiapan supaya ketika guru bertanya ditaumi.

Nama : Dahlia

Nisn : 0085573823

A. Wawancara terbuka

1. Kesulitan saya ketika pembelajaran online tidak ada hp dipake belajar jadi ngikut dengan teman.
2. Kalau faktornya karena kurang uang.
3. Strategi saya dalam mengatasinya dengan di ulang-ulang supaya tidak dilupa.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19
    1. Kadang terhalang ketika ada tugas karena nebeng sama teman.
    2. Iya, saya tidak bisa berbicara ketika di tunjuk karena malu.
    3. Tidak, saya kurang aktif dikelas karena masih malu-malu dan masih kurang kosa kata.
    4. Iya, kadang bahasa ibu mempengaruhi kalau berbicara bahasa inggris karena susah penyebutkan kosa kata dalam bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan

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dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, saya sulit belajar kalau sakit takut kena Covid-19 dan kalau belajar online susah karena ngikut sama teman.
2. Iya, saya sulit kalau kurang sehat karena tidak bisa pokus kalau belajar.
3. Tidak, kecerdasan saya dalam bahasa inggris masih kruang dan berpengaruh karena kalau kurang cerdas kita tidak mudah memahami bahasa inggris.
4. Tidak, bakat saya dalam bahasa inggris tidak ada jadi tidak berpengaruh.
5. Saya tidak terlalu tertarik karena susah hapal kosa kata.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah tapi tidak ada alat yang dipakai guru karena pembelajarannya online.
7. Iya, saya agak sulit kalau pembelajaran online karena susah kalau mau bertanya materinya juga dikirim lewat chat.
8. Iya, eluarga saya mendukung tapi jarang sama keluarga.
9. Iya, lingkungan saya mempengaruhi karena jarang ketemu teman diluar.
10. Mempermudah, karena sangat dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya sering mengulang-ulang pelajaran karena kalau tidak diulang

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dilupa nanti.

2. Iya, karena lebih seruh dan mudah dipahami karena berkelompokki belajar.
3. Tidak, saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih sedikit kosa kata yang ditau.
4. Iya, sebelum memasuki pelajaran saya melakuakan persiapan supaya kalau ditanya-tanya ditaumi.

Nama : Dede rismawati

Nisn : 0074709246

A. Wawancara terbuka

1. Kesulitan saya kadang susah dapat jaringan jadi tidak ikut belajar.
2. Kalau faktornya karena kondisi tidak mendukung seperti masalah jaringan dan Covid-19 juga.
3. Dengan cara di ulang-ulang supaya tidak dilupa.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Halangan saya ketika ada kelas tapi tidak bisa masuk belajar karena jaringan tidak bagus.
2. Iya, kadang tidak bisa berbicara pas di tunjuk karena grogi dan malu-malu juga.
3. Tidak, saya kurang aktif dikelas karena masih kurang kosa kata.

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4. Iya, bahasa ibu saya mempengaruhi kalau speaking karena kadang sulitki sebut kata dalam bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, Saya sulit belajar kalau sakit karena tidak bisa konsentrasi.
2. Iya, Saya juga agak sulit kalau kurang sehat karena tidak konsentrasi.
3. Iya, karena kalau cerdaski gampangki kuasai bahasa inggris.
4. Tidak, karena saya tidak berbakat dalam bahasa inggris.
5. Saya tidak terlalu tertarik karena mata pelajarannya agak susah.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah tapi tidak ada alat yang dipakai guru saat belajar online.
7. Iya, saya agak sulit kalau pembelajaran online karena susah dipahami pembelajaran.
8. Iya, keluarga saya mendukung tapi jarang dibantu karena keluarga saya tidak bisa bahasa inggris.
9. Iya, karena masa pandemic takut keluar-keluar dan tidak bisa ketemu sama teman belajar.
10. Iya, karena dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, Saya sering mengulang-ulang pelajaran agar tidak dilupa.
2. Tidak, Saya belum pernah mendapatkan kelompok kecil atau

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kelompok besar jadi kurang tau.

3. Tidak, Saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih belum menguasai bahasa inggris.
4. Iya, Sebelum memasuki pelajaran saya melakuakan persiapan agar bisa jawab kalau guru bertanya.

Nama : Elman eka nu'mang putra

Nisn : 0081017730

A. Wawancara terbuka

1. Kesulitan saya jaringan kadang hilang kalau belajar jadi terganggu kalau belajar.
2. Kalau faktornya karena kondisi tidak mendukung dan jaringan juga tidak mendukung.
3. Strategi saya untuk mengatasi kesulitan seperti menghapal lebih banyak kosa kata dan diulang-ulang supaya tidak dilupa, kadang minta hospot sama teman atau keluarga.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya terhalang ketika jaringan tidak bagus dan kurang kosa kata.
2. Saya kadang tidak bisa berbicara pas di tunjuk karena malu-malu dan masih sedikit ditau bahasa inggris.
3. Tidak terlalu, Saya kurang aktif dikelas karena masih malu-malu dan

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masih kurang kosa kata.

4. Iya, kadang kalau disuruh bicara bahasa inggris susah sebut katanya.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, saya sulit belajar kalau sakit karena tidak bisa pokus kalau belajar.
2. Iya, saya sedikit sulit kalau kurang sehat karena tetap tidak bisa pokus kalau kurang sehat.
3. Tidak, saya tidak terlalu cerdas dalam bahasa inggris masih butuh belajar lagi.
4. Tidak, karena saya tidak berbakatdalam bahasa inggris.
5. Saya tidak terlalu tertarik belajar bahasa inggris karena susah dipelajari.
6. Kalau saya lebih suka kalau ada alat yang dipakai guru agar mempermudah tapi tidak ada alat yang dipakai guru karena pembelajarannya online.
7. Iya, Saya agak sulit kalau pembelajaran online karena susah kalau jelek jaringan.
8. Iya, Keluarga saya mendukungdan sering dibantu kalau belajar bahasa inggris.
9. Iya, lingkungan mempengaruhi saya karena lebih banyak liat hp sakit mata.
10. Iya, teckhnologi mempermudah saya karena dipakai kalau belajar

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online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, saya sering mengulang-ulang pelajaran supaya lebih lancar dan tidak dilupa juga.
2. Iya, Saya pernah mendapatkan kelompok kecil atau kelompok besardan lebih muda dikerjakan kalau ada kelompok.
3. Tidak, Saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris ditau.
4. Iya, sebelum memasuki pelajaran saya melakuakan persiapan karena agar lebih mudah memahami pelajaran.

Nama : Fadil afghan arkana M

Nisn : 0081079106

A. Wawancara terbuka

1. Kesulitan saya kadang tidak paham kalau guru menjelaskan dan jaringan juga bermasalah.
2. Faktornya karena bingung kalau liat video yang dikirim jaringn tidak bagus.
3. Strategi saya untuk mengatasi saya tidak tau kak.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Kadang terhalang ketika ada tugas karena susah dipahami pelajaran.

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2. Saya sering tidak bisa berbicara pas di tunjuk karena malu-malu.
3. Saya kurang aktif dikelas karena masih malu-malu dan masih kurang kosa kata.
4. Iya, Kadang susah bicara karena susah sebut katanya dalam bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, Saya sulit belajar kalau sakit karena sakitnya yang dipikir.
2. Iya, saya agak sulit kalau kurang sehat karena tidak bisa konsentrasi kalau belajar.
3. Tidak, karena saya tidak cerdas dalam bahasa inggris masih kruang pengetahuan tentang bahasa inggris.
4. Tidak, karena saya tidak punya bakat bahasa inggris.
5. Saya tertarik belajar bahasa inggris tapi masih susah berbicara bahasa inggris.
6. Bagus kalau ada alat supaya lebih pahamki belajar.
7. Iya, Saya agak sulit kalau pembelajaran online karena susah dipahami.
8. Iya, keluarga saya mendukung tapi jarang dibantu keluarga.
9. Iya, lingkungan mempengaruhi saya karena covid jadi susah mau belajar.
10. Mempermudah, karena dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa

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inggris dimasa Covid-19

1. Saya jarang mengulang-ulang pelajaran karena kadang dilupa.
2. Iya, kelompok kecil atau kelompok besar membantu karena lebih mudahki belajar kalau ada ditemani.
3. Tidak, saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris ditau.
4. Tidak, Sebelum masuk saya tidak melakukan persiapan karena tidak disuruh.

Nama : Ezzar faidhan

Nisn : 0081001458

A. Wawancara terbuka

1. Kesulitan saya saat mau bertanya dengan guru tapi tidak ada kuota.
2. Kalau faktornya karena sulit belajar karna Covid kursusan ditutup sementara.
3. Strategi saya menghapal lebih bnyak kosa kata dan di ulang-ulang supaya tidak dilupa.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Kadang terhalang ketika mau belajar tapi tidak ada ditempati kadang juga jelek jaringan..
2. Iya, saya tidak berbicara ketika di tunjuk karena kurang kosa kata dan malu juga.

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3. Iya, Saya kurang aktif dikelas karena masih belum menguasai bahasa inggris.
4. Iya, Kadang bahasa ibu mempengaruhi kalau speaking karena susah sebut katanya.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, Saya sulit belajar kalau sakit karena tidak bisa berpikir kalau sakit.
2. Iya, Saya agak sulit kalau kurang sehat karena tidak bisa konsentrasi.
3. Iya, Kecerdasan saya dalam bahasa inggris masih kruang dan berpengaruh karena kalau kurang cerdaski tidak mudahki pahami bahasa inggris.
4. Tidak, karena saya tidak berbakat berbahasa inggris.
5. Saya tertarik bahasa inggris karena ingin bisa berbicara pake bahasa inggris.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah tapi tidak ada alat yang dipakai guru karena pembelajarannya online.
7. Iya, Saya agak sulit kalau pembelajaran online karena kadang susah dipahami pelajarannya.
8. Iya, Keluarga saya mendukung tapi jarang sama keluarga.
9. Iya, karena Covid jadi tidak bisami tatap muka.
10. Mempermudah, karena sangat dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa

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inggris dimasa Covid-19

1. Saya kadang mengulang-ulang pelajaran supaya tidak dilupa.
2. Iya, karena lebih seru dan mudah dipahami.
3. Tidak, Saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris ditau.
4. Iya, Sebelum memasuki pelajaran saya melakuakan persiapan supaya lebih mudah belajar.

