

**THE STUDENTS' DIFFICULTIES IN SPEAKING  
ENGLISH AT THE THIRD SEMESTER ENGLISH  
DEPARTMENT OF STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**



**A THESIS**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary  
Padangsidempuan as a Partial Fulfilment of the Requirement  
For the Graduate Degree of Islamic Education (S.Pd)  
in English Department*

**Written By:**

**SITI WILDAYATI HASIBUAN**  
Reg. Number. 1720300035

**ENGLISH EDUCATION DEPARTEMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2024**

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**Written By:**

**SITI WILDAYATI HASIBUAN**

Reg. Number. 1720300035

Advisor I

Zainuddin, S.S., M. Hum  
NIP. 19760610 200801 1 016

Advisor II

Sokhira Linda Vinde Rambe, M.Pd  
NIP. 19851010 201903 2 007

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

2023

## ADVISOR'S AGREEMENT

Term: Thesis

Padangsidempuan, 13 December 2023

A.n Siti Wildayati Hasibuan

To:

Dean Tarbiyah and Teacher Training Faculty  
of State Islamic University  
Syekh Ali Hasan Ahmad Addary  
Padangsidempuan  
in-  
Padangsidempuan

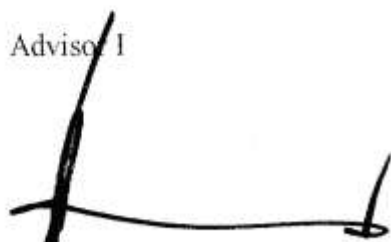
*Assalamu 'alaikum warohmatullah wabarakatuh*

After reading, studying and giving advice for necessary revision on the thesis belongs to Siti Wildayati Hasibuan, entitled **"The Students' Difficulties In Speaking English At The Third Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.


*Wassalamu 'alaikum warohmatullah wabarakatuh*

Advisor I



Zuhuddin, S.S., M. Hum  
NIP. 19760610 200801 1 016

Advisor II



Sokhira Linda Vinde Rambe, M.Pd  
NIP. 19851010 201903 2 007

### DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Siti Wildayati Hasibuan  
Reg. Number : 17 203 00035  
Department : English Department-1  
Faculty : Tarbiyah and Teacher Training Faculty  
Title of the Thesis : The Students' Difficulties in Speaking English at The Third Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan

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Declaration Maker



Siti Wildayati Hasibuan  
Reg. Number 17 203 00035

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Name : Siti Wildayati Hasibuan  
Registration Number : 17 203 00035  
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Department -1  
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Signed



Siti Wildayati Hasibuan  
Reg. Num. 17 203 00035

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Siti Wildayati Hasibuan  
Registration Number : 17 203 00035  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI  
The Tittle of Thesis : **The Students' Difficulties in Speaking English at the Third Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan**

Chief,

  
Fitri Rayani Siregar, M.Hum.  
NIP.19820731 200912 2 004

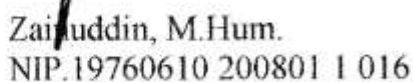
Secretary,

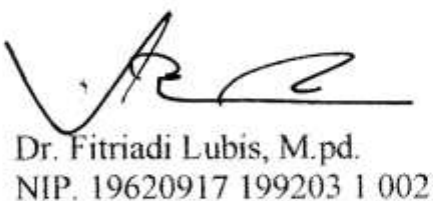
  
Sri Rahmadhani Siregar, M.Pd.  
NIDN. 2006058602

Members,

  
Fitri Rayani Siregar, M.Hum.  
NIP.19820731 200912 2 004

  
Sri Rahmadhani Siregar, M.Pd.  
NIDN. 2006058602

  
Zairuddin, M.Hum.  
NIP.19760610 200801 1 016

  
Dr. Fitriadi Lubis, M.pd.  
NIP. 19620917 199203 1 002

Proposed:

Place : Tarbiyah and Teacher Training Faculty, Meeting Room 1<sup>st</sup> floor  
Date : July, 27<sup>th</sup> 2023  
Time : 08:00 WIB until finish  
Result/Mark : 79,25 (B)  
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**RELIGION MINISTRY INDONESIAN REPUBLIC  
STATE ISLAMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY**

Jl. T. Rizal Nurdin Km. 4.5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022  
Website : E-mail :

---

**LEGALIZATION**

**Thesis** : **The Students' Difficulties in Speaking English at The Third Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan**

**Name** : **Siti Wildayati Hasibuan**

**Reg. Number** : **1720300035**

**Faculty/ Department** : **Tarbiyah and Teacher Training Faculty/ English Department- 1**

The thesis had been accepted as a partial fulfillment of the requirement for Graduate Degree Education (S.Pd) in English.

Padangsidimpuan, April 2023

Dean of Tarbiyah and Teacher Faculty



Dr. Lelya Hilda, M.Si.  
NIP. 19720920 200003 2 002

**Name** : **Siti Wildayati Hasibuan**  
**Reg. Number** : **17 203 00035**  
**Faculty** : **Tarbiyah and Teacher Training Faculty**  
**Study Program** : **English Education-1**  
**Title of the Thesis** : **The Students' Difficulties in Speaking English at The Third Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan**

### **ABSTRACT**

This research discussed about the students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. this research aims to find out that students' experienced in speaking English. this research was conducted at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. the design of this research was descriptive qualitative method. the researcher collected the data by using observation, interview and documentation. Third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan was chosen by the researcher as sample which consists of 20 students. The sample was chose by used purposive sampling. The technique of data analysis used Miles and Hubermans' model consisted of data reduction, data display, and conclusion drawing. From the data analysis, the researcher found that every student had different difficulties in speaking. Students had language problems such as inhibition, there's nothing to say, low or uneven participation, and use mother tongue. The result showed that the students have difficulties in speaking English which consist of linguistic factors and psychological factors. In linguistic factors, the students have difficulty in lack of pronunciation, lack of vocabulary, and lack of grammar. While in psychological factors, the students experienced difficulty in fear of the mistakes, shyness, anxiety, and lack of confidence. From these difficulties, the most common difficulties experienced by students are pronunciation and vocabulary.

*Key Words: Students difficulties, speaking English*

**Nama** : Siti Wildayati Hasibuan  
**Nim** : 17 203 00035  
**Fakultas** : Tarbiyah dan Ilmu Keguruan  
**Program Studi** : Tadris Bahasa Inggris-1  
**Judul Skripsi** : Kesulitan Mahasiswa Dalam Berbicara Bahasa Inggris Semester 3 Jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan

### **ABSTRAK**

Penelitian ini membahas tentang kesulitan mahasiswa dalam berbicara bahasa Inggris di semester tiga jurusan bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan. penelitian ini bertujuan untuk mengetahui pengalaman mahasiswa dalam berbicara bahasa Inggris. Penelitian ini dilakukan di semester tiga jurusan bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan. desain penelitian ini adalah metode deskriptif kualitatif. Peneliti mengumpulkan data dengan menggunakan observasi, wawancara dan dokumentasi. semester tiga jurusan bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan dipilih oleh peneliti sebagai sampel yang terdiri dari 20 mahasiswa. Sampel dipilih secara purposive sampling. Teknik analisis data yang digunakan adalah model Miles dan Huberman terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Dari analisis data peneliti menemukan bahwa setiap mahasiswa mempunyai kesulitan yang berbedabeda dalam berbicara. Mahasiswa memiliki masalah bahasa seperti hambatan, partisipasi rendah atau tidak merata, dan bahasa ibu. Hasilnya menunjukkan bahwa mahasiswa mengalami kesulitan dalam berbicara bahasa Inggris yang terdiri dari faktor linguistik dan faktor kebahasaan. mahasiswa mengalami kesulitan dalam kekurangan pengucapan, kekurangan kosakata, dan kekurangan tata bahasa. Sedangkan factor psikologis, mahasiswa mengalami kesulitan karena takut salah, malu, dan kurang percaya diri. Dari kesulitan tersebut, kesulitan yang paling umum dialami mahasiswa adalah cara pengucapan dan kosakata.

*Kata Kunci: Kesulitan mahasiswa, berbicara bahasa Inggris*

الاسم : ستي وبلداياتي هاسيبوان  
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الكلية : الكلية التربوية وتدريب المعلمين

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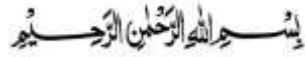
الموضوع : صعوبة الطلاب في التحدث باللغة الإنجليزية في الفصل الدراسي ٣ الجامعة الإسلامية الحكومية شيخ علي حسن أحمد الداري بادنج سيدميوان

### تجريد

يواجهها الطلاب في التحدث باللغة الإنجليزية في الفصل الثالث من قسم اللغة الإنجليزية في جامعة الشيخ علي حسن أحمد أداري الإسلامية الحكومية بادانجسديميوان. يهدف هذا البحث إلى تحديد خبرات الطلاب في التحدث باللغة الإنجليزية. تم إجراء هذا البحث في الفصل الدراسي الثالث لقسم اللغة الإنجليزية في جامعة الشيخ علي حسن أحمد أداري، بادانجسديميوان. نوعية. يقوم الباحثون بجمع البيانات باستخدام الملاحظة والمقابلات والوثائق. تم اختيار الفصل الثالث من قسم اللغة الإنجليزية بجامعة الشيخ علي حسن أحمد أداري الإسلامية الحكومية بادانجسديميوان من قبل الباحثين كعينة مكونة من ٢٠ طالبًا. وتم اختيار العينة بطريقة العينة القصدية. تقنية تحليل البيانات المستخدمة هي نموذج مايلز وهوبرمان الذي يتكون من تقليل البيانات وعرض البيانات واستخلاص النتائج. ومن تحليل البيانات، وجد الباحثون أن كل طالب لديه صعوبات مختلفة في التحدث. يواجه الطلاب مشاكل مثل الحواجز والمشاركة المنخفضة أو غير المتكافئة واللغة الأم. وأظهرت النتائج أن الطلاب يواجهون صعوبات في التحدث باللغة الإنجليزية والتي تتكون من العوامل اللغوية والعوامل اللغوية. العوامل اللغوية، يواجه الطلاب صعوبات في قصور النطق، وقصور المفردات، وقصور القواعد. أما العوامل النفسية فيواجه الطلاب صعوبات بسبب الخوف من ارتكاب الأخطاء والإحراج وعدم الثقة بالنفس. ومن بين هذه الصعوبات، أكثر الصعوبات التي يواجهها الطلاب هي النطق والمفردات.

