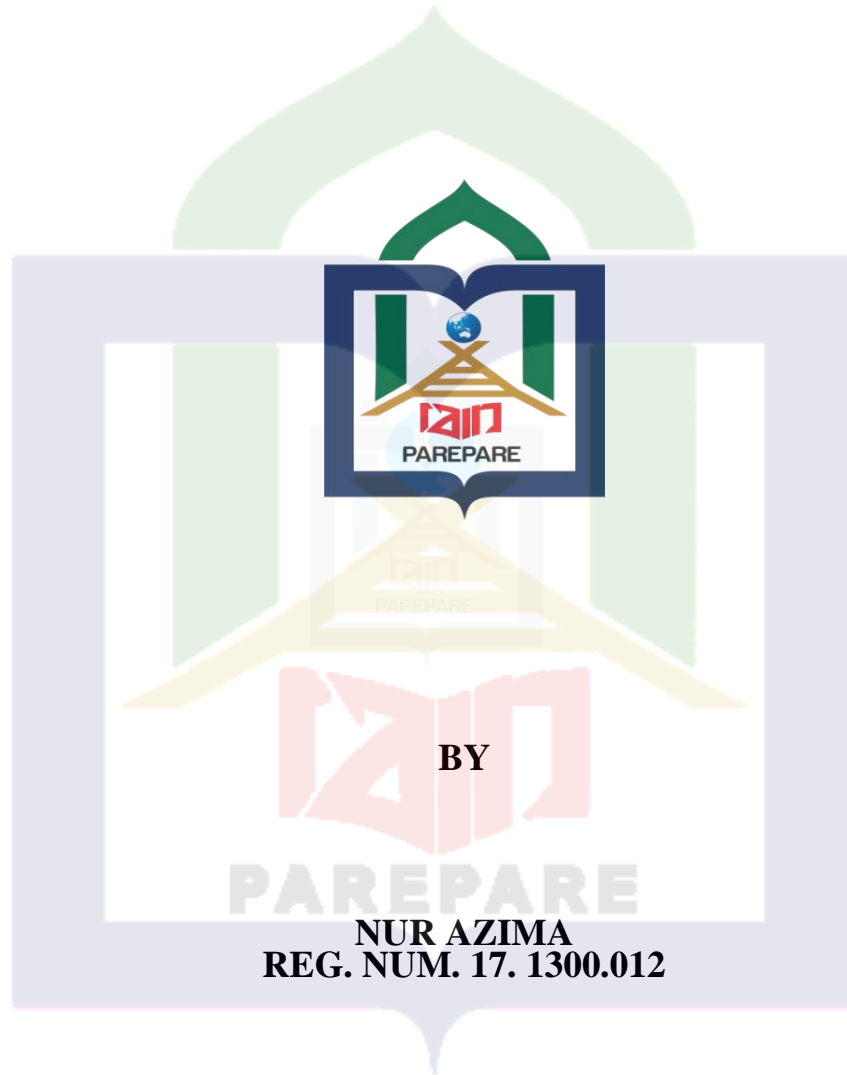**A THESIS**

**STUDENTS' PROBLEM IN LEARNING ENGLISH SPEAKING SKILL
AT MADRASAH ALIYAH DDI KANANG**

BY

**NUR AZIMA
REG. NUM. 17. 1300.012**

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

2024

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NUR AZIMA
REG. NUM. 17. 1300.012

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

ENGLISH EDUCATION PROGRAM
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SUPERVISORY COMMISSION APPROVAL

Thesis Title	: Students' Problem in Learning English Speking Skill at Madrasah Aliyah DDI Kanang
Student Name	: Nur Azima
Student Reg. Number	: 17.1300.012
Study Program	: English Education
Faculty	: Tarbiyah
Basis for Supervisor Determination	: Dean of the Faculty of Tarbiyah Decree Number: 978 Year 2024

Approved By:

Principal Supervisor	: Dr. Zulfah, M.Pd	(.................)
EIN	: 198304202008012010	
Co-Advisor	: Dr. Mujahidah, M.Pd	(.................)
EIN	: 1979041220080122020	

Knowing:
Dean of the Faculty of Tarbiyah

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

APPROVAL OF THE EXAMINING COMMISSION

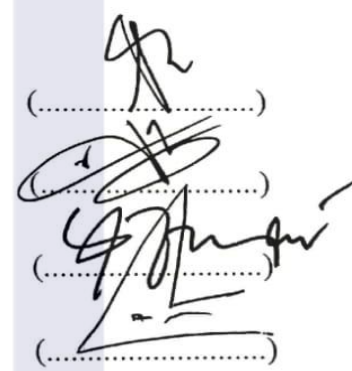|	
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Student Name	: Nur Azima
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Approved By:

Dr. Zulfah, M.Pd	(Chair)	(.........................)
Dr. Mujahidah, M.Pd	(Secretary)	(.........................)
Dr. H. Saepudin, S.Ag., M.Pd	(Member)	(.........................)
Dra. Hj. Nanning, M.Pd	(Member)	(.........................)

Knowing:
Dean of the Faculty of Tarbiyah

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

iv

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على اشرف الأنبياء والمرسلين و على اله وأصحابه أجمعين

Praise and gratitude, the writer goes to the presence of Allah swt. for all the abundance of His mercy and grace, so that, the writer can complete this final thesis as one of the important requirements in obtaining a Bachelor of Education (S.Pd.) degree at the Faculty of Tarbiyah, Parepare State Islamic Institute.

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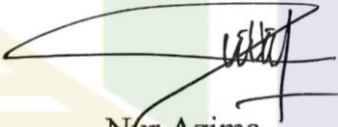
1. Bapak Prof. Dr. Hannani, M.Ag., as Rector of IAIN Parepare who is also be a role model at IAIN Parepare and he has worked hard to manage education at IAIN Parepare.

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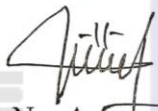
Nur Azima
Reg. Num 17.1300.012

DECLARATION OF THE AUTHENTICITY OF THE THESIS

The researcher who signed the declaration below:

Name : Nur Azima

Student Reg. Number : 17.1300.012

Place and Date of Birth : 10th May 1999

Study Program : English Education Program

Faculty : Tarbiyah

The Title of thesis : Students' Problems in learning English Speaking Skill at Madrasah Aliyah DDI Kanang

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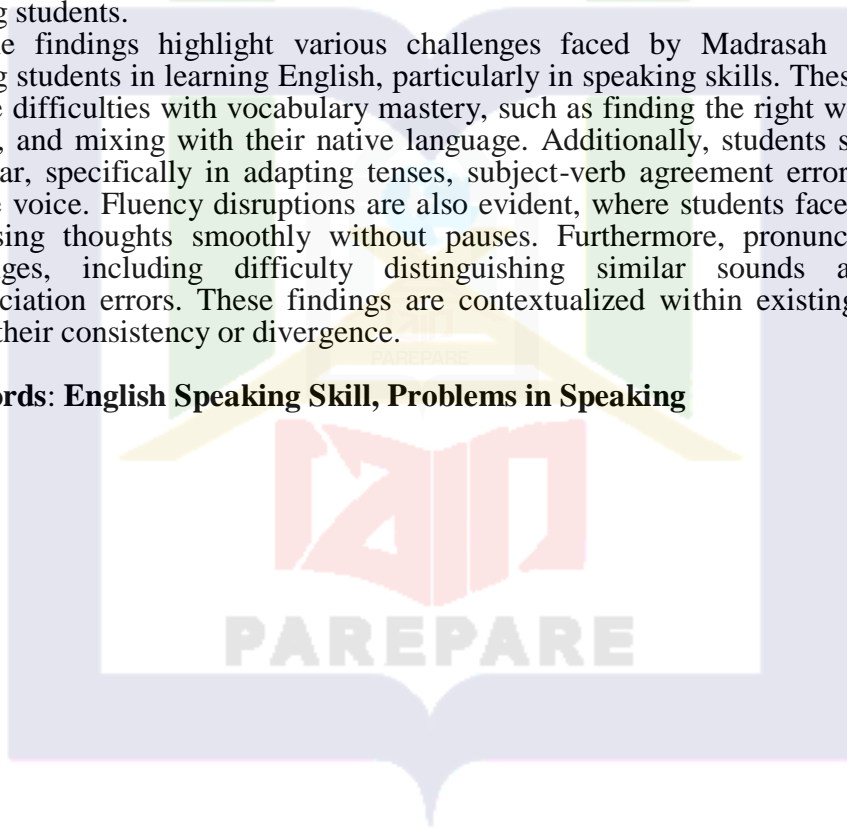The Writer

Nur Azima
Reg. Num 17.1300.012

ABSTRACT

NUR AZIMA**.** ***Students' Problems in Learning English Speaking Skill at Madrasah Aliyah DDI Kanang*** (Supervised by Zulfah and Mujahidah)

Speaking is one of the important aspects in learning English. Difficulty in mastering speaking aspects such as vocabulary, grammar, speaking fluency and pronunciation are important to study. This research aimed to identify these problems in more depth, so that it can provide relevant recommendations for teachers and students to improve the quality of English language learning in the educational environment.

This research used descriptive research methods with the main aim of providing a comprehensive picture of the challenges students face in aspects of learning to speaking English. The data collection techniques used in this research included interviews and documentation, involving 15 research subjects who were MA DDI Kanang students.

The findings highlight various challenges faced by Madrasah Aliyah DDI Kanang students in learning English, particularly in speaking skills. These challenges include difficulties with vocabulary mastery, such as finding the right words, limited variety, and mixing with their native language. Additionally, students struggle with grammar, specifically in adapting tenses, subject-verb agreement errors, and using passive voice. Fluency disruptions are also evident, where students face obstacles in expressing thoughts smoothly without pauses. Furthermore, pronunciation poses challenges, including difficulty distinguishing similar sounds and making pronunciation errors. These findings are contextualized within existing theories to assess their consistency or divergence.

Keywords: **English Speaking Skill, Problems in Speaking**

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1.	Instruments of Research
2.	Recommendation Letter
3.	Research Finished Letter
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5.	Biography of the Writer

CHAPTER I

INTRODUCTION

A. Background

Mastery English language has many advantages to humans. It is benefit for many people to communicate with each other language, to express their feeling or idea, share information, and express the aims in communication. All people know about the benefit of mastery English language, but little of them unconscious to learn English because they think that English very difficult for them. It has been taught in some levels of education in Indonesia, such as elementary school, junior high school, and senior high school in order to make young generations ready to face the globalization area. As a global language, English is used in many things we find in our daily life and in many kinds of modern technology, such as mobile phones, computers, social media, electronic machines, transportation, etc.

Speaking is usually related to the conversation. However, some linguistics have defined speaking in different perspective. Richard, for example states that "People communicate information orally through speaking, in which speaking can be categorized into three types i.e. international speaking (IS), transactional speaking (TS), and performance speaking (PS).[1]

In learning English, there are four skills of language that actually reality must be mastered by all of the students. They are listening, speaking, reading and also writing. All of these skills cannot be separated each other's. Among these skills, speaking is the most important skill to acquire foreign or second language learning. Among the

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[1]Richard, J.C, "Teaching Listening and Speaking, From Theory to Practice", in Burhanuddin Arafah and A. Kaharuddin Bahar, *The Art of Developing Speaking As a Performance*, Cet I; Yogyakarta: Trust Media, 2015, p. 3.

four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown and Yuke stated that speaking is the skill that the students will be judged upon most in real life situation.[2]

Speaking as interaction is commonly found in our real social lives in terms of interpersonal dialogues or conversation. Since speaking display interactional function that this kind of speaking is also recognized as interactional speaking. It primarily establishes social interaction, it focuses on satisfying the participant social needs, and it is interactive and requires two way participations. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk, recount recent experiences, and so forth. The participants involve in The interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them.[3]

In the speaking, the students or people who speak have to try to make the other people understand what being said. The speaker must speak well to make the audience understand what the speaker said. Speaking skill also help to assure that one won't be misunderstood by those who are listening. In learning English speaking skill, not all the students good in speaking. Because there are several skill that have to be mastered to make a good speaking. Such as good in grammar, vocabularies, good pronunciation, good accuracy, and fluently.

It is related what Tasmia said in his journal with the tittle "Students' Problem in Speaking English At Eight Grade Of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi". Some students mentioned that they have problems in

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[2]Parupalli Srivinas Rao, *The Importance of Speaking Skill in English Classroom*, Alford Council of International English & Literature Journal Impact Factor, Vol 2, issue 2, 2019, p.8.

[3]A. Kaharuddin Bahar, *Interactional Speaking,* Cet. 1, Yogyakarta : Trustmedia Publishing, 2014, p. 3.

pronouncing some English words. Sometimes they made mistakes of it, even when they have to repeat what the teacher uttered before, they still in false pronunciation and they still dormitory intonation or their style in speaking English still using Indonesian style. Vocabulary, in this pattern the problems of students is lack of vocabulary, so they cannot practice English with their friends.[4]

From the reason above, the researcher conduct the research with the title "Student's problem in learning English especially in speaking skill for the second grade at Madrasah Aliyah DDI Kanang".

B. Research Question

From the background above, the researcher formulates the research question namely what are the students' problems in learning English speaking skill at Madrasah Aliyah DDI Kanang?

C. Objective of the Research

The objective of the research is to describe the student's problem in learning English speaking skill at Madrasah Aliyah DDI Kanang.

D. Significant of the Research

1. For the English Teachers

This research can help teachers identify specific problems faced by students in learning speaking, so that they can adapt learning strategies and methods that are more effective and also provide insight for teachers to improve the curriculum and adapt teaching materials according to students' needs, so that the learning process to be more optimal.

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[4]Tasmia, "Students' Problem In Speaking English At Eight Grade Of Ridyahul Amien Islamic Boarding Junior High School Muaro Jambi", English Education Study Program Faculty of Education And Teacher Training The State Islamic University Of Sultan Thaha Saifuddin Jambi, 2019.

2. For the Students

This research is useful because it can help students overcome obstacles in learning speaking. By knowing and understanding the problems they face, students can work together with teachers to find the right solution. and can increase students' learning motivation because they feel more cared for and supported in the learning process.

3. For the Future Researcher

This research provides useful data and findings as a reference for further research. Researchers can build their research on these findings, deepen understanding of problems in learning speaking, and explore new solutions. Apart from that, this research can also be a basis for developing more effective theory and practice of teaching speaking at Madrasah Aliyah.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which consist of some previous findings and partinent ideas.

A. Some Previous Findings

Tasmia conducted study to determine the speaking problems of madrasah students eight grade tsanawiyah boarding school riyadhul amien muaro jambi. The design of this research is use qualitative descriptive method. From the result finding and discussion it can be concluded that based on the result, student have problem in speaking. The problem consists of shyness, grammar, vocabulary and meaning, pronunciation, lack of confidence, fear of making mistake and anxiety.[5]

Siti Ratna Ayu conducted study to determine the student's problem in learning speaking at the first semester of the eleven grade students of SMKN 6 bandar Lampung in the academic year 2018. The design of this research use qualitative research method. From the result the researcher found the students problem and cause of the problem in the process of learning speaking of SMKN 6 Bandar Lampung are perception that they don't know the aspects of language that enable production in learning speaking, they are lack of vocabulary, limited of grammar, limited of pronunciation, never practice to speak English, minimum opportunities and nervous. The cause of the problem in learning speaking is inhibition, nothing to say, environment factor and mostly mother tongue used.[6]

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[5]Tasmia, "Students' Problem In Speaking English At Eight Grade Of Ridyahul Amien Islamic Boarding Junior High School Muaro Jambi", English Education Study Program Faculty Of Education and Teacher Training, The State Islamic University Of Sultan Thaha Saifuddin Jambi, 2019.

[6]Siti Ratna Ayu, "An Analysis of Students' Problem in Learning Speaking at the First Semester of the Eleventh Grade Students of Smkn 6 Bandar Lampung*", Tarbiyah and Teacher Training Faculty State Islamic University Raden Intan Lampung*, 2019.

Meli Arya Susilawati conducted study to determine to find out the most dominant and least problem faced the six semester students in their presentation. This researcher use descriptive method. The writer used questioner as the tools of data collection. The finding showed that the most dominant problem faced by the students in doing the presentation is vocabulary (18,94%), and the least problem in doing presentation is fear of making mistake(15%). The other problems are lack of confident (17,23%), grammar(16,57%), and pronunciation(15,52%).[7]

Wahyudi conducted study to describe what are problem face by English teacher teaching, speaking; to find out problem frequently and countered English teacher teaching, speaking; to solve the possible solution problem faced by English teacher teaching, speaking skill, on tenth grade smk cipta karya prembun in 2013 curriculum. This research used descriptive qualitative method. From the result of the study, the researcher found the dominant problem from the English teacher that there are four problems, inhibition, nothing to say, low or uninvent participation, mother tongue use.[8]

Dea Aries Fitriani, Rahayu Apriliaswati, Wardah conducted study to find out the most dominant problem in speaking performance face by third semester student of English education study program of fkip tanjung pura university pontianak in their speaking performance. The research method used ij this research is descriptive method. The writer uses questioner and video recording as the tool of data collection. As the result from the questioner findings, psychological problem is the most

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[7]Meli Arya Susilawati, "Students' Speaking Problem in English Presentation", Skripsi: English Language Education Study Program Teacher Training and Education Faculty Tanjung Pura University Pontianak, 2017.

