

**AN ANALYSIS OF DIFFICULTY LEVEL IN SPEAKING ENGLISH BY
EIGHTH CLASS STUDENTS OF SMP UNISMUH MAKASSAR**

(A Descriptive Research)



A Thesis

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan*

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2019



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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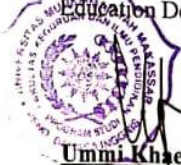
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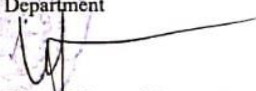
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Day / Date	Chapter	Note	Sign
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(A Descriptive Research of Students SMP Unismuh Makassar)

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciplakan dan tidak dibuatkan oleh siapapun.

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Windi Hidayati

MOTTO and DEDICATION

DO your BEST and Be the BEST.

-WindiHidayati

“Life is like riding a bicycle. To keep your balance you must keep moving”

(Einstein, 1879-1995)

ABSTRACT

Windi Hidayati. 2018. The title of this research is “ *An Analysis of Difficulty level in speaking English by the Eighth Class Students of SMP Unismuh Makassar*”. A Thesis of English Education Departement Faculty of Teacher Training and Education of Muhammadiyah Makassar University Guided by Muhammad Basri Dalle and Muh. Arief Muhsin.

This research attempted to find the difficulty faced the students while they speaking English and the causes of difficulty in SMP Unismuh Makassar.

The research method used decriptive qualitative method, the data gathered through observation and interview which were collected from the 6 Students of eighth grade. The purpose of observation was to know the difficulty that face the students while speaking English and the causes and the interview to gather more information to support the observation classroom.

The results of the reserch showed the difficulty faced by the students when they speak English and the factors Affectif Difficulties faced by the Students when while speaking English. The researcher could conclude that the factors into two main problems, namely linguistic factors and social factors. Linguistic factors those are grammar, pronunciation and vocabulary. Social factors those are confident and motivation.

Keywords: Speaking, Difficulties of Speaking.

ABSTRAK

Windi Hidayati. 2018. Judul penelitian ini adalah “Analisis Tingkat Kesulitan berbahasa Inggris oleh Siswa Kelas VIII SMP Unismuh Makassar”. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Pelatihan Guru dan Pendidikan Universitas Muhammadiyah Makassar Dipandu oleh Muhammad Basri Dalle dan Muh. Arief Muhsin.

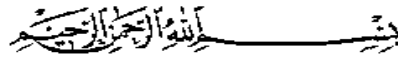
Penelitian ini berusaha untuk menemukan kesulitan yang dihadapi siswa saat mereka berbicara bahasa Inggris dan penyebab kesulitan di SMP Unismuh Makassar.

Metode penelitian menggunakan metode deskriptif kualitatif, data dikumpulkan melalui observasi dan wawancara yang dikumpulkan dari 6 siswa kelas delapan. Tujuan pengamatan adalah untuk mengetahui kesulitan yang dihadapi siswa saat berbicara bahasa Inggris dan penyebabnya serta wawancara untuk mengumpulkan lebih banyak informasi untuk mendukung kelas observasi.

Hasil penelitian menunjukkan kesulitan yang dihadapi oleh siswa ketika mereka berbicara bahasa Inggris dan faktor-faktor Kesulitan Affectif yang dihadapi oleh Siswa ketika saat berbicara bahasa Inggris. Peneliti dapat menyimpulkan bahwa faktor-faktor tersebut menjadi dua masalah utama, yaitu faktor linguistik dan faktor sosial. Faktor-faktor linguistik itu adalah tata bahasa, pengucapan dan kosa kata. Faktor sosial yaitu kepercayaan diri dan motivasi.

Kata Kunci: Speaking, Kesulitan dalam speaking

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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication which was used by human to communicate and interact each other. From language, people could express their ideas and emotion. Without language, one cannot communicate effectively or express ideas in both oral and written form.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is taught widely at formal schools starting from elementary school up to universities; even at informal school i.e. courses. The use of English as a second language in oral communication is complex activities to be considered when teaching the English language (Al-Sibai, 2004: 3). However, speaking is considered as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language.

Speaking is process of sustainable communication in which the message, symbol, and meaning will always are interacting among the speaker and listener. Actually all of English skills and English elements were important, but speaking skills is the most important skill that should be mastered by English learner.

Speaking is one of the important and essential skill that must be practiced to communicate orally. By speaking people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in various contexts.

Unfortunately, nowadays students face complicated problem in using English speaking. In some cases they perhaps know about some vocabulary that they need to express about some information or expression but they are afraid to make mistake in pronunciation or structure or they feel shy to their friend when do a mistake. The last is that the teacher dominates the teaching activity Indonesian so not increase students' speaking skill.

Based on the information of English teacher in SMP Unismuh Makassar the problems appeared at the students still low and can't use English in short conversation of speaking, especially at the grade students of SMP Unismuh Makassar. When students speak English they have no idea about what they were going to say, then they take so much time to think. Some of them did not say anything because have less confidence of their skill.

There were some factors that cause the problem. Those were; first, most of the student cannot speak English with reason they do not know how to say what is in their mind. It indicates that they are lack in vocabulary. There was not much value in being able to produce grammatical sentence if one was not get the vocabulary that needed to convey what one wish to say

(alqahtani.2015: 13). Second, the students do mistake in pronunciation when they speak up. Basically, some of the students want to speak, but they were lack in some aspect of English such as pronunciation, vocabulary, etc. Sabouri (2016:195) understandable pronunciation was an important part of communicative competence. Individuals who have acceptable pronunciation can easily improve their language skills better that those who have weak pronunciation. Third, the students also lack of confidence. Many students think that their English was bad and feel that they cannot speak English well. The students' lack of confidence usually occurs when students realize that their conversation partner have not understood them or when they do not understand others speaker (Nakhlah.2016: 103)

Based on the were many factors of difficulties in speaking, so the researcher will examine and Analysis of Difficulty level Speaking English by the students at Eigh Class in SMP Unismuh Makassar. This is done to find out and describe the student difficulties and the causes in speaking English.

B. Problem Statement

Based on the previous description, the reseacher formulate a reseach question as follows :

1. What difficulties are faced by the students while speaking English ?
2. What are the factors affect the difficulties faced by the students when Speaking English?

C. Research Objective

Based on the research question above, the researcher intended to find out the objective:

1. To find the difficulties are face the students while they speaking English;
2. To find are the factors Affect difficulties faced by the students when speaking English.

D. Significance of the Research

This research expect to be useful information for many people in learning process, such as:

1. For educationists, the result of this research is expect to give contribution theoretically and practically in the development in English teaching;
2. This research provides information for teacher to understands the students' difficulty level to speaking;
3. For the students, this research is expect to give them way in learning English and make them int erest to speak English;
4. For the researcher, this research is expected to give information or contribution to other researcher who want to conduct more complex research.

E. Scope of the Research

The researcher hold and interview with the student and let them talk about certain subject, then the researcher analyze their speech. The speaking analysis is focus on the most difficulty in speaking English base the on difficulty of speaking (linguistic and social factor).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter will discuss some related theories to support this study. The theories will use for the underlying requirement to solve the problems. This study will present the problem and the difficulty speaking English. some

A. Previous Research Findings

This part presents the previous findings by some researcher, many studies have been performed by the research related the difficulty in speaking English. The previous related research findings were discussed as follows:

Nakhalah (2016) such as fear of mistake, shyness, anxiety and lack of confidence. The researcher adopted some recommendations the most important one was to establish an has conduct research at Al Quds Open University about the difficulty of speaking, said that difficulties in the speaking of the students due to some reasons suenvironment support and encourage the students to speak English frequently, and he suggested carrying out more researches and studies regarding speaking difficulties encountered by English language students.

Afisa (2015) said the students' difficulties in speaking are the student's low vocabulary, difficulties in pronouncing, confused in arranging words and worried of making mistakes. They were unconfident and nervous when the teachers were asking them. Second, factors that contribute to the

difficulties in speaking English are: the quantity of the students in learning speaking English and student's psychological factors.

Riyaz and Mullick (2016), in their research about *Problems in learning English Speaking Skill* states that The teachers were always under constant pressure of completing the prescribed syllabus. They didn't pay any heed to interactive activities which would have helped students in mastering the speaking skill. Lack in vocabulary was another serious problem which compromises student's fluency.

Wulandari (2014) in her research found 12 problems in speaking English. The problem were low of vocabulary mastering, limited of grammar knowledge and pronunciation, shyness, nervousness, fear of making mistakes, lack of confidence, limited of practice, minimum opportunities, environment factor, mother tongue used dominantly, low of motivation are the kinds of students' problems in learning English speaking. the researcher also find some ways to solve that problems which have to be known or even applied both by students and teachers.

Asakereh (2016) reported from hir thesis the problem of speaking English are the lack of teaching facilities, and the curricula of the education system of the country were among the major problem-creating factors for the freshmen's and seniors' speaking skills. Furthermore, the test results showed that overall there was no significant difference between the freshmen's and the seniors' perceptions of their own speaking skills problems.

