

CHAPTER I

INTRODUCTION

A. Background

Language is a type of code that people express in communicating in the world. Language has become an important thing in our lives, to convey the intentions, thoughts, feelings, or explanations of an object. Language is widely used in places such as home, shopping, school and so on. And in general everyone can use the language formally while learning the language of school.

English is one of the foreign languages studied throughout in Indonesia. In studying English should be known that there are four skills studied such as reading, listening, writing, and speaking. Speaking is one of the skills that uses voice or speech in communicate to express purpose, thought, or explanation of an object, so as to convey the purpose of the speaker to the partner talk.

Indonesian as an English Foreign Language learner is particularly find difficulty with the ability to speak because oral communication requires the ability to use appropriate language in social interaction. In interacting not only verbal communication but also there are some components that must be considered in talking such as pitch, stress, and intonation. Also not only gesture/body language, facial expression, and talk or no friends to talk. As Brown says, in Richard, "There is tremendous variation cross-culturally

and cross-linguistically in the specific interpretation of gesture and body language"¹

Some students argue that speaking English is difficult for them so that teachers change all the views and find an effective way for them to understand what is taught by the teacher. Teachers can design learning by connecting all the skills as an interaction in real life in the classroom or outside the classroom. A teacher must be very careful in giving instructions or a topic that students can understand. As Rivers said, in Brown, "Communication derives essentially from interaction".²

Based on the results of school observations in SMAN CMBBS Pandeglang, researchers concluded that students still have difficulty in direct interaction using English. Students still cannot say a word with good pronunciation, lack of vocabulary, and partner problems to interact, mother tongue, sometimes choose silence because it cannot express what will be discussed, and some still find it difficult to speak English.

Speaking English is one of the boarding school programs in SMAN CMBBS Pandeglang, as supporting of learning English. Not only in class when the learning took place, but issued class of students are also required for interaction using English. As Kang

¹ Jack C. Ricards and Willy A. Renandya, *Methodology In Language Teaching* (An Antology Of Current Practice), (New York : Cambridge University Press, 2002), 204.

² Jack C. Ricards and Willy A. Renandya, *Methodology In Language Teaching*, 208

said, in Brown "Learning to speak a foreign language requires more than knowing its grammatical and semantic rules." Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. "³

In the class, students required communicate using the English language but it is not easy for students. As Barker says "Communication is the act of transmitting and receiving information."⁴So from the demands that many students are looking for ways to communicate well with English and many find many difficulties.

As an English teacher it has become an obligation to be able to organize the class well using instructions that can be understood by students. Because of good instruction and communication all the class management will be well organized.⁵

Based on the results of the description above the researcher interested to analyze the students' difficulties in speaking or communicating using English language by taking the title of research: *An Analysis of Students' Speaking Difficulties in English Classroom (A case study at SMAN Cahaya Madani Banten Boarding School Pandeglang)*.

⁴ Jack C. Ricards and Willy A. Renandya, *Methodology In Language Teaching*, 204

⁵ Alan Barker, *Improve Your Communication Skills*, (London : British Library, 2010), 1

⁶ Craig Chaudron, *Second Language Classroom (Research on Teaching and Learning)*, (Cambridge : University Cambridge Press, 2004), 6

B. Identifications of Problems

Based on the background above the researcher concluded that there are some problems to learn English language especially learning speaking skill, included: lack of vocabulary, lack understanding of grammar, not fluency of pronunciation, and nothing partner to talk.

C. Limitation of Problem

This research focuses on students of grade two at SMAN CMBBS that they are making group to solve the problems of learning speaking skill. The researcher focuses on speaking difficulties as mistake, because researchers use dialogue and interaction as daily activities in the form of performance therefore speaking difficulties in this research is as a form of pronunciation errors, irregular language and errors in remembering, and errors others.

D. Research Questions

In the problems found by the researcher, questions arise about the problems to be solved, including:

1. Why dothe students have difficulties in speaking English?
2. What is the solution to solve students' difficulties in speaking English?

E. The Purpose of the Study

According to the statement of the problems above, the researcher have the purpose appropriate to the background that the purpose of this research are follow:

1. To find out students' difficulties when speaking English in English class.
2. To know the solutions made by the students in solving the difficulty of speaking English.

F. The significance of the study

This study will provide benefits for both part teachers and students.

As for teachers, among others, can help them to:

1. Know the difficulties of the students in learning especially in learning speaking so that teachers can use appropriate strategies in dealing with students who have difficulty.
2. Know the solution in providing stimulus to easily communicate with students who have difficulty.
3. Find ways to overcome difficulties encountered when giving lessons to students.

As for the students the result of research expected to:

1. Improve the students' ability to speak English.
2. Help the students to speak English fluently.

3. Make the students dare to use English to communicate without any constraints.

G. Previous Study

The researcher finds some previous studies of researchers about the speaking difficulties, there are:

1. Samira Al- Hosni, is an EFL supervisor and researcher from Oman. "**Speaking Difficulties Encountered By Young EFL Learners**". The writer found there are three factors that influence of speaking difficulties like what Ur, P (1996) found in her research. Those three factors they are: linguistics difficulties, mother tongue use, and inhibition.

