A THESIS

**THE ANALYSIS OF STUDENTS' DIFFICULTIES ON IMITATIVE
SPEAKING AT THE SEVENTH GRADE
OF SMPN 4 MAJENE**

BY

**WINDA PERMATASARI
REG NUM. 17.1300.135**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2024

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**TARBIYAH FACULTY
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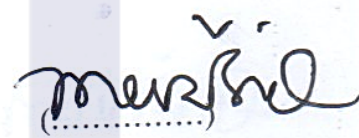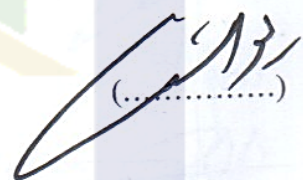|	
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Student Name	: Winda Permatasari
Student Reg. Number	: 17.1300.135
Study Program	: English Program
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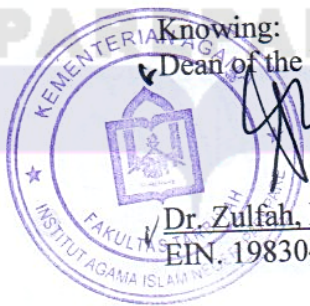Approved By :

Principal Supervisor : Dr. Arqam, M.Pd.

EIN : 19740329 200212 1 001

Co- Advisor : Muh. Yusuf, M.Pd

EIN : 2018089301

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd
EIN. 19830420 200801 2 010

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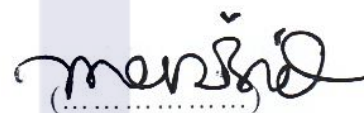
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Study Program	:	English Program
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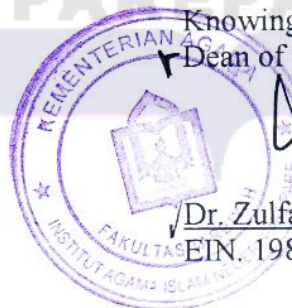|		
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Muh. Yusuf, M.Pd	(Secretary)	(...............)
Kalsum, M.Pd	(Member)	(...............)
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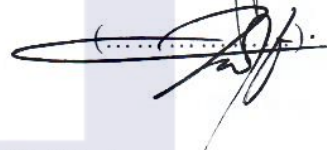
Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd
EIN. 19830420 200801 2 010

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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الحَمْدُ اللهِ رَبِّ العَالَمِيْنَ وَالصَّلَاةُ وَ السَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَ المُرْسَلِيْنَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

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Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, 28th July 2024
22 Muharram 1446 H

Winda Permatasari
Reg Num. 17.1300.135

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name   :   Winda Permatasari

NIM   :   17.1300.135

Birthday date and place   :   29 March 1999

Study program   :   English Education

Faculty   :   Tarbiyah Faculty

Thesis Title   :   The Analysis of Students' Difficulties on Imitative Speaking at The Seventh Grade of SMPN 4 Majene

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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22 Muharram 1446 H

Winda Permatasari
Reg Num. 17.1300.135

ABSTRACT

Winda Permatasari. *The Analysis of Students' Difficulties on Imitative Speaking at The Seventh Grade of SMPN 4 Majene* (Supervised by Arqam and Muh. Yusuf)

The purpose of this research is to know the students' difficulties on imitative speaking at the seventh grade of SMPN 4 Majene and to know how to overcome the difficulties faced by seventh grade on imitative speaking of SMPN 4 Majene.

This research used was descriptive qualitative research with technique collecting data used observation and interviewed to 15 students of class VII students and 1 English teacher at SMP Negeri 4 Majene. The analysis data used was coding, display and taking conclusion.

The result showed that Students' difficulties on imitative speaking at the seventh grade of SMPN 4 Majene showed significant difficulties from psychological factors and language problems which students exhibit a strong fear of making mistakes, leading to feelings of shame, anxiety, and a lack of self-confidence while students face various problem language related difficulties including with pronunciation, vocabulary, fluency, and interactive communication. It was proved that students felt all the difficulties on imitative speaking. The overcome of students difficulties faced by seventh grade on imitative speaking of SMPN 4 Majene used several methods such as more training which has proven beneficial to gain more exposure to imitative speaking and more practice to friends helps reduce anxiety, improve fluency, and improve confidence in speaking. It also enhances students' vocabulary and motivated to speak.

Keyword: *Analysis, students' difficulties, imitative speaking,*

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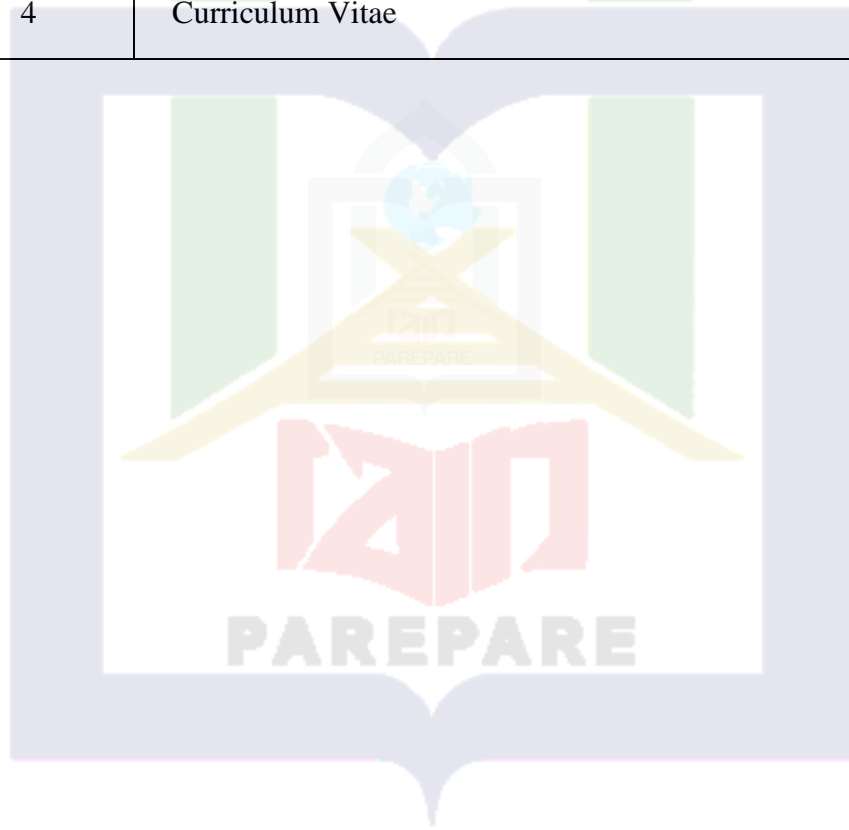
CHAPTER I
INTRODUCTION

A. Background of Research

Speaking is one of the most important skills or abilities in English because it is a way of communicating with other people to convey thoughts and various kinds of ideas and opinions. According to Cameroon, speaking is the active use of language, but in that mental movement including the demands they make on dialect learners in terms of finding and share meaning.[1] Speaking English well is not easy for Indonesian students. They cannot speak English fluently because of the social conditions of the students accustomed to using the local language, so speaking a foreign language is still difficult to apply in their daily lives. Therefore, it takes a lot of practice and guidance from educators to overcome their lack of English skills.

Speaking seem to be an important skill that a learner should acquire. Speaking is one of the four skills that very important for students learn and master, because it is the fundamental of learning a language.[2] Speaking hold the important roles in learning English, the purpose of speaking is students are able to use English well in oral communication. Learning to speak English is a must for the students because of English has an important function in Indonesia. Besides for used as a international communication, English is also needed to obtain science, technology, job positions,

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[1]Cameron, Lynne. (2001). Teaching Language to Young Learners. Cambridge: Cambridge University Press. p. 40

[2] Moat k. 2016 teaching and principle in language Use and Language Learning, London. Oxford University press. p. 88

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and promotions, and even currently many scholarships are offered outside the country. Therefore, we must master speaking English.

There are many factors that make it difficult for students to be able to speak English. The problem that is often found is their mother tongue which causes it difficult to use a foreign language. Another reason is the lack of motivation to practice a foreign language in everyday conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the student's speaking skills namely student interest, material, and media including techniques in teaching English.

In fact, there are still many students who do not have adequate speaking skills so educators need to find appropriate learning techniques or ways that can help improve students' speaking skills. There are many techniques to improve students' speaking skills such as often practicing their speaking skills by using English in everyday life when talking to friends, family or other people in the environment. Another way is to watch English videos and then imitate what the actors in the video talk about.

According to the information the researchers get from one of the students at the school, most of the students didn't learn English in their elementary school because in the school they still use the K13 curriculum. Where there is no English lesson in that curriculum, so in the seventh grade, they learn English formally for the first time.

There are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to imitate a word or a phrase or possibly a sentence. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like. Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant. Extensive speaking is oral production, include speeches, oral presentation, and story telling.[3]

From the 5 types of speaking mentioned above, educators are still focused on one type, namely imitative speaking. At the imitative level, it is probably already clear what the student is trying to do. At this level, the student is simply trying to repeat what was said to them in a way that is understandable and with some adherence to pronunciation as defined by the teacher. It doesn't matter if the student comprehends what they are saying or carrying on a conversation. The goal is only to reproduce what was said to them. One common example of this is a "repeat after me" experience in the classroom.[4]

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[3] Muh Yusuf, "Enhancing Speaking Proficiency through Self-Discovery: Utilizing Johari Window Techniques in Student Learning". (Voices of English Language Education Society, 2023)

[4] https://educationalresearchtechniques.com/2017/07/21/types-of-speaking-in-esl/(accessed on 17 June 2023)

Based on the observation conducted at Seventh Grade of SMPN 4 Majene which identified from the students interaction at class and also oral observing from the researcher which found that students difficult to speak in front of the class while also difficult to do conversation with their friends. More specific on imitative speaking, researcher tested students with imitative speaking and they still very hard to imitate the speaker which they listening. This assumed that students get very low performing on imitative speaking where they can't imitate the word and pronouncing the word speaking. Imitating in this research focused on how students tried to imitate the word and the sentences spoken by the speaker or teacher. Based on the explanation above, the researcher conduct a research under a title "The Analysis of Students' Difficulties on Imitative Speaking at the Seventh Grade of SMPN 4 Majene".

B. Research Question

Based on the background above, the researcher formulates the research question as follows:

1. What students' difficulties on imitative speaking at the seventh grade of SMPN 4 Majene?

2. How to overcome the difficulties faced by seventh grade on imitative speaking of SMPN 4 Majene?

C. Objectives of the Research

1. To know the students' difficulties on imitative speaking at the seventh grade of SMPN 4 Majene.

2. To know how to overcome the difficulties faced by seventh grade on imitative speaking of SMPN 4 Majene.

D. The significances of the Research

This research provides benefits to various parties, namely students, teachers, and researchers, as follows:

1. For students

It is hoped that the results of this research will provide information about speaking difficulties experienced by class VII students and how to overcome them. In this way, students can be given motivation to improve their sign language speaking skills.

2. For teachers

Based on the research objectives described previously, it is hoped that the results of the research can provide a reference for teachers when teaching English language material, especially speaking material, so that teachers can take appropriate action to overcome the problem of students' difficulties in speaking.

3. For Researchers

   It is hoped that the results of this research will be an experience in developing one's abilities and can be used to improve future research abilities to be better.

A. Previous Related Studies

There are several research findings which are related to this research, some of them are described below:

Research from Willy Suari, entitled "An Analysis of Students' Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa". This research aims to determine students' difficulties in speaking English in the tenth grade of Nurul Iman Tanjung Morawa Private High School. This research tries to find students' difficulties in speaking English, causes of students' difficulties in speaking English, and solutions to students' difficulties in speaking English. Respondents of this research were students of class X-IIS 3, totaling 10 students. The results of this research indicate that most of the respondents have difficulties in speaking English. Students experience difficulties in pronunciation, lack of grammar, difficulty memorizing vocabulary, are afraid to speak, are embarrassed to speak in front of the class, are not confident, and have no motivation in learning to speak English. Furthermore, the causes of students' difficulties from the research that occurred were lack of grammar, lack of motivation, shyness, anxiety, and fear of making mistakes. The researcher also found solutions to students' difficulties in speaking English, namely students need a conducive class, new strategies from the teacher when

teaching speaking English, and also the teacher must provide more knowledge to students.[5]

Research from Windi Hidayati, entitled "An Analysis of Difficulty level in speaking English by the Eighth Class Students of SMP Unismuh Makassar". This research seeks to find the difficulties faced by students when they speak English and the causes of difficulties at SMP Unismuh Makassar. Data collection was carried out through observation and interviews collected from 6 class VIII students. The results of the study show that there are two factors that influence the difficulty of speaking English, namely linguistic factors and social factors. Linguistic factors are grammar, pronunciation and vocabulary. Social factors, namely self-confidence and motivation.[6]

Research from Rizki Nurul Arsy, entitled " The Effect of Imitating English Videos through Jigsaw Technique on Students' Pronunciation Ability : A Quasi-Experimental Study at the Tenth Grade Students of SMAN 1 Parung". The purpose of this study is to find out whether to imitate English videos using the jigsaw technique or not impact on the pronunciation ability of tenth grade students of SMAN 1 Parung in the 2020/2021 academic year which is categorized into the experimental group and control group. Fifty four students were used as sample. For the pre-test and post-test the researchers used recordings students. Furthermore, the output of the two tests was

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[5] http://repository.uinsu.ac.id/14948/ (accessed on 17 june 2023)

[6] https://digilibadmin.unismuh.ac.id/upload/5939-Full_Text.pdf (accessed on 17 june 2023)

examined statistically using normality test, homogeneity test, and free t test. The data shows that the average score of students on the pre-test was 45.67, and the average score on the post-test was 72.30. There is an increase in the average score of students by 26.63 points after imitating the English video through jigsaw technique taught. Then, the results of the t test show the value of t table with degrees freedom (df) 52 and a significance degree of 5% is 1.67, while the value of tcount is 3.64. Since the value of tcount is greater than ttable, then Ho is rejected and Ha is accepted. This research also has a strong effect on measuring the effect size level with d=1.61. Because of that. That imitating English video through jigsaw technique is effective on students' pronunciation ability. Therefore it is highly recommended to Mimic English videos via a jigsaw techniques can be used to teach speaking skills especially in teaching pronunciation skills.[7]

Research from Cahyaningsih and Novia Risky, entitled "The Effectiveness of Using Imitation and Shadowing Technique by English Transcript Video at Eighth Grade of MTsN 2 Trenggalek". The purpose of this study was to determine students' speaking ability achievements prior to being taught using the Technique of Imitation and Shadowing English Transcript Video, to find out the students' speaking achievement afterwards taught using Imitation and Shading Techniques with English Transcripts Video and To find out significant differences in students' speaking ability achievements before and after being taught using Imitation and Shadowing

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[7]https://repository.uinjkt.ac.id/dspace/bitstream/123456789/56098/1/11160140000081_Rizki%20Nurul%20Arsy.pdf (accessed on 17 june 2023)

Techniques with English Transcript Videos. The population is all students of class VIII MTsN 2 Trenggalek consisting of nine classes. The sample of this research is one group, namely VIIIF consists of 30 students selected by purposive sampling. Because of that, researchers used one group pre test and post test design. According to the results of this study, the average total score of students the pre test score was 4.5333 with a description in each aspect made expression 1.7333, pronunciation 1.5333, and fluency 1.2667. And average score the total value of the post test is 6.7667 with a description of each aspect is 2.3667 expression fabrications, 2.333 pronunciations, and 2.1667 fluency. That significant level of statistical calculations is 0.000 which is lower than significance value of 0.05 (0.000<0.05). This shows that the alternative hypothesis states that there is effectiveness in using Imitation and Shadow Techniques by English Transcript Video on eighth grade students' speaking skills MTsN 2 Trenggalek accepted.[8]

Based on the previous research, it can be seen that there are still many students who experience difficulties in pronunciation, difficulty memorizing vocabulary, and have no motivation in learning to speak English. Therefore, educators must use appropriate techniques and methods to overcome these student difficulties, such as applying imitative speaking techniques. based on several studies, this technique really helps students improve their speaking skills, especially for grade 7 junior high school students.