Nama : Fadhur rohman

Nisn : 0082975675

A. Wawancara terbuka

1. Kesulitan saya ketika jaringan hilang tidak ikut belajar.
2. Kalau faktornya karena lingkungan tidak baik masa pandemic.
3. Strategi saya menghapal kosa kata kemudian diulang-ulang juga supaya tidak dilupa.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Kadang terhalang ketika ada tugas tapi tidak bisa di download karena tidak ada kuota.
2. Iya, saya sering tidak bisa berbicara ketika di tunjuk karena kaget takut salah ucap.
3. Tidak, Saya kurang aktif dikelas karena masih malu-malu dan masih

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kurang kosa kata.

4. Iya, bahasa ibu saya kadang mempengaruhi kalau speaking seperti susah sebut katanya dengan benar.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, Saya sulit belajar kalau sakit karena tidak bisa berpikir.
2. Iya, Saya agak sulit kalau kurang sehat karena tidak bisa pokus.
3. Iya, tapi kecerdasan saya dalam bahasa inggris masih kruang dan berpengaruh karena kalau kurang cerdaski tidak mudahki pahami bahasa inggris.
4. Tidak, karena saya tidak berbakat dalam bahasa inggris.
5. Saya tidak terlalu tertarik tapi suka jhi dengar orang pake bahasa inggris.
6. Saya lebih suka kalau guru menggunakan alat agar mempermudah kalau belajar apalagi belajar online susah dipahami.
7. Iya, Saya agak sulit kalau pembelajaran online karena susah kalau mau bertanya dan susah dipahami pembelajaran.
8. Tidak, Keluarga saya tidak mendukung saya dalam belajar bahasa inggris.
9. Iya, Lingkungan saya mempengaruhi karena susah kalau mau ketemu teman kumpul-kumpul karena pandemic.
10. Mempermudah, Teckhnologi mempermudah saya karena sangat

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dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, Saya kadang mengulang-ulang pelajaran karena kadang dilupa kalau tidak diulang.
2. Iya, Saya sangat suka kalau ada kelompok kecil atau kelompok besar karena tidak sendiriki lebih seru juga.
3. Tidak, Saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih belum bisa berbahasa inggris.
4. Iya, Sebelum memasuki pelajaran saya melakuakan persiapan supaya lebih mudahki belajar.

Nama : Fathia nur rezky hafid

Nisn : 0087897168

A. Wawancara terbuka

1. Kesulitannya kadang tidak kedengaran suara guru kalau kirim voice chat dan jaringan kadang hilang-hilang.
2. Kalau faktornya karena kondisi masih Covid jadi susah keluar belajar.
3. Strategi saya untuk mengatasi dengan mengulang-ulang pelajaran.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Kadang terhalang ketika ada tugas susahki mengerti kalau bertanya

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karena online apalagi kalau habis kuota.

2. Iya, Saya tidak bisa berkata-kata pas di tunjuk karena tidak percaya diri.
3. Tidak, Saya kurang aktif dikelas karena masih malu-malu.
4. Iya, Bahasa ibu saya mempengaruhi kalau speaking karena susah sebut beberapa kata.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, Saya sulit belajar kalau sakit karena tidak konsentrasi kalau belajarki.
2. Iya, Saya agak sulit kalau kurang sehat karena tidak bisa pokus kalau belajar.
3. Tidak, Kecerdasan saya dalam bahasa inggris masih kruang dan berpengaruh karena kalau kurang cerdaski susahki mengerti bahasa inggris.
4. Tidak, Bakat saya dalam bahasa inggris belum ada jadi masih sulit kalau ingin menguasai bahasa inggris.
5. Tidak terlalu tapi suka belajar bahasa inggris.
6. Saya lebih suka kalau ada alat yang dipakai guru dan karena cepatki mengerti tapi guru jarang pakai alat pembelajaran.
7. Iya, Saya agak sulit kalau pembelajaran online karena kadang tidak kedengaran suaranya guru kalau bicara.

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8. Iya, Keluarga saya mendukung, tapi jarang kumpul sama keluarga.
9. Iya, Lingkungan saya mempengaruhi saya karena lagi Covid jadi susah ketemu sama guru.
10. Teckhnologi mempermudah saya karena sangat dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya sering mengulang-ulang pelajaran agar tidak dilupa.
2. Tidak, Saya pernah mendapatkan kelompok kecil atau kelompok besar dan tida ada pengaruhnya.
3. Tidak, Saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris ditau.
4. Iya, Sebelum memasuki pelajaran saya melakuakan persiapan agar kalau ditanya bisa dijawab.

Nama : Fayruz zhafirah salsabila

Nisn : 0084624905

A. Wawancara terbuka

1. Kesulitan saya kadang jaringan tidak bagus atau habis kuota.
2. Kalau faktornya karena sering hujan atau tidak ada pembeli kuota.
3. Strategi saya belum tau.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa

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inggris dimasa Covid-19

1. Kadang terhalang ketika mau ketemu teman untuk belajar, kadang juga susah sebut kata dalam bahasa inggris, grammar juga.
2. Iya, sering tidak bisa berkata-kata pas di tunjuk karena malu-malu.
3. Iya, Saya kurang aktif dikelas karena masih malu-malu dan masih kurang kosa kata.
4. Iya, sering salah sebut kalau bicara bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, karena kalau belajar susah konsentrasi.
2. Iya, Saya juga agak sulit kalau kurang sehat karena tetap tidak bisa pokus belajar.
3. Iya, karena saya kurang cerdas jadi masih belum bisa berbicara bahasa inggris.
4. Tidak, karena saya tidak berbaka bdalam berbahasa inggris.
5. Saya tertarik tapi masih susah belajar bahasa inggris.
6. Saya lebih suka kalau guru menggunakan alat karena lebih mudah dipahami.
7. Saya agak sulit kalau pembelajaran online karena sering jelek jaringan dan kadang tidak ada kuota.
8. Keluarga saya mendukung tapi tidak bisa membantu saya belajar bahasa inggris.

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9. Tidak, Lingkungan saya tidak mempengaruhi karena lebih sering di rumah.
10. Mempermudah, karena dipake belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya jarang mengulang-ulang pelajaran karena malas.
2. Tidak, karena sama saya rasa kalau ikutki kelas biasa.
3. Tidak, karena masih kurang bahasa inggris ditau.
4. Iya, Sebelum memasuki pelajaran saya melakukan persiapan agar lebih mudahki belajar.

Nama : Fitrah aulia rajab

Nisn : 0073196405

A. Wawancara terbuka

1. Kesulitan saya kalau jaringan kurang bagus tidak bisa ikut belajar.
2. Kalau faktornya karena kondisi cuaca tidak baik.
3. Strategi saya untuk mengatasi kesulitan dengan mengulang-ulang pelajaran supaya tidak dilupa.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Kadang terhalang ketika ada tugas tapi tidak bisa di download karena tidak ada kuota.

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2. Iya, saya sering tidak bisa berkata-kata ketika di tunjuk karena grogi dan malu-malu.
3. Tidak, Saya kurang aktif dikelas karena masih malu-malu dan masih kurang kosa kata.
4. Iya, Kadang bahasa ibu mempengaruhi kalau speaking karena susah penyebutannya dalam bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, Saya sulit belajar kalau sakit karena susah konsentrasi.
2. Iya, Saya merasa sulit kalau kurang sehat karena tidak bisa pokus kalau belajar.
3. Iya, Kecerdasan saya dalam bahasa inggris masih kruang dan berpengaruh karena kalau kurang cerdaski tidak mudahki pahami bahasa inggris.
4. Tidak, karena saya tidak berbakat dalam bahasa inggris.
5. Saya tertarik tapi tidak terlalu lebih suka pelajaran lain.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah kalau tidak ada alat agak susah belajar.
7. Siya, aya agak sulit kalau pembelajaran online karena kadang hilang-hilang jaringan.
8. Tidak, Keluarga tidak mendukung karena keluarga tidaka ada yang bisa bahasa inggris.

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9. Iya, Lingkungan saya mempengaruhi saya karena masa pandemic susah keluar rumah kumpul sama teman.
10. Mempermudah, karena sangat dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya jarang mengulang-ulang pelajaran karena kadang dilupa karena tidak ada ingatkanki.
2. Iya, kelompok kecil atau kelompok besar sangat membantu saya karena susah kalau sendiri kalau bnyak gampang.
3. Tidak, Saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris ditau.
4. Saya selalu melakukan persiapan supaya semangat belajar.

Nama : Fitya alya nasifah

Nisn : 0071709322

A. Wawancara terbuka

1. Kesulitannya kadang hilang jaringan atau habis kuota.
2. Kalau faktornya karena lingkungan tidak mendukung.
3. Strategi say untuk mengatasi kesulitan mengulang pembelajaran supaya tidak dilupa.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

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1. Kadang terhalang ketika kehabisan kuota karena tidak bisa ikut belajar.
2. Iya, Saya merasa tidak bisa berkata-kata pas di tunjuk karena grogi pas disuruh bicara.
3. Tidak, saya kurang aktif dikelas karena masih kurang kosa kata.
4. Iya, Bahasa ibu mempengaruhi kalau bicaraki karena susah sebutkan kosa kata bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, saya sulit belajar kalau sakit karena tidak konsentrasiki belajar.
2. Iya, saya juga agak sulit kalau kurang sehat karena tidak bisa pokus.
3. Tidak, kecerdasan saya masih kurang masih bnyak kosa kata tidak ditau apalagi grammarnya.
4. Tidak juga, bakat saya masih kurang dalam bahasa inggris karena masih sedikit di tau.
5. Saya tidak tertarik susah di pelajari.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah belajar bahasa inggris
7. Iya, saya sulit kalau pembelajaran online karena susah kalau hilang jaringan.
8. Iya, keluarga saya mendukung tapi jarang dibantu keluarga.
9. Iya, lingkungan saya mempengaruhi saya karena takutki kena Covid-

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19 kalau keluar rumah.