Based on explanation above the writer concluded that the most factors that influence of speaking difficulties of the students they are linguistics difficulties, mother tongue use, and inhibition, when the students use oral communication.⁶

2. Aida Fitria, her students register number is (D05207076) "**An Analysis Of Students' Speaking Problems At English Education Department, State Institute Of Islamic Studies SunanAmpel, Surabaya**". The writer conclude there are three causes of students' speaking problems they are: inhibition, nothing to say, and mother tongue used also other elements like less of vocabulary, grammar and pronunciation. The writersuggested that the student have to

⁶Samira Al-Hosni. "Speaking Difficulties Encountered By Young EFL Learners", *International Journal on Studies in English Language and Literature (IJSELL)*, Vol. II, No. 6, June 2014.

more practices for improving their speaking ability without think about the difficulties.⁷

From the above explanation can be concluded that first research conducted at low education level or early age education and the research focus on the truth of the theory of quiet difficulty in speaking English. However, the second study was conducted on students majoring in English. The study focuses on the percentage rate of speech difficulties in accordance with the English language.

In this study, researchers focus on different research points, namely on factors, reasons and solutions that will be done by the students in solving their problems speaking English in the classroom.

H. Organization of writing

The first chapter discusses about introduction that consist of background, statements of the problem, and purposes of the study.

The second chapter discusses about theoretical framework that the first consist of the teaching speaking theories there are definition of speaking, the types of speaking, students dialogue/interaction, classroom speaking activities, the

⁷Aida Fitria, *An Analysis Of Students' Speaking Problems At English Education Department, State Institute Of Islamic Studies Sunan Ampel, Surabaya*, (Under Graduate of English Education Department Faculty of Tarbiyah IAIN SunanAmpel Surabaya)

role of teaching speaking and the problem of student speaking activities.

The third chapter discusses about method of the research, place and time, the sample, instrument of the research, technique of data collecting and data analyzing.

The fourth chapter discusses about data description that writer describes the research data and data analysis that she also counts and finds out the result of the research.

The last chapter discusses about conclusion and suggestions that are completed by bibliography and appendices.

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Speaking

According to Douglas Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of two test takers listening skill, which necessarily compromises the reliability and validity of an oral production test. The challenge in the speaking is the design of elicitation technique. Because most of speaking is the product of creative construction of linguistic strings, the speaker-make choices oflexicon, structure, and discourse.⁸

From another book said that speaking is one of abilities that must be mastered by everyone. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such a pitch, stress, and intonation.⁹

From the definition above, it can be concluded that speaking is a production skill, it involves the way expressing ideas, opinions, or feeling to others by using word or sounds of articulation in order

⁸H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (San Francisco: Longman, 2004), 140.

⁹Jack C. Ricards and Willy A. Renandya, *Methodology In Language Teaching*, 204

to inform, to persuade, and to entertain. Speaking develops in children's life that happened after the children listen.

B. The Types of Speaking

According to Brown, there are types of classroom speaking performance there are:¹⁰

1) Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitative a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) Intensive

A second type of speaking frequently employed in assessment context is production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationship.

3) Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple requests and comments, and the like.

¹⁰H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, 141

4) Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchange or multiple participants. Interaction can take the two forms of transactional language, which has a purpose of maintaining social relationship.

5) Extensive

Students are called on to give extended monologues in form oral report, summaries, or perhaps short speeches. Those kinds of type in speaking activity are learning in class based on the situation needed. It depends on the teacher, situations and the material that deliver.

C. Classroom Activities

Students are required to use the language learned when learning English class as both a second language and a foreign language (EFL / ESL) and many students who experience difficulty, especially foreign languages with various factors: for example because of differences in student background, so that teachers use many style in teaching.

Teachers use technology to attract the attention of the students, process the material well, and with the type of learning is attractive.

Some of the most widely use by the teacher in teaching English in the classroom, are:¹¹

1. Acting From a Script

Student will often act out of dialogues they have written themselves. This frequently involves them in coming out to the front of the class. When choosing who would come out to front of the class we need to be careful not to choose the shyest student first, and we need to work also to create the right kind of supportive atmosphere in the class.

2. Communication Games

Games which are designed to provoke communication between student frequently depend on an information gap so that one students has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities or differences between pictures.

3. Discussion

One of the reasons that discussions fail (when they do) is that students are reluctant to give an opinion in front of the class, particularly if they cannot think of anything to say and are not, anyway, confidence of the language they might use to say it. Many students feel extremely exposed in discussion situation.

¹¹Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2007) 271 - 275

4. Prepared Talks

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic on their own choice. Such talks, they are not design for informal spontaneous conversation: Because they are prepared, they are more writing like than this. However, if possible, students should speak from notes rather than from a script. Prepared talks represent and defined useful of speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

5. Questionnaires

Questionnaires are useful because by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Student can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in design process. The result obtained from questionnaires can then form the basis for written work, discussion, or prepared talk.

6. Simulation and Role Play

Many students derive great benefit from simulation and role play. Student 'simulate' a real-life encounter (such as a business meeting, encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in the meeting or aero plane or taking on the role of character different from them self or with though and feelings they do not necessarily share.

In learning, of course a teacher must be able to manage the class well, from the material side and the classroom. Interactive teachers will make students interested to be more interactive in communicating in the classroom.¹² Creating an interesting atmosphere for students is one of the most important things for teachers when starting learning.¹³

Based on six classroom activities above, the researcher take three activities, they are discussion, communication game, and simulation and role play, because the three activities can espouse the researcher to do observation about the problem.

D. Student Interaction (Dialogue)

In this research the researcher choose the specification of speaking student interaction (Dialogue). Dictionaries define dialogue in three main ways:¹⁴

1. The line used by character in drama or fiction
2. a conversation between two or more people
3. a process of negotiation through speech.

Another will defined about the dialogue:

- Dialogue is (usually) spoken interaction between (typically) two people, and or the record of that interaction.