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[8] http://repo.uinsatu.ac.id/12076/ (accessed on 17 june 2023)

B. Some Pertinent Ideas

   1. Speaking

     a. Definition

     Speaking is the ability of people to speak fluently and can delivered they are feelings to other people, the ability not only in knowledge of language features but also the people have ability to process language and information.[9] Speaking is an activity to express something that is not only concerned with rhythm and intonation, but also an activity to convey information accurately and can be easily understood by others.[10]

     Speaking is the ability to produce words in language practice.[11] Therefore, in teaching speaking English the teacher can recognize students' ability to produce the target language or English. Talking is thinking out loud, using voice or speaking. That is, when students interact with other people by using language as a means only, they want to convey something important, for example: they want to express their feelings and thoughts. It is absolutely impossible for students to communicate with other people without any purpose. Therefore, a student must learn how to speak in order to be appreciated by other students and the teacher.

     Speaking as a productive skill that can be observed directly, empirically, and

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[9] Jeremy Harmer. 2007. The Practice of English Language Teaching (4th Edition). Perason Longman. p.45

[10] William F. Mackey. 2007. Language Teaching Analysis. London: Longman Green and Co. p.3

[11] Hybel, R. L 2001. Communicating Effectively. New York: Mc. Grow- Hill Higher Education. p.45

these observations are always associated with the accuracy and effectiveness of the test takers' listening skills which of course compromises the reliability and validity of oral production tests.[12] Talking is an activity that involves 2 or more people where the participants are listeners and speakers who must act or respond to what they hear and contribute at high speed.

Speaking is an important tool for communicate, think, and learn. Spoken language is a powerful learning tool. It forms. Modify, and expand the way of thinking. Through speaking, students can learn the concept, develop vocabulary and understand the structure. Speaking English is not easy for students because they have to study hard if they want to smoothen and improve their speaking skills. Students who have Low English skills, usually because they have low motivation to learn the language. English Speaking is also not easy for students, because they must study hard if they want fluency and good comprehension to speak therefore they must learn more about vocabulary, pronunciation.

b. Speaking English Difficulties

There are many factors that cause difficulties in speaking English. Several factors are relating to the learners themselves, teaching strategies, curriculum, and environment. For example, many learners lack the vocabulary needed to convey

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[12] Brown, H Douglas 2004 language Assessments principle and classroom practices. New York pearson / Longman. p.140

meaning, and therefore, they cannot keep the interaction going.[13] Problems in speaking can be seen from two aspects:

1) **Psychological Problems**

There are several psychological factors that students face when speaking in class:[14]

a) Fear of being wrong

Many theorists argue that fear of mistakes is one of the main factors in students' reluctance to speak English in class. This is largely influenced by students' fear of being laughed at by other students or criticized by teachers. So, student motivation is low and participation is low in speaking activities. Therefore, teachers need to convince students that making mistakes is not wrong or bad because students can learn from their mistakes.

b) Feelings of shame

Embarrassment is an emotional thing that many students experience when they are required to speak in English class. General shyness is one of the problems in students' speaking performance. Shyness is also a problem in learning to speak in class, so paying attention to this aspect is also quite

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[13] Raba'ah, G. (2005). Communication Problems Facing Arab Learners of English Journal of Language and Learning, 3(1), ISSN 1740-4983. p. 15

[14] Horwitz, *Foreign language classroom anxiety*. (The Modern Language Journal, 70(2), 125-132. 2016)

important to help students perform speaking in class.

c) Anxiety

Anxiety is a feeling of tension, worry, and nervousness about the situation of learning a foreign language. Anxiety is one of the problems that can make students feel uncomfortable when performing speaking performances. Anxiety about speaking a particular language can affect a student's performance. This can affect the quality of spoken language production and make someone appear less fluent than they are. Based on the explanation above, teachers should try to create a learning atmosphere that provides a more comfortable situation for students in their learning activities.

d) Lack of self-confidence

Lack of confidence usually occurs when students realize that the person they are speaking to does not understand them or when they do not understand the other speaker. In this situation, they prefer to remain silent while other students speak, which shows that students lack confidence in communicating. Students who lack confidence in themselves and their English certainly suffer from communication apprehension. With the explanation above, teachers should pay more attention to building students' self-confidence when speaking.

e) Lack of motivation

In speaking performance, motivation influences the success of speaking performance. Motivation will also affect speaking performance scores. Motivation is inner energy. He said that whatever type of motivation is given, the motivation processed by students will increase their interest in learning. Therefore, students must have motivation so that their speaking performance is successful. It also stated from Kalsum that Motivation is one of the factors to support English learning process. Motivation in learning can be devided into two categories intrinsic and extrinsic motivation. Where motivation is one of the most significal things in learning process. Without motivation, the purposes of learning are tough to be achieved. When learners have itu in learning process, they win more understand with the materials, especially English.[15]

2) Speaking Problems

An issue that has been widely discussed in the literature is related to the level of EFL speaking proficiency of Indonesian students. Several reports indicate that Indonesian students in general have not achieved a good level of spoken English proficiency. Students who study English make many mistakes when speaking. It supported from Arqam that frequently discussed topic in the literature concerns the EFL speaking proficiency of Indonesian students.

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[15]Kalsum, "The Students'motivation in Studying English at SMPN 5 Lembang Pinrang" (English Language, Linguistics, and Culture International Journal, 2024)

Numerous reports suggest that, overall, Indonesian students have not attained a strong level of spoken English proficiency.[16]These errors include pronunciation (e.g. tenses, prepositions, and sentence construction), vocabulary (e.g. incorrect word choice), fluency (e.g. frequent, corrections), and interactive communication (e.g. difficulty in understanding meaning).[17]

In addition, According to Brown, there are some difficulties in speaking English, namely:[18]

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organizes their output both cognitively and physically (in breath groups) through such clustering.

2. Redundancy

The students often do the redundancy because they are confused what will they say. But, the student has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

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[16] Arqam, "Teaching Anxiety Levels and Coping Strategies of EFL Novice Teachers". (Indonesian TESOL Journal,2023)

[17] Richards, *The Context of Language Teaching*. (Cambridge: Cambridge University Press. 2012)

[18] Brown, H. Douglas. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. New Jersery: Prentice Hall Regents. p. 270-271

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4. Performance variables

In performance variables, the students often do performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate when they were talking.

5. Colloquial language

Sometimes in colloquial language, the students still do not know abot the words, idioms, and phrases of colloquial language and that they do not get practice in producing these forms.

6. Rate of delivery

The other salient characteristic of fluency is rate of delivery. In this case, the students must acceptable speed along with other attributes of fluency. Through rate of delivery, a teacher will know the progressed of the students" ability in speaking English.

7. Stress, rhythm, and intonation

Sometimes, the student has a difficult in this case. Stress, rhythm, and intonation actually give the effect when someone speaks. The three of them,

show the fluent or not in speaking English.

8. Interaction

When the students want to improve their speaking ability, automatically the students must do interaction with other people to help them in speaking English. Through interaction, the students will know their shortcomings in speaking.

There are four parts that include psychological problem and language problem. This theory will be simpler to analyze the students' speaking difficulty. The students' speaking difficulty are:[19]

1. Inhibition

Unlike reading, writing, and listening activities, speaking required some real time exposure to an audience. Learners is often inhibition about trying to say things in a foreign language in the classroom, such as worried about making mistake, fearful or criticism, or shy of their speech attracts.

2. Nothing to say

Learners often complain that they cannot think of anything to say and they have to motivation to express themselves. There are still many students who have nothing to say, maybe because the teacher has chosen a topic that is not suitable for them or that they know very little about. It is difficult for many

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[19] Ur, P. 1996. A Course in Language Teaching: Practice and Theory. New York: Cambridge University. p. 121

students to respond when the teacher explains and asks them to say something in a foreign language especially English because they still have little idea of what to say, what vocabulary they should use, or how to use grammar correctly.

3. Low in uneven participation

In a large group, each student will have very talking time because only one participant can talk at a time so that the others can hear him/her. The students have not the same opportunity to speak English. There is a tendency of some learners to dominate while others speak very little or not at all.

4. Mother Tongue Use

The students feel that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. This problem will make the students feel comfortable to do it. Some reason why students use mother tongue in class; Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language.[20] Another reason is that the use of mother tongue is a natural thing to do. In addition, using the first language to explain to another if there is no encouragement from the teacher. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

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[20] Harmer, J. (1991). The Practice of English Language Teaching. The 3th Edition. p.112

Based on the two explanations above, the researchers focus on one theory. In this research, researchers discuss speaking difficulties based on the theory put forward by Juhana (2012: 101)

There are five factors difficulties in speaking in English, as follow: (1) linguistic obstacles, (2) speech processing difficulties, (3) academic and conversational English skills, (4) negative affect and (5) access to speaking opportunities.[21]

1. Linguistic Obstacles

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

2. Speech Processing Difficulties

This is difficulty in speaking because, students in their daily lives are still accustomed to using mother tongue. Students also find it difficult to use words and structures in English. When talking to teachers they don't communicate well and effectively. Students still struggle to pay attention to fluency and accuracy when speaking English, because there are many problems that they have not yet mastered. The difficulty students experience in speaking English

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[21] Bygate, M. 2008. ''Oral Second Language Abilities as Expertise.'' In Expertise in Second Language Learning and Teaching. New York: Palgrave Macmillan. p. 236

can be largely attributed to anxiety, which stems from their strong attachment to their mother tongue in daily life. It also supported from Nurul Hasanah in her research that anxiety manifests when students attempt to use English, leading to hesitation and difficulty in selecting appropriate words and sentence structures.[22] When interacting with teachers, their communication is often ineffective because the anxiety disrupts their ability to express themselves clearly. The pressure to maintain fluency and accuracy exacerbates this anxiety, as students are keenly aware of the gaps in their knowledge and skills, making them more prone to errors and less confident in their ability to speak English proficiently

3. Academic and Conversational English Skills

This is a problem in academic conversations in English. Many students" find it difficult to lead English-language discussions, do not live in class atmosphere. Most students" are afraid of English speeches in the class and are not willing to participate in English discussions in the classroom afraid to speak or joke. When presentation in class.

4. Negative Affect

Negative affect is that students can be interpreted when they want to talk feeling nervous, have high anxiety if they think negatively worry about

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[22] Nurul Hasanah. "Writing Self-Efficacy: Types, Level, and Relationship on Writing Anxiety on Secondary Islamic School Learners." *Proceeding: International Conference on Islamic Studies, Education and Civilization (ICONIS)*. Vol. 1. No. 2. 2023.

grammar, so silent students" in the classroom, especially lack of confidence in speaking English in the classroom and when the teacher says they choose to be silent.

5. Access to Speaking Opportunities

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

There are many factors that influence the students in speaking. Generally, there are two main factors:[23]

1. Internal factors

These factors come from the students themselves which consist of physiological aspects such as intelligence, attitudes, interests, talents and motivation. Examples of other factors that cause difficulties in speaking English come from within, namely psychological competence, lack of self-confidence, and fear.

2. External factors

These factors consist of the social environment such as family, teachers,

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[23] Brown, H. Douglas. (2007). Language Assessment:principle and Classroom Practices. San Francisco: State University. p. 142

employees, community and friends, and non-social environment such as home, school, equipment and atmosphere. And other factors originating from external sources such as teaching strategies, curriculum, environment, linguistic constraints, language processing difficulties, academic English skills and other negative influences.

3. Cognitive Factors

Speaking process include: conceptualization, formulation, and articulation Conceptualization concern with kinds of information selected to express meaning. Formulation refers to the ability of speaker chosen the using of proper words in appropriate grammatical. Formulation deals with speaker"s ability to select proper words of grammatical structures. Articulation was speech articulatory organs that articulated by the speaker.

4. Linguistic factors

In general, linguistics consists of the study of vocabulary, grammar, and pronunciation. Linguistic problems are problems that interfere with a student's ability to communicate effectively. In learning English, if there are differences in pronunciation, then the meaning of the word will be different. Therefore, if students cannot pronounce the word properly, it will change the meaning of the topic being discussed and cause misunderstandings with others. In learning English, the skill that must be mastered is speaking skill, because this will show the success of students in learning the language. Vocabulary is also

very important in learning English. because if students do not have enough vocabulary, it will be difficult for them to learn English in the future. The last, students must also understand grammar, so they will easily convey the message, and other people can understand it. Grammar is a set of rules that explain how words are combined, arranged, or changed to show different kinds of meanings.

5. Affective Factors

    Some kinds of affective factors related to native language learning are emotions, self-esteem, empathy, anxiety, attitude, and motivation. "Speaking a foreign language in public, especially in front of native speakers, is often anxiety- provoking.

    From this explanation it can be concluded that learning English as a second or foreign language makes students experience difficulties, there are many factors that influence students such as the factors mentioned above. therefore, students must master speaking skills, vocabulary and practice every day.

