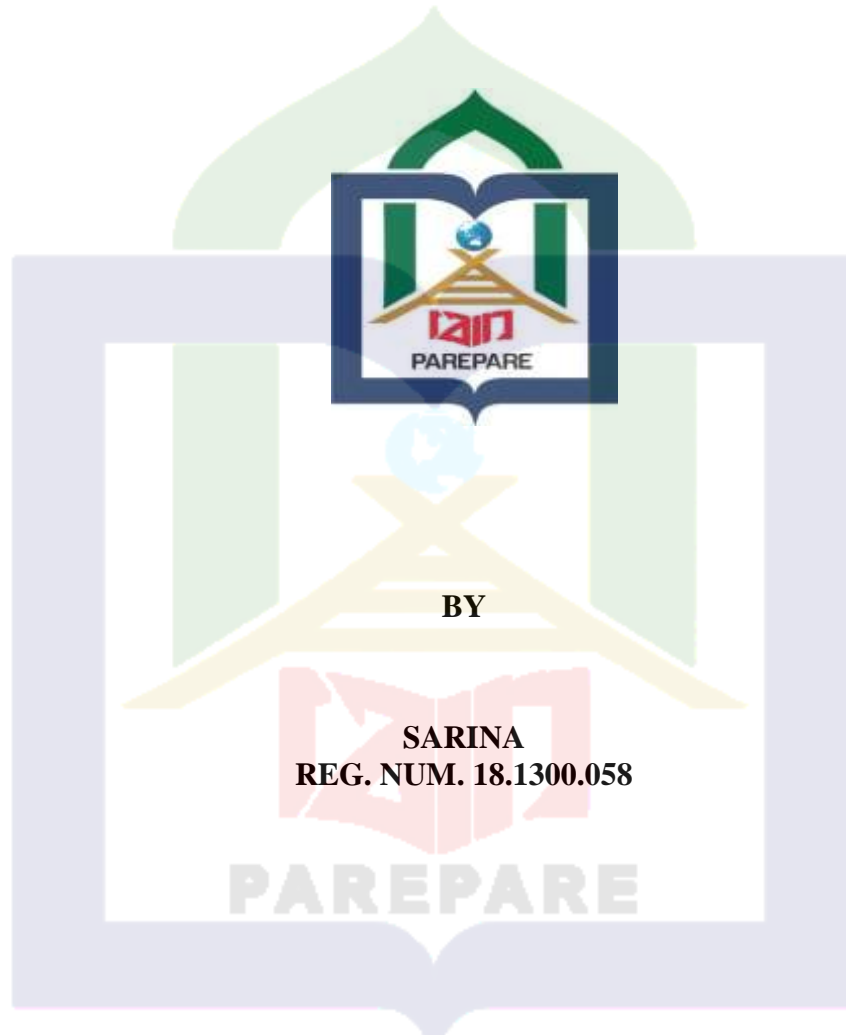


A THESIS
THE ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING
SPEAKING AT THE SECOND GRADE STUDENTS
MAN 1 PAREPARE



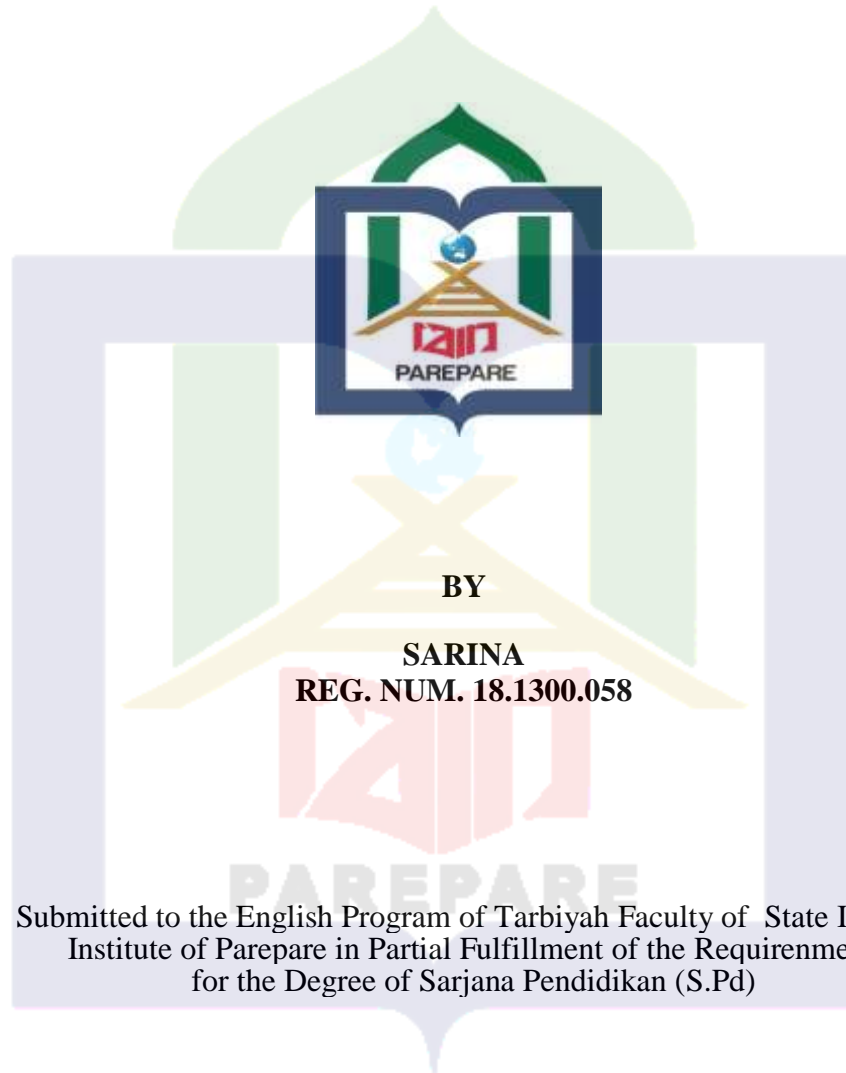
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SARINA
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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2023

**THE ANALYSIS OF STUDENTS' DIFFICULTIES IN LEARNING
SPEAKING AT THE SECOND GRADE STUDENTS
MAN 1 PAREPARE**



BY

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REG. NUM. 18.1300.058**

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

**ENGLISH EDUCATION PROGRAM
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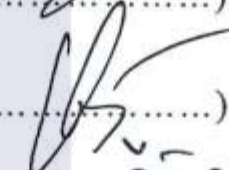
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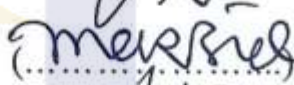
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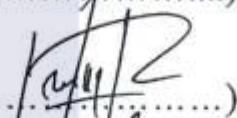
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Alhamdulillah rabbil 'alamin, praise is merely to the almighty Allah SWT. Who has given his bless and salvation to the writer for finishing this skripsi entitled: The Analysis of Students' Difficulties in Learning Speaking Ability at the second grade students MAN 1 Parepare. Shalawat and salam to our prophet Muhammad SAW. Who has guided as from the darkness to lightness.

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Finally, the writer realizes that her research is far from perfect and need to be complete for being perfect. The writers hope that this a thesis can be useful for us and become a reference for the next research, Aamiin.

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

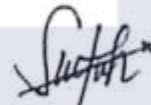
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Stated that herself conducted their thesis, if it cannot be proved that is was copied, duplicated or it was completed by any other person. I agree this a thesis degree would be postponed.

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ABSTRACT

Sarina. *The Analysis of Students' Difficulties in Learning Speaking at the Second Grade Students MAN 1 Parepare* (Supervised by Mujahidah and Abd. Haris Sunubi).

Speaking is a process that aims to transmit information or ideas to others. The speaker speaks words to the listener and also to express what he needs whether information services are needed. The purpose of the research to analysis of Students' Difficulties in Learning Speaking Ability at the Second Grade Students MAN 1 Parepare. Then, in the research is to find out the abilities and factors of student difficulty in speaking learning.

The method used in this research is descriptive qualitative. The researcher used instruments in the form of observation, interviews and documentation which consisted of 7 students and 1 English teacher of the second grade students at MAN 1 Parepare. The data analysis processed by data reducing, display and conclusion data.

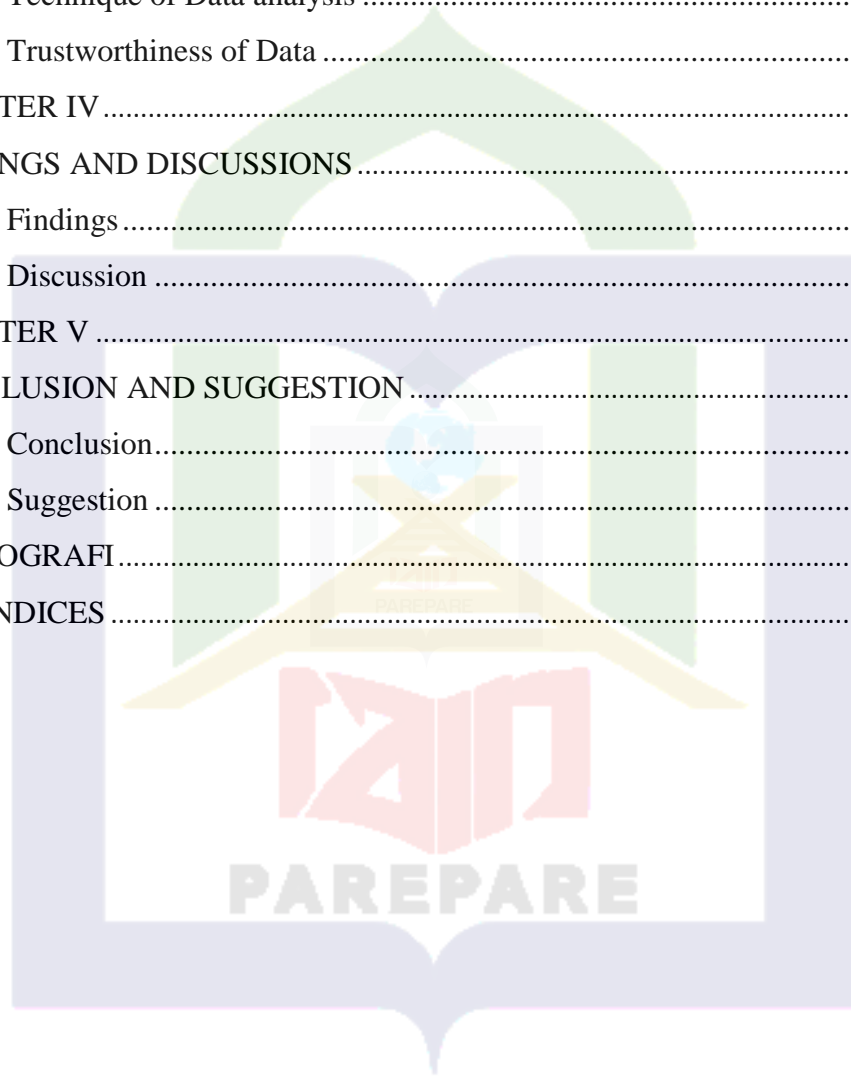
The result of the research that has been carried out is that students have difficulty in learning to speak English. Student difficulties are inhibition, nothing to say, lack participation or uneven and used mother tongue. The factors that become difficult for students in learning to speak such as knowledge factors, namely lack of vocabulary, errors in pronunciation and errors in grammar, while in the skill factor students are very lacking in confidence, shyness, and fear when practicing English. So when practicing speaking in English learning, students participate less and use more of their native language.

Keywords; *Students' Difficulties, Learning Speaking.*

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CHAPTER I

INTRODUCTION

A. Background

Speaking is a productive skill that exists between the speaker and the listener. When others speak it is a process of sending information or ideas to others. Speaking is to speak words directly, speak; that is, making a request; to make a speech in Webster's New World Dictionary.¹ According to Nunan speaking as a quick and confident use of language and some unnatural pauses, called fluency.² A process of sharing through verbal and non-verbal symbols in various contexts is speaking.³

In learning English, Language is an example of specificity in the scientific system, so language is also referred to as linguistics. In addition, speaking is a way of conveying ideas, opinions, and desires to the interlocutor and is a way to communicate. It also relates to Sari Luoma is the statement that "In the curriculum of language teaching speaking skills are an important part, and this is an important object of assessment as well."⁴

In speaking learning, which is often a problem in learning to speak, namely from difficulties in the speaking atmosphere which are obstacles for students. Thornbury supports this stating that some of the difficulties faced by students are divided into two factors such as the knowledge factor and the skill

¹David Nunan, Guralnik, *Language Teaching Methodology a textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593.

²Hayriye Kayi, *teaching Speaking: Activities to Promote Speaking in a Second language*, available on <http://unr.edu/homepage/hayriyek>, accessed on June 4th, 2022.