¹² Simon Gieve, Ines K. Miller, *Understanding the Language Classroom* (New York: Palgrave Macmillan, 2006), 69

¹³ Bruce Tillit, Marry Newton Bruder, *Speaking Naturally: Communication Skills In American English* (New York: Cambridge University Press, 1999), 1

¹⁴ Nick Bilbrough, *Dialogue Activities: Exploring Spoken Interaction in the Language Class* (New York: Cambridge University Press, 2007), 1-2

- It may be pre-scripted (as in the case of many course book dialogues for example, or of play scripts etc.) or it may be unscripted (as in the case of improvised dialogue and chat).
- It may be real (as in naturally occurring talk) or simulated (as in the case of film script. Or of classroom dialogues, written to display some particular language point).
- It can be recorded, either as audio or video, or written- or both.
- It may be form-focused- example designed to display some feature of grammar or lexis or some functional exponent; or meaning-focused example intended as a vehicle for information exchange; or both.
- It can be transactional as when someone is asking for information or buying groceries; or it can be interactional- as when two friends meet and chat about the weather.
- It may take a form of student-student or student-teacher or student-other.

Dialogue now took on a new role in the classroom. As it involves both a message communicator and a message recipient, dialogue provides the natural format in which communicative activities involving some kind 'information gap' became very popular. In an information gap activity, information is distributed among students who, in order to complete a task, are compelled to communicate to share this information.¹⁵ Another, more creative and less controlled, dialogue-based activity which gained in favour with the communicative

¹⁵Nick Bilbrough, *Dialogue Activities: Exploring Spoken Interaction in the Language Class*, 6

approach, was the use of simulation and role play. This was popular because it provided opportunities for students to use language creatively and spontaneously in situations that mirrored real-life ones. At the same time they were 'safe' environment in which students could take risks, since the learners were not genuinely responsible for the effect of their utterances.

There are advantages in using dialogues which replicate those that the learners may encounter in the world outside the classroom. Apart from anything else, such dialogues are good preparation for real-life language use. And if students begins to notice linguistic features of dialogues used in class, and they can see a link between these and the ones they hear or read outside, then there is a good chance that we are helping to equip them with skills to start doing this on their own.¹⁶

There is kinds of the dialogue activities in class, are:¹⁷

1. Jumbled Line

The class take part in a competitive race to rearrange the words in lines of a dialogue from the course book.

2. Dialogue building

Students review a dialogue that they have worked with previously, by reconstructing it in pairs.

3. The Ultimate Gap fill

Students try to reconstruct a dialogue that they have already listened to by using a wordlist and a skeleton task.

¹⁶Nick Bilbrough, *Dialogue Activities: Exploring Spoken Interaction in the Language Class*, 12

¹⁷Nick Bilbrough, *Dialogue Activities: Exploring Spoken Interaction in the Language Class*, 63-89

4. Listen Again

Students listen to a dialogue repeatedly, each time attempting to write down more of what is being said.

5. Jumbled Reconstruction

The teacher dictates a series of lines to the students which they then organize into a coherent dialogue.

6. Dialogue Pairs

The students take a part in a card game where contexts for short exchanges are found and discussed.

7. Dialogue Retranslation

Students teach each other on their ability to retranslate utterances from mother tongue to English.

8. Retranslated Tapescript

Students translate a section of a tapescript into their mother tongue, re translate it back into English in the next lesson and then compare their translations with the original English version.

9. Dubbing

Learners dub the lines of a dialogue into a silent viewing of an excerpt from a film or soap opera.

10. From Monologue to Dialogue

The class convert a monologue back into dialogue format and then compare it with the dialogue that it was originally converted from.

11. Turning News Items into Dialogue

The class experiment with converting news items into dialogue and vice versa.

12. Shadow Dialogue

The class carefully to each other's conversation and try to produce a written version of them.

13. Mimed Dialogue

Students present mimed version of dialogue to each other and then try to write up the dialogue they have observe.

14. Modernized Voiceovers

The class rewrite a dialogue to make it more up-to-date in terms of language, and use it as voiceover for the film it was taken from.

15. Roughing Up and Censoring

Students convert scenes to make them more suitable for a different audience.

The kind analysis of student or teacher dialogue, they are:¹⁸

a. Authentic Versus Scripted Dialogue

Students contrast an authentic dialogue with one that has been scripted and then create their own authentic-style dialogue.

b. Dialogue Scan Race

Students take part in race to find language items with particular meanings in extract of authentic dialogue.

c. Filling in

Students incorporate discourse markers into a dialogue from which these have been removed.

¹⁸Nick Bilbrough, *Dialogue Activities: Exploring Spoken Interaction in the Language Class*, 39-61

d. Speech Acts

Students match lines of a dialogue with a corresponding label.

e. Student Dialogue Reformulation

The teacher prepares the reformulation version (i.e. one containing corrections and improvements) of student-to-student dialogue, and uses this as a context in which to focus on language.

f. Back Channeling

Students tell personal anecdotes to each other, and incorporate back channel devices into those that they hear.

From the description above can be concluded that many kinds of dialogue or interaction is done in class either dialogue / interaction between student, teacher-student and student with others. But in using the dialog as a test then the teacher must know the material or any kind of dialogue that will be given to the students. Dialogue or interaction occurs directly or naturally and can occur by preparing or learning the previous dialogue (e.g. to perform a task or test given by the teacher). The analysis of the dialogue can be done using various ways as previously mentioned. And the type of dialogue in this paper is dialogue or interaction directly and indirectly. In this paper Researchers will make observations and analysis of student and teacher interaction activities when in the class.

E. The Problem of the Students in Speaking Activities

As it is known that there are many problems that students experience in learning English, such as difficulty to learn listening

because not yet used to listen to foreign language, difficulty reading foreign language book, difficulty writing foreign language sentence, and difficulty talking using foreign language, especially in learning English in the field of speaking skills.