10. Mempermudah, karena kalau belajar online pake tekhnologi jhi seperti hp dan leptop.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya kadang mengulang-ulang pelajaran karena kadang dilupa kalau tidak diulang.
2. Iya, saya pernah mendapatkan kelompok kecil atau kelompok besar dan bagus karena lebih seringki bicara dan seru.
3. Tidak, saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris.
4. Iya, sebelum memasuki pelajaran saya melakuakan persiapan agar ditau kalau ditanya-tanya sama guru.

Nama : Anugrah fauzi ahmad

Nisn : 3078937031

A. Wawancara terbuka

1. Kesulitannya kadang tidak ikut belajar karena susah dapat jaringan, susahmi juga dipahami kalau ada tugas dikasiki karena tidak ikut belajar.
2. Kalau faktornya karena kondisi lingkungan tidak mendukung.
3. Strategi saya untuk mengatasi palingan di ulang-ulang saja materi supaya tidak dilupa.

B. Wawancara terpokus

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a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Kadang terhalang ketika jaringan tidak bagus jadi susahki ikut belajar.
2. Iya, saya pernah tidak bisa berkata-kata pas di tunjuk karena takut salah.
3. Tidak, saya kurang aktif dikelas karena masih malu-malu.
4. Iya, kadang bahasa ibu mempengaruhi kalau bicara bahasa inggris karena susah penyebutannya dalam bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, saya sulit belajar kalau sakit takut kena Covid-19 dan tidak konsentrasi belajar.
2. Iya, saya juga agak sulit kalau kurang sehat karena tetap tidak bisa konsentrasi.
3. Tidak, kecerdasan saya dalam bahasa inggris masih kruang dan berpengaruh karena tidak mudahki pahami bahasa inggris.
4. Tidak, bakat saya masih kurang dalam bahasa inggris masih susah berbicara bahasa inggris.
5. Saya tidak terlalu tertarik karena lebih suka pelajaran agama.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah dalam belajar bahasa inggris.
7. Iya, saya agak sulit kalau pembelajaran online karena susah

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memahami pelajaran.

8. Iya, keluarga mendukung tapi tidak terlalu karena keluarga tidak tau berbahasa inggris.
9. Iya, lingkungan saya mempengaruhi saya karena susah keluar rumah.
10. Mempermudah, karena dibutuhkan kalau belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya sering mengulang-ulang pelajaran karena kadang dilupa kalau tidak ada ingatkanki.
2. Iya, saya pernah mendapatkan kelompok kecil atau kelompok besar dan napermudahki karena lebih seru.
3. Tidk, saya juga tidak pernah meminta untuk diwajibkan bahasa inggris karena masih sedikit ditau kosa kata.
4. Iya, sebelum memasuki pelajaran saya melakuakan persiapan supaya kalau ditanya-tanya ditaumi.

Nama : Asrul

Nisn : 0089754360

A. Wawancara terbuka

1. Kesulitannya kadang tidak kedengaran suara guru dan kalau habis kuota.
2. Kalau faktornya karena kurang pasilitas dan lingkungan tidak mendukung.
3. Strategi saya untuk mengatasi mengulang materi supaya tidak dilupa.

B. Wawancara terpokus

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a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Kadang terhalang ketika tidak ada kuota tidak ikut belajar.
2. Iya, saya sering tidak bisa berbicara ketika di tunjuk karena grogi .
3. Tidak, saya kurang aktif dikelas karena masih malu-malu dan masih kurang kosa kata.
4. Iya, kadang bahasa ibu mempengaruhi kalau speaking karena susah sebut beberapa hurup dalam bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, saya sulit belajar kalau sakit karena tidak pokuski belajar.
2. Iya, saya juga agak sulit kalau kurang sehat karena tidak bisa juga pokus kalau kurang sehat.
3. Tidak, kecerdasan saya dalam bahasa inggris masih kruang masih banyak kosa kata tidak ditau.
4. Tidak, saya masih kurang kalau bakat bahasa inggris kak.
5. Saya tertarik tapi masih kurang bahasa inggris yang ditau.
6. Saya lebih suka kalau ada alat yang dipakai guru agar mempermudah kalau belajar.
7. Iya, saya agak sulit kalau pembelajaran online karena susah kalau habis kuota.
8. Tidak, keluarga saya tidak terlalu naperhatikan.

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9. Iya, lingkungan saya mempengaruhi karena tidak bisaki keluar-keluar kalau tidak pake masker dan tidak boleh lama-lama.
10. Mempermudah, karena banyak dibutuhkan kalau belajar online seperti hp dan leptop dan lain-lain.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya sering mengulang-ulang pelajara agar tidak dilupa pembelajaran.
2. Iya, saya pernah mendapatkan kelompok kecil atau kelompok besar dan sangat membantu kalau belajarki.
3. Tidak, saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang bahasa inggris.
4. Tidak, sebelum memasuki pelajaran saya tidak melakuakan persiapan karena tidak disuruh guru.

Nama : Aulia rahma

Nisn : 0086474651

A. Wawancara terbuka

1. Kesulitannya kalau habis kuota tidak bisa ikut belajar.
2. Kalau faktornya karena lingkungan karna covid-19 dan kurang uang.
3. Kemudian kalau strategi untuk mengatasi di ulang-ulang saja materi supaya tidak dilupa.

B. Wawancara terpokus

a. Wawancara terpokus mengenai kesulitan siswa dalam berbicara bahasa

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inggris dimasa Covid-19

1. Kadang terhalang ketika kuota internet habis.
2. Iya, saya biasa tidak bisa berbicara Ketika di tunjuk karena kurang kosa kata.
3. Tidak, saya kurang aktif dikelas karena masih sedikit kosa kata.
4. Iya, kadang bahasa ibu mempengaruhi kalau speaking karena susah sebut kosa kata bahasa inggris.

b. Wawancara terpokus mengenai faktor yang membuat siswa kesulitan dalam berbicara bahasa inggris dimasa Covid-19

1. Iya, saya sulit belajar kalau sakit apalagi kalau bagian mulut yang sakit.
2. Iya, saya kesulitan kalau kurang sehat karena tidak bisa pokus kalau kurang sehat.
3. Tidak, kecerdasan saya dalam bahasa inggris masih kruang kak seperti vocabulary masih sedikit.
4. Tidak, bakat saya tidak terlalu berpengaruh karena tidak berkaitan dengan bahasa inggris.
5. Saya tidak tertarik karena susah dipelajari.
6. Saya lebih suka kalau ada alat yang dipakai guru supaya nepermudahki.
7. Iya, saya agak sulit kalau pembelajaran online karena susah kalau mau bertanya dengan guru.

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8. Tidak, keluarga saya tidak terlalu memperhatikan bahasa inggris saya.
9. Tidak, lingkungan saya tidak mempengaruhi saya karena jarang keluar rumah.
10. Mempermudah saya untuk belajar online.

c. Wawancara terpokus mengenai strategi siswa dalam berbicara bahasa inggris dimasa Covid-19

1. Saya jarang mengulang-ulang pelajaran karena kadang dilupa karena tidak ada ingatkanki.
2. Pernah, bagus kalau ada kelompok kecil atau kelompok besar karena lebih seringki bicara disitu.
3. Tidak, saya tidak pernah meminta untuk diwajibkan bahasa inggris karena masih kurang kosa kata kak.
4. Iya, sebelum memasuki pelajaran saya tidak melakuakan persiapan karena malas kak.

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Appendix 3

Tentative Interview Protocol

(English Version)

A. Open Interview

1. **Research subject**

   a. What difficulties did you experience in learning English during the Covid-19 pandemic?

   b. What made it difficult for you to speak English during the Covid-19 pandemic?

   c. How did you overcome the difficulties you experienced during Covid-19?

B. Focus interview

1. **The interview focused on students' difficulties in speaking English during Covid-19**

   1) What are the obstacles you feel in speaking English in class during Covid-19 period?

   2) Have you ever felt nothing to say when the teacher asked to speak in English in class during Covid-19? Why?

   3) How much is your participation in speaking English in class during Covid-19?

   4) Does your local language affect speaking English in class during Covid-19? How?

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2. **The interview focused on the factors of Students' difficulties in speaking English during Covid-19**

   a. Internal Factors

   1) Couse of physiology factors

      a) Do you find it difficult to speak English when you are sick during Covid-19? Why?

      b) Do you think because less health makes it difficult for you in speaking English in class during the Covid-19 period? Why?

   2) Couse of psychological factors

      a) Does your intelligence affect your ability in speaking English in class during Covid-19? Why?

      b) Does your talent affect your ability in speaking English in class during Covid-19? Why?

      c) What was your big interest in speaking English in class during Covid-19?

   b. External Factors

   1) Non-social factors

      a) What is your opinion when teachers use tools without using tools in learning English during the Covid-19 period?

      b) Does online learning make it difficult for you to speak English during Covid-19? Why?

   2) Social factors

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a) Has your family affected your ability in speaking English in class during Covid-19? How?

b) Do you think that your surroundings make it difficult for you in speaking English during Covid-19? Why?

c) Has technology made it easier or more difficult for you in speaking English during Covid-19? Why?

3. **The interview focused on students' strategies in overcoming difficulties in speaking English during Covid-19**

a. How often do you repeat the lessons you learned in class during the Covid-19 period?

b. Do you think the use of large groups and small groups can overcome difficulties in speaking English? Why?

c. Have you ever asked your teacher to make it mandatory to participate in speaking English in class during the Covid-19?

d. Have you prepared before entering the lesson? Give a reason?