³Chaney, A.L, and T.L. Burk, *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon, 1998, p. 13.

⁴Sari Luoma, *Assessing Speaking*, (UK: Cambridge University Press. 2004), p. 1.

factor.⁵ the student's factor of not knowing the knowledge in speaking such as grammar, pronunciation and vocabulary. As for the skill factor, the lack of self-confidence, lack of motivation, shyness, and anxiety that exists in students. Therefore, researchers are interested in analyzing this.

Based on observations made by previous researchers at MAN 1 and the teachers said that the quality of students' English mastery is very low, especially in speaking. The most common difficulties faced by students are lack of confidence when practicing speaking and lack of vocabulary in learning to speak.⁶ From various real-life facts, it shows that there are several phenomena of speaking itself, in particular in the student area. Most students have difficulty in learning to speak English. The purpose of this study will be to investigate the problems of students in learning speaking skills in Madrasah Aliyah Negeri.

B. Problem statement

The researcher considers that it is very important to make the statement of problem before conducting the research as this following:

1. What are Difficulties in Learning Speaking by the Students' at MAN 1 Parepare?
2. What are the Factors of Studens' Difficulties in Learning Speaking at MAN 1 Parepare?

⁵Scott Thornbury, *How to Teach Speaking*, Harlow. England: Longman, 2005, p.39.

⁶ Mudrika, Guru Bahasa Inggris Kelas 2 MAN 1 Parepare, (interview in MAN 1 Parepare on May 21st 2022).

C. The objective of the research

The research objective is:

1. To Investigate the Students' Difficulties in Learning Speaking at MAN 1 Parepare.
2. To Investigate the Factors of Students' Difficulties in Learning Speaking at MAN 1 Parepare.

D. The significance of the research

The Significance of the study is a follows:

1. To students

After they know their ability and difficulty in speaking, the researcher hopes that they can improve their speaking ability. And researchers also hope that they can solve their problems and develop the potential available in learning English.

2. To teachers

By this research, the teacher know the students' difficulties in speaking. Then, this research can be an input and evaluation material for a teacher in the learning process of speaking, so that in the future it can be better than before.

3. To other researcher

This is expected to become a review for the other researchers in the other side and this research can also provide input for other researchers to be able to deepen research studies on students' difficulties in speaking learning.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Researchs Findings

To avoid the repetition of research results that discuss the same problem of a person, both from the form of books, or in the form of other scientific papers, the author first describes some research, namely in the form of existing thesis as a form of comparison in solving the problem so that new discoveries are expected to emerge. In this study, the authors selected several studies to include in previous studies.

First, a thesis written by Nia Fistia, English Education Study Program, Department of Tadris Faculty of Tarbiyah and Tadris Islamic Institute of Bengkulu. Which publish on 2021 entitled "An Analysis of Problem in Teaching-Learning English Speaking Skills" The objectives of this research was to investigate and describe problems face by both lecturer and the students during teaching activities advance speaking class. That main problems face by the lecturer got difficulty in explaining the material of advance, the lecturer could not give more detail explanations and the last is the lecturer could not do discussion directly because the class was hold online, and addition, the problems faced by students included three factors. They are knowledge factors, psychological factor and language factors.⁷

Second, a thesis written by Samira Hosni , which publish on 2014 entitled "Speaking Difficulties encountered by young learners." The writer used a

⁷Nia Fistia, "An Analysis of Problems in Teaching-Learning English Speaking Skills" (a Thesis English Education Study Program, Department of Tadris Faculty of Tarbiyah and Tadris Islamic Institute of Bengkulu: Bengkulu, 2021), p. 75.

descriptive qualitative method used interview and observation. The aim of study is speaking difficulties encountered by grade five students. The result of the research there are three major speaking difficulties encountered by the students' at this level, and they are linguistic difficulties mother tongue use and inhibition.⁸

And the last is a thesis written by Nurhadiah Fitri, which publish on 2019 entitled "Students' Difficulties in Speaking English at Islamic senior High School Kota Baru Suberida."this research used qualitative method. The writer in this research took several difficulties and the factors cause it. Those difficulties are inhibition, nothing to say, low or uneven participation and mother tongue use. And the factors cause it are linguistic abstacle, speech processing difficulties, academic and conversational English skill, negative affect, and access to speaking opportunities.⁹

From this study, it has some similarities between previous studies. That is, both using qualitative research methods and focusing on students' difficulties in learning speaking.

B. Some Pertinent Ideas

1. Concepts of Speaking

a. Definition Of Speaking

Speaking is a very important skill in communication, namely to express, say, convey an idea, idea, and feeling. Speaking is a productive skill that can be observed directly and empirically; The observation is

⁸Samira Hosni, "Speaking Difficulties Encountered by Young EFL Learners." International Journal on Studies in English Language and Literature (IJSELL)., Oman: 2014.

⁹Nurhadiah Fitri, "An Analysis on Students' Difficulties in Speaking English at Islamic Senior High School.", 2019), p. 1-9

always colored by accuracy and smoothness. Speaking is an attempt to convey thoughts and feelings orally.¹⁰ The speaker speaks words to the listener not only to express what he has in mind but also to express what he needs whether information services are needed. Most people use it in their daily lives to communicate with others.

In speaking not only is it shown by voice but facial expressions are also very important to make the conversation clearer. Because speaking is a speaker allowing each other to have their speech through a series of cues, which use a tone of voice and a hand gesture or facial expression.

Sourced from the above, that participating in it is an important part of speaking because speaking is not only producing a voice with the organs of speech, by continuing to speak that is to share information with knowledge, ideas, and opinions. The are five components are generally recognize in speaking activity, like a: comprehension, grammar, vocabulary, pronunciation, and fluency.¹¹

1) Comprehension

Comprehension is the ability to receive and interpret a series of communication activities. Oral communication, with an understanding that attaches great importance to the subject and to respond to a speech and initiate it.

¹⁰Brown H. D, *language assessment: Principles and Classroom Practices*, San Francisco: Longman. 2008, p. 167

¹¹ H. Douglas Brown, *Language Assessment Principle And Classroom Practices*, San Francisco: Longman. 2003, p. 157.

2) Grammar

Grammar is a description of the way words can be combined and can change their shape to become sentences in the language.¹²

Grammar is one of the most important aspects because if the pronunciation has different meanings if the speaker uses the wrong grammar.

3) Vocabulary

Vocabulary is a list of words.¹³ To communicate effectively and to express ideas both orally and in writing then one must have an adequate vocabulary. Because to communicate with someone, of course, you must have adequate vocabulary and grammar to convey a message or something to be conveyed.

4) Pronunciation

Pronunciation is very important in speaking because pronunciation is the way students speak to produce a clearer language. With good pronunciation then others will be easy to understand what is being said. Whereas when students have grammatical errors such as verb forms, the listener will have an idea of what is being said.¹⁴

¹²Jeremy Harmer, *The Practice of English Language Teaching*, Malaysia: Person Education Longman, 2007, p.12.

¹³Martin H. Manser, *Oxford Learner's Pocket Dictionary*, Oxford: Oxford University Press, 1995, p.461.

¹⁴Lucy Pollard, *Teaching English London*: Lucy Pollard Publisher, 2008, p.6.

5) Fluency

Fluency is when a person is fluent in speaking. Speed is a factor, but by no means the only or even the most important. In speaking fluently we must also pay attention to a pause because the right pause also has a meaning. Another significant factor in fluency is the number of syllables between the pause and duration, because the longer it goes, the smoother the speaker's voice will be.¹⁵ Being fluent in speaking is something that is the goal of the speakers with a little only pause.

Speakers and listeners are a process of speaking which is a productive speech skill. When a person speaks, he is sending information, or ideas to others. In Webster's New World Dictionary, speaking is speaking verbally, speaking; communicate with others by conversation; to make a request; to make a speech.¹⁶ Nunan in Kayi language interprets speaking as how to speak confidently, quickly and with a slight pause called fluency.¹⁷ In the process of speaking how to build meaning through verbal and non-verbal symbols in various contexts.¹⁸

It can be concluded that from speaking skills a person can express opinions, ideas and information by using several elements such as, comprehension, grammar, vocabulary, pronunciation and fluency.

¹⁵Scott Thornbury, *How to Teach Speaking*, New York: Pearson Education Limited, 2005, p.6.

¹⁶David Nunan, *Language Teaching Methodology a textbook for Teachers*, NY-Phoenix Ltd, 1995, p. 593.

¹⁷Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Available on <https://acikders.ankara.edu.tr/pluginfile.php/104>, accessed on 6th june 2022.

¹⁸Chaney, A.L., and T.L. Burk. *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon. 1998, *Journal of Engineering Technology and Education*, Vol. 7, No.1 March 2010., p.13.

b. The Function of Speaking

The function of speaking to provide information, ideas, to the listener of the speaker. There are three types of speaking functions, namely speaking as interaction, speaking as transactions and as performance as according to Ricahard, Brown and Yule stated that there is each difference between the interactional function of speaking and transactional function in terms of form and funsi as requires a different teaching approach.¹⁹ There are several explanations about the function of speaking as below.

1) Talk as Interaction

Speech as an interaction is also commonly referred to as a conversation that describes an interaction that serves a major social function. When someone meets someone else, they will exchange greetings, and engage in chats, to tell a new activity. Speaking as an interaction because they want to be friendly and build a comfort zone of interaction with others. And in the interaction of one person will present themselves to each other rather than the message.

2) Talk as Transaction

Speaking as a transaction refers to a situation where the focus is what is said and done. Making self-messages clearly and accurately understood was the main focus, compared to participants who interacted with others.

¹⁹Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* , New York: Cambridge University. 2008, p.21.

3) Talk as performance

In this type of speaking, focus on speaking in public. In speaking this is also called a show. Speakers who convey information, such as general announcements, morning talks, and speeches. In this speech, it helps and guides a person can speak in activities.

c. Type of Speaking Performance

Brown provides another types of classroom speaking performance. Those objective may be classified in term of several types of speaking performance.²⁰

1) Imitative

At one cease of a continuum of types of speaking overall performance is the capability to definitely parrot back (imitate) a phrase or phrase or probable a sentence. even as that is in basic terms phonetic degree of oral manufacturing, a number of prosodic, lexical and grammatical houses of language may be conclude inside the criterion performance.

2) Intensive

A second form of speaking regularly employed in assessment contexts is the production of brief stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical phonological dating (inclusive of prosodic element-intonation, pressure, rhythm, juncture). Examples of extensive assessment responsibilities include directed response duties, analyzing aloud,

²⁰ H. Douglas Brown, *Language Assessment Principle And Classroom Practices*, San Francisco: Longman. 2008, p. 141

sentence and talk of entirety restricted image-cued assignment such as easy sequences and courting up to the easy sentence stage.

3) Responsive

Responsive speaking is the making of students' speeches in class in the form of short replies or questions or initiative comments from students. Responsive speaking refers to a student's short answer to the teacher. Students must be active in class, they must answer the teacher's questions and comments. They should also participate in class.²¹

4) Monologue

Monologue is the speaking in which one speaker makes use of spoken language for any duration of time, inclusive of in speeches, lectures, readings, information broadcast, and the like, then the listener ought to system the facts with out interruption and the speech will move on whether or no longer the listeners comprehends what the speaker method.

5) Dialogue

It's far exclusive with Monologue; the communicate is the talking that includes two or greater speakers. The interruption may additionally happen within the speech while the interlocutor does no recognize what the speaker say.

Based on some of the types above have strengths and shortcomings in speech skills learning activities. The role of the teacher must be creative

²¹Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency," English Language and Literature Studies, vol. 6 no. 2, (2016),p.178.

and innovative, of course, a teacher must need fun tools and techniques to support learning for maximum learning.

d. Type of Speaking Activities

There are several ways to make students more active in the process of learning to speak which is carried out not only in the classroom but outside the classroom so that students can practice their speaking skills, especially in English to make their lessons more meaningful and more enjoyable. Hayriye said that simulation, role-playing, brainstorming, information gaps, story completion, interviews, cardplay, reporting, image narration and image descriptions. And the discussion in detail is explained as follows:

1) Discussion

Discussion is one way for students as a forum for sharing ideas taken from an event and coming to conclusions, and from discussions we can solve a problem or a place to find solutions. From the discussion, the teacher can form a group of students and each group works on the given topic with a predetermined time, then presents their opinions in front of the class.²² The purpose of the group discussion is to increase the speed; grammatically and perhaps best serves as a natural communicative context.

2) Role Play

In this game, of course, students will involve taking on roles and carrying out discussions and playing them according to their respective

²²Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Available on <https://acikders.ankara.edu.tr/pluginfile.php/104>, accessed on 6th June 2022

roles. While a teacher explains and manages the situation. The purpose of role-playing is to make students more creative because role play has an attraction for students and puts themselves in others for a while.

