

**AN ANALYSIS OF STUDENTS' PROBLEMS
IN SPEAKING ENGLISH AT THE GRADE XI-I
OF SMA NEGERI 3 PADANGSIDIMPUAN**



A Thesis

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

Written By:

DEVIANA SARI PANE

Reg. Num. 20 203 00016

ENGLISH EDUCATION DEPARTMENT

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

2025

**AN ANALYSIS OF STUDENTS' PROBLEMS
IN SPEAKING ENGLISH AT THE GRADE XI-I
OF SMA NEGERI 3 PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd)
in English Educational Departement*

Written By:

DEVIANA SARI PANE
Reg. Num. 20 203 00016

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2025**

**AN ANALYSIS OF STUDENTS' PROBLEMS
IN SPEAKING ENGLISH AT THE GRADE XI-I
OF SMA NEGERI 3 PADANGSIDIMPUAN**



A Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd)
In English Educational Departement*

Written By:

DEVIANA SARI PANE
Reg. Num. 20 203 00016

Advisor I


Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II



Yusni Sinaga, S.Pd, M.Hum
NIP. 19700715 200501 2 010

**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

LETTER OF AGREEMENT

Term : Thesis

a.n. Deviana Sari Pane

Padangsidempuan, 27 November 2025

To: Dean of Tarbiyah and Teacher
Training Faculty

In

Padangsidempuan

Assalamu'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Deviana Sari Pane, entitled "*An Analysis of Students' Problems in Speaking English at The Grade XI-I of SMA Negeri 3 Padangsidempuan*". We assumed that the thesis has been acceptable to complete the assignments and fulfil 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 in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

Advisor I



Dr. Eka Sustri Harida, M. Pd.
NIP. 19750917 200312 2 002

Advisor II



Yusni Sinaga, S.Pd., M.Hum.
NIP. 197007152005014 2 010

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As Academic Civity of The State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan, the name who signed here:

Name : Deviana Sari Pane
Registration Number : 20 203 00016
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
Kind : Thesis

For development of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan *non exclusive royalty right* on my thesis entitled: ***“An Analysis of Students’ Problems in Speaking English at The Grade XI-I of SMA Negeri 3 Padangsidempuan”***. With all sets of equipments (if needed). Based on this *non exclusive royalty right*, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan has the right to save, to format, to organize in database form, to keep and to publicate my thesis as for as I am determined as a writer and owner of its creative right.

Above all, this statement is made trueheartedly to be used properly.

Made in : Padangsidempuan
Date : 27 November 2025
Signed,



Deviana Sari Pane
Reg.Num. 20 203 00016

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Deviana Sari Pane
Registration Number : 20 203 00016
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
The Title of Thesis : An Analysis of Students' Problems in Speaking English at The Grade XI-I of SMA Negeri 3 Padangsidempuan

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it declarating to arrange own thesis without doing plagiarism as it is in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan article 14 subsection.

I do this declaration thrutfully, if there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get the punishment as it is required in students' academic degree disrespecfully, and other punishment regarding norms and legal law.

Padangsidempuan, 24 November 2025

Declaration Maker



Deviana Sari Pane
Reg.Num. 20 203 00016



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faxmile (0634) 24023

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Deviana Sari Pane
Registration Number : 20 203 00016
Department : English Education
Faculty : Tarbiyah and Teaching Training Faculty
The Title of Thesis : An Analysis of Students' Problems in Speaking English at The Grade XI-I of SMA Negeri 3 Padangsidempuan

Chief,

Dr. Hamka, M.Hum.
NIP. 19840815 200912 1 005

Secretary

Sri Rahmadhanli Siregar, M.Pd.
NIP. 19860506 202321 2 045

Members,

Dr. Hamka, M.Hum.
NIP. 19840815 200912 1 005

Sri Rahmadhanli Siregar, M.Pd.
NIP. 19860506 202321 2 045

Dr. Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Yusni Sinaga, S.Pd., M. Hum.
NIP. 19700715 200501 2 010

Proposed:

Place : Padangsidempuan
Date : December 17th, 2025
Time : 08.00 WIB s/d 10.00 WIB
Result/ Mark : 86,5/A
IPK : 3.52
Predicate : Pujian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
Jalan T. Rizal Nurdin Km 4,5 Sihitang Kota Padang Sidempuan 22733
Telepon (0634) 22080 Faximili (0634) 24022

LEGALIZATION

Thesis : **An Analysis of Students' Problems in Speaking English at The Grade XI-I of SMA Negeri 3 Padangsidempuan**

Written by : **Deviana Sari Pane**

Reg. No : **20 203 00016**

Faculty/Department: **Tarbiyah and Teacher Training faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd)



Padangsidempuan, December 2025

Dekan

Dr. Lenya Hilda, M.Si.

NIP 19720920 200003 2 002

ABSTRACT

Name :Deviana Sari Pane
Reg. Number :20 203 00016
Tittle of Thesis :”An Analysis of Students’ Problems in Speaking English at the Grade XI-I of SMA Negeri 3 Padangsidimpuan.”

This study aims to analyze the problems faced by students at SMA Negeri 3 Padangsidimpuan in speaking English. The focus of the study covers the problems experienced by students in speaking and the factors that cause them, as well as the teachers' plans to overcome the students' speaking problems. The method used is qualitative. The researcher collected data through observation and interviews. The researcher selected 10 students from class XI-I and English teacher as the sample. The sample was taken using purposive sampling. The results of the study show that students experience various problems when speaking, such as inhibition, nothing to say, lower uneven participation, and the use of mother tongue use, with low or uneven participation being the most dominant problem faced by students. These problems also arise due to several factors, namely psychological factors, linguistic factors, environmental factors, and student factors. Among these, linguistic factors, namely vocabulary, are the dominant factor experienced by students. This study conclude that students' speaking problems are caused by a combination of interrelated internal and external factors. Therefore, teachers state that there is a need for a teaching approach that pays attention to aspects such as language proficiency, as well as a communicative learning environment, more diverse learning methods, and support for active student involvement in speaking English.

Keywords: Students, Speaking, Student Problems in Speaking English

ABSTRAK

Nama :Deviana Sari Pane
Nim :20 203 00016
Judul Skripsi :”Analisis Permasalahan Siswa dalam Berbicara Bahasa Inggris di kelas XI-I SMA Negeri 3 Padangsidimpun”

Penelitian ini bertujuan untuk menganalisis permasalahan siswa SMA Negeri 3 Padangsidimpun dalam berbicara bahasa Inggris. Fokus penelitian mencakup masalah berbicara bahasa Inggris yang dialami siswa serta faktor-faktor penyebabnya, dan juga rencana guru untuk mengatasi permasalahan berbicara siswa. Metode yang digunakan adalah kualitatif. Peneliti mengumpulkan data dengan observasi dan wawancara. Siswa kelas XI-I peneliti pilih sebagai sampel yang terdiri dari 10 siswa dan seorang guru Bahasa Inggris. Sampel diambil dengan purposive sampling. Hasil penelitian menunjukkan bahwa siswa mengalami berbagai masalah saat berbicara, seperti rasa malu, tidak ada yang bisa dikatakan, partisipasi yang rendah atau tidak merata, dan penggunaan bahasa ibu yang mana partisipasi yang rendah atau tidak merata menjadi permasalahan paling dominan yang dihadapi oleh para siswa. Juga permasalahan itu muncul karena beberapa faktor, yaitu faktor psikologis, faktor linguistik, faktor lingkungan, dan faktor siswa dan faktor linguistik yaitu kosa kata menjadi faktor dominan yang dialami oleh para siswa. Penelitian ini menyimpulkan bahwa permasalahan berbicara siswa disebabkan oleh kombinasi faktor internal dan eksternal yang saling berkaitan. Oleh karena itu, guru menyatakan bahwa perlunya pendekatan pengajaran yang memperhatikan aspek seperti penguasaan bahasa, serta lingkungan belajar yang komunikatif, metode pembelajaran yang lebih beragam dan mendukung keterlibatan aktif siswa dalam berbicara dengan bahasa Inggris.

Kata Kunci: Murid, Berbicara, Permasalahan Siswa Berbicara Bahasa Inggris

ملخص

الاسم: ديفيانا ساري باني

الرقم الجامعي: ٢٠٢٠٣٠٠٠١٦

تحليل مشاكل الطلاب في التحدث باللغة الإنجليزية في المدرسة الثانوية الحكومية ٣ "عنوان الأطروحة:
"بادانجسيديمبوان

تهدف هذه الدراسة إلى تحليل المشكلات التي يواجهها طلاب مدرسة بادانجسيديمبوان الحكومية الثانوية ٣ في التحدث باللغة الإنجليزية. وذلك لأنه تبين أن طلاب هذه المدرسة يواجهون مشكلات في التحدث باللغة الإنجليزية. تركز الدراسة على المشاكل التي يواجهها الطلاب في التحدث والعوامل التي تسببها، بالإضافة إلى خطط المعلمين للتغلب على مشاكل التحدث لدى الطلاب. الطريقة المستخدمة هي الطريقة النوعية. قام الباحث بجمع البيانات من ومدرس لغة إنجليزية واحد كعينة. XI-I خلال الملاحظة والمقابلات والتوثيق. اختار الباحث ١٠ طلاب من الفصل تم أخذ العينة باستخدام العينة المقصودة. تظهر نتائج الدراسة أن الطلاب يواجهون مشاكل مختلفة عند التحدث، مثل الخجل، وعدم معرفة ماذا يقولون، والمشاركة المنخفضة أو غير المتكافئة، واستخدام لغتهم الأم، حيث تعتبر المشاركة المنخفضة أو غير المتكافئة المشكلة الأكثر شيوعاً التي يواجهها الطلاب. تنشأ هذه المشاكل أيضاً بسبب عدة عوامل، وهي العوامل النفسية واللغوية والبيئية والطلابية. ومن بين هذه العوامل، تعتبر العوامل اللغوية، أي المفردات، هي العامل السائد الذي يواجهه الطلاب. تخلص هذه الدراسة إلى أن مشاكل الطلاب في التحدث ناتجة عن مجموعة من العوامل الداخلية والخارجية المترابطة. لذلك، يرى المعلمون أن هناك حاجة إلى نهج تعليمي يولي اهتماماً لجوانب مثل إتقان اللغة، فضلاً عن بيئة تعليمية تواصلية، وأساليب تعليمية أكثر تنوعاً، ودعم المشاركة النشطة للطلاب في التحدث باللغة الإنجليزية

الكلمات المفتاحية: الطلاب، التحدث، مشاكل الطلاب في التحدث باللغة الإنجليزية

ACKNOWLEDGEMENT



Praise is directed to Allah SWT, the Almighty creator who has given me health, opportunity, strength, time, knowledge so that I can complete this thesis entitled “An Analysis of Students’ Problems in Speaking English at The Grade XI-I of SMA Negeri 3 Padangsidempuan”. Then, greetings to the spirit of our Lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement for the help and contribution to all of lecturers, institution, family and friends who have contributed in this thesis processed until it became a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my biggest gratitude to the following people:

1. Dr. Eka Sustri Harida, M.Pd., as my first advisor who has guided me to finish this thesis, guided me to make a good thesis, who has been the great advisor for me and gave me many ideas, criticism and suggestion in writing this thesis.
2. Mrs. Yusni Sinaga, S.Pd., M.Hum., as my second advisor who has guided me for finishing this thesis, who has been the great advisor and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
3. The Rector and Vices of State Islamic University Syekh Ali Hasan

Ahmad Addary Padangsidimpun, that has accepted the researcher as the one who studied in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpun.

4. The Dean of Tarbiyah and Teacher Training Faculty and vices that created great activities entire the faculty to improve students' achievement.
5. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education.
6. All lecturers and academic cavities of UIN SYAHADA Padangsidimpun who have given so much knowledge and helped during I studied in this university.
7. To my beloved parents, Mr. Abdul Hasan Pane and Mrs. Susanty Herawati Nasution, who always pray for me, who always support me, who always give me strength and support at all times, who are the main reason for me to complete my education. Without your prayers and support, I would not have been able to reach this point. I am infinitely grateful to you. I love you to the moon and back.
8. To my beloved younger brother, Arief Leo Pane. Thank you for being a source of comfort during the difficult and stressful times I experienced while writing my thesis.
9. Special thanks to my dear friend far away, Riska Widyasari Rufhas, for being my source of comfort during my most difficult times. Thank you for being the person I can share everything with, for always being there, for your understanding, and for always supporting me and

praying for my success. Thank you for always appreciating even the smallest things I do. Words of thanks alone are not enough to express how grateful and thankful I am for all the words of encouragement and comforting you have always given me.

10. My precious friends, Tasya Havifah, Mega Rahmadhani, Kak Cica, Indah Ananda, Ilda Mayada, Kak Juliana, Pulianna and Indah Putri, thank you for always being by my side since we started the ma'had programme until now. Thank you for being the most comfortable place to lean on, thank you for sharing happiness and tears, thank you for always cheering me on during the thesis writing process. Without the support and spirit from people as amazing as you, I might not have been able to get through all of this. Let us be together for a long time to come, and may happiness and joy always be with you all.
11. To Mr. Sugito, Mrs. Halimahtussa'diah and Ibrahim as my father, my mother and my little brother who I met during the KKL programme, I would like to express my deepest gratitude because with your prayers and support, I have been able to reach this stage. Thank you for always praying for me so that I can complete my studies, thank you for making me part of your family.
12. Lastly, to everyone who helped me finish my thesis, whom I cannot mention one by one, thank you very much.

I realize this thesis cannot be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critique and suggestion to make this thesis better.

Padangsidempuan, 2025
Researcher

Deviana Sari Pane
Reg. Num. 20 203 00016

TABLE OF CONTENTS

	Page
INSIDE TITTLE PAGE	
LETTER OF ADVISOR	
AGREEMENT OF ADVISOR	
DECLARATION OF SELF THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	
EXAMINERS SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER	
ABSTRACT.....	i
ABSTRAK.....	ii
الملخص.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF APPENDIXES.....	xii
 CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Focus of the Problem.....	3
C. Definitions of Key Terms	4
D. Formulations of the Problems	5
E. Objective of the Reseach.....	5
F. Significances of the Research.....	5
G. Outline of the Thesis	6
 CHAPTER II THEORETICAL DESCRIPTIONS	7
A. Review of the Related Literature.....	7
1. Speaking	7
a. Definition of Speaking	7
b. Function of Speaking.....	9
c. Component of Speaking	10
d. Types of Speaking	12
2. English Speaking Problems.....	14
3. Speaking Problems Factors	17

a. Psychological Factors.....	18
b. Linguistic Factors	20
c. Environment Factor	21
d. Students Factors	22
e. Teacher Role Factor.....	23
B. Review of Related Findings	26
CHAPTER III RESEARCH METHODOLOGY	28
A. The Location and Time of the Research.....	28
B. The Kind of The Research.....	28
C. The Subject of the Research.....	28
D. The Instruments of the Research	29
E. The Technique of Data Collections	35
F. The Technique of Data Analysis.....	36
G. The Technique of Checking Data trustworthiness.....	37
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	39
A. Findings	39
1. General Findings	39
2. Specific Findings.....	40
a. English Speaking Problems.....	40
b. Speaking Problems Factors	46
c. Teacher's Plans to Overcome the Students' Speaking Problems	60
B. Discussion	62
C. Threat of the Research	64
CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTION	65
A. Conclusion.....	65
B. Implication.....	66
C. Suggestion	66

PREFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF TABLES

	Page
Table III.1 Indicators of Observation Sheet Based on Speaking Problems	30
Table III.2 Indicators of Observation Sheet Based on Speaking Problems Factors	30
Table III.3 Indicators of Interview for Students Based on Speaking Problems	33
Table III.4 Indicators of Interview for Students Based on Speaking Problems Factors.....	34
Table III.5 Indicators of Interview for Teacher.....	35
Table IV.1 Speaking Problems Finding Results.....	45
Table IV.2 Speaking Problems Finding Results.....	57

LIST OF APPENDIXES

APPENDIX I	: Indicators of Observation Sheet Based on Speaking Problems
APPENDIX II	: Indicators of Observation Sheet Based on Speaking Problems Factors
APPENDIX III	: Indicators of interview for Students and Teacher
APPENDIX IV	: Observarion Sheet
APPENDIX V	: Interview guideline for Students and Teacher
APPENDIX VI	: Observation Result
APPENDIX VII	: Interview to the Students and Teacher
APPENDIX VIII	: Speaking Problems Finding Results
APPENDIX IX	: Speaking Problems Factors Finding Results
APPENDIX X	: Documentation

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the international language of the globalization era. This is because globalization makes the world narrower. English plays a crucial role globally, serving as a vital means for people to communicate with one another. In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Speaking is the most important skill among all four language skills in order to communicate well in this global world.¹ The importance of English in Indonesia is increasing in line with global development. This language serves not only as an international means of communication but also opens opportunities for education, employment, and cross-border collaboration.