[8]Wahyudi, "The Analysis of Problems Faced by English Teacher in Teaching Speaking at Tenth Grade of Smk Cipta Karya Prembun Based on 2013 Curriculum", English Education Program Teacher Training and Education Faculty Purworejo Muhammadiyah University, 2017.

dominant problem face by the third semester student of English education study program of fkip tanjung pura university pontianak with mean percentage 20,70% lack of self-confidence 20,11%, anxiety 21,27%. It is followed by linguistic problem with mean percentage 19,53%. Grammar 22,16%, 20,19%, and pronunciation 16,25%. In conclusion, psychological problem is the most dominant problem face by third semester student of English education study program of fk ip tanjung pura university pontianak.[9]

This research used a qualitative descriptive method, which relies on in-depth interview techniques and documentation as data collection, with a focus on understanding in depth students' experiences and perceptions of the challenges of learning speaking. This approach allows researchers to identify specific problems such as shyness, limitations in vocabulary, grammar, pronunciation, lack of self-confidence, fear of mistakes, and anxiety.

The difference with other researches, such as that conducted by Tasmia, Siti Ratna Ayu, Meli Arya Susilawati, Wahyudi, and Dea Aries Fitriani cs., lies in the different research context and focus. Although they also use a qualitative or descriptive approach to identify speaking learning problems, the data collection techniques and subject populations studied may differ. For example, some studies use questionnaires or video recording as data collection tools, while research on Madrasah Aliyah uses in-depth interviews and documentation to explore students' experiences in more detail.

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[9]Dea Aries Fitriani, Rahayu Aprilias Wati, Wardah, *A Study on Student's English Speaking Problem in Speaking Performance, English Education Study Program, Language and Arts Education* Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak, 2011.

B. Some Pertinent Ideas

1. The Concept of Learning English at Madrasah or Islamic School

Learning English at Madrasah Aliyah has special challenges and needs, including developing speaking skills. Speaking skills in learning English at Madrasah Aliyah have crucial importance. This not only develops effective communication skills in English, but also prepares students to better interact in academic, social, and professional contexts. These skills support the development of soft skills such as self-confidence, presentation skills, as well as meeting the requirements of the national curriculum which emphasizes four language skills. It is supported by Ahmada which revealed that in the context of Islamic boarding schools, learning English plays an important role in helping students understand literature and Islamic knowledge sources written in English.[10] Apart from that, mastery of English is also important in the context of religious studies and preparation for national exams and university entrance. Thus, learning to speak English at Madrasah Aliyah is not only academically relevant but also supports students' preparation to face the challenges of globalization and competition in an increasingly complex world of work.

Furthermore, English plays an important role in Madrasah Aliyah by giving students access to explore international scientific sources relevant to religious studies.[11] This not only broadens their insight into religious teachings and global religious thought, but also allows them to be effective in communicating and da'wah globally. In contrast to the more common teaching of English in public schools,

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[10] A Ahmada, Muhammad Mahmud & K. Nisa (2023), "Pemberdayaan Santri Pondok Pesantren Nurul Islam Dalam Pembelajaran Bahasa Inggris Melalui Program English Fun Learning", *Al-Ijtimā: Jurnal Pengabdian Kepada Masyarakat, 3(2)*, p. 176–186

[11] Tia Nur Fitria, "Integrating English Language Teaching (ELT) Into Islamic Boarding Schools: A Review of Strategy and Challenges", *Journal of English Language and Pedagogy (JELPA)* Vol. 1, No. 2, 2023, p. 64.

Madrasah Aliyah emphasizes the use of English in religious contexts, such as understanding religious texts, giving sermons, and participating in religious discussions. It also helps students to prepare themselves for advanced studies, both in academic and future career contexts, as well as expanding their economic opportunities at a global level.

Islamic educational institutions generally only emphasize religious studies. However, now there are efforts to balance religious learning and general skills such as English, with the aim of reducing students' lag in mastering foreign languages.[12] Islamic boarding schools, as one of the non-formal religious institutions in Indonesia, are also starting to offer opportunities for students to study general science.[13]

In conclusion, learning English at Madrasah Aliyah, especially speaking skills, is very important because it improves students' effective communication, self-confidence and presentation skills. This skill also helps understand English-language Islamic literature and sources and prepares students for national exams and further studies. In contrast to public schools, Madrasah Aliyah emphasizes the use of English in religious contexts. Efforts are now being made to balance religious learning with general skills such as English in order to reduce students' lag in mastering foreign languages and prepare them to face globalization and the competitive world of work.

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[12]Alwi, M. F., & Ali, S, "Pendampingan Pendampingan Pembelajaran Bahasa Inggris Pada Santri Pondok Pesantren Darussalam Sumbersari Sumbersari Kencong Kepung Kediri", *Jurnal Pengabdian Kepada Masyarakat Desa (JPMD)*, 2(1), 2021, p. 278–297

[13]Abid, N, "Kajian Qualitative Meta-Analysis Belajar dan Pembelajaran Bahasa Inggris di Pesantren", *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 5(1), 2022, p. 856–862.

2. The Concept Of Speaking

a. The Nature of Speaking Skill

Speaking skills are one out of four skills in language skills. Speaking is the situation when people express their minds into a language. speaking is the condition when people transfer their ideas into verbal and non-verbal communication. Nowadays, the students need to master speaking skills in English language learning because, by speaking, they will know someone's language measurement.[14] Based on this, speaking mastery is important due to the position of English as the universal language.

Speaking English as a foreign language is difficult skill to be taught and learned because the learners should master some aspects like mastery vocabulary, correct pronunciation, know about grammar, and other. When the learners want to speak, they also should think about all of those aspects. Therefore, speaking skill is the most difficult aspect for learners to master. This is a hard thing because when people want to talk or say something to others, they have to consider several things that are interrelated like ideas, language that is used, what to say, how to use grammar and vocabulary, pronunciation, as well as listening and reacting to interlocutors.

There are lots of definitions about speaking according to some previous researchers. According to Elnida, [15] et al stated that Speaking is one manifestation of oral communication that is used to provide information

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[14]Nazara, S, "Students' Perception on EFL Speaking Skill Development". *Journal of English Teaching*, 1(1), 2011, p. 28-43.

[15]Saldaria, E., Ariawan, V., & Cahyani, I. (2019). Speaking Skill Of Elementary Students Reviewed By Gender. *Jurnal Prima Edukasia,* 7(1), p. 20-27.

through words spoken through a spoken tool. Speaking is a ways to communicate ideas that are compiled and developed according to the needs of listeners. Speaking requires at least two people so an interaction emerges. Speaking skill occupy an important position in language learning because speaking skill symbolize students' communicative skill. In other words, speaking skill not only play a role in language learning but play an important role in the others.

Additionally, According to Rao, among the four basic skills of the English language, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Therefore, the English language learners of EFL/ESL face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world.

As tool of communication, speaking skill plays a vital role in interaction with others in real life. Mastering speaking skill indicates who the speaker is in the society. Speaking ability is the competence or a power of speaking in delivering a conversation. The receiver of the message will understand the conversation when the speaker speaks clearly. Speaking clearly means the speaker speaks in grammatical rule, pronounces it properly and uses a proper word. In addition, it is supported by mimicry, intonation and gestures so conversation can be understood well and clearly. There is no misunderstanding due to the lack of speaking ability. Furthermore Richard categorized the function of speaking in real life into three classes namely

speaking skill as an interaction, speaking skill as a transaction and speaking skill as a performance. With regard to the function of speaking, it can be defined that speaking is people's life. They can interact in social life, they can make transaction to fulfil their needs and they can perform their capability in society by speaking

b. The Component Of Speaking

The component is what aspect influencing how well people speaking English. Here are the component of speaking skill; vocabulary, pronunciation, grammar, and fluency.

1) Vocabulary

Vocabulary means the appropriate diction which is used in communication without having a sufficient vocabulary, one cannot communicative effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher conclude that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

2) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles of the elements and principles that determine how sound very and pattern in a language. There are two features of pronunciation ;phonemes and supra segmental features.[16] from the statement above,

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[16]Kurniati Azlina at al. Minithesis. A study On the Speaking Skill of the Second Year Student of SMK Telkom Pekanbaru, p.6

the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak.

A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand what the speaker says. Problem with pronunciation maybe distracting for the listener, but they rarely lead to miscommunication or misunderstanding.[17] from the statement above, the researcher conclude that without a good pronunciation the listener difficult to understand what the speaker talking about. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker thought easy to follow.[18] with good pronunciation the speaker and the listener more easily to understand each other.

Students with different language will be very difficult to produce the correct words in spoken English. The nature language accusation device gets the students difficult to spoken with their different first language. However, with effort and drills in it will make them easier to master all component of English language.

3) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation that student's skill to manipulate structure and distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in language in oral and written form. From the

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[17] Glenn Fulcher, *Testing Second Language Speaking*, London: Pearson Education Limited, 200), p. 25.

explanation above the researcher conclude that grammar is one of the speaking components that should be known by the learners to help them easy to get the message of the written language. Besides that, the students are no afraid practicing their English language with a good grammar they have. Moreover, the other definition stated by green baum and nelson argue that grammar refers the set of rules that allow us to combine words in our language onto larger units.

The grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language. From the statement above the researcher conclude that the function of grammar is to arrange the correct meaning of sentence based on the context, in addition, it is used to avoid misunderstanding in each communicator.

4) Fluency

Fluency can be defined as the skill to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and 'ums' or 'ers'. These signs indicate that the speaker does not have to spend a lot of time researching for the language items needed to express the message.[19] so, speaking fluently is able to communicate one's ideas without having to stop and too much about what one is saying.

Students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component above. They are vocabulary, pronunciation, grammar, and fluency.

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[19]Dauglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy* New York: Longman, second Edition, 2001, p.364

c. The Types of Speaking

Using a foreign language socially tends to be natural. While using a foreign language pedagogically tends to be artificial since in order to make the students speak, the teacher internationally provides some classroom activities which are aimed at stimulating the student's oral production (speak up). In the classroom, the students may produce several types of speaking performance that are carried out from a continuum of classroom activities to promote communicative competence according to brown, there were six types of speaking categories that students may carry out in the classroom, such as:

1) Imitative Speaking

Imitative speaking refers to producing speech by imitating language form either phonological or grammatical e.g. the students practice an intonation contour or try to pinpoint a certain vowel sound. Therefore, it said that imitating of this kind is carried out not for the purpose of meaningful interactions, but for focusing on orally repeating certain strings of language that may pose some linguistic difficulty.

2) Intensive Speaking

Intensive speaking goes a step further than imitative. If imitative speaking generally is generated through drillings, intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect of language.

3) Responsive Speaking

Responsive speaking refers to the student's speech production in the classroom in the form of short replies or student's initiated questions or comments. These replies

are usually sufficient and do not extend into dialogues which can be meaningful and authentic e.g.

A: how are you today?

B: pretty good, thanks, and you?

4) Transactional Speaking

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. This type of speaking is more responsive nature than negotiated as in conversation e.g.

T : what is the main ide of this essay?

S : the un should have more authority.

T : more authority than what?

S : than it does right now.

T : what do you mean?

S : well, for example, the un should have the power to force a country like Iraq to destroy its nuclear weapons.

T : you don't think the un has that power right now?

S : obviously not, Iraq is still manufacturing nuclear bombs.

According to Richards, speaking as transaction refers to situation where the focus is on what is said or done. The message meaning and making one-self understood clearly and accurately are the central focus. In our social job interview, discussion, etc. The main futures of transactional speaking are: to exchange information, it is message-oriented which means communications meaning, participants use strategies understand each other, it need more questions, repetitions,

checks for comprehension, ideas negotiation normally occurs and language accuracy is not always important.

In addition, Richards is of the opinion that participants in transactional speaking are in need of some skills in order to enable them involve in transactional discourse activities. The skill can be classified into the abilities of the participant to: explain a need or intention, describe something, ask questions, ask for clarification, and confirm information. Justify an opinion, make suggestion, clarify understanding, make comparison and agree or disagree.[20]

5) Interpersonal Speaking

Interpersonal speaking is an interactional activity which is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. This interactional speaking is a little trickier for some learners because it can involve some of the following factors, such as: casual register, colloquial language, slang, ellipsis, sarcams, etc. For example:

A : hi, how's it going?

B : oh, so-so.

A : not a great weekend, huh?

B : well, far be it from me to criticize, but im pretty miffed about last week.

A : what are you talking about?

B : I think you know perfectly, what i am talking about.

A : oh, that.... How come you get so bent out of shape over something like

　　that.

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[20]Kaharuddin Bahar, *Transactional Speaking; A Guide to Improve Transactional Exchange Skills in English for Group Discussion (GD) and Interviews,* cet 1, Samata Gowa: Gunadarma Ilmu, 2014, p. 3-10.

6) Extensive Speaking

Extensive speaking may be the highest level of speaking since this only carried out by students at intermediate to advanced levels. This speaking type requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here, the register is more formal and deliberative. These monologues can be planned or important.[21]

d. The Activities in Speaking Class

In teaching speaking, the teacher should choose appropriate activities that will be applying in classroom. The speaking activities are explained below:

1) Discussion

Discussion is the activity to solve the problem that given. It is the effective way to help the students should to look for the solution of the problem. Harmer state that "one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as result of choosing between specific alternatives".[22] it means that discussion is cooperative activities in which some student work together to discuss in order to get the solution of the problem. In discussion, the student is free to share the idea.

2) Small-Group or Team-Based Oral Work

In smaller scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

3) Role Play

Role play is effective way to improve speaking skill. The students role play as someone that given by the teacher. In role play the learners are pretending to be someone else like the teacher, a shop assistant, or one of their parents. The teacher gives the information about the role of the students and the situation of role play. For example, the teachers choose one student as a doctor, one student as nurse, and etc. They will plays as if they in the hospital. Role play is good way in teaching and learning speaking, because the students participate actively.

4) Class debates and deliberations

A structured consideration of some issue from two or more points of view. Debates typical involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument can be applied to issue of many kinds, from disputed scientific facts to theories, policy question, the meaning of text, or the quality of an artistic production can range from two participants to a lecture hall.

5) Story Telling

Story telling is the activity in which the students summarize the story that has been they listened. Story telling fosters creative thinking and helps the students to express ideas in the format of beginning, development, and ending, including characters and setting a story has to have.

e. The Speaking Problems

Desy Rikha Frida Ventik state that there are four difficulties in learning speaking as follow:

First, the students do not speak fluently because of inhibition. This situation often happens in the classroom. When the students try to use or say something in English they are often inhibited.

Second, the students do not speak fluently because they have nothing to say. The students have no motive to express their ideas. This situation often happens to students when the teacher asks something in English and the students cannot think of anything to say.

Third, the students do not speak fluently because of low or uneven participation. This situation happens in classroom. Low or uneven participation means that in large group discussion, each student will have very little talking time because only one participation can talk at time if he or she is to be hard.

The last, the students do not speak fluently because of mother-tongue use. It often occurs in student when they do not know how to express something in English.[23]

Douglas Brown stated that there are eight difficulties in speaking as follow

1) Clustering

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

2) Redundancy

The speaker 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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[23]Deshy Rikha Frida Ventik, "Causes Of Students Difficulties In Learning Speaking At The Senior Vocational School", English Language Education Program Faculty Of Cultural Studies Universitas Brawijaya, 2017, P.17.

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English (see the section below on teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

5) Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent, we insert certain "fillers" such as *ub, um, well, you know, I mean, like*, etc. one of the most salient difference between native and nonnative speakers of language is in their hesitation phenomena.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, and Intonation Could Convey Different Meaning.