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INTERVIEW RESULT

Name : Aulia Askia

Nisn : 0076626274

A. Open interview

1. I have difficulty studying online because I don't have a quota.

2. If the factor is hard to get money because of the pandemic.

3. I don't know brother.

B. Focus interview

a. Focused interview about students difficulties in speaking English during Covid-19

1. I was hindered because there were no quota buyers.

2. Yes, sometimes I can't speak when I'm shy or nervous.

3. Yes, I am always active in class but not too much.

4. No, it doesn't really affect your mother tongue when you speak English

b. Focused interview about couse factors that make students difficulties in speaking English during Covid-19

1. No, if you are sick it doesn't really affect you because learning is relaxed.
2. Likewise, if you are not feeling well, you can still talk.
3. Yes, I feel intelligence is very influential so I can understand lessons.
4. Yes, talent also has an effect because if you appear often, you will increase your knowledge.
5. I am interested because I like learning English. I want to be good at

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speaking English.

6. In my opinion the use of tools depends on the situation but if there are tools it is easier to understand.
7. No, because online learning does not really affect because learning is while playing.
8. Yes, parents from a young age support learning English.
9. No, living in an environmental dormitory has no effect on jhi.
10. Simplify, technology helps when studying online because there are several features or applications that can be used for learning.

c. Focused interview about students strategies to overcoming their difficulties in speaking English during Covid-19

1. Yes, teachers often tell us to repeat lessons so we don't forget.
2. No, using large groups or small groups does not affect my English.
3. No, the teacher does not require language too because they are not fluent in English.
4. Yes, sometimes preparing if you want to enter so that if asked to know.

Name : Azzahra Putri

Nisn : 0072983345

A. Open interview

1. It's hard to communicate with friends, especially if the network is bad, I'm afraid I also leave the house.
2. If the factor is hard to earn money, leaving the house and gathering is also

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difficult.

3. I don't know if it's brother

B. Focused interview

a. Focused interview about students difficulties in speaking English during Covid-19

1. I am sometimes hindered when I worry that I will be memorized.
2. Yes, I couldn't say a word when the teacher pointed it out because I was afraid of being laughed at.
3. Yes, I often speak English in class.
4. If mother's language doesn't really affect jhi.

b. Focused interview about couse factors that make students difficulties in speaking English during Covid-19

1. Yes, it's hard when you're sick because you're not feeling well, it's hard to concentrate.
2. If you are not healthy, it is not difficult to do so because you can still move.
3. No, intelligence does not affect because they have not mastered English.
4. No, talent doesn't matter either because you still don't know your talent.
5. I am not interested in English because it is difficult.
6. Using a tool or not makes it easier but it's easier if you have a tool.
7. No, I prefer offline learning because I can speak directly if something is not understood.

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8. No, my family doesn't pay much attention to my English.
9. No, the environment does not affect jhi because of online jhi learning.
10. Making it easier, in my opinion, technology affects making it easier when learning online.

c. Focused interview about students strageies to overcoming their difficulties in speaking English during Covid-19

1. Yes, but I don't repeat lessons too often.
2. No, it doesn't affect my English.
3. No, the teacher does not require English to be spoken.
4. No, I did not prepare for class.

Name : Aulia Askia

Nisn : 0076626274

A. Open Interview

1. Hard to get together with friends because of Covid-19, sometimes I rarely go to study because I don't have a quota.
2. Not supporting the environment because of Covid-19, it's hard for parents to make money too.
3. I don't know bro.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. I was hindered if I wanted to study because it was difficult to get

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teachers during the pandemic.

2. I also couldn't speak when asked by the teacher because I was nervous.
3. No, I'm not very active in class.
4. Yes, my native language often gets in the way when I speak English

b. The interview focused on the factors of difficulty in speaking English during Covid-19

1. Yes, it's hard to learn if you're sick because you can't understand the pain if you think about it.
2. No, because if you're not feeling well, you can still study, but not too much.
3. Yes, intelligence must have an effect if you are smart, you understand quickly, but if you are not smart, it is difficult for you to understand learning.
4. No, I'm not very talented when it comes to English so it's a bit difficult to master.
5. I'm not really interested in English because it's hard to learn.
6. I prefer to use tools because they are easy to understand.
7. No, it's not too difficult for me to study online, but the network is the problem.
8. No, my family doesn't pay much attention to my English.
9. Yes, the positive environment has an effect because of the pandemic, so it 's hard to get together with friends.

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10. Simplify, technology helps because people learn online.

c. The interview focused on students' strategies in overcoming difficulties in speaking English during Covid-19

1. Sometimes repeated so as not to be forgotten.
2. Yes, because in large groups small groups have an effect because in small classes more often the discussions are in English.
3. No, the teacher never made it mandatory because they still didn't understand English.
4. Yidak, I never prepare when I want to go to class because sometimes I come late.

Name : Aura Adelia Asizah

Nisn : 0075280328

A. Open Interview

1. It's difficult if you want to study because you don't have a cell phone at your nebeng friend's, it's also difficult to study first because of Covid-19.
2. If the factor is that it is difficult for parents to earn money because they are prohibited from leaving the house.
3. Nothing bro.

B. Focused Interview

a. The interview focused on students' difficulties in speaking English during Covid-19

1. Obstructed because of the mention of letters and grammar.

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2. Yes, I felt speechless because I was nervous when pointed out.
3. No, I'm rarely active in class because I don't have a cell phone.
4. Yes, if the mother tongue is sometimes difficult to call English

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to understand when I'm sick because it's hard to concentrate, especially when I speak English.
2. No, because if you're not feeling well you can still learn but you don't really understand that.
3. Yes, intelligence must have an effect because if you are not smart, it will be difficult for you to understand the lesson.
4. Yes, talent matters because talent can take part in English competitions.
5. I'm interested in being able to talk to foreigners.
6. I like using tools because I quickly understand that there are tools.
7. I prefer online learning but if there is no network, it's better offline.
8. No, my family doesn't pay much attention to my English lessons.
9. Yes, the environment really influences it because it's hard to find friends to study together.
10. I am greatly helped by technology because if it wasn't there, I wouldn't be able to learn

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c. The interview focused on students' strategies in overcoming difficulties in speaking English during Covid-19

1. Sometimes repeated so as not to be forgotten.
2. Yes, because in large groups small groups have an effect because in small classes they often speak English.
3. No, the teacher never made it mandatory because they still didn't understand English.
4. Yidak, I never prepared if I wanted to go to class because I wasn't told to.

Name : Alvi

Nisn : 0066161285

A. Open interview

1. If you have network difficulties, it's sometimes difficult, so you don't join in learning. It's also difficult to study with friends because you're far from home.
2. The environment because it's hard to meet friends and bad network.
3. I don't know bro.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. Obstructed because time ran out at Jhi's house.
2. Yes, speechless if nervous.
3. If participation in learning English is not too.

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4. Yes, sometimes it is also difficult to speak English because the pronunciation of the mother tongue is different from English

b. The interview focused on factors that made it difficult for students to speak English during Covid-19

1. Depending on the pain in the mouth, it's difficult because you can't speak.
2. No, I am not hindered if I am unwell because I can still study.
3. No, my intelligence is not too influential because I still lack English.
4. No, my talent in English is still lacking.
5. I'm not really interested in English prefer sports.\I think the use of tools is easier to understand learning than nothing.
6. No, for me online learning is not too difficult because you can see it on Youtube or Google.
7. Yes, my family supports me to learn English.
8. No, the environment doesn't make it too difficult because online learning, just learning quotas, is hard to buy.
9. Technology makes it easier for me because a lot of information can be obtained from it.

c. Focused Interview on student strategies in overcoming difficulties in speaking English during Covid-19

1. I rarely repeat learning because I prefer other learning.
2. No, small groups and large groups have no effect.

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3. I have never asked to be required to speak because I still don't know enough English.
4. I didn't prepare because I didn't know.

Name : Barak

Nisn : 0076656803

A. Open interview

4. My difficulty is that sometimes I don't go to study because the place where my nebeng is occupied doesn't have a quota, it's also hard to want to study with friends because his house is far away.
5. The environment is because the friend's house is far from the nebeng's house.
6. No, bro.

B. Focused interview

a. The interview focused on difficulties in speaking during Covid-19
    1. Obstructed because it is difficult in the mention and how to read it.
    2. Yes, I feel speechless because I feel nervous.
    3. No, still not participating in class because there is still a lack of vocabulary.
    4. Yes, the mother tongue sometimes affects when you speak English.
b. The interview focused on the factors that made it difficult for students to speak English during Covid-19
    1. Yes, I find it difficult to speak English when I'm sick because it's difficult to speak.

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2. No, it's not too difficult for me if I'm not feeling well because I can talk, but I can also move.
3. No, my intelligence doesn't affect me because I still feel lacking.
4. No, my talent doesn't matter because I'm not talented in language.
5. I am not interested in English prefer other subjects.
6. When the teacher uses the tool it is easier to understand the explanation.
7. Yes, it's very difficult for me to study online because learning only through chat makes it hard to concentrate.
8. Yes, my family supports me, but I am not close to my family.
9. No, the environment doesn't make it difficult because the learning is online.
10. Make it easier, technology helps me because I learn a lot but if there is no hard quota .

c. The interview focused on students' strategies in overcoming difficulties experienced in speaking English during the Covid-19 period

1. No, I rarely repeat learning later in a new class.
2. I have been in small groups and large groups and the discussion is more focused in small groups and large groups.
3. No, the teacher doesn't oblige to speak English ever because we still have difficulty speaking English.
4. Yes, sometimes I do the preparation, sometimes I don't.

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Name : Balqis Ratizulkha

Nisn : 0088450392

A. Open interview

1. The difficulty when learning English online is that you don't have a cellphone, if you borrow one, the network is bad.
2. As for the difficulty factor, yes, because there is no use, buying a cell phone with a network is hard to come by.
3. At least repeat the lesson bro.

B. Focused Interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period
    1. Sometimes it is hindered by the way it is said in English.
    2. Yes, I can't speak because I still don't have enough memorized vocabulary.
    3. If the activity in class is rare because it is not fluent in English.
    4. Yes, because when you speak English you often say it wrong because your mother tongue can't be adjusted yet.

b. The interview focused on the factors that made it difficult for students to speak English during the Covid-19 period
    1. Yes, I have trouble when I'm sick because I can't concentrate.
    2. No, because if you're not feeling well it's not too difficult, because you can still move.