As an international language, English is used as a means of communication between nations that have different languages. English is a foreign language that is often used in Indonesia and has even been taught in schools. As a result, it is essential for individuals to develop effective English communication skills since speaking is one of the crucial aspects of the language. In Indonesia, English is considered a foreign language that holds significant value for everyone, particularly students. Recognizing its importance, the government mandates the learning of English from

¹ Dilobar Abdikholikova, "The Importance of Speaking Skills in English Classrooms," *Ilmiy-Uslubiy Jurnal*, (2022), p. 34, <https://doi.org/https://doi.org/10.5281/zenodo.7248883>.

elementary school through university to enhance the overall human resources in Indonesia.

According to Harmer and Pourhosein in Syahdila & Trisno², human communication is a complex process. People need communication when they need to say something and transmit information. Speakers use communication when they are going to tell someone about something. Speaking is the most common type of communication used by people to share information, develop social relationships, and express ideas, emotions, and feelings. Speaking is an active use of language to produce information or meaning. Speaking activity involves producing and receiving information which is influenced by participants, experiences, physical environment and process.

Speaking is vital in student regions. According to Flucher³, speaking is the verbal use of language to communicate with others. In addition, speaking plays a crucial role in students' environment as it allows students to express their thoughts. Strong speaking skills enhance students' ability to express themselves clearly and build confidence.

According to Ur, there are problems students face when speaking English, including inhibition, nothing to say, low or uneven participation and even mother tongue use⁴. Based on this statement, the essence of speaking

² Yolla Syahdila and Edi Trisno, "An Analysis of Students' Problems of Speaking English in Grade Viii of Smp 3 Sungai Limau," *Journal of English Language Teaching* 12, no. 1 (2023): p. 314, <https://doi.org/10.24036/jelt.v12i1.121815>.

³ G. Flucher, *Testing Second Language Speaking*, (Sydney:Longman, 2003) p.24

⁴ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press, 1996) p.121.

English goes beyond achieving linguistic correctness to fostering the confidence necessary for initial communication attempts. It is evident in the school environment, students often avoid speaking English due to a lack of ideas, inhibition and reliance on their native language.

In addition, the researcher did an interview with the English teacher of SMAN 3 Padangsidimpuan. Based on the interview, the researcher found a problem, namely, “students have problems in learning English, especially in speaking English. Most of the students experience speaking problems because of the lack of vocabulary, and also the students do not have confidence in speaking English.”⁵ These problems cause the students not to be able to speak English properly.

Based on the explanation above, the researcher is interested in finding out what problems the students have in speaking English. The researcher decided to conduct research entitled “An Analysis of Students’ Problems in Speaking English at The Grade XI-I of SMA Negeri 3 Padangsidimpuan”.

B. Focus of the Problem

Based on the description in this research, this research focuses on analysing the problems of the students in giving ideas orally in English during speaking activities at the grade XI-I of SMA Negeri 3 Padangsidimpuan.

⁵ “Herlinda Lubis, S.Pd, English Teacher of SMAN 3 Padangsidimpuan, Interview, Tuesday 25 June 2024. 09.15 Am” n.d.

C. Definitions of Key Terms

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

1. Student

Student is someone who learns or gets education from a teacher in a formal educational institution such as a school. They follow lessons to acquire knowledge and skills.

2. Speaking

Speaking is the act of utilising the voice to express thoughts, ideas or information to others. It involves choosing vocabulary and how to deliver it so that the message can be understood properly.

3. Students' Problems in Speaking

Students' problem in speaking is the condition where the students have issues that affect their ability to express thoughts, ideas, or interactions to others in English.

So, "An Analysis of Students' Problems in Speaking English At The Grade XI-I of SMA Negeri 3 Padangsidimpuan" is the study that aimed to find out the conditions that make the students are getting hard to achieve goals in communication and ideas orally for the grade elevent in SMA Negeri 3 Padangsidimpuan and what causes it.

D. Formulations of the Problems

Considering the background above, the problem will be formulated as the question below:

1. What are the problems faced by the students in grade XI-I of SMA Negeri 3 Padangsidempuan in speaking English?
2. What are the causes of the students' problem in speaking English at the grade XI-I of SMA Negeri 3 Padangsidempuan?
3. What are the teacher's plans to overcome the students' problems in speaking?

E. Objective of the Research

Based on the statement above, the objective of the research can be formulated as follows:

1. To describe the problems of the students in grade XI-I at SMA Negeri 3 Padangsidempuan in speaking English
2. To describe the causes of the students' problems in speaking English at the grade XI-I of SMA Negeri 3 Padangsidempuan.
3. To find out the teacher's plans to overcome the students' problems in speaking.

F. Significances of the Research

The result of this research is expected to be useful as:

1. For teachers, it gives some information about the problems that students' are facing in speaking English.

2. For students, it identifies their specific speaking problems, leading to more targeted help and better improvement in their skills.
3. For readers, they can learn what issues cause the students to have problems in speaking English, and the result of this research can be used as a reference for other researchers with similar interests in the same subject.

G. Outline of the Thesis

The systematics of this resesarch are divided into five chapters. Each chapter consisted of some subchapters with details as follow:

Chapter one consists of the background of the problem, the focus of the problem, definitions of the terminologies, the formulation of the problem, the objective of the research, and the significanses of the research. Chapter two there is literature review that provides a general view when discussing research topics. And there are previous studies that support this research in terms of simmlarities and differences in variabel. Chapter three it contists methodology of the research that consist of place and time of the research, metodh of the research, the participant of the reseach, the instrument of data collection, the technique of data collection, the technique of data anlysis and the technique of checking data trustworthiness. Chapter four is the results of research on the students' problem in speaking English at the grade XI-I of SMA Negeri 3 Padangsidimpuan. Chapter five is about the results of the research and suggestion as input to be useful for researcher, students and teacher.

CHAPTER II

THEORETICAL DESCRIPTION

A. Review of the Related Literature

1. Speaking

a. Definition of Speaking.

Speaking is the ability to express thoughts and feelings orally. It involves the use of language, words, intonation, and expression to achieve the purpose of communication. Through speaking, it is easier to express thoughts, share information, and build relationships with others. Additionally, strong speaking skills are essential in many areas of life, such as education, career, and personal relationships.

Speaking is one of the basic skills in a language, besides writing, reading, and listening. Speaking is the verbal use of the language to communicate with others.¹ So, speaking is a fundamental language skill, involving verbal communication to express ideas, feelings, and information in various contexts, building and sharing knowledge through language.

Speaking is the process of building and sharing thoughts in verbal and symbolic varieties in contexts, by using language, communication with others is possible. When someone speaks, they interact and use the language to express the idea, feeling and thoughts, they also share about the information to order through

¹ G. Flucher, *Testing Second Language Speaking*, (Sydney:Longman, 2003) p.79.

communication.² So, speaking is a fundamental language skill, involving verbal communication to express ideas, feelings, and information in various contexts, building and sharing knowledge through language.

Setyonegoro and Akhyaruddin said that speaking is one of the abilities to communicate with others through language media. Speaking is a form of speech act in the form of sounds produced by speech organs accompanied by gestures and facial expressions.³ So it can be concluded that speaking is the ability to utter language sounds to convey messages in the form of ideas, thoughts and feelings orally to other individuals that involves the use of spoken language, where the sounds produced by the speech organs are combined with body movements and facial expressions to convey a message.

Speaking is the ability to express thoughts, feelings, and information orally using language, intonation, and expression. It involves both recognising and producing sounds and includes non-verbal elements like gestures and facial expressions to effectively convey messages. As a fundamental skill, speaking helps build relationships, share knowledge, and communicate ideas in various contexts.

² Anggi Laila Dzikriah, Rayendriani Fahmei Lubis, and Zainuddin, "The Effect of Suggestedia Method on Students' Speaking Ability at Grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap," *English Education : English Journal for Teaching and Learning* 6, no. 2 (2018): 185, <https://doi.org/10.24952/ee.v6i2.1256>.

³ Hilman Yusra Agus Setyonegoro, Akhyaruddin, *Buku Keterampilan Belajar* (Jambi, 2020), p.3.

b. Functions of Speaking

Richard uses an expanded three part version of Brown and Yule's framework: talk as interaction, talk as transaction and talk as performance.

1) Talk as interaction

Talk as interaction has the same meaning as conversation. When people meet, they exchange greetings and engage in small talk and chit-chat. The focus of talk as interaction is more on the speaker. Talk as interaction has some skills, which are choosing topics, opening and closing conversation, reacting to others, making small talk, etc.

2) Talk as Transaction

It refers to the situation where the focus is on what is said or done. The central focus here is the message and making oneself understood clearly and accurately. Some skills involved in talk as transaction are asking questioning, asking for clarification, justifying an opinion, making suggestion, agreeing and disagreeing, etc.

3) Talk as Performance

This refers to public talk, that is, talk which transmit information before an audience such as morning talks, public announcement, and speeches. Some skills involved in using talk as performance are creating an effect on the audience, using correct

pronunciation and grammar, using appropriate vocabulary, using appropriate opening and closing, etc.⁴

So, function of speaking include interaction, where the focus is on casual conversation and social exchanges, such as greeting and small talk; transaction, which emphasize clear communication of messages, involving skills like asking question and clarifying; and performance, which involves public speaking to an audience, requiring skills in effective presentation, pronunciation, grammar, and vocabulary.

c. Components of Speaking

Speaking is the spoken exchange of information and the means of expressing meaning. It involves language components when speaking, those components are pronunciation, vocabulary, fluency and grammar.

1) Vocabulary

Vocabulary is one of the language components that can affect macro skills. Vocabulary is a set of lexeme, including single words, compound words, and idioms.⁵ Vocabulary use is seen as one of the key component in speaking. So, vocabulary must be

⁴ Jack C Richard, "Teaching Listening and Speaking From Theory to Practice, Available on: Wwww. Finchpark. Com/Courses/Tkt/Unit_07," *Richards-Teaching-Listening-Speaking. Pdf*, 2008, p. 19-23.

⁵ Ulfatussyarifah Ulfatussyarifah, "The Effects of Vocabulary and Grammar Mastery Toward Student's Reading Comprehension of Grade X of State Senior High School Students in West Jakarta," *Scope : Journal of English Language Teaching* 1, no. 02 (2018):p. 197, <https://doi.org/10.30998/scope.v1i02.2257>.

mastered if want to speak fluently, because vocabulary consist of a collection of words that has big influence on macro skills. Vocabulary is really important in learning English, because it is related to other English skills, without having vocabularies, someone cannot speak well.⁶

2) Pronunciation

Pronunciation is one of the main components of spoken language. Pronunciation refers to clarify as an important factor in effective communication. Simply, speaking pronunciation can be interpreted as the way people speak.⁷ So, pronunciation or how individuals speak, is an important component of spoken language that affects effective communication.

3) Fluency

Fluency is the extent to which speakers use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word searches, etc.⁸ So, fluency refers to the natural and effortless use of a language.

⁶ Fitri Rayani Siregar and Eka Sustri Harida, *Building a Better Vocabulary by Word Formation Process*, 2021.

⁷ Selamat Husni Hasibuan and Yusriati Yusriati, "The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU," *Journal of English Education and Teaching* 3, no. 2 (2019): p. 234, <https://doi.org/10.33369/jeet.3.2.230-248>.

⁸ David Nunan, T. D. Terrell, and H. Douglas Brown, (*Practical English Language Teaching*, *Language*, vol. 57, 2003), p. 55.

4) Grammar

Purpura in Pratiwi, defines that Grammar consists of ruled that can building the sentences perfectly in speaking.⁹ Grammar is sometimes defined as ‘the way words are put together to make correct sentences’.¹⁰ In other words, grammar is a set of rules that guide the creation of sentences in speech, ensuring that words are arranged correctly to form correct sentences.

The components of speaking can see above. The researcher could make the conclusion that the speaking component is crucial for effective communication. Therefore, speakers should focus of the component to be good in speaking.

d. Types of speaking

Speaking also have the types itself. According to Brown, these are five types of spoken language, these type are imitative, intensive, responsive, interactive and the last one is extensive¹¹. They are explains as follow:

1) Imitative.

⁹ Dyah Prihatini Candraning Pratiwi, “Problems and Difficulties of Speaking At Muhammadiyah,” *Journal of English Education and Linguistics* 2, no. 1 (2021): 42, <https://doi.org/10.56874/jeel.v2i1.404>.

¹⁰ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambrige University Press, 1996) p.75

¹¹ H. Douglas Brown, *Language Assesment Principles and Classroom Practices*, (New Jersey: Prentice Hall, 2004), P. 141-142.

At one end of a continuum of types of speaking performance is the ability to simply parrot (imitate) back a word or phrase or possibly a sentence.

2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language. Designed to demonstrate competence in a narrow and of grammatical, phrasal, lexical or phonological relationship.

3) Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comment and the like.

4) Interactive

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

5) Extensive

Extensive oral production task include speeches, oral presentation and story-telling. Language style is frequently more deliberative and formal for extensive task, but we cannot rule out certain informal monologues such as casually delivered speech.

From the explanation above, it can be seen there are some types in speaking, those types are imitative, intensive, responsive, interactive, and extensive.

2. English Speaking Problems

Problems in speaking is the difficulties of people to express ideas. Khan, as cited in Panjaitan, indicated in his research that numerous participants experienced difficulties in speaking where the difficulties in speaking are caused by problems.¹² English speaking problems are not something that happens without a cause, but are influenced by various interrelated factors. These factors can come from psychological, linguistic, environment, students and teacher role aspects.

As the explanation above, researcher takes the theory from Ur. According to Ur, there are four problems in speaking, namely inhibition,

¹² Kurnia Panjaitan et al., "Students' Difficulties in Speaking Comprehension of Vocational High School Students," *Romeo : Review of Multidisciplinary Education, Culture and Pedagogy* 1, no. 2 (2022): p. 70, <https://doi.org/10.55047/romeo.v1i2.94>.

nothing to say, low or uneven participation and mother -tongue use¹³.

They are as follows:

a. Inhibition

Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Inhibition in speaking among students can significantly impact their language learning experience, when students are inhibited, they may feel anxious or self-conscious about speaking in a foreign language, which can hinder their ability to practice and improve their speaking skills.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.

When students find themselves with “nothing to say” during speaking activities, it often effects a deeper issue related to their preparation, confidence, or understanding of the task. Lack of preparation can leave students feeling unready and unable to

¹³ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press, 1996) p.121

generate ideas on the spot. Limited vocabulary might also prevent them for expressing their thought effectively, leading to silence. Additionally, unclear or uninspiring prompts may fail to spark interest or creativity, leaving students unsure of how to contribute.

c. Low or uneven participation

Only one participant can talk at time if he or she is to be heard, and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. When students participate minimally or unevenly, it often points to a lack of confidence, discomfort with the material or differences in individual language proficiency. Some students may hesitate to speak due to fear of making mistakes or being judged, while others might struggle with preparation, affecting their willingness to engage. Additionally, if classroom dynamics are not well-managed, dominant students may overshadow quieter peers, leading to imbalanced participation.

d. Mother-tongue use

In class where all, or number of the learners share the same mother tongue, they may tend to use it, because it easier, because it feels unnatural speak to one another in foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some

classes - particularly the less disciplined or motivated ones - to keep to the target language. Mother-tongue use in speaking activities among students often arises from their comfort and familiarity with their native language. When students resorts to their mother tongue during speaking tasks, it typically reflects their struggle with the target language – whether due to lack of confidence or difficulty in forming sentence, leading them to use their mother tongue to express themselves more clearly or comfortably.

This theory explains the barrier to learning to speak a foreign language, including inhibitions, difficulty finding topics of conversation, uneven participation due to differences in confidence levels and language ability, and the tendency to use the mother tongue out of convenience, which hinders the use of the target language.