In this case the researcher focuses on speaking difficulties as mistake, because researchers use dialogue and interaction as daily activities in the form of performance therefore speaking difficulties in this research is as a form of pronunciation errors, irregular language and errors in remembering, and errors others.

There are some problems in getting learners to talk in the classroom there are:¹⁹

- a) Inhibition, unlike reading, writing and listening activities. Speaking requires some degree of real-time exposure to an audience. Students are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that their speech attracts.
- 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 should be speaking.
- 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

¹⁹Penny Ur, *A Course In Language Teaching : Practice And Theory* (New York: Cambridge university press, 1991), 121

compounded by the tendency of some learners to dominate, while others speak very little or not at all.

- d) Mother tongue use in the classes where all or a number of the learners share the same mother tongue, they may tend use it, because it easier, because it feels unnatural to speak to one another in a foreign language, and because they are speaking their mother tongue. If they are talking in the small group it can be quite difficult to get some classes-particularity the less disciplined or motivated ones-to keep to the target language.

While, according to Martin Bygate which mentions that three common problems encountered in speaking there are:

1) Pronunciation

Pronunciation is the most common problem encountered in speaking. When speaking English we have to consider not just word pronunciation but the connections between the words in the sentence.

2) Vocabulary

Vocabulary is one of the important factors in speaking. Sometimes it is difficult to say what you are thinking because of the limitations of vocabulary.

3) Confidence

In speaking confidence is needed so that what is conveyed can be clearly explained by the other person. Many things that affect the lack of self-confidence in speaking, one of which is the lack of vocabulary.

So in speaking there are some problems that are often faced, namely lack of vocabulary, pronunciation is less clear, which causes them less confident in speaking. Besides the frequent practice will help students improve their ability in speaking, both in terms of pronunciation and vocabulary owned.

Common problems in learning English have been encountered, for example, unclear pronunciation, weak of vocabulary mastery, lack of grammar understanding, this is what students will encounter in learning English.²⁰ But the researcher is more focused interested to know more about the problems that arise when learning to speak English.

The researcher is more interested in speaking skills because according to the fact that has been experienced as a student many of them who complain cannot fluently to speak English. Given the above theories on the problems found the researcher wants to know more there are many other problems beyond the theory that will be new findings on the results of research conducted.

F. Criteria of Good Speaking

Speaking is not simply expressing something orally. There are some aspect that need to be acquired by students to have good speaking skills, there are: pronunciation, fluency, accuracy, and vocabulary.²¹

²⁰Robert Barrass, *Speaking for Yourself: Guide for Student*, (New York & London : Routledge, 2006), 13-14

²¹David Nunan& Ronald Carter, *the Cambridge Guide to Teaching English to Speakers of Other Languages*, (New York: Cambridge University Press, 2001), 16

1) Pronunciation

Pronunciation is the ways a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To be able to have successful communication, the speaker of language needs to be able to understand each other with relative ease. It means that the speaker has to be able to give clear message to the listener. In the pronunciation include stress, rhythm, and intonation.

2) Fluency

Fluency is also an important aspect in speaking. Fluency is the ability to speak quickly and automatically. It implies that a fluent speaker is a person who can use the language quickly and automatically in a conversation. It can be said that the ability to keep going the conversation naturally when speaking spontaneously. Thus, the activities focused on fluency are needed to be conducted by the teacher.

3) Accuracy

Accuracy is the ability to produce grammatically correct sentence or utterances. It means that to speak accurately the speaker needs to follow the rules of the language such as grammar and structure.

4) Vocabulary

According to Ronald Carter that vocabulary is set of lexemes, including single words, compound words, and idioms. It means that vocabularies one of the aspects which

have to be learn if someone wants speak in English. A speaker of foreign language will speak fluently and accurately if they master enough vocabulary and have capability to use it accurately.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of The Research

In this study researchers used qualitative research methods focus primarily on the facts (what people tell you, what they do) that will enable you to understand the meaning of what is going on. Then methodologically is the case study. A case study, as Gilham defines is one which investigates an individual, a group, an institution or a community to answer specific research question, in the case setting, and which answers to questions.

Case study approaches in research are often placed on qualitative research (Bogdan & Biklen, 1982; Burges, 1985). Similarly, the opinions of Vrendenberg (1978), Ary, Jacobs, and Raavieh (1985) describe the nature of case studies as an approach that aims to maintain the wholeness of objects, meaning that data collected in case study frameworks are studied as an integrated whole.

The case study used by the researcher is a type of observation case study that prioritizes data collection techniques through participant observation, while focus studies on a particular organization or some organizational aspect. The organizational sections of the focus of the study are (a) a certain place within the school; (b) a group of students; (c) school activities.²²

²²Syamsuddin and Vismaia. S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung; Remaja Rosdakarya, 2011), 179

The Researcher used this method because she wants to know how students experience and find solutions to the difficulty of speaking English in class or outside the classroom. And will use an interview research tool for each individual student as a sample taken.

B. Place and Time

For the collection of research data, the researcher determines in SMAN CMBBS (CahayaMadaniBanten Boarding School). The school is located in MajasariPandeglang. Researchers take this school because this school is very famous in Banten as an international school and many achievements in various areas of the race as well as good academic as well as a place to do activity PPLK (educational experience field program) for two months, therefore researchers determine this place according to the problem found.