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3. No, I'm not very good at English and that means it takes me a long time to understand what I'm learning.
4. No, my talent in English is still lacking so it doesn't really affect jhi.
5. I'm not interested because it's hard to understand English
6. I prefer when the teacher uses tools because it is difficult to understand if there are no learning tools.
7. Yes, online learning makes it difficult for me to understand, it's also difficult if I want to ask.
8. No, my family doesn't pay much attention to my English.
9. No, the environment doesn't make it difficult for jhi because the learning is online jhi.
10. If technology depends, sometimes it makes it easier, sometimes it doesn't.

c. The interview focused on students' strategies in overcoming students' difficulties in speaking English during the Covid-19 period

1. I rarely repeat lessons because it's hard to understand.
2. Yes, large groups or small groups are more fun and easy to understand because groups do learning.
3. No, I'm not required to speak English because I can't yet.
4. If you don't have any preparations because you don't need jhi.

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Name : Fadlan

Nisn : 0075910120

A. Open interview

1. The difficulty is sometimes the teacher's voice is not heard when sending voice chat.
2. If the factor is due to the environment because of covid-19.
3. Then if the strategy for overcoming problems is to repeat the material so that it is not forgotten.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period
    1. Sometimes it gets blocked when there are tasks but can't be downloaded because there is no quota.
    2. No, I can't say a word when it's not too jhi because there's jhi Google translate.
    3. No, I'm not very active in class because I'm still shy and I don't have enough vocabulary.
    4. Yes, sometimes the mother tongue affects speaking because it's hard to pronounce in English.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19
    1. Yes, it's hard for me to learn if I'm sick especially during a pandemic

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because I'm afraid of getting Covid-19.

2. Yes, it's also a bit difficult for me when I'm not healthy because I still can't focus when I'm not healthy.
3. No, my intelligence in English is still lacking and influential because if I'm not smart enough, it's not easy for me to understand English.
4. No, talent is the same way.
5. I'm not really interested in learning English because it's hard to learn.
6. I prefer if there are tools used by the teacher to make it easier but there are no tools used by the teacher because learning is online.
7. Yes, it's a bit difficult for me to study online because it's difficult if I want to ask questions about the material being sent via chat.
8. Yes, my family is supportive but rarely with family.
9. Yes, my environment doesn't affect me because everyone around me is good.
10. Make it easier, because it is really needed when studying online.

c. The interview focused on students' strategies for speaking English during Covid-19

1. I rarely repeat lessons because sometimes I forget because I don't have a reminder.
2. No, I've had small groups or large groups and it's easier for me to learn in groups.
3. No, I also never asked to be required to speak English because I still

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don't know English enough.

4. Yes, before entering the lesson I didn't do any preparation because I wasn't asked by the teacher to do it

Name : Dzaki dzakwan

Nisn : 3089913732

A. Open interview

1. My difficulty when learning online is hard to get a network.
2. If the factor is because the environment is not supportive
3. My strategy in overcoming difficulties by repeating lessons so I don't forget is usually climbing a tree so I can network.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. Sometimes it gets blocked when there are tasks but can't be downloaded because the network is difficult.
2. Yes, I couldn't speak when I was pointed at because I wasn't confident and lacked vocabulary.
3. No, I'm not active in class because I'm still shy and afraid of saying the wrong thing.
4. Sometimes the mother tongue affects speaking because it is difficult to pronounce in English.

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b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study when I'm sick because it's hard to concentrate on the pain I think.
2. Yes, it's difficult for me when I'm not healthy because I still can't focus when I'm not healthy.
3. No, because my intelligence in English is still lacking, such as grammar and vocabulary.
4. No, I'm not talented in English, there are still many deficiencies.
5. I am interested in learning English but difficult to learn.
6. I prefer if there are tools that teachers use to make it easier and teachers rarely use tools when teaching.
7. Yes, it's a bit difficult for me to learn online because it's hard to get a network.
8. No, my family doesn't support me, I'm rarely asked to learn English.
9. Yes, my environment affects it due to pandemic conditions.
10. Make it easier, because it is really needed when studying online.

c. The interview focused on students' strategies for speaking English during Covid-19

1. I often repeat lessons so as not to forget the lesson.
2. Yes, I've had small groups or large groups and it's good to talk more.
3. No, I have never asked to be required to speak English because I still

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don't know English.

4. Yes, before entering the lesson I made preparations so that when the teacher asked questions, they were understood.

Name : Dahlia

Nisn : 0085573823

A. Open interview

1. My difficulty is when online learning doesn't have a cell phone to use to study so it's a hitchhiking with friends.
2. If the factor is due to lack of money.
3. My strategy for overcoming it is by repeating it so you don't forget it.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. Sometimes it gets hindered when there is a task because it's a friend of jhi's friend.
2. Yes, I couldn't say anything when I was pointed at because I was embarrassed.
3. No, I'm not very active in class because I'm still shy and I don't have enough vocabulary.
4. Yes, sometimes the mother tongue affects when you speak English because it's hard to say vocabulary in English.

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b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study if I'm sick I'm afraid of getting Covid-19 and if I study online it's hard because I'm a beggar.
2. Yes, it's difficult for me if I'm unwell because I can't focus on studying.
3. No, my intelligence in English is still lacking and influential because if I'm not smart enough, it's not easy for me to understand English.
4. No, my talent in English is not there so it doesn't affect jhi.
5. I'm not really interested because it's hard to memorize vocabulary.
6. I prefer if there are tools used by the teacher to make it easier but there are no tools used by the teacher because learning is online.
7. Yes, it's a bit difficult for me to learn online because it's difficult if I want to ask questions about the material and send it via chat.
8. Yes, my family is supportive but rarely with family.
9. Yes, my environment affects me because I rarely meet friends outside.
10. Make it easier, because it is really needed when studying online.

c. The interview focused on students' strategies for speaking English during Covid-19

1. I often repeat lessons because if I don't repeat them I will forget them later.
2. Yes, because it's more fun and easy to understand because you study

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in groups.

3. No, I have never asked to be required to speak English because there is still little known vocabulary.
4. Yes, before entering the lesson I did some preparation so that if I ask questions, I would know.

Name : Dede rismawati

Nisn : 0074709246

A. Open interview

1. My problem is sometimes it's hard to get a network so I don't learn.
2. If the factor is due to unsupportive conditions such as network problems and Covid-19 as well.
3. By repeating it so as not to be forgotten.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. My hindrance is when there is a class but I can't go to study because the network is not good.
2. Yes, sometimes I can't say a word when pointed out because I'm nervous and too shy.
3. No, I am less active in class because I still lack vocabulary.
4. Yes, my mother tongue affects my speaking because sometimes it's difficult for me to pronounce words in English.

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b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study when I'm sick because I can't concentrate.
2. Yes, it's also a bit difficult for me if I'm not feeling well because I can't concentrate.
3. Yes, because if you're smart, it's easy to master English.
4. No, because I'm not talented in English.
5. I'm not really interested because the subject is rather difficult.
6. I prefer if there are tools that teachers use to make it easier but there are no tools that teachers use when learning online.
7. Yes, it is a bit difficult for me to learn online because learning is difficult to understand.
8. Yes, my family supports me but I rarely get help because my family doesn't speak English.
9. Yes, because during the pandemic I was afraid to go out and not be able to meet study friends.
10. Yes, because it is needed when studying online.

c. The interview focused on students' strategies for speaking English during Covid-19

1. Yes, I often repeat lessons so as not to forget.

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2. No, I've never had a small group or a large group so I don't know.
3. No, I have never asked to be required to speak English because I still don't master English.
4. Yes, before entering the lesson I do some preparation so I can answer when the teacher asks.

Name : Elman eka nu'mang Putra

Nisn : 0081017730

A. Open interview

1. My problem is that the network sometimes disappears when I study, so I get distracted when I study.
2. If the factor is because the conditions don't support it and the network also doesn't support it.
3. My strategy for overcoming difficulties includes memorizing more vocabulary and repeating them so they won't be forgotten, sometimes asking friends or family for a hotspot.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. I get stymied when the network isn't great and lacks vocabulary.
2. I sometimes can't say a word when I'm pointed out because I'm shy and I still know little English.
3. Not really, I'm not very active in class because I'm still shy and I don't

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have enough vocabulary.

4. Yes, sometimes when asked to speak English it's hard to say the words.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

11. Yes, it's hard for me to study when I'm sick because I can't focus on studying.
12. Yes, it's a little difficult for me when I'm not healthy because I still can't focus when I'm not healthy.
13. No, I'm not very good at English, I still need to learn more.
14. No, because I'm not talented in English.
15. I'm not really interested in learning English because it 's hard to learn.
16. I prefer that there are tools used by the teacher to make it easier but there are no tools used by the teacher because learning is online.
17. Yes, it's a bit difficult for me to learn online because it 's difficult if the network is bad.
18. Yes, my family is supportive and often helped when learning English.
19. Yes, the environment affects me because looking at the cellphone hurts my eyes more.
20. Yes, technology makes it easier for me because it is used when studying online.

c. The interview focused on students' strategies for speaking English during

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Covid-19

1. Yes, I often repeat lessons so that they are more fluent and not forgotten either.
2. Yes, I've had small groups or large groups and it's easier to do if there's a group.
3. No, I have never asked to be required to speak English because I still don't know English enough.
4. Yes, before entering the lesson I do the preparation because it makes it easier to understand the lesson.

Name : Fadil afghan arkana M

Nisn : 0081079106

A. Open interview

1. My difficulty is that sometimes I don't understand when the teacher explains and the network also has problems.
2. The factor is because it is confusing if you see the video sent by the network is not good.
3. My strategy for overcoming I don't know bro.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. Sometimes it is hindered when there is a task because it is difficult to understand the lesson.

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2. I often can't say a word when pointed out because I'm shy.
3. I'm not active in class because I'm still shy and I don't have enough vocabulary.
4. Yes, sometimes it's hard to talk because it's hard to say the word in English.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study when I'm sick because I think it hurts.
2. Yes, it's a bit difficult for me if I'm not feeling well because I can't concentrate while studying.
3. No, because I'm not good at English, I still lack knowledge about English.
4. No, because I don't have English talent.
5. I am interested in learning English but it is still difficult to speak English.
6. It's good if there is a tool to better understand learning.
7. Yes, it's a bit difficult for me to learn online because it's hard to understand.
8. Yes, my family supports me but my family rarely helps me.
9. Yes, the environment has affected me because of covid it's hard to want to study.
10. Make it easier, because it is needed when studying online.