3. Speaking Problems Factors

Speaking problems might barrier students from becoming skilled English speakers. In order to achieve a good understanding of the speaking problems that the students might have experiencing. They are include psychological factors¹⁴, linguistic factors¹⁵, environment factor¹⁶, students factors¹⁷ and teacher role factor.¹⁸ The explanation as follow:

¹⁴ Windi Tri Apriyani and Dewi Syafitri, “Psychological Factors Affecting English Speaking Skills,” *U-JET*, 2023, p. 90–92, <https://jurnal.fkip.unila.ac.id/index.php/123/article/download/26784/pdf>.

¹⁵ Yusniati N. Sabata et al., “Linguistics Factors as Speaking Obstacle of the EFL Students in Classroom” 2024: p.731, https://doi.org/10.2991/978-2-38476-118-0_84.

a. Psychological factors

According to Juhana in Apriyani and Syafitri¹⁹, the students' problems in speaking English are founded on psychological factor that hinder students from speaking, some of them are:

1) Anxiety

Students' anxiety affects their language learning. Sutrayah asserts that a number of things can influence students ability to speak, language anxiety is one of the reason that frequently impacts students ability to speak. Anxiety caused by fear of communication, linguistics difficulties, and fear of negative evaluation. Students' inability to improve their abilities is caused by language anxiety, a complicated psychological concept that is regarded as affective variable in language learning. When students experience anxiety, the students will find it difficult to communicate.

2) Fear of Mistake

Students attempt to use their weak English communication skills. Due to this constraint, students frequently fear ridicule

¹⁶ Nabila Irsani et al., "The Role of the Surrounding Environment in Improving English Ability and Developing Students' Vocabulary," *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat* 3, no. 2 (2023): p.1007-1008, <https://doi.org/10.56832/edu.v3i2.374>

¹⁷ C Faizah and N Fitria, "An Exploration on Students' Problems in Speaking English at the English Department of Serambi Mekkah Banda Aceh," *Jurnal Serambi Akademika* 9, no. 7 (2021): p. 1207, <http://ojs.serambimekkah.ac.id/serambiakademika/article/view/3348%0Ahttp://ojs.serambimekkah.ac.id/serambi-akademika/article/download/3348/2526>.

¹⁸ Moh Zainol Kamal, "Teacher's Role and the Principles of Teaching Speaking Skills," (2019), p.12, <https://doi.org/10.37459/tafhim.v10i2.3430>.

¹⁹ Windi Tri Apriyani and Dewi Syafitri.....p.90-92

from other students or criticism from the teacher, which contributes to their fear of making mistakes. Students fear that their teachers and friends would criticize, claims Basri. Because of this, students decided to be quiet rather than practicing their English.

3) Lack of confidence

Students frequently lose confidence when their conversation partner does not understand them or when they cannot understand other speakers. This leads students to remain silent and insecure. Lack of confidence is the key psychological factor which is frequently assumed the students' lack of confidence that characteristically happens when they think that their communicative equals have not comprehended their message.

4) Lack of Motivation

An important factor in guiding students' success is motivation. Additionally, it presents a challenging problem for language learners. Students that are motivated may feel inspired to take action. Lack of motivation in speaking English can also make it harder for students to talk and interact by using English.

5) Shyness

One of the problems that students often face when speaking English is shyness. Shyness is a mental condition that many

students experience occasionally when they have to speak in front of the class in English.

The explanation above explains the psychological factors that cause students to experience problems in speaking English, such as anxiety, fear of mistake, lack of confidence, lack of motivation and shyness.

b. Linguistic factors

Linguistic is a scientific study of language such as the study of grammar, words and phonology. Linguistic problems are the problems which make students' are bad in speaking. Richard in Sabata et al²⁰ claimed, there are some problems that learnerfaced in speaking:

1) Lack of Vocabulary needed to talk

Vocabulary is the collection of words which had a special meaning. The problems of vocabulary appear when a person lacked the necessary vocabulary to speak and did not understand how to combine these vocabulary words into an appropriate sentence.

2) Poor in Pronunciation

Pronunciation of English had become a language that connected people around the world. In a second language, students were also required to be able to speak English like native speakers,

²⁰ Yusniati N. Sabata et al.,..... p.731

naturally. An individual word's sounds in the target language must be mastered by a learner of a foreign language. Additionally, it would be fantastic if the students could talk fluently and naturally like their own original tongue.

3) Poor in Grammar

Grammar is a form of learning in which sentences are arranged and formatted. Therefore, even if learning proper grammar was often thought to be a little tedious, it was time and effort that was well spent. Due to the students' failure to acquire structure on step at a time, grammar became challenging. Due to their lack of English grammar proficiency, the students' speaking may contain the faults.

So it can be concluded that the linguistic factors that cause the problems in speaking are lack of vocabulary needed to talk, poor in grammar, and poor in pronunciation.

c. Environment factor

Amiruddin and Jannah in Irsani et al²¹ said that an environment is a place where everything that is heard and seen by language acquires is related to the second language being learned. What is classified as environment is the interaction with friends, interaction with teachers, teaching and learning process, rules at school in acquiring English at school. The interaction between

²¹ Nabila Irsani et al.,..... p.1007-1008

students and fellow students and the interaction between students and teachers that are created in school is an environment that can help and support students' skills in communicating in English by greeting and responding to each other in English.

A supportive environment will speed up and facilitate the process of learning to speak English. In other words, in a learning environment that includes interactions between students, interactions between students and teachers, as well as teaching procedures and school rules, this environment is very important to support students' English communication skills. This is because this environment allows students to greet and respond to each other in English, which helps them learn a second language.

So it can be concluded that the environment factor is one of the factor that become one of the problems of students problems in speaking English.

d. Students factors

Students have a significant role in the teaching and learning process. Their backgrounds, skills, attitudes, and other characteristics vary as they enter the classroom. Students characteristic include things like opportunity, motivation, talent and perseverance to speak in front of the students.²² Below is an explanation of each point:

1) Opportunity, and motivation

²² C Faizah and N Fitria.....p. 1207

Learning English is most effective when there is a need for it and free time is available. Learners can learn well when motivated and given the right opportunities.

2) Persistent and talent

The success of learning English does not only depends on the ability but also on persistence. Good potential does not give much success if the opportunity to learn is not used. Thus, the ideal terms in the combination of the potential and persistence that should run well.

So it can be concluded that the students factors are also factors that cause speaking problems in students, namely opportunity and motivation and persistence and talent.

e. Teacher Role factor

Teachers are probably the most important factors influencing the process of learning. Directing students learning at any level is a very personal. How the teacher will teach the students depends on large of attention intensively from the students. If the students are enthusiasms and respect to the lesson in the classroom, the teacher will be enthusiasms giving the material In the institution, teacher has a duty teach his students to design of learning and make reflexive of

material.²³ It can be concluded that the role of the teacher is crucial in influencing the students' learning process, especially in terms of how the material is delivered. So it can be concluded that the role of the teacher is also a factor in students facing problems in speaking.

Various speaking problems experienced by students can be influenced by how teacher manages speaking activities in the classroom. Thus, based on the teacher role factor, several solutions can implement, such as:

1) Use group work

Group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of the time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

2) Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation.

²³ Moh Zainol Kamal, M.Pd..... p.12

3) Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be.

4) Give some instruction or training in discussion skills

Tell the learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

5) Keep the students speaking the target language

Even if there is no actual penalty attached, the very awareness that someone is monitoring such as lapses helps participants to be more careful. However, the best way to keep students speaking the target language is simply to be there as much as possible, reminding the students and modelling the language use: there is no substitute for nagging.²⁴

It can be concluded that various factors affecting students' speaking problems are related to one another. Psychological factors such as anxiety, fear of mistakes, lack of confidence, lack of motivation and shyness make students hesitate to speak, while linguistic factors such as vocabulary needed to talk, poor pronunciation and grammar hinder their ability to convey ideas. An environment that is not conducive to learning. In addition to this, factors related to the students themselves, such as opportunity and

²⁴ Penny Ur, p.121-122

motivation, and also persistent and talent, as well as the role of the teacher, also contribute. All those factors together cause the students to experience problems in speaking English.

B. Review of Related Findings

In this study, the researcher carries out previous study that related to this research which study about the problems of speaking English such as:

The first researcher is conducted by Azizah. The researcher did qualitative to find out the problems of the students speaking problems. She found that the problems faced by students in speaking English namely (1) the students do not know how to pronounce words in English with correct pronunciation. (2) the students have problems speaking English because they lack of grammar mastery. (3) the students feel anxious to speak in English because their vocabulary is limited.²⁵

The second researcher is conducted by Firdaus, the researcher did a research in qualitative research method to find students' speaking problems. She found that there are two kinds of problems, there are linguistic and non-linguistic problems.²⁶

The third researcher is conducted by Arisanty, the researcher did quantitative research to find the most dominant factor of speaking problem that faced by student. She found that the most dominant factor of speaking

²⁵ Nur Azizah, "An Analysis of Students' Problems in Speaking English at The Eleventh Grade of Islamic Senior High School Al-Fityah Pekanbaru" (UIN Suska Riau, 2020).

²⁶ Emylia Vivian Firdaus, "An Analysis of Students' Problems in Speaking English at Eleventh Grade of MAN 5 Kediri" (IAIN Kediri, 2023).

problem that faced by students was the educational system and facilities factor.²⁷

The fourth research is conducted by Nursyams, the researcher did qualitative research design in collecting data. She found that many students with a psychological problems with self-confidence, fear of mistakes when speaking English, and lack of motivation to speak English in daily activities. When it comes to English, students have a hard time distinguishing between how to pronounce vowels and consonants in both Indonesian and English, and vocabulary is also problem for them.²⁸

The fifth research is conducted by Pambudi, the researcher did a qualitative research as a method. He found that every students had different problems in speaking, psychological problem an language problem. In order to overcome their speaking problems, students had strategies. Students join English course to improve their speaking, practice with friends, repeat words, listen to English music, and watch English-language films to increase their vocabulary or pronunciation.²⁹

Finally, this research is written by researcher to add and complete the investigation of the students' problem in speaking. These review of the literature does help many information in making this research.

²⁷ Novia Arisanty, "Students' English Speaking Problem At SMAN 5 Tapung" (UIN Suska Riau, 2020).

²⁸ Andi Annisa Hanivah Nursyams, "A Study of Students' Problems in Daily English Speaking Activity (The Eleventh Grade Science Students of SMAN 10 Makasar" (Universitas Muhammadiyah Maasar, 2019).

²⁹ Oktavian Bugar Pambudi, "An Analysis of Speaking Problems at 5th Semester Students English Language Education UIN Raden Mas Said Surakarta" (UIN Raden Mas Said Surakarta, 2023).

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

This research has been done from June 2024 until July 2025. This research is located at SMA Negeri 3 Padangsidimpuan, South Padangsidimpuan District, Jl. Perintis Kemerdekaan No. 56, Padang Matinggi, South Padangsidimpuan, Padangsidimpuan City, North Sumatra.

B. The Kind of the Research

In this research, the researcher used the qualitative method. The qualitative method is used to understand people's beliefs, experiences, attitudes, behaviour and interactions; it generates non-numerical data. The qualitative method was used in this study since the only analysis was based on the fact that it was found. So, the researcher used the qualitative descriptive method to describe the students' problems in speaking.

C. The Subject of the Research

The research subjects are the English teacher and the students in the grade XI-I of SMA Negeri 3 Padangsidimpuan. There are thirty three (33) students at XI-I and the researcher only interviewed 10 students in class XI-I and the English teacher. The selection of students was carried out by purposive sampling. According to Notoatmojo in Kumara¹ the purposive

¹ A. R. Kumara, "Metodologi Penelitian Kualitatif," *Metodologi Penelitian Kualitatif*, 2018, p.4.

sampling technique is a sampling technique that is based on a consideration, such as characteristics.

D. The Instrument of the Research

Research instruments are tools used by researchers to collect data relevant to the research objective. To achieve the objectives of this study, the necessary data was collected through some instruments, such as doing observation in the classroom and doing interviews with the teacher and students.

1. Observation

The researcher has been observing the problems experienced by students in speaking in English in the class. The researcher analysed students' speaking problems by observing students when practicing speaking in English in the XI-I class of SMA Negeri 3 Padangsidempuan. This observation is to know the students' problems and factors caused them in speaking English at XI-I class of SMA Negeri 3 Padangsidempuan. The indicators are inhibition, nothing to say, low or uneven participation, and mother tongue use, and the factors are anxiety, anxiety, fear of mistakes, lack of confidence, lack of motivation, shyness, lack of vocabulary needed to talk, poor in pronunciation, poor in grammar, environment factor, opportunity and motivation, persistent and talent, and teacher role factor.

Table. III.1

Indicators of Observation Sheet Based on Speaking Problems

[illegible]

Below is the list of indicators and sub indicators for speaking problems factors.

Table. III.2

Indicators of Observation Sheet Based on Speaking Problems Factors

[illegible]

No	Indicators	Sub Indicators	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
		of the teacher.										

It can be concluded that the tables presents the observation indicators used by the researcher to collect data about students' speaking problems and factors that influence them.

2. Interviews

Interviews have been done to explore in-depth information from informants related to the research topic. The instrument was used to interview the students and English teacher about students' speaking problems in English after doing observation in the XI-I class of SMAN 3 Padangsidempuan. Before conducting the interview, the researcher compiled questions based on the indicators determined from the experts' theories and factors that cause problems in speaking. The interview aspect are related to the observation aspects, as seen in tables III.1 and 2.

Table. III.3

Indicators of Interview for Students Based on Speaking Problems

No.	Indicators
1	Inhibition
2	Noting to say

No.	Indicators
3	Low or uneven participation
4	Mother tongue use

Table. III.4**Indicators of Interview for Students Based on Speaking****Problems Factors**

No.	Indicators
1	Anxiety
2	Fear of mistakes
3	Lack of confidence
4	Lack of motivation
5	Shyness
6	Lack of vocabulary needed to talk
7	Poor in pronunciation
8	Poor in grammar
9	Environment factor
10	Opportunity and motivation
11	Persistent and talent
12	Teacher role Factor

The interview aspects for the teacher were designed to know the teacher's plans to overcome the students. Problems in speaking. Below are the indicator measures for interviewing English teacher.

Table. III.5

Indicators of Interview for Teacher

Indicator	Sub Indicators
Teacher plans to overcome.	a. Teacher response to the students' problems. b. Teaching strategies to improve speaking skills. c. Long-term plan for the improvement of speaking skills.

E. The Technique of Data Collections

This research used observation and interview guidelines which contained several questions related to the objective of the research.

1. Observation

- a. The researcher prepared an observation sheet based on the indicators of speaking problems and speaking problems factors.
- b. All students of class XI-I SMA Negeri 3 Padangsidimpun were involved in the observation during the speaking test.
- c. The observation was carried out when students performed an English speaking test in pairs in front of the class.

- d. The researcher recorded the students' performance and took notes on their speaking problems according to the indicators listed in the observation sheet.

2. Interviews

- a. The researcher prepared an interview guideline based on the indicators of speaking problems and speaking problem factors.
- b. The researcher interviewed ten students and one English teacher.
- c. The interviews were conducted face-to-face. Each student was interviewed individually, when the teacher was separate.
- d. The interview was conducted in Indonesian, and during the interviews, the researcher used a voice recorder.
- e. The transcribed data from students and the teacher were organised according to each indicator of speaking problems and their speaking problems factors.

F. The Technique of Data Analysis

There were three activities in qualitative data analysis according to Saleh², namely the data reduction stage, data display and conclusion drawing.

1. Data reduction

Data reduction was the stage of selecting data findings that were in accordance with research needs. Usually, the data reduction is generally carried out in qualitative research types. In the data reduction process, only data findings or findings related to research problems are

² Sirajuddin Saleh, *Analisis Data Kualitatif*, vol. 1 (Bandung: Pustaka Ramadhan, 2017), p.95-97 .

reduced. Meanwhile, data that is not related to the research problem is discarded. In other words, data reduction is used for analysis that sharpens, classifies, directs and discards what is not important, and organises, making it easier for researcher to draw conclusion.