Banu (2017) said that the difficulty of speaking English are students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class. Another major finding was that rural students perceived more problems than urban students. Lack of reading habit and listening tends to challenge several problems in learning English.

Based on the previous findings above the researcher can conclude that difficulty students in speaking English have a number of studies above discussed similar topic .like lack of control of the vocabulary, lack of confidence and fear of what they say is not in accordance with the correct order of the sentence. As of several factor in difficulty are the student not have many time to teaching English and not have a friend to practice i their dialy activity. In this research the reseacher will examine the difficulty level of the most difficult of some problems that are often faced by students.

B. Pertinent Ideas

1. The Concept of Speaking

a. Definitions of Speaking

Many definitions about speaking have been propose by experts in language learning.

Speaking is very important ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through speak language. Hosni (2014:97) speaking is the active use of language to express meaning, and for young learners, the

speaking language is the medium through which a new language is encountered, understood, practiced, and learned. Rather than oral skill being simply one aspect of learning language, the speaking form in the young learner's classroom acts as the prime source of language learning.

Brown (2005) stated that speaking is oral interaction when participants need to negotiate meaning of ideas, feelings and information in this case, the speaker must see the relationship between ideas.

Fauziati (2010: 15) speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of ability to carry out a conversation in the language. It has been observed that learners do not get any chance either in the classroom or outside to speak English.

Thornbury (2005:20) states that speaking is an activity in real life that is carried out by a speaker to carry out his/her ideas to interact with listeners. The activities are unplanned and their continuity is based on situation.

According to Nakhalah (2016:99) that speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. Speaking is the second of four skills, which are; Listening, Speaking, Reading, and Writing skill that we learn. When two or more people speak or talk to each other, the conversation is called "dialogue". Speech can flow

naturally from one person to other in the form of dialogue. It also can be planned and rehearsed, as in the delivery of a speech or presentation.

In relation with the statements above, the researcher concludes that speaking is one of important skills in interaction between speaker and listener to giving information or asking the opinion by using oral communication.

b. Types of Speaking

There are some types of language that we have to know as the teacher of English.

According to Borwn (2001: 250), Language teaching is devoted to intruction in mastering English conversation. He devided oral language into two types :

1) Monologue

- a. Planned
- b. Unplanned

2) Dialogue

- a. Interpersonal
- b. Transactional

The meaning of monolog is the oral language involves only one people in it. There is only one person who speaks as in lectures, new casting, radio broadcast, etc. Monologue can be devide into two types, planned monologue and unplanned monologue. The meaning of planned monologue is the person who speak use monologue has prepared anote or

text to help of her speak fluently. The meaning of unplanned is the person who speak in monologue does not use any notes or text. All word spoken emerge from the speaker's mind naturally and spontaneously.

The meaning of dialogue is the oral language involves two or more speaker in it. Based on the function dialogue can be divided into two types, interpersonal and transactional. Interpersonal dialogue is functioned to promote social relationship meanwhile the transactional dialogue is aimed to convey propositional or factual information.

c. Function of Speaking

Richards (2008) use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): talk as interaction; talk as transaction; talk as performance.

i. Talk as interaction

This refers to conversation and describes interaction as a primarily social function. When people meet, exchange greetings and information, it because they wish to be friendly and establish comfortable zone of interaction with others.

ii. Talk as transaction

Talk as transaction refers to situation focus on what is said done and understanding clearly rather than how they interact socially.

iii. Talk as performance

This refers to public talk, such as presentation, public announcement and speech that transmits audience.

2. Difficulty of Speaking English

Speaking is fundamental skill of human communication. Therefore, inly our dai lives, most of use speak more than write. Some element facilitate or impede successful spoken communication. It can be divided into two types in general: one of linguistic factors, and the other is the psychological and sosio-cultural factors. These two main factors are interelated to provide effective communication for both interlocutors when they exchange the message (speech). The statement should be corret linguistically and socially meaningfull.

a. Linguistic Factors

According to Mahripah (2014), EFL learners' speaking skill is affected by some linguistic components of language like pronunciation, vocabulary, and grammar. There were three difficulties relate to linguistic problems. They were lack of vocabulary, lack of grammar knowledge, and poor pronunciation.

1). Grammar

Grammar is an essential component of a language, according to Harmer (2001: 12) syntax defined as the grammar of a language is the description of how words can changes their forms and can be combinate into sentences in that lamhguae if grammar rules are too carelessly violated, communication may suffer. Creating a good grammar rule is extremely difficult. Linguistic investigating native speaker speeoh over the years devised various system to describe how thw language works.

Students when intending to speak in the target language (TL) they mostly care about any sound they produce. Therefore, students face difficulties in combining words correctly. To create a successful discourse, especially the misuse of tense for example instead of saying, "I'm bored," and the student says "I'm boring." It is a big problem because making such mistakes may change the meaning ultimately ; this is the same case for using pronouns, singular and plural forms. As a result that's make difficulty for student to speak in the target language. All those prepare the students in embarrassing situations, and in the threatening atmosphere so, they will keep their ideas for themselves, they cannot speak out their information.

2). Vocabulary

Speaking is to be able to use language, this latter which involves the knowledge of vocabulary, which is the background or the information what the student should have about the style they want to communicate. The student have the difficulty to speak because they don't have sufficient vocabulary to better communication in the target language. Students find themselves uncomfortable when they intend to express their thoughts and and introduce themselves in a right way. It is due to the lack of vocabulary and limited knowledge. The teachers must be aware of this problem, to perform their role as a good teacher in the appropriate time to provide them a proper treatment, such using some techniques, activities to improve their vocabulary. (Afisa, 2015) the

students may not be confident to speak English because they were lack of vocabulary. It is because the students seldom hear English except in their book and the teacher.

3). Pronunciation

Kelly (2000: 11) defined it as : “ A consideration of students’ pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is essential to deal with pronunciation in the classroom.”

Beside to the students’ problems in grammar and vocabulary, there is a great problem which is a mispronunciation of words, which leads to cause a problem in reception or comprehension of the meaning of an utterance. In fact students may fail to produce an effective oral communication because of their mispronounced words, instead of conveying certain meaning, they convey others, that’s why students do not feel at ease when they have such a problem, it can make an obstacles for students to speak in front of their classmates, and reduce their participation.

In fact, teachers should take into their consideration that in communication, students should be aware of the linguistic factors that affect the verbal skill, besides to the psychological and socio cultural factors, which can permit or impede it.

b. Sosial Factors

These difficulties were supported by a research finding by Taiqin (1995) about non- language factors (social factors) . They were lack of motivation and lack of self confident:

1.)Motivation

Motivation can derive from both the students and the teacher. In English language classroom, teacher mainly handle the success of communication apprehension. Teachers should be aware of this problem, motivation is one characteristic of the successful learning and teaching. Students should get opportunities to speak a language classroom, because they may soon get unmotivated and lose interest in education.

Theacher have to use a considerable number of activities of motivating their students to reach their participation in the classroom and act as active members in the process of learning. Harmer (2001: 51) state that “ motivation is some internal drive which pushes someone to do things to achieve something .” Teachers have a vital role in language learning, and clasroom task, to create possitive classroom atmosphere.

2.)Self-Confidence

One way to tackle this promblem and start from is to find the root of the problem and start from there. It is a crucial problem in language learning when student lack of confident, in many classes some student prefer to keep their ideas to themselves, when their oral

participation may cause and embarassment, because they are afraid to make mistakes when they intend to speak in out loud. The teacher must adopt motivating attitude such way to after the situation, that all student are involved in. All students should face their fears because the learning task deserves to try to change these negatives which threaten the learning process