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors-would rob speaking skill of its richest component the creativity of conversational negotiation.[24]

C. Conceptual Framework

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                    ┌─────────────────────┐
                    │    Speaking Skill    │
                    └─────────────────────┘
                              │
                              ▼
   ┌──────────┐   ┌──────────┐   ┌──────────┐   ┌──────────────┐
   │ Fluency  │   │Vocabulary│   │ Grammar  │   │Pronunciation │
   └──────────┘   └──────────┘   └──────────┘   └──────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │  Students' Problem   │
                    └─────────────────────┘
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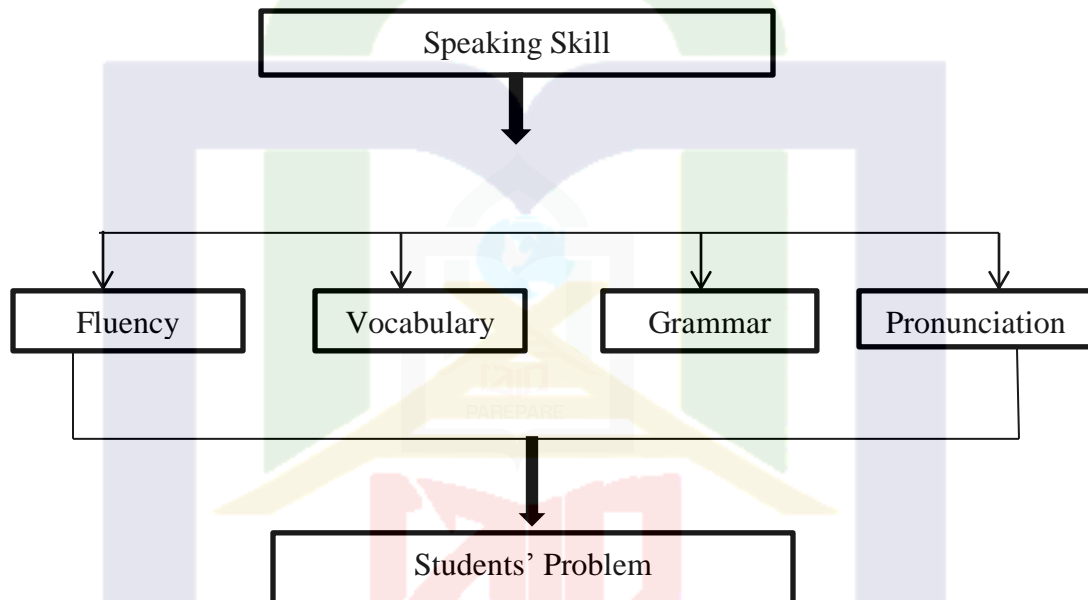
Figures 2.1 Conceptual Framework

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[24] H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy Second Edition*, San Francisco California, 2000, p.270-271

CHAPTER III
RESEARCH METHOD

A. Research Design

This study used descriptive qualitative method. This method was chosen because it was in accordance with the research objective, namely wanting to understand in depth the various difficulties faced by students in learning English speaking skills at Madrasah Aliyah. Qualitative descriptive methods allow researchers to explore and describe complex phenomena in great detail. In line with this, Basrowi and Suwandi stated that research is said to be qualitative if the investigation can reveal various unique aspects that exist in individuals, groups, communities or organizations in daily life as a whole and can be scientifically justified. [25] In addition, descriptive qualitative research aim to find a deep understanding of a symptom, fact, or reality.[26]

In conclusion, this study employed a descriptive qualitative method, chosen to align with the research objective of gaining a comprehensive understanding of the challenges students encounter while learning English speaking skills at Madrasah Aliyah DDI Kanang.

B. Location and Duration

1. Research Location

The location of the research that was used as a place for conducting the research was at Madrasah Aliyah DDI Kanang, Mangondang Street No.35, Batetangnga Village, Binuang District, Polewali Mandar.

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[25]Basrowi dan Suwandi, *Memahami Penelitian Kualitatif*, (Cet.1; Jakarta: Rineka Cipta, 2008), p. 22.
[26]J.R. Raco, *Metode Penelitian Kualitati*f, Jakarta: PT Gramedia Widiasarana Indonesia, 2010, p. 4.

2. Research Duration

The implementation of this research was carried out within ± 1 month and adjusted to the research needs.

C. Research Focus

The research focused on identifying the specific parts of speaking skills that students found most difficult, such as pronunciation, grammar, vocabulary, and fluency. It explored the factors that caused such difficulties, such as lack of practice, teaching methods, learning environment, and psychological factors such as low confidence and anxiety.

D. Subject of the Research

The subjects in this research were MA DDI Kannag students who were selected to use technique of probability sampling with simple random sampling. The subject selection was conducted randomly using lottery numbers that were prepared in advance. The total subject size was approximately 15 students, consisting of eleventh females and four males, with ages ranging from 16 to 17 years old.

E. Instrument and Technique of Collecting Data Interview Guide

Interview is a data collection technique that is often use in qualitative research. Interview means conducting a communication interaction or conversation between the interviewer and the interviewee with the intention of gathering information from the interview.[27]

In collecting the data, the researcher used interviews to gather information. Interviews were chosen to explore students' difficulties in learning English, particularly in speaking skills, as they were deemed suitable for obtaining detailed

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[27]Aan Komariah, *Metodologi Penelitian Kualitatif*, Cet VII; Bandung: Alfabeta, 2017, p.129.

data. The researcher aimed to gather insights into the students' challenges in learning English, focusing specifically on speaking skills.

F. Documentation

Documentation is the collecting data by recording data obtained from events whose contents consist of explanations and thoughts, the evens is written the awareness and intention to prepare or forward information[28] and if it is completed with attach photographs of research documentation.

G. Technique Data Analysis

Analysis qualitative data is a descriptive process and the preparation of interview tranches ad other collected materials. The intention is that researcher can improve their understanding of the data and then present it to others more clearly about what has been found or obtained from the field.[29] Data analysis will draw specific conclusions or depart from general truths about a phenomenon and generalize the truth to an event or data that has the same indication as the phenomenon in question. The stages in analyzing the data carry out by researcher are as follows:

1. Data reduction

In the technique of data reduction, the first thing we do is select the main and important things about the problem in the researcher, then discard data that is deemed unimportant data.

2. Data display

In data display where researchers interpret and determine the meaning of the data presented. This activity is carrying out by means of comparison and grouping. The

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[28]Lexy J. Moleong, *Metodologi Penelitian Kuualitatif*, Bandung: Rosda Karya, 2017, p.135.

[29] Sudarman Damin, *Menjadi Peneliti Kualitatif*: *Ancangan Metodologi, Presentasi, dan Publikasi Hasil Penelitian Untuk Mahasiswa dan Peneliti Pemula Bidang Ilmu-Ilmu Sosial, Pendidikan, Humaniora*, Bandung: CV Pustaka Setia, 2012, p. 209.

data is presented then formulate into a provisional conclusion. These interim conclusions will continue to evolve in line with the collection of new data and new insights from other data source, so that a conclusion will be drawn that is truly in accordance with the actual situation.

3. Conclusion drawing/ verification

The third step is drawing conclusion and verification. The initial conclusion put forward still provisional, and will change if no strong evidence is found to support it at the next data collection stage.[30]

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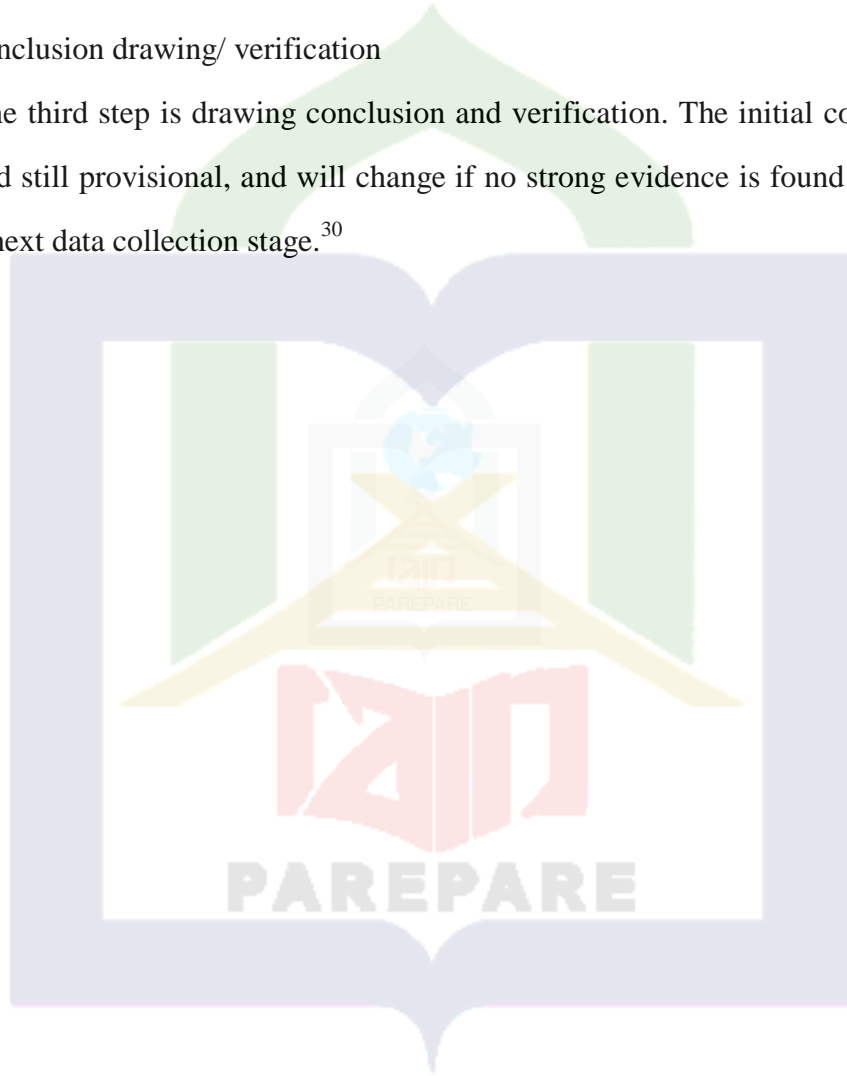
[30]Komariah, *Metodologi Peneltian Kualitatif*, Cet VII: Bandung: Alfabeta, 2017, p. 220.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the results of the findings that have been made as well as an in-depth discussion of these findings. in the discussion section, relevant literary contexts that support the findings are discussed in depth.

A. Findings

Learning English as a Foreign Language (EFL) at Madrasah Aliyah has an important role in equipping students with effective communication skills in English. Speaking skills are one of the main aspects of language acquisition which often becomes a challenge for EFL students. Based on the findings, it was found that there were various problems experienced by students at Madrasah Aliyah in learning speaking skills.

1. Lack of Vocabularies

Lack of vocabulary is one of the main challenges in developing speaking skills in English. This affects a person's ability to express ideas and thoughts clearly and effectively. Findings from interviews with students reveal various reasons why vocabulary problems become obstacles in mastering speaking skills.

a. Difficult to Find the Correct Word

Interview results show that some students often express their difficulty in finding the right words to convey complex ideas or complex feelings. The students feel stopped and frustrated when they cannot find the right words, thus disrupting the flow of speech and reducing the clarity of the message they want to convey.

> "…vocabulary is a problem for me. I sometimes stop for a moment because I am looking for the right words to continue my sentence when speaking English. For example, when I want to explain

something complicated with long sentences, I often don't know the most appropriate words to use…"[31]

"…Yes, I often have problems with proper vocabulary where sometimes I find it difficult to find the right words to convey my ideas or thoughts. I often struggle to find the most appropriate words for the situation I am facing…"[32]

Both students expressed challenges regarding vocabulary when speaking in English. Student A stated that she sometimes pauses in conversations because she is looking for the right words to continue her sentences, especially when explaining complex ideas. This difficulty suggests that there is a vocabulary deficit in which he or she feels unsure about the most appropriate words to use in a particular context. This busyness not only disrupts the flow of the conversation but also affects the clarity and effectiveness of the communication.

Meanwhile, student B highlighted her difficulty in finding the right vocabulary to convey ideas clearly. She often faces situations where she cannot articulate her thoughts as clearly as she would like due to a lack of appropriate words. This difficulty indicates that the range of vocabulary may not be broad enough to cover the various situations and nuances of communication effectively

This findings show the significant impact of limited vocabulary on speaking proficiency in English. For the students A and B, the inability to find the right words hinders their ability to communicate effectively and express complex ideas clearly. This challenge is not only about the technical aspect of

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[31]Aurel, interviewed with student by researcher at MA DDI Kanang, June 14, 2024.

[32]Zaskia, interviewed with student by researcher at MA DDI Kanang, June 14, 2024.

recognizing words but also about the psychological impact on their confidence in speaking English fluently.

To overcome these challenges, targeted strategies are needed to expand their lexical knowledge and improve their ability to choose appropriate words in various contexts. This includes active practice in vocabulary, exposure to a variety of language contexts, and strategies for learning and applying idiomatic expressions and more nuanced vocabulary. By improving their vocabulary proficiency, the students can improve their speaking skills, communicate more effectively, and feel more confident in their English skills. This comprehensive approach not only addresses their speaking challenges head-on but also supports their overall language development and increases their confidence in using English in a variety of real-life situations.

b. Limitations in Vocabulary Variety

The problem of limitations in vocabulary variety is a significant challenge in the development of speaking skills, especially in the context of language acquisition. When a person encounters these limitations, it can result in repeating the same words or phrases over and over again, which not only reduces the diversity and richness in verbal expression, but can also affect the clarity and attractiveness of the communication.

Based on the result of interviews, it was found that some students complained about the limited use of vocabulary in daily conversations. They tend to repeat the same words or use common vocabulary because it is what they are most familiar with or comfortable with. This limitation not only

makes conversations feel monotonous, but also limits their ability to express themselves with the variety necessary to maintain the listener's interest.

> "…Yes, when I don't know many variations of vocabulary for a particular topic. I often use the same words over and over again, and it makes my conversations sound monotonous…"[33]

This indicates that the student has difficulty finding sufficient vocabulary variations for certain topics. Repetition of the same words can make conversations sound monotonous and less interesting, and reflect limitations in their ability to express ideas creatively and variedly.

> "…I tend to use the same words because that's what I know best. Sometimes this makes me feel limited in how I express myself…"[34]

The statement above shows that the tendency to use words that are already well known makes students feel limited in the way they express themselves. They feel that a lack of varied vocabulary hinders their ability to convey thoughts or feelings in a more in-depth or complex way.

One of the students also expressed this:

> "…Yes, one of my difficulties is the lack of vocabulary that I memorize. This makes it difficult for me to express my thoughts and ideas, especially in English which are called tenses, different times have different sentence forms…"[35]

This statement highlights that their main problem is difficulty in remembering the necessary vocabulary. The lack of vocabulary recorded in their memory hinders their ability to convey thoughts and ideas clearly, especially in English where changing tenses affects different sentence forms.

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[33]Ainun Rajab, interviewed with student by researcher at MA DDI Kanang, June 15, 2024.

[34]Alim, interviewed with student by researcher at MA DDI Kanang, June 19, 2024.

[35]Riska Aulia, interviewed with student by researcher at MA DDI Kanang, June 20, 2024.

Difficulty in using English idioms or expressions is one of the problems often faced by students in developing their speaking skills. Idioms and expressions are an integral part of language used in everyday contexts, but their use is often confusing for second language learners, including English students at Madrasah Aliyah Kanang, students often feel unsure when and how to appropriately incorporate these idioms into everyday conversation, revealing gaps in cultural understanding and everyday language use in English-speaking environments, as the results of the interview below

> "…I sometimes find it difficult to use idioms or expressions commonly used by native English speakers. I don't always know when and how to appropriately use these idioms in everyday conversation…"[36]

Difficulty in using English idioms or expressions commonly used by native speakers is a real challenge for many English language learners, including students. Often, they feel unsure when and how to appropriately use these idioms in everyday conversation. This shows that although students may understand the general meaning of the idiom, their ability to apply it contextually is still limited.

Meanwhile, a student said:

> "…I sometimes find it difficult to construct complex sentences or to explain different nuances in meaning or emotion. My lack of vocabulary often makes it difficult for me to convey deeper or complex ideas clearly…"[37]

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[36]Yasir Arafah, interviewed with student by researcher at MA DDI Kanang, June 20, 2024.

[37]Fauzi Ahmad, interviewed with student by researcher at MA DDI Kanang, June 19, 2024.

Difficulty in putting together complex sentences or explaining different nuances in meaning or emotion is a real challenge in developing English speaking skills. Students who experience this often feel limited in self-expression due to a lack of adequate vocabulary. The findings show that students often have difficulty conveying deeper or complex ideas clearly to others.

c. A Mix of Mother Tongue and English Vocabulary

The difficulty in speaking that students often face is the mixture of vocabulary between their mother tongue and English. This can happen when students don't find the right words in English, or when they want to convey an idea or message more quickly and easily using familiar vocabulary in their native language.

> "….I have difficulty speaking because of my lack of vocabulary. so I sometimes mix vocabulary from my mother tongue with English. This happens especially when I don't know the right words in English, or when I want to convey something more quickly.."[38]

Based on the interview results, it can be concluded that students have difficulty speaking English due to a lack of vocabulary. They often mix vocabulary from their native language with English, especially when they don't know the right words in English or want to convey something quickly.

This shows that a lack of vocabulary not only affects students' speaking fluency in English, but also affects the clarity and accuracy of their communication. To overcome this problem, it is important for students to continuously improve their English vocabulary through practice and wider

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[38]Feby Astrid, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

exposure to the language in various communication contexts. In this way, they can reduce the tendency to mix vocabulary from their mother tongue and improve their ability to speak English more fluently and effectively.

d. Difficulty in Matching Vocabulary to Context or Tenses

Problems in adapting vocabulary to context or tenses are significant in the development of English speaking skills. This reflects the challenges faced by learners in understanding how the use of vocabulary must be adjusted depending on the time (tenses) and different conversational contexts. This problem often hinders students' ability to communicate effectively because of their difficulty in selecting and using appropriate vocabulary according to the relevant context and time.