2. Data display

Data display can be in the form of writing or words, pictures, graphs and tables. The purpose of data display is to combine information so that it can describe the situation that occurs. In this case, so that researcher did not have difficulty in mastering information either as a whole or certain parts of the research results, researcher must make narrative, matrices or graphs to facilitate mastery of the information or data.

3. Conclusion

Conclusion was carried out is done during the research process as well as the data reduction process. After the data has been collected sufficiently, interim conclusion are drawn, and after the data is completely complete, the final conclusion is drawn.

G. The Technique of Checking Data trustworthiness

The validity of data in research is an important factor in scientific research. Data validity is done to test the data and ensure that the research is truly scientific research. In qualitative research, trustworthiness is ensured through several methods. Reability is achieved by extending observation, increasing persistence, triangulation, engaging in peer discussions,

performing negative case analysis, and conducting member check. Transferability refers to the extent to which research findings can be applied to other populations or context, demonstrating external validity. Dependability involves auditing the entire research process to ensure consistency and reliability, while confirmability focuses on validating the data's quality and ensuring its objectivity through audits. Together, these strategies ensure the credibility, consistency, and objectivity of the research findings.³

One way to test the validity of data in qualitative research that is quite popular is the triangulation technique. Triangulation is essentially a multi-method approach taken by researchers when conducting research, collecting and analysing data. The basic idea is that the phenomenon under study can be well understood so that a high level of truth is obtained if it is approached from various points of view.

Sutopo in Kasiyan stated that there are four kinds of triangulation techniques, namely (1) data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation.⁴ In this research, the researcher used methodological triangulation to verify the data, because the researcher used some technique to collect data.

³ Umar Sidiq and Moh Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*, vol. 53 (Ponorogo, 2019), p.90-100. [http://repository.iainponorogo.ac.id/484/1/METODE PENELITIAN KUALITATIF DI BIDANG PENDIDIKAN.pdf](http://repository.iainponorogo.ac.id/484/1/METODE%20PENELITIAN%20KUALITATIF%20DI%20BIDANG%20PENDIDIKAN.pdf).

⁴ Kasiyan, "Kesalahan Implementasi Teknik Triangulasi Pada Uji Validitas Data Skripsi Mahasiswa Jurusan Pendidikan Seni Rupa Fbs Uny," *Imaji* 13, no. 1 (2015): p. 5, <https://doi.org/10.21831/imaji.v13i1.4044>.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

To evaluate the result of students' problems in speaking. The researcher describe into data description, the students' and teacher's interview results, the disscussion and the threats of the research findings.

A. Findings

1. General Findings

The place of the research was at SMA Negeri 3 Padangsidimpuan. The location is at Jl. Perintis Kemerdekaan No. 56, Padangsidimpuan, in North Sumatera Province Indonesia. This research started from June 2024 until April 2025.

The school is lead by Drs. Kardan. The school has 58 teachers in total, and there are 11 clases in the XI grade. The participants of this research were the students of class XI-1 and the teacher who involved in this research was Mrs. Herlinda Lubis, S.Pd. The researcher chose this class because the researcher found the problems of students speaking in English.

The teacher accompanied the researcher to the classroom to begin the study. The students were polite and showed good manners towards the researcher. The observation was conducted in class XI-I of SMA Negeri 3 Padangsidimpuan during an English lesson. At that time, the students were asked to hand a conversation in pairs in front of the class on the topic 'The Most Unforgettable Holiday.' Each pair took turns coming to the front of the class and sharing their experiences through dialogue. This activity aimed to

directly observe how students handle challenges in English in a real-life context. The classroom atmosphere during the observation varied. Some students appeared serious and enthusiastic while listening to their friends present, but others seemed not paying attention, talking to each other, or even disrupting their friends. This situation caused some students presenting to become less focused or nervous while speaking. Despite this, the activity continued until all pairs completed their speaking tasks in front of the class.

2. Specific Findings

Based on the observation and interview, researcher can draw conclusion about students' problems in speaking. The results of observation and interview can be seen as follows:

a. English Speaking Problems

Out of the 4 indicators determined for speaking problems, students in class XI-I SMA Negeri 3 Padangsidempuan, students faced 4 English speaking problems, namely inhibition, nothing to say, low or uneven participation and mother tongue use.

1) Inhibition

From the result of the researcher's observation, the researcher found that students showed embarrassment and fear of making mistakes. Students often looked down, laughed nervously, and hesitated to speak for fear of making mistakes. The researcher conducted interviews with MK and KP, the results of interviews were:

Datum 1

Researcher : [“ *Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris? Jika ya, kenapa?*”]

[“Do you feel shy or afraid when speaking English? If so, why?”]

MK : [“*Ya, karena kadang merasa tidak percaya diri.*”¹]

[“Yes, because sometimes i feel insecure.”]

KP : [“*Ya, takut diejek jika salah ucap.*”²]

[“Yes because i am afraid of being mocked for saying something wrong”]

Students feel shy and afraid when speaking because they feel insecure about themselves and their abilities, and also afraid of being mocked by other students. It is this lack of confidence that inhibit their ability to speak English.

2) Nothing to Say

During the observation, the researcher found that when students were having a conversation with their peers, students did not know what to say. This led to confusion when starting the conversation and repeating the same sentence and things over and over again.

¹ Maria Krisnaulina, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 14:09 p.m.

² Kristina Pasaribu, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:58 p.m.

The researcher conducted interviews with H and SN, the result of interviews were:

Datum 2

Researcher :[*“Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?”*]

[*“Do you ever feel like you do not know what to say when speaking English?”*]

H :[*“ Ya sering, kaya yang dibilang sbelumnya karena takut di judge sama orang lain makanya kadang waktu berbicara bahasa inggris ngeblank.. ”*³]

[*“Yes, I often do. Like what was i said before, because i am afraid of being judge by others, so sometimes when speak English, i blank out.”*]

NS :[*“ Sering. ”*⁴]

[*“I often do”*]

The fear of being judge by other students makes students confused about what to say during conversations. This also causes students to experience a blank out when speaking in English, so they repeat the same words or sentences over an over again because they do not know what to say.

³ Haniah, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:58 p.m.

⁴ Nur Salda, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:42 p.m.

3) Low or Uneven Participation

Low or uneven participation means that only one person initiates conversation. When having conversation with their partner, only one person dominates the conversation while the other only speaks briefly when it was their turn to speak. The researcher conducted interviews with KP and NS, the result of interviews were:

Datum 3

Researcher :[*“Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?”*]

[*“How often are you actively involved in English speaking activity in class”*]

KP :[*“Hanya pada saat pembelajaran bahasa Inggris saja.”*⁵]

[*“only during English class”*]

NS :[*“Saat ada kegiatan praktik-praktik. Jadi, tidak terlalu sering.”*⁶]

[*“When there are practical activities. So, not too Often”*]

Based on the interviews above, it can be seen that students only speak English during classes. Students do not seem interested in

⁵ Kristina Pasaribu, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:58 p.m.

⁶ Nur Salda, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:42 p.m.

English, seen from the fact that they only actively use English during English lesson. Showing low or uneven participation.

4) Mother-tongue Use

Based on the observation conducted by researcher, the researcher found that students mixed their mother tongue with English when having conversation. Their lack of ability to speak English fluently caused them to mix it with their mother tongue. The researcher conducted interview with SA and RN, the result of interviews were:

Datum 4

Researcher :[*“Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?”*]

[*“Do you often mix your mother tongue when speaking in English? If so, why?”*]

SA :[*“Sangat sering. Karena saya tidak terlalu banyak memahami kosa kata dalam Bahasa Inggris. Jadi saya mengganti kosa kata yang tidak saya ketahui dalam Bahasa Inggris menjadi Bahasa Indonesia.”*⁷]

[*“Very often. Because i do not understand many English words, so i replace the words i do not know in English with words in my mother tongue”*]

⁷ Samuel Amsalomo, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidimpuan, 26 April 2025 at 13:24 p.m.

RN : [“*Terkadang*”⁸]
[“Yes sometimes”]

This problem happens because they cannot speak English fluently, so they mix it with their mother tongue. They speak by mixing their mother tongue when they do not know the words they want to say in English.

Based on the results of the observation and interview, it can be concluded that among the four speaking problems, low or uneven participant is the most dominant problem faced by students.

Table. IV.1

Speaking Problems Finding Results

No.	Speaking Problems	Findings
1	Inhibition	Students showed embarrassment by the attitude of often looking down, laughed nervously, and hesitate to speak.
2	Nothing to say	Students seemed not to know what to say during the speaking test. It was found that the reason was because the students were afraid of being judge by other students and often blank.
3	Low or uneven participation	It was found that during the speaking test with their pair, only on students took the initiative to speak, indicating low participation because they are not often involved in speaking activities in class.
4	Mother tongue use	Students mix with their mother tongue when speaking English,

⁸ Rommel Nuh, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidimpuan, 26 April 2025 at 13:42 p.m.

No.	Speaking Problems	Findings
		lack of understanding words and not being very good in English are the causes.

b. Speaking Problems Factors

1) Psychological factors

Psychological factors are mental and emotional condition that influence a person's behaviour and performance to speak English. Based on juhana, psychological factors divided in to five categories, they are anxiety, fear of mistakes, lack of confidence, lack of motivation and shyness. Of the 5 psychological factors, the students faced 4 psychological factors in speaking English, namely anxiety, fear of mistakes, lack of motivation and shyness.

a) Anxiety

Anxiety caused students to perform poorly in English conversation. The students showed signs of nervousness, speaking quickly and with trembling voices, causing their performance not meet their expectation. This is confirmed by the result of the interview with the students:

Datum 1

Researcher :/“ *Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?*”]

["Do you feel anxious or nervous when speaking English? If yes, what causes the anxiety?"]

SS :["*Gugup karena aku tidak terbiasa dengan orang banyak atau ditatap banyak orang*"⁹]

["Nervous, because i am not use to being around a lot of people or being stared at by many people"]

H :["*Saya memang agak cemas sih kalau berbicara Bahasa Inggris, karena memang saya paham apa yang dibilang oleh speaker-nya, tapi saya nggak bisa mengutamakan apa yang dipikirkan saya gitu.*"¹⁰]

["Yes i do. I am a bit anxious when speaking English because i understand what the speaker is saying, but i cannot priorites what i am thingking."]

One of the reason students feel anxious when speaking English, especially in front of the class, is because they are not used being around a lot of people and are not used to being stared at

⁹ Sheyra Septianita, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:24 p.m.

¹⁰ Haniah, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:58 p.m.

by many people. This makes them feel pressured and causes anxiety.

b) Fear of Mistakes

Fear of making mistakes when speaking is one of the problems often experienced by students. Fear of making mistakes causes students to stop speaking and repeat the same sentence with an unsure expression on their faces. The researcher conducted interviews with JS and SH, the result of interviews were:

Datum 2

Researcher :[“ *Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?*”]

[“Are you afraid of making mistakes when speaking English? If yes, why”]

JS :[“ *Ya, aku takut, aku takut karena takut tidak lancar dan tidak benar kata-katanya.*”¹¹]

[“Yes, i am afraid, because i am afraid i will not fluent, and i am afraid my words will not be correct”]

SH :[“*Saya takut kalau saya tidak bisa berbahasa Inggris, teman-teman saya akan tertawa.*”¹²]

¹¹ Jessica Stevani, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:52 p.m.

[“I am afraid that i cannot speak English, my friends will laugh at me”]

The most common fear is that students are afraid of not being able to speak fluently and not being able to pronounce words correctly. They are afraid of being mocked for mispronouncing words.

c) Lack of Motivation

In the observation that have been conducted, students did not show enthusiasm and initiative to speak. They only spoke indifferently and did not really intend to be part of the conversation. This is confirmed by the result of the interviews with the students:

Datum 3

Researcher :[”*Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?*”]

[“What makes you rarely or have no initiative to speak in English in the classroom”]

MK :[” *Karena kurang ada minat ke situ.*”¹³]

[“Because i am not really interested in it”]

¹² Saidah Hasibuan, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidimpuan, 26 April 2025 at 13:34 p.m.

¹³ Maria Krisnaulina, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidimpuan, 26 April 2025 at 14:09 p.m.

MR :/“ *Karena lebih sering menggunakan Bahasa Indonesia dan Bahasa Daerah di kelas.*”¹⁴]
 [“Because i use Indonesian and my local language often in the class”]

Lack of interest in English leads students to become unmotivated in the learning process. When students are not genuinely intersted in the subject, they tend to see English as a burden rather than a useful skill.

d) Shyness

Shyness is the problem that can come from other issues. It is related to students’ feelings, especially when they have to speak in front of the class or their friends. When they feel shy, they avoid eye contact with their friends and lower their voices. . The researcher conducted interview with JS and NS, the result of interviews were:

Datum 4

Researcher :/”*Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?*”]
 [“Do you feel shy to speak English? If yes, what triggres the shyness?”]

JS :/”*Ya, pertama karena dilihat oleh teman-teman. Kedua karena susah sekali berbicara*

¹⁴ Muhammad Rizky, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidimpuan, 26 April 2025 at 14:47 p.m.

dalam Bahasa Inggris.”^{15]}

[“Yes, i do. The shyness is because, first, my friends will watch me. Second, it is really hard to speak in English”]

NS :[“*Karena kalau dilihatin sih, takut jadi pusat perhatian.*”^{16]}

[“Because if people look at me, i am afraid of becoming the centre of attention”]

From the interview result above, it can be concluded that the shyness that comes up when speaking is because students are the centre of attention and not very good at it.

2) Linguistic factors

Linguistic problems are problems related to students’ language knowledge and skills. These include lack of vocabulary needed to talk, poor in grammar and poor in pronunciation. Of the 3 factors, students faced 2 linguistic factors when speaking English.

a) Lack of Vocabulary needed to Talk

Mastering a lot of vocabularies is very important in speaking English. Based on observation, students often stop during the conversations, repeats the same words and ask their pairs for the

¹⁵ Jessica Stevani, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:52 p.m.

¹⁶ Nur Salda, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:42 p.m.

English words they want to use in the middle of the conversations. The researcher conducted interviews with H and JS , the result of interviews were:

Datum 5

Researcher :[“ *Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?*”]

[“Do you often have difficulty understanding or use new words?”]

H :[“ *Kadang sih, iya, karena saya kurang paham gimana sih penggunaan kata-kata ini, untuk kondisi apa sih kata-kata ini digunain gitu.*”¹⁷]

[“Sometimes, yes. Because I do not really understand how to use these words, or in what situations these words are used”]

JS :[“ *Ya, sering kesulitan.*”¹⁸]

[“Yes, I often have difficulty”]

From the interviews above, it can be concluded that students have problems with vocabulary, where they are confused about how to use it in wat situation. There’s so much vocabulary that it can be sometimes be confusing to understand and use it.

¹⁷ Haniah, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:58 p.m.

¹⁸ Jessica Stevani, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:52 p.m.

b) Poor in Pronunciation

When having the conversation with their pairs, students often have a hard time saying words, so some words are mispronounced and hard to understand. The researcher conducted interviews with JS and SH, the result of interviews were:

Datum 6

Researcher :[“ *Bagaimana perasaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?*”]

[“How do you feel about your pronunciation skill in English? And do you find it difficult to pronounce English words”]

JS :[“*Untuk pelafalanku tidak terlalu bagus, karena banyak kata yang penyebutannya tidak sesuai dengan tulisannya, jadi kadang masih membuat bingung.*”¹⁹]

[“My pronunciation is not very good, because many words are pronounced differently from how they are written, so sometimes it is still confusing”]

SH :[“*Pelafalan ku tidak terlalu bagus karena sangat sulit.*”²⁰]

¹⁹ Jessica Stevani, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:52 p.m.

["My pronunciation it is not really good
because it is very hard"]

Based on the interviews above, can be concluded that students feel their pronunciation is not good because it is hard to pronounce words moreover that are different from how they are written. It causing students to become confused and often make mistakes when pronouncing words

c) Poor in Grammar

Grammar is crucial in speaking. Based on the results of observation conducted by the researcher, researcher found that the students still lack of grammar skills. Students still use incorrect grammar when speaking on a given topic, even in easy context. The researcher conducted interviews with MR and KP, the result of interviews were:

Datum 7

Researcher :[" *Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?*"]

["Do you find grammar a barrier when
speaking English? If so, why?"]

²⁰ Saidah Hasibuan, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:34 p.m.