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c. The interview focused on students' strategies for speaking English during Covid-19

1. I rarely repeat lessons because sometimes I forget.
2. Yes, small groups or large groups help because it's easier to learn if you have company.
3. No, I have never asked to be required to speak English because I still don't know English.
4. No, before entering, I didn't make any preparations because I wasn't told to.

Name : Ezzar faidhan

Nisn : 0081001458

A. Open interview

1. My difficulty is when I want to ask the teacher but there is no quota.
2. If the factor is because it is difficult to study because of Covid the course is temporarily closed.
3. My strategy is to memorize more vocabulary and repeat it so you don't forget it.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. Sometimes it is blocked when I want to study but there is no one to occupy, sometimes the network is also bad.

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2. Yes, I couldn't speak when I was pointed at because I lacked vocabulary and was too shy.
3. Yes, I am less active in class because I still don't master English.
4. Yes, sometimes the mother tongue affects speaking because it's hard to say the word.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study when I'm sick because I can't think when I'm sick.
2. Yes, it's a bit difficult for me if I'm not feeling well because I can't concentrate.
3. Yes, my intelligence in English is still lacking and influential because if I'm not smart enough, it's not easy for me to understand English.
4. No, because I am not talented in English.
5. I am interested in English because I want to be able to speak English.
6. I prefer if there are tools used by the teacher to make it easier but there are no tools used by the teacher because learning is online.
7. Yes, it's a bit difficult for me to learn online because sometimes it's hard to understand the lessons.
8. Yes, my family is supportive but rarely with family.
9. Yes, because of Covid we can't meet face to face.
10. Make it easier, because it is really needed when studying online.

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c. The interview focused on students' strategies for speaking English during Covid-19

1. I sometimes repeat lessons so as not to forget.
2. Yes, because it's more fun and easy to understand.
3. No, I have never asked to be required to speak English because I still don't know English enough.
4. Yes, before entering the lesson I do some preparation to make it easier to learn.

Name : Fadhur rohman

Nisn : 0082975675

A. Open interview

1. My difficulty when the network is lost is not learning.
2. If the factor is because the environment is not good during the pandemic.
3. My strategy is memorizing vocabulary and then repeating it too so it won't be forgotten.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. Sometimes it gets blocked when there are tasks but can't be downloaded because there is no quota.
2. Yes, I often can't speak when pointed at because I'm surprised I'm afraid I'll say the wrong thing.

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3. No, I'm not very active in class because I'm still shy and I don't have enough vocabulary.
4. Yes, my native language sometimes affects speaking, it's like it's hard to say the words correctly.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study if I'm sick because I can't think.
2. Yes, it's a bit difficult for me if I'm not feeling well because I can't focus.
3. Yes, but my intelligence in English is still lacking and influential because if I'm not smart enough it's not easy for me to understand English.
4. No, because I'm not talented in English.
5. I'm not too interested but I like to hear people speak English.
6. I prefer it when teachers use tools to make it easier when learning, especially online learning, is difficult to understand.
7. Yes, it's a bit difficult for me to learn online because it 's hard to ask questions and it's hard to understand learning.
8. No, my family doesn't support me in learning English.
9. Yes, my environment influences it because it's hard to meet friends to get together because of the pandemic.
10. Make it easier, Technology makes it easier for me because it is really

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needed when studying online.

c. The interview focused on students' strategies for speaking English during Covid-19

1. Yes, I sometimes repeat lessons because sometimes I forget if I don't repeat them.
2. Yes, I really like it when there are small groups or large groups because not being alone is more fun too.
3. No, I have never asked to be required to speak English because I still can't speak English.
4. Yes, before entering the lesson I do some preparation so that it's easier to learn.

Name : Fathia nur rezky hafid

Nisn : 0087897168

A. Open interview

1. The difficulty is that sometimes the teacher's voice is not heard when sending voice chat and the network sometimes disappears.
2. If the factor is because the condition is still Covid, it is difficult to go out to study.
3. My strategy for coping with repeating lessons.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

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1. Sometimes it gets hindered when there is a task, it's hard for me to understand if I ask a question because I'm online, especially when I run out of quota.
2. Yes, I couldn't speak when I was pointed out because I wasn't confident.
3. No, I'm not very active in class because I'm still shy.
4. Yes, my mother tongue affects speaking because it's hard to say a few words.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study when I'm sick because I can't concentrate while studying.
2. Yes, it's a bit difficult for me if I'm unwell because I can't focus on studying.
3. No, my intelligence in English is still lacking and influential because if I'm not smart I find it difficult to understand English.
4. No, my talent in English isn't there yet so it's still difficult if you want to master English.
5. Not really but like jhi learning English.
6. I prefer it if there are tools used by the teacher and because I quickly understand but teachers rarely use learning tools.
7. Yes, it's a bit difficult for me to learn online because sometimes the

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teacher's voice is not heard when talking.

8. Yes, my family supports me, but I rarely get together with my family.
9. Yes, my environment affects me because of Covid it's hard to meet teachers.
10. Technology makes it easier for me because it is really needed when studying online.

c. The interview focused on students' strategies for speaking English during Covid-19

1. I often repeat lessons so as not to forget.
2. No, I've had small groups or large groups and it had no jhi effect.
3. No, I have never asked to be required to speak English because I still don't know English enough.
4. Yes, before entering the lesson I do some preparation so that if asked a question I can answer it.

Name : Fayruz zhafirah salsabila

Nisn : 0084624905

A. Open interview

1. My problem is sometimes the network is not good or runs out of quota.
2. If the factor is because it often rains or there are no quota buyers.
3. I don't know the strategy yet.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during

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the Covid-19 period

1. Sometimes it gets hindered when I want to meet friends to study, sometimes it's also difficult to pronounce words in English, grammar too.
2. Yes, often unable to say a word when pointed out because of shyness.
3. Yes, I'm not active in class because I'm still shy and I don't have enough vocabulary.
4. Yes, it's often wrong to say when you speak English.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, because if you study hard to concentrate.
2. Yes, it's also a bit difficult for me if I'm not feeling well because I still can't focus on studying.
3. Yes, because I'm not smart enough so I still can't speak English.
4. No, because I am not talented in English.
5. I'm interested but it's still difficult to learn English.
6. I prefer when the teacher uses a tool because it is easier to understand.
7. It's a bit difficult for me to learn online because the network is often bad and sometimes there is no quota.
8. My family supports me but can't help me learn English.
9. No, my environment doesn't affect me because I'm more at home.
10. It makes it easier, because it uses online learning.

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c. The interview focused on students' strategies for speaking English during Covid-19

1. I rarely repeat lessons because I'm lazy.
2. No, because with jhi I think if you take the regular class.
3. No, because there is still not enough English, you know.
4. Yes, before entering the lesson I made preparations to make learning easier.

Name : Fitrah Aulia Rajab

Nisn : 0073196405

A. Open interview

1. My problem is if the network is not good, I can't join in the study.
2. If the factor is because the weather conditions are not good.
3. My strategy for overcoming difficulties is by repeating lessons so they are not forgotten.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. Sometimes it gets blocked when there are tasks but can't be downloaded because there is no quota.
2. Yes, I was often speechless when pointed at because I was nervous and shy.
3. No, I'm not very active in class because I'm still shy and I don't have

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enough vocabulary.

4. Yes, sometimes the mother tongue affects speaking because it's hard to pronounce in English.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study when I'm sick because I have trouble concentrating.
2. Yes, I find it difficult when I'm not feeling well because I can't focus on studying.
3. Yes, my intelligence in English is still lacking and influential because if I'm not smart enough, it's not easy for me to understand English.
4. No, because I'm not talented in English.
5. I'm interested but not really prefer other subjects.
6. I prefer if there are tools that the teacher uses to make it easier if there are no tools it is rather difficult to learn.
7. Siya, it's a bit difficult for online learning because sometimes the network is lost.
8. No, the family doesn't support because no one in the family can speak English.
9. Yes, my environment affects me because during the pandemic it is difficult to leave the house to gather with friends.
10. Make it easier, because it is really needed when studying online.

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c. The interview focused on students' strategies for speaking English during Covid-19

1. I rarely repeat lessons because sometimes I forget because I don't have a reminder.
2. Yes, small groups or large groups really help me because it's difficult if you're alone, but it's easy.
3. No, I have never asked to be required to speak English because I still don't know English enough.
4. I always make preparations so that the spirit of learning.

Name : Fitya alya Nasifah

Nisn : 0071709322

A. Open interview

1. The difficulty is sometimes losing the network or running out of quota.
2. If the factor is because the environment is not supportive.
3. Say strategies to overcome difficulties repeating lessons so they are not forgotten.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during the Covid-19 period

1. Sometimes they are hindered when they run out of quota because they cannot study.
2. Yes, I felt speechless when pointed at because I was nervous when

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asked to speak.

3. No, I am less active in class because I still lack vocabulary.
4. Yes, mother tongue affects when we speak because it's hard to pronounce English vocabulary.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study when I'm sick because I can't concentrate on studying.
2. Yes, it's also a bit difficult for me if I'm not feeling well because I can't focus.
3. No, my intelligence is still lacking, I still don't know a lot of vocabulary, let alone grammar.
4. Not really, my talent is still lacking in English because I still know little.
5. I'm not interested hard to learn.
6. I prefer if there are tools that teachers use to make learning English easier
7. Yes, it's difficult for me to learn online because it's difficult if I lose the network.
8. Yes, my family supports me but my family rarely helps me.
9. Yes, my environment affects me because I'm afraid of getting Covid-19 when I leave the house.

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10. Makes it easier, because learning online uses technology such as cellphones and laptops.

c. The interview focused on students' strategies for speaking English during Covid-19

1. I sometimes repeat lessons because sometimes I forget if I don't repeat them.
2. Yes, I've had small groups or large groups and they were good because they talked more often and were more fun.
3. No, I never asked to be required to speak English because I still lack English.
4. Would know if I asked questions.