> "…Yes, I often find it difficult to adjust my vocabulary to the right context or tense. For example, when I talk about past experiences, I am sometimes confused about whether to use verbs in the Simple Past or Present Perfect form. This makes me often make mistakes in conveying messages clearly…"[39]

Meanwhile, there are students who have difficulty adapting vocabulary to the context and situation of the conversation as in the conversation below

> "…Sometimes I also have difficulty using vocabulary that is appropriate to the conversation situation. For example, when talking to friends, I may use vocabulary that is too formal or conversely, too informal. This can make communication feel uncomfortable or ineffective.."[40]

Based on the results of interviews with students, it can be concluded that they often face challenges in adapting vocabulary to the appropriate context or tense in English conversations. For example, when talking about past experiences, students are sometimes confused about whether to use the Simple

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[39]Riskayanti, interviewed with student by researcher at MA DDI Kanang, June 15, 2024
[40]Riska Aulia, interviewed with student by researcher at MA DDI Kanang, June 20, 2024

Past or Present Perfect form. This difficulty often results in errors in conveying messages accurately and clearly.

On the other hand, some students also experience difficulty in using vocabulary that is appropriate to certain conversational situations. For example, in informal interactions with friends, they may use vocabulary that is too formal or informal, which can disrupt the flow of communication and affect its effectiveness.

e. Lack of familiarity with English vocabulary in everyday life

One of the main problems faced by students in their speaking skills is Lack of familiarity with English vocabulary in everyday life

This problem arises because students are not often exposed to the use of English vocabulary in the context of their daily lives. This is in line with research results which show that students feel that they do not use English often, which means it is difficult to communicate in that language.

> "…Yes, I find it difficult to remember a lot of new vocabulary. The vocabulary in English is very different from Indonesian, so it is difficult to remember. I also don't often use these words in everyday life…"[41]

> In addition
> "….I find it difficult to memorize vocabulary because it is rarely used in daily conversation and some words have similar meanings which makes it confusing…"[42]

Based on the interview results, it can be concluded that students have difficulty remembering new vocabulary in English. They admitted that the significant differences between English and Indonesian vocabulary were a

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[41]Intan Nuraini, interviewed with student by researcher at MA DDI Kanang, June 14, 2024
[42]Hijrah Nirwana, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

major obstacle in the memory process. In addition, the lack of opportunities to use English vocabulary in everyday life also limits their exposure to these new words.

This challenge results in students' difficulty in applying the vocabulary learned in practical contexts, such as daily conversations or formal communication situations. This can hinder their ability to speak English fluently and confidently.

f. Difficulty in Composing Complex Sentences or Explaining Nuance

Another difficulty that becomes a problem in speaking skills is constructing complex sentences or explaining different nuances of meaning or emotion. The results of the research show that students have difficulty constructing complex sentences or expressing nuances of meaning or emotions clearly as per the results of the interview below.

> "…I also sometimes find it difficult to construct more complex sentences or explain different nuances in meaning or emotion. I often use simple sentences because I am afraid that the sentences I compose will be wrong or inappropriate…"[43]

> In addition
> "…I sometimes use words inappropriately in the context of a conversation, or I am not sure whether the meaning of the word really matches my intent…"[44]

Based on the interview results, the conclusion is that students face difficulties in constructing complex sentences and explaining different nuances of meaning or emotion in speaking English. They tend to use simple sentences

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[43]Aziza Intan, interviewed with student by researcher at MA DDI Kanang, June 19, 2024
[44]Faidul Amin, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

because of concerns about mistakes or using inappropriate expressions. In addition, there is awareness that the use of words that are not appropriate to the context of the conversation sometimes occurs, with uncertainty regarding the suitability of the meaning of the words to the meaning to be conveyed.

The following findings indicate that limited vocabulary mastery can hinder students from expressing complex ideas or concepts. Students do not have sufficient vocabulary to distinguish subtleties in English, such as the differences between words with different connotations or expressions that are rich in nuance.

2. Deficiencies in Grammatical Competence

Problems in mastering grammar are one of the main aspects that hinder students' ability to speak English fluently and effectively. The research results show that many students experience difficulties in several areas of grammar, which include:

a. Difficulty in Adjusting Tenses to Time

Students are often confused in choosing the appropriate tense for the time referred to in the conversation. They may have difficulty distinguishing between simple past, present perfect, present continuous, or future tense depending on the context.

> "…I often feel confused when I have to talk about past experiences. For example, when I want to explain something that happened yesterday, I don't know whether to use the past tense or the present perfect tense. I'm afraid of making mistakes, so I end up stopping a lot to think when speaking..."[45]

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[45]Riskayanti, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

"When I talk about future plans, like what I'm going to do on holiday, I get confused between using future tense and present continuous tense. This makes my conversation sound unnatural and makes me feel less confident…"[46]

"….I have difficulty distinguishing between the present perfect and the past simple. For example, when I want to tell about a book I have read, I am confused about whether to say *'I read the book'* or *'I have read the book.'* Small mistakes like this make my conversations disjointed…."[47]

"…Using the past continuous tense often makes me confused. When I want to tell something that happened in the past, such as *'I was reading a book when the phone rang,'* I have to think hard to make sure the tense I use is correct…"[48]

"….When I talk about habits in the past, I'm confused about whether to use the past simple or used to. For example, when talking about my habit of playing football as a child, I'm not sure whether to say *'I played football every day'* or *'I used to play football every day'*…."[49]

"…Future perfect tense is one of the most difficult tenses for me. When I want to say something that will be finished in the future before a certain time, like 'I will have finished my homework by tomorrow,' I often hesitate and end up avoiding use this tense…"[50]

"…I often get confused between the present perfect continuous and the present continuous when talking about something I've just done or is currently in progress. For example, 'I have been studying for three hours' versus 'I am studying right now.' I'm afraid I'll make a mistake and my conversation will stall…"[51]

"…When I tell stories about actions that took place in the past, I confuse the past continuous and the past perfect continuous. For example, when I want to say 'I was studying when my friend called' or 'I had been studying

[46]Hijrah Nirwana, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

[47]Aziza, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

[48]Faidul, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

[49]Nasrah, interviewed with student by researcher at MA DDI Kanang, June 20, 2024

[50] Musfira, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

[51] Aurel, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

for two hours when my friend called.' This makes me lose the flow of the story…."[52]

"…I often feel unsure when to use simple past and past perfect when talking about two events that happened in the past. For example, *'I had finished my homework before I watched TV.'* This difficulty makes me feel insecure and afraid of making mistakes when speaking…."[53]

"…When talking about past experiences that have an impact on the present, I am confused between using the present perfect and the simple past. For example, *'I have visited Salupajaan Torusim place'* versus *'I visited Bira Beach last year.'* I was worried that using the wrong tense would make my message unclear…."[54]

The research results based on the interviews above show that some students face challenges in using tenses in English conversations. Students often feel confused when they have to convey past experiences, especially in choosing between simple past and present perfect tense. students tend to hesitate and often pause to choose the right tense, worried about making a mistake that disrupts the flow of the conversation.

In addition, students have difficulty talking about future plans, where students often confuse the use of future tense and present continuous tense, causing conversations to feel less natural and reducing self-confidence. Students also face problems distinguishing between present perfect and past simple, so their stories or explanations sometimes feel inconsistent. Other difficulties include the use of continuous tenses, such as past continuous and present perfect continuous, where students often feel confused and worry about using the wrong tense. In general, these difficulties reflect a lack of deep

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[52]Zaskia, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

[53]Ainun Rajab, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

[54] Alim, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

understanding of tense rules in English, a lack of adequate practice, and anxiety about making mistakes when speaking.

b. Errors in Subject-Verb Agreement

Errors in subject-verb agreement are one of the main challenges faced by students in English speaking skills. This error occurs when students fail to match the subject to the verb in the sentence, which can make the sentence ungrammatical and difficult to understand. In particular, this error can occur in various forms, for example when a subject in the singular is used with a verb in the plural, or vice versa. This difficulty appears in the following interviews with students

> "…I often mismatch subjects with verbs in everyday conversations. For example, I often say 'he goes' instead of 'he goes'. This makes me feel less confident when speaking, because I know my sentences are ungrammatical…"[55]

> "…My main difficulty is when I have to remember the rules for singular subjects and plural verbs, or vice versa. For example, I often mistakenly use 'they go' instead of 'they go'. This makes me have to stop and think more about the sentence I want to say…"[56]

> "…Sometimes I don't realize that I'm matching the subject to the verb wrong until someone corrects me. For example, I once said 'she goes' in conversation, and my friend told me it should be 'she goes'. This makes me a little embarrassed to speak in English…"[57]

The interview results show that errors in matching subjects with verbs are a common problem faced by students in speaking English. Students often misinterpret the rules of singular and plural subjects, which results in their sentences being ungrammatical.

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[55] Intan Nuraini, interviewed with student by researcher at MA DDI Kanang, June 14, 2024
[56] Yasir Arafah, interviewed with student by researcher at MA DDI Kanang, June 20, 2024
[57] Riskayanti, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

c. Inability to Use Passive Voice

Passive voice is used to highlight the object of an action or event rather than the subject performing the action. This is important in conveying information when the perpetrator of the action is unknown or does not want to be emphasized. Based on research results, it shows that the inability to use passive voice is one of the challenges often faced by students in English speaking skills. Students have difficulty forming passive sentences correctly as shown in the following interview

> "…I often have difficulty using the passive voice correctly. For example, when I have to explain how something is done by someone else without mentioning who did the action. Sometimes I forget the rules for forming passive sentences correctly, especially since there are many forms of tenses that I haven't mastered…"[58]

> "…For me, passive voice is often confusing. I am often stuck in choosing between active and passive voice when explaining events where it is not very clear who did it. This makes my conversation feel less fluent and sometimes difficult for listeners to understand…"[59]

Based on the research and interviews conducted, it is evident that students face several challenges in mastering grammar, which significantly impacts their ability to speak English fluently and effectively. One of the main difficulties identified is the struggle with adjusting tenses to fit the context of their conversations. Students often express confusion when selecting the appropriate tense, such as simple past versus present perfect or future tense versus present continuous. This uncertainty leads to pauses and hesitations

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[58]Feby Astrid, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

[59]Riska Aulia, interviewed with student by researcher at MA DDI Kanang, June 20, 2024

during speech, as they fear making mistakes that disrupt the flow of their communication.

Furthermore, errors in subject-verb agreement pose another significant obstacle. Many students encounter issues where they incorrectly match singular subjects with plural verbs or vice versa. These mistakes not only affect the grammatical correctness of their sentences but also diminish their confidence in speaking English.

Additionally, the inability to use passive voice proficiently emerges as a notable challenge. Passive voice is crucial for shifting the focus onto the object of an action rather than the subject performing it. Students struggle with constructing passive sentences accurately, particularly when they need to describe actions without specifying the agent. This difficulty adds to their linguistic challenges and hinders their ability to convey information clearly and effectively in spoken English.

In conclusion, the findings underscore that these grammar-related challenges difficulties in adjusting tenses, errors in subject-verb agreement, and the inability to use passive voice reflect broader issues in students' language proficiency. These challenges highlight the need for targeted language instruction that addresses grammar rules comprehensively and provides ample practice opportunities to enhance students' speaking skills and overall language fluency.

3. Fluency Disruptions in Spoken

Fluency in speaking refers to a person's ability to express thoughts or ideas fluently, without significant pauses or obstacles that interrupt the flow of

speech. In this case. The findings showed that one of the problems faced by students in speaking was fluency. Some students experience difficulties due to limited vocabulary, which leads to pauses as they search for the right words. Others struggle with grammar, causing interruptions in their speech flow. Pronunciation issues also contribute to fluency disruptions, affecting their ability to communicate effectively.

Fluency for me is often a challenge because I often hesitate when speaking. Sometimes I can't find the right words fast enough. This makes me have to pause to find the right words, especially when I want to explain complex things."

> "…For me, fluency is difficult because I think too much about grammar. I often worry about making mistakes, so I often stop speaking for a moment. This disrupts the flow of my conversation and makes me less fluent in conveying ideas..."[60]

> "…Fluency is a challenge for me because I often mix words from my mother tongue with English. This makes me stop when speaking because I have to think hard to express myself correctly in English…"[61]

> "…Pronunciation problems also contribute to my fluency problems. Sometimes people don't understand what I'm saying, so I often have to pause to clarify what I'm saying…."[62]

> "…I struggle with fluency due to lack of understanding. I often pause to look for words, especially when I discuss complex or specific topics that require broader understanding…."[63]

> "…Complex sentences are a challenge for me. I have difficulty explaining different nuances or meanings clearly, so the flow of my conversation is often disrupted…"[64]

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[60]Aurel, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

[61]Faidul, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

[62]Feby Astrid, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

[63]Yasir Arafah, interviewed with student by researcher at MA DDI Kanang, June 20, 2024

"…Finding the right words is difficult for me. I often stammer or repeat myself because I can't find the words that best suit the situation I'm facing…"[65]

"…I feel limited in expressing myself because I often use the same words over and over again. This affects my fluency in speaking and makes me sound less varied in my expressions…."[66]

"…English words that are similar but have different meanings often confuse me. I often have to pause to think about the meaning of the words before continuing the conversation…"[67]

"…Fluency is difficult for me because of grammar rules. I worry about using grammar correctly, so I often stop taking to make sure my sentences are structured correctly…"[68]

Each student's perspective highlights different aspects contributing to their difficulties with fluency, such as vocabulary limitations, grammar concerns, pronunciation issues, and struggles with expressing nuanced ideas. These things show the complexity in learning English and students' struggle to overcome these barriers in speaking.

In contrast to the findings above, the following are interviews with other students who think that fluency is not a serious problem for them

"…Although I'm not fluent in English, I rarely have trouble maintaining a conversational flow and can usually express my ideas quite fluently.."[69]

Similar to the explanation above, the following students expressed the same thing as in the interview below

[64]Fauzi, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

[65]Zaskia, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

[66]Alim, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

[67]Nasrah, interviewed with student by researcher at MA DDI Kanang, June 20, 2024

[68]Riskayanti, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

[69]Ainun, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

"…Even though I don't always use English in my daily life, I don't have too many problems with my fluency in speaking, where I rarely stop to think about saying something…"[70]

Based on the results of interviews with several students regarding the problem of fluency in speaking English, they revealed several main challenges such as some students have difficulty finding the right words quickly, especially when discussing complex topics that require linguistic precision; concerns about grammatical rules often make them pause when constructing grammatically correct sentences; Problems with unclear pronunciation often require clarification or repetition, disrupting a smooth conversation; difficulty in constructing complex sentences or explaining subtle meanings also disrupts the flow of conversation and repetition of the same words often reduces the variety of expressions and affects the fluency of speech. Difficulty with English words that are similar but have different meanings often makes students stop for a moment to find the right meaning.

These students' views reflect the diverse challenges in mastering English speaking skills, which involve efforts to overcome barriers to effective communication.

4. Pronunciation Difficulties

The correct pronunciation is important for effective communication, but many students have difficulty dealing with the differences between the sounds of English and their native language. This problem affects students' ability to understand and communicate clearly in English, which is the main focus of this research. Based on research results, it shows that some students experience

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[70]Intan Nuranin, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

difficulties in speaking English, especially in the aspect of pronunciation where there are students who tend to pronounce the 'th' sound, there are also difficulties with long and short vowel sounds, as well as accents which affect intonation emphasis in pronunciation.

> "…pronunciation is also a problem for me sis, usually I often mispronounce the sound 'th' in English. Sounds like 'thuh' and 'thee' sound the same to me, so sometimes I get confused…"[71]
>
> "…I have difficulty pronouncing the 'r' sound clearly because I have a lisp…"[72]
>
> "…My biggest difficulty is with long and short vowel sounds. Sometimes I'm not sure which one to pronounce longer or shorter, like 'ship' and 'sheep'…"[73]
>
> "….My accent makes it difficult for me to pronounce some words correctly. Moreover, I am a Kanang native who has a dialect that often emphasizes intonation in my speech. People often don't understand what I say, especially when I speak quickly…."[74]
>
> "…I often place the wrong stress on words. This makes me sound unnatural in conversation, because the wrong stress can change the meaning of the word…"[75]
>
> "…The sounds 'z' and 's' often confuse me. I sometimes pronounce them the wrong way, and it changes the meaning of the sentence…"

Several students highlighted various challenges they face with pronunciation in English. One student frequently confuses the sounds 'thuh' and 'thee', indicating difficulty with the 'th' sound. Another student struggles with pronouncing the 'r' sound clearly due to a lisp, affecting their speech

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[71]Riskayanti, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

[72] Fauzi, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

[73] Alim, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

[74] Zaskia, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

[75] Ainun, interviewed with student by researcher at MA DDI Kanang, June 15, 2024

clarity. For some students, distinguishing between long and short vowel sounds like in 'ship' and 'sheep' presents a significant hurdle. Additionally, regional accents, such as that of a Kanang native emphasizing intonation, complicate correct word pronunciation, especially during rapid speech. Lastly, incorrect word stress placement is noted as a common issue among students, impacting their conversational fluency and altering word meanings. These findings underscore the diverse pronunciation challenges students encounter in mastering spoken English.