C. The Sample

The sample is part of or represents the population that has been studied. The researcher took a random sample (sample subjects at random from a list of the population) of twenty students as a sample of two levels that the first grade and the second grade for this study.²³

²³David Nunan And Kathleen M. Bailey, *Exploring Second Language Classroom Research: A Comprehensive Guide*, (Canada: Heinle Cengage Learning, 2009), 128.

D. Instruments

In data collection, researchers used non-test forms such as observation, interview, and documentation. First observation, observations were made by researchers for English teachers while teaching in the classroom. In this observation researchers will see students who have difficulty communicating using English with friends and teachers during the learning took place, can also directly ask the teacher about which students who have difficulties or problems when the class of English.

Second is interview, in this interview researchers interviewed twenty students from the school, the interview will also help researchers to complete the data.

E. Technique of Data Collecting

There are several techniques taken by researchers in collecting data as follows:

1. Observation

Before doing the research, the researcher observed from the beginning when PPLK activity was ongoing, but re-enforced and re-observation to the teacher and student about the problem that have been found by the researcher, whether students find it difficult to speak English during classroom or out-of-class learning.

2. Interview

Interview is conversation but it is different with the everyday conversation. That interview is a research tool and the researcher has to write good report. Therefore the researcher has

to prepare their protocol and focus their question. In this research, the researcher also interviewed the students with the semi-structured interview, because by conducting interviews can also help researchers to find out why students have difficulty when speaking using English in or out of the classroom. Semi-structured interview this is flexible, the interviewer using a set of question which is developed to gain the specific information. This interview generally has a framework of themes to be explored.²⁴

3. Documentation

The last technique is documentation, as researchers have explained before researchers will take recording and pictures or the data about student difficulties, such as data from teacher assessment of learning during class or the recording when the researcher do interview.

F. Data Analysis

The data analysis from this research is following:

1. Identifying the result of the interview in transcript and description form.
2. The data are classify to 3 categories²⁵
 - The firs about the factor of speaking difficulties based on the theory

²⁴Sari Wahyuni, *Qualitative Research Method: Theory and Practice*, (Jakarta: SalembaEmpat, 2012), 51-57

²⁵Nusa Putera, *Penelitian Kualitatif: Proses & Aplikasi*, (Jakarta: PT Indeks, 2011), 204

- The second about the other factor
 - The last about all of solution to face the difficulties.
3. Analyzing the data after being described the transcript of interviews result.
 4. Discussion about speaking difficulties appropriate to the result of interviews transcript described.

CHAPTER IV

DATA DESCRIPTION AND ANALYSIS

A. Data Description

The study was conducted through three collected data, those the data of observation, data interview, and the last is data of documentation. The researcher observed the classroom activity, and interviewing twenty students and one teacher, and the last is interview recording. This study is discussed in relevance of the purpose of the study mentioned in chapter I, there are to know all of the factors student's difficulties when speaking English in the English class, to find out students' difficulties when speaking English in English class and to know the solutions made by the students in solving the difficulty of speaking English at SMAN Cahaya Madani Banten Boarding School.

B. Data from Observation and Interview

Based on the data observation was conducted by the researcher on doing PPLK and 24 April 2018 Tuesday it is observe of students and teacher activity in the classroom, it is in English class. It was held at SMAN Cahaya Madani Banten Boarding School.

In this observation, observer observed the classroom activity while the teacher teaching using full English in class. The researcher also observe the teaching learning process of activity happened, most of students felt enthusiasm to answer the question but also there were students not enthusiasm because they felt

sleepy. Here the observer also monitored the students' behavior while the students were study in the class they felt interested, interactive and so happy to follow the topic. It could be seen from their motivations to learn speaking was increasing.

As a researcher have done an observation that uses data recording as one example of the problems found. This recording take place while ongoing test dialogue or interaction and test speaking directly in different classes and different teacher. The researcher rewrite the dialogue or interactions that occur from data recording in the form of transcript as follow:

Before going to the transcription this is transcription conventions:²⁶

↑ The up and down arrows mark sharper rises or falls in pitch
 ↓ than would be indicated by combinations of colons and underlining, or they may mark a whole shift, or resetting, of the pitch register at which the talk is being produced.

>< The combination of “more than” and “less than” symbols

<> indicates that the talk between them is compressed or rushed.

< Used in the reverse order, they can indicate that a stretch of talk is markedly slowed or drawn out. The “less than” symbol by itself indicates that the immediately following talk is “jump-started,” i.e. sounds like it starts with a rush.

hhh Hearable aspiration is shown where it occurs in the talk by (hh) the letter h – the more h’s, the more aspiration. The aspiration may

²⁶Jack Sidnell, *Conversation Analysis (Comparative Perspectives)*, (New York: Cambridge University Press, 2009), 3

represent breathing, laughter, etc. if it occurs inside the boundaries of a word, it may be enclosed in parentheses in order to set it apart from the sounds of the word. If the aspiration is an inhalation, it is shown with a dot before it.

(()) Double parentheses are used to mark transcriber's descriptions of events, rather than representations of them: ((cough)), ((sniff)), ((telephone rings)), ((footsteps)), ((whispered)), ((pause)), and the like.

(word) When all or part of an utterance is in parentheses, or the speaker identification is, this indicates uncertainty on the transcriber's part, but represents a likely possibility.

(lit/bit) Where alternate hearings are possible these are enclosed in parentheses and separated by a back slash.

() Empty parentheses indicate that something is being said, but no hearing (or, in some cases, speaker identification) can be achieved.

Transcript Dialogue 1 student-student (Audio-WA0031-00:30)

1. Speaker 1: "Mom...Dad....."
2. Speaker 2: "Do you think your parents are just going to be floating around here waiting for you?"
3. Speaker 1: "well. I don't know but there's only one way to..fa..to find out. Mom..... Dad.....!"
4. Speaker 3: "Shout louder, Dory!"
5. Speaker 2: "Mom...Dad...!"