Name : Anugrah Fauzi Ahmad

Nisn : 3078937031

A. Open interview

1. The difficulty is sometimes not participating in learning because it's difficult to get a network, it's also difficult to understand if there is an assignment being given because you don't participate in learning.
2. If the factor is due to unsupportive environmental conditions.
3. My strategy for overcoming the problem is just repeating the material so you don't forget it.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during

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the Covid-19 period

1. Sometimes it is blocked when the network is not good so it is difficult for me to learn.
2. Yes, I was once speechless when pointed out for fear of being wrong.
3. No, I'm less active in class because I'm still shy.
4. Yes, sometimes the mother tongue affects when you speak English because it 's hard to pronounce in English.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study if I'm sick I'm afraid of getting Covid-19 and I can't concentrate on studying.
2. Yes, it's also a bit difficult for me if I'm not feeling well because I still can't concentrate.
3. No, my intelligence in English is still lacking and influential because it is not easy for me to understand English.
4. No, my talent is still lacking in English, it's still difficult to speak English.
5. I'm not really interested because I prefer religious studies.
6. I prefer if there is a tool used by the teacher to make it easier to learn English.
7. Yes, it's a bit difficult for me to learn online because it's hard to understand the lesson.

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8. Yes, the family is supportive but not too much because the family doesn't know English.
9. Yes, my environment affects me because it's hard to leave the house.
10. Make it easier, because it is needed when studying online.

c. The interview focused on students' strategies for speaking English during Covid-19

1. I often repeat lessons because sometimes I forget if I don't remind me.
2. Yes, I've had small groups or large groups and it's easier because it's more fun.
3. No, I also never asked to be required to speak English because my vocabulary was still a little unknown.
4. Yes, before entering the lesson I did some preparation so that if I asked questions, I would know.

Name : Asruel

Nisn : 0089754360

A. Open interview

1. The difficulty is sometimes the teacher's voice is not heard and when the quota runs out.
2. If the factor is due to lack of facilities and the environment is not supportive.
3. My strategy for dealing with repeating material is not to be forgotten.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during

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the Covid-19 period

1. Sometimes it is hindered when there is no quota of not participating in learning.
2. Yes, I often can't speak when I'm pointed out because I'm nervous.
3. No, I'm not very active in class because I'm still shy and I don't have enough vocabulary.
4. Yes, sometimes the mother tongue affects speaking because it's hard to pronounce some letters in English.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study when I'm sick because I'm not focused on studying.
2. Yes, it's also a bit difficult for me if I'm not healthy because I can't focus too if I'm not healthy.
3. No, my intelligence in English is still lacking, there are still a lot of unknown vocabulary.
4. No, I'm still lacking in English talent bro.
5. I'm interested but still don't know enough English.
6. I prefer if there are tools that the teacher uses to make learning easier.
7. Yes, it's a bit difficult for me to study online because it's difficult if you run out of quota.
8. No, my family doesn't pay much attention to jhi.

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9. Yes, my environment affects me because I can't go out if I don't wear a mask and I can't stay long.
10. Make it easier, because it is much needed when studying online such as cellphones and laptops and others.

c. The interview focused on students' strategies for speaking English during Covid-19

1. I often repeat lessons so as not to forget the lesson.
2. Yes, I have had small groups or large groups and it really helps when I study.
3. No, I never asked to be required to speak English because I still lack English.
4. No, before entering the lesson I didn't do any preparation because the teacher didn't tell me to.

Name : Aulia Rahma

Nisn : 0086474651

A. Open interview

1. The difficulty is if you run out of quota you can't go to study.
2. If the factor is due to the environment because of covid-19 and lack of money.
3. Then if the strategy for coping is to repeat the material so that it is not forgotten.

B. Focused interview

a. The interview focused on students' difficulties in speaking English during

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the Covid-19 period

1. Sometimes it gets blocked when the internet quota runs out.
2. Yes, I used to be speechless when pointed out because of a lack of vocabulary.
3. No, I am less active in class because I still have little vocabulary.
4. Yes, sometimes the mother tongue affects speaking because it's hard to say English vocabulary.

b. The interview focused on the factors that made it difficult for students to speak English during Covid-19

1. Yes, it's hard for me to study if it hurts especially if it's the part of my mouth that hurts.
2. Yes, I have a hard time when I'm not feeling well because I can't focus when I'm not feeling well.
3. No, my intelligence in English is still lacking, sis, my vocabulary is still small.
4. No, my talent doesn't really matter because it's not related to English.
5. I'm not interested because it's hard to learn.
6. I prefer if there is a tool used by the teacher to make it easier for me.
7. Yes, it's a bit difficult for me to learn online because it's hard to ask the teacher.
8. No, my family doesn't pay much attention to my English.
9. No, my environment doesn't affect me because I rarely leave the

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house.

10. Make it easier for me to study online.

c. The interview focused on students' strategies for speaking English during Covid-19

1. I rarely repeat lessons because sometimes I forget because I don't have a reminder.
2. Once, it's good if there is a small group or a large group because we often talk there.
3. No, I have never asked to be required to speak English because my vocabulary is still lacking, bro.
4. Yes, before entering the lesson I didn't do any preparation because I was lazy, bro.

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Appendix 4
Research Subject Personal Data Form

Research Subjects
Personal Data Form

1. FULL NAME	: ALWI
2. NISN	: 0066161285
3. PLACE AND DATE OF BIRTH	: Passembarang, 22 Juli 2007
4. GENDER	: Laki-laki
5. HOBBY	: Football
6. ADDRESS	: Kanang Desa batetangnga Kec. Binuang

1. FULL NAME	: ANUGRAH FAUZI AHMAD
2. NISN	: 3078937031
3. PLACE AND DATE OF BIRTH	: Tanah Merah, 31 Desember 2007
4. GENDER	: Laki-laki
5. HOBBY	: Takraw
6. ADDRESS	: Rea Timur Kec. Binuang

1. FULL NAME	: ASRUL
2. NISN	: 0089754360
3. PLACE AND DATE OF BIRTH	: Tallang Bulawan, 10 Mei 2008
4. GENDER	: Laki-laki
5. HOBBY	: Football and Badminton
6. ADDRESS	: Tallang bulawan Kec. Binuang

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1. FULL NAME	: BARAK
2. NISN	: 0076656803
3. PLACE AND DATE OF BIRTH	: Kanang, 17 July 2007
4. GENDER	: Laki-laki
5. HOBBY	: Takraw and Football
6. ADDRESS	: Batetangnga Kec. Binuang Kab. Polman

1. FULL NAME	: DZAKI DZAKWAN
2. NISN	: 3089913732
3. PLACE AND DATE OF BIRTH	: Polman, 19 Maret 2008
4. GENDER	: Laki-laki
5. HOBBY	: Table tennis
6. ADDRESS	: Kanang Desa batetangnga Kec. Binuang

1. FULL NAME	: ELMAN EKA NU'MANG PUTRA
2. NISN	: 0081017730
3. PLACE AND DATE OF BIRTH	: Riso, 21 Februari 2008
4. GENDER	: Laki-laki
5. HOBBY	: Football
6. ADDRESS	: BTN. Koppe Kec. Polewali

1. FULL NAME	: EZZAR FAIDHAN
2. NISN	: 0081001458
3. PLACE AND DATE OF BIRTH	: Kanang, 18 Mei 2008
4. GENDER	: Laki-laki
5. HOBBY	: Drawing
6. ADDRESS	: Kanang Desa batetangnga Kec. Binuang

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1. FULL NAME	: FADHIL AFGHAN ARKANA M
2. NISN	: 0081079106
3. PLACE AND DATE OF BIRTH	: Abepura, 30 Juni 2008
4. GENDER	: Laki-laki
5. HOBBY	: Footbal and Badminton
6. ADDRESS	: Desa Asano Kec. Abepura Prov. Papua

1. FULL NAME	: FADHUR ROHMAN
2. NISN	: 0082975675
3. PLACE AND DATE OF BIRTH	: Pajalele, 11 juni 2008
4. GENDER	: Laki-laki
5. HOBBY	: Reading
6. ADDRESS	: Pajalele Kec. Lembang Kab. pinrang

1. FULL NAME	: FADLAN
2. NISN	: 0075910120
3. PLACE AND DATE OF BIRTH	: Penaniang, 09 Desember 2007
4. GENDER	: Laki-laki
5. HOBBY	: Football and Drawing
6. ADDRESS	: Penaniang Desa Batetangnga Kec. Binuang

1. FULL NAME	: AULIA ASKIA
2. NISN	: 0076626274
3. PLACE AND DATE OF BIRTH	: Kanang, 21 Juni 2007
4. GENDER	: Perempuan
5. HOBBY	: Drawing
6. ADDRESS	: Kanang Desa batetangnga Kec. Binuang

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1. FULL NAME	: AULIA RAHMA
2. NISN	: 0086474651
3. PLACE AND DATE OF BIRTH	: Bajoe, 04 Maret 2008
4. GENDER	: Perempuan
5. HOBBY	: Reading
6. ADDRESS	: Rea Timur Kec. Binuang

1. FULL NAME	: AULIA RAMADHANI
2. NISN	: 0076626274
3. PLACE AND DATE OF BIRTH	: Kanang, 21 Juni 2007
4. GENDER	: Perempuan
5. HOBBY	: Reading and Badminton
6. ADDRESS	: Kanang Desa batetangnga Kec. Binuang

1. FULL NAME	: AURA ADELIA ASIZAH
2. NISN	: 0075280328
3. PLACE AND DATE OF BIRTH	: Batetangnga, 27 Juli 2007
4. GENDER	: Perempuan
5. HOBBY	: Tennis
6. ADDRESS	: Batetangnga Kec. Binuang Kab. Polman

1. FULL NAME	: AZZAHRA PUTRI
2. NISN	: 0072983345
3. PLACE AND DATE OF BIRTH	: Passembarang, 20 April 2008
4. GENDER	: Perempuan
5. HOBBY	: Badminton and Cooking
6. ADDRESS	: Passembarang Desa batetangnga Kec. Binuang