C. Conceptual Framework

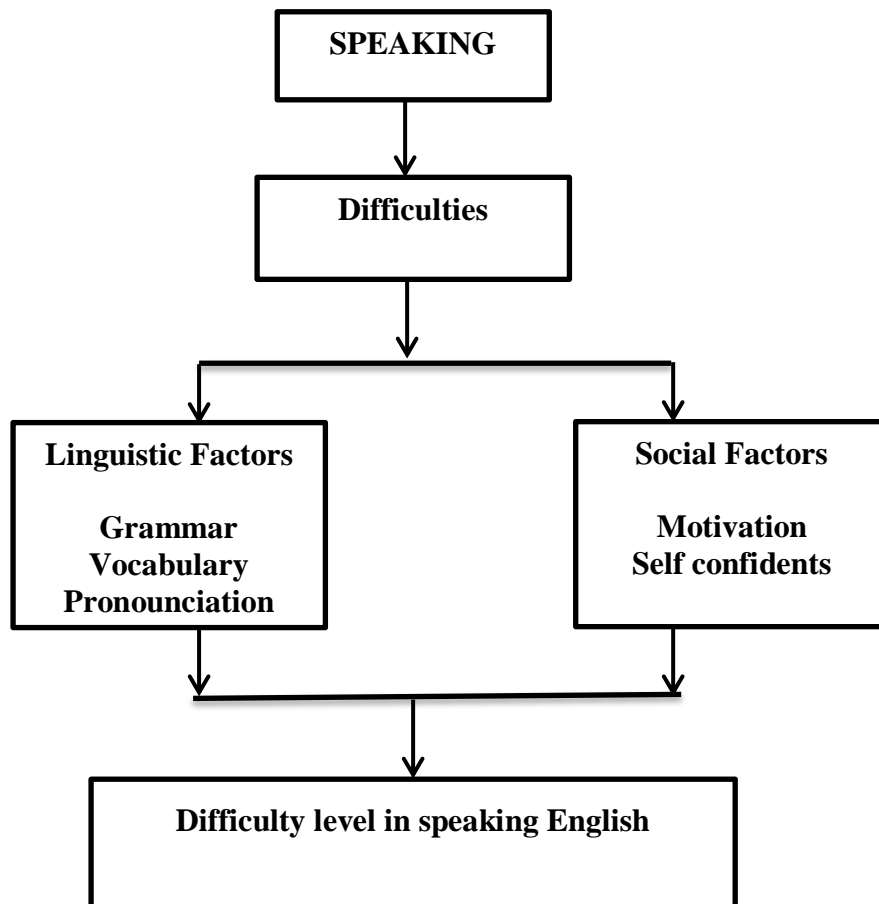


Figure 2.1. Conceptual Framework

This conceptual framework was a picture that will be done by researcher. Firstly, the conceptual framework dealt with speaking as a skill of English. Secondly, the concept focused on the difficulties that's mind kind of difficultien in speaking and by the 2 factors. Thirdly, the researcher found out the difficulty level in speaking English.

CHAPTER III

RESEARCH METHOD

This part deals with description of research design, research subjects, research instruments, data collection procedure, and data analysis technique.

A. Research Design

A research design may be described as a series of decisions that as a whole form a strategy for answering the research questions and testing the hypotheses. A research design in a positivist setting covers decisions about the choice of data collection methods, and about measurement and scaling procedures, instruments, samples and data analysis. A good research design must make sure that the information obtained is relevant to the research problem, and that it was collected by objective procedures.

Meanwhile, descriptive research is a form of research aimed at describing or describing existing phenomena, both natural phenomena and human engineering. The purpose of the descriptive research was to make systematic, factual and accurate data regarding the fact and characteristic of a particular population or area. This research used to find out difficulty level in speaking English by the Eight Class Students at SMP Unismuh Makassar.

B. Object of the Research

Object of the research was one of the important elements for conducting any research because it helps in determining the possibility of conducting the study. Basically, the main aim of all researchers was to confirm the reliability of existing knowledge. Without the object then can't be said a research.

The object of this research was the eighth grader SMP Unismuh Makassar. Researchers interviewed six students from one class. The researcher chose the eight class students because the student does not in transition from SD to SMP and neither is the final exam of the school. Besides that the researcher has once replaced a teacher teaching English and saw students having limitation in speaking. In addition, the selected object also takes into consideration that the selected students can provide informative information in accordance with research methods. According to Sugiyono (2014:221) additional sample was stopped if the data saturated. In this case mean that the object under study was not based on quantity but quality.

C. Research Instrument

For this research, the researcher as the main instrument. To collect data, the researcher was conducted video tape or audio recording, observation classroom and interview which are describe as follows;

1. Observation

Observation can be define as a research instrument in which the researcher write down or record certain behaviors of the sample being study as they watch and listen. The type of observation that was used in this research is observation checklist to indicate difficulties in speaking English.

Video recorder and audio recorder was used to record all the conversation and situation in the classroom. Video recorder and audio recorder in the classroom convey by record the learning process by using a camera. This record was help the researcher in attaining complete data regarding the classroom, to find the difficulties were faced by students when speaking English.

2. Recorder

In order to avoid the loss of data needed, the researcher was conducted classroom recording session by using audio-visual recorder device. The researcher was record all happened in the classroom.

3. Interview

Interview was conducted to get data besides use video recording. It is conduct after doing the observation. Therefore, it aimed to clarify and emphasize the result of the observation. In this case, that was find out further information about the difficulties were faced by student in speaking English, and the factors affect difficulties.

D. Procedure of Data Collection

The researcher was done some steps in collecting the data, they were, as follow:

1. Observing and recording the use of code switching by the students in small group discussion.

The researcher was found the information of the class schedule at first. Then. The observation time can be determined. The observation was conducted during the lecturing process. In this case, the researcher observes all the student's utterances. The researcher also use the audio or video recorder to support the observation so that the best outcomes can be gain optimally. The numbers of observation meeting are determined. The observation meetings are ended if the collected data have been saturated.

2. Transcribing the utterances of the students from the discussion process.

If the data has been record using technical media, the transcription is a fundamental stage on the way to their interpretation. Therefore, the data of utterances are collect from the observation that is transcribed in the form of transcriptions. This stage was conducted to facilitate the researcher to analyze the difficulties were faced by the students when speaing English, and the factors affect the difficulties.

3. Interviewing the students.

In the interview, the researcher was used the list of questions that used for interviewing. Then, the students' answer are record by using tape recorder,

and then the researcher transcribe the data. The data is code and select referring to the purpose of this research.

E. Technique of Data Analysis

In analyzing data from classroom observation and interview, the researcher was used qualitative data analysis based on Miles and Huberman's theory (1994) which consist of three stages: data reduction, data display and conclusion drawing/verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying abstraction, and collecting raw data that occurs in written field records. When taking data in the field through interviews and observations, the researcher recorded all the answers raised by the source and the events that occurred related to the research. After collecting the data, the steps taken are to do the analysis by reducing the data, which summarizes all the interview data and the results of observations, then selects and takes the main things that are focused on the Difficulty level in speaking English by the eight students at SMP Unismuh Makassar.

2. Data Display

After doing data reduction, the researcher was draw the data in data display. The data display was show based on the research focus. The research focus refers to find the difficulty faced by the students in speaking English and the factors affect the difficulty.

3. Draw Conclusion/Verification

In this stage, the researcher was draw conclusions based on data display. The researcher concluded the difficulty in speaking English based on Poplack's theory, the functions of code switching used by students in small group discussion based on students confirmation.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the writer is to present the realita of the research about difficlty level in speaking English. As mentioned before in previous chapter, the reseacher conducted, the researcher used two instruments, that were : observation and interview.

A. Research Findings

The objective of the research aimed to find out the difficulty level in speaking English by the eight class students. The result of this objective was presented in the research finding below :

1. The Difficulty Faced by the Students When Speaking English

From the data obtained through the observation in the class, the researcher found difficulty faced by students when speaking English as : students lack confidence in speaking english, they are doubt to speak. Besaid that there was students do not focus while teach and the teacher does not pay too much attention to students. When the teacher teaching, teachers more often interact with students using Indonesian language so that students were less motivated to use English.

Many students lack the necessary vocabulary, so as the teacher ask the some students, the student not respond in English the question because the student don't know what the teacher say. Some students responded to the teacher's questions using English but the pronunciation was unclear so that the

teacher asked to repeat it several times. The researcher can conclude that difficulty faced by the students when speaking English, from the first observation that was lack of confident, lack of motivation, lack of vocabulary and lack of pronunciation.

In interview section, researcher try to made a semi structured interview with six (6) students follow two students have high ability, two stuent have midle ability and two students have low ability in speaking. The researcher taking samples based on classroom observation data and information from subject matter teachers based on students daily values.

1). Informant 1

The following were the results of interviews with the first informant, namely those who have average abilities. From the data interview the first informant have three that difficulty;

The first are several statement of informant that includes the category of linguistic factors like a students have difficulty in composing words. During the interview seccion with the first students the answers were given 90% use Indonesian. This shows that students have difficulties in vocabulary. They only have a little vocabulary, making it difficult to speak English. as they spoke, suddenly they were speechless. They couldn't say what they wanted to say because they lost their vocabulary or rather lacked vocabulary. Several times the teacher asks questions but students do not respond. This is because students do not understand what the teacher says so there is no response that students give to the teacher. On the other hand

there were students who invite their themes to use English, their friend asks to translate into Indonesian. from this it can be concluded that students have a few vocabulary words which cause difficulties for speaking English.

“I have difficulties when I speak English, I do not know vocabulary so it make difficult for me to speaking English.”

Mastery of vocabulary in English was very important. because without having a lot of vocabulary, it was very difficult for us to speak English. one way to be able to have a lot of vocabulary was to memorize it every day. minimum for beginners must have a target to memorize vocabulary every day. The vocabulary spoken should be according to the speaker.

The second statement of informant that includes the category of social factors like a students lack of confident, students always feel like issuing their ideas in English, more precisely feeling afraid of speaking English. Students feel less confident in the abilities they have so as afraid to make mistakes and get a judge from their friend. Students feel that the abilities they have are very low compared to their other friends. students also always feel fear when speaking english. Students rarely try to characterize speaking because their environment were less supportive. It can even be said for a week or so can hear or even learn English at the time of study. It was not possible to speak when not having good partnert to speaking.