3) Information Gap

In the information environment all students in the group have the information needed to complete tasks and activities and the main purpose is to share information and complete tasks.²³ In this game, students will be paired with A and B, so A will make a simple picture that is not shown to B, and B has a blank piece of paper. Student A will describe the picture and student B will listen to it then draw it according to what he is listening to and finally the student will compare it with the original picture.

4) Brainstorming

In this game, students will be given a topic then students will come up with ideas within the specified time. Individual or group brainstorming is a place for students to generate ideas quickly and freely then in this case students will not be given criticism so that students are free to give ideas.

5) Story telling

A student will tell a story they've heard or read before or even just a story of their own writing. Students will tell stories with their classmates. Storytelling can foster creative thinking and reveal ideas.

²³Lucy Pollard, *Teaching English*, London: Lucy Pollard Publisher, 2008, p.36.

6) Interview

Students will conduct interviews with the theme they choose and a teacher will give a rubric so that students know the types of questions they will ask later. Students can also make their own questions. The interview will give them the opportunity to practice their speaking skills not only in the classroom but also outside the classroom. After conducting the interview the student will present the results in front of the class and then the student will interview his friend and then they will introduce his partner.

7) Story Completion

The completion of the story is that students sit in a circle talking freely and it is very fun. In this activity, the teacher will tell from the previous point of stopping and students will be expected to add four to ten sentences.

8) Reporting

Students are encouraged to read the most valuable magazines, newspapers or events they have experienced and then they will report what they know that they consider the most interesting news after being in class.

9) Picture Narrating

This activity is based on sequential images, students will be asked to tell what happened in a sequential picture by looking at the criteria given by the teacher as rubric. In a rubric there is a vocabulary that they need to use when telling it.

10) Picture describing

In this activity students will be given a picture then students will explain about the picture they are holding. In this activity students can take the form of groups and each will be given a different picture.

11) Debate

In this activity, students will be given one point of view on the topic and the two speakers will give different opinions. So in a good and suitable debate is that people are already at an advanced level. Previously, you should be given some input on the topic material and do listening or reading activities about the subject.

12) Spontaneous conversation

Sometimes in uncontrollable conversations in class. Where students communicate about themselves so that others are interested, for example, about a movie they have watched or something they have done and the tourist attractions they have visited. This type of conversation aims at a real communicative.

2. Concept of Teaching Speaking

a. Definition of Teaching Speaking

Teaching is commonly referred to as the way the teacher transfers his knowledge to his students. Sudjana says that the interaction between teachers and students at the time of teaching in the process of interaction – teaching is the interaction between the teacher and the student in the process of interaction.²⁴ When a teacher does his job called teaching and

²⁴Nana S, *Dasar – dasar proses belajar mengajar*, Bandung: PT. Sinar Baru Algensindo. 2000, p. 1.

the student does his job, that is, learning. Teaching to speak to students is the primary exercise for communicating for students how to use language for communication, i.e. to reveal an idea, thought and feeling to others.

The purpose of teaching speech is as a means of efficient communication. But in teaching speaking one must know grammar to avoid an error in pronunciation and enrich the vocabulary to achieve the social and cultural use in communicating. There are several reasons to teach the language expressed by Harmer including the following:

- 1) In dexterity speaking is to provide the opportunity to practice speaking as in real life as well as in the classroom.
- 2) In speaking the task of a student is to use a language or one of the languages that students know to provide reciprocity by teachers and students. The more students, the more they activate the various language elements.²⁵

After that, in class activities speaking should focus in the language as much as the individual. A teacher must be able to create a humanistic classroom atmosphere. Like that, the teacher will also prepare each student to be active in speaking because language is very important. The teacher will speak and make students participate in expressing ideas through oral and describing a topic.

Brown states that in teaching speaking has the following procedures:

²⁵Harmer J, *How to Teach English*, Harlow: Pearson Educated Limited, 2007, p. 123.

a) Pre Teaching

Make students feel good about planning tasks.

b) While teaching

(1) Set up a partner early and give students up to 10 minutes to discuss, add or change the list of suggestions.

(2) After the initial discussion is over, the teacher must provide rules to the group. Allows the group to complete its task within 20 minutes.

c) Post Teaching

In this stage each group should prepare a report and present an opinion or suggestion. Provide a poster to help the group explain the idea. Steps in learning speak very important things for a teacher to achieve goals in a more maximal direction in learning. There are many goals in the learning process, especially in teaching speech, mastering the ability to speak and correct pronunciation becomes a goal in learning so that students dare to talk to others as in the classroom.

3. Teacher's Problems in Teaching Speaking

Teachers in the process of teaching English, especially in teaching speech sometimes find some problems during the teaching process of speaking activities, problems of teachers in teaching speaking activities in the classroom as follows.

1. Students don't speak or don't say anything.
2. In working in pairs or groups students will speak their own language.

3. By the time all students speak simultaneously students will become difficult to control, students will be noisy and classes will lose control.²⁶

The way to prevent students from using the mother tongue is to constantly monitor and participate then provide them with assistance to students who need it. There are a few other problems that can help them to solve it. your states that there are several solutions to problems in teaching speech, namely as follows:

1. Group work: in co-working that can help shy students can speak comfortably in public Group work: in co-working that can help shy students can speak comfortably in public.
2. Easy language or simple language will take students longer to speak without hesitation and give them achievements.
3. Interesting topics will make adding interest to students and ensure for motivation.
4. Remove the feedback guidelines reveal. The results of the discussion and motivate each student to follow the guidelines.
5. Each group had an English monitor to remind them when speaking their native language to switch to English.²⁷

Based on the explanation above, a teacher must be able to manage the class. In performing some actions a teacher must be able to make less active students can work together, can interact, can understand the material taught, then choose more interesting material so that students can respond easily to

²⁶Alan M, *Classroom Problem in Teach*, British:Council, 2004.

²⁷Penny M, *Assessing Young Language Learners*, Cambridge: Cambridge University Press, 2006, p. 121-122.

reveal the results of the discussion. And a teacher must motivate, monitor students to keep using English in communicating and keep students focused on the assigned task.

4. Concept of Learning Speaking

In speaking learning, it is how to make students able to speak fluently. One way to learn to speak by showing and expressing ideas and thoughts from the speaker is in speaking learning, which is a skill in communicating orally.

According to Richard, a second language or foreign language is a very complex speaking ability when we understand the nature of what arises.²⁸ So, from speaking well not only when we can apply the correct sentences using grammar, but how do we know where and when we use the sentence and who we are talking to.

The ability to speak is an important aspect and is a useful thing in language learning and is a skill in English that is in the curriculum in addition to writing, reading and listening. Brown supports this saying speaking is using language in a regular voice; uttering words; knowing and being able to use the language; expressing oneself in words; making speech.²⁹ So, in addition to mastering listening, reading and writing, students must also master speaking because the ability to speak is the goal of learning English. Skills are skills that are difficult to assess appropriately, because speaking is a skill that is pentig to acquire.

²⁸ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthropology of Current Practice*, New York: Cambridge University Press, 2002, p. 201.

²⁹H. Douglas Brown, *Principles of Language Learning and Teaching*, New York: Longman, 5th ed, p.157.

Based on the explanation above, it can be concluded that the ability to speak is a way to express ideas, opinions, information, experiences and feelings using language with mastery of grammar, vocabulary, pronunciation, fluency, and comprehension.

5. The Difficulties in Learning Speaking

In learning to speak English, there are some difficulties that make it not easy for students to speak using English so that students have to study harder to be fluent and have a good understanding of speaking. In this study, researchers will focus on the difficulty of learning to speak. According to Ur that there are four problems in speaking, as follows:

a. Inhibition

When a student makes a mistake, he will feel worried about being afraid of being criticized and embarrassed. In learning to speak English, namely the lack of desire of students in learning to read, listen, and write, so that when students speak in front of the class students feel nervous, and lack confidence.

b. Nothing to say

The problem faced by students is that when students want to speak in front of the class, students cannot pronounce English words because students do not know English vocabulary so students have to motivate themselves to practice speaking.

c. Participation is lacking and uneven

One student who can speak at the same time as a large class and tendency how many people are more domineering, while the other speaks little and speaks nothing.

d. Use of the mother tongue

Students have a mother tongue that they often use because it is not difficult and students are less clearly visible when speaking the mother tongue.³⁰

Based on the explanation above, it can be concluded that there are four problems in speaking learning such as nothing to say, insufficient participation and the use of the mother tongue. This is the most common difficulty for students in speaking learning. From the problem that make it difficult for students to speak, which is related to linguistic problems.

6. Factors Speaking Difficulties in Learning Speaking

As for the factors in students' difficulties speaking activities usually comes from the factor of speech difficulty in the activities that students face, some difficulty factors come from the skills that students face. This is supported by Thornbury who said that the difficulty factors experienced by students are divided into several:

- 1) Knowledge Factor: learners who do not know the aspects of language that allow production. In this case, there is still a lack of knowledge and at least interactive speaking exercises. Knowledge of English that must be mastered by students to understand English as a whole, for example

³⁰Ur, Penny, *A Course in Language Teaching*, Cambridge: Cambridge University Press, 1991.

knowledge of grammar, pronunciation, vocabulary, which will support student learning, so that students do not face great difficulties in learning.

According to Harmer, there are three aspects of language that are elements of language, namely: pronunciation, vocabulary, and grammar. Of these three aspects, students must have it to improve their speaking skills. In addition, an educator must be able to encourage students to apply themselves to develop their skills. In practicing by communicating with others in the classroom. And educators can also provide opportunities for students by providing themes and then students practice using image media, and students communicate with the target language.³¹

- 2) Skill Factor: The learner's knowledge is not sufficiently automated to ensure fluency

Juhana said that there are several factors that are included in the psychological factors related to english learning including:

- a. Lack of motivation

The power of some people to achieve something is motivation. When students feel bored or lazy in learning or students are not enough for their knowledge of English and are not even interested and so on then providing a motivation is the most important thing.

- b. Anxiety

Anxiety is something that has problems in the mind or commonly referred to as mental health disorders. anxiety or worry about disturbances that occur

³¹Jeremy Harmer, *The Practice of English Language Teaching*, Malaysia: Person Education Longman, 2007, p.269.

in daily life. Shyness is a common thing experienced by students when forced to speak in English class.

c. Self-confidence

Self-confidence is very important in language learning, especially in speaking. Because students will give motivation and positive energy in learning English. Self-confidence is a big problem for students because lack of confidence can affect students' speaking performance.

d. Shyness

One of the challenges faced by students is the shame that causes students to be reluctant to speak in class.

e. Fear of student ridicule or laughter.³²

Based on the already mentioned statements, there are several factors and reasons that make it difficult for students to speak. Therefore, an educator must make students interested in learning so that student difficulties can be resolved. There are several ways an educator overcomes it, namely teaching students to be confident, providing motivation, and finally a support is one of the ways educators can overcome their difficulties and make the classroom atmosphere take place comfortably.

Zhang also said that the skills that are difficult for students are mostly English language learners, and students still cannot communicate orally with English.³³ According to Oxford, speaking in English is a stressful thing for students. Because they are afraid to make mistakes

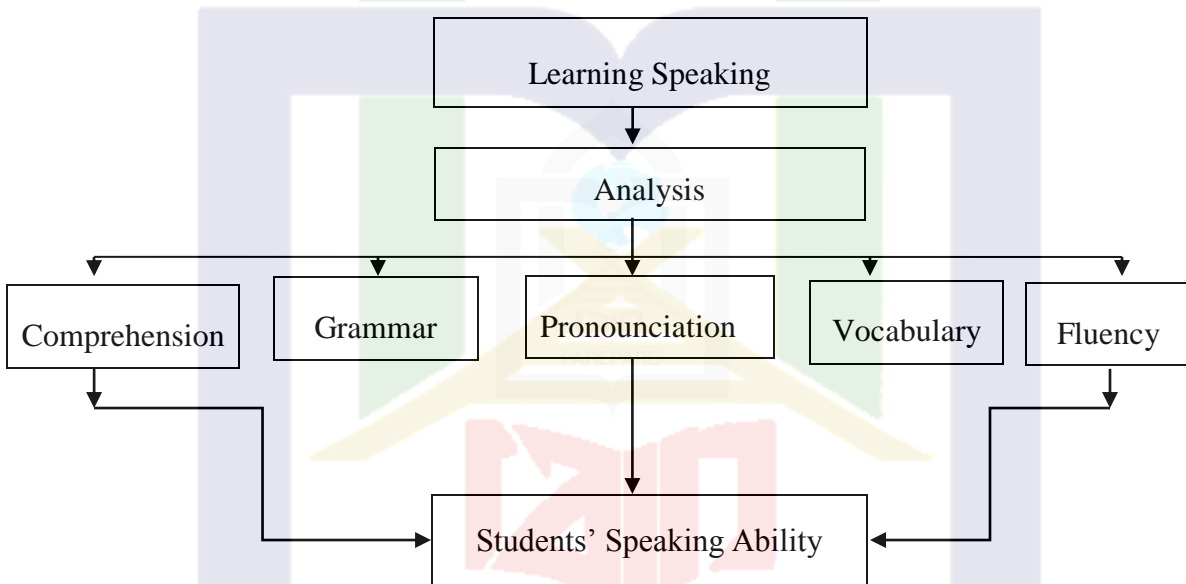
³² Juhana, *Psychological Factor that Hinder Students from Speaking in English Class*, Tangerang, 2012, p.101.