Related to pronunciation difficulties, research results show that students experience difficulties in pronouncing vocabulary that is similar in sound but different in meaning as well as the following interviews

> "…Many words in English are similar to each other, and I often forget what they mean if they are not used often…"[76]

> "…I have difficulty speaking English because there are many words that sound similar to each other, but have different meanings. This makes me often pause to think of the right words. I feel insecure when speaking because I'm afraid of using the wrong words and making other people not understand what I mean…"[77]

> "…I struggle with English because I often confuse words that look alike or sound similar but have different meanings. It slows down my speech because I hesitate to avoid using the wrong word..."[78]

> "…One of my challenges in speaking English is the similarity between words that sound alike but mean different things. I often find myself pausing to recall the correct word, afraid that I might convey the wrong message…."[79]

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[76]Musfira, interviewed with student by researcher at MA DDI Kanang, June 20, 2024

[77]Nasrah, interviewed with student by researcher at MA DDI Kanang, June 20, 2024

[78] Yasir, interviewed with student by researcher at MA DDI Kanang, June 20, 2024

[79]Aurel, interviewed with student by researcher at MA DDI Kanang, June 14, 2024

"…I face difficulties in English conversation due to the similarity in words that sound similar but have distinct meanings. This often causes me to hesitate, trying to choose the appropriate word to avoid misunderstanding."[80]

"…English is challenging for me because many words sound alike or look similar, yet they have different meanings. This causes frequent pauses in my speech as I strive to choose the precise words to express accurately myself…"[81]

"…The similarity between English words is a hurdle for me in speaking. I often struggle to remember the exact words that sound similar, leading to pauses in my speech as I try to find the correct words to use…."[82]

Pronunciation poses significant challenges for English learners, as revealed by research and student interviews. Issues include difficulty with distinct English sounds like 'th', confusion between long and short vowel sounds (e.g., 'ship' and 'sheep'), challenges due to regional accents affecting intonation, incorrect word stress placement altering meanings, and confusion between similar-sounding words with different meanings. These factors collectively hinder fluent and clear communication in English, underscoring the complexity learners face in mastering pronunciation and its impact on spoken language proficiency.

B. Discussions

This session contains discussion and results of data analysis that has been collected during research through interviews. This includes explaining the meaning

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[80]Riska Aulia, interviewed with student by researcher at MA DDI Kanang, June 20, 2024
[81]Hijrah, interviewed with student by researcher at MA DDI Kanang, June 14, 2024
[82]Faidul, interviewed with student by researcher at MA DDI Kanang, June 19, 2024

of the findings to answer the research question and then linking the research results to relevant theories.

The findings explained previously show that there are various problems faced by Madrsah Aliyah DDI Kanang students in learning English, especially in speaking skills. These problems include, first, lack of mastery of vocabulary which includes difficulty finding the right words, limited variety of words, habit of mixing with the mother tongue, difficulty matching language with context and tenses, lack of everyday vocabulary, presentation of Composing Complex Sentences or Explaining Nuances, second, lack of grammatical competence which includes help in adapting tenses to time, b. Errors in Subject-Verb Agreement, c. Inability to Use Passive Voice; third, c. Inability to Use Passive Voice, where this difficulty includes difficulty in expressing thoughts or ideas fluently, without significant pauses or obstacles that interrupt the flow of speech, and fourth, 4. Pronunciation Difficulty, where this difficulty includes difficulty in identifying the differences in the same vocabularies sounds and sound pronunciation error. This section places the findings in the context of existing theory, explaining whether the findings are consistent with existing theory or indicate differences.

1. Lack of Vocabularies

In this research, it was found that limited vocabulary mastery was one of the main problems faced by students in English speaking skills. This difficulty is reflected in the experiences of students who often experience confusion in choosing and remembering the right words when speaking. Some students expressed that they often only rely on words they already know, so that their conversations sound monotonous and lack variety. When trying to talk about

more complex or unfamiliar topics, they tend to experience greater difficulties due to limited vocabulary. In line with this, according to Maji et al, they stated that a common problem faced by students is 'lack of vocabulary'. This means that the problems faced by English Department students are in the linguistic element, namely the lack of vocabulary.[83]

Students also have difficulty remembering new vocabulary due to lack of exposure and practice in using these words in everyday contexts. Interview results showed that students often had to pause to find the right words, thus disrupting the flow of their conversation. For example, students who are just learning academic or technical words are often unable to use them quickly and correctly in conversation, resulting in pauses or even errors in communication.

In addition, students often feel anxious and not confident when they have to speak English, especially when they feel that their vocabulary mastery is inadequate. This feeling of anxiety is often exacerbated by the fear of making a mistake, making them stop or hesitate more often when speaking. This hinders their ability to communicate fluently and effectively, and also reduces their opportunities to improve and expand their vocabulary mastery through practice.

Limited vocabulary mastery also has an impact on students' ability to understand conversations held in English. When listening to native speakers or audio materials in English, students with limited vocabulary often lose meaning or cannot follow the flow of conversation well. This not only hinders their understanding, but also reduces their confidence in participating in more complex conversations.

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[83]Ester Maji, Udi Samanhudi, Maryanti E. Mokoagouw, "Students' Difficulties In Speaking English: (A Case Study in SMKN 3 Sorong)", *SOSCIED* Vol. 5 No. 1, 2022.

The findings above are similar to several research results which support that one of the problems often faced by students in learning English, especially in speaking, is the lack of vocabulary mastery. The findings above are similar to Alif's research results which support that one of the problems that students often face in learning English, especially speaking, is a lack of mastery of comprehension. [84]

In line with this, according to Nuwahidah, et al., the factor that makes students find it difficult to speak is a lack of vocabulary mastery. Nuwahidah, et al., revealed that students who have limited vocabulary tend to have difficulty constructing complex sentences and expressing their ideas effectively.[85] This is also confirmed by research conducted by Dea et, al.,[86] which shows that students who have richer understanding are able to speak more fluently and confidently.

Furthermore, research by Ansar, et al., highlights that mastery of broad comprehension enables students to understand and engage in a variety of conversation topics, especially in use intensive daily conversation topic thereby improving students overall speaking abilities [87]. Thus, it is important for educators to focus on competency development as an integral part of the English

[84]Alfi Syahidah Turadah, "An Analysis Of Student's Problems In Speaking At Eleventh Grade Of Sma Negeri 1 Sukodad", *English Language Education Department, Faculty Of Teacher Training And Education, Universitas Islam Lamongan*, Vol. 8 No. 1 (2021). p.80.

[85]Nur Wahidah, et al., "What Causing Them to Be Anxious? : A Study in An EnglishSpeaking Class in West Papua", *Qalam: Jurnal Ilmu Kependidikan*, Vol. 11, No. 2, 2022, p.52.

[86]Dea Aries Fitriani, Rahayu Aprilia Swati, Wardah, "A Study On Student's English Speaking Problems In Speaking Performance, English Education Study Program", *Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University, Pontianak*, vol. 4 (9), 2015. Doi : https://dx.doi.org/10.26418/jppk.v4i9.11345.

[87]Ansar, Sam Hermansyah, Buhari, Andi Sadapotto, "The Effectiveness of Intensive Daily Conversation Toward Students Speaking Skill", *Laogi: English Language Journal*, vol.8, issue. 2. 2024, p. 171, http://jurnal.umsrappang.ac.id/laogi/index

language learning curriculum so that students can overcome barriers in speaking and achieve better communication skills.

To overcome these problems, a more interactive and contextual learning approach is needed. Learning that involves using vocabulary in various contexts and real situations can help students remember and use words more effectively. In addition, the use of technology and media, such as language learning applications and audio-visual materials, can provide exposure to richer and more varied English vocabulary.

Overall, limited vocabulary mastery is a significant obstacle in students' English speaking abilities. By improving learning approaches and providing more opportunities for students to practice and use new vocabulary in relevant contexts, it is hoped that students can overcome these difficulties and become more confident and effective in communicating in English. When listening to native speakers or audio materials in English, students often have limited vocabulary

2. Deficiencies in Grammatical Competence

Students' difficulty in speaking English is often caused by a lack of mastery of grammar or grammar. Several aspects of grammar that are the main challenges for students are adjusting tenses, using passive voice, and applying subject-verb agreement. The inability to master these aspects can hinder smooth communication and cause students to feel less confident when speaking.

Adjusting tenses is one of the problems often faced by students. In English, the correct use of tenses is very important to indicate the time an action or event occurs. Many students have difficulty choosing the correct tense, especially when

talking about events that happened in the past or plans for the future. Mistakes in using tenses can cause confusion and ambiguity in communication. Research conducted by Robah, et al., show that a lack of understanding of tenses is one of the main obstacles in students' speaking abilities.[88] Robah, et al found that students who did not understand the difference between tenses often used incorrect verb forms, resulting in ineffective communication.

Using passive voice is also a challenge in itself. The passive voice is often used in formal situations or to emphasize the object of an action. However, students often have difficulty constructing sentences with the correct passive voice structure. This can lead to an inability to convey information effectively and reduce the quality of the conversation. Research by Darohim found that students are often confused by the sentence structure changes required in the passive voice,[89] which causes them to avoid using it in everyday conversation. In fact, a good understanding of passive voice can improve students' ability to communicate more formally and academically.

Subject-verb agreement is another aspect of grammar that often causes difficulties. In English, the verb must agree with the subject in terms of number and person. Errors in subject-verb agreement, such as using a singular verb with a plural subject or vice versa, can interfere with smooth and clear communication. Students who are unfamiliar with these rules often make mistakes that hinder the listener's understanding. According to research by

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[88]Robah, A., & Anggrisia, N. F. "Exploring Challenges And Strategies In English Speaking Among Indonesian University Students: A Case Study Of AKM University". *Englisia: Journal of Language, Education, and Humanities*, 11(1), 2011, p.55-74. https://doi.org/10.22373/ej.v11i1.19156

[89]Darohim, M. "An Analysis Of The Students: Error On Changing Active Voice To Passive Voice". *E-Link Journal*, *7*(2), 2020, p. 35–47, https://Doi.Org/10.30736/Ej.V7i2.335

Imtihan Hanim, et al., students who do not understand subject-verb agreement often speak with incorrect sentence structures, which causes listeners to have to try harder to understand their meaning.[90] In line with this, research conducted by Ester Maji, et al., also supports this finding, where they found that students who have a good understanding of grammar tend to be more able to speak fluently and clearly.[91] They can construct more complex and accurate sentences, thereby improving their overall communication skills. Conversely, students who struggle with grammar often feel anxious and unsure when speaking, which in turn hinders their ability to communicate effectively.

Afi Normawati, et al in their research also revealed that students who do not master basic grammar often feel limited in expressing their ideas. Afi Normawati, et al state that a good command of grammar allows students to convey their messages more precisely and efficiently.[92] This is especially important in academic and professional situations, where clarity and precision in communication are highly valued.

Therefore, it is important for educators to pay special attention to the teaching of grammar in the English learning curriculum. Using interactive and contextual teaching methods can help students understand and apply grammar rules better. Research by Asfi shows that approaches that combine repeated practice with meaningful context can improve students' understanding of

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[90]Imtihan Hanim, Elsa Amelia, Firda Nurussalamah, Jihan Fadhillah, Lituhayu Rusfiyanti, "The Students' Problems in Learning of Subject Verb Agreement Towards The Third Grade Students of University of Muhammadiyah Tangerang", *Journal on Education Volume* vol. 6, No. 02, 2024, p. 12733-12745, Website: http://jonedu.org/index.php/joe

[91]Ester Maji1 , Udi Samanhudi2 , Maryanti E. Mokoagouw, Students' Difficulties In Speaking English: (A Case Study in SMKN 3 Sorong), *SOSCIED* Vol. 5 No. 1 Juli 2022.

[92]Afi Normawati, Dwitiya Ari Nugrahaeni, Noor Sahid Kusuma Hadi Manggolo, Allvian Ika Fiki Susanto "EFL Learners' Difficulties in Speaking English", *ELECTRUM,* Vol 1, No. 1, 2023, p. 1.

grammar.[93] By improving mastery of grammar, students can overcome barriers in speaking and achieve better communication skills.

Thus, it can be concluded that good grammar mastery is very important in learning English, especially in speaking skills. Students who understand tenses, passive voice, and subject-verb agreement well will be better able to communicate fluently and effectively. Appropriate and sustainable teaching approaches are necessary to help students overcome these difficulties and improve their speaking abilities.

3. Fluency Disruptions in Spoken

Satisfying Fluency Disruptions in speaking English is often a major challenge for students. Fluency Disorders refer to disruptions in the flow of speaking such as meaningful pauses or errors that affect the fluency of communication. This research findings illustrate that students often experience these difficulties due to several factors. For example, some students may experience pauses in speaking as they search for the right word, while others may be distracted by concerns about proper grammar or confusion in the pronunciation of certain words.

Several studies also show that anxiety or lack of confidence in speaking English can affect students' fluency in conveying their thoughts or ideas clearly. This shows the importance of understanding and overcoming fluency disorders in the context of English language learning to effectively improve students' speaking abilities.

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[93]Asfi Aniuranti et al, "Enhancing Students' Understanding Of English Grammar Through Literary Works And Exploring Students' Voice On Their Use", *Scholaria: Jurnal Pendidikan dan Kebudayaan,* Vol. 11 No. 3, 2021, p. 264-270.

There was study that support this research findings to prove that students who have good grammar skill also have a good communication. According to Veltiana Ilam, grammar is a crucial factor that enables students to speak English accurately and fluently. When students communicate in English, they need to apply grammatical rules effectively to ensure clarity and comprehension. [94] Proficiency in grammar allows students to articulate their thoughts and ideas into coherent sentences, especially during conversations.

To enhance their speaking fluency, students should engage in daily practice by actively conversing with others. By incorporating newly learned words and phrases, students can better grasp the nuances of grammar usage. Mastery of grammar significantly influences students' speaking proficiency, as those with limited grammar skills often struggle in English speaking, relying on correct grammar usage to convey their thoughts effectively.

Apart from that, fluency disorders can also be influenced by students' internal factors such as poor vocabulary mastery or difficulty in organizing their thoughts verbally. [95] This research findings highlight that students who have limited vocabulary mastery may often experience pauses to find the right words, while students with poor verbal organization may have difficulty constructing sentences or maintaining a consistent flow of thought.

In the context of learning English, it is important to understand that overcoming fluency disorders requires a holistic approach involving structured

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[94]Veltiana Ilam, Luh Ketut Sri Widhiasih, Ni Made Wersi Murtini, "The Correlation Between Grammar Mastery And Speaking Ability Of The Eighth Grade Students", *Academic Journal on English Studies*, Vol 2, No 2, 2022, p.160-162

[95]Sri Hainun Jusuf, Hasanuddin Fatsah, Rahman Taufiqrianto Dako, Students' Performance In Speaking English (A Case Study On Students' Poor Performance In Speaking English*), Jurnal Normalita* Vol.9, No. 2, 2021, p. 303-322.

speaking practice, improving vocabulary mastery, as well as managing speaking anxiety. With a deeper understanding of the factors that cause these fluency disorders, learning approaches can be adapted to help students develop better speaking fluency in English.

4. Pronunciation Difficulties

Correct pronunciation is essential for effective communication, but many students have difficulty resolving the differences between the sounds of English and their native language. This problem affects students' ability to understand and communicate clearly in English, which is the main focus of this research. Based on the research results, some students experience difficulties in speaking English, especially in the pronunciation aspect. There are students who tend to mispronounce the 'th' sound, there are also those who have difficulty with long and short vowel sounds, as well as accents which affect intonation emphasis in pronunciation.

The results of this research show that a student revealed that pronunciation was a big problem for him because he often mispronounced the 'th' sound in English. Sounds like 'thuh' and 'thee' sound the same to him, so they are often confused. Another student stated that he had difficulty pronouncing the 'r' sound clearly due to a lisp, which affected speech intelligibility. There are also students who have difficulty with long and short vowel sounds, such as differentiating between 'ship' and 'sheep', and this creates a significant barrier to pronunciation. Students with regional accents, such as the Kanang accent, find it difficult to pronounce some words correctly because their dialect often emphasizes intonation. This means that other people often don't understand

what they are saying, especially when they speak quickly. In addition, there are students who reveal that they often misplace the stress on words, making them sound unnatural in conversation and the wrong stress can change the meaning of the word. Other difficulties include the sounds 'z' and 's' which are often confused, resulting in sometimes pronouncing them the wrong way and changing the meaning of the sentence.