الكلمات المفتاحية: الصعوبات الطلابية، التحدث باللغة الإنجليزية

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 18 March 2023

Researcher

**SITI WILDAYATI HASIBUAN**  
**Reg. Num. 17 203 00035**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Language is one of our identities as human beings, because only human beings who use language to interact and communicate. Nowadays, English is the most important international language, because it is used by million people all over the world to communicate. English is the common language that used as the second language beside England and America as the native countries. English has contributed a lot to the development of human civilization and also become the language for education, commerce, technology, politic, etc

English is a subject that is consists of four skills such as listening, speaking, reading, and writing. Moreover, there are some elements of language that should be taught to develop these four skills, they are: grammar, vocabulary, pronunciation, and fluency. One of language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. Actually, all of English skills and English elements are important, but speaking skill is the most important skill that should be mastered by English learners. Speaking is the most important skill in English language teaching to master in the school.<sup>1</sup>

Speaking is one way that often used and more understandable to communicate. It is known speak to share and express our thoughts, feeling, opinion, and desires. When someone speaks something, they will interact and use

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<sup>1</sup> Ahmand Zaki dan Diyan Yusri, 'Teaching English as a Foreign Language for Dummies', *Jurnal Ilmu Pendidikan*, 7.2 (2020), 183 <<https://library.lol/main/5F22B1E8B6FC02E29E1C5C9FB83D998D>>.

the language to transfer idea. It is known that express our thought and feeling by speaking. Therefore, it can transfer to other people about opinion. Speaking is important to be learned mastered by every individual. Speakers use language to communicate to others, and the interaction has the purpose of influencing the listeners.<sup>2</sup>

Christopher Turk states that, spoken language was the first form of communication between human being. From the statement above, the researcher concludes that speaking is the first skill that should taught first when someone learns about a language in the school.<sup>3</sup> According to Zainil in Jannah and Niati stated that “ speaking is a fundamental to human communication.<sup>4</sup> It means that speaking is the foundation to human for talking and communication with other people so become interaction. According to Bueno et al., in Rao, Speaking is one of the most difficult skills language learners have to face.

Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded.<sup>5</sup> Among the four basic skills of the English language, speaking seems to be difficult because the

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<sup>2</sup> Sokhira Linda Vinde Rambe, ‘Implementing Games Based Teaching Strategy in Teaching Speaking’, *English Education: English Journal for Teaching and Learning*, 10.01 (2022), 54–68 <<https://doi.org/10.24952/ee.v10i01.5656>>.

<sup>3</sup> Christopher Turk, *Effective Speaking Communicating in Speech*, *British Library Cataloguing in Publication Data*, First (Taylor & Francis e-Library, 2017) <<https://library.lol/main/4759EFDA14FC6749AA75076304280A8D>>.

<sup>4</sup> Ayuliamita Abadi and Herni Tika, ‘Students’ Difficulties In Speaking English’, *Jurnal Ilmiah Bina Bahasa*, 14.2 (2021), 141–50 <<https://doi.org/10.33557/binabahasa.v14i2.1511>>.

<sup>5</sup> Parupalli Srinivas, ‘The Importance of Speaking Skills in English Classrooms’, *Alford Council of International English & Literature Journal(ACIELJ)*, 2.2 (2019), 9 <[https://scholar.google.com/scholar?hl=id&as\\_sdt=0%2C5&q=the+importance+of+speaking+skill+in+English+classrooms+by+Parupalli+Srinivas+&btnG=#d=gs\\_qabs&t=1712108482346&u=%23p%3DBMh65eNULFgJ](https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=the+importance+of+speaking+skill+in+English+classrooms+by+Parupalli+Srinivas+&btnG=#d=gs_qabs&t=1712108482346&u=%23p%3DBMh65eNULFgJ)>.

speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Generally, there are some problems on students speaking skill, such as pronunciation, fluency, and grammar. Students were lazy to speak. When they were asked to speak, they used their first language (native language) rather than using English. It is because they do not accustomed to use English in English class.<sup>6</sup>

Based on the observation that I have ever done At the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, consist 20 students, I found many difference problems from the students, such as one of them say that frightened do it mistake and pronounce the words correctly or the students feel really shyness about talking in front of other students and most of them cannot understand speaking skill well without English continuously and have to adapt to our environment to speak English combining it. Based on the explanation above, the researcher is interested to do a research entitle “ The Students Difficulties in Speaking English at the Third Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

## **B. Focus of the Problem**

Based on description in this research, the focused of difficulties in speaking English be found in components which consist causes students difficulties in

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<sup>6</sup> Rayendriani Fahmei Lubis and Melati Suri, ‘Enhancing Students’ Speaking Mastery by Using Chain Drill Technique’, *English Education : English Journal for Teaching and Learning*, 10.2 (2022), 264–76 <<https://doi.org/10.24952/ee.v10i2.6757>>.

speaking English. This research conducted at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

### **C. Formulation of the Problem**

This research intended to analyze students difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan using the question below:

1. What are the students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan?
2. What are the factors that cause students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

### **D. Objectives of Study**

Based on the statement above, the objectives of this research can be formulated as follow:

1. To know the students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
2. To know the factors that cause students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

## **E. Significances of the Research**

This result of this research gave useful information about English students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. This research is expected to be useful and worthwhile both academically and practically. The significances are:

### 1. English lecturer

The researcher hopes the result of this research can be used a guide to English lecturer of teaching and learning process in managing classroom. So teaching process is more effective and efficient without a fuss in the classroom so that, it will be created a conducive classroom.

### 2. English Students

The result of this research is expected can increase students' attitude in the classroom, so that students feel comfortable and calm when the teaching learning is taking place. Then it makes the class is more disciplined.

### 3. Other researcher

This result of this research can be used to provide useful information for the other researchers will easier to arrange their research.

### 4. Readers

This result of this research can increase the reader knowledge about how to manage classroom, and this research gave information about the way of lecturer overcome difficulties in speaking English.

## **F. The Definition of the Key Terms**

Based on the background of the problem, the researcher defined the key terms which are applied in this research to reduce misunderstanding about title of the research.

### **1. Speaking**

Speaking is the way to convey message to other people and speaking is a tool to deliver the message to listener even if the listener understand or not with the messages. Speaking is a part of daily life that everyone should develop in correct and detailed language.

### **2. The causes difficulties in speaking English**

Speaking remains the most difficult skill to master for the majority of English students. In research, the causes refer to some factors affecting students' difficulties in speaking English.

## **G. Outline of the Research**

This research was divided in five chapters, which every chapter contains of several subtopics with detail as follows:

Chapter one contains of the background of the problem, focus of the problem, formulation of the problem, objectives of the research, significances of the research, definition of the key terms, and outline of the thesis.

Chapter two contains of the review or related literature. It talked about the theories that the researcher employs to build an interpretation of the topic discussed in this study. The theories are related the theoretical description of

students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Chapter Three is talked about research methodology, time and place of the research, research method, participant of the research, the technique of collecting data, the technique of data analysis, and trustworthiness.

Chapter four consist of the result of the research and discussion, based on the research finding in fact, the outcome is clearly described. This chapter also has a part of discussion with additional findings from related studies.

Chapter five consist of conclusion and suggestion of the research. The researcher puts the research to a close in conclusion part. In addition, the researcher offers some advice to the readers. The researcher sincerely hopes that best can occur and be received by the reader based on the feedback.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Nature of Speaking

###### a. Definitions of Speaking

Siregar stated speaking is the process of communication which convey, express, give/ inform and ask the ideas, thoughts, feelings, opinions, and talking about perceptions by using words or sounds of articulation that can be learnt through teaching and learning process.<sup>7</sup> speaking is an ability of someone who is give positive effect to increase good speaking skill. Speaking not only about rhythm and intonation, but also how we delivered our feelings or something to other people and convey the right meaning. In speaking, if someone wants to be listened or be responded with interlocutor, contents or words that used must included good manner.

According to Bygate in Leong and Ahmadi, speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences.<sup>8</sup>

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<sup>7</sup> Fitri Rayani Siregar, 'English Education English Journal for Teaching and Learning How to Enhance Lecturers' Speaking Skill?', 07.01 (2019), 15–28 <<http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ>>.

<sup>8</sup> Lai-mei Leong and Seyedeh Masoumeh Ahmadi, 'C r v i h o e F', *International Journal of Languages and Language Teaching*, 18.2 (2017), 35 <[https://scholar.google.co.id/scholar?hl=id&as\\_sdt=0%2C5&q=an+analysis+of+factors+influencing+learners+English+speaking+skill+by+lai+mei+leong&btnG=#d=gs\\_qabs&t=1712119362457&u=%23p%3DUkP3OSo2l6gJ](https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=an+analysis+of+factors+influencing+learners+English+speaking+skill+by+lai+mei+leong&btnG=#d=gs_qabs&t=1712119362457&u=%23p%3DUkP3OSo2l6gJ)>.

According to Salihun state delivery of language through the mouth. To speak, we create sounds using speech organs, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.<sup>9</sup> According to Harmer in Anwar, speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. People share their idea and opinion through speaking with expecting a feedback from their listener.<sup>10</sup>

In addition, according to Zainuddin et al., speaking is the process of communication which convey, express, inform and give the ideas, thoughts, feeling, opinions, and talking about perception by using words or sounds of articulation that can be learn through teaching and study process.<sup>11</sup> According to Brown in Munawaroh, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.<sup>12</sup>

Speaking is productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test –takers listening skill, which necessarily

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<sup>9</sup> velyn Yrene Herrera Villanueva, 'Students' Problems in Speaking Skill at The Second Grade of MTS Hamzanwadi Gelogor in Academic Year 2019/2020', 2017.1 (2020), 1–9 <<http://190.119.145.154/handle/20.500.12773/11756>>.

<sup>10</sup> Nur Ainun Siregar and Desvalini Anwar, 'Implementing Learning Community Strategy To Improve Students Speaking Ability in Junior High School', *Journal of English Language Teaching*, 7.3 (2012), 3–6 <[https://scholar.google.co.id/scholar?hl=id&as\\_sdt=0%2C5&q=implementing+learning+community+strategy+to+improve+students+speaking+ability+in+junior+high+school+by+nur+Ainun+Siregar+&btnG=#d=gs\\_qabs&t=1712122016312&u=%23p%3DaLFXS9S9mqYJ](https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=implementing+learning+community+strategy+to+improve+students+speaking+ability+in+junior+high+school+by+nur+Ainun+Siregar+&btnG=#d=gs_qabs&t=1712122016312&u=%23p%3DaLFXS9S9mqYJ)>.

<sup>11</sup> Improving Students' Speaking Ability through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan', 05.1 (2017), 104 <<https://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/1173>>.

<sup>12</sup> Adib Ahmada and Lailatul Munawaroh, 'Use of Role Play Method to Improve Speaking Skills', *Darussalam English Journal (DEJ)*, 2.1 (2022), 55–82 <<https://doi.org/10.30739/dej.v2i1.1506>>.

compromises the reliability and validity of an oral production test. It means that we speak something it can be directly measured by listener. According to Hasibuan stated that, Mastering speaking is not easy. Although English has been taught since the students were in elementary school. As of today, there are still many students who complaint that they have difficulties in speaking.<sup>13</sup>

Based on the theories above, the researcher can be concluded that speaking is the action of conveying information or expressing someone's feelings in speech. It means that speaking is activity of delivering speech. Speaking is the media or tool of transaction between speaker and listener. Speakers sends message to the listener, and the listener responds to the information and opinion, and to build good social relationship between speaker and listener.