- MR :[*“Karena tata bahasa itu cukup banyak.”*²¹]
 [“Yes, because there are so many grammar Rules”]
- KP :[*“Mungkin kan karena grammar susah, banyak, terlalu banyak. Susah diingat sih.”*²²]
 [“Maybe because the grammar is difficult and there are too much of it, so it is hard to remember”]

Based in the interviews with the students, the complexity of grammar and grammar rules makes it hard for students to remember and use them. This causes students to make grammatical errors even in the simple sentence.

3) The Students factors

Students have a significant role in the teaching and learning process. Their background, skills, attitudes, and other characteristics include things like opportunity, motivation, persistence and talent. Of the 2 the students factors, students just faced 1 students' factor when speaking English, namely persistence and talent.

In observation that conducted by researcher, it can be seen that even though students have hard time in speaking, they continued

²¹ Muhammad Riski, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:58 p.m.

²² Kristina Pasaribu, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidempuan, 26 April 2025 at 13:58 p.m.

the conversation even though they mixed their mother tongue and incorrect grammar. This was showed the presistence of students even though they were having a hard time. The researcher conducted interviews with SA and H, the result of interviews were:

Datum 8

Researcher :[*”Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?”*]

[“Do you feel you have a natural talent for learning English? Why yes or why not?”]

SA :[*”Saya merasa tidak memiliki bakat alami, karena saya pandai dalam Bahasa Inggris hanya karena saya melatihnya ”*²³]

[“I don’t feel I have a natural talent, because I am good at English only because I practice it”]

H :[*”Saya rasa sih, nggak ya, saya rasa saya nggak punya bakat alami, tapi saya itu suka Bahasa Inggris gitu, jadi saya pengen belajar lagi dan lagi.”*²⁴]

²³ Samuel Amsalomo, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidimpuan, 26 April 2025 at 13:24 p.m.

²⁴ Haniah, *Personal Interview*, XI-I Student of SMA Negeri 3 Padangsidimpuan, 26 April 2025 at 13:58 p.m.

[“I do not think so, i do not think i have a natural talent for it, but i like English, so i want to keep learning”]

Based on the interviews result, the student said that they did not have a natural talent for English Language, but was able to speak English because they practiced it. This proves that even if someone does not have a natural talent, with hard work and strong determination, they can become good at English.

Based on the results of the observation and interview, it can be concluded that among the three speaking problems factors, vocabulary needed to talk is the most dominant factor faced by students.

Table. IV.2

Speaking Problems Factors Finding Results

No	Speaking Problems Factor	Sub Speaking Problems Factor	Findings
1	Psychological factor	1. Anxiety 2. Fear of mistakes 3. Lack of motivation 4. Shyness	1. Students showed signs of nervousness, speaking quickly and trembling voice. Students said they felt nervous because they were stared by many people and also felt anxious. 2. Some students

No	Speaking Problems Factor	Sub Speaking Problems Factor	Findings
			are afraid of making mistakes so they stop speaking and repeat the same sentence. Students said that the cause is because they are afraid of not being fluent and also afraid of being laughed by their friends. 3. Students only spoke indifferently and did not really intend to be part of the conversation. This is because the students not really interested in it. 4. Students avoid eye contact with their friends because they feel shy, this is due to the fact that they find it hard to speak English and pressure to be the center of attention.
2	Linguistic factors	1. Lack of vocabulary needed to talk. 2. Poor in	1. Students often stop during the conversation, this is because the students do not

No	Speaking Problems Factor	Sub Speaking Problems Factor	Findings
		grammar. 3. Poor in pronunciation.	really understand how to use the words. 2. Students still lack of grammar when speaking. They said that was because there are so many grammar and grammar is difficult. 3. Students often have hard time saying words, so some words are mispronounced and hard to understand. Students said that this happens because many of the spoken words are different from what is written.
3	The students factor	Presistent and talent	Students continue to spok even though they had a hard time, this is showing presistent. Even though they said they had no talent in English, they were still able and wanted to speak English because they practiced.

c. Teacher's Plans to Overcome the Students' Speaking Problems

Based on the results of observation and interview, it was found that students faced various problems in speaking. Responding to these issues, the teacher shared several steps taken to support the students. After finding out the students' problems in speaking English, the teacher took the first step by approaching the students. According to the teacher, most of the students were not completely unable to speak English, but they lacked of confident. Some of them were afraid of making mistakes, others felt limited by vocabulary and some had no interest in English from the very start. This is confirmed by the result of the interview with the teacher:

Datum 1

Researcher : ["After finding out the students' problems in speaking English, what is the first step you take to help them?"]

HL : ["The first step I will take is to approach the students. Many of them are not actually unable to learn, but lack confidence."²⁵]

To help the students become more confident, the teacher tried to make speaking activities feel easier and more relaxed. Instead of focusing too much on grammar, the teacher asked simple questions that

²⁵ Herlinda Lubis, S.Pd, *Personal Interview*, English teacher of SMA Negeri 3 Padangsidempuan, 29 April 2025 at 10:00 a.m.

students could answer, even if they still mixed their mother tongue. The purpose was to help them get used to speaking without fear. This is confirmed by the result of the interview with the teacher:

Researcher : [“What new methods or techniques will you implement to help students become more confident in speaking English?”]

HL : [“I will ask very easy questions that they cannot answer, which can stimulate students to speak and build their confidence even though they still mix their mother tongue.”²⁶]

For the long-term plan, the teacher created a classroom environment where all students are encouraged to speak English, so no one feels shy or left out. The goal is to make English speaking feel normal for everyone in the class. The purpose was to help them get used to speaking without fear. This is confirmed by the result of the interview with the teacher:

Researcher : [“What is your long term plan to continue to improve students’ speaking skills after knowing these problems?”]

HL : [“I also create a supportive classroom environment,

²⁶ Herlinda Lubis, S.Pd, *Personal Interview*, English teacher of SMA Negeri 3 Padangsidempuan, 29 April 2025 at 10:00 a.m.

where all students must speak English so that no one feels left out or feels that they are ‘too English’, so that everything is equal.”^{27]}

To address students’ speaking problems more affectively, teacher can plan long-terms strategies to improve students’ speaking ability, like use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, gives some instruction in discussion skills, and keep students speaking the target language.²⁸

From the teacher explanation, it can be seen that helping students speak English is not only about teaching vocabulary or grammar. It is also about understanding how the students feel, making students feel comfortable when speak English and helping them more confident with support.

B. Discussion

This research was conducted in SMA Negeri 3 Padangsidempuan with 1 class observed and 10 interview participants. The study’s results highlight the problems that students faced at speaking English. Students had conversations with their pairs with the given topic.

However, several problems were found, such as inhibition, nothing to say, low or uneven participation, and the use of the mother

²⁷ Herlinda Lubis, S.Pd, *Personal Interview*, English teacher of SMA Negeri 3 Padangsidempuan, 29 April 2025 at 10:00 a.m.

²⁸ Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridge University Press, 1996) p.121-122

tongue, as mentioned by Ur.²⁹ These factors contribute to the problems students face in speaking English, including psychological factors, linguistic factors, environmental factor, and student factors.

This is not the first research that has been done; there are some researchers related to this research. First, Azizah,³⁰ the problems faced by students in speaking English namely (1) the students do not know how to pronounce words in English with correct pronunciation. (2) the students have problems speaking English because they lack of grammar mastery. (3) the students feel anxious to speak in English because their vocabulary is limited. Second, Firdaus³¹, there are two kinds of problems, there are linguistic and non-linguistic problems. Third, Arisanty³², the most dominant factor of speaking problem that faced by students was the educational system and facilities factor.

Fourth, Nursyams³³, many students with a psychological problems with self-confidence, fear of mistakes when speaking English, and lack of motivation to speak English in daily activities. When it comes to English, students have a hard time distinguishing between how to pronounce vowels and consonants in both Indonesian and English, and

²⁹ Penny Ur,121

³⁰ Azizah, "An Analysis of Students' Problems in Speaking English at The Eleventh Grade of Islamic Senior High School Al-Fityah Pekanbaru."

³¹ Firdaus, "An Analysis of Students' Problems in Speaking English at Eleventh Grade of MAN 5 Kediri."

³² Arisanty, "Students' English Speaking Problem At SMAN 5 Tapung."

³³ Nursyams, "A Study of Students' Problems in Daily English Speaking Activity (The Eleventh Grade Science Students of SMAN 10 Makasar."

vocabulary is also problem for them. Fifth, Pambudi,³⁴ every students had different problems in speaking, psychological problem an language problem. This reseacrh has in common with previous research, which shows students' problems in speaking, including pronunciation, grammar, vocabulary, linguistics and non-linguistics problems.

Based on the findings above, the researcher concludes that students' problems and the factors that cause students to struggle with speaking are preventing them from speaking fluently. The difference between this study and previous studies is, first, the location of the study is different; second, the focus of the problem is more specific, using 4 indicators taken from the theory of speech problems and the 12 indicators taken from factors faced when speaking.

C. Threast of the Research

There are some threast that are faced by the researcher when conducting this research, as follow:

1. The observation time was limited, conducted only once.
2. Participants were limited to one class in the school and 10 students who were interviewed.
3. The interview answers were not very good because some of the students felt shy or lacked confidence when responding.
4. The classroom environment was not fully conducive, either inside or outside the classroom.

³⁴ Pambudi, "An Analysis of Speaking Problems at 5th Semester Students English Language Education UIN Raden Mas Said Surakarta."

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the result of the research, and to answer the question from the formulation of the problems. The conclusions of this research are:

1. These are various problems faced by students in speaking English, such as inhibition, nothing to say, low or uneven participation, and mother tongue use. Low or uneven participation is the most dominant problem faced by students.
2. The causes of students' speaking problems can be classified into some factors. The first is psychological factors, such as anxiety, fear of mistakes, lack of motivation and shyness. Second are linguistic factors, such as lack of vocabulary needed to talk, grammar, and pronunciation. The last is the students' factors, such as persistence and talent. Vocabulary needed to talk is the most dominant factor faced by students.
3. The teacher's plan to overcome the speaking problems faced by students including building students' confidence through a personalised approach and a comfortable learning environment. Teachers use interactive methods such as pair work and simple question and answer session, and encourage the use of everyday vocabulary with the help of technology such as Google Translate for the pronunciation. And in the long term, teachers create a supportive environment so that students

become comfortable and confident speaking English without fear of being criticised or told they are “too English”.

B. Implication

Based on the research conducted on “An Analysis of Students’ Problems in Speaking English at the Grade XI-I of SMA Negeri 3 Padangsidempuan”. There are several implications obtained from the results of the study, they are:

1. Teachers need to give students more opportunities to speak English in the class and need to create an atmosphere that supports students’ confidence to speak.
2. It is important for the teacher to understand the factors that are the main problems in speaking.

C. Suggestion

After finishing this research, the researcher would like to give some suggestions, such as:

1. For teachers, there are more methods that can be used to improve students’ English speaking skills and build their confidence, such as role play, group discussions, and audio-lingual methods.
2. For students, it is hoped that they will be more active in practising speaking English, both inside and outside the classroom. By practising more often, students will become more used to it and slowly overcome problems in speaking English.

3. For Future reserchers, can use this study as a reference in analyzing students' problems and factors. Further researchers could use different instrument, such as questionnaires or classroom action research, to obtain boarder more valid data.

REFERENCES

- Abdikholikova, Dilobar. "THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS." *Ilmiy-Uslubiy Jurnal*, 2022, 34–40. <https://doi.org/https://doi.org/10.5281/zenodo.7248883> Abstract:
- Agus setyonegoro, Akhyaruddin, Hilman Yusra. *Buku Keterampilan Belajar*. Jambi, 2020.
- Apriyani, Windi Tri, and Dewi Syafitri. "Psychological Factors Affecting English Speaking Skills." *U-JET*, 2023, 71–76. <https://jurnal.fkip.unila.ac.id/index.php/123/article/download/26784/pdf>.
- Arisanty, Novia. "Students' English Speaking Problem At SMAN 5 Tapung." UIN Suska Riau, 2020. <https://repository.uin-suska.ac.id/29598/2/GABUNGAN%20KECALI%20BAB%20IV.pdf>
- Azizah, Nur. "An Analysis of Students' Problems in Speaking English at The Eleventh Grade of Islamic Senior High School Al-Fityah Pekanbaru." UIN Suska Riau, 2020.
- Faizah, C, and N Fitria. "An Exploration on Students' Problems in Speaking English at the English Department of Serambi Mekkah Banda Aceh." *Jurnal Serambi Akademika* 9, no. 7 (2021): 1205–14. <http://ojs.serambimekkah.ac.id/serambi-akademika/article/view/3348%0Ahttp://ojs.serambimekkah.ac.id/serambi-akademika/article/download/3348/2526>.
- Firdaus, Emylia Vivian. "An Analysis of Students' Problems in Speaking English at Eleventh Grade of MAN 5 Kediri." IAIN Kediri, 2023. <https://etheses.iainkediri.ac.id/9139/>
- Flucher, G. *Testing Second Language Speaking*, 2003.
- Hasibuan, Selamat Husni, and Yusriati Yusriati. "The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU." *Journal of English Education and Teaching* 3, no. 2 (2019): 230–448. <https://doi.org/10.33369/jeet.3.2.230-248>.
- Irsani, Nabila, Nabila Laila, Nabila Dwi Hardiana, Natasya Aisyah, Natasya Herza Harahap, and Siti Ismahani. "The Role of the Surrounding Environment in Improving English Ability and Developing Students' Vocabulary." *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat* 3, no. 2 (2023): 1007–12. <https://doi.org/10.56832/edu.v3i2.374>.
- Kasiyan, -. "Kesalahan Implementasi Teknik Triangulasi Pada Uji Validitas Data Skripsi Mahasiswa Jurusan Pendidikan Seni Rupa Fbs Uny." *Imaji* 13, no. 1 (2015): 1–12. <https://doi.org/10.21831/imaji.v13i1.4044>.
- Kumara, A. R. "Metodologi Penelitian Kualitatif." *Metodologi Penelitian Kualitatif*, 2018, 3–92.
- Nunan, David, T. D. Terrell, and H. Douglas Brown. *Practical English Language Teaching. Language*. Vol. 57, 2003.
- Nursyams, Andi Annisa Hanivah. "A Study of Students' Problems in Daily English Speaking Activity (The Eleventh Grade Science Students of SMAN 10 Makasar." Universitas Muhammadiyah Maasar, 2019.
- Pambudi, Oktavian Bugar. "An Analysis of Speaking Problems at 5th Semester Students

English Language Education UIN Raden Mas Said Surakarta.” UIN Raden Mas Said Surakarta, 2023.