These pronunciation challenges show how complex mastering spoken English can be. These difficulties not only hinder students' ability to speak fluently and clearly but also reduce their confidence in using English. For example, Derwing and Munro in Hariwan Putra found that strong accents and pronunciation errors can interfere with listener comprehension and reduce speaker confidence.[96]

Other research by Gilakjani shows that pronunciation difficulties are often caused by phonological differences between the mother tongue and the target language, as well as a lack of sufficient exposure and practice in the target language environment.[97] Research by Fraser also highlights that adequate pronunciation training can significantly improve language comprehension and production, which in turn can improve students' speaking abilities.[98]

In conclusion, pronunciation difficulties are one of the main obstacles for students in learning to speak English. Factors such as sound differences,

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[96] Hariswan Putera Jaya, Ismail Petrus, and Dedi Kurniawan, "Listening Comprehension Performance And Problems: A Survey On Undergraduate Students Majoring In English", *IRJE Indonesian Research Journal In Education,* Vol. 5, No. 2, 2021.P.375.

[97] Abbas Pourhossein Gilakjani, "Why is Pronunciation So Difficult to Learn?", *English Language Teaching* Vol. 4, No. 3; September 2011, p.78.

[98] Helen Fraser, "Coordinating improvements in pronunciation teaching for adult learners of English as a second language", *Canberra: DETYA (ANTA Innovative Project)*, p. 200.

regional accents, and incorrect placement of word stress play a significant role in hindering a student's ability to speak fluently and clearly. This research and other supporting research demonstrate the importance of emphasizing pronunciation practice in English language learning to help students overcome these challenges. With the right approach, teaching that focuses on pronunciation can have a significant impact on students' speaking abilities and help them achieve fluency and clarity in communicating in English.

CHAPTER V
CLOSING

A. Conclusions

Based on the findings previously explained, there are various problems faced by Madrasah Aliyah DDI Kanang students in learning English, especially in speaking skills. These issues cover several main aspects:

1. Lack of Vocabulary Mastery

   Students have difficulty finding the right words, limited variety of words, habit of mixing with their mother tongue, difficulty matching language with context and tenses, lack of everyday vocabulary, and difficulty in constructing complex sentences or explaining nuances.

2. Lack of Grammatical Competence

   Students have difficulty adjusting tenses to the time, often make mistakes in Subject-Verb Agreement, and are unable to use Passive Voice.

3. Difficulty in Speaking Fluency

   Students have difficulty expressing their thoughts or ideas fluently, without significant pauses or obstacles that interrupt the flow of speech.

4. Difficulty in Pronunciation

   Students have difficulty identifying differences in sounds in similar vocabulary and often make mistakes in pronouncing certain sounds.

In conclusion, this research shows that Madrasah Aliyah DDI Kanang students face significant challenges in mastering English speaking skills, which include mastery of vocabulary, grammar, speaking fluency, and pronunciation. The results of this study are in line with existing theory which emphasizes the

importance of mastering these components to achieve effective speaking skills in English.

B. Suggestions

This research aims to provide an in-depth understanding of the challenges students face in learning English, especially in speaking skills. Therefore, several suggestions are given as follows

1. Teachers should develop more effective teaching strategies to enrich students' vocabulary, such as providing lists of relevant words and using mnemonic techniques and repetition. For grammar, teachers need to provide exercises that focus on tenses, Subject-Verb Agreement, and Passive Voice, as well as creating an environment that supports speaking fluency through discussions and presentations. Pronunciation training sessions are also important to help students overcome difficulties in pronunciation.

2. Students are advised to actively expand their vocabulary by reading and watching media in English, as well as diligently practicing grammar through exercises and writing essays. They need to look for opportunities to speak English through conversations with friends, language clubs, or speaking alone, as well as focus on pronunciation by imitating native speakers and using feedback apps.

3. Future researcher need to examine English speaking difficulties comprehensively with in-depth research on the factors that influence fluency, grammar, and pronunciation. Longitudinal studies and exploration of motivation and social environment can provide more complete insights into overcoming challenges in English language teaching.

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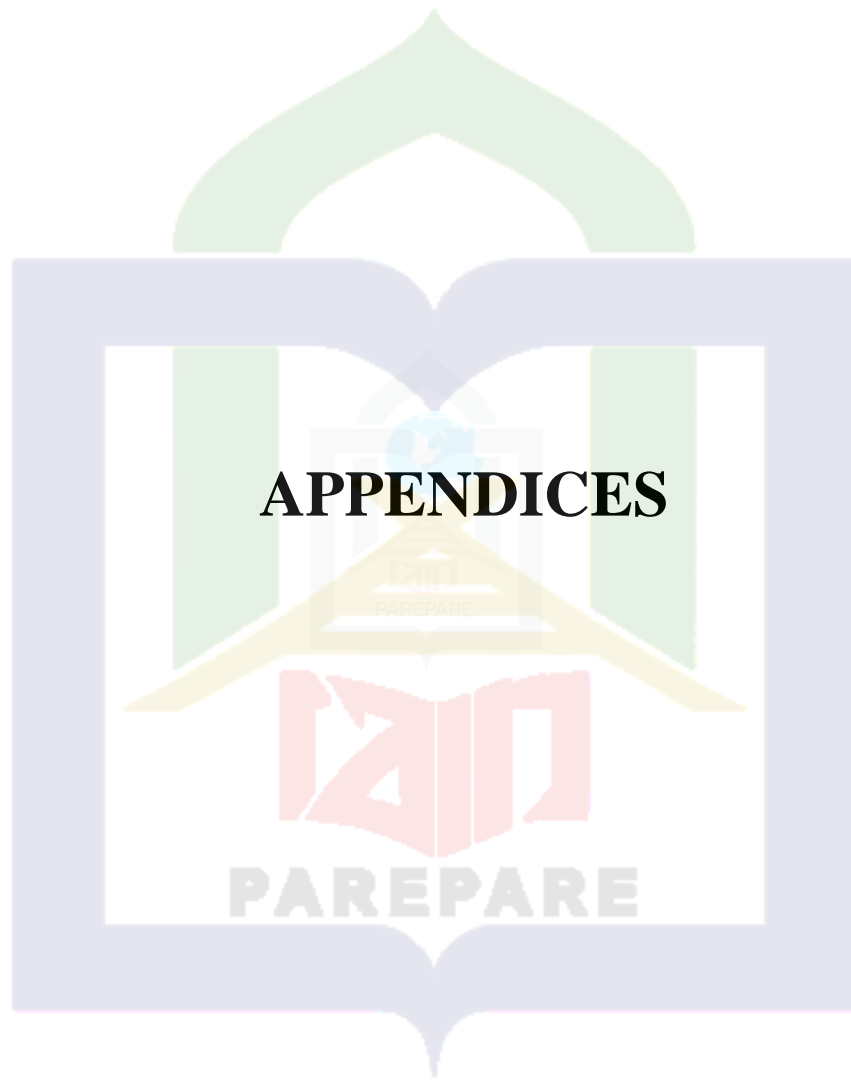
APPENDICES

Appendix 1.
Instruments of the Research

A. Interview Guide for Students

1. Apa yang membuat anda kesulitan dalam berbicara Bahasa inggris/

2. Apakah anda kesulitan menghafal kosakata dalam Bahasa inggris?

3. Apa yang membuat anda kesulitan dalam menghafalkan kosakata Bahasa Inggris?

4. Apakah pronunciation menjadi masalah anda dalam berbicara Bahasa inggris?

5. Mengapa pronunciation menjadi masalah anda dalam berbicara Bahasa inggris?

6. Apakah anda mengalami kesulitan saat1 menggunakan grammar dalam berbicara Bahasa Inggris?

7. Mengapa penggunaan grammar membuat anda kesulitan berbicara dalam Bahasa Inggris?

8. Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas?

9. Apa yang membuat anda kesulitan dalam berdiskusi dengan teman anda menggunakan Bahasa Inggris?

10. Apa yang membuat anda kesulitan berdiskusi dengan teman anda saat menggunakan Bahasa Inggris?

Appendix 2
Recommendation Letter

PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
Jalan Manunggal Nomor 11 Pekkabata Polewali, Kode Pos 91315
Website: dpmptsp.polmankab.go.id Email: dpmptsp@polmankab.go.id

IZIN PENELITIAN
NOMOR : 500.16.7.2 /0413/IPL/DPMPTSP/VI/2024

Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat permohonan sdr. NUR AZIMA
   b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0413/Kesbangpol/B.1/410.7/VI/2024, Tgl. 05-06-2024

MEMBERIKAN IZIN

Kepada :

Nama	:	NUR AZIMA	
NIM/NIDN/NIP/NPn	:	171300012	
Asal Perguruan Tinggi	:	IAIN PAREPARE	
Fakultas	:	TARBIYAH	
Jurusan	:	PENDIDIKAN BAHASA INGGRIS	
Alamat	:	BATETANGNGA KEC. BINUANG	
		KAB. POLEWALI MANDAR	

Untuk melakukan penelitian di MA DDI Kanang Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Juni s/d Juli 2024 dengan Proposal berjudul **"STUDENTS' PROBLEM IN LEARNING ENGLISH SPEAKING SKILL AT MADRASAH ALIYAH DDI KANANG"**

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

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar,
Pada tanggal 6 Juni 2024
Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu,

I NENGAH TRI SUMADANA, AP, M.Si
Pangkat : Pembina Utama Muda
NIP : 197605221994121001

Tembusan :
1. Unsur forkopin di tempat

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor	: B-1700/In.39/FTAR.01/PP.00.9/05/2024	22 Mei 2024
Sifat	: Biasa	
Lampiran	: -	
H a l	: Permohonan Izin Pelaksanaan Penelitian	

Yth. BUPATI POLEWALI MANDAR
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
   KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: NUR AZIMA
Tempat/Tgl. Lahir	: POLEWALI MANDAR, 08 Mei 1999
NIM	: 17.1300.012
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XIV (Empat Belas)
Alamat	: KANANG, DESA BATETANGNGA KEC. BINUANG, KAB.POLEWALI MANDAR

Bermaksud akan mengadakan penelitian di wilayah BUPATI POLEWALI MANDAR dalam rangka penyusunan skripsi yang berjudul :

STUDENTS' PROBLEM IN LEARNING ENGLISH SPEAKING SKILL AT MADRASAH ALIYAH DDI KANANG

Pelaksanaan penelitian ini direncanakan pada tanggal 22 Mei 2024 sampai dengan tanggal 08 Juli 2024.

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

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

IV

Appendix 3
Research Finished Letter

PONDOK PESANTREN DARUD DA'WAH WAL-IRSYAD (DDI) AL-IHSAN KANANG

MADRASAH ALIYAH
KABUPATEN POLEWALI MANDAR

ALAMAT: Kanang, Desa Batetangnga Kec. Binuang Kab. Polewali Mandar Prov. SULBAR Phone (0428) 2410256-2410084

SURAT KETERANGAN
Nomor: B-184/MA.31.03.005/PP.00.6/7/2024

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar Provinsi Sulawesi Barat menerangkan bahwa:

Nama	:	NUR AZIMA
NIM	:	171300012
Jenis Kelamin	:	PEREMPUAN
Instansi/Pekerjaan	:	IAIN PAREPARE
Fakultas	:	TARBIYAH
Jurusan/Prodi	:	PENDIDIKAN BAHASA INGGRIS

Benar telah melakukan penelitian di Madrasah Aliyah DDI Kanang Kabupaten Polewali Mandar, dengan judul:

"STUDENT'S PROBLEM IN LEARNING ENGLISH SPEAKING SKILL AT MADRASAH ALIYAH DDI KANANG"

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

Kanang, al 7 Juli 2024
Kepala Madrasah,

Drs. SYAMSUDDIN, MM.
NIP. 196012312000031011

V

Appendix 4
Transcript of Interviewed

The Research Subject
    Narasumber (N1) : Aurelia
    Pewawancara (P) : Azima

P   :   Assalamualaikum dek

N1 :   Waalaikusalam, iye kak

P   :   Oke well.. ee saya nur azima, mahasiswa dari ee IAIN Parepare. Well disini saya akan interview mengenai ee penelitian saya. Okay, saya mahasiswa Bahasa inggris .well for today, I would like to interview. First, what is your name

N1 :   My name is aurelia muwafiq

P   :   Okay, what class are you now?

N1 :   Kelas 2

P   :   Okay, jadi pertanyaannya yang pertama. Eee apa yang membuat kita kesulitan dalam bebricara Bahasa inggris?

N1 :   Pengucapannya kak

P   Hhmm baik. Lalu apaka kita kesulitan dalam menghafalkan kosakata?

N1   Iye kak

P   Lalu apa yang sulitki dalam menghafalkan kosakata Bahasa Inggris?

N1   Ee apa yah kak, ee anu,, kosa kata menjadi masalah bagi saya. Saya terkadang berhenti sejenak karena saya mencari kata yang tepat untuk melanjutkan kalimat saya ketika berbicara dalam bahasa Inggris. Misalnya, ketika saya ingin menjelaskan sesuatu yang rumit dengan kalimat yang panjang, saya sering tidak tahu kata-kata yang paling tepat untuk digunakan

P   Contohnya dek, dalam situasi apa?

N1   Yahh kayak missal menjelaskan ki sesuatu baru tidak ditahu banyak kosakata. Susah ka menyebutkan kata yang tepat kalau ngomong Bahasa inggris

P   Oiyaa sulit ki menemukan kata yang paling tepat makanya kadang berhenti ki sejenak untuk memikirkan kata apa yang paling tepat untuk diucapkan di?

N1   Iye kak

P   Oiyaa, tadi bilangki susah ka d pronunciation, mengapa kira kira sulitki d situ?

N1   Ee apa kak di, kayak ad aitu kata kata yang sama yang kedengarannya mirip tapi artinya berbeda. Seringka berhenti sejenak kalau harus mengingat lagi kata yang benar, takut sekalika kalau salah penyebutanku.

P   Oiya dek itu, namanya similar word … memang salah satu masalah daam speaking yang paling sering. Nah pertanyaan selanjutnya, apakah tata Bahasa atau grammar menjadi kesulitan anda dalam berbahasa ingris?

N1   Iyee kak.

P   Lalu dek, Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas? Apakah ada masalah ta dalam kelancaran?

N1   Kalau saya kak, kelancaran berbicara itu sulit karena terlalu ku piker grammarnya. Jadi takutka buat kesalahan kak. Itu mi biasa kalau sementara speaking berhenti lagi karena ku pkir betul mi kah grammar nya atau nda.

P   Oiyee.. cukup itu ji yang saya tanyakan. Terimakasih atas waktu dan kerjasmaanya yah

N1   Iye sama sama kak.

The Research Subject

    Narasumber (N1)   : Zaskia Intan

    Pewawancara (P)   : Azima

P   :   Well ee my name is Nur Azima. I am a student of IAIN parepare in English Departement. Here, I become the researcher because I want to know what are the the problems of students in learning English speaking skill at Madrasah Alya DDI Kanang. But before that, I want to know, what is your name?

N1   :   Nama saya Zaskia Intan.

P   :   Zaskia Intan.. kelas berapa ?

N1   :   Kelas 11 kak

P   :   Kelas 11., terus prtanyaan pertamanya, apa yang membuat anda kesulitan dalam berbicara Bahasa inggris

N1   :   Susah ee cara bacanyaa.

P   :   Cara bacanya di. Terus apakah anda kesulitan dalam menghafalkan kosakata?

N1   :   Ee sebenarnya tidak terlalu ji tapi ituji kalau explanation kan butuh vocab banyak jadi susahnya disitu.

P   Bisa ki jelaskan lebih rinci dek.

N1   Ee maksudnya kalau speaking ki, explain something kan kalau tidak banyak kosakata ta yah susah jadinya. Sama itu juga ekspression.

P   Lalu apa yang buat ki sulit menghafalkan kosakata?

N1   Yah itu tadi kak, Ya, saya sering mengalami masalah dengan kosakata yang tepat di mana terkada, kayak missal toh sulit ka untuk menemukan kata-kata yang tepat untuk menyampaikan ide atau pikiranku. Berusaha ka untuk menemukan kata-kata yang paling tepat untuk situasi yang saya hadapi

P   Okay baik dek. Lalu kira kira, dari segi pengucapan, apakah anda juga mengalami kesulitan? Kan tadi bilang ki di awal kalau saya tidak salah ya

N1   Iye cara bacanya kak

P   Mengapa pronunciation menjadi masalah ta?

N1	Karena ee biasa beda itu tulisannya kak sama cara bacanya
P	Berarti dari segi pronunciation di?
N1	Ee apa kak di, kayak aksen ku juga itu, sulitka mengucapkan beberapa kata dengan benar. Selain itu, kan asli kanang, dialek bahsanya seringkali menekankan intonasi dalam ucapan. Nah itu bikin orang lain kadang tidak paham apa ku bilang karena intonasi ku mengikuti logat kanang kayaknya begitu kak.
P	Oiyee dek,,, terus kalau dari segi grammar dek, apakah kesulitan ki?
N1	Kalau itu kakm bercerita ka tentang kejadian yang terjadi di masa lalu, bingung ka bedakan past continuous dan past perfect continuous.
P	Kayak bagaimana itu dek?
N1	Misal toh kak, kalau mauka bilang 'I have been studying for three hours' dengan 'I am studying right now.
P	Iya yah… sulit ki bedakan antara past continuous dengan past perfec. Kapan penggunaanya.
N1	Iye kak beggitu/
P	Baik.. lalu dek Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas? Dan Apa yang membuat anda kesulitan dalam berdiskusi dengan teman anda menggunakan Bahasa Inggris?
N1	Anu kak kayak itu, sulitka menemukan kata yang cocok. Sering ka gagap bar uku ulang ulang perkataanku karean tidak bisa ka temukan kata yang sesuai.
P	Oiyaa… itu lack of vocabularies yang buatki sulitlancar berbahasa inggris di
N1	Iye kak begitumi
P	Baiklah. Terimakasih atas waktunya nah. Itu ji dek.
N1	Iye sama sama

The Research Subject
   Narasumber (N1) : Ainun Rajab
   Pewawancara (P) : Azima

P   :   Okay, well, first, I would like to introduce myself. My name is Nur Azima. And I am a student of IAIN Parepare in English department. For today, I would like to know what is actually the problems in learning English skills at Madrasah alya ddi kanang. But first, I would like to know what is your name ?