“I am always afraid to make mistakes, because my friends always judge when some students make mistake.”

Most students have problems in terms of pronunciation. Students only need to often listen to the pronunciation of English vocabulary. Between can use songs to be able to increase pronunciation correctly.

The third were the students have difficulty in Grammar, the students still having worries when speaking, then the words they uttered were misplaced, giving rise to incompatible meanings. On the other hand students say they find it difficult when speaking who must put the right words. In this case what he meant was the preparation of sentences or it could be categorized as a difficulty in terms of grammar.

“In the other when I spoke , I was also afraid that the placement of the words was not right so that it caused a misunderstanding”.

This was supported by the results of interviews conducted by researchers. that was, the informant has difficulty when saying the word, there was a placement of several words in kalamat that were not quite right. Like the word in kalamat "easy to learn" said "learn easy". Most students who have high ability have difficulty in grammar, students think too much about their basic composition in sentences. So that students do not enjoy speaking English and seal was shadowed by the fear of making mistakes.

2). Informant 2

The following the results of interviews with the second informant, namely those who have high abilities. From the statement of informant that includes the category of linguistic factors like a students have namely was grammar. When researchers conduct interviews, informants said that she has difficulty in interrupting words in kalamat. The difficulty can be said

that she has a problem in terms of grammar. She said that it was often wrong to interpret to be (am is are) in a sentence. So she feels scared when talking and raises these errors, than giving rise to the wrong meaning. Thus making him doubtful and difficult to speak English.

“I have difficulties in speaking, when I have to use am, is are. I afraid my friend did not understand what I mind”.

This happens because she were too worried about the exact word she said. Besides that she rarely practices speaking with her theme. Students only need speaking alone without regard to the preparation of words in times. Because in speaking someone was said to have ability in speaking when the other person was talking about what we say. In speaking grammar does not play an important role. As long as what we say can be understood and the other person we respond to responds, it has been said to be successful in speaking. On average students who have intelligence are very concerned about the preparation of words in sentences. This was their problem in speaking English.

From the results of the second student interview, the researcher concluded the difficulties faced by the second student with the category of high ability students, namely in terms of grammar. The more grammar knowledge is, the more difficult it is for speaking. So, wait for advanced grammar, then start speaking. Grammar in speaking is not very influential as long as the interlocutor understands what we say.

3). Informant 3

The following are the results of interviews with the third informant, namely those who have middle abilities. From the statement of informant that includes the category of linguistic factors and social factors.

The first were the students feel afraid when speaking English, afraid of being misjudged in this case in terms of pronunciation. Assuming students when misrepresenting the meaning was wrong. It was one of the reasons students find it difficult to speak English. This happened because students were shy to speak English in front of many people. She was not fluent in pronounce the words in English when nervous. This condition happened because students do not practice the pronunciation of the English language correctly. Students rarely listen to English vocabulary, making it difficult to say a word.

“ I am afraid of being wrong in the mention words because in English different sounds mean different meanings.

In this case, the concern of the informant is that she was said the word wrong will give the wrong meaning So that made him hesitant to speak and even became one of the obstacles for him. to overcome this difficulty, informants can do more practice speaking or listening to English words correctly. Among them can use the help of friends or use other media such as with frequent listening to English songs indirectly will greatly help improve the pronunciation

The next were the students lack of confident, students have limited vocabulary that make they lose of confident when speak. Students don't

have a lot of vocabulary because they rarely memorize vocabulary, ofcourse the student afraid to making misttake. Actually the student just afraid being judje from their friends. She lack confidence if have not mastered the concept to speak. This condition happened because there is competition between students so as to reduce the level of confidence in students who were not fluent in English and were afraid to compete with friends who were far more fluent. She was worry about what she said was not in accordance with the draft and not in the order it can be classified in more detail .

When I spoke English I was afraid to make mistakes, I am shy with my friends if I making mistake. I just have a little vocabbulary, so I difficult in speaking English. I rarely memories vocabulary”.

In speaking English, vocabulary and pronunciation were very related. Students must have a lot of vocabulary to be able to speak English. The teacher should memorize the vocabulary every day and then ask again during the lesson meeting. So that students have a lot of vocabulary and can be used for speaking English. The teacher must also give appreciation when speaking English students. This will increase the level of confidence in students. Than the reseacher can conclude that difficulty while speaking English by the third informant had interview were pronunciation, confident and vocabulary.

4). Informant 4

The following the results of interviews with the fourth informant, namely those who have low abilities to speak. From the data interview the fourth student have some difficulties while speaking English :

From the statement of informant that includes the category of linguistic factors factors like a students have difficulties in terms of pronunciation. From the results of the fourth informant interview, he said that she had difficulties in the mention of words. She said English was very difficult. Different writing, different readings, different meanings. Informants rarely listen. Besides that students were also difficult to memorize vocabulary which causes students not to have vocabulary and students have difficulty speaking English. This happened because the teacher rarely controls the memorization of the student's vocabulary. So students don't feel burdened and are encouraged to memorize as many vocabulary words as possible. even though having a lot of vocabulary will help the rest in speaking English.

“ I was afraid to make mistakes, especially when I spoke English, I was afraid of saying the wrong word and the meaning was wrong.

Similarly, the way to read the sentence that always haunts students makes mistakes. The next were same the students just like the students who had been interviewed before. That is still in the same difficulty in terms of pronunciation. students always have a fear of misunderstanding when saying a word and the sound is different. The students also have difficulty that terms of vocabbulary. Than make they are difficult to speak. The student rarely memorize vocabulary. Besaid that the student rarely

practice with their friend. That was make the vocabulary lose. When the researcher collects information by conducting interviews with informants, the researcher finds halting informants in speaking. occasionally using English and more swering in Indonesian. when the researcher gave an informal question, the informant asked the researcher to translate the question in Indonesian. this shows that the informant had difficulties in terms of vocabulary.

I just have a little vocabbulary, so I difficult in speaking English. I rarely memories vocabulary“.

Most students who have difficulties in vocabulary and pronunciation are always shared with those who have less self-confidence. students always assume that their abilities are low, do not have a lot of vocabulary, as well as in terms of pronunciation which results in shame for eg speaking. Students are shy and afraid to make mistakes. Teachers should always provide support for students who lack confidence. Convincing students that they can do correct and good English speaking as long as they want to keep trying and trying. According to the fourth student who had been interviewed the researher can conclude the difficulties encountered when speaking English, that vocabulary, confident and pronunciation.

5). Informant 5

Following the results of interviews with the fifth informant, namely those who have low abilities to speak. From the data interview the fifth student have some difficulties while speaking English :

From the results of interviews conducted by researchers, that the fourth informant, when speaking English informant has difficulty in placing words in sentences. The informant was afraid of making a mistake when speaking the sentence and the arrangement of the words was wrong. She was afraid that someone would blame and when being judge. So that he always hesitates and doesn't want to speak English. This condition happened because she did not have the courage for English's speaking. In addition, informant friends in the class often mocked and even underestimated their abilities in all matters, especially in speaking English. from the interviews, informants also explained to the researcher that in fact she wanted to learn speaking but some times when speaking there was one of her friends who immediately said that what she said was wrong and made her traumatized for speaking English.

“Difficult to put out words in English. In my opinion that is difficult The pronunciation, how to mention it, I am afraid to do wrong when I speak English “.“ When I speak, of course I'm afraid to make mistakes, I'm afraid of being mistaken and judge of friends.

There was no different from students who have low ability in speaking English they have been interviewed before. The students have low ability because they mastery the vocabulary. She said that she had difficulty to memorize the vocabulary. This condition was happened because students do not always practice speaking English in their daily

activities. It also their using Indonesian language with friends and teacher to comunicate in classroom and their invirotment. So they used Indonesian language it caused thr teacher did allowed the students to memorize of each vocabulary in every meeting in the class. Thus, the students did not cares about to improving their ability in speaking English. So they were found problems and difficult in English lesson.

“ I don't have too much vocabulary, so I find it hard to speak English “.

Vocabulary mastery was the most basic thing that must be mastered by someone in learning English which wss a foreign language for all students and Indonesian society. How can someone express a language if he does not understand the vocabulary of the language. Especially if what was learned a foreign language, so mastery of the vocabulary of the language was something that was absolutely owned by language learners. If a student has an adequate English vocabulary then it will automatically support the achievement of the four English competencies. Likewise, vice versa without having an adequate vocabulary, a student will experience difficulties in achieving language competence.

From the results of the interview data the researcher found the informant' difficulties when speaking English, according to the fifth informant who had been interviewed the difficulties encountered when speaking English, that grammar, pronounciation, confident and vocabulary.