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1. FULL NAME	: BALQIS RATIZULKAH
2. NISN	: 0088450392
3. PLACE AND DATE OF BIRTH	: Bontang, 15 Agustus 2008
4. GENDER	: Perempuan
5. HOBBY	: Drawing
6. ADDRESS	: Batetangnga Kec. Binuang Kab. polman

1. FULL NAME	: DAHLIA
2. NISN	: 0085573823
3. PLACE AND DATE OF BIRTH	: Kanang, 27 Oktober 2007
4. GENDER	: Perempuan
5. HOBBY	: Volleyball
6. ADDRESS	: Passembarang Desa batetangnga Kec. Binuang

1. FULL NAME	: DEDE RISMAWATI
2. NISN	: 0074709246
3. PLACE AND DATE OF BIRTH	: Binuang, 08 Juli 2008
4. GENDER	: Perempuan
5. HOBBY	: Badminton
6. ADDRESS	: Binuang II Kab. Polewali Mandar

1. FULL NAME	: FATHIA NUR REZKY HAFID
2. NISN	: 0087897168
3. PLACE AND DATE OF BIRTH	: Kanang, 04 November 2008
4. GENDER	: Perempuan
5. HOBBY	: cooking
6. ADDRESS	: Kanang Desa batetangnga Kec. Binuang

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1. FULL NAME	: FAYRUZ ZHAFIRAH SALSABILA
2. NISN	: 0084624095
3. PLACE AND DATE OF BIRTH	: Polewali, 25 Agustus 2008
4. GENDER	: Perempuan
5. HOBBY	: Volleyball
6. ADDRESS	: Jl. Cendrawasih Pekkabata Kac. Polewali

1. FULL NAME	: FITRA AULIA RAJAB
2. NISN	: 0073196405
3. PLACE AND DATE OF BIRTH	: Kanang, 09 November 2007
4. GENDER	: Perempuan
5. HOBBY	: Reading
6. ADDRESS	: Kanang Desa batetangnga Kec. Binuang

1. FULL NAME	: FITYA ALYA NASIFAH
2. NISN	: 0071709322
3. PLACE AND DATE OF BIRTH	: Kanang, 31 Agustus 2007
4. GENDER	: Perempuan
5. HOBBY	: Badminton
6. ADDRESS	: Kanang Desa batetangnga Kec. Binuang

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Appendix 5

Documentation

Students' assessments at first semester

No	Name	Nis	Point
1.	Alwi	204696	71
2.	Anugrah fauzi ahmad	204697	85
3.	Asrul	204698	71
4.	Aulia askia	204699	88
5.	Aulia rahma	204700	88
6.	Aulia ramadhani	204701	85
7.	Aura adelia asizah	204702	85
8.	Azzahra putri	204704	85
9.	Balqis ratizulkah	204705	93
10.	Barak	204706	73
11.	Dahlia	204708	78
12.	Dede rismawati	204709	75
13.	Dzaki dzakwan	204712	80
14.	Elman eka nu'mang putra	204713	80
15.	Ezzar faidhan	204714	90
16.	Fadil afghan arkana M	204715	85
17.	Fadhur rohman	204716	85
18.	Fadlan	204717	93
19.	Fathia nur rezky hafid	204719	93
20.	Fayruz zhafirah salsabila	204720	85
21.	Fitrah aulia rajab	204721	93
22.	Fitya alya nasifah	204722	93
Average Value			84,2

CV

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Students' assessments at second semester

No	Name	Nis	Point
1.	Alwi	204696	71
2.	Anugrah fauzi ahmad	204697	85
3.	Asrul	204698	71
4.	Aulia askia	204699	78
5.	Aulia rahma	204700	78
6.	Aulia ramadhani	204701	80
7.	Aura adelia asizah	204702	85
8.	Azzahra putri	204704	82
9.	Balqis ratizulkah	204705	92
10.	Barak	204706	73
11.	Dahlia	204708	73
12.	Dede rismawati	204709	73
13.	Dzaki dzakwan	204712	80
14.	Elman eka nu'mang putra	204713	73
15.	Ezzar faidhan	204714	81
16.	Fadil afghan arkana M	204715	85
17.	Fadhur rohman	204716	76
18.	Fadlan	204717	85
19.	Fathia nur rezky hafid	204719	76
20.	Fayruz zhafirah salsabila	204720	90
21.	Fitrah aulia rajab	204721	92
22.	Fitya alya nasifah	204722	96
Average Value			80,6

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Appendix 6

Journal of Data Collection

Day/Date	Activity	Agenda	Result
Senin 27 Juni 2022	Bring the research permit letter from IAIN to UPT P2T BKPMD Prov. Sul-Bar.	Meet the administration staff and submit the research Parmit.	A research approval letter from UPT P2T BKPMD Prov. Sul-Sel.
Rabu 29 Juni 2022	Bring the research permit letter from UPT P2T BKPMD Prov. Sul-Bar to MTs. DDi Kanang.	Meet the administration staff and submit the research Parmit.	Got the approval research from the vice headmaster.
Sabtu 02 Juli 2022	Go to MTs. DDI Kanang.	Meet the English teacher to talk about the research project, and spreading the approval letters to be research subjects.	Get the teacher's willingness or approval to participate in the research project and chat about the school and teacher's condition.
Kamis 21 Juli 2022	Go to MTs. DDI Kanang.	Meet the English teacher to talk about the research project.	Getting closer with the English teacher.

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Selasa 26 Juli 2022	Go to MTs. DDI Kanang.	Meet the research subject to Conduct first observation	First observation recording from the research subject.
Kamis 28 Juni 2022	Go to MTs. DDI Kanang	The first day meet the research subject to conduct open and focus interview	Interview recording from the research subject.
Sabtu 30 Juni 2022	Go to MTs. DDI Kanang	The second day meet the research subject to conduct open and focus interview	Interview recording from the research subject.
Rabu 03 Agustus 2022	Go to MTs. DDI kanang	Meet the research subject to Conduct second observation	Second observation recording from the research subject.

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Appendix 6
Approval Letters by the Research Subjects

APPROVAL OF THE RESEARCH SUBJECTS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website [illegible], email: mail@mainpare.ac.id

Nomor : B. 2262/In.39.5.1/PP.00.9/06/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar
C.q. Kepala Kesatuan Bangsa dan Politik
di,-
Kab. Polman

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Arifuddin
Tempat/Tgl. Lahir	: Polman, 15 Desember 1998
NIM	: 17.1300.023
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Dusun Passembarang, Desa Batetangnga, Kec. Binuang, Kab. Polman, Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul **"Students' Difficulties In Speaking English During Covid-19 At The Second Grade Of MTs DDI Kanang".** Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 28 Juni 2022
Wakil Dekan I,

Bahtiar

Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

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PEMERINTAH KABUPATEN POLEWALI MANDAR.

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/0384/IPL/DPMPTSP/VII/2022

Dasar :

1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr ARIFUDDIN
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0384/Kesbangpol/B.1/410.7/VII/2022,Tgl.1-07-2022

MEMBERIKAN IZIN

Kepada :

Nama	:	**ARIFUDDIN**
NIM/NIDN/NIP/NPn	:	**17.1300.023**
Asal Perguruan Tinggi	:	**IAIN PAREPARE**
Fakultas	:	**TARBIYAH**
Jurusan	:	**PENDIDIKAN BAHASA INGGRIS**
Alamat	:	**BATETANGNGA KEC. BINUANG KAB. POLEWALI MANDAR**

Untuk melakukan Penelitian di MTs. DDI Kanang Kabupaten Polewali Mandar yang dilaksanakan pada bulan Juli s/d Agustus 2022 dengan proposal berjudul **"STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH DURING COVID-19 AT THE SECOND GRADE OF MTS DDI KANANG"**

Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari Izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal 1 Juli 2022

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Drs. MUJAHIDIN, M.Si
Pangkat : Pembina Utama Muda
NIP : 19660606 199803 1 014

Tembusan:
1. Unsur Forkopinda di tempat

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

MADRASAH TSANAWIYAH
KABUPATEN POLEWALI MANDAR

Alamat : Jln. Mangondang No. 35 Kanang Desa Batetangnga Kec. Binuang Kab. Polman NSM:121276040012 NPSN:40605830

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : B-400/MTs.31.03.012/PP.00.5/08/2022

Yang bertanda tangan di bawah ini, Kepala MTs DDI Kanang Kab. Polewali Mandar Provinsi Sulawesi Barat, menerangkan bahwa :

N a m a	: **ARIFUDDIN**
Tempat & Tgl. Lahir	: Passembarang, 15 Desember 1998
Jenis Kelamin	: Laki Laki
NIM	: 17.1300.023
Instansi/Pekerjaan	: IAIN PAREPARE/Mahasiswa
Fakultas	: Tarbiyah
Alamat	: Batetangnga Kec.Binuang Kab.Polewali Mandar

Benar telah melaksanakan Penelitian di MTs DDI Kanang Kabupaten Polewali Mandar, terhitung mulai 01 Juli s.d 03 Agustus 2022 dalam rangka penyusunan Skripsi dengan judul :

"STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH DURING COVID-19 AT THE SECOND GRADE OF MTS DDI KANANG "

Demikian surat Keterangan ini dibuat dengan sebenarnya dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Kanang, 03 Agustus 2022
Kepala Madrasah,

NIP. 19731231 200701 1 175

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

CURRICULUM VITAE

Arifuddin, the writer was born on 15th December 1998 in Passembarang, west Sulawesi. He is the second child from eight children in his family, his father's name is Rasidin and His mother's name is Hajrah. He is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. His education background, he began his study on 2004-2010 in MI DDI Passembarang, and graduated on 2010. At the same year He study in Mts. DDI Kanang and finished on 2014, then continued his study in MA Izzatul ma'arif Tappinak and graduated on 2017.

Then continued his study in Tarbiyah Faculty of IAIN Parepare on 2017 and completed his study with the title "Students difficulties in speaking English during Covid-19 at the second grade of Mts. DDI Kanang"

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