N1 :   My name is Nur Ainun Rajab

P   :   Okay.. ee jadi saya akan interview masalah ta dalam learning English speaking skill. Oke apa yang membuat anda kesulitan dalam berbicara Bahasa inggris?

N1 :   Ee cara penyebutannya.

P   :   Cara penyebutannya di.

N1 :   iye..

P   :   Lalu, ee apakah anda kesulitan dalam menghafalkan kosakata?

N1 :   Tergantung kak, kalau pendek nda, tp kalau Panjang yah susah

P   Oiyaa, terus, apa yang membuat anda kesulitan dalam menghafalkan kosakata? Misalnya dalam hal apa ki merasa sulit?

N1 Missal kak kayak ada kalimat Panjang mauku bulang tapi tidak tahu banyak ka variasi kosakata untuk banyak topik. Sering ka juga gunakan kata yang berulang ulang mi. Saya sering menggunakan kata-kata yang sama berulang-ulang, jadi kesannya bertele-tele.

P Hhumm iya… lalu tadi kita bilang, maasalah ta dalam berbicara Bahasa inggris ada penyebutannya. Nah… mengapa pronunciation menjadi masalah ta dalam berbicara Bahasa inggris?

N1 Karena ee …. seringka salah memberi tekanan pada kata kak. Ini kadang bikin ka tidak bagus speakingku kalau bercakap, karena menurutku tekanan yang salah dapat mengubah arti kata

P Oiyaa dari segi intonasi di?

N1	Iye kak…
P	Lalu, apakah grammar menjadi kesulitan dalam speaking?
N1	Iye
P	Bisa kita jelaskan dek seperti apa kesulitan ta lagi?
N1	seringka merasa tidak yakin kapan harus pake simple past dan past perfect kalau bicara tentang dua kejadian yang terjadi di masa lalu. Misalnya, 'Saya telah menyelesaikan pekerjaan rumah saya sebelum menonton TV.' Kesulitan ini membuat saya merasa tidak aman dan takut membuat kesalahan ketika berbicara
P	Oiya dek, seperti apa misalnya itu.. ?
N1	Misal kak, mauka bilang "I had finished my homework before I watched TV"
P	Nah… selanjutnya dek, Apakah anda mengalami kesulitan saat1 menggunakan grammar dalam berbicara Bahasa Inggris? Dan Mengapa penggunaan grammar membuat anda kesulitan berbicara dalam Bahasa Inggris?
N1	Iye kak,, tidak bagus grammar ku. seringka merasa tidak yakin kapan harus menggunakan simple past dan past perfect ketika berbicara tentang dua kejadian yang terjadi di masa lalu. Misalnya, 'Saya telah menyelesaikan pekerjaan rumah saya sebelum menonton TV.' Kesulitan ini membuat saya merasa tidak aman dan takut membuat kesalahan ketika berbicara
P	Baik.. lalu, bagaimana dengan fluency? Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas? Dan Apa yang membuat anda kesulitan dalam berdiskusi dengan teman anda menggunakan Bahasa Inggris?
N1	Meskipun sebenarnya tidak terlalu fasih ka kak, tapi jarang ka saya alami kesulitan kalau dari segi kelancaran dan biasanya sedikit lancar ka mengungkapkan ide-ide
P	Baik.. cukup dek. Terimakasih banyak nah
N1	Iye kak sama sama

The Research Subject

Narasumber (N1)   : Alim
Pewawancara (P)   : Azima

P   :   Oke well I would like to introduce myself, my name is nur azima, I am the student of iain parepare. And I am English departement. For today, I would like to know ee here I become the researcher, I want to know what is actually the students problem in learning English speaking skill at Madrasah Alya DDI Kanang, but before, I want to know what is your name?

N1   :   Nama saya Alim

P   :   Alim? Hhm okay, kelas berapa Sekaran?

N1   :   Kelas 2

P   :   Okay, jadi pertanyaan pertamanya, apa yang membuat anda kesulitan dalam berbicara Bahasa inggris?

N1   :   Cara penyebutannya

P   :   Kemudian?

N1   :   Itu saja kak

P   Terus apa yang membuat anda kesulitan dalam meghafalkan kosakata Bahasa inggris?

N1   Banyak sekali kosakata yang beda tulisan beda cara bacanya.

P   Misalnya dalam situasi ap aitu dek?

N1   Missal nya Saya kayak lebih sering menggunakan kata-kata yang sama karena itulah yang paling saya ketahui. Dan ini kak buat ka sulit berekspresi, berbicara dalam Bahasa inggris

P   Terus dari segi pengucapan. Apkah anda keuslitan mengucapkan kossataka dalam Bahasa inggris?

N1   Iyee, missal dengan bunyi vokal panjang dan pendek. Kadang saya tidak yakin mana yang harus diucapkan lebih panjang atau lebih pendek, seperti 'ship' dan 'sheep'

P   Oiyaa, lalu, kalau dari segi grammar, apa kesulitannya?

N1   Itu dari segi tenses kakKalau bicara tentang pengalaman masa lalu yang berdampak pada masa kini, saya bingung antara menggunakan present perfect dan simple past. Misalnya, 'Saya telah mengunjungi tempat Salupajaan Torusim'

versus 'Saya mengunjungi Pantai Bira tahun lalu.' Saya khawatir penggunaan tense yang salah akan membuat pesan saya tidak jelas

P   Grammar nya di?

N1   Iyyee,

P   Bisa kasih contoh dek misalnya dair segi grammarnya kenapa?

N1   Ee kayak itu toh kak eek kalau bicara ki tentang kejadian masa lalu yang masih ada kaitannya dengan sekarang. Bingung ka anara mau pake present perfect atau simple past.

P   Oiyaa betul sekali, sulit ki membedakan tiap tenses di?

N1   Iye kak…

P   Contohnya dalam kalimat kayak bagaimana dek?

N1   Misalnya kak toh,, ee mauka bilang dari ka salu pajaan, tapi itu kejadian sudah terjadi tapi masih berkaitan dengan kejadian skearang. Jadi kayak antara mauka bilang 'I have visited Salupajaan Torusim place' dengan 'I visited Bira Beach last year

P   Lalu bagaimana dengan fluency? Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas? Apa yang membuat anda kesulitan dalam berdiskusi dengan teman anda menggunakan Bahasa Inggris?

N1   Kayak apa di kak, kayak merasa ka terbatas begitu dalam mengekspresikan diri makanya sering ka menyebutkan kata yang berulang-ulang. Hal ini memengaruhi kelancaran saya dalam berbicara dan membuat saya terdengar kurang bervariasi

P   Hmm.. intinya ada pada kata berulang yang sering diucapkan ya.

N1   Iye kak… itu mengganggu sekali. Jadi terliat gagap ki

P   Baik.. terimakasih banyak de katas informasinya

N1   Iye sama sama.

The Research Subject

Narasumber (N1) : Muh. Yasir Arrafah
Pewawancara (P) : Azima

P : Oke Well, first, I would like to introduce myself. my name is nur azima, I am ee the student of iain parepare. And I am English departement. I will research what is actually the problem in ma ddi kanang, ecspesially in learning English speaking skill/ . jadi disini saya kana meneliti apa sebenarnya masalah siswa MA DDI Kanang khusunya dalam bebicara Bahasa inggris. Oke, first question., ee before I would like to know what is your name ?

N1 : My name is Muhammad Yasir Arafah

P : Oke Yasir, what class are you in?, kelas berapa mki?

N1 : Ee kelas 2

P : Oke jadi pertnayaan pertama, apa yang membuat anda kesulitan belajar Bahasa inggris. Apa yang membuat anda keuslitan berbicara Bahasa inggris.

N1 : Cara penyebutannya

P : Oiyaa terus ee apakah anda keuslitan dalam menghafalkan kosakata?

N1 : Ee sebenarnya tidak terlalu susah ji Cuma kadang sulit ka biasa dapat ka idiom atau ungkapan umum nah itu biasa orang asli inggris kan biasanya gunakan itu guru ku dengarkan ki melalui rekaman native speaker kak. Dan tidak kutau sekali bagaiman itu idiom, kapan digunakan, bagaimana, apalai untuk speaking sehari-hari.

P Lalu, apakah pronunciation menjadi masalah anda dalam speaking?

N1 Iye kak.

P Kenapa bisa?

N1 Sulitka dengan Bahasa inggris kak karena itumi sering ka dapat kata yang mirip, tapi artinya beda. Itu mi bikin ka sulit mengucapkannya, speaking ku .

P Oiya dek…

N1 Iye kak.

P Lalu, apakah kesulitan ki dalam grammar kalau mauki speaking?

N1 Kadang-kadang tidak tau ka aturan grammar yang benar, jadi takutka salah. Kalau mau bicara, berfikir panjang dulu, takut kalau kalimatnya tidak benar. Ini mi bikin ka ragu-ragu dan akhirnya malah susah untuk bicara lancar

XIV

| P	Lalu, apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas? Misalnya dari segi kelancran ta? Apa yang membuat anda kesulitan dalam berdiskusi dengan teman anda menggunakan Bahasa Inggris?
N1	Iyaa,, sulitka lancar berbicara karena kurang pemahaman dengan topik atau isu yang dibicarakan kak. Seringka juga berhenti kalau ku pikirkan lagi apa lagi kata yang disebutkan.
P	**Hmmm baiklah dek. Terimakasih ya atas informasinya**
N1	Sama-sama

The Research Subject

Narasumber (N1) : Fauzi Ahmad
Pewawancara (P) : Azima

P : Oke Well, first, I would like to introduce myself. my name is nur azima, I am the student of iain parepare. And I am English departement. Here, I becom, and I would like to know what is actually the problem in ma ddi kanang, ecspesially in learning English speaking skill at MA DDI Kanang . but before I would like to know what is your name ?

N1 : My name is Fauzi Ahmad

P : Are you the second grade?, kelas dua ki skearang?

N1 : Iye

P : Oke, first, my question is apa yang membuat anda kesulitan dalam bebricara Bahasa inggris?

N1 : E pengucapannya

P : Terus apakah anda keuslitan dalam menghafalkan kosakata dalam Bahasa ingggris?

N1 : Iye

P Lalu, apa yang menyulitkan ki dalam hafalkan itu?

N1 Kadang ka susah susun kalimat yang rumit atau jelaskan makna-makna' atau perasaan yang berbeda. Kurangnya kosa kata ku, bikin susahmi ka sampaikan pikiran atau rumit dengan jelas

P Apakah anda kesulitan dalam pronunciation?

N1 Iye kak

P Bisa dijelaskan dek

N1 ee… sulitka mengucapkan bunyi 'r' dengan jelas karena cadel ka

P lalu, apakah anda mengalami kesulitan saat menggunakan grammar?

N1 Ya, saya sering mengalami kesulitan dengan grammar, terutama ketika berbicara.

XVI

P	Kenapa menurut Anda grammar menjadi kesulitan saat berbicara?
N1	Kadang saya bingung dengan aturan-aturan grammar yang banyak. Waktu berbicara, saya harus berpikir dulu betul mi kah kalimat ku sudah benar atau belum,
P	Apakah kesulitan dengan grammar ini mempengaruhi kemampuan Anda untuk berbicara bahasa Inggris?
N1	Iye sangat berpengaruh kak.
P	Lalu, Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas? Dan apa yang membuat anda kesulitan dalam berdiskusi dengan teman anda menggunakan Bahasa Inggris?
N1	Misalnya kak sultika kalau dapat kalimat yang Panjang. Apalgi kalau dijelaskan dalam berbagai makna.
P	Cukup dek. Makasih banyak atas kerjasamanya yah
N1	Iye kak sama sama.
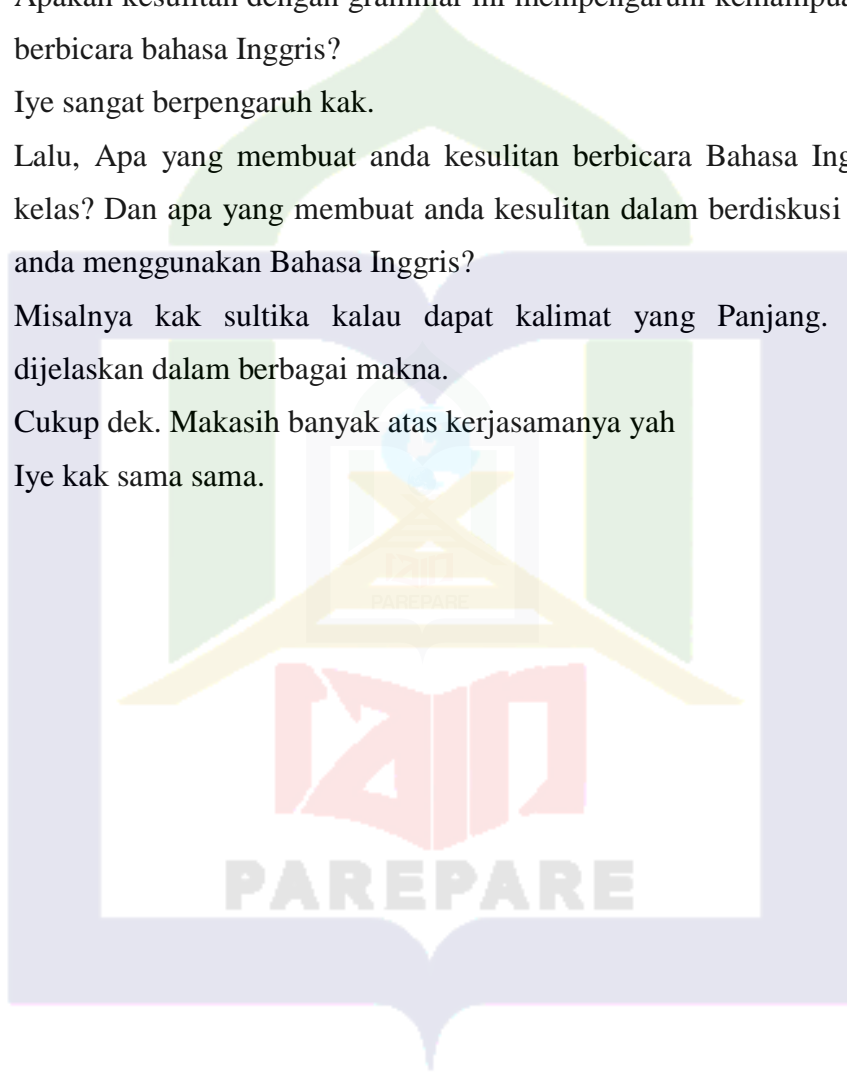
The Research Subject

    Narasumber (N1)   : Feby Astrid

    Pewawancara (P)   : Azima

P   :   Oke Well, eee first, My name is nur azima, I am the student of iain parepare. And I am English departement. For today, I would like to ee research, what is actually the students problem in ma ddi kanang, ecspesialy in learning English speaking skill at MA DDI Kanang . but before I would like to know what is your name ?

N1 :   My name is Feby Astrid

P   :   What class are you?

N1 :   Hmm I am class science, the second grade

P   :   Oke, first, my question is, apa yang membuat anda kesulitan dalam berbicara Bahasa inggris?

N1 :   Cara penggnaan katanya

P   :   Lalu, apakah kita kesulitan menghafal kosakata dalam Bahasa inggris?

N1 :   Hmm sebenarnya tidak terlalu tapi kalau dalam kalimat Panjang mi susah mi kak

P   Lalu apa sebenarnya yang membuatki sulit menghafalkan kosakat dalam Bahasa inggris?

N1 Hmm itu kak terbatas kutau kosakata, nda terlalu banyak jasi dulit ka Menyusun kalimat kalau mauka ucapkan ee terus itu juga tercampur I dengan Bahasa pattae, kan logat disini itu kental jadi kadang tercampur dengan Bahasa ta disini kalau e bicara ki dalam Bahasa inggris

P   Oiya berarti kalau speaking in English ki masih terbata bata di?

N1 Iye begitu kak, kalau k saya tidak tau lagi vocabularinya atau klaau missal mauka menjelaskan sesuatu dengan lancar.

P   Oiya baik. Lalu apakah anda mengalami keuslitan dalam pengucapan?