6). Informant 6

The following the results of interviews with the sixth informant, namely those who have high abilities. statement of informant that includes the category of linguistic factors like a students have had difficulties in terms of pronunciation. students enjoy while speaking english doesn't even matter when their friends make fun of them when they make mistakes. He said that he learned a lot of English from his vocabulary because he often listened to music and played online games. It was just that the problem was that the student hard to produce the sentences because afraid to speak and make the different meaning. And afraid their friend not understand. In addition, the last information gave an explanation of the language he felt worried when speaking made a pronouncement mistake. he also said he wanted to have a speaking friend who had a good pronunciation. so that he can always adjust his speaking skills.

“I have difficult when I speaking English, that is the pronunciation”.

The solution to overcome this problem is by more often practicing speaking English with people who are more fluent in speaking English. it will make the pronunciation indirectly increase. Besides listening to music in English then reading the taks from the music will help improve the pronunciation. Because in the speaking pronunciation it is very influential. Than the reseacher can conclude that difficulty while speaking English by the sixth student had interview was pronunciation.

From the results of interviews conducted by researchers who took six samples, namely 2 students who have high ability, two students who have moderate ability and two students who have low ability, then the data obtained difficulties faced by students in speaking English from students who have high abilities difficulties in speaking English, namely grammar and pronunciation. from students who have moderate ability and the average difficulty is the pronunciation, vocabulary, confident and do not have friends to speak English.

2. The Factors Affect Difficulties faced by the Students when Speaking English

From the results of observation and interview researchers found 5 causes of difficult students in speaking English as follows lack of confident and lack of motivation. pronunciation, vocabulary and grammar. The first that lack of confident, cause of students when speaking English is their low ability in English. Many students think their English is not good. Besides that, the motivation of the teacher is included and the people who want to learn English are very reflective of the students.

About student learning motivation or motivation to speak English to students often connected with the motivation transferred by the teacher. When a teacher rarely uses English when studying, students are less motivated to use English to study in class. Beside that the lack of motivation of students to learn something is caused by less interesting lessons that cause students to get bored. From the results of observations conducted, the researchers found the cause of

the lack of motivation of students to speak English because the teacher used Indonesian more often when teaching so it did not motivate students to speak English.

Which causes difficult students to speak English in the pronunciation, because students rarely say words in English. So there is a sense of doubt and students are afraid to say the wrong words and cause different meanings.

Then causes students to lack of vocabulary because the student rarely memorizes vocabulary. This is because students often use Indonesian in their environment. Besaid that because the students seldom hear English except in their book and the teacher.

The next Grammar is quite difficult for students to understand. They don't know when they have to apply now, past, and The future. Some students say they have placement difficulties to be. Some students who have more abilities than they are more afraid of making a mistake in placing words when they speaking English.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result in observation and interview about the difficulty of speaking and factor caused of difficulty in speaking faced by the student Eight class at SMP Unismuh Makassar

1. The Difficulty Faced by Students' When Speaking English

The researcher has found 5 difficulties that prominent that were the student's lack motivation, lack confident, pronunciation, vocabulary and grammar.

1. Confident

Students lack confidence in speaking English, they were doubt to speak. In this case, as they add, many students think that their English is bad and feel that they cannot say anything. It supported by according to Baldwin (2011: 13) speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or they would forget what to say.

The students lack of confident, students always felt issuing their ideas, and also feeling afraid to speaking English in front of the class. Because they have afraid to ent in the abilities they have so as afraid to make mistakes and get a judge from their friends. Students was felt their abilities were very low and compared with other friends. Students rarely to speaking because willingness to study English is low, then they think English is not their daily language.

There was no different from students who have low ability in speaking English they have been interviewed before. The students have low ability because they mastery the vocabulary. She said that she had difficulty to memorize the vocabulary. This condition was happened because students do not always practice speaking English in their daily activities. It also their using Indonesian language with friends and teacher

to communicate in classroom and their environment. So they used Indonesian language it caused the teacher did not allow the students to memorize of each vocabulary in every meeting in the class. Thus, the students did not care about improving their ability in speaking English. So they were found problems and difficult in English lesson.

In addition, Actually the students were afraid with judgement from their friends when they spoke English in front of the class. This the students almost never to make concept to speak, because they did not know or mastery the vocabulary. So the teacher did not support students to improve the students ability in speaking English, and then to study hard especially in speaking English to more fluent their speak in English.

2. Vocabulary

According to Afisa (2015) said the students' difficulties in speaking are the student's low vocabulary, difficulties in pronouncing, confused in arranging words and worried of making mistakes. They were unconfident and nervous when the teachers were asking them. This theory was also supported by the result of this research, students experience difficulty in pronunciation. Students were hesitant in mentioning the word in English because the misnomer was wrong. And the students always lost their idea when speaking because they lack of vocabulary. When the researcher tried to ask them about their problem, they answer that they do not know how to say a word in English that actually they want to say because the student seldom hear English expect in their book and the teacher.

Know more about vocabulary in English was very important, because it make to speak in English without making a concept before speak. Vocabulary mastery was the most basic thing that must be mastered by someone in learning English which was a foreign language for all students and Indonesian society. How can someone express their ideas if he did not understand every word in English. Especially if what was learned a foreign language, so learn and mastery of the vocabulary it was of absolutely owned by the learner in English. It was also effectived to support the students achievement in four skills.

3. Pronunciation

The students feel afraid when speaking English, because the student made mistake in pronunciation. she said that, she had difficult to mention the word in writing, reading and meanings. She said English was very difficult. Different writing, different readings, different meanings. Assuming students when misrepresenting the meaning was wrong. It was one of the reasons students find it difficult to speak English. This happened because students were shy to speak English in front of many people. She was not fluent in pronounce the words in English when nervous. This condition happened because students do not practice the pronunciation of the English language correctly. Students rarely listen to English vocabulary, making it difficult to say a word.

Most students have problems in terms of pronunciation. Students only need to often listen to the pronunciation of English vocabulary. Between can

use songs to be able to increase pronunciation correctly. In this case, the concern of the informant is that she was said the word wrong will give the wrong meaning So that made him hesitant to speak and even became one of the obstacles for him. to overcome this difficulty, informants can do more practice speaking or listening to English words correctly. Among them can use the help of friends or use other media such as with frequent listening to English songs indirectly will greatly help improve the pronunciation.

The last informant had difficulties in terms of pronunciation. students enjoy while speaking english doesn't even matter when their friends make fun of them when they make mistakes. He said that he learned a lot of English from his vocabulary because he often listened to music and played online games. It was just that the problem was that the student hard to produce the sentences because afraid to speak and make the different meaning. and afraid their friend not understand. In addition, the last information gave an explanation of the language he felt worried when speaking made a pronouncement mistake. he also said he wanted to have a speaking friend who had a good pronunciation. so that he can always adjust his speaking skills.

4. Grammar

When researchers conduct interviews, informants said that she has difficulty in interrupting words in sentence. The difficulty can be said that she has a problem in terms of grammar. She said that it was often wrong to interpret to be (am is are) in a sentence. So she feels scared when talking and

raises these errors, than giving rise to the wrong meaning. Thus making him doubtful and difficult to speak English.

The students have difficulty in Grammar, the students still having worries when speaking, then the words they uttered were misplaced, giving rise to incompatible meanings. On the other hand students say they find it difficult when speaking who must put the right words. In this case what he meant was the preparation of sentences or it could be categorized as a difficulty in terms of grammar.

This was supported by the results of interviews conducted by researchers. that was, the informant has difficulty when saying the word, there was a placement of several words in sentence that were not quite right. Like the word in sentence "easy to learn" said "learn easy". Most students who have high ability have difficulty in grammar, students think too much about their basic composition in sentences. So that students do not enjoy speaking English and seal was shadowed by the fear of making mistakes. It supported Wulandari (2014) in her research found difficulties in speaking english one of them by limited of grammar knowledge.

This happened because she were too worried about the exact words she said. Besides that she rarely practices speaking with her theme. Students only need speaking alone without regard to the preparation of words in times. Because in speaking someone was said to have ability in speaking when the other person was talking about what we say. In speaking grammar does not play an important role. As long as what we say

can be understood and the other person we respond to responds, it has been said to be successful in speaking. On average students who have intelligence are very concerned about the preparation of words in sentences. This was their problem in speaking English.

5. Motivation

Most students do not get used to using English in daily activity. This is due to the lack of motivation or desire of students in mastering English. In addition, most of the students only refer to a few study references while to learn English specifically in speaking, many facilities can be used as references.

The data found by the researchers is the absence of student motivation for speaking English, one of which is from an English teacher. When teaching, teachers rarely use English. Besides the teacher during the observation research the teacher never gave memorization of vocabulary. This causes students not to be motivated to memorize vocabulary so students also do not have the motivation to speak English.

2. The Factors Affectif Difficulties faced by the Students when Speaking English

Based on the findings, main factor that caused of the speaking difficulties faced by the Eight students at SMP Unismuh Makassar the researcher conclude the factors as linguistic and social. It supported by According to Azeem (38: 2011) there were two factors which influence the

difficulty in speaking”. Linguistic factors were Pronunciation, vocabulary and grammar. While social factors were motivation and confidence. The description is as follows:

The linguistic factors that the researcher found, the first was students were hesitant in mentioning the word in English because they were afraid of making a mistake. The second was they did not know when they have to apply “present, past and future”. Some students say that they have placement difficulties “to be”. The last of linguistic factors was students have a limited vocabulary, then make them reluctant to speak English. The social factors were motivation and confidence, therefore teachers rarely gave motivation to the student. The last of confidence the student always afraid making a mistake when speaking and did not have confidence.