## **b. Types of Speaking Performance**

According to Brown in Miranti and Nur, describes five categories of speaking skill area. Those five categories are as follows; imitative, intensive, responsive, transactional (dialog), and extensive (monologue).<sup>14</sup>

### **1. Imitative**

This category includes the ability to practice intonation and focusing on some particular elements of language form. That is just

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<sup>13</sup> Ernida Hasibuan and others, *Adaptive Strategies for Sustainable Education* (Padangsidempuan, 2019) <[https://scholar.google.co.id/scholar?hl=id&as\\_sdt=0%2C5&q=the+effect+of+drill+methode+by+ernida+Hasibuan+&btnG=#d=gs\\_qabs&t=1712124379523&u=%23p%3DdilSmUPGp3cJ](https://scholar.google.co.id/scholar?hl=id&as_sdt=0%2C5&q=the+effect+of+drill+methode+by+ernida+Hasibuan+&btnG=#d=gs_qabs&t=1712124379523&u=%23p%3DdilSmUPGp3cJ)>.

<sup>14</sup> Putri Aulia Swastika and others, 'The Analysis of Speaking Assessment Types in Textbook " When English Rings a Bell Grade VII "', 3.2 (2020), 169 <<https://e-journal.my.id/jsgp/article/view/262>>.

reproducing a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher or lecturer use drilling in teaching learning process. The reason is by drilling, students get the opportunity to listen and orally repeat some words.

## 2. Intensive

This is the students' speaking performance that is performing some phonological and grammatical aspects of language. It usually places students doing the tasks in pairs ( group work) for example, reading about that includes reading a paragraph, reading the dialogue with partner in turn, etc.

## 3. Responsive

This category requires students to respond to teacher or the students' question. The respond usually short, meaningful, and authentic- not in the form of dialogue. This time, students' comprehension is to taken into account and the stimulus is delivered orally by the teacher to maintain the authenticity of students' answer. It refers to someone comprehension of the short conversation, standard greeting and small talk, simple Request and comment, and the like.

## 4. Transactional ( dialogue)

Transactional language, carried out to convey or exchange specific information, is an extended form of responsive language. transactional

it means that the length and complexity of the interaction which sometimes include multiple exchange and / or multiple participants.

#### 5. Extensive ( monologue)

Extensive oral production includes speech, oral presentation and storytelling during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together. These tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with verbal interaction from listener or an interlocutor being either highly limited or ruled out altogether. There are four types of assessment for extensive speaking those are: *oral presentations, picture- cued story- telling, retelling story, news event, and translation ( of extended prose)* it.

### c. Components of Speaking Skills

According to Harris in Anggini and Arjulayana, there are five components or criteria of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency.<sup>15</sup>

#### 1. Comprehension

According to Danielle in Nasrullah stated, comprehension is not always effortless and fast, of course. comprehension is not only cognitive competence or understanding the knowledge but also

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<sup>15</sup> Dwi Anggini and Arjulayana, 'Analysis Student's Speaking Performance as a Public Speaker', *Globish (An English-Indonesian Journal for English, Education and Culture)*, 10.1 (2021), 60 <<https://jurnal.umt.ac.id/index.php/globish/article/view/3943>>.

ability to grasp something mentally.<sup>16</sup> Comprehension is the component of speaking which we needed to avoid misunderstanding between the speakers and listener.

## 2. Grammar

According to Hirai in Fifin stated, grammar is a way to organize the sentence and create a good language.<sup>17</sup> In speaking, grammar could help the learners to differentiate the formal and informal expression or polite and impolite expression. Grammar is the rules that explain how words combine.

## 3. Vocabulary

According to Alqathani in Phd stated, vocabulary is the total number of words needed to communicate ideas and the speaker's meaning.<sup>18</sup> a person's vocabulary is defined as the set of all words understood by that person or all words that are likely to be used by that person to compose new sentences. Mastering vocabulary makes it easier for us to communicate with other people. It helps the students' to achieve the target in learning English. In addition, the listener can comprehend.

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<sup>16</sup> M Nasrullah, " 11 Chapter II Theoretical Review A. Reading" (<http://repository.uinbanten.ac.id>) Accessed at December 23, 2022 retrieved on 11 Am).

<sup>17</sup> F Handayani Fifin, " Chapter i- Repository Universitas Muhammadiyah Jember" (<http://repository.unmuhsumber.ac.id>) Accessed at Deember 22, 2022 retrieved on 17: 49 pm).

<sup>18</sup> Pham Vu Phi Ho, Phd, " Fluency As Successful Communication," *International Journal of Tesol Education*, Vol. 1, No.1, December 2018, p.17.

#### 4. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made of the elements and principles that determine how sounds vary and pattern language. According to Harmer in Adiana, as the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate our feeling and our meaning<sup>19</sup>. It means that the user of the language have to know how to pronounce some word well. This knowledge is made up of three areas; sounds, stress, and intonation.

#### 5. Fluency

According to Zamel and Buitrago in Masyithah stated, that fluency is native-likes uses of language in oral communication consisting of the acceptable application of language features such as pauses, interjections, stress and etc.<sup>20</sup> The ability of speaking fluency is often used to measure the success of a students' who learn a foreign language. It means the listener will understand the speaker speaking if the grammar of language is correct. So, we have to consider both grammar pattern and fluency in speaking.

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<sup>19</sup> Yst Adiana, "BAB 2-.pdf" ( <http://eprints.umpo.ac.id> Accessed at December 22, 2022 retrieved on 17: 38 pm).

<sup>20</sup> Nurul Masyithah, " Students' Strategies in Improving Speaking Fluency", *Thesis*, ( State Islamic University Ar-Rainry Banda Aceh.2019), p.8

#### **d. Function of Speaking**

Speaking is one of English skill which functions to convey any information, message, or tools to communicate between the speaker and the listener. In speaking it self, certain between the speaker and the listener to exchange ideas to respond what the other person is try to deliver. Because, the important function of speaking is to exchange information from one person to another person. According to Richards, there are three functions of speaking such as; talk as interaction, talk as transaction, and talk as performance.<sup>21</sup>

##### 1. Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. For example, When people meet, they exchange greetings, engage in small talk, recount recent experiences, and because so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. It is basic manner that must practice to stay on good terms with the people they meet in daily life.

##### 2. Talk as Transaction

Talk as transaction refers to situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other. However, talk as transaction also should prioritize how the listener can understand what the speaker means

##### 3. Talk as Performance

This refers to public talk that transmits information before an audience, such as classroom presentations, public announcements, speeches.

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<sup>21</sup> Jack C. Richards, *Teaching Listening and Speaking* ( New York: Cambridge University Press, 2008), p. 21-27.

### e. Speaking Learning Activities

Speaking learning activities should be conducted to improve their speaking ability. According to Harmer in Hayatinnufus, there are some of activities which can promote the students to speak; acting from a script, communication games, discussion, prepared talk, simulation and Role Play.<sup>22</sup>

#### 1. Acting from a script

There are two activities covered: play script and acting out dialogues. Play script activity requires the students to act out scene from plays and/or their course book, sometime filming the results. While in acting out dialogues, students will often act out dialogues from which they have written themselves.

#### 2. Communication games

The aim of this activity is to get students talking as quickly and fluently as possible. Information gap game is an activity which one student has to work in pairs and talk to the partner in order to solve the puzzle. Then, television and radio game refers to guessing game in which a student is given the object or thinks about an object and the team member have to find out what the object is by only asking yes/no questions.

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<sup>22</sup> Adnin Hayatinnufus, "A Study On Speaking Skill Activities In Ar-Rohmah English Community Program In Sma Ar-Rohmah Malang," *A Journal Of Culture, English Language Teaching, Literature & Linguistics*, Vol. 3, NO.1, January 2018, p. 31-33.

### 3. Discussion

This activity gives students the opportunity to speak more freely and express themselves. It is helpful to structure a discussion activity by giving learners enough information about what they will be talking about and giving them enough time to think about what they want to say. The activity of discussion can be in the form of survey or questionnaire, instant comment, debates, unplanned discussion and reaching a consensus.

### 4. Prepared Talk

The lecturer have told the students about the next activity and tell them to prepare a performance such as presentation, reporting news, storytelling and speech which have to be performed or presented in front of the class. Those activities involve individual work and take a lot of time, while the others listen to their friend's show.

### 5. Simulation and Role Play

When the students do the simulation and role-play (such as a real life encounter- business meeting or interview), they need to know exactly what the situation is, and they need to be given enough information about the background but limited because we allow them to be as creative as possible. To add, drama can be considered as the speaking activity which can motivate students to speak. The activity

refers to the setup of the play which includes the theater, the hall, the accessories, costumes, music etc. However, this activity need long time of preparation and be performed in high level of learning.

#### 6. Information gap

Information gap, each students in the group has some information required to complete the task or activity; the main aim is to share the information and to complete the task. Students do not know what the others going to say and such it imitates real life conversations. An example being; student has A simple picture which (s) he does not show to B; student B has a blank piece of paper. Student A describe the picture; student B listen and draws it. finally, students compare what B drew with the original.

#### 7. Brainstorming

When given a topic, the students can produce ideas in a limited time. Depends on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. The god characteristics of brainstorming are that the students are not criticized for their ideas so, the students will be able to share a new ideas.

#### 8. Storytelling

The students can briefly summarize ap tale or story they heard from someone beforehand, or they may create their own stories to tell

their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, ending and development including the characters and setting a story has to have. The students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get attention of the class.

#### 9. Interview

From various people, the students may conduct the interviews on selected topics. It is a good idea that the teacher provides a rubric to students, so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in the class but also outside and helps them become more socialized. After doing the interviews, each student can present his or her study to the class. Furthermore, students can interview each other and "introduce" his or her partner to the class.

#### 10. Reporting

The students are asked to read a newspaper or magazine and in the class, they report to their friends what they find as the most

interesting news before coming to the class. Students may also talk about whether they have experienced anything worth telling their friends in their daily lives before class begin.

#### 11. Picture Describing

Other way to make use of pictures in speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their group, so a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

#### 12. Debates

One speaker presents one point of view on the topic and a second speaker presents a different opinion. This involves choosing a controversial topic. Debates are good and suitable at advanced levels. It is a good idea to give some input on the topic matter first. For example, you could do a listening or reading activity on the same subject. Give students time to prepare what they will say; you might even prompt them by giving them ideas on the topic and outlining common opinions. Students can prepare in groups and practice the debates in groups before they present to the whole class. Students can

ask each other question after the presentation and vote on which opinion is the most convincing.

#### **f. Principles of English Speaking Skill**

The principles of English speaking skill is the important key to makes the students interested in the class. This way will makes something new and makes the students enjoying to follow the speaking class. According to Bailey and Nunan in Muslem and Usman, there are five principles in teaching English speaking skills.<sup>23</sup>

1. Be aware of the differences between second language and foreign language learning contexts. The target language is not the language of communication in society is the foreign language context (for example, studying English in Japan or studying French in Australia). Learning speaking skills is very challenging for students in the context of a foreign language, because they have little opportunity to use the target language outside the classroom which is certainly one of the obstacles in learning a foreign language.