2. Imitative Speaking

Speaking is a productive skill that can be observed directly and empirically. This observation is always colored by the accuracy and effectiveness of the test taker's listening skills, which of course will reduce the reliability and

validity of oral production tests.[24] Talking in class involves interactions between teachers and students or between students depending on how classroom activities are organized. Compared with writing and reading skills (generally assumed to be written language and receptive skills), speaking has several distinctive characteristics. When speaking, speakers usually do not utter complete sentences; and use less specific vocabulary than written language.

There are several basic types of speaking as in the following taxonomy:[25]

a. Imitative

At one end of the continuum of types of speaking performance is the ability to imitate back (imitate) a word or phrase or perhaps a sentence. Although this level of oral production is purely phonetic, several prosodic, lexical, and grammatical properties of the language can be included in the performance criteria.

b. Intensive

Short-spoken language productions are designed to demonstrate competence in narrow groups of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive

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[24] Brown, H. Douglas. 2004. Language Assessment: Principles and Classroom Practices.San Fransisco State University. p.141-142

[25] Brown, H. Douglas. 2004. Language Assessment: Principles and Classroom Practices.San Fransisco State University. p.141-142

Responsiveness includes interactions and tests of understanding but at a rather limited level i.e. very short conversations, standard greetings and small talk, simple requests and comments. It is a kind of short reply to a teacher- or student-initiated question or comment, providing instructions and direction. The reply is usually sufficient and meaningful.

d. Interactive

The difference between responsive and interactive speaking lies in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms transactional language, aimed at exchanging specific information, or interpersonal exchange aimed at maintaining social relationships.

e. Extensive (monologue).

Extensive oral production tasks include speech, oral representation, and storytelling, during which opportunities for verbal interaction from the listener are severely limited (possibly nonverbal responses) or ruled out altogether.

The type of speaking in this research is imitative speaking. The word imitation comes from the English word to imitate, which means to copy or follow a pattern, the term imitation is popularly defined as copying. Imitation is the process of producing a response through a model. Imitation is a human action to imitate the behavior of the people around him. Imitation is largely influenced by

the range of the senses, namely limited to what is seen, heard, and felt.[26]

Imitation is a learning method by imitating the teacher's words. Imitation is the urge to imitate others. The imitation factor is the urge to imitate other people.[27] In the learning process, the imitation method means that students are encouraged to imitate the words or movements made by the teacher. Imitation does not occur automatically but is influenced by an attitude of acceptance and admiration for what is being imitated.[28] Imitation does not occur automatically, but other factors come into play. The imitation method is an action carried out where the teacher provides an example so that students get an idea of the quality of playing music well and correctly.

The imitation method has advantages and disadvantages. The advantage of this method is that it is easy to implement and can be applied in all conditions, for example in conditions of limitations. Meanwhile, the disadvantages of the imitation method are that knowledge can only be imitation and not based on understanding, it is difficult to provide tasks that require high understanding, and creativity is low.[29]

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[26] Elly M. Setiadi dan Usman Kolip, Pengantar Sosiologi: Memahami Fakta dan Gejala Masalah Sosial: Teori, Aplikasi, dan Solusi, Kencana Prenada Media Group, Jakarta, 2011, p. 67

[27] Ahmadi, A. 2003. Psikologi Umum. Jakarta: PT. Rineka Cipta. p. 14

[28] Gerungan, W. A. 1966. Psychologi Sosial. Bandung: PT. Eresco. p. 35

[29] Ahmadi, A. 2003. Psikologi Umum. Jakarta: PT. Rineka Cipta. p. 16

The imitation process is as follows:[30]

a. Observation Process

An individual cannot learn much by simply observing or if he does not follow and recognize important features of the model's behavior. One of the component functions of learning by example or model is the process of paying attention. Individuals are not sure that they will pay attention if they are based solely on the model. They will choose certain characteristics that are most suitable, or they will focus on aspects that are only considered. In every social group, some members tend to have more attention than others. The functional values of the behavior displayed by different models are very influential in determining which models will be observed correctly and which will be ignored. Attention to the model is also determined by interpersonal attraction. Children tend to pay attention to models that interest them.

b. Remembering Process

The child cannot be influenced by observing the model's behavior if he does not have a memory of the model's behavior. The second important function involved in observational learning is paying attention to long-term memories that have been modeled by the model at one time. Observational learning involves two systems, namely imaginal and verbal. Once the

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[30] Bandura, A. (2016). MORAL DISENGAGEMENT How People Do Harm and Live With Themselves (C. Cardone (ed.); 1st ed.). Worth Publishers. p.6-8

demonstrated activity is transformed into ready-to-use verbal images and symbols, this memory code provides clues for subsequent reproduction of the appropriate response. Children who mentally rehearse or carry out demonstrated patterns of behavior tend to be more difficult to forget than children who do not think or do not practice what they see. Some behaviors learned by observation cannot be easily reinforced because they are socially prohibited or not very useful.

c. Motor Reproduction Process

The third component of modeling is the process of symbolic representation guiding clear action. To achieve behavioral reproduction, children must attend to a series of responses based on patterns that have been demonstrated. The learning outcomes that children can achieve depend on whether they receive the appropriate skill components or not. A child can learn observational behavior to direct mobility to become adept at executing component responses, but if he is too slow to operate the controls, he cannot steer the "vehicle" successfully. For example, when a child watches a television show, the prayer movement, then imitates the prayer movement two hours after the program ends and the results of the movement do not match the television show. However, if the child immediately produces prayer movements while the program is running, then it is possible that the child can successfully produce prayer movements like those on television shows.

d. Strengthening and Motivation Process

Children can acquire, remember, and have the ability to execute demonstrated behavior, but learning may rarely be activated so that it becomes clear performance if it is negatively approved or not accepted by the environment. When positive reinforcement is received, the behavior will tend to be carried out immediately. Reinforcement effects not only regulate the actual expression of appropriate behavior, but they can influence the level of observational learning by controlling what individuals notice and how they actively practice what they have seen. Children are more likely to act if they are applauded by their parents and less likely to repeat that action if they are warned by their parents.
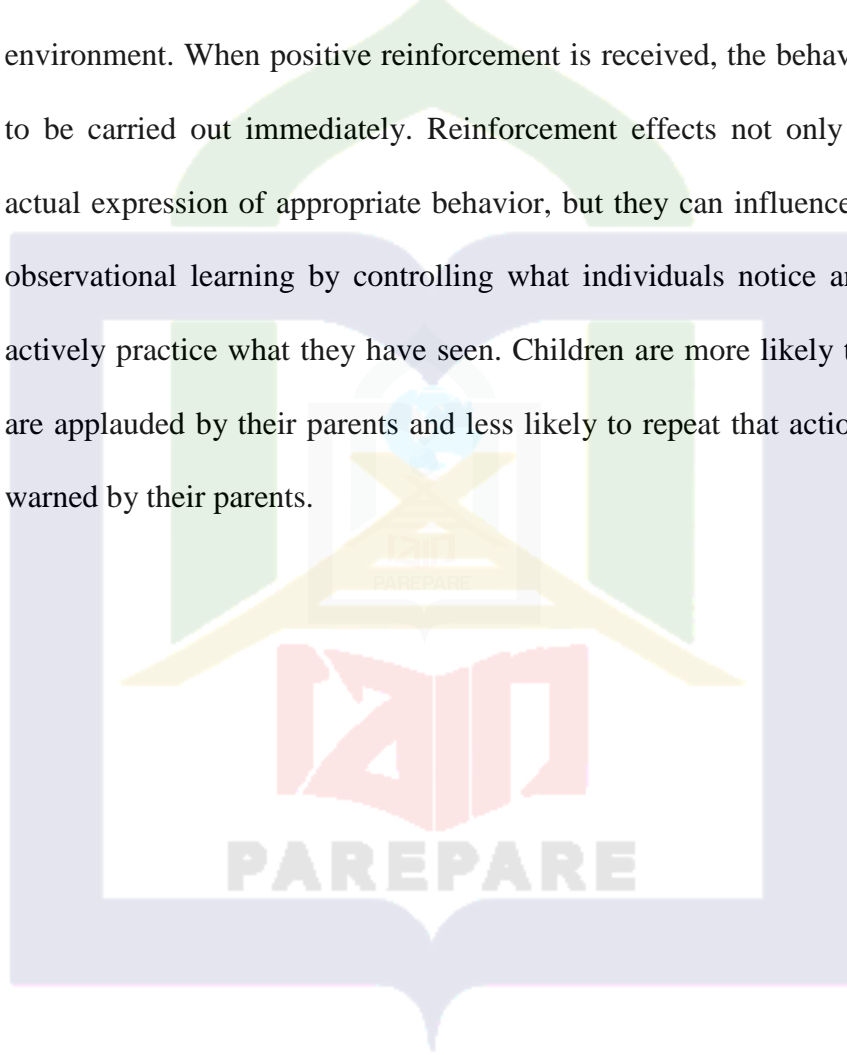
C. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram :

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┌─────────────────────────────────────────────────┐
│   The Analysis of Students' Difficulties on      │
│   Imitative Speaking at the Seventh Grade of     │
│   SMPN 4 Majene                                  │
└─────────────────────────────────────────────────┘
                        │
              ┌───────────────────┐
              │  Problem Analysis  │
              └───────────────────┘
                        │
              ┌───────────────────┐
              │   Psychological    │
              │     Problems       │
              └───────────────────┘
                        │
        ┌───────────────────────────────┐
        │  1.  Fear of Being Wrong       │
        │  2.  Felling of Shame          │
        │  3.  Anxiety                   │
        │  4.  Lack of Self Confidence   │
        │  5.  Lack of Motivation        │
        └───────────────────────────────┘
                        │
              ┌───────────────────┐
              │  Result of Analysis │
              └───────────────────┘
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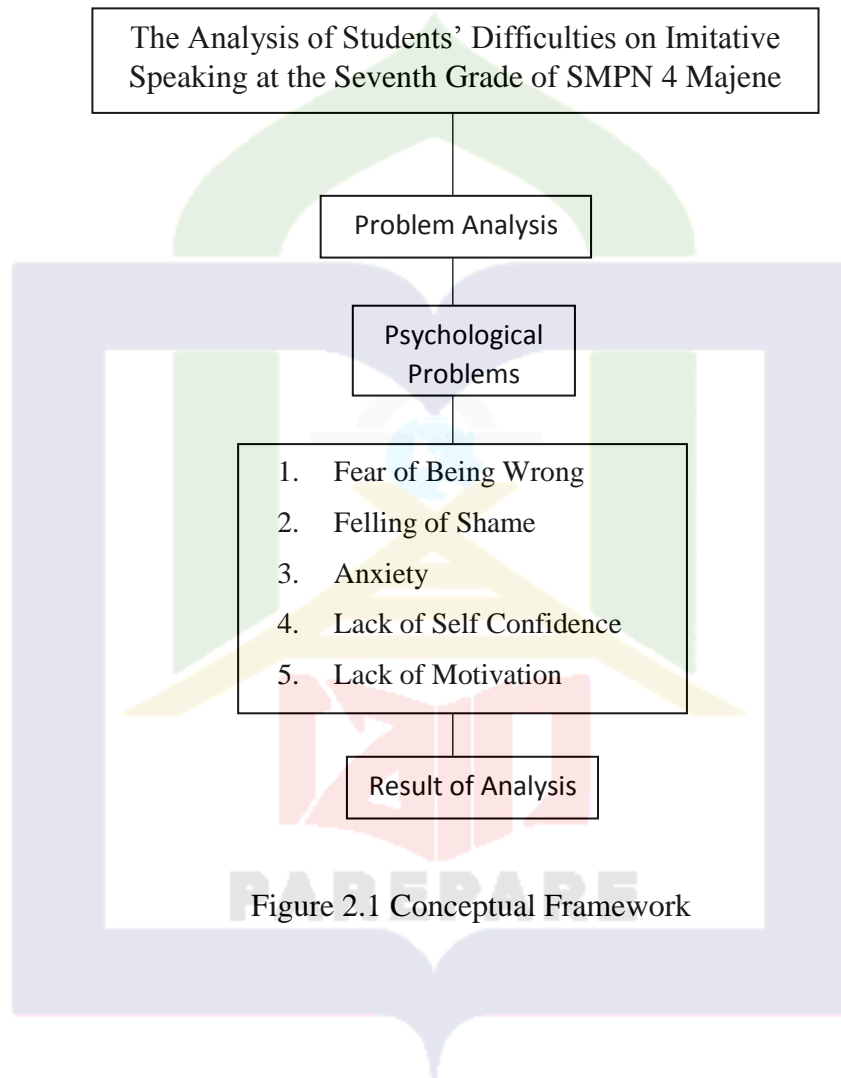
Figure 2.1 Conceptual Framework

CHAPTER III
RESEARCH METHOD

A. Research Design

This type of research was descriptive qualitative research, namely the data collected is in the form of words, and images, not numbers.[31] According to Bogdan and Taylor, as quoted by Lexy J. Moleong, qualitative research was a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.[32] Meanwhile, descriptive research was a form of research aimed at describing or illustrating existing phenomena, both natural phenomena and human engineering.[33]

Descriptive research aim to create systematic, factual, and accurate information about the facts and characteristics of a particular population or area. This research was used to determine the difficulties of class VII students in imitation speaking at SMP Negeri 4 Majene.

B. Location and Duration of The Research

This research aim to obtain a clearer, more complete picture and information, making it possible and easier for researchers to conduct observational research. Therefore, the researchers determined the research location at SMP Negeri 4 Majene,

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[31] Sudarwan Danim, Menjadi Peneliti Kualitatif Rancangan Metodologi, Presentasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Penelitian Pemula Bidang Ilmu Sosial, Pendidikan, dan Humaniora, (Bandung: Remaja Rosdakarya, 2002), Cet. I, p. 51

[32] Lexy. J. Moleong, Metodologi Penelitian Kualitatif, (Bandung: PT Remaja Rosdakarya, 2000), p.3

[33] Lexy. J. Moleong, Metodologi Penelitian Kualitatif, p. 17

Jln. Letjen Hertasning, Baurung, East Banggae District, Majene Regency. Duration of the research was 30 days.

C. Research Focus

This research study focuses on the difficulties of class VII students in speaking imitation and how to overcome the difficulties of class VII students in speaking imitation.

D. The Types and Sources of Data

The main data sources in qualitative research was words and actions, the rest was in the form of additional data such as documents and so on. In this regard, in this section, it was clear that the data was divided into words and actions, written data sources, photos, and statistics.[34]

The primary data source in the form of words was obtained from interviews with predetermined informants which covered various matters related to the difficulties of class VII students in speaking imitation at SMP Negeri 4 Majene. Meanwhile, the secondary data sources in this research was data on a list of student names and class numbers for class VII students at SMP Negeri 4 Majene, as well as photos from when carrying out research activities at SMP Negeri 4 Majene.