CHAPTER V

CONCLUSION AND SUGGESTION

This Chapter presents the conclusions from the findings and discussions of those findings:

A. Conclusion

Based on the research finding and discussion, the writer draws conclusions as follows:

1. The difficulty faced by the students while speaking English from data observation and interview were confident, motivation, pronunciation, grammar and vocabulary.

Students lack confidence in speaking English, they were afraid to make mistakes and get a judge from their friends. Some students have difficulty when mentioning word or sentences using English. They were afraid to mention words that were not appropriate, causing different meanings. The next is grammar, some students experience difficulties in English in terms of the structure of the sentence. Of the several students interviewed several students had concerns when arranging sentences. They lost me in placement to be (am, is, are).

2. The factors Affectif Difficulties faced by the Students when Speaking English were linguistic factors and social factors.

From linguistic factors, namely pronunciation, students have difficulties when they have to say the word in English because students rarely hear

English and rarely sabotage it so that their tongues are stiff when speaking English. Furthermore, in terms of grammar, students who have high ability from the results of observations and interviews can be concluded to have fear in terms of grammar. That is because they lack mastery of grammar and they are too worried about making a word that will make a difference in meaning when speaking English. The most recent is the vocabulary, from several respondents who have been interviewed about the students' problems in the vocabulary because they lack mastery in English vocabulary. Students rarely memorize vocabulary because they think they often use Indonesian so that they rarely memorize and use English.

3. From the social factors that cause less motivated students in speaking English, that is, teachers rarely use English when teaching. The teacher should be a motivator for students and provide examples. In addition, students are also given appreciation when speaking using English worship. This makes the enthusiasm of students not motivated and makes the virgin believe less. Students have a sense of lack of confidence and always assume that their abilities are low with regard to their teacher and classmates. Because when they make a mistake they are afraid to get a judge.

B. Suggestion

Base on the result of data analysis and conclusion, the researcher suggests as follow :

1. For the teachers

Teacher should always use English language when teaching student so that students are motivated to speaking English and always give motivation to student to improve their ability.

2. For the students

In speaking English students need to master a lot of vocabulary, because by mastering a lot of vocabulary they would study speaking easily. They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed.

3. Further researchers

For future researchers need to be conducted and explored more about the problems in speaking faced by the students.

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APPENDIX

Tuesday, 6th November 2017/8 Grade)

Material :greeting card

Happen in the Class	Difficult Factors
<ol style="list-style-type: none">1. Some students are active in the class but do not use speaking English.2. Teachers more often interact with students using Indonesian language so that students are less motivated to use English3. Some students are not active, they are busy with their own affairs, while the teacher does not pay too much attention to students who sit in the back.4. When the teacher ask the some students, the student not answer the question because the student don't know what the teacher say in english.5. Some students help their friends in completing the assigment6. Some students are confident in expressing their ideas and some students are lose their confident.7. When in classroom the teacher rarely using English speaking, so the students not got motivation to using speaking english.	Confidents, motivation, Vocabulary

FILD NOTE

(Tuesday, on November 13th 2018/8 Grade)

Material : public bulding

Happen in the Class	Things to consider
<ol style="list-style-type: none">1. Some students are active in the class but do not use speaking English.2. Some students are not active, they are busy with their own affairs, while the teacher does not pay too much attention to students who sit in the back.3. When the teacher ask the some students, the student not answer the question because the student don't know what the teacher say in english.4. Some students help their friends in completing the assigment5. Some students are confident in expressing their ideas and some students are lose their confident.6. Some student presented their task (read the task in front of class)7. Teacher ask the students in English language and than translite to indonesian languageStudents always speak in Indonesian language with their friends8. Some students were confident in expressing their ideas and some students were lose their confident.	<p>The teacher should using more English language than Indonesian language when teaching English .</p>

FIELD NOTE

(Tuesday, on November 13th 2018/8 Grade)

Material : public bulding

Happen in the Class	Things to consider
<p>8. Some students are active in the class but do not use speaking English.</p> <p>9. Some students are not active, they are busy with their own affairs, while the teacher does not pay too much attention to students who sit in the back.</p> <p>10. When the teacher ask the some students, the student not answer the question because the student don't know what the teacher say in english.</p> <p>11. Some students help their friends in completing the assigment</p> <p>12. Some students are confident in expressing their ideas and some students are lose their confident.</p> <p>13. Some student presented their task (read the task in front of class)</p> <p>14. Teacher ask the students in English language and than translite to indonesian languageStudents always speak in Indonesian language with their friends</p>	<p>The teacher should using more English language than Indonesian language when teaching English .</p>

TRANSKRIP INTERVIEW

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

First Informant : Raihana Reski Amalia (RRA)

Q: Hello,

A: hai kak,

Q: what is your name:

A: my name is Raihana Reski Amalia

Q: wow so long

A: hehehe, iyye kak.

Q: okke would you introducing yourself please ?

A: Yes of course, My name is Raihana reski Amalia, my adress e... e... e...
talasalapang street.

Q: You hoby:

A: My hoby is reading

Q: waw, Reading about what? Book or novel?

A: biasa buku kak tapi lebih suka baca novel.

Q: What is your nickname ?

A: (Ekspresi kebingungan)

Q: Nick name itu artinya nama panggilan

A: ooo.. raihana, mbak rei

Q: mbak rey ?

A: Yes

Q: mbak rey dua minggu sebelumnya saya sudah obsrvasi di dalam kelas nya dan saya lihat mbak rey kadang- kadang bersemangat kadang kadang tidak menjawab pertanyaan.

A: heheh iyee kak

Q: Ada beberapa pertanyaan yang ingin saya tanyakan,bisa?

A: Iyee kak, bisa.

Q: Oke mbak Rei, do you like speaking English ?

A: Yes, I like speaking English

Q: Why?

A: Because mamak ku dan bapak dirumah bicara pakai bahasa inggris terus jadi saya juga ikut pakai bahasa inggris. Kalau dikelas jarang cara pakai bahasa inggris karena tdak ada kutemani bahasa inggris dan teman ku kayak tidak mengerti kalau ku ajak bicara bahasa inggris.

Q: oke, if you can't use english full, you can combain. Oke do you have any difficult when you speaking English?

A: What ?

Q: I mind kesulitan, ada tidak kesulitan saat mbak rai speaking english?

A: eeeee... saaya tidak tahu artinya

Q: emm .. berarti vocabb nya ya?

A: iyaa. Emm membaca saya bisa

Q: Oke, do you afraid making mistake when you speaking English? Takut membuat kesalahan, makasudnya apada saat mbak rei speaking kemudian ada tidak hal sulit.atau pernah menemukan kesulitan.

A: Emm pernah, pasti pernah kak takut salah dan agak malu

Q: Do you enjoy when you speaking English?

A: Enjoy, always enjoy.

Q : How about your vocabbulary ?

A: tentang ?

Q: Bagaimana dengan kosa kayta ta?

A: ndak terlalu jauh, biasa biasa saja, tidak terlalu banyak kutau kosa kata.

Q: do you fell say when you speaking english ?

A: not hing, nothing. Saya percaya diri

Q: apa yang memotivasi raihana suka speaking english

A: yang memotivasi saya dala berbahasa inggris karena, emmm asik aja.

Q; any more? Ada lagi

A: Emm,, menembah pelajara memperluas wawasan

Q: Pernah tidak when rai hana speaking English and than yout friend judge you?

A: Always, bebhasa inggris sama teman?

Q: no,n I mind saat rai hana speaking terus melakukan kesalahan dan tean temanya ngejek, pernah ?

A: Pernah

Q:so, What are you do?

A: Enjoy Whatever, sebernarnya malu tapi, terserah mereka mau bilang apa. Saya tetap speking.

Q: oke ray hana thank for your time.

A: iyye kak sama-sama

Q: Nice to meet you

A: Nice to meet you too

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Second Informant : Nabiga (NB)

Q: dengan nabiga?

A: Iyye

Q: Okke, i seen you when study english in your class, you very enthusiastic answers the question gave your teacher. So I will ask you. Do you like speaking English?

A: (menjawab dengan penuh semangat) yes, I very like speaking English

Q: Oh ya ? why?

A: Because because so Easy, make me happy and so like that.

Q:Hmm hmm. Do you often speaking english with your friend?

A: sering-sering kak, atau kdang- kadang juga

Q: When? May be when you study English ?

A: Yes, when I stydy english saya berbicara bahasa inggris.

Q:Do you have any difficult when you speaking english?

A: hmmm... may be think speaking English hard about, when I must use Am is are, just that.