Meanwhile, a second language context is the language in which the target language is the language of communication in the community such as English in England or Spanish in Mexico). Second language students include refugees, international students, and

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<sup>23</sup> Rizal Fahmi, Asnawi Muslem, Bustami Usman, "The Use of Problem Based Learning To Improve Students' Speaking Ability (An Experimental Study To Second Grade Students Of Darul Ulum Islamic Boarding, Banda Aceh)," *English Education Journal(EEJ)*, Vol.12, No.2, April 2021, p.263-264.

immigrants. Even in some countries in Asia have adopted English as a second language. In that context, people who learn languages have more opportunities to use English outside the classroom.

2. Give students practice with both fluency and accuracy. In language lessons – especially at the beginning and intermediate levels. Learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teachers must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.
3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Pair work and group work activities are very useful for increasing the amount of time students speak the target language during lessons. One further interesting point is that when the teacher walks out of the conversation, students take on a different speaking role that the teacher usually fills (such as asking questions or offering clarification). In this case the teacher is not much involved in the learning process, the teacher is only a facilitator.
4. Plan speaking tasks that involve negotiation for meaning. Research shows that learners make progress by communicating in the target language because interactions involve trying to make someone understand and make us understood by others. This process is called

negotiation of meaning. This involves checking to see if you have understood what someone said, clarifying your understanding, and making sure that someone has got your point.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking. It means that a teacher must be able to design an activity that makes students interact with other people in the classroom activity. In interacting, the students must know about interactional speech and transactional speech. Interactional speech is communication that purposed for social communication, while transactional speech is used to communicate for something new that someone wants to know include gives and takes.

#### **g. Characteristics of Successful Speaking**

The goal of teaching speaking is communicative efficiency. Students should be able to make themselves understood. According to Ur in Ashimova, there are some characteristics of a successful speaking activity; learners talk a lot, Participation is even, motivation is high, Language is of an acceptable level.<sup>24</sup>

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<sup>24</sup> Mirzaakhmedova Nigora Ashimova, "Characteristics of Successful Speaking Activity In ESP Classes," *Ta'lim Fidoyilari*, Vol. 1, No. 1, May 2022, p.278-279.

1. Learners take a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time taken up with teacher talk or pauses.

2. Participation is even

In classroom discussion all of the learners get change to speak, and contributions are fairly evenly distributed.

3. Motivation is high

Learners are eager to speak if they interested in the topic have something new to say about it, because they want to contribute to achieving a task objective.

4. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of a language accuracy.

#### **h. Difficulties in speaking English**

Speaking difficulties is a condition when students experience an obstacle when speaking in public. In speaking, people may find difficulties. According to Brown, there are some difficulties in speaking English, namely Clustering, Redundancy, Reduced Forms, Performance

Variables, Colloquial Language, Rate of delivery, Stress, Rhythm, and Intonation.<sup>25</sup>

1. Clustering

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

2. Redundancy

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

3. Reduced Forms

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

4. Performance Variables

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

5. Colloquial Language

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

6. Rate of delivery

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

7. Stress, Rhythm, and Intonation

Sometimes, the students has a difficult in this case, stress, rhythm, and intonation actually give the effect when someone speak. The three of them, show the fluent or not in speaking English.

8. Interaction

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

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<sup>25</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* ( San Fransisco State University: Pearson Education, 2007), p.326-327.

According to Khan in Panjaitan stated, there are several factors that caused speaking difficulties in speaking, such as; linguistic problems and psychological problems.<sup>26</sup>

a. Linguistic Problems

Linguistic is a study of language, which studies about the language structure ( grammar), words, and phonology. Generally, linguistic consists of information about vocabulary, pronunciation, and grammar. Mastering speaking is not easy. In learning speaking the students usually face some problems during teaching and learning process. According to Shen and Chiu in Harpain, there are some common issues that learners have when it comes to speaking. Those are: lack of pronunciation, lack of grammar, and lack of vocabulary.<sup>27</sup>

1. Lack of vocabulary

Lack of vocabulary is one of the linguistics factors in which it is a number of words with the role of combining them to make up the language in speaking. Vocabulary is a difficulty often experienced by students. The students do not memorize the vocabulary in English, and it will often make them use Indonesian when speaking English. In fact, students

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<sup>26</sup> Kurnia Panjaitan et al, “ Students’ Difficulties in Speaking Comprehension of Vocational High School Students, “ *Review of Multidisciplinary Education, Culture and Pedagogy ( Romeo)*, Vol.1, No. 2, February 2022, p.70-71.

<sup>27</sup> Novia Arnanda, Harpain, “ An Analysis of Students’ Difficulties In Speaking English At Grade X of SMA Persada Bandar Lampung, “ *Jurnal Pendidikan Bahasa Inggris*, Vol. 8, No. 2, October 2017, P.1.

are often not confident when speaking because they are afraid of making mistakes, especially choosing the wrong words. This is proof that vocabulary must be mastered by the students because vocabulary is needed in communication.

## 2. Lack of pronunciation

Pronunciation is one of the most challenging speaking skills in English because learning pronunciation takes much time and the effort to improve understanding how to pronounce correctly. When speaking English, the speakers and the listeners are having a mutual relationship with communication. It affects each other by means so that the listeners can understand the message of what is said. The speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly.

Lack of pronunciation is often found by the students. The students cannot pronounce English very well. It is because the students do not know how to pronounce words. In learning English, if there are differences in pronunciation, the meaning of the word will be different. Therefore, if students cannot pronounce a word well, it will change the meaning of the topic being discussed and cause misunderstandings with other people.

### 3. Lack of grammar

According to Richards in Rohmatillah, vocabulary is a core component of language proficiency and provides much of the basis for how students speak, listen, read, and write.<sup>28</sup> Without an extensive vocabulary and strategies for acquiring new vocabulary, students often achieve their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching television.

#### b. Psychological problems

Psychology is the science or the study of the thought processes and behavior of humans and other animals in their interaction with the environment. Psychological problems are those problems, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. Psychological problems will have a negative impact on the health of students as well as their physical and emotional stability; they will reduce their performance in speaking.

Many people have a problem like this, especially in terms of their self confidence. According to Fitriani stated, that there are

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<sup>28</sup> R Rohmatillah, "A Study on Students' Difficulties in Learning Vocabulary" (<https://media.neliti.com> accessed at July 13, 2023 retrieved on 11: 41 P.m).

some typical learner problems in speaking, those being lack of confidence, anxiety, shyness, and Fear of making a mistakes.<sup>29</sup>

#### 1. Lack of confidence

Lack of confidence becomes a big problem for students. It is because a lack of confidence can affect students' speaking performances. It is difficult for the students to master their English speaking skills if they lack confidence in their abilities. Lack of confidence themselves will affect in their speaking. The students will afraid to communicate and also feel suffer to communicate. In addition, they have thought bad in English and cannot speak English as well as they want.

#### 2. Anxiety

According Horwitz in Gusviyani stated, an anxiety plays important role in the students learning problem. An anxiety affects to students' speaking performance, affect their quality of oral speaking production and make students perform less than they want.<sup>30</sup> In this case, the students may end up with nothing to say towards their interlocutors or the audiences. They may confront certain feelings such as

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<sup>29</sup> Dea Aries Fitriani, A Study on Students English Speaking Problems In Speaking Performance, “ (<http://jurnal.untan.ac.id> accessed at July 13, 2023 retrieved on 12: 13 P.m).

<sup>30</sup> Vini Gusviyani, “ An Analysis The Factors of Students' Difficulties in Speaking English Faced by non-English Department Students, “ *English Education, Linguistics, and Literature Journal*, Vol. 1, No.2, July 2022, P.67-68.

nervous, anxious, worry, shy, feeling afraid or fear of something worse happen whether they are trying to speak better. Students themselves have to realize their own psychological problems and they also have to deal with their own anxiety states. So the students can speak English better in the future.

### 3. Shyness

Shyness is an emotion that affect how a person feels and behaves around others. Many of students' suffer from this an emotional thing when they are required to speak in English in the classroom. Shyness is a factor that caused by the other problems. This refers to student by emotional on the sometimes, for example when they want to speech in the front of the classroom and in the front of their friends. The shyness comes and it will make their thought is blank and forget what they want to say.

### 4. Fear of making mistakes

Fear of making mistakes becomes one of the main factors contributing to students' unwillingness to speak English in the classroom the primary reason for the fear of making mistakes is that students are afraid of looking foolish in front of other people, and they are concerned about how

others will see them. Students feel afraid of the idea of making mistakes because they are worried that their friends will laugh at them and they will receive negative evaluations from their peers if they make a mistake in speaking English.

#### **i. Problems Make Student Difficult in Speaking**

Students sometimes have obstacles when they want to talk in front of the classroom. They feel afraid of making mistakes because they are reluctant to be judged by the teacher or lecturer and the other students. According to Ur in Nakhalah, there are four problems faced by the students in speaking activities, as follow: Inhibition, Nothing to say, Low or uneven participation, and Mother-tongue use.<sup>31</sup>

1. Inhibition. Students are often inhibited about trying to say things in a foreign language in the classroom, the students worried making mistakes or to be criticized, and shy to utter words. In learning English is the lack of desire for these students to read about and listen to, write language, so, when students' speak in class nervous and see the audience lack confidence.
2. Nothing to say. Students sometimes find fault that they do not have something to say. In other words, they cannot express themselves. The problems facing students' is when they speak in front of their class.

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<sup>31</sup> Ahmed Maher Mahmoud Al Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University," *International Journal of Humanities and Social Science Invention*, Vol.5, No. 12, December 2016, p.100.

Because not many students' know the vocabulary and the grammar so, they should be able to motivate themselves to have to speak to train their abilities. The grammatical problem also becomes a factor that affects students' speaking. The students' who have difficulty in grammar also feel trouble in speaking English.

3. Low or uneven participation. Only one participant talks because of some learners dominate, while other speaks a little or not at all. only participant a times can talk if he or she to be heard; in large groups, this means that everyone will have only very little speaking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not all.
4. Mother tongue use. In the class, all students share the same mother tongue, so they feel unnatural to speak in the foreign language. They are also less exposed and less disciplined or motivated one. They tend to use his mother tongue because it is indeed familiar since they were small, so it's easier to talk to their fellow.

#### **j. Strategies to Overcome Speaking Difficulties**

Strategy is a specific method of overcoming, carrying out an activity or task to achieve **certain** goals. Students are often reluctant to speak out because they are embarrassed to express themselves in front of others, especially when they are asked to provide personal information or opinions. On the other hand, some students have the strategies to overcome those problems, especially the problems which come from

students. According to Harmer in Sabariyanto, there are four categories to solve difficulties in speaking as follows: Preparation, Repetition, Big group, small group, and Mandatory participation.