³³ Zhang, S, *The role of Input, Interaction, and Output in the Development Oral Fluency, English Language Teaching*, 2009, p.91-100.

related to grammar and lack of vocabulary to facilitate speaking activities.³⁴

C. Conceptual Framework

Conceptual frameworks are generally put forward in the form of schemes or diagrams with the aim of making it easier to understand them. The form of the scheme is as follows:



Based on the form of the concept above, that to achieve speaking ability there are several aspects that a student must have as a student as Brown said that there are five aspects that are common in speaking activities such as comprehension, grammar, fluency, vocabulary and pronunciation.

³⁴Oxford, R. *Language Learning strategies: What Every Teacher Should Know*, Boston: Heinle&Heinle, 1990.

CHAPTER III

METODOLOGY OF THE RESEARH

A. Research Design

This research will be conducted using Descriptive Qualitative research. Because this study will analyze the students' difficulty in learning speaking at MAN 1 Parepare. For this study try to investigate difficulties. Therefore, descriptive qualitative methods are taken as the methodology of this research. The researcher used descriptive method to analyze the students' difficulties in speaking English at MAN 1 Parepare.

B. Location and Time

This research location will be carried out at MAN 1 Parepare, namely in Soreang District, Parepare City. This study will take approximately 1 month. Researchers chose this school to be the place of research because researchers have several reasons, the first is that students at MAN have problems when learning to speak. The second is closer than where the researcher lives.

C. Subject of the Research

This research is a research with qualitative method. The researcher wants to analyze the difficulties of students in learning speaking skills at MAN 1 Parepare. In this study decided students in the second grade of IPS 2 MAN 1 Parepare with a total of 21 students. Data will be collected through observation and interviews with second grade students of MAN 1 Parepare. The main data to be collected is the students' difficulties in learning to speak.

D. Instrument of the Research

Instruments that will be used in research are observations, interviews, and documentation of students' and English teacher at MAN 1 Parepare. In this study a researcher will be active as an observer to observe activities, students and in particular how a teacher in managing his students and classes. How a teacher delivers a material and how students respond. The next stage is an interviewed the students who have the lowest score in speaking and the last is documentation as research instrument.

E. Procedure of Collecting Data

Qualitative data collection techniques according to Sugiono are divided into four, namely interviews, questionnaires, observation and documents, audiovisual materials. The process that will be used in collecting data in this study is.

1. Observation

Observation is the activity of collecting data through the senses, such as vision, smell, or hearing, to get the information needed in conducting research.³⁵ The researcher will observe and will then explain how activities are in the classroom at any given time. The researcher will observe during the learning process in the second grade of MAN 1 Parepare to get information in English learning, especially in speaking. The process of learning to speak will also provide a thorough record of information during the study.

In this study, researchers only observed student activities at the time of learning in the classroom. Researchers will use an observational to observe

³⁵Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. 26th Bandung: Alfabeta, 2017, p. 229.

students in the classroom during the learning process. To find out the learning process of speaking and find out what difficulties students experience in speaking, researchers will observe and record during the learning process of speaking in the classroom. Researchers will observe students in the process of learning and teaching English in the classroom.³⁶

2. Interview

An interview is a process used to get data and information from teachers about the learning and teaching process. An interview is a communication interaction between a researcher and an informant or research subject. The purpose of the interview was to get information from the teacher about what difficulties were experienced during the learning talk in the second grade of MAN 1 Parepare. According to Kothari, the interview technique is data collection that involves presenting verbal simulations in terms of verbal responses.³⁷ Thus the interview is to have a conversation with a specific purpose and is conducted by two parties as interviewers and interviewed. In this study, researchers will use unstructured interviews that will be used by researchers to obtain data from students through storytelling. Researchers also have the opportunity to ask other questions to obtain information to ascertain the data. In the interview the researcher will interview the students who have the lowest scores. This is done in order to find out the difficulty of students in speaking. To get other information the researcher will interview a teacher to get an opinion on

³⁶Siti Ratna Ayu, “ An Analysis of Students’ Problem in Learning Speaking at the First semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in the academic year 2018. (State University Raden Intan Lampung. 2018)

³⁷Kothari, C. R. *Research Methodology: Methods and Technique*, New Dehli: New Age International Publisher, 2004, p. 97.

the difficulties of students during learning. In this interview, questions for teachers are taken from Ramyani.³⁸

3. Documentation

In addition to observations and interviews, information can also be obtained in the form of letters, diaries, photo archives, meeting results, souvenirs and in the form of journals and the like. And this research will use documentation as a way to obtain and collect important data. Documentation is a way used to obtain data and information in the form of books, archives, documents and writing numbers and images in the form of reports and information that can support research.

F. Technique of Data analysis

Here are three phases of data analysis used to collect data and after data collection. If there is no credible result, the presentation of data will be carried out to get the expected results.³⁹ Miles and Huberman developed three qualitative analysis frameworks: first data reduction, display data and conclusion drawing/verification.⁴⁰

a. Data Reduction

Data reduction is data that has been obtained when researching in detail and accurately. So that the data collected does not accumulate, data reduction is carried out, namely by focusing and selecting important data and discarding what is not needed to facilitate the collection of data next. Researchers will choose

³⁸Ramyani F. "Students' difficulties to Speak English of Ninth Grade students of Madrasah Tsanawiyah Laboratorium kota Jambi. 2019. (Issue May)

³⁹Amir Hamzah, *Research and Development*, (Malang: Literacy Nusantara Abadi. 2021)

⁴⁰Miles, M.B., Huberman, A.M, *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*, USA: Sage Publications. 2014.

data that contains interview observations, then from the data that has been summarized can see important data, data is grouped, take what is needed and arrange the data correctly so that it becomes a meaningful result and conclusion.

b. Data Display

At this stage, it is the display of data that provides the results of organized and compressed information to make conclusions. The researcher will display the data that has been reduced in making it easier for interpretation. Thus, the data presented is the display of data that has been collected previously against the reader.

c. Conclusion Drawing/ verification

Conclusion and verification are the last of the three steps of data analysis. The initial data that has been concluded is only temporary if subsequent data is found strong and supporting evidence. At this stage, researchers will infer data from observations and interviews to obtain valid data from these lessons.

G. Trustworthiness of Data

According to Sugiyono, triangulation is a data collection technique that combines various data collection techniques and existing data sources.⁴¹ In collecting and verifying data from the results of observations and interviews to find out the difficulty of students in speaking English in the second class of MAN 1 Parepare. In this study, the purpose of triangulation was to improve the credibility and validity of this study. A wide variety of sources will refer to the time, place, and person. The data sources are referred to teachers and students by

⁴¹Sugiyono, *Metode Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. 26th ed. Bandung: Alfabeta, 2017, p. 241.

using triangulation methodology as a technique to generate trust in this study. Triangulation methodology is a process that uses various methods to measure the same units using data collection methods, namely interview observation and documentation.



CHAPTER IV

FINDINGS AND DISCUSSIONS

The result the Analysis of Students' Difficulties in Learning Speaking at the second grade Student of MAN 1 Parepare will be reported in this chapter.

A. Findings

This part is present of the data analysis of students' difficulties in learning speaking at the second grade student MAN 1 Parepare. In order to take data, the observation, interview and documentation were used to find out the difficulties in learning speaking ability. The researcher observed about learning process in the classroom and interview with 7 students who was suggested by English teacher who have lowest score and interview with English teacher who taught there. The last data is documentation to supporting and produce strong evidence. In MAN 1 Parepare has one English teachers especially in the class XI IPS 2, named Mrs. Mudrika.

1. The result of Students' Difficulties in Learning Speaking by using observation and interview

Researchers made observations and interview to determine students' difficulties in learning to speak English. Researchers conducted a study on MAN 1 Parepare in the second grade. And the teaching and learning process, the teacher gives greetings and checks the attendance list and the teacher asks about the condition of the students. Then the teacher explains about the learning objectives. Teachers explain the material and ask questions related to the material they are going to study. After that, the teacher gives English expressions according to the material taught. Then, the teacher gives

directions to the students to raise their hands and go up in front of the class to recite the vocabulary or conversation that has been given before. The students' difficulties in learning speaking are:

a. Inhibition

Researchers found that the students always had difficulties when they practiced speaking English. Researchers saw that during English learning, especially learning to speak, students pay less attention to the teacher and there are even some students who only go in and out of the classroom when learning has started so that during practice speaking English students always feel scared and lack confidence when they want to say a word in English for fear of being criticized or humiliated in front of their friends. According to Amirul Islam that:

*Karena biasa kalau salah – salah toh kak, teman – teman biasa suka ketawai ki.*⁴²

And other students said:

*Maluki kak, siapa tahu salahki.*⁴³

From the above statement, the researchers concluded that students felt fear and lack of confidence when learning to speak, for fear of being criticized and humiliated. Researchers can also see from the observations made that self-confidence is very important for students to have, because if students are not confident then it will be a barrier for students to be able to talk and

⁴²Amirul islam, student class XI IPS MAN 1 Parepare, (interview in MAN 1 Parepare on September 10th, 2022)

⁴³Jusni, student class XI IPS MAN 1 Parepare, (interview in MAN 1 Parepare on September 10th, 2022)

communicate with others. With the lack of self-confidence they have, it will make them worry about making mistakes when practicing speaking. Researchers can see how students perform as they learn English. For example, when students get an assignment to come to the front of the class for a performance to talk or explain about their assignment, students actually feel embarrassed at the time of performing because they are afraid of being laughed at and cannot speak English or they feel scared when they make a mistake. From this fact, it was found in the research data that students are not confident in their abilities and are afraid of being laughed at by their classmates because they feel less capable.

b. Nothing to say

During the learning process, students also have difficulty not being able to pronounce words in English. The problem is due to the lack of vocabulary treasury, which makes them confused when they want to practice English and they also do not recognize the meaning of English words. Sometimes, in the learning process the teacher gives new vocabulary and always says it repeatedly so that students can memorize the vocabulary. As stated by the teacher that:

Yah siswa itu sekarang siswa yang saya hadapi sekarang biasa saya kasi tugas biasanya cari kosa – kata seperti ini baru di praktekan.⁴⁴

However, in the fact that the vocabulary given is not used in the practice of speaking, either talking to the teacher or his friends while inside

⁴⁴Mudrika, English Teacher Class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

the classroom or outside the classroom because when in class the student uses his own language more often and is more silent when learning to speak. In addition to the lack of vocabulary, students also often make mistakes in pronunciation and of course this is one of the difficulties for students in English because they do not use the vocabulary that has been given before, and are afraid of making mistakes in pronunciation. This is supported by a statement from Jusni that:

Malas jika kak. Itu juga penyebutannya susah, siapa tau salah baru na ketawaiki orang.⁴⁵

In the above statement, researchers concluded that students sometimes choose to be silent rather than to speak in front of the class so that when appointed to speak in front of the class more students use their own language or just fall silent without speaking a word. In the observations made by researchers, students only kept a lot of silence and rarely said words, because they did not master aspects of speaking such as lack of English vocabulary, incorrect pronunciation, and grammar, so that during speaking practice in class students would be more silent and not say words.

c. Participation is lacking and uneven

The researchers also concluded that from the observational data carried out during the learning process, the difficulty of students is that they do not participate in the classroom and even most students do not participate in speaking learning. From the data of interviews with teachers that:

Sebagian yang ikut.⁴⁶

⁴⁵ Jusni, Student Class XI IPS 2 MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

Based on the above statement, most students do not participate at the time of learning. Researchers also saw from the results of observations when students' English learning was more silent, playing cellphones and even sleeping, sometimes there were also some students who only went in and out of the classroom during the learning process. In this case, students do not participate in the classroom, due to some obstacles that students have such as difficulties that have been explained. And the results of the interview with the teacher say that:

Yah bahasa. Kurangnya bahasa yang dipake anak – anak, tata bahasa juga kurang, kurang juga kosa katanya, apalagi pronounciationya, kurang juga percakapannya, karena semua itu saling berkaitan.⁴⁷

This is a barrier factor for students so that when learning to speak students only one or two people can respond to learning or be active in learning.

d. Use of the Mother Tongue

In speaking learning, the results of the researcher's observations are When the researcher made observations in class, the researcher also found a problem, that is, students are not fluent in English, when the researcher asked the students to practice in front of the class they just pointed at each other and were even reluctant to come to the front of the class and chose only to practice in place. Researchers give students the opportunity to speak English by introducing themselves to each other and telling about themselves. But when

⁴⁶ Mudrika, English Teacher in MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

⁴⁷ Mudrika, Teacher English Class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

introducing themselves students prefer to use Indonesian. From this, researchers can conclude that students have difficulty in speaking English. In the results of interviews conducted by researchers to teachers, teachers stated that:

*Sering menggunakan bahasa sendiri.*⁴⁸

From the results of observations made by researchers, researchers also found that students predominantly use their own language when learning English. When students are appointed to go up in front of the class to read conversations – conversations that have been written by the teacher, or explain about the material that has been described, and convey the assignments that students have been given without hesitation using Indonesian. Thus, a teacher has an important role in the learning process to make students able to understand and understand the material presented from a teacher. And in this observation, the researcher saw that in learning to speak students do not participate because they have nothing to say. A teacher must of course always update his learning methods so that students can enjoy learning, especially in learning English language skills. In the process of learning English students use more Indonesian language because students are more likely to give a teacher also gives note assignments more often than speaking practice so that students' ability to speak is very lacking. This is supported by a statement from the teacher.