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[34] Lexy. J. Moleong, Metodologi Penelitian Kualitatif, (Bandung: PT Remaja Rosdakarya, 2000), p. 112

E. Data Collection and Processing Techniques

Data collection methods are the methods used by researchers to obtain data and facts about the subjects and objects of research. To obtain valid data, in the research the author used several methods, including the following:

1. Interview

An interview was a conversation carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to those questions.[35]

In carrying out interview techniques, the interviewer must be able to create a good relationship so that the informant was willing to cooperate, feels free to talk, and can provide real information. The interview technique that researchers use was structured (written), namely by first preparing several questions that asked to the informant. This is intended to ensure that the conversation in the interview was more directed and focused on the intended goal and to avoid discussing things that are too broad. Apart from that, it was also used as a general benchmark and can be developed by researchers through questions that arise during interviews.[36]

The researcher used the interview method to explore data regarding the difficulties of class VII students in imitation speaking at SMP Negeri 4 Majene. The informants include:

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[35] Sunyono, Teknik Wawancara (Interview) Dalam penelitian kualitatif, Program Studi S3 Pendidikan Sains Fakultas Pascasarjana Universitas Negeri Surabaya, (2011): p . 4

[36] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta : PT. Rineka Cipta, 2002, Cet.XII), p. 203

a. English Language Education teaching staff, to obtain information about the difficulties of class VII students in learning to speak imitation at SMP Negeri 4 Majene.

b. Class VII students, to get information about students' difficulties in imitation speaking at SMP Negeri 4 Mejene.

c. Other parties related to data acquisition in writing this thesis.

2. Reading Test

Reading test instrument was designed to assess various aspects of students' reading abilities which identified for the students speaking problems. In this research students asked to read the entire text which researcher identified the students speaking problem regarding to their language problem which indicator of pronunciation, vocabulary and interactive communication.

3. Documentation Method

The documentation method was a record of past events, which can be in the form of writing, drawings, or someone's monumental works.[37] Through the documentation method, researchers used it to schedule learning activities and list the names of class VII students at SMP Negeri 4 Majene, documentary photos, and so on.

F. Data Validity Test

The validity of the data in this research was determined using credibility criteria. To obtain relevant data, the researcher checked the validity of the research data using triangulation. Triangulation in credibility testing is defined as checking

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[37] Sugiono, Memahami Studi Dokumen Dalam Penelitian Kualitatif, Wacana Volume XIII No.2, Juni 2014, p. 178

data from various sources in various ways, and at various times. Thus there is triangulation of sources, triangulation of data collection techniques, and time.[38] This research uses source triangulation. Source triangulation is used to check data regarding its validity, comparing interview results with the contents of a document by utilizing various sources of information data as consideration. In this case, the author compares the interview results with other interviews.

G. Data Analysis Technique

This research was descriptive research, with more descriptions from the results of interviews and documentation studies. The data that has been obtained analysed qualitatively and described in descriptive form. Data analysis is "the process of arranging the sequence of data, organizing it into patterns, categories, and basic descriptions". This definition illustrates how important the position of data analysis is in terms of research objectives. The main principle of qualitative research is to find theory from data. The data analysis technique used in this research is using the following steps:

1. Data Collection

Data collection was an integral part of data analysis activities. Data collection activities in this research were by using interviews and documentation studies.

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[38] Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2008), Cet. 6, p. 273

2. Data Presentation

Presentation in written form which is a general description of the conclusions of the observations. In this research, presenting data in written form was used to provide information about the difficulties of class VII students in imitation speaking and how to overcome the difficulties of class VII students in imitation speaking at SMP Negeri 4 Majene.

3. Data Reduction

The amount of data obtained in the field is quite large, so it needs to be recorded in detail and thoroughly. As has been stated, the longer the field research takes, the more large, complex, and complicated the amount of data will be. Data reduction is defined as a selection process, focusing on simplifying and transforming rough data that emerges from written notes in the field.

Reduction is carried out when data collection begins by summarizing, coding, exploring themes, creating clusters, writing memos, and so on to eliminate irrelevant data or information.[39] Choosing the main things, focusing on the important things regarding the difficulties of class VII students in imitation speaking at SMP Negeri 4 Majene.

4. Verify data or draw conclusions

Data verification or concluding, namely providing conclusion on the results of research in the field is an answer to the problem formulation that was formulated from the start, regarding the difficulties of class VII student in imitation speaking at SMP Negeri 4 Majene. Next, the data that has been

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[39] Anisa Andriani, Peran Guru Dalam Menghadapi Siswa Yang Berkebutuhan Khusus, p. 8

analyzed is explained and interpreted in the form of words to describe facts in the field, meaning or to answer research questions from which only the essence is taken.

Based on the information above, each stage in the process is carried out to obtain the validity of the data by examining all existing data from various sources that have been obtained from the field and personal documents, official documents, images, photos, and so on through interview methods supported by documentation studies.[40]

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[40] Sugiono, Metode Penelitian Kuantitatif Kualitatif Dan R&D, p. 19-28

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This findings explained about students' difficulties on imitative speaking at the seventh grade of SMPN 4 Majene which regarding to the theory of psychological factors and language problem. This research devided into two focused research can be explained below:

1. **Students' difficulties on imitative speaking at the seventh grade of SMPN 4 Majene**

Students at SMPN 4 Majene face several difficulties with imitative speaking tasks in the seventh grade. These challenges primarily stem from a lack of confidence and fluency in speaking. There were several indicator used in this focused namely psychological problems and language problem. There were findings below:

a. Psychological Problems

This indicator referred to fear of being wrong, feelings of shame, anxiety, lack of self-confidence and lack of motivation. The result can be explained below:

No	Students Initial	Result Findings	Description
1	Students 1 (SR)	1. Fear of Being Wrong 2. Feelings of Shame 3. Lack of Self-Confidence 4. Anxiety	Student 1 which initial of SR faced problem with imitative speaking due to a *strong fear of making mistakes*, resulting in *embarrassment*, low self-confidence, and visible anxiety.

2	Students 2 (AR)	1. Fear of Being Wrong 2. Feelings of Shame 3. Lack of Motivation	Student 2 which initial of AR faced problem to speak stems from a *fear of errors* and *feelings of shame*, compounded by a *lack of motivation*, leading to disengagement in imitative speaking activities also.
3	Students 3 (RG)	1. Feelings of Shame 2. Fear of Being Wrong	Student 3 which initial of RG faced problem experiences significant *embarrassment* and a *fear of making mistakes*, causing hesitation and reduced participation in imitative speaking tasks.
4	Students 4 (AH)	1. Fear of Being Wrong 2. Feelings of Shame	Student 4 which initial of AH faced problem avoids imitative speaking due to a *fear of making mistakes* and *feelings of shame,* which affect their willingness to engage in class activities.
5	Students 5 (SS)	1. Lack of Motivation 2. Feelings of Shame	Student 5 which initial of SS faced problem *lack of enthusiasm and effort* in imitative speaking

			activities, combined with feelings of *shame*, which results in minimal participation and engagement imitative speaking.
6	Students 6 (ER)	1. Fear of Being Wrong 2. Feelings of Shame 3. Anxiety 4. Lack of Self-Confidence	Student 6 which initial of ER faced problem difficulties with imitative speaking are caused by a *fear of errors, feelings of shame, anxiety, and low self-confidence*, all of which hinder effective participation.
7	Students 7 (RAH)	1. Fear of Being Wrong 2. Feelings of Shame 3. Anxiety 4. Lack of Motivation	Student 7 which initial of RAH faced problem imitative speaking challenges are *fear of mistakes, embarrassment, anxiety, and a lack of motivation*, leading to disengagement and nervousness during activities.
8	Students 8 (AMI)	1. Fear of Being Wrong 2. Feelings of Shame 3. Lack of Motivation	Student 8 which initial of AMI faced problem

			imitative speaking tasks due to a *fear of errors and feelings of shame*, combined with a *lack of motivation*, which affects their overall participation and effort.
9	Students 9 (SR)	1. Fear of Being Wrong 2. Feelings of Shame	Student 9 which initial of SR faced problem exhibits reluctance to speak due to a *fear of making mistakes* and *embarrassment,* which affects their willingness to engage actively in imitative speaking activities.
10	Students 10 (SH)	1. Feelings of Shame 2. Anxiety 3. Lack of Motivation 4. Lack of Self-Confidence	Student 10 which initial of SH faced problem imitative speaking are due to *embarrassment*, *anxiety, lack of motivation, and low self-confidence*, which collectively hinder their participation and performance.
11	Students 11 (HU)	1. Feelings of Shame 2. Anxiety 3. Lack of Self-Confidence	Student 11 which initial of HU faced problem with imitative speaking due to

			feelings of shame, anxiety, and low self-confidence, impacting their ability to participate effectively in class activities.
12	Students 12 (KU)	1. Fear of Being Wrong 2. Lack of Self-Confidence	Student 12 which initial of KU faced problem avoids imitative speaking activities due to a *fear of making mistakes and a lack of self-confidence*, resulting in limited participation and engagement.
13	Students 13 (HA)	1. Fear of Being Wrong 2. Lack of Self-Confidence	Student 13 which initial of HA faced problem reluctance to imitative speak is primarily due to a *fear of errors and low self-confidence*, which affects their willingness to participate actively in imitative speaking tasks.
14	Students 14 (RR)	1. Anxiety 2. Lack of Motivation	Student 14 which initial of RR faced problem imitative speaking difficulties are caused by *significant anxiety and a lack of*

15	Students 15 (WU)	1. Fear of Being Wrong 2. Lack of Self-Confidence 3. Lack of Motivation	*motivation* during imitative speaking activities.
			Student 15 which initial of wu faced problem WU avoids speaking due to a *fear of making mistakes, low self-confidence, and lack of motivation*, which impact their participation imitative speaking.

According to the result data above, the researcher asked several question that do you have a fear of making mistakes when you imitative speaking English in class, informant said that:

> Yes, I am afraid because I don't know speak English. (saya takut karena saya tidak bisa berbahasa Inggris. "Appendix 2" [41]

Based on the response from the student to the question about fearing mistakes when imitative speaking English in class, the student's response reveals a significant concern about their language skills. This indicates that the student experiences a high anxiety and fear when required to speak English in class. the student fear was lack of confidence in their English imitative speaking abilities, suggesting that they may feel unprepared or inadequate in their language skills. The informant said common issue among students who struggle with speaking a foreign language: the student were often apprehensive about making mistakes due to their perceived lack of proficiency. The informant said also:

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[41] Initial (SR), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

I often feel too afraid to speak because I'm scared of making mistakes. I worry that if I say something wrong, my classmates or the teacher might laugh at me.(Saya sering merasa terlalu takut untuk berbicara karena takut melakukan kesalahan. Saya khawatir jika saya mengatakan sesuatu yang salah, teman sekelas atau guru saya akan menertawakan saya) "Appendix 2)[42]

The student's response reveals a deep-seated fear of negative evaluation that significantly impacts their willingness to participate in speaking activities. This fear is rooted in the anxiety of making errors. The student's apprehension highlights a common issue in language learning: the fear of embarrassment can deter students from imitative speaking, even when they have the knowledge and ability to do so. This fear of judgment not only undermines their confidence but also creates a barrier to practicing and improving their imitative speaking skills. Another informant stated that:

I find it hard to speak in English because I'm always anxious about making mistakes. I feel embarrassed if I don't pronounce a word correctly or use the wrong grammar.(Saya merasa sulit untuk berbicara dalam bahasa Inggris karena saya selalu khawatir membuat kesalahan. Saya merasa malu jika saya tidak mengucapkan sebuah kata dengan benar atau menggunakan tata bahasa yang salah) "Appendix 2"[43]

Based on the interview that their difficulty with speaking English is deeply tied to their anxiety about making errors. The student's anxiety is particularly focused on the fear of incorrect pronunciation and grammar, which leads to feelings of embarrassment. This concern about making mistakes and the potential embarrassment associated with them creates a significant barrier to effective communication. The student's fear of not meeting correct pronunciation or

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[42] Initial (AR), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

[43] Initial (RG), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

grammatical standards can prevent them from speaking confidently. It also explained that:

> I avoid speaking English in class because I'm afraid of making errors. My fear of being corrected or judged makes me hesitant to participate.(Saya menghindari berbicara bahasa Inggris di kelas karena saya takut membuat kesalahan. Ketakutan saya untuk dikoreksi atau dihakimi membuat saya ragu untuk berpartisipasi)"Appendix 2"[44]

Based on the interview that fear is driven by a concern that making mistakes will lead to correction or judgment from peers or teachers. The student's avoidance of speaking in class is a protective mechanism to shield themselves from potential embarrassment and negative evaluation. This avoidance indicates that the fear of errors and the associated judgment is so significant that it overshadows their willingness to participate, even if they have the knowledge and ability to speak. Informant stated that:

> I'm really nervous about speaking English because I fear making mistakes. This fear often stops me from speaking up in class.(Saya sangat gugup berbicara bahasa Inggris karena saya takut membuat kesalahan. Ketakutan ini sering kali menghentikan saya untuk berbicara di kelas) "Appendix 2"[45]

Based on the interview that fear often stops me from speaking up in class highlights a profound level of anxiety associated with speaking English. Their nervousness is primarily driven by a fear of making mistakes, which significantly affects their willingness to participate in class discussions or speaking activities. This fear of error induced embarrassment or criticism acts as a deterrent, preventing them from speaking up even when they have the opportunity. The

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[44] Initial (AH), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024
[45] Initial (SS), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

student's anxiety suggests that their fear of potential mistakes outweighs their motivation to engage, leading to avoidance behaviour. It also supported by the explanation of students:

> When I have to speak in English, I get nervous because I'm worried about making mistakes. This fear of being wrong holds me back from joining in conversations. (Ketika saya harus berbicara dalam bahasa Inggris, saya merasa gugup karena khawatir membuat kesalahan. Ketakutan akan kesalahan ini menghalangi saya untuk ikut serta dalam percakapan) "Appendix 2" [46]

Based on the interview that critical barrier to effective communication. Their nervousness stems from a deep-seated fear of making mistakes, which significantly impacts their willingness to participate in English conversations. The fear of making errors and the potential embarrassment or judgment that could follow causes them to withdraw from opportunities to speak, limiting their practice and improvement.