1. Preparation

Explains how students record the presentation they make and copy what they have said, correct it and then submit it to the teacher or lecturer for further comment before finally presenting it to the class.

2. Repetition

Each new encounter with a word or phrase helps fix it in the student's memory. Repetition also allows them to improve on what they did before. They can think about how to repeat words or just feel how they sound.

3. Big group, small group

The main reason for some students' reluctance to take part in speaking activities was because they had to speak in front of a large group. The way to deal with this is to ensure that they get opportunities to talk and interact in smaller groups as well. This can be a preparation for creating a dialogue or discussion.

#### 4. Mandatory participation

When a group does a task, always be 'social loafers', students who sit and let others do the work. In addition, according to Lestari, the strategies to overcome speaking difficulties as follows: more practice, increase the vocabulary mastery, increase the motivation, join the extra class of English, and use the interesting strategy.<sup>32</sup>

- a. More Practice. The common problems of the students were due to the students' intensity to practice English which was so low. The students never practiced English in their daily activities. It was proved by the data from at the third semester English department -1 class observation field notes where the students used Indonesian language dominantly. The researcher was rarely to hear the students used English.
- b. Increase the vocabulary mastery. another speaking English problem is about mastering vocabulary and other components of English, like pronunciation, grammar and fluency.
- c. Increase the motivation. Most of the basic speaking class at the third semester English department-1 low motivation to study basic speaking class. Although the lecturer had given much motivation actually, the biggest motivation came from the students only. So, to increase students' ability in speaking, it was

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<sup>32</sup> H Lestari, "The Ways to Overcome The Problems in Speaking English Encountered By The Students of Islamic Boarding School of Darul Aman Gombra Makassar" (<http://eprints.unm.ac.id> accessed at March 16, 2023 retrieved on 18:45 Pm).

not only the obligation of the lecturer to give them any kinds of everything to make them have big motivation. The function of the lecturer was just to help them. If they have the big motivation to learn English speaking they would be able to increase their ability in speaking English.

- d. Join the extra class of English. Most of the students only learn and practice to speak English in class activity. They have limited capacities and opportunities to speak outside the classroom. Visiting the new place, discussing or debating in meeting club, meeting with native speaker are also good ways to reduce the students' bore. According to the focus group discussion with all of the students, the researcher got the point that most of them want felt bored study always in classroom.
- e. Use the interesting strategy. Another cause for the problems in speaking English is poor teaching English strategy. The students felt bored in learning English in class because of poor teaching in English strategy. The lecturer have to make them interested in the material. However they were just children that need something interesting and sometimes need something enjoyable. There are so many methods of teaching or strategies in English class to make them speak English up. But, unfortunately the lecturers did not use it because of some reasons. Most of the lecturer only used traditional strategies. It is better for the lecturer to find out

creative strategies in teaching. Today is modern era with many kinds of technology which can be found in everywhere.

## **B. Review of Related Finding**

There were some researchers which have done the research that related to this research, as follow:

The first research was written by Fitri. The result of this research showed that there is a dominant aspect found in this study, the most dominant difficulty of students' difficulties in speaking English is Academic and conversation English skills and obstacles linguistic.<sup>33</sup> So that The category of students' difficulties in speaking English are Strong in Academic and conversation English skill.

The second researcher was written by Fahira. The result of this study the researcher found that most of the students have several difficulties in speaking English. The students do not know the vocabulary because they do not want to memorize the vocabulary. They worry about making mistakes in grammar and pronunciation. They are feel shy to speak in front of the class because they afraid if laughed at by their friends. They prefer to use their own language<sup>34</sup>. So, that there are several students' difficulties in speaking English, there were lack of vocabulary, lack in pronunciation, poor in grammar, fear of mistake, shyness and mother-tongue use.

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<sup>33</sup> Nur Hadiyah Fitri, "An Analysis on Students' Difficulties in Speaking English at Islamic Senior High School Kotabaru Seberida" (State Islamic University of Sultan Syarif Kasim Riau, 2019), <https://repository.uin-suska.ac.id/> / p.47.

<sup>34</sup> Ayu Hana Fahira, "Students' Difficulties In Speaking English For EFL Students At The Eleventh Grade of MA Miftahul Ulum Kradinan Madiun In Academic Year Of 2021/2022" (State Institute of Islamic Studies Ponorogo, 2022), <http://etheses.iainponorogo.ac.id/> / p. 58.

The third researcher was done by Suari. The result of the research showed that the students have difficulties in pronunciation, lack of grammar, difficult to memorize vocabulary, afraid to speak, shy to speak in front of the class, not confidence, and have no motivation in learning speaking English.<sup>35</sup> So, that the difficulties source from the internal of the students itself. The students still afraid to speak in English, the students shy if their pronunciation wrong when their speak English. The students feeling was not interesting in English class, so that the students' perception if speaking English was difficult and become something scary in their whole life.

The fourth researcher was done by Nofitri. The result of this research showed that the factor affecting of students' difficulties in speaking English are lack of vocabulary, lack of competence in writing sentences, when the students perform speaking English they are nervous and stutter in expressing the sentences, lack ideas to create and develop the sentences, and lack of interest in learning English.<sup>36</sup> So that the main cause of the students' difficulties are lack of interest in learning English. In addition, they are given a few minutes to understand the topic that is given by the teacher, and suggest them to the English media that have the easier vocabularies to be understood by the students.

The fifth researcher was done by Astuti. The result of this research showed that the students' difficulties in speaking English are influenced by two factors,

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<sup>35</sup> Willy Suari, "An Analysis of Students' Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa" (State Islamic University of North Sumatera, 2021), <http://repository.uinsu.ac.id> / p. 44.

<sup>36</sup> Indria Nofitri, "The Students' Difficulties In Speaking English At Eleventh Grade of Pptq Muallimin Muhammadiyah Pakan Sinayan" (State Institute of Islamic Studies Bukittinggi, 2021), <http://repo.iainbukittinggi.ac.id> p.61.

namely linguistic factors and psychological factors.<sup>37</sup> So that linguistic factors consist of lack of vocabulary, lack pronunciation, and lack of grammar, while psychological factors are lack of confidence, shyness, and fear of making mistakes.

Based on the related finding above, it can be seen this research topic has the same with those findings that is investigated students' difficulties in speaking English, but the different between this research with the previous research are; this research going to be conducted to the students who are studying English speaking at university students. However, the previous researchers did the research to the students in Junior and Senior high school.

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<sup>37</sup> Santi Astuti, "An Analysis of Students' Difficulties in Speaking English at The Seventh Grade of Junior High School 1 Sragen in The Academic Year of 2022/2023" (State Islamic University Raden Mas Said Surakarta, 2022), <https://eprints.iain-surakarta.ac.id> p.59.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

This research was done at State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan which addressees on T. Rizal Nurdin 4,5 km street Sihitang, Southeast Padangsidempuan district, North Sumatera Province, Indonesia. The time of this research was started on April until finish.

#### B. Method of the Research

In this research, the researcher used descriptive qualitative research. According to Tracy, states that qualitative research is descriptive. It means that collected data was in the form of words rather than number. Qualitative research method focuses on the thick description of context and often emerges from situated problems in the field.<sup>38</sup> According to Cresswell in Royadi stated, that qualitative research is a process of scientific research that is intended to understand human problems in a social context by creating a comprehensive and complex picture presented, reporting detailed views of sources information, and carried out in natural settings without any intervention from researchers.<sup>39</sup>

It can be concluded that descriptive qualitative research is a method to achieve basic understanding through the experience of researchers who are processed directly and realized with the subject and location in the form of real reports and factual field notes. researcher choses descriptive qualitative research

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<sup>38</sup> Sarah J. Tracy, *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact* (West Sussex, UK: Wiley-Blackwell, 2013) p.21.

<sup>39</sup> Dedi Royadi et al. "Effectiveness Management of Qualitative Research in Writing Scientific Papers," *ATM*, Vol.3, No. 1, January 2019, p.86.

in this research. This research provided an overview of the phenomena that occurred initially without experimental intervention. This research described the difficulties of speaking in language problems, the factors that make students difficult in speaking, and the strategies students use to overcome the difficulties of speaking in language problems, especially in speaking at third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

### **C. Participant of the Research**

The sources of data in this research were from the speaking lecture and some of students who expected be able to give more information about what the researcher dug in this research related to the research problem. To determine the sample that used in this research, the researcher used a sampling technique. The sampling technique in this research is purposive sampling.

According to Marguerite in Budiana, stated purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied.<sup>40</sup> The reason for using purposive sampling technique is because the class that had been selected by the researcher had the lowest average basic speaking lesson value than other classes, and this is one of the specific reasons why researchers choose that class.

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<sup>40</sup> D Budiana, “ Chapter iii Research Methodology Raden Intan Repository” ( <http://repository.radenintan.ac.id> Accessed at December 29, 2022 Retrieved on 11: 55 Pm).

Therefore, the researcher chose a purposive sampling technique by setting certain considerations or criteria. The researcher chose the subjects from English department-1 that consists 20 students of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan because the researcher wants to know the factors that cause students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan.

#### **D. Instruments of Collecting Data**

The researcher used two techniques in collecting data. The first technique was observation, and the second technique was interview. According to Sugiyono in Nurjanah, qualitative research method is the technique of collecting data. Collecting of data is important of the research. It is because collecting data used to support the successful research.<sup>41</sup> In the classroom, the researcher takes photograph to provide more accurate data. In this research, the researcher used data some techniques of qualitative data collection including: observation, and interview.

##### **1. Observation**

Observation is one of the technique that used to collect the data. The researcher is able to find the answer by focusing and taking participant in an event or activity. According to Sarwono, stated that observation is the thing that can support the research is observation,

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<sup>41</sup> S Nurjanah, "Research Methodology" (<http://repository.unpas.ac.id>) Accessed at January 07, 2023 Retrieved on 11:53 pm.

because observation activities include recording systematically the events, behaviors, objects see other things needed to support the research being carried out.<sup>42</sup> Observation were carried out two times and carried out in the English class third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

## 2. Interview

Interview is another way to get information through conversation. Interview is a conversation between interviewer and interview in order to get information through some questions and responses. According to Edwards and Holland in Anozie, Interviewers are specialized people who act professionally to seek relevant information from subjects to validate their research hypotheses. Significantly, the subjects of the interview process are the interviewees.<sup>43</sup> In this research, the researcher had interviewed 20 students at the semester English department-1 class of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

## E. Technique of Collecting Data

In this research the data was collected using interview and observation.

### 1. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. In

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<sup>42</sup> Jonathan Sarwono, *Quantitative, Qualitative And Mixed Method Research Methodology* (Bandung: International Women University Bandung Indonesia, 2022), p.96.