Yah, kalau kemampuan berbicara bahasa inggris yah bagus, ada juga yang tidak paham, ada juga yang paham tapi yah masih sangat kurang

⁴⁸Mudrika, Teacher English Class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

*sekali lah. Karena tidak semua bisa paham ketika berbasahaki apalagi dalam speaking.*⁴⁹

With this statement and the results of the observations carried out, the researcher can conclude that students do have difficulty in speaking English.

2. The result of Factors Students' Difficulties in Learning Speaking at MAN 1 Parepare by using interview

According to Thornburry, the difficulty factor of students is divided into two types, namely:

a. Knowledge Factors

To find out the factors difficulties students experience in learning English, researchers will conduct interviews with several English students and teachers to get data on the difficulties felt by students. Researchers conducted interviews with students and teachers on Saturday, Sept. 10 at 10:30 a.m. to 11. 10 o'clock in the morning. Interviews were conducted by looking at the time off of teachers and students.

In the interview process, the researcher will start with the English teacher to find out the state of the students during the learning process in the classroom and continue with some students to find out their difficulties in speaking practice.

As for the interview process, researchers can conclude that a teacher prepares himself before teaching English, of course, the material taught is always guided by the established curriculum. Before delivering the material taught by the teacher, the teacher always prepares the material in advance, but

⁴⁹Mudrika, Teacher English Class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

although the delivery of the material sometimes does not go according to the lesson plan. In provoking and motivating students in English, a teacher says that by assigning assignments and giving new vocabulary, it is then memorized and practiced in learning to speak in class, which is the method used by teachers in learning to speak.

...yah siswa itu sekarang yang saya hadapi sekarang biasa saya kasi tugas biasanya saya suruh cari kosa – kata seperti ini baru dipraktekkan di kelas.⁵⁰

As for the interview process with students, researchers found that most students say that English is very difficult and among the difficulty factors experienced by students are knowledge factors. As for the knowledge factor, namely:

1. Pronunciation

From the results of the investigation conducted by the researcher on the students, so that the researcher can conclude that students have very difficulty in pronouncing words in English. When students are given the opportunity to speak in front of the class, most students have difficulties and they do not know how to pronounce it correctly. Even though words are often found in everyday life, and students' pronunciation is still difficult to say. This is supported by data submitted by one of the students.

..anu kak, biasa toh bilang susah karena bacaannya susah begitu kak, susah mentong kak masuk kak.⁵¹

⁵⁰Mudrika, English Teacher class XI IPS 2 MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022).

⁵¹Jusni, Student class XI IPS 2 MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022).

This is also because most students rarely use dictionaries during the English learning process which makes students not have the correct pronunciation of English words. And during the English learning process, a teacher also said that during the process only one or two people can participate in speaking learning because in the learning process students use their own language more. This is supported by statements made from interviews conducted with an English teacher.

..Yah kurangnya bahasa, dan mereka sering menggunakan bahasanya sendiri .⁵²

2. Vocabulary

From the results of the investigation carried out by researchers, that the lack of vocabulary is one of the difficulties experienced by students, in speaking English, of course, students must have enough vocabulary to be able to string words to be used in communicating, but in this case students are very lacking in vocabulary mastery, so they have difficulty when given assignments to explain about the tasks given by the teacher. As some students say that:

...hmmm. agak malu kak karena tidak di tahu bahasa inggrisnya. Andaijkan ada bahasa inggris baru ada bahasa indonesianya bisa jaka.⁵³

This is also supported by one of the students, namely:

...karena saya tidak tahu kosa katanya kak.⁵⁴

⁵²Mudrika, English Teacher class XI IPS 2 MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022).

⁵³Syaiful. S, Student class XI IPS 2 MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022).

⁵⁴Amirul Islam, student class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

In the interview session, students agreed that what became difficult in speaking was the lack of English vocabulary owned by students. Lack of vocabulary and mistakes in pronunciation are also difficulties that make students embarrassed and lack confidence when told to practice speaking.

3. Grammar

In the results of the investigation carried out, the researcher found that in addition to the difficulty of pronunciation and vocabulary, the researcher also saw that students also had difficulty in understanding English, namely grammar. When students are told to deduce the material they have learned, students are more silent because they are confused to say something. In communicating English, of course, you must have good grammar or understanding. One student said that:

Karena tidak saya tahu kosa katanya kak, baru cara susun kalimatnya juga.⁵⁵

Based on the results of interviews with students, researchers concluded that the difficulty factor in terms of knowledge that is the great difficulty experienced by students is errors in pronunciation, lack of vocabulary and errors in grammar or lack of understanding in English. As from the results of interviews conducted with English teachers who said that:

...berbahasa, dan semua aspek berbicara tadi (pengucapan, kosa – kata, tata bahasa, pemahaman, dan kelancaran) yang menjadi permasalahan karena itu semua merupakan faktor pendukung kapan salah satunya tidak dikuasai sampai kelimanya itu tidak bisa.⁵⁶

⁵⁵Amirul Islam, student class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

⁵⁶Mudrika, English Teacher class XI IPS 2 MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

Based on the statement above, the researcher concluded that students' difficulties in practicing English are not only in pronunciation, vocabulary and grammar, but understanding, and fluency are also difficulties felt by students, but what is a big difficulty for students, namely pronunciation, vocabulary and grammar.

b. Skill Factor

As for the results of the investigation on students, there are several factors of difficulty in skill factor aspects experienced by students, namely:

1. Self Confidence

Self-confidence is the most important thing for the speaker to have, when wanting to express opinions, ideas or ideas and communicate with others, of course, they must have high self-confidence, but in the results of investigations with students researchers found that lack of self-confidence is a factor in the difficulties experienced by students, it is proven when a teacher or researcher tells them to appear in front of their friends to introduce themselves students just fell silent in place. This is supported by statements from several students.

Hmm, malu saja ji kak, nabilang nanti temanta sok – sok tahu.⁵⁷

As for the other students.

...karena tidak pede saja jaki bu, takutki juga salah pengucapannya bu.⁵⁸

⁵⁷Sartika, Student Class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

From some of the statements above, it can be concluded that lack of self-confidence is a factor in students' difficulty in speaking.

2. Shyness

From the results of the investigation, the researcher also concluded that the difficulty factor experienced by students in learning to speak is shame. Sometimes students are embarrassed when they want to say something for fear of being laughed at by their friends. As a statement from Sartika who is a student in class XI IPS 2.

*Malu saja jaki kak, kalau na ketawaika nanti kalau salah – salah.*⁵⁹

Based on the above statement, the difficulty factor that students experience from the inside, namely shyness. They say that they feel embarrassed when they try to speak English. In addition to feeling embarrassed, they are also certainly afraid of making mistakes when talking because they are being bullied by their friends. This is also felt by some students including Syaiful.

*Pede jaki naik kak, tapi pas di atas maki malu maki apana banyak juga orang, andaikan berdua jaka pasti tidak malu jaka.*⁶⁰

3. Fear when Practicing English

Some students when told to practice speaking prefer to be silent rather than to participate, from the results of investigations with students, researchers found that most students felt afraid when they were appointed

⁵⁸Muh Fajril, Student Class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

⁵⁹Sartika, Student Class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022)

⁶⁰Syaiful. S, Student Class XI IPS MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022).

to appear in front of the class, citing fear of being laughed at either because of lack of vocabulary, or for fear of mispronunciation. Some students say that:

*Jadi begini toh kak, pas ka disuruh bicara takut ka di ketawai apalagi cowoknya, ta tahu ji ka, hmm.*⁶¹

*Pertama toh kak, kalau disuruhka berbicara, tidak kutahu bahasa inggris kak, takutka sama ndk pede ka.*⁶²

Based on this, researchers concluded that there are several factors that factor in the difficulty of students in learning to speak, students feel less confident and embarrassed when they want to practice English, besides that students are also afraid when making mistakes when speaking. So a teacher must pay attention to this aspect in order to help students in improving their speech performance. Therefore, this problem can be so serious that the student who experiences it will be traumatized.

From some of the difficulties above, researchers also found other difficulty factors such as lack of motivation, which is evident from some students often skipping or not entering the classroom, or even going in and out of the classroom by the time learning begins. Meanwhile, when in the learning process of speaking, students use their mother tongue more often than using English.

⁶¹Tarah, Student class XI IPS 2 MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022).

⁶²Adi, Student class XI IPS 2 MAN 1 Parepare, (Interview in MAN 1 Parepare on September 10th, 2022).

A. Discussion

In this section, the researcher wants to discuss what has been obtained which is the difficulty of students in speaking English as the formulation of the first problem and the second is what are the factors that hinder students in speaking learning. Researchers want to discuss some of the difficulties and experienced by students and the inhibiting factors in the learning process of speaking English. The participants were class XI IPS 2 in MAN 1 Parepare which had been observed. In this study, researchers used observations, interviews and documentation, namely the analyzing of students' difficulties in learning speaking ability.

a. The Teaching and Learning Speaking process at MAN 1 Parepare.

In the process of teaching and learning to speak English, a teacher certainly has challenges because speaking is a skill that must be acquired and must always be practiced. Speaking English is also a challenge for students because from this students have some difficulties when practicing in learning to speak. Based on the results of observations in class XI IPS 2 MAN 1 Parepare, while observing the teaching and learning process, researchers saw that in the learning process teachers had freedom in starting lessons, such as: giving greetings, warming up, asking about student conditions and checking student attendance. And the teacher then explains about the lesson according to the prepared material. After that, the teacher asks the students to raise their hands and come forward in front of the class and read the English expressions that have been given by the teacher. Then the teacher will open a question session to see the students' abilities in learning speaking.

According to Tarigan, skills are language skills that develop in a child's life which is preceded by listening skills, and it is at this time that the ability to speak or speak is learned. Speaking is a thought process so that one's speech can be understood and accepted by others.⁶³ Therefore speaking is closely related to listening skills, both of which are a whole.

When a person talks to others, this condition is a condition called communication. Communication is the process when a person or several people, groups, organizations, and societies create and use information to relate to the environment and others.⁶⁴ Communication itself is very meaningful for human life in interacting in everyday life. Therefore, teachers have a great challenge to enable their students to master English well, especially speaking in the classroom or outside the classroom.

b. Students' Difficulties in Learning Speaking

Based on the results of observations, interviews and documentation that researchers can draw conclusions about students' problems in learning to speak. According to Ur, there are four of students' problems in speaking learning. The problem is inhibition, nothing to say, low or uneven participation and mother tongue used.

Based on this theory, students face all these problems first because students when they want to say a few words they feel worried because they are afraid of making mistakes, the second is that students do not participate in

⁶³Henri Guntur Tarigan, *Berbicara sebagai Keterampilan Berbahasa*, Bandung: Angkasa, 2008.

⁶⁴Ruben Brent D dan Lea P Stewart. *Communication and Human Behavior*. United States: Allyn and Bacon. 2006

English learning as a result of observations in the classroom, then the third is that students have low motivation so they sometimes do not know whether to express something in English, they were more silent than talking. Then, what is most done by students is to often use the mother tongue because students find it difficult to speak English.

As for other causes of problems that occur when students learn to speak, based on observations in the classroom, the teacher uses more Indonesian compared to English, teachers give notes more often than speaking practices, then they are also influenced by their friends to always talk Indonesian especially in class.