- Panjaitan, Kurnia, Enita Sihombing, Clawdya Clinton Pasaribu, and Christina Anita Elizabeth Siregar. “Students’ Difficulties in Speaking Comprehension of Vocational High School Students.” *Romeo : Review of Multidisciplinary Education, Culture and Pedagogy* 1, no. 2 (2022): 69–74. <https://doi.org/10.55047/romeo.v1i2.94>.
- Pratiwi, Dyah Prihatini Candraning. “Problems and Difficulties of Speaking At Muhammadiyah.” *Journal of English Education and Linguistics* 2, no. 1 (2021): 40–49. <https://doi.org/10.56874/jeel.v2i1.404>.
- Richard, Jack C. “Teaching Listening and Speaking From Theory to Practice, Available on: Wwww. Finchpark. Com/Courses/Tkt/Unit_07.” *Richards-Teaching-Listening-Speaking. Pdf*, 2008, 1–37.
- Sabata, Yusniati N., Riya Mulyanti, Abdul Rabbi Arrasul, Sitti Hardianti, and Desriani Nggolaon. “Linguistics Factors as Speaking Obstacle of the EFL Students in Classroom” 2022 (2024): 729–36. https://doi.org/10.2991/978-2-38476-118-0_84.
- Saleh, Sirajuddin. *ANALISIS DATA KUALITATIF*. Vol. 1. Bandung: Pustaka Ramadhan, 2017. <https://core.ac.uk/download/pdf/228075212.pdf>.
- Sidiq Umar, and Moh. Miftachul Choiri MA. *Metode Penelitian Kualitatif Di Bidang Pendidikan*. Vol. 53. Ponorogo, 2019. [http://repository.iainponorogo.ac.id/484/1/METODE PENELITIAN KUALITATIF DI BIDANG PENDIDIKAN.pdf](http://repository.iainponorogo.ac.id/484/1/METODE%20PENELITIAN%20KUALITATIF%20DI%20BIDANG%20PENDIDIKAN.pdf).
- Siregar, Fitri Rayani, and Harida, Eka Sustri. *Building a Better Vocabulary by Word Formation Process*, 2021.
- Syahdila, Yolla, and Edi Trisno. “An Analysis of Students ’ Problems of Speaking English in Grade Viii of Smp 3 Sungai Limau.” *Journal of English Language Teaching* 12, no. 1 (2023): 313–17. <https://doi.org/10.24036/jelt.v12i1.121815>.
- Ulfatussyarifah, Ulfatussyarifah. “The Effects of Vocabulary and Grammar Mastery Toward Student’s Reading Comprehension of Grade X of State Senior High School Students in West Jakarta.” *Scope : Journal of English Language Teaching* 1, no. 02 (2018): 197. <https://doi.org/10.30998/scope.v1i02.2257>.
- Ur, Penny. *A Course in Language Teaching Practice and Theory*. Cambridge University Press, 1996. <https://doi.org/10.9790/0837-19664456>.
- Zainol Kamal, Moh. “Teacher’s Role and the Principles of Teaching Speaking Skills,” 2019, 6. <https://doi.org/10.37459/tafhim.v10i2.3430>.
- Zdikriah, Anggi Laila, Rayendriani Fahmei Lubis, and Zainuddin. “The Effect of Suggestedia Method on Students’ Speaking Ability at Grade VIII MTsN Model Padangsidempuan Lokasi Ujung Gurap.” *English Education : English Journal for Teaching and Learning* 6, no. 2 (2018): 185. <https://doi.org/10.24952/ee.v6i2.1256>.

CURRICULUM VITAE



A. Identify

Name : Deviana Sari Pane
Reg. Number : 20 203 00016
Place /Date of Birth : Tanjung Pinang, 05 November 2002
Gender : Female
Religion : Islam
Adress : Sihitang, Padangsidempuan
Phone Number : 083173882020
Email : devianasaripane2002@gmail.com

B. Parents

Father's Name : Abdul Hasan Pane
Job : Wiraswasta
Mother's Name : Susanty Herawati Nasution
Job : Housewife

C. Educational Background

SDN 200212 Padangmatinggi	2008-2014
SMPN 5 Padangsidempuan	2014-2017
SMAN 3 Padangsidempuan	2017-2020

APPENDIX I

Indicators of Observation Sheet Based on Speaking Problems

No.	Indicators	Sub Indicators
1	Inhibition	shows embarrassment or fear of making mistakes.
2	Noting to say	have no ideas to express.
3	Low or uneven participation	one of the students speaks shorter and less than their partner.
4	Mother tongue use	often mixes mother tongue when speaking English.

APPENDIX II

Indicators of Observation Sheet Based on Speaking Problems Factors

No.	Indicators	Sub Indicators
1	Anxiety	shows physical signs of nervousness.
2	Fear of mistakes	hasitates and stops speaking for fear of being wrong or ridiculed.
3	Lack of confidence	tone is less convincing when speaking and is not confident.
4	Lack of Motivation	show no enthusiam and have no initiative to speak
5	Shyness	feeling shy when asked to speak in front the class.
6	Lack of vocabulary needed to talk	repeats the same words due lack of vocabulary.
7	Poor in grammar	makes many mistakes in sentence structure even in simple contexts.
8	Poor in pronunciation	difficult pronouncing words correctly so that they are hard to understands.
9	Environment factor	classroom situation affects comfort when speaking.
10	Opportunity and motivation	rarely given the opportunity to speak and no used to speaking in English.
11	Persistent and talent	still trying to speak despite the hard time.
12	Teacher role factor	students are confused without the presence of the teacher.

APPENDIX III

Indicators of Interview

1. For Students Based on Speaking Problems

No.	Indicators	Questions
1	Inhibition	Do you feel shy or afraid when speaking English? if so, why?
2	Nothing to say	Do you ever feel like you don't know what to say when speaking English?
3	Low or uneven participation	How often are you actively involved in English speaking activities in class?
4	Mother tongue use	Do you often mix your mother tongue when speaking in English? if so, why?

2. For Students Based on Speaking Problems Factors

No.	Indicators	Questions
1	Anxiety	Do you feel anxious or nervous when speaking English? if yes, what causes the anxiety?
2	Fear of mistakes	Are you afraid of making mistakes when speaking English? if yes, why?
3	Lack of confidence	Do you feel confident in your English skills? why yes and if not why?
4	Lack of motivation	What makes you rarely or have no initiative to speak in English in the classroom?
5	Shyness	Do you feel shy to speak English? if yes, what triggers the shyness?
6	Lack of vocabulary needed to talk	Do you often have difficulty understanding or using new words?
7	Poor in grammar	Do you find grammar a barrier when speaking English? if so, why?
8	Poor in pronunciation	How do you feel about your pronunciation skills in English? And do you find it difficult to pronounce English words?
9	Environment factor	How does your neighbourhood support or hinder you in learning English?
10	Opportunity and motivation	Is there anything in particular that encourages or hinders your motivation to learn English?
11	Persistent and talent	Do you feel you have a natural talent for learning English? why or why not?

No.	Indicators	Questions
12	Teacher role Factor	What do you think about the teacher's role in helping you learn English?

3. For Teacher

Indicator	Sub Indicators	Questions
Teacher plans to overcome.	d. Teacher response to the students problems. e. Teaching strategies to improve speaking skills. f. Long-term plan for the improvement of speaking skills.	1. After finding out the students' problems in speaking English, what is the first step you take to help them? 2. What new methods or techniques will you implement to help students become more confident in speaking English? 3. What is your long term plan to continue to improve students' speaking skills after knowing these problems?

APPENDIX IV

Observation Sheet

1. Speaking Problems

No.	Indicators	Sub Indicators	Yes	No	Observer Notes
1	Inhibition	shows embarrassment or fear of making mistakes.			
2	Noting to say	have no ideas to express..			
3	Low or uneven participation	one of the students speaks shorter and less than their partner.			
4	Mother tongue use	often mixes mother tongue when speaking English.			

2. Speaking Problems Factors

No.	Indicators	Sub Indicators	Yes	No	Observer Notes
1	Anxiety	shows physical signs of nervousness.			
2	Fear of mistakes	hasitates and stops speaking for fear of being wrong or ridiculed.			
3	Lack of confidence	tone is less convincing when speaking and is not confident.			
4	Lack of Motivation	show no enthusiam and have no initiative to speak.			
5	Shyness	feeling shy when asked to speak in front the class.			
6	Lack of vocabulary needed to talk	repeats the same words due lack of vocabulary.			
7	Poor in grammar	makes many mistakes in sentence structure even in simple contexts.			
8	Poor in pronunciation	difficult pronouncing words correctly so that they are hard to understands.			
9	Environment factor	classroom situation affects comfort when speaking.			
10	Opportunity and motivation	rarely given the opportunity to speak and no used to speaking in English.			

No.	Indicators	Sub Indicators	Yes	No	Observer Notes
11	Persistent and talent	still trying to speak despite difficulties.			
12	Teacher role Factor	students are confused without the precense of the teacher.			

APPENDIX V

Interview Guideline for Students

Speaking Problems

1. Do you feel shy or afraid when speaking English? if so, why?
2. Do you ever feel like you don't know what to say when speaking English?
3. How often are you actively involved in English speaking activities in class?
4. Do you often mix your mother tongue when speaking in English? if so, why?

Speaking Problems Factors

1. Do you feel anxious or nervous when speaking English? if yes, what causes the anxiety?
2. Are you afraid of making mistakes when speaking English? if yes, why?
3. Do you feel confident in your English skills? why yes and if not why?
4. What makes you rarely or have no initiative to speak in English in the classroom?
5. Do you feel shy to speak English? if yes, what triggers the shyness?
6. Do you often have difficulty understanding or using new words?
7. Do you find grammar a barrier when speaking English? if so, why?
8. How do you feel about your pronunciation skills in English? And do you find it difficult to pronounce English words?
9. How does your neighbourhood support or hinder you in learning English?
10. Is there anything in particular that encourages or hinders your motivation to learn English?
11. Do you feel you have a natural talent for learning English? why or why not?
12. What do you think about the teacher's role in helping you learn English?

Interview Guideline for Teacher

1. After finding out the students' problems in speaking English, what is the first step you take to help them?
2. What new methods or techniques will you implement to help students become more confident in speaking English?
3. What is your long term plan to continue to improve students' speaking skills after knowing these problems?

APPENDIX VI

Observation Result

Speaking Problems

No.	Indicators	Sub Indicators	RN		DA		NS		SH		JS		H		SA		FN		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Inhibition	shows embarrassment or fear of making mistakes.		✓	✓		✓		✓		✓		✓		✓		✓		students often look down, laugh nervously and hesitate when speaking for fear of making mistakes.
2	Noting to say	have no ideas to express.		✓	✓		✓		✓		✓			✓	✓		✓		confuse when starting to speak, repeating the same words.
3	Low or uneven participation	one of the students speaks shorter and less than their partner.		✓	✓		✓		✓		✓		✓		✓		✓		only one dominated the conversation while the other was only brief.
4	Mother tongue use	often mixes mother tongue when speaking English.		✓	✓			✓	✓			✓		✓	✓		✓		mix it with mother tongue when don't know the English.

Speaking Problems Factors

No.	Indicators	Sub Indicators	RN		DA		NS		SH		JS		H		SA		FN		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Anxiety	shows physical signs of nervousness.		✓	✓		✓		✓		✓			✓	✓		✓		speaks in hurry and with trembling voice.
2	Fear of mistakes	hesitates and stops speaking for fear of being wrong or ridiculed.	✓		✓		✓		✓		✓		✓		✓		✓		the conversation stops abruptly and repeats or correct one's own speech several times with an expression of doubt.
3	Lack of confidence	tone is less convincing when speaking and is not confident.		✓	✓		✓		✓		✓		✓		✓		✓		the tone of voice is low and tends to avoid eye contact.
4	Lack of Motivation	shows no enthusiasm and has no initiative to speak.		✓	✓		✓		✓		✓			✓	✓		✓		only speaks as it without any attempt to develop the conversation.
5	Shyness	feels shy when asked to speak in front of the class.		✓		✓	✓		✓		✓		✓		✓		✓		avoids eye contact, has a low tone of voice and appears uncomfortable when

No.	Indicators	Sub Indicators	RN		DA		NS		SH		JS		H		SA		FN		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
																			speaking in front of the class.
6	Lack of vocabulary needed to talk	repeats the same words due lack of vocabulary.	✓		✓		✓		✓		✓			✓	✓		✓		often stops while speaking and asks their partner the word they dont know.
7	Poor in grammar	makes many mistakes in sentence structure even in simple contexts.	✓		✓		✓		✓		✓			✓	✓		✓		incorrect use of the grammar and errors in structuring sentences.
8	Poor in pronunciation	difficult pronouncing words correctly.	✓		✓		✓		✓		✓			✓	✓		✓		some words are mispronounced, making it hard to recognise.
9	Environment factor	classroom situation affects comfort when speaking.	✓		✓		✓		✓		✓		✓		✓		✓		the classroom situation being too noisy, makes students unfocused when having a converstation with pairs.
10	Opportunity and motivation	rarely given the opportunity to speak and no	✓		✓		✓		✓		✓			✓	✓		✓		confused about starting a conversation if not

No.	Indicators	Sub Indicators	RN		DA		NS		SH		JS		H		SA		FN		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
		used to speaking in English.																	directed.
11	Persistent and talent	still trying to speak despite the hard time.	✓			✓	✓		✓		✓		✓		✓		✓		still trying to complete the conversation despite mixing with mother tongue, lack of understanding of grammar and lack of vocabularies.
12	Teacher role Factor	students are confused without the precense of the teacher.	✓		✓		✓		✓		✓		✓		✓		✓		experiencing confusion in the absence of the teacher they felt there was no one to direct them and looked hesitant.

Speaking Problems

No.	Indicators	Sub Indicators	MD		AD		ND		MK		LD		AK		SS		KP		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Inhibition	shows embarrassment or fear of making mistakes.	✓		✓		✓		✓		✓		✓		✓		✓		students often look down, laugh nervously and hesitate when speaking for fear of making mistakes.
2	Noting to say	have no ideas to express.	✓		✓		✓			✓		✓	✓		✓		✓		confuse when starting to speak, repeating the same words.
3	Low or uneven participation	one of the students speaks shorter and less than their partner.	✓		✓		✓			✓		✓	✓		✓		✓		only one dominated the conversation while the other was only brief.
4	Mother tongue use	often mixes mother tongue when speaking English.	✓			✓		✓		✓		✓	✓		✓			✓	mix it with mother tongue when don't know the English.

Speaking Problems Factors

No.	Indicators	Sub Indicators	MD		AD		ND		MK		LD		AK		SS		KP		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Anxiety	shows physical signs of nervousness.	✓		✓		✓			✓		✓	✓		✓		✓		speaks in hurry and with trembling voice.
2	Fear of mistakes	hesitates and stops speaking for fear of being wrong or ridiculed.	✓		✓		✓		✓		✓		✓		✓		✓		the conversation stops abruptly and repeats or correct one's own speech several times with an expression of doubt.
3	Lack of confidence	tone is less convincing when speaking and is not confident.	✓		✓		✓			✓		✓	✓		✓		✓		the tone of voice is low and tends to avoid eye contact.
4	Lack of Motivation	shows no enthusiasm and has no initiative to speak.	✓		✓		✓		✓		✓		✓		✓		✓		only speaks as it without any attempt to develop the conversation.
5	Shyness	feels shy when asked to speak in front of the class.	✓		✓		✓			✓		✓	✓		✓		✓		avoids eye contact, has a low tone of voice and appears uncomfortable when speaking in front of the class.

No.	Indicators	Sub Indicators	MD		AD		ND		MK		LD		AK		SS		KP		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
6	Lack of vocabulary needed to talk	repeats the same words due lack of vocabulary.	✓		✓		✓		✓		✓		✓		✓		✓		often stops while speaking and asks their partner the word they dont know.
7	Poor in grammar	makes many mistakes in sentence structure even in simple contexts.	✓		✓		✓		✓		✓				✓		✓		incorrect use of the grammar and errors in structuring sentences.
8	Poor in pronunciation	difficult pronouncing words correctly.	✓		✓		✓		✓			✓			✓		✓		some words are mispronounced, making it hard to recognise.
9	Environment factor	classroom situation affects comfort when speaking.	✓		✓		✓		✓		✓				✓		✓		the classroom situation being too noisy, makes students unfocused when having a conversation with pairs.
10	Opportunity and motivation	rarely given the opportunity to speak and no used to speaking in	✓		✓		✓		✓		✓		✓		✓		✓		confused about starting a conversation if not directed.

No.	Indicators	Sub Indicators	MD		AD		ND		MK		LD		AK		SS		KP		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
		English.																	
11	Persistent and talent	still trying to speak despite the hard time.	✓		✓		✓		✓		✓		✓		✓		✓		still trying to complete the conversation despite mixing with mother tongue, lack of understanding of grammar and lack of vocabularies.
12	Teacher role Factor	students are confused without the precense of the teacher.	✓		✓		✓		✓		✓		✓		✓		✓		experiencing confusion in the absence of the teacher they felt there was no one to direct them and looked hesitant.

Speaking Problems

No.	Indicators	Sub Indicators	NA		RH		AM		AP		DD		MR		SA		RH		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Inhibition	shows embarrassment or fear of making mistakes.	✓		✓		✓		✓		✓			✓		✓		✓	students often look down, laugh nervously and hesitate when speaking for fear of making mistakes.
2	Noting to say	have no ideas to express.	✓		✓		✓		✓		✓			✓		✓	✓		confuse when starting to speak, repeating the same words.
3	Low or uneven participation	one of the students speaks shorter and less than their partner.	✓			✓		✓	✓		✓			✓		✓		✓	only one dominated the conversation while the other was only brief.
4	Mother tongue use	often mixes mother tongue when speaking English.		✓		✓		✓		✓		✓		✓		✓		✓	mix it with mother tongue when don't know the English.