<sup>43</sup> Christina Blash Anozie, "Literature Review for the Type of Interview in Qualitative Research," *International Journal of Education*, Vol. 9, No. 3, September 2017, p.88.

this research, the researcher used structured interview, it's mean that the interviewer prepared questions before conducting the interview. This interview was conducted to students at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. The purpose of the interview is to obtain direct information

In this research, the researcher interviewed 20 students at the third semester English department-1 class of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. The researcher asked some questions about difficulties and factors make students' difficulties in speaking English. Then this research conducted face to face interviews with participants. This research proposed some questions related to the research title. To get information, this research interviewed the participant to explore their opinion more deeply. This research used mobile phone as an instrument to record the data from interviews.

**Table 1**

**Indicators of interview**

<b>Indicators</b>	<b>No</b>	<b>Aspects</b>	<b>Number of items</b>
Language problems in speaking English	1	Inhibition	1,2
	2	there is nothing to say	3
	3	Low or uneven	4

		participation	
	4	Mother tongue use	5

## 2. Observation

Observation is an activity to pay attention to objects research carefully and aim to record the relevant situation with the research purpose.<sup>44</sup> The important purposed of observation was to provide researchers with a realistic picture of a behavior of event related to the activity of the object of the research.

In this observation was carried out two times, where this observation began on 5 to 12 April 2023. The researcher had joined the class and observed the learning process. The observation was conducted to get the data about the students' difficulties in speaking. The recording was run by recorder equipment, which is voice recorder. The researcher prepared the recorder before the class is started. The researcher place the recorder near the students to get the clear voice. The note was taken by researcher herself during the observation. Finally, to ensure the obtained data, the researcher compares both the field note and the recording. The recording was transcript, it was the additional proof to complete the taken note.

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<sup>44</sup> Eko Murdiyanto, *Metode Penelitian Kualitatif*, 1<sup>st</sup> ed. ( Yogyakarta: Lembaga Penelitian dan Pengabdian Pada Masyarakat UPN “ Veteran” Yogyakarta Press, 2020). Hlm.54.

## F. The Technique of Data Analysis

The data analysis was used after the data has been collected through doing observation and interview. The data analysis for study done by applying the procedure suggested by Miles and Hubermans' model, they were data reduction, data display (presentation), and drawing conclusion.<sup>45</sup> The explanation of those procedure as follows:

### 1. Data Reduction

The first step in this research was data reduction. Data reduction referred to the process of selecting, focusing, synthesizing, and transforming the data that appear in written-up field notes or transcription. In this research, the researcher firstly analyzing the data by listening and recording interview, listen carefully and checking the data by reading transcription to saw the result. The researcher also took some notes to make easy in analyzing the data continuing to the next step.

### 2. Data display ( presentation)

The second step in this research was data display. Data display is the an organized, compressed assembly of information that allows conclusion drawing and action. For this step, the researcher showed the data which was contains students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

### 3. Drawing conclusion

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<sup>45</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, Second edi ( London, 1994). P.10.

The last step in this research was drawing conclusion. It meant after finishing data reduction and data display, the researcher conducted the result of the research based on the research problem that has been researched.

On the other hand, if the data was not valid or the result unclear, this research should repeat the process starting from displaying the data I ordered to check whether the data display were in line with the formulation of the problem being investigated in the study or not. In other words, final conclusion can be made whether the data display answer the research problem being investigated in the present study.

#### **G. Techniques to Maintain the Data Trustworthiness**

Every research required a standard to determine the degree of belief or truth in the results of the research. This standard was often referred to as trustworthiness. Checking the validity of the data trustworthiness is very important. It aims to reduce reliable data answers and be trusted scientifically. It helped the researcher be better for understanding while the researcher made sense of data and information.

According to Lincoln and Guba in Salim and Syahrudin stated there were six trustworthiness such as: observation extension, persistent observation, triangulation, negative case analysis, using reference material and member check.<sup>46</sup> Here the explanation about the statement above, they were:

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<sup>46</sup> Salim and Syahrudin, *Metodologi Penelitian Kualitatif*, ed. Haidir, 5<sup>th</sup> ed (Bandung: Citapustaka Media, 2012). Hlm. 165.

### 1. Observation Extension

With the extension of the observation meant the researcher returns to the field, made observations, interview again with the data sources that have been found or new. This could improve the relationship between the researcher and the resource person, in an extension of this observation to the credibility of the data in this research it should be focused on testing the data that obtained.

### 2. Persistent observation

Persistent observation means searching consistently interpretation with various ways in relation to the analytical process that constant or tentative. This concerned that the researcher's craft in carrying out his research, so the researcher was looking for a business limiting influences.

### 3. Triangulation

Triangulation was a technique for checking data validity by utilizing something else outside the data it is for checking or comparison purposes the relevant data. <sup>47</sup>In other words, with this triangulation, the researcher could recheck the result of their research way of comparing it with various other sources, methods, or theories. This research, use two types of data sources such as; data from observation and interview.

### 4. Negative Case Analysis

Negative case analysis as carried out by reviewing things that have happened, recorded in field notes, whether there were still data that did

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<sup>47</sup> Farida Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*, 1<sup>st</sup> ed. (Surakarta: Cakra books, 2014). Hlm. 115.

not support the main data. It meant that the researchers were looking for different or even contradictory. If there was no more different data or contra to the findings meant that the data found has been can be trusted. But if there were researchers still got contra of the data found, the researcher may change the findings.

#### 5. Using reference material

Reference material is the existence of supporters to prove the data that have been found by researchers. In a research using reference material such as interview data need to be supported by the recording of the interview, equipped with authentic photos or document, making them more trustworthy.

#### 6. Member Check

Checking with members who involved in the data collection process is very important in checking the degree trust. When the members agree with all the report from this research then the conclusion and the result of this research can be trusted.

According to Denzin in Fusch there are four types of triangulation for correlating people, time, and space; theoretical triangulation, investigator triangulation and methodological triangulation.<sup>48</sup> In this research, the researcher used methodological triangulation to verify the data, because the researcher used some technique to collect the data. Methodological was a type of triangulation that was used more than one

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<sup>48</sup> Patricia Fusch et al, “ Denzin’s Paradigm Shift: Revisiting Triangulation in Qualitative Research, “ *Journal of Social Change*, Vol. 10, No. 1, January 2018, p. 22.

technique to collect the data for getting same data. It was used to get valid data and verify the data from the field.

The methodological triangulation started with interview and observation. The first step was interview the informant. The informant was the students. In this section, the researcher conducted interview with 20 students at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan and record the information from them.

The recorders were used to make transcripts. Then, the next step was observation, the researcher conducted observation in writing class taught by lecturer and made a not about all the activity that happened in that classroom. After that, the researcher comparing both field notes and the transcripts got the valid data.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Findings**

Researchers got information about the students' difficulties in speaking and the factors that make student difficult in speaking. The researcher was conducted interviews with 20 students based on the list of final exam scores for the English program for the 2022/ 2023 academic year. Observations were made to determine the process of speaking in class. In collecting data, researchers used observation. The researcher observed the students' difficulties and factors that cause students' difficulties in speaking English. Observations were made twice by researchers at the third semester English department for the 2022/ 2023 on 5<sup>th</sup> and 11<sup>th</sup> April 2023. Based on the results of observations and interview, researchers can draw conclusions about students' difficulties in speaking English. The results of observation and interview can be seen as follows:

#### **1. Language Problems Make Student Difficult in Speaking**

##### **a. Inhibition**

Based on the interview result, students had language problem about inhibition. The researcher analyzed that when the students spoke in the class they felt nervous and shy. When the lecturer asked the students to speak English in front of the class they are lack of confidence when facing the audience. Inhibition becomes one of the obstacles for the

students to speak English because it influences it make the students felt nervous, shy and unconfident.

Researcher: what is your response or opinion when the lecturer asks you to speak English in front of the class?

Students D: I feel nervous and lack of confidence. Sometimes I feel shy.<sup>49</sup>

b. Nothing to say

The factor faced by the students in speaking English was when they spoke in front of the class, not many students can express the ideas because of the lack of vocabulary and lack of grammar mastery. The students had no motive to express themselves. If they got the question from the lecturer, they did not say something or speechless. Based on the interview, the researcher analyzed that if they were asked questions by the lecturer, they did not say something, they were confused to answer the lecturers' question in English, they were afraid if they made mistake when answering the question. Nothing to say becomes one of obstacles for the student to speak English because the student cannot express the ideas in English.

Researcher: what are your difficulties in speaking English?

Students DSN: my difficulties in speaking English are grammar and vocabulary. I do not have many vocabularies until now and not all of my pronunciation is correct.<sup>50</sup>

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<sup>49</sup> Dahliana, *Personal Interview*, Third Semester Students, English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April 2023 at 10:0 a.m.

c. Low or uneven Participation

Low or uneven Participation Only one participant at a time can talk if he is to be heard and in large groups, this means that everyone will have only very little speaking time. Based on the data the researcher found that only one participant could talk at a time because of large classes and the tendency of some students to dominate, while others speak very little or not at all. Low participation become one of the obstacles for the students to speak English because the students felt unable to speak English among the other student in the class and the lecturer less attention to student who just keep silent and did not want to participate in speaking class. As a result, the students become passive in speaking class.

Researcher: what are your difficulties in speaking English?

Students RA: to make the structure of sentence well and sometimes about pronunciation.<sup>51</sup>

d. Mother tongue use

Based on the interview the researcher analyzed that the student did not use English well, they still used their mother tongue. Because they are not able to speak English and the students used mixed language. The

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<sup>50</sup> Dea Sulistia Ningsih, *Personal Interview*, Third Semester Students English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April 2023 11:15 a.m.

<sup>51</sup> Rabiatal Adawiyah, *Personal Interview*, Third Semester Students English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April 2023 at 10:30 a.m

students combine between their mother tongue and English in speaking class. They use Indonesian and Batak language as their mother tongue. Mother tongue is one of the obstacles for the student to speak English because the students use their mother tongue in speaking habit in the classroom. So, they cannot create English community in their classroom.

Researcher: what language do you speak while you are studying English in the classroom?

Students FWN: I usually speak Indonesian with my friends and we mix with Batak language.<sup>52</sup>

## **2. Factors Caused Student Difficult in Speaking**

In this part the researcher discussed about the factors that caused students difficulties speaking. The researcher took some conclusion about the factors make psychological problems and language problems in speaking. Based on the theory Sadtono there were factors that influence the difficulty in speaking.

### **Linguistic Factors**

Linguistic factors it means difficulties found from the target language. linguistic factors has three categories they are; lack of pronunciation, lack of vocabulary, and lack of grammar.

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<sup>52</sup> Fitri Wahyuni Nasution, *Personal Interview*, Third Semester Students English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April at 12: 30 a.m.

a. Lack of pronunciation

After interviews with the third semester students English program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, the researcher asks what are your difficulties in speaking English? The researcher found the difficulties faced by the informants 3 and 12. The explanation of difficulty as follows:

Researcher: what are your difficulties in speaking English?