Based on the results in this study that your theory corresponds to what happens in the classroom that there are several factors that are inhibition for students in english speaking lessons.

c. Factors of Students' Difficulties in Learning Speaking

Researchers see that English learning is still not running optimally because teachers do not apply procedures based on expert theories where students are more silent than saying something, students also use their own language or mother tongue more, and finally students always speak endlessly or noisily in the classroom and are difficult to control.⁶⁵

As for analyzing the difficulty factors of students in speaking English in class XI IPS 2 based on information from students jusni and Amirul Islam that they have difficulties and are not calm when practicing speaking. They hesitate when they want to express their sentences in English. Samirah Hosni

⁶⁵Alan M, Classroom Problem in Teach, British: Council, 2004.

said that there are some difficulties that are usually experienced by students, namely mother tongue and inhibition when learning to speak.⁶⁶ And according to Nurhadiah Fitri that there are factors that make it difficult for students to speak, namely linguistic constraints, speech processing difficulties, academic English skills and conversations negative effects and access to speech opportunities.⁶⁷

From the data that researchers collected through observation, interviews and documentation conducted at MAN 1 Parepare precisely in class XI IPS 2 researchers found difficulties experienced by class XI students such as in the problem of knowledge factors and psychological factors. They lack in pronunciation, lack of vocabulary, understanding of english, and psychological factors that are lack of self-confidence, anxiety, feeling ashamed and feeling afraid when making mistakes. In analyzing students' language, researchers also used texts to see students' skills in speaking.

1. Knowledge Factor

The knowledge factor is the most important factor if this factor is lacking then the ability to speak will certainly be poor. According to Harmer in his theory that there are several aspects of language, namely pronunciation, vocabulary and grammar, In this study, researchers found several difficulties, namely lack of pronunciation, lack of vocabulary and certainly not using grammar, in pronunciation is not good, do not practice

⁶⁶Samira Hosni, "Speaking Difficulties Encountered by Young EFL Learners." *International Journal on Studies in English Language and Literature (IJSELL)*., Oman: 2014.

⁶⁷Nurhadiah Fitri, "An Analysis on Students' Difficulties in Speaking English at Islamic Senior High School.", 2019), p. 1-9

speaking English. Problems faced by students in vocabulary mastery because they are difficult in speaking and sharing ideas. Furthermore, students face problems in terms of pronunciation because when trying to speak English they are difficult in pronouncing words correctly. In addition, Students are sorely lacking in speaking practice even when the teacher asks them, they often answer it using Indonesian except when the teacher forces them to do so. Not only is it lacking in pronunciation and vocabulary but students also have difficulty understanding the meaning of sentences.

Based on the results of the problems above, it can be concluded that the problems faced by students are in accordance with the theory that has been explained, even more problems that occur in speaking learning which is supported by Harmer.⁶⁸

2. Skill Factor

One of the great things that can affect students in speaking is psychological problems, as they can be the key to success when students can speak well. In this case the difficulties that students face in the psychological are such as lack of self-confidence, anxiety, shyness, and lack of motivation it is supported by the theory of Juhana.⁶⁹ Lack of trust is a problem faced by students when practicing speaking, lack of confidence may be the most important thing in speaking English after having

⁶⁸Jeremy Harmer, *The Practice of English Language Teaching*, Malaysia: Person Education Longman, 2007, p. 269.

⁶⁹Juhana, *Psychological Factor that Hinder Students from Speaking in English Class*, Tangerang, 2012, p. 101.

knowledge, of course, the thing to have is self-confidence, there are many things that become the background of self-confidence, namely fear of making mistakes, and fear of making others not understand what they want to convey. Then, feeling embarrassed is also a problem faced by students that can hinder students' ability to learn English. According to Al fazari that speaking anxiety has a significant impact on a person's self-confidence because it often causes feelings of failure when a person is unable to speak.⁷⁰ When they are appointed to come forward speaking in front of the class they feel less confident in their abilities or perform in front of others. As for the results of interviews with students, almost all students feel anxious when practicing in front of the class. Because almost all the answers from students said that they were afraid of making mistakes and became a laughing stock by their friends. Shyness is also a problem faced by students of class XI social studies 2 which is a very concerning thing because it can lead to trauma to someone who experiences it. This is based on this study, which shows that most students do not give their best speaking performance. As they explained, their inability to speak is due to being influenced by feelings of shame. Thus shyness may be said to play a very related effect to the student's speaking ability.

⁷⁰ Alfazari. Students' Anxiety in Speaking Activities at English Education Program of State Islamic University Sulthan Thaha Saifuddin Jambi. State Islamic University Sulthan Thaha Saifuddin Jambi.

CHAPTER V

CLOSING

A. Conclusion

Based on the analysis presented in this thesis, which discusses the analysis of Student Difficulties in Learning to Speak in class XI IPS 2 MAN 1 Parepare, it can be concluded that students in MAN 1 Parepare, especially in social studies class XI, have difficulty learning to speak as well as some difficulties that are problems for students. The difficulty of students in speaking is inhibition, nothing to say, lack participation or uneven and the last is used mother tongue and there are several factors that hinder students in speaking English, among them is the knowledge factor, that is, there are several aspects in speaking and among those aspects is the biggest problem. For students, it is the lack of English vocabulary and errors in pronunciation. While skill factors include self-confidence, lack of motivation, anxiety, shyness and fear of students taunting or laughing and the problem for students is lack of self-confidence, anxiety, shyness and lack of motivation when practicing speaking. But not only that, another factor that is a problem of students' difficulty in speaking learning is that the learning method provided by the teacher is still ineffective and too monotonous.

B. Suggestion

Based on this conclusion, as a suggestion to students, they are more confident in practice or in speaking learning. To communicate well, of course, students must have sufficient vocabulary and always train themselves in English pronunciation because by having this, it will be easier to learn

English. For the students, they must be more persistent in learning to speak in the classroom and increase the practice of speaking because it is the first point in communicating. When students want to convey ideas or opinions, students do not need to be afraid and anxious about making mistakes because in improving their English language skills, students must certainly have confidence. Then, the advice for an educator is that in the learning process you must always update the methods used to make students more comfortable and enjoyable in learning.



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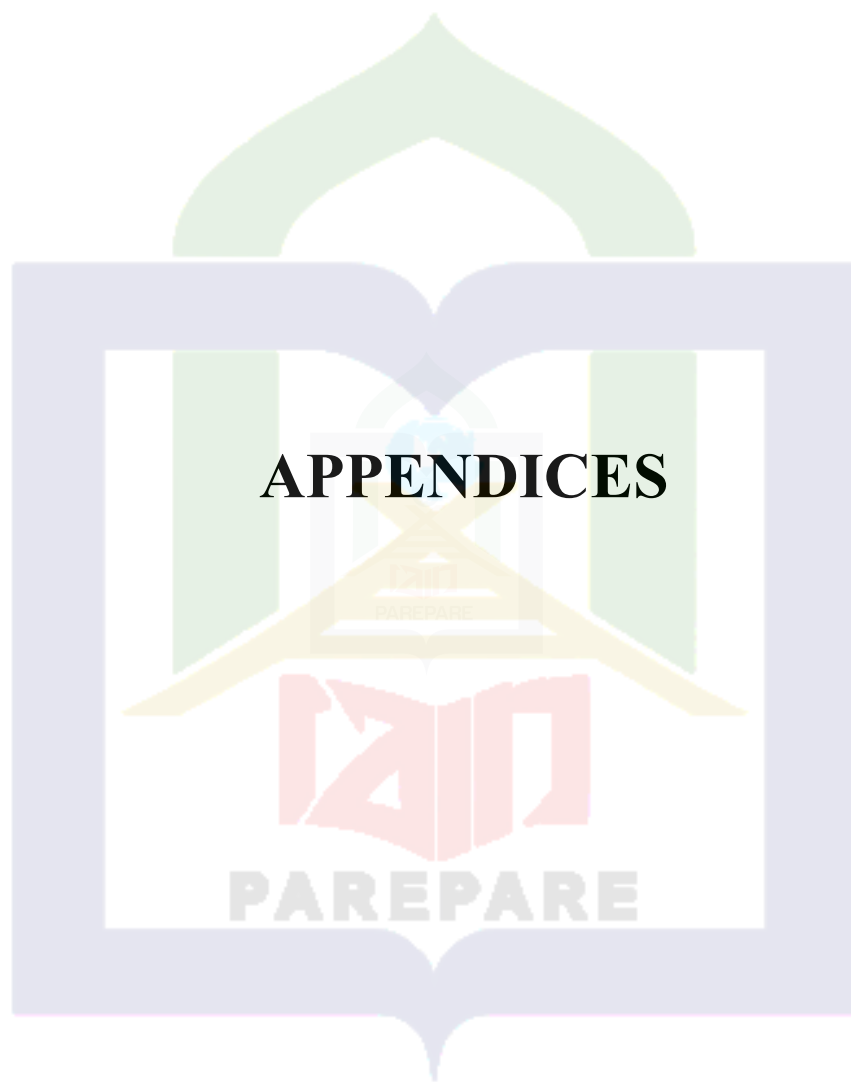
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APPENDICES

APPENDIX 1

OBSERVATION I Observation Sheet in the First Meeting

Observer	: Sarina
Theme observation	: Analysis of Students' Difficulties in Learning Speaking
Place	: XI IPS 2 MAN 1 Parepare
Date/ Time	: 23 august 2022/ 10.30. 11. 10
Descriptive Notes	
<p>(Analysis what the observer sees, hears, what occur, and the atmosphere of class)</p> <p>Guru masuk ke kelas sesuai dengan waktu yang telah ditetapkan yaitu memulai pembelajaran dengan menyapa siswa dan mengecek kehadiran siswa kemudian mencari siswa yang belum datang ke kelas, serta menanyakan tentang kondisi siswa dan memberikan sedikit motivasi. Kemudian guru menjelaskan tentang tujuan pembelajaran, menjelaskan materi pembelajaran dan mengajukan pertanyaan yang berkaitan dengan materi yang akan dipelajari. Setelah itu, guru memberikan sebuah ungkapan – ungkapan yang berkaitan dengan materi. kemudian, guru mengajak siswa untuk membaca ungkapan – ungkapan yang telah dibuat oleh guru dan menyuruh siswa untuk mengangkat tangannya yang berani untuk maju di depan kelas untuk membaca ungkapan tersebut. Dalam proses pembelajaran terkadang guru bertanya kepada siswa tentang apa arti dari kosa kata yang terdapat dalam ungkapan - ungkapan tersebut, namun dari beberapa siswa hanya terdiam ketika ditanya hal tersebut. Siswa masih sangat kurang aktif untuk merespon pembelajaran, khususnya dalam pelajaran berbicara dan kebanyakan dari</p>	

siswa lebih banyak diam dan kurang berpartisipasi dalam pembelajaran dan masih menggunakan bahasa sendiri ketika di dalam kelas. Adapun beberapa siswa terkadang juga tidur di dalam kelas pada saat pembelajaran berlangsung, dan beberapa siswa meminta izin ke toilet namun terkadang tidak kembali ke dalam kelas. Di akhir pembelajaran, guru memberikan kesempatan kepada siswa untuk bertanya seputar materi yang dipelajari dan menyimpulkan tentang materi yang sudah dipelajari.

Reflective Notes

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

Guru masih kurang tegas dalam pembelajaran, dan metode pembelajaran yang digunakan belum membuat siswa ikut berpartisipasi di dalamnya. Adapun untuk siswa yaitu kurangnya percaya diri saat ingin tampil di depan kelas dan sebagian besar siswa kurang aktif dalam pembelajaran. Siswa masih kurang dalam kosa kata bahasa Inggris begitupun ketika mengucapkan kosa kata dalam bahasa Inggris masih banyak kesalahan meskipun kosa kata tersebut adalah kata yang sudah familiar. Siswa pada saat dalam kelas lebih banyak menggunakan bahasa Indonesia.

OBSERVATION II**Observation Sheet in the Second Meeting**

Observer	: Sarina
Theme observation	: Analysis of Students' Difficulties in Learning Speaking
Place	: XI IPS 2 MAN 1 Parepare
Date/ Time	: 30 august 2022/ 10.30. 11. 10
Descriptive Notes (Analysis what the observer sees, hears, what occur, and the atmosphere of class) Guru masuk ke kelas sesuai dengan waktu yang telah ditetapkan yaitu memulai pembelajaran, kemudian mencari siswa yang belum datang ke kelas. Kemudian guru langsung menjelaskan materi pembelajaran tentang offers and suggestions. Dalam pembelajaran ini guru menjelaskan materi tersebut. Kemudian, memberikan kepada siswa sebuah conversation of suggestions dan menyuruh siswa untuk mencatat materi – materi tersebut. Setelah itu, guru akan mengecek kehadiran siswa dan mengakhiri pembelajaran.	
Reflective Notes (Concurrent notes about the observer's personal reaction, experiences) Dalam melaksanakan pembelajaran seorang guru tidak sesuai dengan rencana pelaksanaan pembelajaran. Adapun untuk siswa yaitu siswa kurang aktif dalam pembelajaran ketika guru bertanya seputar materi. Dalam proses pembelajaran siswa lebih banyak melakukan kegiatan – kegiatan tambahan seperti main handphone dan sering meminta izin untuk keluar masuk kelas	

dan masih menggunakan bahasa ibu saat melakukan percakapan.