> Informant said that:
>
> My fear of making mistakes prevents me from speaking English in class. I feel like I might say something wrong, and this anxiety stops me from participating.(Ketakutan saya membuat kesalahan menghalangi saya berbicara bahasa Inggris di kelas. Saya merasa mungkin akan mengatakan sesuatu yang salah, dan rasa cemas ini membuat saya berhenti berpartisipasi) "Appendix 2"[47]

Based on the interview that student's fear of making mistakes makes them anxious and reluctant to speak. They worry about saying something incorrect, which makes them avoid speaking in class. This fear and anxiety keep them from joining

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[46] Initial (RAH), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024
[47] Initial (ER) , *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

in conversations and participating fully in their English lessons. It also stated with another students that:

> I struggle with speaking English because I'm afraid of making mistakes. The fear of getting things wrong makes me anxious and reluctant to speak.(Saya kesulitan berbicara bahasa Inggris karena saya takut membuat kesalahan. Rasa takut salah membuat saya cemas dan enggan berbicara)"Appendix 2"[48]

Based on the interview that difficulty with speaking English is closely linked to their fear of making errors. This fear creates significant anxiety, making them hesitant to participate in speaking activities. The worry about making mistakes overwhelms their confidence and willingness to speak, resulting in reluctance to engage in English conversations. This anxiety about potential errors prevents them from practicing and improving their speaking skills.

Another question stated that do you feel embarrassed when you speak English, informant said that:

> I feel very embarrassed when I speak English in class. I worry that my mistakes will make me look silly in front of my classmates. (Saya merasa sangat malu ketika saya berbicara bahasa Inggris di kelas. Saya khawatir kesalahan saya akan membuat saya terlihat konyol di depan teman sekelas)"Appendix 2" [49]

Based on the interview that making mistakes lead to ridicule or make them appear foolish in the eyes of their peers. This worry about looking silly in front of classmates causes significant emotional distress and discourages them from participating in class discussions. The fear of embarrassment, therefore, acts as a

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[48] Initial (SH), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024
[49] Initial (HU), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

barrier to their willingness to speak up and engage, impacting their overall confidence and participation in English lessons. Informant stated that:

> Do feel embarrassed when speaking English. When I stumble over my words or use the wrong vocabulary. (Merasa malu ketika berbicara bahasa Inggris. Ketika saya tersandung pada kata-kata saya atau menggunakan kosakata yang salah) "Appendix 2"[50]

Based on the interview that the student gets self-conscious and uncomfortable when they make mistakes or struggle to find the right words while speaking. This embarrassment makes them feel awkward and may stop them from speaking up in class. Students also stated that:

> I often feel embarrassed while speaking English because I'm afraid of making errors. This embarrassment makes me reluctant to participate in class discussions.[51]

Based on the interview that the student feels awkward and self-conscious when speaking English due to the fear of making mistakes. This embarrassment makes them hesitant to join in class discussions, as they worry about looking foolish or being judged for their errors. It also stated that:

> Speaking English makes me feel embarrassed, especially when I don't get the pronunciation right or if I use incorrect grammar. It's hard for me to overcome this feeling. (Berbicara bahasa Inggris membuat saya merasa malu, terutama ketika pengucapan saya tidak benar atau jika tata bahasa saya salah. Sulit bagiku untuk mengatasi perasaan ini) Appendix 2" [52]

Based on the interview that speaking English makes them feel embarrassed, particularly when they struggle with pronunciation or use incorrect grammar. This

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[50] Initial (HA), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

[51] Initial (RR) , *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

[52] Initial (WU), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

embarrassment is a significant issue for them, as it affects their confidence and makes it difficult to overcome these feelings. When they don't pronounce words correctly or make grammatical mistakes, they feel self-conscious and worried about how others might perceive them. The fear of embarrassment becomes a barrier, preventing them from practicing and improving their English skills. Informant also said that:

> I feel embarrassed when I have to speak in English. I'm concerned that my mistakes might be noticed by others, which makes me anxious and hesitant to speak. (Saya sering merasa malu saat berbicara bahasa Inggris karena takut melakukan kesalahan. Rasa malu ini membuat saya enggan berpartisipasi dalam diskusi kelas) "Appendix 2" [53]

Based on the interview that they feel embarrassed when they have to speak in English. They worry that their mistakes will be noticed by others, which makes them anxious and reluctant to speak. This concern about others noticing their errors causes them to feel uneasy and hesitant, making it difficult for them to participate in conversations and practice their English.

Another question stated that do you feel fearful or anxious when the teacher asks you to speak English in class, informant said that:

> Anxiety when the teacher asks me to speak English. I get nervous about making mistakes and how others might react.(Kecemasan ketika guru meminta saya berbicara bahasa Inggris. Saya merasa gugup jika membuat kesalahan dan bagaimana reaksi orang lain) "Appendix 2)[54]

Based on the interview that when the teacher calls on them to speak English, they feel anxious and nervous. They worry about making errors and are concerned

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[53] Initial (SS), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024
[54] Initial (ER) , *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

about how their classmates and the teacher will respond to their mistakes. This fear of negative reactions makes them feel uneasy and affects their willingness to speak in class. It said also that:

> Whenever the teacher calls on me to speak English, I feel anxious. I worry about not being able to express myself correctly and fear that I'll make a mistake.(Setiap kali guru memanggil saya untuk berbicara bahasa Inggris, saya merasa cemas. Saya khawatir tidak dapat mengekspresikan diri dengan benar dan takut melakukan kesalahan)"Appendix 2"[55]

Based on the interview that being asked to speak English by the teacher makes them feel nervous and uneasy. They are concerned about their ability to communicate properly and are afraid of making mistakes, which increases their anxiety. This fear of not expressing themselves well and making errors contributes to their reluctance to speak in class. It said that:

> I often feel fearful when the teacher asks me to speak English. The pressure to perform well in front of the class makes me very anxious. (Saya sering merasa takut ketika guru meminta saya berbicara bahasa Inggris. Tekanan untuk tampil baik di depan kelas membuat saya sangat cemas)"Appendix 2"[56]

Based on the interview that when the teacher calls on them to speak English, they experience fear and anxiety. The pressure to do well in front of their classmates creates a lot of stress, making it difficult for them to speak confidently. This fear of not meeting expectations adds to their overall anxiety and reluctance to participate.

> I get nervous when the teacher asks me to speak in English. The fear of making errors in front of everyone makes me feel anxious and hesitant.

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[55] Initial (AR), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

[56] Initial (SS), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

(Saya merasa gugup ketika guru meminta saya berbicara dalam bahasa Inggris. Rasa takut membuat kesalahan di depan semua orang membuat saya merasa cemas dan ragu) "Appendix 2"57

Based on the interview that they become nervous when the teacher asks them to speak in English. They feel anxious because they are afraid of making mistakes in front of everyone. This fear of errors causes them to hesitate and feel uneasy, making it challenging for them to speak confidently in class. The worry about being judged for their mistakes amplifies their anxiety, which in turn affects their willingness to participate. It also stated that:

I feel anxious whenever I have to speak English because I'm afraid of making mistakes. The teacher's request makes me feel even more pressured. (Saya merasa cemas setiap kali saya harus berbicara bahasa Inggris karena saya takut membuat kesalahan. Permintaan guru membuatku semakin merasa tertekan) "Appendix 2"58

Based on the interview that speaking English causes them significant anxiety due to their fear of making mistakes. The added pressure from the teacher asking them to speak heightens their nervousness, making it even more challenging for them to respond. The combination of fearing errors and feeling pressured by the teacher's expectations intensifies their anxiety and reluctance to speak.

I experience a lot of fear when the teacher asks me to speak English. The thought of having to perform in front of the class and possibly making errors makes me anxious. (Saya mengalami banyak ketakutan ketika guru meminta saya berbicara bahasa Inggris. Membayangkan harus tampil di depan kelas dan kemungkinan membuat kesalahan membuat saya cemas) "Appendix 2"59

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57 Initial (SH), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

58 Initial (WU), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 22th July 2024

59 Initial (AMI), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

Based on the interview that they experience a great deal of fear whenever the teacher asks them to speak English. The anxiety comes from the thought of having to perform in front of the class and the possibility of making mistakes. This fear of being judged for their errors and the pressure to perform well in a public setting makes them feel very anxious and apprehensive. This heightened anxiety can prevent them from speaking up and participating fully in class.

Another question stated that do you feel a lack of self-confidence when you speak English in class, informant said that:

> I feel a lack of self-confidence when speaking English in class. I often doubt my abilities and worry that my speaking skills are not good enough.[60] Lack of self-confidence when I have to speak English. I worry that my pronunciation and grammar might not be correct, which makes me hesitant to speak. (Saya merasa kurang percaya diri ketika berbicara bahasa Inggris di kelas. Saya sering meragukan kemampuan saya dan khawatir kemampuan berbicara saya kurang baik.Kurangnya rasa percaya diri ketika harus berbicara bahasa Inggris. Saya khawatir pengucapan dan tata bahasa saya mungkin tidak benar, sehingga membuat saya ragu untuk berbicara) "Appendix 2"[61]

Based on the interview that they feel a significant lack of self-confidence when speaking English in class. They often doubt their own abilities and worry that their speaking skills are not sufficient. This lack of confidence is compounded by concerns about their pronunciation and grammar. The fear that they might not speak correctly or use proper grammar makes them hesitant to participate in conversations. This self-doubt and worry about making errors contribute to their

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[60] Initial (HU), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

[61] Initial (SR), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

reluctance to speak up, impacting their overall performance and participation in class. Informant also said that:

> I often lack self-confidence when speaking English. I feel unsure about how to use the language correctly and fear that others might not understand me.[62] I feel quite insecure about my English-speaking abilities. This lack of self-confidence makes it difficult for me to speak up in class and share my thoughts.(Saya sering kurang percaya diri ketika berbicara bahasa Inggris. Saya merasa tidak yakin tentang cara menggunakan bahasa tersebut dengan benar dan takut orang lain mungkin tidak memahami saya. Saya merasa tidak percaya diri dengan kemampuan berbahasa Inggris saya. Kurangnya rasa percaya diri ini membuat saya sulit berbicara di kelas dan menyampaikan pemikiran saya) "Appendix 2"[63]

Based on the interview that they frequently experience a lack of self-confidence when speaking English. They feel unsure about using the language correctly and worry that others might not understand them. This insecurity about their English-speaking abilities creates a barrier that makes it challenging for them to speak up in class and express their thoughts. Their fear of not communicating effectively and being misunderstood contributes to their reluctance to participate actively in discussions.

Another question stated that do you have motivation when learning and speaking English, informant said that:

> I have some motivation to learn and speak English, but it often gets overshadowed by my fear of making mistakes. I want to improve, but I struggle to stay motivated because of my anxiety.(Saya mempunyai motivasi untuk belajar dan berbicara bahasa Inggris, namun sering kali motivasi saya dibayangi oleh ketakutan saya untuk melakukan kesalahan. Saya ingin berkembang, tetapi saya kesulitan untuk tetap termotivasi karena kecemasan saya) "Appendix 2"[64]

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[62] Initial (AH), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

[63] Initial (AMI), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

[64] Initial (HU), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

The student explained that they do have some motivation to learn and speak English, but this motivation is often overshadowed by their fear of making mistakes. While they genuinely want to improve their English skills, their anxiety about making errors affects their ability to stay motivated. This fear of making mistakes creates a barrier that diminishes their enthusiasm and hinders their progress. The anxiety and fear associated with speaking English often prevent them from fully engaging in learning and practicing the language. It also stated that:

> I find it challenging to stay motivated when learning and speaking English. My lack of confidence and fear of making mistakes often diminish my enthusiasm.(Saya merasa sulit untuk tetap termotivasi ketika belajar dan berbicara bahasa Inggris. Kurangnya rasa percaya diri dan ketakutan membuat kesalahan sering kali mengurangi semangat saya) "Appendix 2"[65]

Based on the interview that students difficult to stay motivated when learning and speaking English. Their lack of confidence and fear of making mistakes significantly diminish their enthusiasm for the language. When they doubt their abilities and worry about errors, it negatively impacts their motivation. This combination of self-doubt and anxiety makes it hard for them to remain engaged and enthusiastic about learning English, leading to a struggle in maintaining consistent motivation. It also stated from the informant that:

> I do have a motivation to learn English, but it's sometimes hard to keep it up due to my faced with speaking fluently and making mistakes. My motivation fluctuates based on my confidence and progress.(Saya memang mempunyai motivasi untuk belajar bahasa Inggris, namun terkadang sulit untuk mempertahankannya karena saya harus berbicara dengan lancar dan banyak

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[65] Initial (KU), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

melakukan kesalahan. Motivasi saya berfluktuasi berdasarkan kepercayaan diri dan kemajuan saya) "Appendix2"[66]

The student mentioned that they do have motivation to learn English, but maintaining it can be challenging. This difficulty arises from their faced with speaking fluently and the fear of making mistakes. Their motivation tends to fluctuate depending on their confidence levels and perceived progress. When they feel confident and see improvement, their motivation is higher. Students encounter difficulties or feel unsure about their speaking abilities, their motivation drops. This inconsistency in motivation is influenced by their ongoing challenges with fluency and accuracy in English.

b. Speaking Problems

This indicator referred to pronunciation focused on tenses, prepositions, and sentence construction, vocabulary focused on incorrect word choice, fluency focused on frequent, corrections and interactive communication focused on difficulty in understanding meaning.