Informant 3: my difficulties in speaking English is pronunciation because sometimes I cannot pronounce the word clearly.<sup>53</sup>

Researcher: what are your difficulties in speaking English?

Informant 12: my difficulties in speaking English are pronunciation and intonation.<sup>54</sup>

Based on the results of the interview above, it can be interpreted that the third semester students English program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan have difficulty in speaking English because the students difficult to pronounce, very different from mother tongue which is always used in everyday life.

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<sup>53</sup> Nur Hapni Harahap, *Personal Interview*, Third Semester English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April at 10: 50 a.m

<sup>54</sup> Riska Evy Rianti Hasibuan, *Personal Interview*, Third Semester English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April at 11: 15 a.m

So it can be concluded that the difficulty of pronouncing words in English is one of the problems that make students always find it difficult when speaking English.

b. Lack of vocabulary

The researcher conducted interviews with informant 2,8, and 9. the researcher asked what difficulties students faced when speaking English and the researcher found one difficulty that the students faced. The result of interview was:

Researcher: what are your difficulties in speaking English?

Informant 8: it's hard to string words together because I do not really understand vocabulary.<sup>55</sup>

Researcher: what are your difficulties in speaking English?

Informant 9: when I found words that are difficult to understand and limited vocabulary.<sup>56</sup>

Based on the results of the interviews above, it can be concluded that students' difficulties in speaking English are caused by lack of vocabulary. Vocabulary is a very important thing to be mastered and owned by someone if they want to be fluent and able to speak in English.

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<sup>55</sup> Nur Aisyah, *Personal Interview*, Third Semester English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April at 11: 25 a.m.

<sup>56</sup> Nurilan Harahap, *Personal Interview*, Third Semester English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April at 11:30 a.m.

c. Lack of grammar

The researcher conducted interviews with informant 10 and 15. The researcher asked what difficulties students faced when speaking English and the researcher found one difficulty that the students faced. The result of interview was:

Researcher: what are your difficulties in speaking English?

Informant 10: my most difficulties in speaking English is arrangement the words.<sup>57</sup>

Researcher: what are your difficulties in speaking English?

Informant 15: in grammar, I know what I want to say in Indonesian language but, to make it in English I still need Google translate.<sup>58</sup>

Based on the results of the interviews above, it can be concluded that students' difficulties in speaking English are caused by lack of grammar. Grammar is the one aspect of English speaking skill. It functions as the rule governing the conventional arrangement and relationship of the words in the sentence. The competence to build a sentence with a correct grammar indicates who the speaker is.

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<sup>57</sup> Putri Agni Ananda, *Personal Interview*, Third Semester Students English Program State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April 2023 at 11:40 a.m

<sup>58</sup> Sahira Zahra Harahap, *Personal Interview*, Third Semester Students English Program State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April 2023 at 11:45 a.m

### **Psychological factors**

Psychological factors it means study of process and behavior of humans in their interaction with the environment. Psychological factors divided in to four categories they are; fear of the mistakes, shyness, anxiety and lack of confident.

a. Fear of the mistakes

The main factor of this case the students are feeling afraid of looking brainless in front of their friends, they are afraid if their friends will laugh if they made a mistake when do speaking. They are also afraid to try to speak, how they will sound and looking silly. The result of interview was:

Researcher: how do you feel while you are speaking in front of the class?

Informant 12: I feel afraid to make a mistakes because English not my first language.<sup>59</sup>

From the interview above, the researcher can be concluded that students afraid made a mistakes when they practice speaking in front of their friends.

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<sup>59</sup> Riska Evy Rianti Hasibuan, *Personal Interview*, Third Semester Students English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April 2023 at 11:50 a.m

b. Shyness

Shyness is a factor that caused by other problems. This refers to student by emotional on sometimes, for example when they want to speech in the front of the classroom and in front of their friends. They shyness comes and it will make their thought is blank and forget what they want to say. The statement from one of the students is as follows:

Researcher: How do you feel while you are speaking in front of the class?

Informant 17: I feel nervous and shy.<sup>60</sup>

From explanation above the researchers can make conclusion, when they were felt nervous and shy, it would really possible for them to lose their word in their mind.

c. Anxiety

Anxiety affects to students' speaking performance, affect their quality of oral speaking production and make students perform less than they want. The statement from one of the students is as follows:

Researcher: how do you feel while you are speaking in front of the class?

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<sup>60</sup> Suci Apriani Rangkuti, *Personal Interview*, Third Semester Students English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April 2023 at 11: 55 a.m

Informant 18: I felt nervous and quiet. Because I don't understand what to say so I can only scratch my head, and I don't understand what my friends is saying.<sup>61</sup>

Based on the result the data above, researchers can conclude that one of students feel anxious when speaking English in front of the class.

d. Lack of confident

Lack of confidence become a big problem for students. It is because a lack of confidence can affect students' speaking performance. Lack of confidence themselves will affect in their speaking, they will afraid and also feel suffer to communicate. In addition, they will have thought that they are bad in English and cannot speak English as well as they want. The statement from one of the students is as follows:

Researcher: how do you feel while you are speaking in front of the class?

Informant 2: I feel lack of confidence in front of the class.<sup>62</sup>

Based on the result the data above, researchers can conclude that one of students feel not confident when speaking English in front of the class.

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<sup>61</sup> Ullum Hasanah, *Personal Interview*, Third Semester Students English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April 2023 at 13: 00 p.m

<sup>62</sup> Anita Rahma Ritonga, *Personal Interview*, Third Semester Students English Program of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, 05 April at 13: 15 p.m.

## **B. Discussion**

In this discussion, researchers examined students' difficulties in speaking English at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Based on the result of the study, there were 7 difficulties faced by students at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. the difficulties are 1) lack of pronunciation, 2) lack of vocabulary, 3) lack of grammar, 4) Fear of the mistakes, 5) shyness, 6) anxiety, 7) lack of confident.

The first difficulty is lack of pronunciation. The meaning of this problem is the difficulty faced by students in learning speaking, namely difficulty in pronouncing. The pronunciation of English with the mother tongue used by students in everyday life is certainly different. Because of that, students have difficulty in pronouncing words in English.

The second difficulty is lack of vocabulary. The meaning of this problem is that students find it difficult to learn speaking because it is difficult to understand vocabulary, where vocabulary is the first capital that must be owned if students want to learn speaking easily. Students' common are they did not confident, limited fluency and limited vocabulary.

The third difficulty is difficult to understand grammar. The meaning of this problem is that students find it difficult to learn speaking because of difficulty of combining or arranging words in correct English rules. grammar become difficult

because learners do not learn structures on in a time. They have no idea if they think too long about grammar when they make good sentences. Students must learn more about English grammar so that the can speak English fluently.

The fourth difficulty is Fear of the mistakes. The problem means that students are less active in classroom because students find it difficult to learn speaking. if students are asked by the lecturer to speak in English students feel afraid to say the wrong word, so that fear makes the students find it difficult to learn speaking.

The fifth difficult is shyness. The meaning of this problem is that students find it difficult to speak in English because they are influenced by shame, when students feel embarrassed students are afraid of being wrong and affect their confidence when they want to speak in English. students' common difficulties are they did not confident, limited fluency and limited vocabulary.

The sixth difficulty is anxiety. Anxiety is a feeling of apprehension that caused students always thinks future event always bad. The meaning of this problem is that students find it difficult to speak in English because they have difficulty in thinking clearly under the anxious moment.

The seventh difficulty is lack of confident. The meaning of this problem is that students find it difficult to master their English speaking skills if the lack of confidence in their abilities.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusion of the research and suggestion for developing the students' difficulties in English speaking at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan .The following discussion provides the conclusion and suggestion of the study:

#### A. Conclusion

Based on the research finding, it can be concluded that the researcher found students' difficulties in English speaking and factors cause difficulties in English speaking.

1. Every student at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan had difficulties in English speaking. They were inhibition, nothing to say, low or uneven participation, and using mother tongue. Inhibition in speaking English is the same as they are afraid of making mistakes in vocabulary or grammar that they said in front of the class. they are afraid that someone will not respond or not understand what they are saying. nothing to say which caused students in class to feel scared and unable to utter any words. they think there is no motivation whatsoever when they want to say it. or uneven participation, especially in group work because some students feel they cannot have many opportunities to speak while in class. using

mother tongue, there are still many students who use their mother tongue when speaking English.

2. The students at the third semester English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan had student factors that cause difficulties in English speaking. Students have several factors ranging from student, these factors were caused of language problems in speaking. Students felt unmotivated in speaking English. The opportunity to speak when speaking also affects because students who have quite high difficulty rarely give opinions when speaking. Students felt that when they did not prepare the material when they will go forward in front of the class they will find it difficult and unable to speak.

### **B. Suggestion**

1. For the students
  - a. The students should more practice speaking in their daily life and explore their ability in speaking confidently and enjoy during the speaking class.
  - b. The students should be more active and have the motivation to learn and practice their English, especially in speaking.
  - c. The students should improve their vocabulary, pronunciation and meaning by using a dictionary or translate one by one word that can be easily used in their speaking activity.
2. For the English lecture

- a. The lecturer should not teach the students by using mother tongue when learn English especially in speaking, so that the students can improve their speaking.
  - b. The lecturer should make the learning process more fun and interesting. So, the students cannot be bored in teaching learning process.
3. For other researchers

The researcher hopes that other researchers could continue this research at related topic and find out other difficulties and strategies in speaking. Furthermore, the researcher recommends for other researcher to study the problems and strategies in speaking not only through observation but also through interview to get more real condition about students' problems and strategies.

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**APPENDIX I**  
**FIELD NOTE OBSERVATION**

Date : April 05<sup>th</sup> and 11<sup>th</sup> 2023  
Place : Writing class

<b>REAL</b>	<b>REFLECTIVE NOTE</b>
Lack of Pronunciation	Most of students had difficulties when they want to pronounce the word. When they speaking English they still often mispronounce of the words.
Lack of Vocabulary	The students did not have enough vocabulary because they still ask about the meaning of the word. The students also were so difficult to speak by using English even in very simple sentences.
Lack of confidence	The students did not believe their own ability. They thought that their ability is not good. They also felt embarrassed when they want to practice speaking, afraid of making mistake and afraid of being laughed at by the friends.
Anxiety	Almost all the students in the class felt anxiety when speaking English, because they afraid of making mistakes also nervous especially when asked one by one.
Shyness	When the students practicing in front of the class most of them felt shyness to speak English because they did not know what they want to speak.

## **APPENDIX II**

### **LIST OF QUESTIONS THAT HAS INTERVIEWED**

1. What is your opinion when the lecturer asks to speak English in front of the class?
2. How do you feel while you are speaking in front of the class?
3. Do you have any difficulties in speaking English?
4. What are your difficulties in speaking English?
5. What language do you speak while you are studying English in the classroom?