OBSERVATION III

Observation Sheet in the Third Meeting

Observer	: Sarina
Theme observation	: Analysis of Students' Difficulties in Learning Speaking
Place	: XI IPS 2 MAN 1 Parepare
Date/ Time	: 06 September 2022/ 10.30. 11. 10
Descriptive Notes	
(Analysis what the observer sees, hears, what occur, and the atmosphere of class)	
<p>Guru masuk ke kelas sesuai dengan waktu yang telah ditetapkan, kemudian sebagian dari siswa sudah terlebih dahulu masuk, setelah itu guru memulai pembelajaran dengan menyapa siswa dan mengecek kehadiran siswa kemudian mencari siswa yang belum datang ke kelas, pada saat pembelajaran berlangsung ada beberapa siswa yang keluar masuk dari kelas dan terkadang guru sudah menegur dan menyuruhnya untuk duduk kembali di tempatnya. Kemudian menanyakan tentang kondisi siswa. Guru kembali menjelaskan tentang tujuan pembelajaran, menjelaskan materi pembelajaran dan mengajukan pertanyaan yang berkaitan dengan materi yang dipelajari. Setelah menjelaskan materi tersebut guru memberikan tugas kepada siswa mencatat materi yang diajarkan, dan guru akan memberikan tugas kepada siswa untuk membuat contoh surat undangan sesuai dengan tema yang siswa pilih</p>	

sendiri. Setelah siswa menyelesaikan tugasnya guru kemudian menunjuk siswa secara acak untuk maju di depan kelas untuk menampilkan dan membacakan hasil karyanya, namun dari beberapa siswa masih kurang percaya diri untuk tampil di depan teman - temannya. Siswa saat menyampaikan tugasnya masih menggunakan bahasa Indonesia. Dalam proses pembelajaran seorang siswa masih sangat kurang aktif untuk merespon pembelajaran, khususnya dalam pelajaran berbicara. Adapun dari beberapa siswa terkadang tidur, main handphone di dalam kelas pada saat pembelajaran berlangsung, dan beberapa siswa juga terkadang meminta izin ke toilet namun terkadang tidak kembali lagi ke dalam kelas. Di akhir pembelajaran, guru memberikan kesempatan kepada siswa untuk bertanya seputar materi yang dipelajari dan menyimpulkan tentang materi yang sudah dipelajari.

Reflective Notes

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

Guru masih kurang tegas dalam pembelajaran, terkadang guru tidak menghiraukan siswa yang sibuk dengan kegiatannya sendiri. dan metode pembelajaran yang digunakan belum membuat siswa ikut berpartisipasi di dalamnya. Adapun untuk siswa yaitu kurangnya percaya diri saat ingin tampil di depan kelas, terkadang hanya menghadap ke guru saat menyampaikan tugasnya dan tidak ingin melihat teman – temannya karena malu atau takut ditertawakan. Dan sebagian siswa kurang aktif dalam pembelajaran. Dalam kelas siswa lebih banyak menggunakan bahasa mereka sendiri dibandingkan dengan bahasa inggris seperti contohnya saat siswa menyampaikan atau menjelaskan tugasnya sebagian besar hanya menggunakan bahasa Indonesia.

Adapun tugas yang diberikan, siswa sering menggunakan aplikasi google terjemahan untuk memperbaiki tata bahasa atau menerjemahkan bahasa Indonesia yang akan siswa masukkan kedalam tugasnya.

APPENDIX 2 INTERVIEW RESULT

Name : Miss. Mudrika
Date/ time : 10 September 2022/10.30 am. 11.10 am.
School : MAN 1 Parepare

Interview with teacher

Researcher	: Bagaimana pendapat ibu tentang pentingnya pembelajaran bahasa inggris di MAN 1 Parepare?
Teacher	: Pentingnya pembelajaran bahasa inggris di MAN 1 Parepare yaitu supaya anak – anak bisa mematuhi bahasa yang kita pelajari sakarang toh, karena bahasa inggris merupakan bahasa internasional.
Researcher	: Bagaimana proses mengajar pembelajaran siswa dalam berbicara? Mungkin ibu bisa ceritakan?
Teacher	: Proses pelajaran speaking di kelas sesuai dengan materi yang kita ajarkan dan sesuai dengan kurikulum yang kita ajarkan dengan melalui mata pelajaran itu sendiri.
Researcher	: Bagaimana kemampuan siswa dalam berbicara bahasa inggris?
Teacher	: Yah, kalau kemampuan berbicara bahasa inggris yah bagus, ada juga yang tidak paham, ada juga yang paham tapi yah masih kurang

	sekali lah. Karena tidak semua bisa paham ketika berbahasa ki apalagi dalam speaking.
Researcher	: Apa saja kendala atau hambatan yang sering dialami siswa ketika praktek berbicara dalam bahasa inggris?
Teacher	: Yah bahasa, kurangnya bahasa yang dipake anak – anak, tata bahasa juga kurang, kurang juga kosa – katanya, apalagi pronounciationnya, kurang juga percakapannya, karena semua itu saling berkaitan.
Researcher	: Dalam pembelajaran berbicara terdapat beberapa aspek yaitu tata bahasa, kosa – kata, pengucapan, pemahaman, dan kelancaran. Diantara aspek tersebut yang mana menjadi masalah utama siswa dalam belajar berbicara?
Teacher	: Berbahasa, dan semua aspek tadi yang menjadi permasalahan karena itu semua pendukung kapan salah satunya tidak dikuasai sampai kelimanya itu tidak bisa.
Researcher	: Apa saja faktor – faktor yang membuat siswa mengalami kesulitan berbicara?
Teacher	: Yah, mungkin itumi tadi yang sudah disebutkan.
Researcher	: Apakah siswa berpartisipasi dalam pembelajaran berbicara?
Teacher	: Sebagian yang ikut
Researcher	: Apakah siswa sering menggunakan bahasa ibu ketika proses belajar berbicara?
Teacher	: Iya, sering menggunakan.
Researcher	: Bagaimana cara ibu untuk memancing siswa agar berbicara bahasa

	inggris?
Teacher	: Iya, kita maksudnya kita berbahasa inggris baru disertai dengan bahasa Indonesia supaya memancing dia bercakap.
Researcher	: Bagaimana cara ibu untuk meminimalisir masalah yang dihadapi siswa dan cara ibu membuat siswa termotivasi untuk semangat belajar?
Teacher	: Yah siswa itu sekarang siswa yang saya hadapi sekarang biasa saya kasi tugas biasanya cari kosa – kata seperti ini baru dipraktekkan di kelas.

Name initial : Student I

Class : XI IPS 2

Researcher	: Hal apa yang membuat kamu terganggu saat belajar berbicara?
Student	: biasa toh bacaannya susah, susah begitu kak. Padahal sudah jika di kasi masuk les bahasa Inggris tapi susah mentong.
Researcher	: Hal apa yang membuat kamu enggan dalam berbicara bahasa inggris?
Student	: Malas jika kak, itu juga penyebutannya susah, siapa tau salah baru ketawa lagi orang.
Researcher	: Hal apa yang sering kamu alami ketika praktek berbicara bahasa inggris di depan kelas?
Student	: Maluki, siapa tau salahki
Researcher	: Apa saja yang menjadi kendala ketika kamu praktek berbicara bahasa inggris di depan kelas?

Student	: biasa toh kak ada temanta yang suka kasi ketawa – ketawa ka, biasa juga ada salah penyebutannya biasa di suruhki ulangi baru tidak bisa maki ulangi.
Researcher	: Apa yang membuat kamu takut ketika ingin memulai pembicaraan?
Student	: Tidak takut ji kak, cuma itu ji susah penyebutannya.
Researcher	: Apa yang membuat kamu malu untuk berbicara bahasa inggris di depan kelas?
Student	: Kan kita tahu mi temanku kak, suka sekali ketawa- ketawa apalagi kalau ada salah na ketawai maki baru na cobu – cobu maki.
Researcher	: Apa yang membuat kamu tidak bisa menyusun atau membuat kalimat dalam bahasa inggris?
Student	: Itu kakak, lain tulisannya baru beda juga penyebutannya. Susah juga karena tidak ada kosa – kata yang di hafal.
Researcher	: Apa yang membuat kamu terdiam ketika sedang praktek berbicara?
Student	: Karena tidak di tahu kak, daripada banyak bicara baru salah ji juga mending diam maki. Malu maki juga
Researcher	: Apa yang membuat kamu cemas ketika berbicara?
Student	: Karena tidak bisaka menyusun kalimat jadi itu yang buatka mengganjal.
Researcher	: Apa yang membuat kamu tidak percaya diri ketika berbicara di depan kelas?
Student	: Selalu ada yang mengganjal kak, pertama salah, di ketawai ki juga

	di cobai – cobai ki juga, kan biasa juga kak beda tulisan dan beda juga caranya dibaca.
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Name initial : Student II

Class : XI IPS 2

Researcher	: Hal apa yang membuat kamu terganggu saat belajar berbicara?
Student	: Tidak ada ji kak, kek ragu – ragu ji kak
Researcher	: Hal apa yang membuat kamu enggan dalam berbicara bahasa inggris?
Student	: Mau ji belajar kak, tapi mencatat ji saja.
Researcher	: Hal apa yang sering kamu alami ketika praktek berbicara bahasa inggris di depan kelas?
Student	: Agak malu kak karena tidak di tahu bahasa inggrisnya.
Researcher	: Apa saja yang menjadi kendala ketika kamu praktek berbicara bahasa inggris di depan kelas?
Student	: Tidak di tahu apa yang mau dibilang kak, andaikan ada bahasa inggrisnya baru ada juga bahasa Indonesianya bisa jika kak. Tidak ada juga bahasa inggris di tahu.
Researcher	: Apa yang membuat kamu takut ketika ingin memulai pembicaraan?
Student	: bukan takut kak, tapi malu ji kak karena tidak tahu apa mau dibilang.
Researcher	: Apa yang membuat kamu malu untuk berbicara bahasa inggris di depan kelas?
Student	: Pede jaki naik tapi pas di atas maki malu maki apana banyak juga

	orang, andaikan dua jika pasti tidak malu jika.
Researcher	: Apa yang membuat kamu tidak bisa menyusun atau membuat kalimat dalam bahasa inggris?
Student	: Kata – katanya kak, tidak di tahu juga susun kalimatnya yang mana duluan.
Researcher	: Apa yang membuat kamu terdiam ketika sedang praktek berbicara?
Student	: Lebih banyak ka diam karena kalau bicara ki takutki bagaimana nanti akhirnya, jadi mending diam dibilangi jaki juga sotta – sotta
Researcher	: Apa yang membuat kamu cemas ketika berbicara?
Student	: Itu juga buat ka cemas kalau di suruhka berbicara baru tidak tahu apa mau dibilang nanti kalau bicara ki dibilangi ki juga sok tahu.
Researcher	: Apa yang membuat kamu tidak percaya diri ketika berbicara di depan kelas?
Student	: Kalau saya kak, percaya diri jika tapi ituji kalau di suruhka bicara tidak ku tahumi apa nanti mau kubilang.

Name initial : Student III

Class : XI IPS 2

Researcher	: Hal apa yang membuat kamu terganggu saat belajar berbicara?
Student	: Tidak ada kak, mungkin karena susah kak.
Researcher	: Hal apa yang membuat kamu enggan dalam berbicara bahasa inggris?
Student	: Karena tidak di tahu kak apa bahasa inggrisnya.