The result can be explained below:

No	Indicator	Result Findings
1 Students 1 (SR)	Pronunciation Vocabulary Fluency	Students initial SR showed imitative speaking problem from the indicator of pronunciation, vocabulary and fluency.
2 Students 2 (AR)	Interactive Communication Fluency	Students initial AR has difficulties in interactive communication and fluency. This suggests that while AR may understand vocabulary and pronunciation, they struggle with maintaining fluid conversations and engaging

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[66] Initial (SR), *Students at the Seventh Grade of SMPN 4 Majene*, Interviewed 21th July 2024

			effectively in imitative speaking problem
3	Students 3 (RG)	Fluency	Students initial RG faces challenges primarily with fluency. This indicates that RG can have difficulties in imitative speaking smoothly and continuously, which may disrupt their ability to communicate effectively in English
4	Students 4 (AH)	Pronunciation Vocabulary	Students initial AH faced with pronunciation and vocabulary. This means AH may struggle with correctly articulating words and using a range of vocabulary, impacting their overall clarity and effectiveness in communication
5	Students 5 (SS)	Fluency	Students initial SS has difficulties with fluency in imitative speaking, which means SS may have problems with speaking smoothly and cohesively. This could affect their ability to keep up with conversations and express thoughts clearly
6	Students 6 (ER)	Interactive Communication	Students initial ER faced with interactive communication in imitative speaking, which involves the ability to engage in meaningful dialogue and respond appropriately during conversations. This affects their participation in imitative speaking tasks
7	Students 7 (RAH)	Pronunciation Vocabulary	Students initial RAH faced lie in pronunciation and vocabulary. This implies difficulties with pronouncing words correctly and using a varied vocabulary, which can hinder their overall

			communication effectiveness
8	Students 8 (AMI)	Vocabulary	Students initial AMI has problems with vocabulary in imitative speaking, meaning AMI might have limited word usage or difficulty in finding the right words to express themselves, impacting their ability to communicate effectively
9	Students 9 (SR)	Pronunciation Vocabulary Interactive Communication	Students initial SR faces challenges in pronunciation, vocabulary, and interactive communication in imitative speaking. This combination suggests that SR has difficulties with articulating words, using an appropriate range of vocabulary, and engaging effectively in conversations
10	Students 10 (SH)	Fluency Vocabulary	Students initial SH faced with fluency and vocabulary in imitative speaking. This means SH has trouble speaking smoothly and may have a limited range of words, affecting their overall ability to communicate effectively
11	Students 11 (HU)	Pronunciation Vocabulary	Students initial HU issues are with pronunciation and vocabulary, indicating that HU may struggle with accurate word pronunciation and have a limited vocabulary, impacting their communication clarity in imitative speaking.
12	Students 12 (KU)	Interactive Communication Fluency Vocabulary	Students initial KU faces challenges with interactive communication, fluency, and vocabulary in imitative speaking. This suggests that KU faced with engaging in conversations, speaking smoothly, and using a

			diverse range of words
13	Students 13 (HA)	Pronunciation Vocabulary	Students initial HA has difficulties with pronunciation and vocabulary in imitative speaking. This indicates issues with correctly pronouncing words and using a broad vocabulary, affecting their overall communication effectiveness.
14	Students 14 (RR)	Pronunciation Vocabulary	Students initial RR challenges are with pronunciation and vocabulary in imitative speaking. This means RR may have problems with articulating words clearly and using an extensive vocabulary, which impacts their communication skills
15	Students 15 (WU)	Interactive Communication Fluency	Students initial WU faced with interactive communication and fluency in imitative speaking. This suggests that WU has difficulties in maintaining smooth and engaging conversations, which affects their overall communication ability

Based on the results, students face a range of language problems in their English learning, primarily centered on pronunciation, vocabulary, fluency, and interactive communication. The data shows that several students struggle with more than one aspect of language proficiency. Findings showed that students like SR and KU have difficulties with pronunciation, vocabulary, and interactive communication, indicating a range of issues that hinder their overall effectiveness in English. This suggests that addressing these students' language problems

requires a comprehensive approach targeting multiple areas of their language skills.

Pronunciation and vocabulary issues are prevalent among many students, such as AH, RAH, and HU. These students find it challenging to articulate words correctly and use a varied vocabulary, which impacts their ability to communicate clearly and effectively. Inconsistent pronunciation and limited vocabulary can significantly affect a student's ability to convey their message and engage in meaningful conversations. Improving these areas was crucial for enhancing their overall communication skills and building confidence in their English usage.

Fluency and interactive communication difficulties are also noted among students like AR, ER, and WU. Students struggling with fluency have trouble speaking smoothly and coherently, which disrupts their communication flow. Those with issues in interactive communication find it challenging to engage in conversations and respond appropriately, affecting their participation and interaction in class. To address these challenges, targeted strategies such as practice with fluent speech and interactive speaking tasks should be implemented to help students improve their conversational skills and build confidence in their English language abilities.

2. **The overcome of students difficulties faced by seventh grade on imitative speaking of SMPN 4 Majene**

The findings referred to second research focused was about the overcome of students difficulties faced by seventh grade on imitative speaking of SMPN 4 Majene. The findings stated that:

a. **More Training**

According to the teacher statement that training give more opportunity for students to practice, more training is highly effective in addressing students' speaking problems by providing them with ample opportunities to practice and refine their language skills. Consistent practice helps students become more familiar with English pronunciation, vocabulary, and sentence structure, which are crucial for effective communication. Some question asked to the teacher that how you overcome the students' problem at imitative speaking of SMPN 4 Majene, the informant said:

> The issues students face with imitative speaking, I implement additional speaking drills and practice sessions. I provide students with more opportunities to practice speaking through structured activities, such as role-plays and scripted dialogues. This increased exposure helps them build confidence and become more comfortable with speaking. (Masalah yang dihadapi siswa dalam berbicara meniru, saya menerapkan latihan berbicara tambahan dan sesi latihan. Saya memberi siswa lebih banyak kesempatan untuk berlatih berbicara melalui aktivitas terstruktur, seperti permainan peran dan dialog tertulis. Peningkatan keterpaparan ini membantu mereka membangun kepercayaan diri dan menjadi lebih nyaman dalam berbicara) "Appendix 2"[67]

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[67] Initial (RD), *English Teacher at SMPN 4 Majene*, Interviewed 21th July 2024

Based on the interview that the implementation of additional speaking drills and practice sessions addresses the issues students face with imitative speaking offering them more structured opportunities to practice. These activities, such as role-plays and scripted dialogues, provide a safe and supportive environment where students can rehearse their speaking skills. This increased exposure helps students become more familiar with English pronunciation, vocabulary, and sentence structure. Students engage in these exercises regularly, they gain confidence and become more comfortable speaking in English.

The repetitive nature of these drills also aids in reducing anxiety and overcoming the fear of making mistakes. By practicing in a controlled setting, students are better prepared to handle real life speaking situations, ultimately improving their overall fluency and communication skills.

English teacher also said:

Students' speaking difficulties by describe extra training into the curriculum. I organize regular practice sessions where students repeat phrases and sentences in various contexts. This repetitive practice helps reinforce their speaking skills and reduces their fear of making mistakes.(Kesulitan berbicara siswa dengan menjelaskan pelatihan tambahan ke dalam kurikulum. Saya mengatur sesi latihan rutin di mana siswa mengulangi frasa dan kalimat dalam berbagai konteks. Latihan berulang ini membantu memperkuat keterampilan berbicara mereka dan mengurangi rasa takut membuat kesalahan) "Appendix 2"[68]

Based on the interview that English teacher's approach to addressing students' speaking difficulties through additional training proves effective. By

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[68] Initial (RD), *English Teacher at SMPN 4 Majene*, Interviewed 21th July 2024

describe regular practice sessions into the curriculum, where students repeatedly

practice phrases and sentences in different contexts, the teacher provides students

with valuable opportunities to enhance their speaking skills. It also said that:

> I use more training by setting up targeted speaking exercises that focus on common problem areas for students. For example, I conduct frequent pronunciation drills and vocabulary-building activities to address specific challenges. These additional training sessions aim to improve their fluency and boost their overall confidence in speaking.(Saya menggunakan lebih banyak pelatihan dengan menyiapkan latihan berbicara yang ditargetkan yang berfokus pada area masalah umum bagi siswa. Misalnya, saya sering melakukan latihan pengucapan dan aktivitas pengembangan kosa kata untuk mengatasi tantangan tertentu. Sesi pelatihan tambahan ini bertujuan untuk meningkatkan kefasihan mereka dan meningkatkan kepercayaan diri mereka dalam berbicara) "Appendix 2"[69]

Based on the interview that the use of targeted speaking exercises as part of

additional training is an effective strategy for addressing students' specific

challenges in speaking English. Focusing on common problem areas such as

pronunciation and vocabulary with training sessions are effective to meet the

needs of students who struggle with these aspects.

b. Speak to Friends

Another question asked that how you overcome the students' problem at

imitative speaking of SMPN 4 Majene, the informant said:

> Help students with their imitative speaking, I encourage them to practice speaking with their peers. I set up pair or group activities where students have to communicate in English with their friends. This peer interaction helps them feel more relaxed and less anxious, allowing them to practice speaking in a supportive environment.(Membantu siswa dalam meniru berbicara, saya mendorong mereka untuk berlatih berbicara dengan teman-

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[69] Initial (RD), *English Teacher at SMPN 4 Majene*, Interviewed 21th July 2024

temannya. Saya mengatur kegiatan berpasangan atau kelompok di mana siswa harus berkomunikasi dalam bahasa Inggris dengan teman-temannya. Interaksi teman sebaya ini membantu mereka merasa lebih rileks dan mengurangi rasa cemas, sehingga memungkinkan mereka berlatih berbicara dalam lingkungan yang mendukung) "Appendix 2"[70]

Based on the interview that students' difficulties with imitative speaking, the approach of encouraging peer interactions plays a crucial role. By setting pair or group activities where students are required to communicate in English with their classmates, a supportive and collaborative environment was created. This method helps students to practice speaking in a more relaxed and less intimidating setting.

Students' speaking challenges by promoting informal English conversations among friends. I create opportunities for students to engage in casual dialogues and group discussions. Speaking with friends in a low-pressure setting helps them build confidence and improves their ability to imitate and use English more naturally. (Tantangan berbicara siswa dengan mempromosikan percakapan bahasa Inggris informal di antara teman-teman. Saya menciptakan kesempatan bagi siswa untuk terlibat dalam dialog santai dan diskusi kelompok. Berbicara dengan teman-teman dalam suasana yang tidak menimbulkan tekanan membantu mereka membangun kepercayaan diri dan meningkatkan kemampuan mereka untuk meniru dan menggunakan bahasa Inggris dengan lebih alami) Appendix 2"[71]

Based on the interview that creating opportunities for students to engage in casual dialogues and group discussions, It help them practice speaking in a relaxed and supportive environment. These informal settings reduce the pressure

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[70] Initial (RD), *English Teacher at SMPN 4 Majene*, Interviewed 21th July 2024
[71] Initial (RD), *English Teacher at SMPN 4 Majene*, Interviewed 21th July 2024

typically associated with speaking in front of others, allowing students to build

their confidence and become more comfortable using English.

> To overcome speaking difficulties, I encourage students to use English outside of formal class activities by speaking with their friends. I organize activities like group projects and language games that require them to interact and communicate in English. This approach helps them practice speaking in a more comfortable and familiar context, which can enhance their imitative speaking skills. (Untuk mengatasi kesulitan berbicara, saya mendorong siswa untuk menggunakan bahasa Inggris di luar kegiatan kelas formal dengan berbicara bersama teman-temannya. Saya mengatur kegiatan seperti proyek kelompok dan permainan bahasa yang mengharuskan mereka berinteraksi dan berkomunikasi dalam bahasa Inggris. Pendekatan ini membantu mereka berlatih berbicara dalam konteks yang lebih nyaman dan akrab, sehingga dapat meningkatkan keterampilan berbicara meniru mereka) "Appendix 2" [72]

Based on the interview that engaging in English conversations with friends

helps them build confidence, improve their fluency, and enhance their ability to

imitate and use the language effectively. This practical approach allows students

to apply their language skills in real life.

B. Discussion

1. Students' difficulties on imitative speaking at the seventh grade of SMPN 4 Majene

According to the findings explained about students difficulties on imitative

speaking at the seventh grade of SMPN 4 Majene faced several difficulties with

imitative speaking tasks, significantly affecting their engagement and performance in

English classes. These difficulties were primarily in psychological issues and

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[72] Initial (RD), *English Teacher at SMPN 4 Majene*, Interviewed 21th July 2024

language problems which hinder their ability to speak confidently and fluently. A detailed analysis of these difficulty reveals a complex situation requiring targeted interventions to enhance students' speaking skills effectively.

Psychological problems were a major impediment for these students. Many of them exhibit a profound fear of making mistakes, which leads to feelings of embarrassment, anxiety, and a lack of self-confidence. Student displays a strong fear of errors, resulting in visible anxiety and low self-confidence that negatively impacts their willingness to participate in speaking activities. Similarly, Student struggles with a fear of making mistakes and feelings of shame, exacerbated by a lack of motivation. This combination results in disengagement and minimal participation in speaking tasks. Such psychological barriers were prevalent among students who feel apprehensive about speaking due to their perceived inadequacies.[73]

Students also experience significant embarrassment and fear of making mistakes, which causes hesitation and reduces their participation in speaking exercises. This pattern highlights a broader issue where students' fear of negative evaluation prevents them from effectively practicing their speaking skills. The impact of these psychological barriers is further evident in student who both face a lack of motivation and feelings of shame. The combination of low enthusiasm and shame results in minimal engagement in speaking activities. Difficulties were compounded by anxiety and low self-confidence, which together hinder their effective participation.

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[73] Cameron, Lynne. (2001). Teaching Language to Young Learners. Cambridge: Cambridge University Press

Student reveal that their speaking difficulty were driven by a mix of fear of mistakes, anxiety, and lack of motivation. This combination leads to nervousness and reluctance to participate, demonstrating how interconnected these psychological issues were in affecting students' speaking abilities. The interviews further reveal that fears of making mistakes and embarrassment were significant factors influencing students' participation. Students frequently express concerns about being judged or ridiculed by their peers or teachers, which heightens their anxiety and reluctance to speak. Students struggle with multiple issues, including feelings of shame, anxiety, and lack of self-confidence. These problem create a substantial barrier to speaking, as students worry about their pronunciation, grammar, and overall ability to communicate effectively.

Students such exhibit fear of making mistakes and low self-confidence, leading to limited participation in speaking tasks. This reluctance to engage stems from a deep-seated fear of errors and a lack of confidence in their abilities. To address these issues, it was crucial to create a supportive environment where students can practice speaking without fear of judgment. Encouraging informal conversations, providing constructive feedback, and integrating engaging activities can help alleviate students' anxiety and build their confidence. Addressing the psychological problem and providing targeted support, students can gradually overcome their speaking difficulties and improve their overall fluency and participation in English classes.

Fear of being wrong is a significant psychological barrier that impacts students' ability to engage effectively in speaking tasks. This fear often stems from a concern about making mistakes and being judged by peers or teachers. When students were

preoccupied with the possibility of error, their focus shifts from the task at hand to worrying about potential embarrassment or criticism. [74]This pervasive fear can stifle their willingness to participate and practice, leading to a cycle of avoidance and stagnation in their speaking skills. The apprehension of being wrong can also inhibit the learning process, as students may refrain from taking risks or trying new strategies in their communication. Feelings of shame further exacerbate these difficulty. Shame is a powerful emotion that can arise from perceived inadequacies or failures. For students, this might manifest as a reluctance to speak due to embarrassment over their language skills or performance. When students feel ashamed, they may withdraw from speaking opportunities, fearing that their contributions will be ridiculed or devalued. This emotional response can create a barrier to learning and improvement, as students become increasingly disengaged and less likely to practice or seek help.