Q:okee, do you afraid making mistake when you speaking English?

A:no, I just Enjoys when I speaking English.

Q: Just enjoy yaa.. and that how about your vocabbulary?

A:aaa... I memories vocabulary before I'm sleep in my home.

Q:hmmm... and than

A: Because my parents want, I always speaking for diligent to speaking English. Because Englishis international language.

Q:Yes, I get it. Oke. Do you fell shy when speaking English?

A: No, I don't shy

Q: Emmm. How about your friend when you speaking English and than your friend judge you? What will you do and waht do you fell?

A: I just say, I dont care

Q: What your motivation to peaking English ?

A: I have a dream, I want go to london and paris to speaking with tourisme for give a, emmm yahh like that.

Q: Aamiin, semoga impiannya tercapai, cara mewujudkan nya, you must study hard.

A:Yes, Study hard, alway speak English today, tomorrow and forever.

Q: Oke, nabiga, thank you for your time and nice to meet you.

A: yes, you are welcome, nice to meet you too

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Third Informant : Nurhalisa (NH)

Q: Dengan Nurhalisa?

A: Yes, I am, but Usually my friend call me dina.

Q: oke dina, do you like speaking English?

A: Yes I like

Q: Good, Why like speaking English?

A: Karena suka.

Q : so, what your motivaton to spaking English?

A: Terkadang to kak, ayahku sama ibu ku kalau di rumag pakai bahasa inggris terus, jadi saya juga ikut pakai bahasa inggris.

Q: Do you often speaking English with your friend?

A: haa?

Q: Often speaking English, (sering berbicara menggunakan bahasa inggris ersama teman ta)?

A: no, rarely speaking English with my friends?

Q: Why ?

A: Kalau dikelas jarang cara pakai bahasa inggris karena tdak ada kutemani bahasa inggris dan teman ku kayak tidak mengerti kalau ku ajak bicara bahasa inggris.

Q: Oke, Do you fell any difficult when you speaking English? Or maybe find any difficult whwn speaking English.

A: Apa kita bilang ? ulangi, bahasa Indonesiakan.

Q: Ada tidak kesulitan nya dina saat berbicara bahasa inggris, ya misal pada saat speaking, hal apa menurutnya dina yang paling susah?

A: ada kak,

Q: what that ?

A: Cara penyebutanya.

Q: hemm, hemm cara penyebutanya. Selain itu? Any other?

A: Nothing

Q: Oke, do ypu afraid making mistake when you speaking English?

A: Yes of course, kalau saat bicara ki bahasa inggris di kels, terus tiba-tiba sakah, deh malu- malu ki.

Q: .Oh yeah. Saran nya kakakn kalau speaking English tidak usah malau dan takut salah.

A: Iye kak.

Q: dan dina harus membiasakan diri spaking sama teman kelasnya, supaya bahasa inggrisnya bagus dan kosa katanya bertambah juga.

A: pasti kak.

Q: Oke I think Enouhgt, thnak you dina.

A: You are welcome kak.

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Fourth Informant : Muflisa Salsabila (MS)

Q: hallo assalamu'alaikum!

A: iyee kak, wa'alaikumsalam

Q: What's is your name? Salsa ya?

A: Yes kak, my complite name Muflisa salsabila, my neck name Salsa

Q: Salsa, I will ask you

A: Yees, Silahkan

Q: Salsa doyou luke speaking English ?

A: I like

Q: Oke good, do you often speaking English with your friends?

A: apa itu artinya kak?

Q: apakah kamu memiliki kesulitan saat berbicara bahasa ingggir?

A: (mengangguk)

Q: What that? Apa itu kesulitannya? Oke if ou can speaking English , please speaking English, but if you can't just speak bahasa.

A: iyee kak, eee..cara penyebutanya salah biasa.

Q: Emm.. takut salah? Salah atau takut salah? Kan tidak sajah ji.

A: anu maksudnya begita kak, takut salah. Anu, malu-malu

Q: Emm.. bearti you afraid making mistake

A: yes takut bebicara banyak dan artiya salah.kan baghasa inggri itu banyak artinya, jadi saya bingung bingung. Nanti di dengatr yang tahu terus dibilangi eh salah itu.

Q: Emm yaa yaa. Seharusnya salsa jangan begitu, speaking English saja nantikalau ada yang salah sbetul misalnya nanti teman-teman kelas ta yang perbaiki.

A: iyye kak.

Q:okee. How about when you study English?

A: I'm happy, suka saja, karena memang mau jadi belajar bahasa Inggris.

Q:How about your vocabulary?

A: alhamdulillah ada sedikit

Q:Oke, are you afraid making mistake when you speaking English? I mind saat kamu speaking kemudian kamu takut membuat kesalahan,

A: ya takut lah kak

Q: why? Apakah teman-teman mu mengejek salah cara speaking mu?

A: iya betul saya takut kak, karena pernah saya pake bahasa Inggris sama sasa, belajar-belajar. Dina langsung berteriak salah-salah, saya bilang saya tidak bisa sama kamu. Saya bilang I don't ... a a ..

Q: I don't speak with you

A: Iya, saya berbicara sama sasa, bukannya kamu.

Q: Apa yang memotivasi salsa untuk belajar bahasa Inggris atau untuk belajar berbicara dengan menggunakan bahasa Inggris, mungkin gurunya salsa yang bilang, harus semangat belajar bahasa Inggris atau apa gitu?

A: tidak kak, saya sering mendengar kalau bahasa Inggris itu bahasa internasional, siapa tahu saya jadi traveling terus ketemu sama bule saya harus bisa speaking English.

Q: oke, jadi untuk salsa bila, pesanya kakak, whatever people will say. Terserah orang mau bilang apa salsa harus tetap belajar speaking, kan baru belajar jadi wajar kalau salah.

A: okay kak thank you nasehat dan pesanya

Q: oke thank you so much for your time salsa

A: You are welcome kak

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Fifth Informant : Nurul (NR)

Q: hallo ?

A: hai kak, mau apa ini kak?

Q: mau wawancara dek tapi saya rekam suara ta

A: tidak mau kak, saya todak bisa bahasa inggris

Q: siapa yang bilang? Kan belum dicoba, ayo kita mulai

A: iyeye pale kak

Q: I'm sorry what is your name ?

A: My name is Nurul

Q: oke nurul, do you like speaking English?

A: apa artinya?

Q: Kamu suka berbicara bahasa inggris?

A: no!

Q: NO? Why?

A: Saya tidak suka, karena rumit, bahasa inggris sangat rumit.

Q: hemm gitu ya? Do you have any difficult when you speaking English ?

A: apa kak?

Q: apakah memiliki kesulitan saat speaking English?

A: Iya, Pengucapan kata yang sulit, kosa katanya, kalimatnya susah dibaca, biasa tau sebagian artinya dan lebih banyak tidak tahu.

Q: do you afraid making mistake when you speaking English?

A: apa itu? Bahasa indonesia saja kak

Q: apakah nurul takut salah saat speaking English?

A: Yes, of course.takut salah penyebutanya dan salah bahasa nya.

Q: how about your vocabblary?

A: lumayan ada

Q: apakah nurul malu pada saat speaking English?

A: agak malu

Q: Kenapa malu? Apa pernah di ejek teman pada saat speaking.

A: yes, benar sekali kak, takut sekali

Q: ada lagi yang membuat nurul sulit berbahasa inggris?

A: kosa kata sama penyebutanya

Q: o iya, apa yang mmotivasi nurul sehinga nurul bisa mau trus belajar bahasa ingris?

A: ada kak,

Q: apa itu?

A: mau masuk pramugari

Q: iya good. Oke nurul thank you for your time

A: sama- sama kak.

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Sixth Informant : Anhar-Anca (AA)

Q: hello

A: Hallo kak;

Q : I will interview you in speaking english, but i will record your voice, may I ?

A: Oke kak

Q: What is you name?

A: My name is anhar, you can call me anca

Q: Oke anca, do you like speaking English?

A: Yes i like

Q: Goo, what your reason why you like speaking English?

A: Because I like song, eee...

Q: If you can speak english plese answer by using english, but if you can't you, just use speak bahasa.

A: Oke kk

Q: do you have any difficult when you speak english?

A: apa dibilang difficult?

Q: ada kesulitan yang ditemui pada saat seaking english ?

A: Yes

Q: apaitu?

A: kalau seumpama salah penyebutan begitu.

Q: any more? (ada lagi)

A : no

Q: oke, do you afraid making mistake when you speaking English?

A: pakai bahasa indonesia

Q: takut buat kesalahan pada saat speaking ?

A: no

Q: ada ndak perasaan ta, eh nanti salah ka pada saat berbicara

A: tidak ada

Q: Are you enjoy when you speaking english ?

A: yes

Q: How about your vocabbulary ?

A: I... emm apa bahasa indonesianya?

Q: vocabbulary it's mean kosa kata.

A: I have much vocabbulary

Q: wow, good. Oke, do you fell shy when you speaking English?