N1	Hhmmm iyee kak,, apalagi itu kalau beda mi tulisannya dengan bacanya
P	Oiya terus masalah grammar, apakah anda juga mengalami kesulitan dalam speaking?
N1	Iyaa,,
P	Dari segi apa dek dalam grammar?
N1	Kayak passive voice kak.
P	Misalnya dek, seperti apa?
N1	Misalnya, kalau mauka menjelaskan bagaimana sesuatu dilakukan oleh orang lain tanpa menyebutkan siapa yang melakukan tindakan tersebut. Kadang ka lupa aturan untuk membentuk kalimat pasif dengan benar, terutama karena ada banyak bentuk kalimat yang belum saya kuasai
P	Lalu dek, kalau untuk fluency? Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas? Apa yang membuat anda kesulitan dalam berdiskusi dengan teman anda menggunakan Bahasa Inggris?
N1	Itu tadi kak, masalah pengucapan. Sangat pengaruh sama kelancaran speaking. Kadang orang toh nda na mengerti apa kusampaikan karena biasa berhentika untuk klarifikasi apa yang sebenarnya ma uku bilang. Ku mix kan antara Bahasa Indonesia dan Bahasa inggris kalau ad lagi kat tidak saya tau artinta
P	Oke baik, artinya kita combine di?
N1	Iye begitu kak. Karena kan kadang itu dpkir ki kalau mauki bcra aplagi takut ka juga saah ucap
P	Iyaa….
	Baik kalau bgitu ituji dek ckup yaa. Makasih banyak
N1	Iye sama sama

The Research Subject

Narasumber (N1)   : Riskayanti
Pewawancara (P)   : Azima

P   :   Oke well. My name is Nur Azima, and I am student of iain parepare. Oke ee here I will research, what is the students' problem in English speaking skill at Madrasah Alya DDI Kanang. But before, I want to know your name

N1 :   My name is Riskayanti, but you can call me Riska

P   :   Oke, jadi pertanyaan pertama, apa yang membuat anda kesulitan dalam berbicarea Bahasa inggris?

N1 :   Apa yah ee

P   :   Apakah kesulitan ki berbicara karena keuslitan dalam pengucapannya, atau kurang kosakata ta

N1 :   Iye itu kak, kurang kosakat dan kadang apa yang diucapkan nda sesuai dengan tulisannya

P   :   Oiyaa, kemudian, apakah anda kesulitan menghafalkan kosakata?

N1 :   Iyaa, kesulitan

P   Lalu kenapa bilangki sulit? Dimana letak kesulitannya?

N1   Ya, seringka kesulitan menyesuaikan kosakata dengan grammarnya. Kan ada tenses kak, misalnya, jika saya mau menjelaskan tentang pengalaman masa lalu, saya kadang bingungka apakah harus menggunakan kata kerja dalam bentuk Simple Past atau Present Perfect. Nah, ini mi bikin ka stak kalau bicara dan kadang apa yang ku sampaikan tidak dipahami lawan bicara ku

P   Oiya jelas sekali, jadi intinya dari segi vocabulary, selain pengucapan yang sulit, kita juga kesulitan menemukan kata kerja yang tepat karena kurangnya

penguasaaan grammar ta di?

N1   Iye kak begitu mi.

P   Kalau fluency kak? Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas? Apa yang membuat anda kesulitan dalam berdiskusi dengan teman anda menggunakan Bahasa Inggris?

N1   Kalau dari segi kelancaran jadi masalah dalam speaking itu karena kurang pengausaan grammar kak. Kadang berifkir ka takut mengeluarkan kalimat yang salah grammar. Itu mi biasanya saya terbata bata speaking

P   Oiyaa baik.. intinya adalah kesuitan ki dari segi penguasaan grammar ta yang berimbas sama kelancaran ta ngomong di ?

N1   Iye kak

The eleventh Research Subject

Narasumber (N1)   : Riska aulia

Pewawancara (P)   : Azima

P   :   Perkenalkan, saya nur azima, mahasiswa dari Parepare. Saya mau minta waktu ta sedikit mau wawancara tentang students' problem in learning English speaking skill at madrasah Aliyah ddi kanang? Oke ee what is your name?

N1   :   My name is Intan Nur aini

P   :   Oke, kan disini saya meneliti mengenai masalah masalah siswa dalam belajar speaking khususnya. Jadi ee well, pertanyaan pertama saya, apa yang membuat anda kesulitan dalam berbicara Bahasa inggris?

N1   :   Eehmm yan pertama itu, terkadang yang ditulis beda cara pengucapannya.

P   :   Oiya yang pronunciationnya di?

N1   :   Iye kak

P   :   Baik, lalu apakah kosakata juga menjadi masalah bagi kita? Penguasaan kosakata?

N1   :   Humm iye kak, kurang pembendaharaan kosakata ku. Ee Ya, sulitka mengingat banyak kosakata baru. Kosakata dalam bahasa Inggris sangat berbeda dengan bahasa Indonesia, jadi sulit untuk diingat. Saya juga jarang menggunakan kata-kata ini dalam kehidupan sehari-hari.

P   :   Oiyaa,, lalu dek, apakah pronunciation menjadi keslitan anda dalam Bahasa ingris? Dan mengapa

N1   :   Seringka dapat kesamaan kata tapi beda arti. Ini mi buat ka ragu ragu coba pilih kata yang tepat untuk menghindari kesalahpahaman.

P   :   Apakah sulitki menggunakan grammar dalam berbicara Bahasa Inggris? Kalau iya, mengapa penggunaan grammar buatki kesulitan berbicara dalam Bahasa Inggris?

N1   :   ye, sulit. Kadang-kadang saya bingung harus pakai grammar yang mana, apalagi kalau lagi berbicara cepat

P   :   alau iya, mengapa penggunaan grammar buatki kesulitan berbicara dalam Bahasa Inggris

N1   :   Soalnya saya harus mikir dua kali. Pertama, mikir kata apa yang mau saya pakai, terus mikir lagi grammar-nya bener atau tidak. Jadinya saya seringkali lambat atau

malah salah ngomong.

P   Jadi, menurutki apa yang paling bikin susah dari grammar itu?

N1   yang paling susah itu, aturan-aturan tentang tenses. Kadang-kadang saya lupa, kapan harus pakai 'was' atau 'were,' atau kapan pakai bentuk verb yang tepat. Akhirnya, saya jadi ragu-ragu dan takut salah.

P   Lalu, bagaimana dengan fluency in speaking?

N1   Iye, kadang saya merasa kesulitan juga.

P   Apakah anda mengalami kesulitan, dan mengapa kesulitan itu bisa ada buat diri anda?

N1   soalnya kurnag terbiasa ka berbicara dalam Bahasa Inggris sehari-hari. sringka harus berhenti untuk mikir kata yang tepat atau grammar-nya, jadi bicara saya jadi tidak lancar. Kadang-kadang juga saya merasa gugup, jadi makin sulit untuk ngomong dengan lancar.

P   Oke baik. Itu saja yang saya tanyakan. Makasih na

N1   Iye

The Research Subject

Narasumber (N1)   : Hijrah Nirwani

Pewawancara (P)   : Azima

P : Next, what is your name?

N1 : Hijrah nirwana

P : Ee what class are you?

N1 : Saya kelas 11 ipa 1

P : Oke, jadi disini saya meneliti terus pertanyaan pertama, apa kesulitan anda dalam berbicara Bahasa inggris?

N1 : Kadang saya merasa tidak mengerti apa arti dari kata kata yang ada di dalam dan itu membaca penulisannya.

P : Apakah anda keuslitan menghafalkan kosakata dalam Bahasa inggris

N1 : Iye, kadang itu kak penulisannya sama tapi mengandung arti yang lain, dibaca ini tapi mungkin artinya beda i

P : Hmm baik, seberapa sering ki menggunakan Bahasa inggris utamanya Bahasa inggris dalam kontens sehari-hari?

N1 : Hum itu mi kak karena kurang sekali kosakata ku, jarang ka gunakan dalam percakapan sehari-hari dan itu juga tadi saya bilan, beberapa kata punya bunyi yang sama tapi beda arti. Bikin bingung kak/

P : Oke baik, berarti masalah pronunciation juga menjadi masalah anda dalam berbicara Bahasa ingris?

N1 Iye kak.

P Lalu kenapa anda merasa sulit dari segi pengucapannya ?

N1 Ee susah karena kalau misalnya banyak kata yang kedengarannya mirip atau tampak mirip, tetapi memiliki makna yang berbeda. Ini mi bikin berhenti ka kalau sementara speaking. Susah ka memlih kata yang tepat da mengekspresikan apa

yang ma uku bilang.

P   Apa grammar menjadi keuslitan anda dalam speaking? Dan mengapa?

N1   Iya, saya sulit membedakan antara present perfect dan past simple. Misalnya, saya mau bercerita tentang buku yang pernah saya baca, bingung ka, apakah harus mengatakan 'Saya membaca buku' atau 'Saya telah membaca buku'. Kesalahan-kesalahan kecil seperti ini membuat pembicaraan ku terputus-putus

P   Baiklah lalu, bagaimana denga fluency?

N1   Iya, saya merasa kesulitan juga.

P   Seringka   merasa kurang percaya diri saat berbicara dalam Bahasa Inggris, terutama karena saya jarang berlatih. Saya juga sering bingung mencari kata yang pas, jadi akhirnya ngomong saya jadi putus-putus. Selain itu, kalau saya terlalu fokus ke grammar, saya jadi makin pelan bicara, dan ini bikin saya makin tidak lancar

The Research Subject

   Narasumber (N1)   : Nur Aziza

Pewawancara (P)   : Azima

P   :   Oke well my name is Nur Azima, I am the student of Iain Parepare, and I am English department, and for today I would like to know what is actually the problem in speaking skill, here, at Madrasah Aliyah ddi kanang. Well, I would like to interview. First I would like to know what is your name?

N1   :   My name is Nur Aziza

P   :   What class are you in?

N1   :   Ee kelas 11 kak

P   :   Oke, apa yang membuat anda kesulitan dalam berbicara Bahasa inggris?

N1   :   Hurufnya kak

P   :   Maksudnya dek?

N1   :   Iye hurufnya

P   :   Oke terus, apakah anda kesulitan menghafalka kosakata dalam Bahasa inggris?

N1   :   Iye kak, kayak itu toh menyusun kalimat yang panjang atau menjelaskan makna atau emosi yangbeda. Sering sekali ka pakai kalimat sederhana karena bgeitumi takut ka kalimay yang kubuat salah

P   :   Oiyaa iya.. lalu bagaimana dengan grammar apakah anda merasa kesulitan?

N1   :   Iye kak, kalau bicara tentang rencana masa depan, seperti apa yang akan saya lakukan saat liburan misalnya pengalamanta diceritakan, saya bingung antara pake future tense dan present continuous tense. Ini mi kasih bikin ka tidak percaya diri karena takut salah grammar.

P   :   Apakah grammar menjadi kesulitan anda dalam speaking ? dan mengapa?

N1   :   Iye kak, itu salah satu juga kendala ku biasa speaking. Misalnua penggunaan past continuous sering bikin bingung ka. Kalau mauka verita sesuatu yang sudah

XXVI

erjadi, seperti 'Saya sedang membaca buku ketika telepon berdering,' berpikir keras ka untuk pake tenses apa.. apakah tense yang dipake sudah benar

The Research Subject

Narasumber (N1)   : Faidul Amin Asshidiq

Pewawancara (P)   : Azima

P   :   Oke well my name is Nur Azima, I am the student of Iain Parepare, and I am English department, and for today I would like to know what is actually the problem in speaking skill, here, at Madrasah Aliyah ddi kanang. Well, I would like to interview. First I would like to know what is your name?

N1   :   My name is Nur Aziza

P   :   What class are you in?

N1   :   Ee kelas 11 kak

P   :   Oke, apa yang membuat anda kesulitan dalam berbicara Bahasa inggris?

N1   :   Hurufnya kak

P   :   Maksudnya dek?

N1   :   Iye hurufnya

P   Oke terus, apakah anda kesulitan menghafalka kosakata dalam Bahasa inggris?

N1   Iye kak, kayak itu toh menyusun kalimat yang Panjang untuk diucapkan atau menjelaskan makna atau emosi yang beda. Sering sekali ka pakai kalimat sederhana karena begitu mi takut ka kalimat yang kubuat salah

P   Oiyaa iya… lalu,apakah pengucapan menjadi kesulitan anda dalam speaking?

N1	Seringka dapat kesulitan mengingat kata-kata yang kedengarannya mirip, yang menyebabkan jeda dalam pembicaraan karena saya coba menemukan kata-kata yang tepat untuk digunakan
P	Oiya, apkah anda kesulitan dalam pengucapan?
N1	Hhmm ini mi yang paling sering kak karena itu mi banyak kata dalam Bahasa inggris itu mirip I tapi beda maksudnya.
P	Oiya paham. Similar word. Terus kalau grammar? Apa ada kendala ta disitu?
N1	Sebenarnya kalau ini tidak terlalu jadi masalah tapi ee lalau mauka bicara mengenai kejadian yang sudah terjadi, bingungka karena banyak tenses past. Apaka simple past atau used to.
P	Contohnya kayak bagaimana?
N1	Misalnya mauka bilang tentang kebiasaan atau hobi di masa lalu kak toh,. Bingungka harus bilang "'I played football every day' or 'I used to play football every day'
P	Oiyaa… Apa yang membuat anda kesulitan berbicara Bahasa Inggris di depan kelas?
N1	Kefasihan berbicara menjadi tantangan bagi saya karena saya sering mencampur kata-kata dari bahasa ibu saya dengan bahasa Inggris. Ini membuat saya berhenti saat berbicara karena saya harus berpikir keras untuk mengekspresikan diri saya dengan benar dalam bahasa Inggris
P	Bagaimana dengan kelancaran berbicara dalam Bahasa Inggris? Apakah kamu mengalami kesulitan?
N1	Iya, saya merasa kesulitan.
P	aya sering gugup kalau harus berbicara dalam Bahasa Inggris, terutama di

depan banyak orang. Saya khawatir akan salah bicara, jadi seringkali saya jadi berhenti-berhenti saat ngomong.

The Research Subject

Narasumber (N1)   : Syahruddin
Pewawancara (P)   : Azima

P   :   Oke well. First, I would like to introduce myself.. my name is Nur Azima, I am English departement and I am a student of iain parepare. Here, I become the researcher, I want to know what is actually the students problem in learning English speaking skill at madrasah Aliyah ddi kanang. And know I want to know your name ?

N1   :   My name is syaharuddin

P   :   Kemudian pertanyaan pertama saya, apa yang membuat anda kesulitan dalam berbicara bahasa inggris?

N1   :   Penyebutannya kak.

P   :   Oiya baik. Dari segi vocabulary, apakah anda kesulitan dalam menghafalkan kosakata?

N1   :   Iyee,,

P   :   Kemudian, apa yang membuat anda kesulitan dalam menghafalkan kosakata?

N1   :   Biasanya itu, dalam menggunakan kata-kata yang tidak tepat dalam konteks percakapan, atau saya tidak yakin apakah makna kata tersebut benar-benar sesuai dengan maksudku

P   Bagaimana dengan kelancaran berbicara dalam Bahasa Inggris? Apakah kamu mengalami kesulitan?

N1   Kadang kadang ya

P   apa yang membuat kamu kesulitan?

N1   Salah satu masalah terbesar saya adalah kurangnya kosakata. Saya sering merasa bingung mencari kata yang tepat saat berbicara. Misalnya, kalau lagi diskusi atau ngobrol dengan teman, saya bisa mengerti apa yang mereka katakan, tapi waktu saya harus menjawab, saya kesulitan memilih kata-kata yang sesuai. Akhirnya, saya jadi ngomong lambat atau bahkan berhenti untuk mikir dulu, dan itu bikin pembicaraan jadi terputus-putus. Selain itu, saya juga cenderung terlalu memikirkan grammar saat berbicara, jadi saya lebih lambat dalam menyusun kalimat, yang bikin saya makin nggak lancar.

Appendix 5
Documentation

XXX

Interview with students

Interview with students

Interview with students

BIOGRAPHY OF THE WRITER

Nur Azima is the writer's name of this thesis. She was born on Kanang, May 10th, 1999. She is fourth from the couple Bapak Tamrin Katta and Ibu Herna. The writer started the education at SD Negeri 12 Kanang in 2011, then, continued the study at MTs DDI Kanang in 2014, After finishing junior high school, she then continued her education at MA DDI Kanang in 2017. Writers continued her education at State Islamic Institute of Parepare (IAIN), Tarbiyah Faculty in the English Language Education study program.

With perseverance and high motivation to continue learning and trying, the researcher has succeeded in completing this final thesis which has led the writer to obtain a Bachelor of Education (S.Pd.) degree. Hopefully the final writing of this thesis is able to make a positive contribution to the world of education.

Finally, the author expresses her deepest gratitude for the completion of this thesis entitled "Students' Problems in Learning English Speaking Skill at Madrasa Aliyah DDI Kanang"