A lack of self-confidence was another critical factor affecting students' speaking abilities. Self-confidence plays a crucial role in communication, as it influences a student's willingness to participate and assert their ideas. When students lack confidence, they may second-guess their responses or hesitate to speak up, fearing that their input is not valuable or accurate. This lack of confidence can be self-reinforcing, as diminished participation leads to fewer opportunities for practice and growth, perpetuating the cycle of low self-esteem and poor performance in speaking tasks.

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[74] Brown, H. Douglas. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. New Jersery: Prentice Hall Regents

Anxiety closely related to fear of being wrong and lack of self-confidence, can significantly impair students' speaking abilities. Anxiety often manifests as nervousness or worry about performance, which can interfere with the ability to think clearly and articulate thoughts effectively. Students experiencing high levels of anxiety may struggle with physical symptoms such as a racing heart or sweating, which further exacerbate their discomfort and reluctance to speak. This heightened state of anxiety can create a barrier to successful communication, as students may find it challenging to express themselves or engage fully in speaking activities.

Together, these psychological factors fear of being wrong, feelings of shame, lack of self-confidence, and anxiety interact to create a challenging environment for students attempting to improve their speaking skills. These issues requires a supportive approach that fosters a safe and encouraging atmosphere, allowing students to overcome their fears and build their confidence in speaking tasks.[75]

The analysis of language problems among students at SMPN 4 Majene found several critical whereas affecting their proficiency in English, specifically in pronunciation, vocabulary, fluency, and interactive communication. These problems were effectively requires a multifaceted approach. Pronunciation problems were a common difficulty, as evidenced by students which these students struggle with correctly articulating words, which their ability to communicate clearly and effectively. Mispronunciation can lead to misunderstandings and reduce the overall comprehensibility of students' speech. Students difficulty pronouncing words accurately, which not only affects their clarity but also their confidence in speaking.

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[75] Harmer, J. (1991). The Practice of English Language Teaching. The 3th Edition

Pronunciation issues often necessitate targeted interventions such as pronunciation drills and practice with native speakers to help students improve their articulation and enhance their overall communication skills.

Vocabulary difficulty were another significant concern. Students difficulties with selecting and using appropriate words, which can impact their ability to express themselves accurately and effectively. Limited vocabulary restricts students' ability to convey their ideas comprehensively and can result in repetitive or unclear language. For instance, struggle with vocabulary means they may find it difficult to find the right words during conversations, which can inhibit their ability to engage meaningfully in discussions. Addressing vocabulary issues often involves expanding students' word knowledge through reading, interactive exercises, and vocabulary-building activities to enrich their language use.

Fluency is also a major werea of concern, with students experiencing difficulty in speaking coherently. Fluency problems disrupt the natural flow of speech, making it difficult for students to maintain conversations and express their thoughts clearly. Fluency affects their ability to speak continuously, leading to interruptions and a lack of cohesion in their speech. Improving fluency typically involves practice with timed speaking exercises, reading aloud, and engaging in regular conversational practice to help students develop more fluid and natural speech patterns.

Interactive communication difficulties were observed in students such who have trouble engaging in meaningful dialogue and responding appropriately during

conversations. [76]These issues can affect students' ability to participate actively in class discussions and collaborative activities. difficulty with interactive communication means they may struggle to contribute effectively to group work or respond appropriately to peers, which impacts their overall classroom engagement. To address these difficulty, it is crucial to implement strategies that encourage interactive speaking, such as role-playing activities, peer conversations, and group discussions to foster more effective communication skills.

The language problems identified among students at SMPN 4 Majene suggests that a comprehensive approach is needed to address these issues focusing on pronunciation, vocabulary, fluency, and interactive communication, educators can develop targeted strategies to help students overcome their specific difficulty and improve their overall language proficiency. This might include individualized support, practice activities, and interactive exercises designed to enhance students' speaking abilities and boost their confidence in using English effectively.

2. **The overcome of students difficulties faced by seventh grade on imitative speaking of SMPN 4 Majene**

According to the findings that to overcome the difficulties faced by seventh-grade students at SMPN 4 Majene with imitative speaking, the implementation of additional training has been identified as a crucial strategy. The findings reveal that providing more opportunities for practice through structured activities significantly enhances students' speaking abilities.

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[76] Gerungan, W. A. 1966. Psychologi Sosial. Bandung: PT. Eresco

The teachers approach involves incorporating additional speaking drills and practice sessions into the curriculum. These sessions include role-plays and dialogues, which offer students a controlled environment to rehearse their speaking skills.[77] This repetitive practice helps students become more familiar with English pronunciation, vocabulary, and sentence structure. Engaging in these activities regularly, students gain confidence and become more comfortable with speaking in English. The increased exposure through these drills also aids in reducing anxiety and overcoming the fear of making mistakes. This approach ensures that students were better prewired to handle real life speaking situations, ultimately improving their fluency and communication skills.

The teacher emphasizes the importance of integrating extra training into the curriculum. Regular practice sessions, where students repeat phrases and sentences in various contexts, help reinforce their speaking skills and diminish their fear of errors. This repetitive practice is designed to build confidence and ensure that students were familiar with common speaking patterns and structures. Additionally, the teacher employs targeted speaking exercises to address specific problem whereas such as pronunciation and vocabulary. Frequent drills and vocabulary-building activities were tailored to meet the needs of students struggling with these aspects. This targeted approach allows students to focus on their individual difficulty and make significant improvements in their speaking abilities.[78]

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[77] Moat k. 2016 teaching and principle in language Use and Language Learning, London. Oxford University press

[78] Raba'ah, G. (2005). Communication Problems Facing Arab Learners of English Journal of Language and Learning, 3(1), ISSN 1740-4983

The findings underscore the effectiveness of incorporating additional training and structured practice into the curriculum to address students' difficulties with imitative speaking. By providing ample opportunities for practice and focusing on specific problem wereas, educators can help students build confidence, reduce anxiety, and enhance their overall fluency and communication skills in English.[79] To address the difficulty faced by seventh-grade students at SMPN 4 Majene in imitative speaking, the approach of encouraging peer interactions has proven to be highly effective. This strategy involves creating opportunities for students to practice speaking English with their classmates through pair or group activities. Such interactions help students feel more at ease and reduce the anxiety associated with speaking in a formal classroom setting.

The approach centers on setting up pair or group activities where students were required to communicate in English with their peers. This method creates a supportive and collaborative environment, enabling students to practice their speaking skills in a less intimidating context. By interacting with friends, students were able to engage in English conversations without the pressure of formal assessments, which can significantly lower their stress levels and boost their confidence.

Encouraging informal English conversations among friends plays a crucial role in overcoming speaking difficulties. Teachers create opportunities for casual dialogues and group discussions, allowing students to practice speaking in a relaxed

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[79] William F. Mackey. 2007. Language Teaching Analysis. London: Longman Green and Co

and supportive atmosphere.[80] These informal settings reduce the pressure typically associated with speaking in front of others, which helps students build their confidence and become more comfortable using English in everyday situations. Moreover, promoting the use of English outside of formal class activities is an integral part of this approach. By organizing group projects, language games, and other interactive activities that require students to communicate in English, teachers provide additional chances for students to practice their speaking skills. This practical application of language in a familiar and comfortable context further enhances their ability to imitate and use English more effectively.[81]

The strategy of encouraging peer interactions and informal English conversations is effective in helping students overcome their difficulties with imitative speaking. By practicing in a supportive and low-pressure environment, students gain confidence, improve their fluency, and become more adept at using English in real-life situations. This approach not only enhances their speaking skills but also fosters a more relaxed and enjoyable learning experience.

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[80] [80] Ur, P. 1996. A Course in Language Teaching: Practice and Theory. New York: Cambridge University. p. 121

[81] Ahmadi, A. 2003. Psikologi Umum. Jakarta: PT. Rineka Cipta

CHAPTER V
CLOSING

A. Conclusion

The conclusion can be explained that:

1. Students' difficulties on imitative speaking at the seventh grade of SMPN 4 Majene showed significant difficulties from psychological factors and language problems which students exhibit a strong fear of making mistakes, leading to feelings of shame, anxiety, and a lack of self-confidence while students face various problem language related difficulties including with pronunciation, vocabulary, fluency, and interactive communication proved that students felt all the difficulties on imitative speaking.

2. The overcome of students difficulties faced by seventh grade on imitative speaking of SMPN 4 Majene used several method such more training which training opportunities has proven beneficial gain more exposure to imitative speaking and more practice to friends helps reduce anxiety, improve fluency, and improve confidence in speak further enhances students' vocabulary and motivated to speak.

B. Suggestion

1. For English Teacher at seventh grade of SMPN 4 Majene, it suggested to develop more training specially for speaking activities at class. Incorporate a variety of training techniques to address different aspects of language learning. Use

structured speaking drills, role-plays, scripted dialogues, and targeted exercises focusing on pronunciation, vocabulary, and fluency.

2. For Students at seventh grade of SMPN 4 Majene, it suggested to take advantage of additional speaking opportunities both in and outside the classroom. Participate actively in speaking drills, role-plays, and group discussions to practice English in various contexts

3. For Further Researcher, it suggested to investigate other factors that may influence students' speaking abilities, such as cultural background, prior language exposure, and individual learning styles.
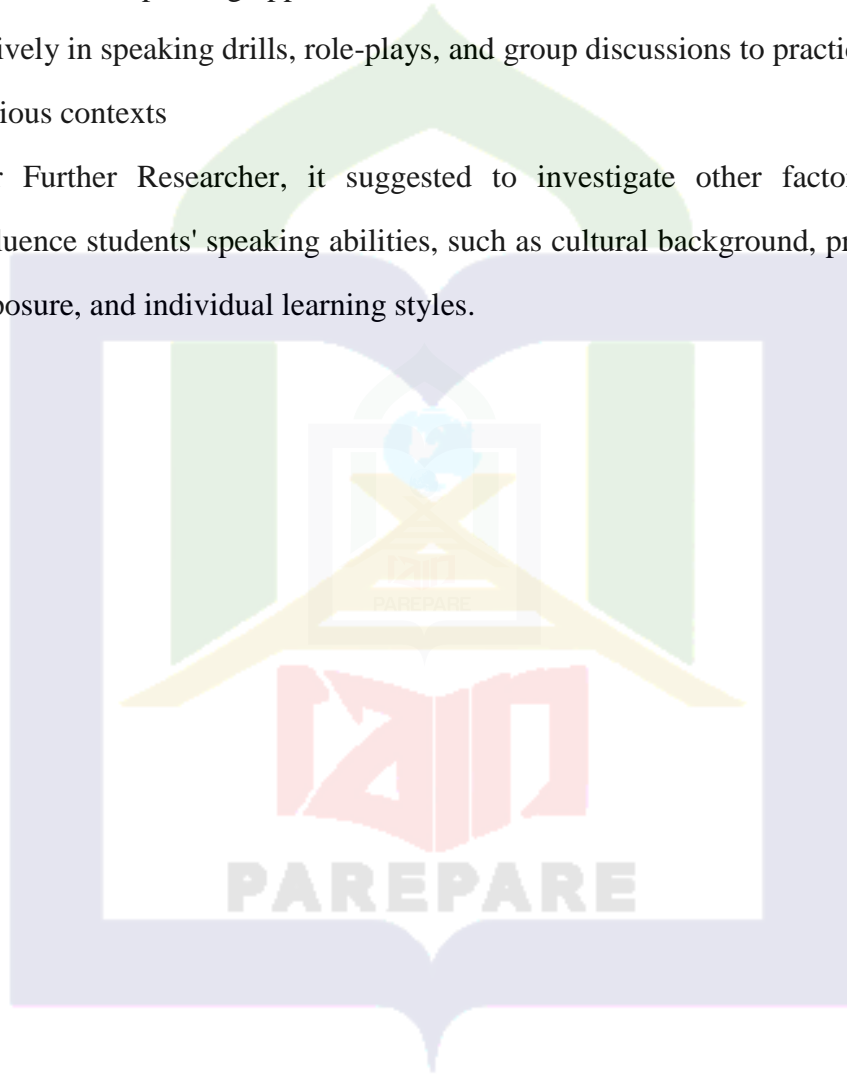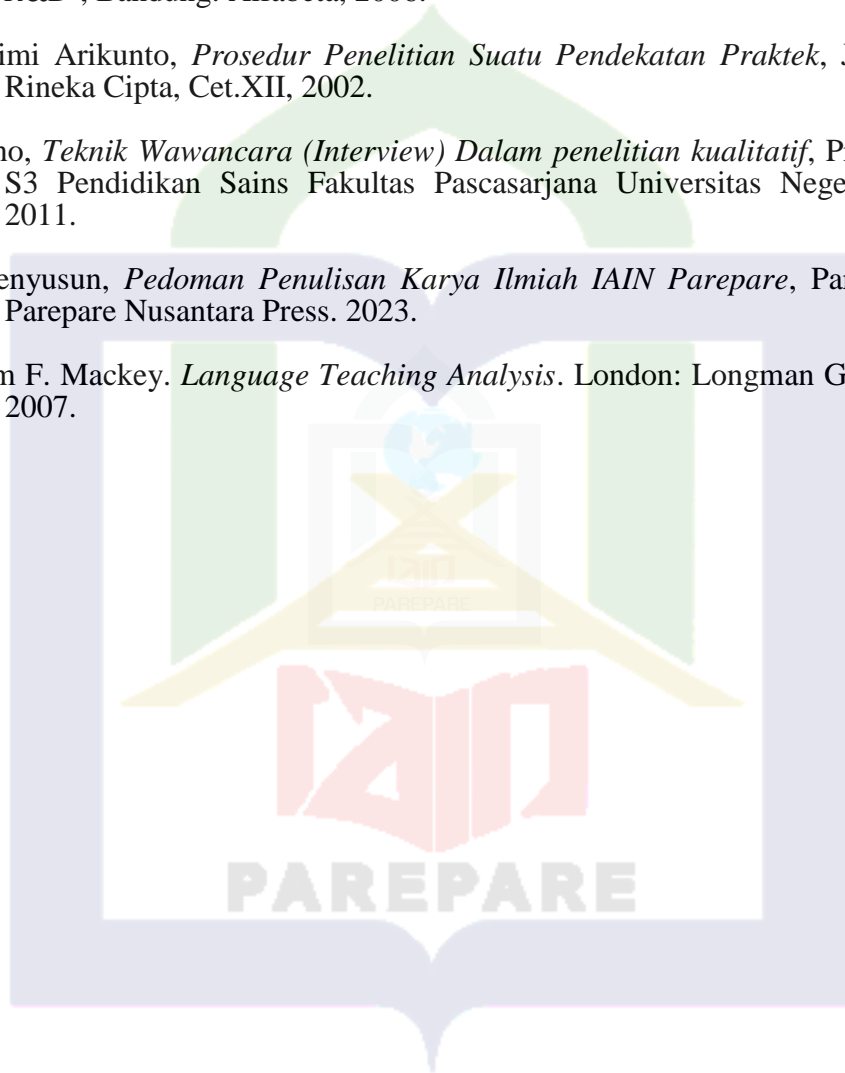
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APPENDICES

APPENDIX 1

Nama Mahasiswa   : Winda Permatasari

Reg Num   : 17.1300.135

Faculty/Program   : Tarbiyah/Pendidikan Bahasa Inggris

Thesis   : The Analysis of Students' Difficulties on Imitative Speaking at the Seventh Grade of SMPN 4 Majene.