Speaking Problems Factors

No.	Indicators	Sub Indicators	NA		RH		AM		AP		DD		MR		SA		RH		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Anxiety	shows physical signs of nervousness.		✓	✓		✓			✓		✓	✓		✓			✓	speak in hurry and with trembling voice.
2	Fear of mistakes	hasitates and stops speaking for fear of being wrong or ridiculed.	✓		✓		✓		✓		✓		✓		✓			✓	the conversation stops abruptly and repeats or correct one's own speech several time with an expression of doubt.
3	Lack of confidence	tone is less convincing when speaking and is not confident.	✓		✓		✓		✓		✓			✓		✓	✓		the tone of voice is low and tend to avoid eye contact.
4	Lack of Motivation	show no enthusiam and have no initiative to speak.	✓		✓		✓		✓		✓		✓		✓		✓		only speak as it without any attempt to develop the conversation.
5	Shyness	feeling shy when asked to speak in front the class.	✓		✓		✓		✓		✓			✓		✓		✓	avoids eye contact, has a low tone of voice and appears uncomfortable when speaking in front of the class.

No.	Indicators	Sub Indicators	NA		RH		AM		AP		DD		MR		SA		RH		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
6	Lack of vocabulary needed to talk	repeats the same words due lack of vocabulary.	✓		✓		✓			✓	✓			✓		✓		✓	often stops while speaking and asks their partner the word they dont know.
7	Poor in grammar	makes many mistakes in sentence structure even in simple contexts.	✓		✓		✓		✓		✓		✓		✓		✓		incorrect use of the grammar and errors in structuring sentences.
8	Poor in pronunciation	difficult pronouncing words correctly.	✓		✓		✓		✓		✓		✓		✓		✓		some words are mispronounced, making it hard to recognise.
9	Environment factor	classroom situation affects comfort when speaking.	✓		✓		✓		✓		✓		✓		✓		✓		the classroom situation being too noisy, makes students unfocused when having a conversation with pairs.
10	Opportunity and motivation	rarely given the opportunity to speak and no used to speaking in	✓		✓		✓		✓		✓			✓		✓	✓		confused about starting a conversation if not directed.

No.	Indicators	Sub Indicators	NA		RH		AM		AP		DD		MR		SA		RH		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
		English.																	
11	Persistent and talent	still trying to speak despite the hard time.	✓		✓		✓		✓		✓			✓		✓	✓		still trying to complete the conversation despite mixing with mother tongue, lack of understanding of grammar and lack of vocabularies.
12	Teacher role Factor	students are confused without the precense of the teacher.	✓		✓		✓		✓		✓		✓		✓		✓		experiencing confusion in the absence of the teacher they felt there was no one to direct them and looked hesitant.

Speaking Problems

No.	Indicators	Sub Indicators	YS		AD		RR		MB		AR		IF		RA		NA		YS		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Inhibition	shows embarrassment or fear of making mistakes.	✓		✓			✓	✓		✓		✓		✓		✓		✓		students often look down, laugh nervously and hesitate when speaking for fear of making mistakes.
2	Noting to say	have no ideas to express.	✓		✓		✓			✓	✓		✓	✓	✓		✓		✓		confuse when starting to speak, repeating the same words.
3	Low or uneven participation	one of the students speaks shorter and less than their partner.		✓	✓		✓		✓		✓		✓		✓		✓		✓		only one dominated the conversation while the other was only brief.
4	Mother tongue use	often mixes mother tongue when speaking English.		✓		✓		✓		✓		✓		✓		✓	✓			✓	mix it with mother tongue when don't know the English.

Speaking Problems Factors

No.	Indicators	Sub Indicators	YS		AD		RR		MB		AR		IF		RA		NA		YS		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1	Anxiety	shows physical signs of nervousness.		✓	✓		✓			✓	✓		✓		✓		✓		✓		speaks in hurry and with trembling voice.
2	Fear of mistakes	hesitates and stops speaking for fear of being wrong or ridiculed.		✓	✓		✓		✓		✓		✓		✓		✓		✓		the conversation stops abruptly and repeats or correct one's own speech several times with an expression of doubt.
3	Lack of confidence	tone is less convincing when speaking and is not confident.	✓		✓			✓	✓		✓		✓		✓		✓		✓		the tone of voice is low and tends to avoid eye contact.
4	Lack of Motivation	shows no enthusiasm and has no initiative to speak.	✓		✓		✓		✓		✓		✓		✓		✓		✓		only speaks as it without any attempt to develop the conversation.
5	Shyness	feels shy when asked to speak in front of the class.		✓	✓			✓		✓	✓		✓		✓		✓		✓		avoids eye contact, has a low tone of voice and appears uncomfortable

No.	Indicators	Sub Indicators	YS		AD		RR		MB		AR		IF		RA		NA		YS		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
																					when speaking in front of the class.
6	Lack of vocabulary needed to talk	repeats the same words due lack of vocabulary.		✓	✓		✓			✓	✓		✓		✓		✓		✓		often stops while speaking and asks their partner the word they dont know.
7	Poor in grammar	makes many mistakes in sentence structure even in simple contexts.	✓		✓		✓		✓		✓		✓		✓		✓		✓		incorrect use of the grammar and errors in structuring sentences.
8	Poor in pronunciation	difficult pronouncing words correctly.	✓		✓		✓		✓		✓		✓		✓		✓		✓		some words are mispronounced, making it hard to recognise.
9	Environment factor	classroom situation affects comfort when speaking.	✓		✓		✓		✓		✓		✓		✓		✓		✓		the classroom situation being too noisy, makes students unfocused when having a conversation with pairs.
10	Opportunity and motivation	rarely given the opportunity to	✓		✓		✓		✓		✓		✓		✓		✓		✓		confused about starting a

No.	Indicators	Sub Indicators	YS		AD		RR		MB		AR		IF		RA		NA		YS		Observer Notes
			Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
		Speak and no used to speaking in English.																			conversation if not directed.
11	Persistent and talent	still trying to speak despite the hard time.	✓		✓			✓	✓			✓	✓		✓		✓		✓		still trying to complete the conversation despite mixing with mother tongue, lack of understanding of grammar and lack of vocabularies.
12	Teacher role Factor	students are confused without the presence of the teacher.	✓		✓		✓		✓		✓		✓		✓		✓		✓		experiencing confusion in the absence of the teacher they felt there was no one to direct them and looked hesitant.

APPENDIX VII

Interview to the Students

Date : 26 April 2025

Students' Name : H

Speaking Problems Factors

1. **Pertanyaan:** Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Kadang-kadang agak takut sih, soalnya nggak tahu mau ngomong apa dan takut salah gitu, takut dijudge oleh orang lain.
2. **Pertanyaan:** Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Ya sering, kaya yang dibilang sbelumnya karena takut di judge sama orang lain makanya kadang waktu berbicara bahasa inggris ngeblank.
3. **Pertanyaan:** Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Kalau di kelas sih lumayan jarang ya, cuma pas belajar Bahasa Inggris ini aja terlibat Bahasa Inggris.
4. **Pertanyaan:** Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Nggak terlalu sih, cuman kadang-kadang aja.

Speaking Problems Factors

1. **Pertanyaan:** Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Saya memang agak cemas sih kalau berbicara Bahasa Inggris, karena memang saya paham apa yang dibilang oleh speaker-nya, tapi saya nggak bisa mengutamakan apa yang dipikirkan saya gitu.
2. **Pertanyaan:** Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Lumayan sih, soalnya kadang-kadang saya mikirin kayak grammar, tense gitu, takutnya dijudge oleh orang lain gitu.
3. **Pertanyaan:** Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Saya rasa sih masih kurang ya, karena saya masih sedikit belajar Bahasa Inggrisnya.

4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?
Jawaban : Kalau di kelas sih, kalau bicara Bahasa Inggris kayak dikatain Sok Inggris gitu, jadi ya saya agak takut gitu pakai Bahasa Inggris di kelas.
5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?
Jawaban : Malu sih kak, karena kayak dianggap sok-Inggris gitu ya.
6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?
Jawaban : Kadang sih, iya, karena saya kurang paham gimana sih penggunaan kata-kata ini, untuk kondisi apa sih kata-kata ini digunain gitu.
7. Pertanyaan: Bagaimana persaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?
Jawaban : Saya rasa sih, nggak terlalu ya, cuman kadang nge-blank aja mau bilang apa.
8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Kadang sih kak, saya mikirnya emang menyusahkan banget sih grammar ini. Tapi saya juga liat-liat di internet kan, katanya kita itu nggak boleh takut kalau bicara, nggak usah mikir-mikir intens, langsung aja bicara gitu. Kadang masih jadi halangan sih, grammar-grammar ini.
9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?
Jawaban : Saya rasa sih kak, kayak kurang mendukung gitu, karena nggak banyak dari mereka yang mau pakai Bahasa Inggris, kayak dikatain sok Inggris gitu.
10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?
Jawaban : Saya sih kak, lebih karena mendorong sih, karena saya suka liat konten Bahasa Inggris gitu kan, jadi saya pengen tahu gimana sih caranya biar aku itu pandai Bahasa Inggris. Jadi saya selalu pengen belajar Bahasa Inggris.
11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?

Jawaban : Saya rasa sih, nggak ya, saya rasa saya nggak punya bakat alami, tapi saya itu suka Bahasa Inggris gitu, jadi saya pengen belajar lagi dan lagi.

12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?

Jawaban : Peran guru penting banget sih, karena kalau ada guru saya bisa tahu gimana sih cara belajarnya dari mana-mana aja, tahapan-tahapannya, biar saya bisa pandai Bahasa Inggris.

Interview to the Students

Date : 26 April 2025

Students' Name : JS

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Ya, karena aku tidak terlalu suka Bahasa Inggris, jadi belajar Bahasa Inggris seperti tidak menyenangkan. Jadi aku masih suka takut kalau tiba-tiba ada praktik atau diajak berbicara Bahasa Inggris terutama dengan guru.
2. Pertanyaan: Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Pernah, saat itu guru masuk ke kelas untuk mengajar, kemudian berbicara dengan menggunakan Bahasa Inggris, saat itu aku tidak tau apa yang dibicarakan oleh guru.
3. Pertanyaan: Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Agak jarang.
4. Pertanyaan: Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Ya, karena kadang aku tidak tahu Bahasa Inggrisnya jadi dicampur dengan Bahasa Indonesia.

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Ya, pemicunya karena tidak percaya diri.
2. Pertanyaan: Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Ya, aku takut, aku takut karena takut tidak lancar dan tidak benar kata-katanya.
3. Pertanyaan: Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Kalau kemampuan, tidak. Karena kemampuanku sedikit dalam Bahasa Inggris.
4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?

Jawaban : Karena aku tidak percaya diri. Aku takut salah saat mencoba dan takut salah saat berbicara.

5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?

Jawaban : Ya, pertama karena dilihat oleh teman-teman. Kedua karena susah sekali berbicara dalam Bahasa Inggris.

6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?

Jawaban : Ya, sering kesulitan.

7. Pertanyaan: Bagaimana perasaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?

Jawaban : Untuk pelafalanku tidak terlalu bagus, karena banyak kata yang penyebutannya tidak sesuai dengan tulisannya, jadi kadang masih membuat bingung.

8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?

Jawaban : Ya, sulit karena grammar tenses ada banyak.

9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?

Jawaban : Mendukung, seperti teman sebangku ku lumayan bisa berbahasa Inggris jadi dia bilang usaha aja, coba aja dulu, bisa belajar Bahasa Inggris dari nonton atau mendengarkan musik.

10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?

Jawaban : Malas. Kalau belajar Bahasa Inggris itu seperti langsung datang malasnya.

11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?

Jawaban : Tidak ada.

12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?

Jawaban : Peran guru sangat bagus, karena guru mengajarkan murid-muridnya supaya bisa belajar Bahasa Inggris.

Interview to the Students

Date : 26 April 2025

Students' Name : KP

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Ya, takut diejek jika salah ucap.
2. Pertanyaan: Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Iya
3. Pertanyaan: Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Hanya Pada saat pembelajaran bahasa Inggris saja.
4. Pertanyaan: Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Ya, Supaya lebih mengerti karena ssat berbicara bahasa inggris ada bebrapa kata yang ga tau bahasa inggrisnya.

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Ya. Karena belum tahu banyak tentang Bahasa Inggris.
2. Pertanyaan: Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Ya, takut memebuat kesalahan karena tidak pandai dalam Bahasa Inggris.
3. Pertanyaan: Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Masih ragu-ragu, tidak terlalu percaya diri.
4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?
Jawaban : Karena dari diri sendiri. Karena susah, aku merasa bahasa inggris itu susah.
5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?

Jawaban : Takut melakukan kesalahan, Karena nggak tahu sama sekali.

6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?

Jawaban : Iya. Karena baru dengar katakatanya dan ada beberapa kata-kata yg susah.

7. Pertanyaan: Bagaimana perasaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?

Jawaban : Hanya sedikit susah dalam mengucapkan bahasa inggris. Sedikit-sedikit.

8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?

Jawaban : Mungkin kan karena grammar susah, banyak, terlalu banyak. Susah diingat sih.

9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?

Jawaban : Mendukung. Lebih sering teman-teman menggunakan bahasa Inggris dalam belajar bahasa Inggris.

10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?

Jawaban : Sekarang kalau menghambat gara-gara diri sendiri yang tidak terlalu suka bahasa Inggris. Suka, tapi karena terbatasnya pembelajaran. Pngen juga belajar bahasa Inggris lebih banyak, tapi ada rasa malas dari diri sendiri. Karena di rumah, tinggal sendiri, jadi tidak terlalu

11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?

Jawaban : Sedikit-sedikit.

12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?

Jawaban : Membantu.

Interview to the Students

Date : 26 April 2025

Students' Name : SH

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Malu karena saya takut saya tidak mengerti dan saya tidak bisa berbahasa Inggris dengan jelas apa yang saya katakan.
2. Pertanyaan: Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Pernah.
3. Pertanyaan: Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Tidak terlalu sering.
4. Pertanyaan: Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Tidak pernah.

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Pernah. Penyebabnya saya tidak pede dan saya takut saya tidak bisa mengatakan apa yang ada dalam pikiran saya melalui mulut saya.
2. Pertanyaan: Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Saya takut kalau saya tidak bisa berbahasa Inggris, teman-teman saya akan tertawa.
3. Pertanyaan: Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Saya percaya diri. Karena saya yakin dengan saya belajar, saya akan bisa menjawab dan juga berbicara dalam bahasa Inggris, walaupun sedikit-sedikit salah.
4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?
Jawaban : Membuat saya jarang, karena teman-teman saya juga agak tidak mengajak saya berbahasa Inggris.

5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?
Jawaban : Saya malu karena banyak teman-teman saya yang bilang “kamu ga pandai bahasa inggris tapi sok pandai”.
6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?
Jawaban : Sulit.
7. Pertanyaan: Bagaimana persaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?
Jawaban : Pelafalan ku tidak terlalu bagus karena sangat sulit.
8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Tidak terlalu.
9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?
Jawaban : Di sekitar rumah tidak mendukung, tapi di sekolah mendukung karena ada beberapa teman yg bisa diajak bahasa inggris.
10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?
Jawaban : Tidak ada.
11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?
Jawaban : Tidak ada. Tidak yakin saya bisa berbahasa inggris.
12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?
Jawaban : Pendapat saya, peran guru membantu saya.

Interview to the Students

Date : 26 April 2025

Students' Name : RN

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Tidak malu.
2. Pertanyaan: Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Pernah.
3. Pertanyaan: Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Cukup sering.
4. Pertanyaan: Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Terkadang.

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Tidak, tidak gugup.
2. Pertanyaan: Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Tidak, tidak takut.
3. Pertanyaan: Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Percaya diri, kak. Tetapi tidak sampai melebihkan diri.
4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?
Jawaban : Karena tidak ada lawan bicara. Yang bicara bahasa Inggris.
5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?
Jawaban : Tidak ada.
6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-

kata baru?

Jawaban : Tidak.

7. Pertanyaan: Bagaimana perasaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?

Jawaban : Tidak.

8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?

Jawaban : Tidak.

9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?

Jawaban : Biasa. Kalau yang mendukung, biasa saya nonton-nonton film, jadi bisa dapat kata-kata baru. Kalau yang menghambat, itulah, tidak ada tempat untuk mengaplikasikan sehari-hari.

10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?