Researcher	: Hal apa yang sering kamu alami ketika praktek berbicara bahasa inggris di depan kelas?
Student	: kek gugup kak karena tidak di tahu.
Researcher	: Apa saja yang menjadi kendala ketika kamu praktek berbicara bahasa inggris di depan kelas?
Student	: Susah untuk mengerti kak, kosa – katanya juga masih kurang tahu, pengucapannya juga kak masih tidak di tahu.
Researcher	: Apa yang membuat kamu takut ketika ingin memulai pembicaraan?
Student	: Kurang pede, malu juga kak.
Researcher	: Apa yang membuat kamu malu untuk berbicara bahasa inggris di depan kelas?
Student	: Malu saja ji kak, aneh sekali
Researcher	: Apa yang membuat kamu tidak bisa menyusun atau membuat kalimat dalam bahasa inggris?
Student	: Apa dih kak, ada itu kak lain tulisannya baru lain juga caranya dibaca toh kak.
Researcher	: Apa yang membuat kamu terdiam ketika sedang praktek berbicara?
Student	: Karena tidak di tahu apa mau dibilang.
Researcher	: Apa yang membuat kamu cemas ketika berbicara?
Student	: kek tiba – tiba saja ji kak. Mungkin karena tidak di tahu bahasa inggrisnya.
Researcher	: Apa yang membuat kamu tidak percaya diri ketika berbicara di

	depan kelas?
Student	: begitu kak, kurang bahasa inggris ta kak jadi maluki

Name initial : Student IV

Class : XI IPS 2

Researcher	: Hal apa yang membuat kamu terganggu saat belajar berbicara?
Student	: Tidak ada ji kak, itu ji kak kadang di lupa kosa kata yang sudah di hafal
Researcher	: Hal apa yang membuat kamu enggan dalam berbicara bahasa inggris?
Student	: Tidak adaji kak.
Researcher	: Hal apa yang sering kamu alami ketika praktek berbicara bahasa inggris di depan kelas?
Student	: Biasaji kak.
Researcher	: Apa saja yang menjadi kendala ketika kamu praktek berbicara bahasa inggris di depan kelas?
Student	: itu ji tadi kak kek di lupa.
Researcher	: Apa yang membuat kamu takut ketika ingin memulai pembicaraan?
Student	: Tidak takut ji kak.
Researcher	: Apa yang membuat kamu malu untuk berbicara bahasa inggris di depan kelas?
Student	: Tidak ada ji kak.
Researcher	: Apa yang membuat kamu tidak bisa menyusun atau membuat kalimat dalam bahasa inggris?

Student	: Bisa jika menyusun kalimat kak tapi tergantung juga dari pelajarannya.
Researcher	: Apa yang membuat kamu terdiam ketika sedang praktek berbicara?
Student	: Lebih banyak bicara jika saya kak.
Researcher	: Apa yang membuat kamu cemas ketika berbicara?
Student	: Tidak ada ji kak.
Researcher	: Apa yang membuat kamu tidak percaya diri ketika berbicara di depan kelas?
Student	: Pede jika kak kalau saya.

Name initial : Student V

Class : XI IPS 2

Researcher	: Hal apa yang membuat kamu terganggu saat belajar berbicara?
Student	: Susah kak penyebutannya.
Researcher	: Hal apa yang membuat kamu enggan dalam berbicara bahasa inggris?
Student	: Gugup kak, salah nanti penyebutannya kak.
Researcher	: Hal apa yang sering kamu alami ketika praktek berbicara bahasa inggris di depan kelas?
Student	: penyebutannya nanti salah kak, malu, takut juga na ketawai teman – temanku.
Researcher	: Apa saja yang menjadi kendala ketika kamu praktek berbicara bahasa inggris di depan kelas?

Student	: penyebutannya salah nanti, kosa – katanya juga tidak ada kak.
Researcher	: Apa yang membuat kamu takut ketika ingin memulai pembicaraan?
Student	: Takut ji kak apalagi kalau disuruhki bicara baru tidak di tahu apa mau dibilang.
Researcher	: Apa yang membuat kamu malu untuk berbicara bahasa inggris di depan kelas?
Student	: Malu kak kalau na ketawaika nanti kalau salah – salah.
Researcher	: Apa yang membuat kamu tidak bisa menyusun atau membuat kalimat dalam bahasa inggris?
Student	: Tidak tahu kak, di tahu ji kalau pake bahasa Indonesia.
Researcher	: Apa yang membuat kamu terdiam ketika sedang praktek berbicara?
Student	: Karena tidak di tahu apa bahasa inggrisnya.
Researcher	: Apa yang membuat kamu cemas ketika berbicara?
Student	: Tidak ku tahu ji kak apa mau dibilang.
Researcher	: Apa yang membuat kamu tidak percaya diri ketika berbicara di depan kelas?
Student	: Malu saja ji kak, nabilang juga nanti temanta sok – sok tahu

Name initial : Student VI

Class : XI IPS 2

Researcher	: Hal apa yang membuat kamu terganggu saat belajar berbicara?
Student	: Tidak terbiasa bu.

Researcher	: Hal apa yang membuat kamu enggan dalam berbicara bahasa inggris?
Student	: Tidak adaji bu.
Researcher	: Hal apa yang sering kamu alami ketika praktek berbicara bahasa inggris di depan kelas?
Student	: Gugup, tidak pasih juga dalam bicara bahasa inggris, kosa kata juga.
Researcher	: Apa saja yang menjadi kendala ketika kamu praktek berbicara bahasa inggris di depan kelas?
Student	: kosa katanya tidak ada, pengucapannya, kurang pede juga sama penyusunan kalimatnya bu.
Researcher	: Apa yang membuat kamu takut ketika ingin memulai pembicaraan?
Student	: Tidak tahu bu, mungkin karena demam panggung.
Researcher	: Apa yang membuat kamu malu untuk berbicara bahasa inggris di depan kelas?
Student	: Tidak tahu mi juga bu.
Researcher	: Apa yang membuat kamu tidak bisa menyusun atau membuat kalimat dalam bahasa inggris?
Student	: Tidak di tahu bagaimana susunannya. Kurang juga kosa katanya bu.
Researcher	: Apa yang membuat kamu terdiam ketika sedang praktek berbicara?
Student	: Tidak di tahu bahasa inggrisnya.

Researcher	: Apa yang membuat kamu cemas ketika berbicara?
Student	: Takut saja jaki, kek cemas saja ji karena tidak tahu apa mau dibilang takut nanti salah begitu.
Researcher	: Apa yang membuat kamu tidak percaya diri ketika berbicara di depan kelas?
Student	: karena tidak pede saja ji bu, takut juga salah pengucapannya bu.

Name initial : Student VII

Class : XI IPS 2

Researcher	: Hal apa yang membuat kamu terganggu saat belajar berbicara?
Student	: apa dih kak, mungkin kata – katanya kak, kosa – katanya kak, caranya juga dibaca.
Researcher	: Hal apa yang membuat kamu enggan dalam berbicara bahasa inggris?
Student	: Karena tidak mengertika kak, karena biasa penulisannya di situ SHE tapi caranya dibaca ternyata sii
Researcher	: Hal apa yang sering kamu alami ketika praktek berbicara bahasa inggris di depan kelas?
Student	: Karena biasa kalau salah – salah toh kak, teman – teman bisa suka ketawai ki kak.
Researcher	: Apa saja yang menjadi kendala ketika kamu praktek berbicara bahasa inggris di depan kelas?
Student	: Tidak tahumi kak, mungkin kek kosa – kata kak, cara bacanya juga.

Researcher	: Apa yang membuat kamu takut ketika ingin memulai pembicaraan?
Student	: Biasa karena malu kak, biasaki mau bilang begini baru ternyata bukan pale itu artinya. Apalagi teman – teman kak suka sekali ketawa – ketawa.
Researcher	: Apa yang membuat kamu malu untuk berbicara bahasa inggris di depan kelas?
Student	: Yah karena tidak tahu bahasa inggris kak.
Researcher	: Apa yang membuat kamu tidak bisa menyusun atau membuat kalimat dalam bahasa inggris?
Student	: karena tidak saya tahu kak kosa katanya baru caranya di susun juga.
Researcher	: Apa yang membuat kamu terdiam ketika sedang praktek berbicara?
Student	: Karena tidak di tahu kak apa mau dibilang.
Researcher	: Apa yang membuat kamu cemas ketika berbicara?
Student	: Tidak tahu apaje mau dibilang kak.
Researcher	: Apa yang membuat kamu tidak percaya diri ketika berbicara di depan kelas?
Student	: Tidak percaya diri saja jaki kak apalagi tidak di tahu kosa kata bahasa inggris kak.





PAREPARE





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KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 2418 TAHUN 2021
TENTANG

PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBİYAH

- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
- Mengingat : b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

KEPUTUSAN DEKAN FAKULTAS TARBİYAH TENTANG PEMBIMBING
SKRIPSI MAHASISWA FAKULTAS TARBİYAH INSTITUT AGAMA ISLAM
NEGERI PAREPARE TAHUN 2021;

- Menetapkan : Kesatu : Menunjuk saudara: 1. Mujahidah, M.Pd.
2. Dr. Abd. Hans Sunubi, M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Sarina
NIM : 18.1300.058
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Analysis Of Difficulties In Teaching Conversation At
MAN 1 Parepare
- Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 03 September 2021

Dekan,



H. Saepudin



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Daka No. 08, Sumpang Parepare 91132 ☎ 04211 21507 Fax 24634
P.O. Box 309 Parepare 91100, website: www.iainparepare.ac.id, email: mod@iainparepare.ac.id

Nomor : B.3032/In.39.5.1/PP.00.9/08/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Sanna
Tempat/ Tgl. Lahir : Bakaru, 01 Januari 1998
NIM : 18.1300.058
Fakultas/ Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Bakaru, Kec. Lembang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "The Analysis Of Students' Difficulties In Learning Speaking At The Second Grade Students MAN 1 Parepare". Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan September Tahun 2022.

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

Wassalamu Alaikum Wr. Wb.

Parepare, 18 Agustus 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000656

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 657/IP/DPM-PTSP/8/2022

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

KEPADA
NAMA

: SARINA

MENGIZINKAN

UNIVERSITAS/ LEMBAGA
Jurusan
ALAMAT
UNTUK

: INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE

: PENDIDIKAN BAHASA INGGRIS

: BAKARU, KEC. LEMBANG KAB. PINRANG

: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ANALYSIS OF STUDENTS DIFFICULTIES IN LEARNING SPEAKING AT THE SECOND GRADE STUDENTS MAN 1 PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MAN 1 KOTA PAREPARE)**

LAMA PENELITIAN : **29 Agustus 2022 s.d 29 Oktober 2022**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **25 Agustus 2022**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ST. RAHMAH AMIR, ST, MM

Pangkat : Pembina (IV/a)

NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH ALIYAH NEGERI (MAN) 1 PAREPARE
NSM : 311737203156, NPSN : 40320498, Akreditasi : A
Jl. Amal Bakti, Kec. Soreang, e-mail: man1parepare@gmail.com, ☎ 0421-21289
Website : WWW.man1Parepare.com, E Mail : man1Parepare@gmail.com

SURAT KETERANGAN

Nomor: B - 621 /Ma 21 16 01/PP 00 6/11/2022

Yang bertanda tangan di bawah ini :

Nama : **MUHAMMAD RIDWWAN AR, S. Ag., M. Pd.I**
NIP : 197001262007011015
Pangkat : Penata Tk. I/III/d
Jabatan : Kepala Madrasah Aliyah Negeri MAN1 Parepare

Menerangkan bahwa :

Nama : **SARINA**
NIM : 18.1300.058
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian tanggal 29 Agustus 2022 s.d. 29 September 2022 di Madrasah Aliyah Negeri (MAN) 1 Parepare berdasarkan surat Pemerintah kota Parepare dari Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Nomor : 657/IP/DPM-PTSP/8/2022 Tanggal 25 Agustus 2022 Penhal Permohonan izin Penelitian/Wawancara, untuk Memperoleh data dalam Penyusunan Skripsi yang bersangkutan dengan Judul " " **The Analysis of Students' Difficulties in Learning Speaking Ability at the Second grade students MAN 1 Parepare** "

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 15 November 2022

Kepala Madrasah Aliyah Negeri 1

Kota Parepare



CURRICULUM VITAE



SARINA, is the name of the writer who was born on first January 1998 to be precise in Bakaru. The writer was born to parents named Syarifuddin and Indo Tuo who have become the biggest encouragement for the writer so that it can be at this stage. The writer was the sixth of ten children. The writer started his education at SDN 155 Bakaru, Pinrang district, then continued his education at MTS Alam Eletrika Hidayatullah Parepare, graduating in 2014. And continued his education to the high school level and graduating in 2017 at the Hidayatullah Parepare islamic boarding school. Until finally, the writer can continue his education at the faculty of tarbiyah majoring in english education at the Parepare State Islamic Institute (IAIN). While studying at IAIN Parepare the

writer lived in dormitory of Ma'had Al Jamiah IAIN Parepare and was one of the coaches in field of Tahfidz and Tahsin. The writer has also been active in the one day one juz (ODOJ) organization in 2018 and the regional organization, the name is forum mahasiswa bakaru (FOMBAR). Until now the writer active as one of the teachers at the name is Rumah Quran Madani (RQM) Parepare with high motivation to continue learning and trying, and finally the writer can complete his final task with the title Thesis "The Analysis of Students' Difficulties in Learning Speaking Ability at the Second Grade Students MAN 1 Parepare."