Instrument   : Interview

LIST OF INTERVIEW QUESTIONS:

1) Apakah Anda suka pelajaran Bahasa Inggris?

2) Apakah Anda tertarik berbicara Bahasa Inggris?

3) Apakah ada rasa takut melakukan kesalahan ketika Anda berbicara Bahasa Inggris di dalam kelas?

4) Apakah ada rasa malu ketika Anda berbicara Bahasa Inggris?

5) Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?

6) Apakah ada rasa tidak percaya diri pada saat Anda berbicara Bahasa Inggris di dalam kelas?

7) Apakah Anda mempunyai motivasi pada saat belajar dan berbicara Bahasa Inggris?

8) Bagaimana cara Anda untuk mengatasi kesulitan berbicara Bahasa Inggris?

9) Menurut Ibu, Apa kesulitan siswa pada saat berbicara Bahasa Inggris di dalam kelas?

10) Menurut Ibu, Bagaimana mengatasi kendala siswa dalam berbicara Bahasa Inggris?

In this below, a story to testing students' abilities in pronunciation, vocabulary, fluency and interactive speaking.

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepmother and stepsister. They were very bossy. She had to do all the housework. One day invitation to the ball came to the family. Her stepsister did not let her go. Cinderella was very sad. The stepsister went to the ball without her. Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her, and then he married her. They lived happily ever after.

III

APPENDIX 2

TRANSCRIPT INTERVIEW

No	Informant	Question / Answer
1	Diana (Teacher)	*Menurut anda, Apa kesulitan siswa pada saat berbicara* *Bahasa Inggris di dalam kelas?* Masalah yang dihadapi siswa dalam berbicara meniru, saya menerapkan latihan berbicara tambahan dan sesi latihan. Saya memberi siswa lebih banyak kesempatan untuk berlatih berbicara melalui aktivitas terstruktur, seperti permainan peran dan dialog tertulis. Peningkatan keterpaparan ini membantu mereka membangun kepercayaan diri dan menjadi lebih nyaman dalam berbicara. *Bagaimana mengatasi kendala siswa dalam berbicara* *Bahasa Inggris?* Kesulitan berbicara siswa dengan menjelaskan pelatihan tambahan ke dalam kurikulum. Saya mengatur sesi latihan rutin di mana siswa mengulangi frasa dan kalimat dalam berbagai konteks. Latihan berulang ini membantu memperkuat keterampilan berbicara mereka dan mengurangi rasa takut membuat kesalahan. Untuk mengatasi kesulitan berbicara, saya mendorong siswa untuk menggunakan bahasa Inggris di luar kegiatan kelas formal dengan berbicara bersama teman-temannya. Saya mengatur kegiatan seperti proyek kelompok dan permainan bahasa yang mengharuskan mereka berinteraksi dan berkomunikasi dalam bahasa Inggris. Pendekatan ini membantu mereka berlatih berbicara dalam konteks yang lebih nyaman dan akrab, sehingga dapat meningkatkan keterampilan berbicara meniru mereka Saya menggunakan lebih banyak pelatihan dengan menyiapkan latihan berbicara yang ditargetkan yang berfokus pada area masalah umum bagi siswa. Misalnya, saya sering melakukan latihan pengucapan dan aktivitas

IV

		pengembangan kosa kata untuk mengatasi tantangan tertentu. Sesi pelatihan tambahan ini bertujuan untuk meningkatkan kefasihan mereka dan meningkatkan kepercayaan diri mereka dalam berbicara. Membantu siswa dalam meniru berbicara, saya mendorong mereka untuk berlatih berbicara dengan teman-temannya. Saya mengatur kegiatan berpasangan atau kelompok di mana siswa harus berkomunikasi dalam bahasa Inggris dengan teman-temannya. Interaksi teman sebaya ini membantu mereka merasa lebih rileks dan mengurangi rasa cemas, sehingga memungkinkan mereka berlatih berbicara dalam lingkungan yang mendukung *Apakah Anda mempunyai motivasi pada saat belajar dan berbicara Bahasa Inggris?* Tantangan berbicara siswa dengan percakapan bahasa Inggris informal di antara teman-teman. Saya menciptakan kesempatan bagi siswa untuk terlibat dalam dialog santai dan diskusi kelompok. Berbicara dengan teman-teman dalam suasana yang tidak menimbulkan tekanan membantu mereka membangun kepercayaan diri dan meningkatkan kemampuan mereka untuk meniru dan menggunakan bahasa Inggris dengan lebih alami.
2	Siti Rahmawati	*Apakah ada rasa takut melakukan kesalahan ketika Anda berbicara Bahasa Inggris di dalam kelas?* Saya takut karena saya tidak bisa berbahasa Inggris
3	Ahmad Rifai	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya sering merasa terlalu takut untuk berbicara karena takut melakukan kesalahan. Saya khawatir jika saya mengatakan sesuatu yang salah, teman sekelas atau guru saya akan menertawakan saya. *Apakah ada rasa malu ketika Anda berbicara Bahasa Inggris?* Setiap kali guru memanggil saya untuk berbicara bahasa Inggris, saya merasa cemas. Saya khawatir tidak dapat mengekspresikan diri dengan benar dan takut melakukan kesalahan

v

4	Rina Gita	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya merasa sulit untuk berbicara dalam bahasa Inggris karena saya selalu khawatir membuat kesalahan. Saya merasa malu jika saya tidak mengucapkan sebuah kata dengan benar atau menggunakan tata bahasa yang salah
5	Aisyah Hasan	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya menghindari berbicara bahasa Inggris di kelas karena saya takut membuat kesalahan. Ketakutan saya untuk dikoreksi atau dihakimi membuat saya ragu untuk berpartisipasi
6	Sari Sari	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya sangat gugup berbicara bahasa Inggris karena saya takut membuat kesalahan. Ketakutan ini sering kali menghentikan saya untuk berbicara di kelas. Saya merasa malu ketika harus berbicara dalam bahasa Inggris. Saya khawatir kesalahan saya akan diketahui oleh orang lain, sehingga membuat saya cemas dan ragu untuk berbicara
7	Eka Riana	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Ketika saya harus berbicara dalam bahasa Inggris, saya merasa gugup karena khawatir membuat kesalahan. Ketakutan akan kesalahan ini menghalangi saya untuk ikut serta dalam percakapan Kecemasan ketika guru meminta saya berbicara bahasa Inggris. Saya merasa gugup jika membuat kesalahan dan bagaimana reaksi orang lain
8	Rizki Alamsyah	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Ketakutan saya membuat kesalahan menghalangi saya berbicara bahasa Inggris di kelas. Saya merasa mungkin akan mengatakan sesuatu yang salah, dan rasa cemas ini membuat saya berhenti berpartisipasi Saya memang mempunyai motivasi untuk belajar bahasa Inggris, namun terkadang sulit untuk mempertahankannya karena saya harus berbicara dengan lancar dan banyak

		melakukan kesalahan. Motivasi saya berfluktuasi berdasarkan kepercayaan diri dan kemajuan saya
9	Aminah Indah	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya mengalami banyak ketakutan ketika guru meminta saya berbicara bahasa Inggris. Membayangkan harus tampil di depan kelas dan kemungkinan membuat kesalahan membuat saya cemas
10	Supriadi Rizki	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya sering merasa takut ketika guru meminta saya berbicara bahasa Inggris. Tekanan untuk tampil baik di depan kelas membuat saya sangat cemas Kurangnya rasa percaya diri ketika harus berbicara bahasa Inggris. Saya khawatir pengucapan dan tata bahasa saya mungkin tidak benar, sehingga membuat saya ragu untuk berbicara
11	Siti Hajar	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya merasa gugup ketika guru meminta saya berbicara dalam bahasa Inggris. Rasa takut membuat kesalahan di depan semua orang membuat saya merasa cemas dan ragu
12	Hendra Utama	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya merasa sangat malu ketika saya berbicara bahasa Inggris di kelas. Saya khawatir kesalahan saya akan membuat saya terlihat konyol di depan teman sekelas Saya merasa kurang percaya diri ketika berbicara bahasa Inggris di kelas. Saya sering meragukan kemampuan saya dan khawatir kemampuan berbicara saya kurang baik Saya mempunyai motivasi untuk belajar dan berbicara bahasa Inggris, namun sering kali motivasi saya dibayangi oleh ketakutan saya untuk melakukan kesalahan. Saya ingin berkembang, tetapi saya kesulitan untuk tetap termotivasi karena kecemasan saya
13	Kiki Utami	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya sering kurang percaya diri ketika berbicara bahasa Inggris. Saya merasa tidak yakin tentang cara menggunakan bahasa tersebut dengan benar dan takut orang lain mungkin tidak memahami saya. Saya merasa

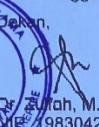|		tidak percaya diri dengan kemampuan berbahasa Inggris saya. Kurangnya rasa percaya diri ini membuat saya sulit berbicara di kelas dan menyampaikan pemikiran saya
		Saya merasa sulit untuk tetap termotivasi ketika belajar dan berbicara bahasa Inggris. Kurangnya rasa percaya diri dan ketakutan membuat kesalahan sering kali mengurangi semangat saya
14	Hadi Ahmad	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Merasa malu ketika berbicara bahasa Inggris. Ketika saya tersandung pada kata-kata saya atau menggunakan kosakata yang salah
15	Ria Rahayu	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Saya sering merasa malu saat berbicara bahasa Inggris karena takut melakukan kesalahan. Rasa malu ini membuat saya enggan berpartisipasi dalam diskusi kelas
16	Wulandari Utami	*Apakah anda merasa takut/cemas jika guru menyuruh Anda berbicara Bahasa Inggris di dalam kelas?* Berbicara bahasa Inggris membuat saya merasa malu, terutama ketika pengucapan saya tidak benar atau jika tata bahasa saya salah. Sulit bagiku untuk mengatasi perasaan ini.
		Saya merasa cemas setiap kali saya harus berbicara bahasa Inggris karena saya takut membuat kesalahan. Permintaan guru membuatku semakin merasa tertekan

ADMINISTRATION LETTER

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1410 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**
Kesatu	:	Menunjuk saudara; 1. Dr. Arqam, M.Pd.
		2. Muh. Yusuf, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Winda Permatasari
NIM	:	17.1300.135
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Analysis Of Students' Difficulties On Imitative Speaking At The Seventh Grade Of SMPN 4 Majene

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 28 Maret 2023
Dekan,

Dr. ...ah, M.Pd.
NIP. 19830420 200801 2 010

PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Anemone Wewang No 12 Telp (0422) 21947 Majene-Sulbar

IZIN PENELITIAN

Nomor : 500.16.7.2/778/MP/VI/2024

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene,serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/432/VII/2024 Tanggal 26 Juli 2024 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: WINDA PERMATASARI
Pekerjaan	: Mahasiswi
N I M	: 1713000135
Program Study/Jurusan	: S1 Pendidikan Bahasa Inggris
Universitas	: IAIN Pare Pare
Alamat	: Pangale Kel. Labuang Utara Kec. Banggae Timur Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "THE ANALYSIS OF STUDENT'S DIFFICULTIES ON IMITATIVE SPEAKING AT THE SEVENTH GRADE OF SMPN 4 MAJENE" dengan ketentuan:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar cofy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 30-05-2024
Kepala Dinas

Hj.JESCHIRAWATI THAHIR, S.Sos, M.Adm.Pemb
Pangkat: Pembina Utama Muda
Nip. 196609261992032011

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PEMERINTAH KABUPATEN MAJENE
DINAS PENDIDIKAN DAN PEMUDA OLAHRAGA
SMP NEGERI 4 MAJENE
Alamat : Jalan Letjen Hertasning No. Telp (0422) 21216.email:smp.neg4majene@gmail.com

SURAT KETERANGAN
Nomor: 154/133.02/SMP.04/PL/VII/2024

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 4 Majene, Kabupaten Majene Provinsi

Sulawesi Barat menerangkan bahwa:

Nama	: **Winda Permatasari**
NIM	: **17.1300.135**
Program Studi / Jurusan	: **Tarbiyah / Pendidikan Bahasa Inggiris**
Universitas	: **IAIN Parepare**
Alamat	: **Parepare**

Benar telah melakukan penelitian di SMP Negeri 4 Majene dari tanggal 1 Juni sampai 1 Juli 2024,

dengan judul *"THE ANALYSIS OF STUDENT'S DIFFICULTIES ON IMITATIVE*

SPEAKING AT THE SEVENTH GRADE OF SMPN 4 MAJENE".

Demikian surat keterangan penelitian ini dibuat untuk dipergunakan sebagaimana mestinya

Majene, 26 Juli 2024
Kepala Sekolah,

Hj. NURAENI, S. Pd.
Nip 19710909 201001 2 003

DOCUMENTATION

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CURRICULUM VITAE

Winda Permatasari was born in Pangale on March 29, 1999. She is the first child of one sibling, born to Mr. H. Muh. Yasin and Mrs. Rosdiana. Her educational background includes attending SDN 4 TG.Batu Majene, where she graduated in 2011. She then attended SMPN 1 Muara Badak Kutai Kartanegara from 2011 to 2014. Following this, she continued her studies at SMK Negeri 3 Parepare and graduated in 2017. Subsequently, she pursued a Bachelor's degree at the Institut Agama Islam Negeri (IAIN) Parepare, majoring in English Language Education. During her studies, she completed her Teaching Practice (PPL) at MAN 1 Parepare in 2022 and participated in Community Service in Enrekang Regency in 2022. She concluded her undergraduate thesis titled "The Analysis of Students' Difficulties on Imitative Speaking at the Seventh Grade of SMPN 4 Majene."