**APPENDIX III**  
**INTERVIEW TRANSCRIPT**

**Interview I**

Name : AN

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Waalaikumussalam
R	Introduce your self please!
S	My name is Aisyah Nasution
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous
R	How do you feel while you are speaking in front of the class?
S	I feel not confident
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	Sometimes, I did not know what will I want to say
R	What language do you speak while you are studying in the classroom?
S	English language

## **Interview II**

Name : ARR

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Waalaikumussalam
R	Introduce your self please!
S	My name is Anita Rahma Ritonga
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous
R	How do you feel while you are speaking in front of the class?
S	I feel nervous and not confident in front of the class
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	I have difficulties in vocabulary
R	What language do you speak while you are studying in the classroom?
S	Sometimes English language, sometimes Indonesian language

### **Interview III**

Name : D

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Waalaikumussalam
R	Introduce your self please!
S	My name is Dahliana
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous and lack of confidence
R	How do you feel while you are speaking in front of the class?
S	I feel shy
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in pronunciation because I cannot pronounce the word clearly about vocabulary
R	What language do you speak while you are studying in the classroom?
S	I speak English but mostly I use Indonesian language

### **Interview IV**

Name : DSN

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Waalaikumussalam
R	Introduce your self please!
S	My name is Dea Sulistia Ningsih
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous
R	How do you feel while you are speaking in front of the class?
S	I feel nervous while I speaking in front of the class
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	M difficulties in speaking English are grammar, vocabulary, I don't have many vocabularies until now and not all of my pronunciation is correct
R	What language do you speak while you are studying in the classroom?
S	Of course I speak English and Indonesian language

## Interview V

Name : FWN

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Waalaikumussalam
R	Introduce your self please!
S	My name is Fitri Wahyuni Nasution
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous
R	How do you feel while you are speaking in front of the class?
S	I feel nervous and no idea
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	Different accent in English and sometimes same word do not pronounce. So, it makes me confused.
R	What language do you speak while you are studying in the classroom?
S	I usually speak Indonesian language with my friends and we mix with Batak language

## **Interview VI**

Name : KS

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Waalaikumussalam
R	Introduce your self please!
S	My name is Kiki Septiani
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I don't know what I do, and I feel nervous and afraid
R	How do you feel while you are speaking in front of the class?
S	I feel confident if I know what I want to do
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	If there are difficult vocabularies I don't understand it well
R	What language do you speak while you are studying in the classroom?
S	Actually I use Indonesian language and English language

## **Interview VII**

Name : NHH

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Nur Hapni Harahap
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	Sometimes I feel nervous
R	How do you feel while you are speaking in front of the class?
S	I feel too nervous
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English is pronunciation
R	What language do you speak while you are studying in the classroom?
S	Sometimes Indonesian language sometimes English language

### **Interview VIII**

Name : NA

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Nur Aisyah
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous and afraid to say wrong words
R	How do you feel while you are speaking in front of the class?
S	I feel too nervous
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties are lack in vocabulary and grammar
R	What language do you speak while you are studying in the classroom?
S	Sometimes use Indonesian language sometimes English language

## **Interview IX**

Name : NH

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Nurilan Harahap
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel normally, because we are used to being required to speak English
R	How do you feel while you are speaking in front of the class?
S	I feel nervous
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English is when I found the difficult words because I have limited vocabulary
R	What language do you speak while you are studying in the classroom?
S	Sometimes Indonesian language sometimes English language

## Interview X

Name : PAA

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Putri Agni Ananda
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous
R	How do you feel while you are speaking in front of the class?
S	Honestly, I feel nervous because English not my first language
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My most difficulties in speaking English is arranging the words
R	What language do you speak while you are studying in the classroom?
S	It depends sometimes when the lecturer talked in Indonesian language I will answer it in Indonesian language but, mostly I speak English because I am a English student

## **Interview XI**

Name : RA

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Rabiaul Adawiyah
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel happy and brave even though my speaking is not well
R	How do you feel while you are speaking in front of the class?
S	I feel confident and cheerful
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My most difficulties in speaking English is to make the structure of sentence well and sometimes about pronunciation
R	What language do you speak while you are studying in the classroom?
S	English almost and sometimes Indonesian language

## **Interview XII**

Name : RERH

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Riska Evy Rianti Hasibuan
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel proud because between many students the lecturer only choose me
R	How do you feel while you are speaking in front of the class?
S	I am afraid to make a mistakes
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English is pronunciation and intonation
R	What language do you speak while you are studying in the classroom?
S	English language when I studied English

### **Interview XIII**

Name : RSS

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Riski Sakinah Siregar
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous and afraid my speaking is not well
R	How do you feel while you are speaking in front of the class?
S	I feel nervous but I can control it
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	I think need more vocabularies and the listener do not catch my point
R	What language do you speak while you are studying in the classroom?
S	While I studying in the classroom I use English language

### **Interview XIV**

Name : RFN

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Riski Fatma Nasution
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel normal
R	How do you feel while you are speaking in front of the class?
S	I feel nervous if I do not master the material that I will display
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English is pronunciation and limited vocabulary
R	What language do you speak while you are studying in the classroom?
S	I usually use Indonesian and English language but, I use English more often then Indonesian language.

## **Interview XV**

Name : SZH

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Sahira Zahra Harahap
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel confident even though I do not know what will I say
R	How do you feel while you are speaking in front of the class?
S	I feel nervous and happy at the same time
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English is grammar. I know what I want say in Indonesian language but, to make it in to English I need google translate because I have lack of vocabulary and grammar
R	What language do you speak while you are studying in the classroom?
S	Actually I use English and Indonesian language

## **Interview XVI**

Name : SRS

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Siti Ramadani Siregar
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous
R	How do you feel while you are speaking in front of the class?
S	I feel nervous and happy at the same time
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English is grammar
R	What language do you speak while you are studying in the classroom?
S	I mix it English and Indonesian language

## **Interview XVII**

Name : SAR

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Suci Apriani Rangkuti
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous and I don't know what will I say
R	How do you feel while you are speaking in front of the class?
S	I feel nervous and shy
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English is pronunciation
R	What language do you speak while you are studying in the classroom?
S	Actually I use English and Indonesian language

### **Interview XVIII**

Name : UH

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Ullum Hasanah
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous and afraid to make a mistakes because my grammar is not well
R	How do you feel while you are speaking in front of the class?
S	I feel nervous and all of students focus to me
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English are pronunciation and grammar
R	What language do you speak while you are studying in the classroom?
S	Of course English and Indonesian language

## **Interview XIX**

Name : WH

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Wita Hutabarat
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel brave
R	How do you feel while you are speaking in front of the class?
S	I feel nervous and not confidence
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English arranging the sentences
R	What language do you speak while you are studying in the classroom?
S	English and Indonesian language

## **Interview XX**

Name : YSS

Status : Student

Class : Third semester English Program

Date : April 05<sup>th</sup> 2023

	Text interview
R	Assalamualaikum
S	Walaikumussalam
R	Introduce your self please!
S	My name is Yuyu Sartika Siagian
R	What is your opinion or response when the lecturer asks you to speak English in front of the class?
S	I feel nervous and sometimes I feel confident
R	How do you feel while you are speaking in front of the class?
S	I feel nervous and sometimes I feel confident
R	Do you have any difficulties in speaking English?
S	Yes I do
R	What are your difficulties in speaking English?
S	My difficulties in speaking English in pronunciation
R	What language do you speak while you are studying in the classroom?
S	Actually I speak English but, sometimes I speak Indonesian language

**APPENDIX IV**  
**DOCUMENTATIONS**

**1. Learning Process**



**2. Interview with students**





## CURRICULUM VITAE



### A. Identity

Name : Siti Wildayati Hasibuan  
Reg. Number : 17 203 00035  
Place/ Birth : Hapung/ May, 01<sup>th</sup> 1999  
Address : Jl. Lintas Sibuhuan- Hapung, Padanglawas  
Gender : Female  
Religion : Islam  
Phone Number : 0823-7037-6224  
Email Adresses : [sitiwildayati6@gmail.com](mailto:sitiwildayati6@gmail.com)  
Parents : Mr. Maas Hasibuan and Mrs. Siti Dewarna Lubis  
Siblings : Eri Nuriyati Hasibuan, Rahmawati Arami  
Hasibuan and Siti Khalidasiah Hasibuan

### B. Educational Background

No	Education	Graduate Year	Place
1.	SDN1407 Hapung Hutabaru	2011	Hapung Hutabaru
2.	SMPN 2 Ulu Sosa	2014	Hapung
3.	SMAN 1 Barumun	2017	Sibuhuan
4.	State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan	2023	Padangsidempuan



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telephone (0634) 22080 Faximile (0634) 24022  
Website : <https://fik.unssi.hada-padangsidempuan.ac.id> E-mail : [fik@unssi.hada-padangsidempuan.ac.id](mailto:fik@unssi.hada-padangsidempuan.ac.id)

Nomor : 155 / In.14/E.6a/PP.00.9/10/2020 13 Oktober 2020  
Lamp : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Zainuddin. S.S., M. Hum (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd (Pembimbing II)

di-Padangsidempuan

Assalamu'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan UIN SYAHADA Padangsidempuan. maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Siti Wildayati Hasibuan  
Nim : 1720300035  
Fak/Jurusan : FTIK/ TBI  
Judul Skripsi : **The Students' Difficulties in Spaking English at the Third Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan**

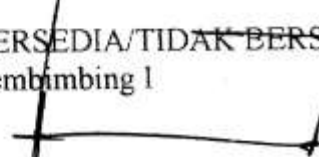
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

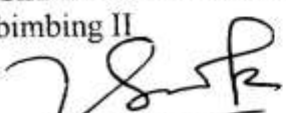
  
**Fitri Rayani Siregar, M.Hum.**  
NIP 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA  
Pembimbing I

  
**Zainuddin, S.S., M. Hum**  
NIP. 19760610 200801 1 016

BERSEDIA/TIDAK BERSEDIA  
Pembimbing II

  
**Sokhira Linda Vinde Rambe, M.Pd**  
NIP. 19851010 201903 2 007



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UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4.5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 2992 /In.14/E.1/TL.00/10/2022  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

Yth. Dekan FTIK UIN Syahada Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Siti Wildayati Hasibuan  
Nim : 1720300035  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Desa Hapung Kabupaten Padang Lawas

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Difficulties in Speaking English At The Third Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidempuan, 4 Oktober 2022  
a.n Dekan  
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, MA  
NIP. 19801224 200604 2 001



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**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0834) 22087 Faximile (0834) 24022

Nomor : 61 /Un.28/E.6a/PP.00.9/07/2023  
Hal : Surat Keterangan Penelitian

(8 Juli 2023

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan menerangkan bahwa:

Nama : Siti Wildayati Hasibuan  
NIM : 17 203 00035  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan dari tanggal 5 s/d 11 April 2023 dengan judul "The Students Difficulties in Speaking English At The Third Semester English Department Of State Islamic University Ali Hasan Ahmad Addary Padangsidempuan".

Jemikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

  
Fitri Rayani Siregar, M. Hum.  
NIP. 19820731 200912 2 004