Jawaban : Tidak ada.

11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?

Jawaban : Tidak. Karena kalau mau belajar bahasa Inggris ini, kalau ada niat pasti bisa.

12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?

Jawaban : Mengajari. Sangat membantu. Karena saya dapat mempelajari hal yang tidak bisa saya pelajari secara otodidak.

Interview to the Students

Date : 26 April 2025

Students' Name : MR

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Ya gugup karena kurang pandai.
2. Pertanyaan: Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Enggak.
3. Pertanyaan: Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Kadang-kadang.
4. Pertanyaan: Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Sering, karena lebih sering menggunakan Bahasa Indonesia.

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Gugup karena masih belajar tentang Bahasa Inggris.
2. Pertanyaan: Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Menurutku tidak takut membuat kesalahan.
3. Pertanyaan: Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Tidak percaya diri, karena masih sedikit pemahaman.
4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?
Jawaban : Karena lebih sering menggunakan Bahasa Indonesia dan Bahasa Daerah di kelas. Juga karena tidak ada teman untuk diajak berbicara Bahasa Inggris dan jarang menggunakan Bahasa Inggris juga.
5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?
Jawaban : Tidak, meskipun saya tidak terlalu mahir berbahasa inggris dan gugup, saya tidak malu untuk berbicara bahasa inggris.

6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?
Jawaban : Ya kesulitan.
7. Pertanyaan: Bagaimana persaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?
Jawaban : Lumayan sih, karena jarang juga mengucapkannya dan pengucapannya juga susah.
8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Karena tata bahasa itu cukup banyak.
9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?
Jawaban : Menghambat, karena teman-teman juga tidak menggunakan Bahasa Inggris.
10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?
Jawaban : Mendorong itu karena seorang guru mengajarkan kita Bahasa Inggris, jadi mungkin memiliki semangat. Menghambatnya mungkin gara-gara teman mengajak bermain game, jadi kurang-kurang mau belajar Bahasa Inggris lagi.
11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?
Jawaban : Mungkin tidak.
12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?
Jawaban : Membantu, karena dari situlah saya bisa belajar Bahasa Inggris.

Interview to the Students

Date : 26 April 2025

Students' Name : MK

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Ya, karena kadang merasa tidak percaya diri.
2. Pertanyaan: Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Tidak pernah.
3. Pertanyaan: Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Jarang.
4. Pertanyaan: Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Tidak mencampur bahasa ibu ketika berbicara Bahasa Inggris.

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Ya, karena kadang merasa tidak tahu harus mengucapkan apa lagi.
2. Pertanyaan: Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Ya, karena kadang kalau dia berbahasa Inggris itu kadang susah kata-katanya.
3. Pertanyaan: Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Ya, karena kadang tidak semua orang bisa berbahasa Inggris.
4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?
Jawaban : Karena kurang ada minat ke situ.
5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?
Jawaban : Ya, Memang karena kurang merasa percaya diri saja.

6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?
Jawaban : Ya.
7. Pertanyaan: Bagaimana persaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?
Jawaban : Ya, Karena kadang kata-katanya sulit untuk diucapkan karena tidak sesuai dengan yang di kamus.
8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Tidak.
9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?
Jawaban : Mendukung, Karena memang di luar sekolah banyak orang itu yang berbahasa Inggris
10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?
Jawaban : Menghambat tidak ada, memotivasi dari les kami kan disuruh untuk berbahasa Inggris gitu Jadi kadang mereka kasih motivasi bahwa bahasa Inggris itu enak gitu
11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?
Jawaban : Tidak, karena memang tidak terlalu dikembangkan dalam berbahasa Inggris
12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?
Jawaban : Ya guru membantu.

Interview to the Students

Date : 26 April 2025

Students' Name : SS

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Malu karena susah sekali berbicara dalam Bahasa Inggris.
2. Pertanyaan: Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Pernah.
3. Pertanyaan: Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Tidak pernah.
4. Pertanyaan: Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Sering karena tidak terlalu paham Bahasa Inggris jadi sering dicampur dengan Bahasa Indonesia.

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Gugup karena aku tidak terbiasa dengan orang banyak atau ditatap banyak orang.
2. Pertanyaan: Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Takut karena takut dikritik kalau salah, apalagi tampil depan umum.
3. Pertanyaan: Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Tidak karena aku tidak pandai Bahasa Inggris.
4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?
Jawaban : Karena tidak kepikiran saja dan malas.
5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?
Jawaban : Tidak malu sih, Kak. Cuma kadang tidak tahu saja vokabulari dalam bahasa Inggris.

6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?
Jawaban : Sering.
7. Pertanyaan: Bagaimana perasaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?
Jawaban : Sulit.
8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Ya, Kak, karena sulit untuk merangkai kata-kata karena grammar susah.
9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?
Jawaban : Menghambat, Gara-gara sering dibilang sok Bahasa Inggris.
10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?
Jawaban : Ada, Kalau gurunya seru ada , saya belajar. Jadi, motivasi untuk belajar tergantung gurunya
11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?
Jawaban : Tidak tahu sama sekali.
12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?
Jawaban : Tidak.

Interview to the Students

Date : 26 April 2025

Students' Name : SA

Speaking Problems Factors

1. **Pertanyaan:** Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Sebenarnya saya tidak merasa malu. Tapi karena orang-orang di sekitar saya tidak terlalu mahir dalam Bahasa Inggris, jadi saya tidak menggunakan Bahasa Inggris dalam sehari-hari saya.
2. **Pertanyaan:** Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Pernah.
3. **Pertanyaan:** Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Sangat sering.
4. **Pertanyaan:** Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Sangat sering. Karena saya tidak terlalu banyak memahami kosa kata dalam Bahasa Inggris. Jadi saya mengganti kosa kata yang tidak saya ketahui dalam Bahasa Inggris menjadi Bahasa Indonesia.

Speaking Problems Factors

1. **Pertanyaan:** Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Saya merasa cemas atau gugup saat berbicara Bahasa Inggris itu disebabkan karena kurangnya pemahaman dalam Bahasa Inggris.
2. **Pertanyaan:** Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Saya tidak takut membuat kesalahan dalam Bahasa Inggris karena dalam belajar tidak perlu takut membuat kesalahan.
3. **Pertanyaan:** Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Saya cukup percaya diri dengan kemampuan Bahasa Inggris saya. Karena saya cukup mahir dalam Bahasa Inggris dan cukup sering menggunakan Bahasa Inggris.
4. **Pertanyaan:** Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk

berbicara Bahasa Inggris di kelas?

Jawaban : Membuat saya jarang atau tidak beri inisiatif untuk berbahasa Inggris di kelas karena teman-teman sekelas saya hanya sedikit yang mahir dalam Bahasa Inggris.

5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?

Jawaban : Saya tidak merasa malu untuk berbicara dalam Bahasa Inggris.

6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-kata baru?

Jawaban : Saya kesulitan menggunakan kata-kata baru, karena saya terbiasa dengan kata-kata yang sudah saya hafal dari lama.

7. Pertanyaan: Bagaimana persaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?

Jawaban : Saya tidak merasa sulit untuk mengucapkan beberapa kata-kata dalam Bahasa Inggris.

8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?

Jawaban : Tidak.

9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?

Jawaban : Lingkungan sekitar saya tidak mendukung, tidak juga menghambat.

10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?

Jawaban : Tidak ada.

11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?

Jawaban : Saya merasa tidak memiliki bakat alami, karena saya pandai dalam Bahasa Inggris hanya karena saya melatihnya.

12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?

Jawaban : Guru, peran guru dalam membantu saya dalam belajar Bahasa Inggris sangat berguna, dan sangat membantu saya dalam belajar Bahasa Inggris.

Interview to the Students

Date : 26 April 2025

Students' Name : NS

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa malu atau takut saat berbicara Bahasa Inggris?
Jika ya, kenapa?
Jawaban : Ya, karena takut salah.
2. Pertanyaan: Apakah kamu pernah merasa tidak tahu harus mengatakan apa saat berbicara Bahasa Inggris?
Jawaban : Sering.
3. Pertanyaan: Seberapa sering kamu aktif terlibat dalam kegiatan Bahasa Inggris di kelas?
Jawaban : Saat ada kegiatan praktik-praktik. Jadi, tidak terlalu sering .
4. Pertanyaan: Apakah kamu sering mencampur bahasa ibu saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Karena udah terbiasa menggunakan bahasa indonesia.

Speaking Problems Factors

1. Pertanyaan: Apakah kamu merasa cemas atau gugup saat berbicara Bahasa Inggris? Jika ya, apa penyebabnya?
Jawaban : Ya, karena belum terlalu fasih.
2. Pertanyaan: Apakah kamu takut membuat kesalahan saat berbicara Bahasa Inggris? Jika ya, kenapa?
Jawaban : Sebenarnya tidak terlalu takut.
3. Pertanyaan: Apakah kamu merasa percaya diri dengan kemampuan Bahasa Inggris mu? Jika ya kenapa, dan jika tidak kenapa?
Jawaban : Aku berani dan percaya diri.
4. Pertanyaan: Apa yang membuatmu jarang atau tidak memiliki inisiatif untuk berbicara Bahasa Inggris di kelas?
Jawaban : Karena tidak ada orang yang mau berbicara dalam Bahasa Inggris denganku.
5. Pertanyaan: Apakah kamu merasa malu untuk berbicara Bahasa Inggris? Jika iya, apa pemicunya?
Jawaban : Karena kalau dilihatin sih, takut jadi pusat perhatian.
6. Pertanyaan: Apakah kamu sering kesulitan memahami atau menggunakan kata-

kata baru?

Jawaban : Tergantung kata-katanya kak.

7. Pertanyaan: Bagaimana perasaanmu tentang kemampuan pelafalanmu dalam Bahasa Inggris?

Jawaban : Engga.

8. Pertanyaan: Apakah grammar menjadi penghalang bagimu saat berbicara Bahasa Inggris? Jika ya, kenapa?

Jawaban : Sedikit.

9. Pertanyaan: Bagaimana lingkungan sekitarmu mendukung atau menghambatmu dalam belajar bahasa Inggris?

Jawaban : Enggak ada. Cuma aku kalau mau belajar sendiri.

10. Pertanyaan: Adakah sesuatu yang secara khusus mendorong atau menghambat motivasimu untuk belajar Bahasa Inggris?

Jawaban : Karena pengen keluar negeri, makanya pengen belajar Bahasa Inggris, untuk jalan-jalan keluar negeri.

11. Pertanyaan: Apakah kamu merasa memiliki bakat alami dalam belajar Bahasa Inggris?

Jawaban : Kalau bakat alami, sih, enggak.

12. Pertanyaan: Apa pendapatmu tentang peran guru dalam membantumu belajar Bahasa Inggris?

Jawaban : Sangat penting. Karena aku jadi tau Kayak grammar, suku kata-kata Bahasa Inggris.

Interview to the Teacher

Date : 29 April 2025

Teacher's Name : HL

1. Question : After finding out the students' problems in speaking English, what is the first step you take to help them?

Answer : The first step I will take is to approach the students. Many of them are not actually unable to learn, but lack confidence. Some are afraid of making mistakes, some feel insecure because their vocabulary is limited, and others simply have no interest in English from the start, as shown by the results of research conducted by researchers. I encourage them to speak casually during lessons. The goal is to encourage them to start learning without fear of being judged, without feeling embarrassed or lacking confidence, because making mistakes is an integral part of the learning process.

2. Question : What new methods or techniques will you implement to help students become more confident in speaking English?

Answer : For the method, it seems to involve interaction. For example, pair discussions or easy question and answer sessions. I also reduce the pressure on grammar at the beginning, because that is what often makes them hesitate to speak. I will ask very easy questions that they cannot answer, which can stimulate students to speak and build their confidence even though they still mix their mother tongue. For vocabulary, they are encouraged to memorise and apply it in class and in daily life to avoid forgetting it quickly. We use only simple, everyday vocabulary. Students are now allowed to bring their phones to school, so they can look up vocabulary they want to know on Google and immediately hear how it's pronounced using Google Translate.

3. Question : What is your long term plan to continue to improve students' speaking skills after knowing these problems?

Answer : The long-term plan is to consistently give them easy questions that they can answer, so that they will become used to it and be trained.

Give them vocabulary that is used everyday. I also create a supportive classroom environment, where all students must speak English so that no one feels left out or feels that they are 'too English', so that everything is equal.

APPENDIX VIII

Speaking Problems Finding Results

No.	Speaking Problems	Findings
1	Inhibition	Students showed embarrassment by the attitude of often looking down, laughed nervously, and hesitate to speak.
2	Nothing to say	Students seemed not to know what to say during the speaking test. It was found that the reason was because the students were affraid of being judge by other students and often blank.
3	Low or uneven participation	It was found that during the speaking test with their pair, only on students took the initiative to speak, indicating low participation because they are not often involved in speaking activities in class.
4	Mother tongue use	Students mix with their mother tongue when speaking English, lack of understanding words and not being very good in English are the causes.

APPENDIX IX

Speaking Problems Factors Finding Results

No	Speaking Problems Factor	Sub Speaking Problems Factor	Findings
1	Psychological factor	5. Anxiety 6. Fear of mistakes 7. Lack of motivation 8. Shyness	5. Students showed signs of nervousness, speaking quickly and trembling voice. Students said they felt nervous because they were stared by many people and also felt anxious. 6. Some students are afraid of making mistakes so they stop speaking and repeat the same sentence. Students said that the cause is because they are afraid of not being fluent and also afraid of being laughed by their friends. 7. Students only spoke indifferently and did not really intend to be part of the conversation. This is because the students not really interested in it. 8. Students avoid eye contact with their friends because they feel shy, this is due to the fact that they find it hard to speak English and pressure to be the center of attention.
2	Linguistic factors	4. Lack of vocabulary needed to talk. 5. Poor in grammar. 6. Poor in pronunciation.	4. Students often stop during the conversation, this is because the students do not really understand how to use the words. 5. Students still lack of grammar when speaking. They said that was because there are so

No	Speaking Problems Factor	Sub Speaking Problems Factor	Findings
			many grammar and grammar is difficult. 6. Students often have hard time saying words, so some words are mispronounced and hard to understand. Students said that this happens because many of the spoken words are different from what is written.
3	The students factor	Presistent and talent	Students continue to spoke even though they had a hard time, this is showing presistent. Even though they said they had no talent in English, they were still able and wanted to speak English because they practiced.

APPENDIX X

DOCUMENTATION OF OBSERVATION





DOCUMENTATION OF INTERVIEW WITH STUDENTS









DOCUMENTATION OF INTERVIEW WITH TEACHER





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihl tang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : 1041 /Un.28/E.1/TL.00.9/03/2025

18 Maret 2025

Lampiran : -

Hal : Riset

Penyelesaian Skripsi

Yth. Kepala SMA Negeri 3 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Deviana Sari Pane

NIM : 2020300016

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Semester : X (Sepuluh)

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Students' Problems in Speaking at SMA Negeri 3 Padangsidimpuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 18 Maret 2025

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A

NIP 19801224 200604 2 001



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN**

SEKOLAH MENENGAH ATAS (SMA) NEGERI 3

Jalan Perintis Kemerdekaan No.56 Padangmatlmggl. Kode Pos : 22727

Email : smantigapadangsidimpuan@gmail.com . Website : <https://sman3padangsidimpuan.sch.id/>

KOTA PADANGSIDIMPUAN

SURAT KETERANGAN

Nomor : 421.3/249/ SMAN-3.PSP/2025

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

- | | |
|----------|-----------------------------|
| 1. Nama | : DEVIANA SARI PANE |
| 2. NIM | : 2020300016 |
| 3. Prodi | : Pendidikan Bahasa Inggris |

Benar telah melaksanakan penelitian di SMA Negeri 3 Padangsidimpuan Sesuai dengan Surat Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor : 1041/Un.28/E.1/TL.00.9/03/2025 tanggal 18 Maret 2025 Pelaksanaan Penyelesaian Penelitian Skripsi dengan judul “ **An Analysis of Students’Problems in Speaking at SMA Negeri 3 Padangsidimpuan**” yang dilaksanakan pada tanggal 25 April – 29 April 2025 .

Demikian Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 30 April 2025
Kepala SMA Negeri 3
Padangsidimpuan,

Drs. H. R. D. N.
Pembina Tk. I/IV-b
NIP.19680715 199412 1 004