What was that? Wait. I heard that before. I remember someone saying ((ssssh))"

6. Speaker 1: "Yes well done,((eee..))that was me one minute ago"

From the dialogue that when viewed from the performance phenomenon, from a few words underlined:

- Line 1 (*Mom ... Dad*) it is false starts rhyme, that is, students use an inappropriate rhyme according to actual dialogue. When viewed from the text of the original dialogue that has been memorized show the sentence is spoken with a rhyme firm.
- Line 3 (*to fa ... to find*) this is repetition the students repeat the words to be phrased. In this case the students experience vocabulary or nervous forget.
- Line 6 (*..eee...*) hesitation device is students are talking and are not exactly what to say, use interjection, such as 'ah' , 'er' , 'um' they may short or extended ('errrrr', 'ummmm').

Transcript Dialogue 2 student-student (Audio-WA0016-00:38)

1. Speaker 1: "Still in this is destiny."
2. Speaker 2: "Hank... we need nu..to..nu.. =(hahaha..)"
3. "Hank, we need to find my folks"
4. Speaker 1: "Wait!"
5. Speaker 2: "((aaa...)) base this is Carol. I think I might found the that="
6. ((mis..)) missing Octopus.
7. Speaker 2: "See what you did."
8. Speaker 1: "Sorry."
9. Speaker 2: "This could not be worse"
10. Speaker 1: "Des-ti-ny"
11. Speaker 2: "((Brething))...don't go just like"

12. Speaker 1: "I got a feeling. I think she work he..in..into the bucket."

From the dialogue that when viewed from the performance phenomenon, from a few words underlined:

- Repetition, line 2 (*nu..to..nu..hahaha..*"hank, we need to find...), line 6 (*mis...missing*), line 10 (*work he..in..into*).
- Hesitation device, line 5(*aaa....*)
- False start, line 11 ("*....don'tgo just like*)

Furthermore, the researcher also took some additional recording data on the learning activities of speech practices in class about recount text, the students express their own life experiences in front of the class. following transcript of the recording:

Transcript 1 student-teacher interaction (Audio-WA0016-00:59)

1. Teacher : "Ok the other please keep silent!"
2. Students : "(breathing)...my name is Aldi Setiawan you can call me Mr. Iwan.
3. =Last year he give cheap..cheaptu..apatuh...cheap ware final from
4. Grandfather, then two montly...
5. Teacher : "Yes, why... what? Duabulankemudian....?"
6. Student : "...passed away because sick..."
7. Teacher : " Because of sick... so ?"
8. Student : "Enough."
9. Teacher : "Enough? Ok,, give applause!"

10. Student : "Wassalamualaikumwarohmatullahiwabarokaaatuh."

11. Teacher : "Wa'alaikumsalamwarohmatullahiwabarokatuh."

From the dialogue above can concluded that the student making interaction with the teacher with to propose some question when the student forgot some vocabularies. In line 3 (*cheap.. cheaptu.. apatuh...cheap ware*) that is repetition word and student ask the clear word because forget the vocabulary and made bland language with Indonesian language. In line 5 and line 7 (*why... what?Dua bulan kemudian....?*) (*so..?*), that is indirect question, teacher ask student what the student said before.

Transcript 2 student tell the short story in speaking practice (Audio-WA0028-01:17)

1. Students : "Go to beach with my family"
2. "Last month I went to the beach, ...when we...we...we...
3. =arrive in the beach I exactly swam to the beach and my
4. =sister just in the food, my mother and my father just
5. =talked. ...aaa...then I and my sisterwent in to the beach
6. =and very happy. ...aaa... (apasih).... We spenttime in
7. =the beach by show the... by show sunset,...aaa... and
8. =that verynice, and I and my family very happy.

9. Teacher : "Good... this the good of story experience."

From the transcript above can concluded that in line 2 (...when we...we...we...) this is repetition when students forget some vocabulary. In line 5 (...aaa...then I), line 6 (...aaa...) and line 7 (...aaa...) this is hesitation device.

From the above transcript analysis of the dialogue it can be concluded that students still feel nervous when speaking directly or indirectly. because English is a foreign language and need more learning again. Most students feel nervous and do not know much about vocabularies and this is one of the difficulties faced by students and teachers in speaking learning. This can be called by inhibition that students feel nervous when will speak, also mother tongue use that is student mixing foreign language with mother tongue, last student not yet know much vocabulary.

C. Students and teacher perception about Speaking Difficulties

Data from interview was taken from English teacher and the students of SMAN CahayaMadaniBanten Boarding School. This interview was held on 24 April Tuesday and 3 Mei 2018 Thursday after the researcher observed the class. The researcher conducted the interview by using an EnglishLanguage. There are five questions from the interview script, every teacher and students got five questions from the researcher. The detailed of observation can be seen at appendix, for describing each of the data (data form observation and interview), the writer described the data as below:

DATA FROM TEACHER INTERVIEW

English Teacher

1. Interviewer : *Do you use English when teaching in class?*
 English Teacher : *Yes, of course, because my analysis of student here does not close the possibility to use the English directly in the class, because I know the student here have a choice of children's background that the level of intelligence is above average, so I think the students also will not find it difficult when teaching English directly to them.*

2. Interviewer : *Is there any difficulty when managing the class by using English instruction?*
 English Teacher : *No, I think all kids understand, although there must be an affirmation sometimes there are children who do not focus, keep asking again about the instructions that I give.*

3. Interviewer : *Is there any student who has difficulty in speaking English?*
 English Teacher : *Yes it is, but that's what I mentioned, the kids here have a level of intelligence above*

average so not too much trouble they encountered.

4. Interviewer : *What do you know about students' difficulties factors in speaking English?*
- English Teacher : *If we go there, we are teachers here, especially me as an English teacher, I know the children here have basic or self motivation high and have learned the language before, it's just that vocabulary they have is not as much as they need to accommodate all the talks, because it is not limited to speaking in the classroom but also outside the classroom and everyday life also they must speak, finally from the lack of vocabulary it's better that they mix it with Arabic. If the mother tongue here is not so much, and it does not dominate using the local language, and they are most code mixing or code switching with Arabic and Indonesian, because the language is also the rule of boarding school if they use the mother tongue then they will get a punishment. And one more, they are not disciplined to use grammar.*
5. Interviewer : *What is your solution to solve students' difficulties in speaking English?*

English Teacher : *If I personally think they are not too difficult, but as you know I always give vocabulary at least five new vocabularies they have to memorize before learning begins and I do not hesitate to continue to provide learning about grammar by not using vocabulary or verb form which according to they are able to understand it.*

DATA FROM STUDENTS INTERVIEW

Respondent 1 (Rifaldi : XI IPA)

Interviewer : *Do you like English? What the reason?*

Respondent 1 : *Yes I like but not too much.*

Interviewer : *What do you thing about speaking English?*

Respondent 1 : *I like hear someone speaking English, and still hard to understand what he talking about.*

Interviewer : *Did you find the difficulties in speaking English?*

Respondent 1 : *Yes of course, I learn about tenses because I still confuse to use the present, past and future.*

Interviewer : *What the difficulties that you find when speaking English in the classroom?*

- Respondent 1 : *Sometime I feel nervous and I forget the vocabulary.*
- Interviewer : *What the solution that you find to solve your problem that you have difficult to speak English?*
- Respondent 1 : *yaaa, belajarbersama...ya learn together.*

Respondent 2(Andika: XI IPS)

- Interviewer : *Do you like English? What the reason?*
- Respondent 2 : *Yes of course, because English is very well, I think with English that can make be better, I can understand what the people talk in movie or video that use English language.*
- Interviewer : *What do you thing about speaking English?*
- Respondent 2 : *Yes I like, speaking is for communication with the other.*
- Interviewer : *did you find the difficulties in speaking English?*
- Respondent 2 : *Yes, but little, like sometimes I have to check out the vocabulary in dictionary.*
- Interviewer : *What the difficulties that you find when speaking English in the classroom?*
- Respondent 2 : *Sometimes I feel shy, but not bad.*
- Interviewer : *What the solution that you find to solve your problem that you have difficult to speak English?*

Respondent 2 : *Here we learn together like memorize vocabularies every morning.*

Respondent 3 (Ardiyan: XI IPA)

Interviewer : *Do you like English? What the reason?*

Respondent 3 : *Yes, because I need it everywhere especially I this school.*

Interviewer : *What do you thing about speaking English?*

Respondent 3 : *speaking is for communication and speaking English is obligation in this school.*

Interviewer : *did you find the difficulties in speaking English?*

Respondent 3 : *I can't speak well, not more vocabulary that I know, and I take the dictionary everywhere and my mouth different tongue type with the other, so it little bit hard to spell English.*

Interviewer : *What the difficulties that you find when speaking English in the classroom?*

Respondent 3 : *I feel nervous and sometime I bland or ask the teacher about the vocabulary.*

Interviewer : *What the solution that you find to solve your problem that you have difficult to speak English?*

Respondent 3 : *I study to practice more and learn together.*

Respondent 4 (DelisaMutiara: XI IPA)

- Interviewer : *Do you like English? What the reason?*
- Respondent 4 : *Yes, it is interesting.*
- Interviewer : *What do you think about speaking English?*
- Respondent 4 : *It is good but not easy.*
- Interviewer : *Did you find the difficulties in speaking English?*
- Respondent 4 : *Yes, because I do not have more vocabulary that I know.*
- Interviewer : *What are the difficulties that you find when speaking English in the classroom?*
- Respondent 4 : *Sometimes I feel nervous, I lose vocabulary when I want to speak, and I mix with the Arabic or Indonesian language.*
- Interviewer : *What is the solution that you find to solve your problem that you find difficult to speak English?*
- Respondent 4 : *I learn English with practice and memorize vocabularies.*

Respondent 5 (ShafiaNur: XI IPA)

- Interviewer : *Do you like English? What the reason?*
- Respondent 5 : *Yes I like.*
- Interviewer : *What do you thing about speaking English?*
- Respondent 5 : *it is interesting.*
- Interviewer : *did you find the difficulties in speaking English?*
- Respondent 5 : *Yes, I not have more vocabulary.*
- Interviewer : *What the difficulties that you find when speaking English in the classroom?*
- Respondent 5 : *Sometime I feel nervous, and make me hard to speak.*
- Interviewer : *What the solution that you find to solve your problem that you have difficult to speak English?*
- Respondent 5 : *hmmm... I learn together.*

Respondent 6 (Listiani : XI IPA)

- Interviewer : *Do you like English? What the reason?*
- Respondent 6 : *yaa .. I like because here also must use English.*
- Interviewer : *What do you thing about speaking English?*
- Respondent 6 : *I like to speak english, so I learn to speak english.*
- Interviewer : *did you find the difficulties in speaking English?*

- Respondent 6 : *Yes I also feel baseball easy to speak English, for example, the same grammar vocabulary that I still learn now.*
- Interviewer : *What the difficulties that you find when speaking English in the classroom?*
- Respondent 6 : *if the class is usually afraid, how ya ... nervous and afraid of wrong.*
- Interviewer : *What the solution that you find to solve your problem that you have difficult to speak English?*
- Respondent 6 : *I often listen to songs because of the song that learn new vocabulary and pronunciation as well, sometimes I also jug abaca novel English from novel also many new vocabulary.*

D. Data Analysis

Analysis of the results data will be classified into three categories, as follows:

a. TheFactor of Speaking Difficulties Based on the Theory

Table 1

No	Factor of Speaking Difficulties	Total
1	Inhibition	50%
2	Nothing to Say	35%
3	Low or Uneven Participation	25%
4	Mother Tongue Use	50%

From the percentage of interview results above can be explained, that 50% of the 20 students experienced inhibition especially when in the learning took place, they often feel afraid of the wrong and nervous. They say that "the fear in class is that teachers are also paying more attention", and that is why they are not interested in answering questions from the teacher directly or suddenly. And then 35% of the 20 students, they feel they do not want to reveal what they are thinking when they talk or they have no desire to speak.

The next factor is felt by 25% of the 20 students that there is no partner to speak the way they want, because sometimes speaking need the other person, especially with different language and they need a partner who understand what they are talking about. The last is 50% of their 20 students use the native language because it makes it easier for them to speak, even though mixing it with the mother tongue, but affirms that they do not use the local language but only occasionally, because they are motivated by the school rules not to use the local language, even if it is Indonesian.

b. The Other Factor that StudentsField

After interviewing 20 students, almost all of them felt a lack of understanding of grammar and vocabulary mastery. And this category includes linguistic problems experienced by students in the learning process of speaking. As Brown's explanation suggests that there are three aspects that allow a person to speak are articulation, fluency,

grammar, pronunciation and vocabulary.²⁷ Most students experience that it is very difficult to learn grammar and vocabulary mastery. One of the students as respondent 1 says "Yes of course, they are still confused to use the present, past and future", even they are still confused to use the tenses appropriately, and almost all students experience it. They do not know much about vocabulary to communicate daily, and because of the rules of the school they can only mix English with Arabic or Indonesian, and prohibition to use the local language because if they use the local language they will get the punishment according to boarding school rules.

From the results of interviews conducted on English subjects teachers and as foster parent in boarding school has said that as a teacher she can only analyze that most students make a fair mistake when speaking English, and one of them is not discipline against the use of grammar, and sometimes when they do not know the vocabulary that they will express in English form then they choose to express it with the phrase in Indonesian. And according to her this is one of the big mistake often done by the students.

c. Solutions Used By Students And Teachers to Solve Difficulty Speaking Problems

After conducting interviews with teachers and students, it can be explained that as a teacher absolutely the teacher wants the best for the students and as an English teacher she is very understanding with

²⁷Brown, *Teaching By Principles: An interactive Approach to Language Pedagogy*, second edition, (New York : Longman, 2001), 267-268

the circumstances and problems that are faced by students, example speaking problems that are a challenge alone for a teacher to explore the potential of his students in speaking skills, especially English is as a foreign language for students. She made the strategy in such a way for the success of learning, one of which is to teach using full English when in classroom. Even before she begins her lessons, students are required to memorize five new vocabularies and it is done continuously, because she knows that students have deficiencies in the mastery of vocabulary in English. Unlike the problem of students' lack of understanding of grammar, she uses a fun learning system, for example by studying the sentence form in a song or practically teaching a direct grammar.

As a student, they are self-conscious with the deficiencies they have, especially in speaking skills. One student as respondent 20 said "I prefer to listen to music, and read novel books in English, because I get a new vocabulary that I do not know", there are also some students who learn together to form learning groups to hone their speaking skills with use proper grammar and mutual correction of each other's deficiencies.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusion of the research of an analysis of students' speaking difficulties in English classroom is found there are some problems of speaking difficulties, including:

1. Students find difficult when speaking in class because they lack of vocabulary and understanding of grammar.
2. Students find difficult when speaking in class because they feel nervous and fear make mistake or lack of confidence. And this includes into four factors mentioned in the theory of inhibition, nothing to say, low or uneven participation, and mother tongue use.
3. Teachers know that students find difficult when speaking English because they lack of vocabulary mastery and lack of discipline in the use of grammar.

The Solutions done by the teacher and students to solve the problems about their speaking difficulties included:

1. Students create groups or study groups to practice speaking so as not to lose a talking partner.
2. Students learn independently by finding a way of fun learning, through songs, videos, movies, books, novels in English. That way can improve students' vocabulary and grammar understanding.

3. Teacher give new vocabulary every five days before the learning begins.
4. Teacher use English full when studying in class to exercise courage and to make students English habit.
5. Teacher provided learning grammar with methods that fun and not boring, example through songs, sentences used every day and so forth.

B. Suggestion

Based on the results described in the previous chapter, some suggestions are aimed at teachers, students and further researchers, such as:

1. For the Teachers

In classroom teaching, teachers should select and sort the material that will be given to the students and packed with the best possible strategy, using authentic materials in accordance with the background of students in both the cultural side, and their abilities, especially in speaking learning, because with fun learning will make the students easy and interest in understanding the material presented.

2. For the Students

Students are encouraged not to feel embarrassed and afraid of making mistake when speaking in the classroom or outside the classroom. Students must also be confident and study hard, in a practical way, to make it as habit.

3. For the next researcher

The next researcher is expected to develop and search for something related to speaking difficulties from the side that has not been discovered, and become new findings that can be useful for students and teachers.