A: kasi bahasa indonesia kak, ndak kutau artinya

Q: ada rasa malu saat berbicara bahasa inggris ?

A: ada, ada.

Q: why? Are you afraid being judge by your friend When you speaking english?

A: (ekspresi kebingungan)

Q: ada rasa takut pada saat berbicara dan melakukan kesalahan terus ada teman mengejek.

A: ada, tapi sedikit

Q: terus, apa yang kamu lakuakan?

A: No hear he

Q: yes?

A: abaikan, whatever mereka mau bilang apa.

Q: oke, dou have partnert to speaking English in your class ?

A: ada kak,

Q: who's that ?

A: eee.. tesar and sami.

Q: how about you and other friends?

A: emmm agak susah diajak.

Q: oo agak susah diajak? Ajak terus mereka untuk speaking supaya teman kelasmu juga pintar speaking English. Next, apa yang memotivasi anca sehingga anca suka speaking.

A: saya sebenarnya memiliki game bahasa Inggris, jadi saya banyak belajar dari game saya. Dan saya berfikir saya tidak bisa main game kalau saya tidak tahu bahasa Inggris. Dan dalam game saya banyak belajar bahasa Inggris.

Q: oke, thank you anca

A: you are welcome

Q: see you

A: see you kak.

DATA REDUKSI

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

First Informant : Raihana Reski Amalia (RRA)

Q: Hello,

A: hai kak,

Q: what is your name:

A: my name is Raihana Reski Amalia

Q: wow so long

A: hehehe, iyye kak.

Q: okke would you introducing yourself please ?

A: Yes of course, My name is Raihana reski Amalia, my adress e... e... e...
talasalapang street.

Q: You hoby:

A: My hoby is reading

Q: waw, Reading about what? Book or novel?

A: biasa buku kak tapi lebih suka baca novel.

Q: What is your nickname ?

A: (Ekspresi kebingungan)

Q: Nick name itu artinya nama panggilan

A: ooo.. raihana, mbak rei

Q: mbak rey ?

A: Yes

Q: mbak rey dua minggu sebelumnya saya sudah observasi di dalam kelas nya dan saya lihat mbak rey kadang- kadang bersemangat kadang kadang tidak menjawab pertanyaan.

A: heheh iyee kak

Q: Ada beberapa pertanyaan yang ingin saya tanyakan, bisa?

A: Iyee kak, bisa.

Q: Oke mbak Rei, do you like speaking English ?

A: Yes, I like speaking English

Q: Why?

A: Because mamak ku dan bapak dirumah bicara pakai bahasa inggris terus jadi saya juga ikut pakai bahasa inggris. Kalau dikelas jarang cara pakai bahasa inggris karena tdak ada kutemani bahasa inggris dan teman ku kayak tidak mengerti kalau ku ajak bicara bahasa inggris.

Q: oke, if you can't use english full, you can combain. Oke do you have any difficult when you speaking English?

A: What ?

Q: I mind kesulitan, ada tidak kesulitan saat mbak rai speaking english?

A: eeeee... saaya tidak tahu artinya

Q: emm .. berarti vocabb nya ya?

A: iyaa. Emm membaca saya bisa

Q: Oke, do you afraid making mistake when you speaking English? Takut membuat kesalahan, makasudnya apada saat mbak rei speaking kemudian ada tidak hal sulit.atau pernah menemukan kesulitan.

A: Emm pernah, pasti pernah kak takut salah dan agak malu

Q: Do you enjoy when you speaking English?

A: Enjoy, always enjoy.

Q : How about your vocabbulary ?

A: tentang ?

Q: Bagaimana dengan kosa kayta ta?

A: ndak terlalu jauh, biasa biasa saja, tidak terlalu banyak kutau kosa kata.

Q: do you fell say when you speaking english ?

A: not hing, nothing. Saya percaya diri

Q: apa yang memotivasi raihana suka speaking english

A: yang memotivasi saya dala berbahasa inggris karena, emmm asik aja.

Q; any more? Ada lagi

A: Emm,, menembah pelajara memperluas wawasan

Q: Pernah tidak when rai hana speaking English and than yout friend judge you?

A: Always, bebhasa inggris sama teman?

Q: no,n I mind saat rai hana speaking terus melakukan kesalahan dan tean temanya ngejek, pernah ?

A: Pernah

Q:so, What are you do?

A: Enjoy Whatever, sebernarnya malu tapi, terserah mereka mau bilang apa. Saya tetap speking.

Q: oke ray hana thank for your time.

A: iyye kak sama-sama

Q: Nice to meet you

A: Nice to meet you too

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Second Informant : Nabiga (NB)

Q: dengan nabiga?

A: Iyye

Q: Okke, i seen you when study english in your class, you very enthusiastic answers the question gave your teacher. So I will ask you. Do you like speaking English?

A: (menjawab dengan penuh semangat) yes, I very like speaking English

Q: Oh ya ? why?

A: Because because so Easy, make me happy and so like that.

Q:Hmm hmm. Do you often speaking english with your friend?

A: sering-sering kak, atau kdang- kadang juga

Q: When? May be when you study English ?

A: Yes, when I stydy english saya berbicara bahasa inggris.

Q:Do you have any difficult when you speaking english?

A: hmmm... may be think speaking English hard about, when I must use Am is are, just that.

Q:okee, do you afraid making mistake when you speaking English?

A:no, I just Enjoys when I speaking English.

Q: Just enjoy yaa.. and that how about your vocabbulary?

A:aaa... I memories vocabulary before I'm sleep in my home.

Q:hmmm... and than

A: Because my parents want, I always speaking for diligent to speaking English. Because Englishis international language.

Q:Yes, I get it. Oke. Do you fell shy when speaking English?

A: No, I don't shy

Q: Emmm. How about your friend when you speaking English and than your friend judge you? What will you do and waht do you fell?

A: I just say, I dont care

Q: What your motivation to peaking English ?

A: I have a dream, I want go to london and paris to speaking with tourisme for give a, emmm yahh like that.

Q: Aamiin, semoga impianya tercapai, cara mewujudkan nya, you must study hard.

A:Yes, Study hard, alway speak English today, tomorrow and forever.

Q: Oke, nabiga, thank you for your time and nice to meet you.

A: yes, you are welcome, nice to meet you too

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Third Informant : Nurhalisa (NH)

Q: Dengan Nurhalisa?

A: Yes, I am, but Usually my friend call me dina.

Q: oke dina, do you like speaking English?

A: Yes I like

Q: Good, Why like speaking English?

A: Karena suka.

Q : so, what your motivaton to spaking English?

A: Terkadang to kak, ayahku sama ibu ku kalau di rumag pakai bahasa inggris terus, jadi saya juga ikut pakai bahasa inggris.

Q: Do you often speaking English with your friend?

A: haa?

Q: Often speaking English, (sering berbicara menggunakan bahasa inggris ersama teman ta)?

A: no, rarely speaking English with my friends?

Q: Why ?

A: Kalau dikelas jarang cara pakai bahasa inggris karena tdak ada kutemani bahasa inggris dan teman ku kayak tidak mengerti kalau ku ajak bicara bahasa inggris.

Q: Oke, Do you fell any difficult when you speaking English? Or maybe find any difficult whwn speaking English.

A: Apa kita bilang ? ulangi, bahasa Indonesiakan.

Q: Ada tidak kesulitan nya dina saat berbicara bahasa inggris, ya misal pada saat speaking, hal apa menurutnya dina yang paling susah?

A: ada kak,

Q: what that ?

A: Cara penyebutanya.

Q: hemm, hemm cara penyebutanya. Selain itu? Any other?

A: Nothing

Q: Oke, do ypu afraid making mistake when you speaking English?

A: Yes of course, kalau saat bicara ki bahasa inggris di kels, terus tiba-tiba sakah, deh malu- malu ki.

Q: .Oh yeah. Saran nya kakakn kalau speaking English tidak usah malau dan takut salah.

A: Iye kak.

Q: dan dina harus membiasakan diri spaking sama teman kelasnya, supaya bahasa inggrisnya bagus dan kosa katanya bertambah juga.

A: pasti kak.

Q: Oke I think Enouhgt, thnak you dina.

A: You are welcome kak.

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Fourth Informant : Muflisa Salsabila (MS)

Q: hallo assalamu'alaikum!

A: iyee kak, wa'alaikumsalam

Q: What's is your name? Salsa ya?

A: Yes kak, my complite name Muflisa salsabila, my neck name Salsa

Q: Salsa, I will ask you

A: Yees, Silahkan

Q: Salsa doyou luke speaking English ?

A: I like

Q: Oke good, do you often speaking English with your friends?

A: apa itu artinya kak?

Q: apakah kamu memiliki kesulitan saat berbicara bahasa ingggir?

A: (mengangguk)

Q: What that? Apa itu kesulitannya? Oke if ou can speaking English , please speaking English, but if you can't just speak bahasa.

A: iyee kak, eee..cara penyebutanya salah biasa.

Q: Emm.. takut salah? Salah atau takut salah? Kan tidak sajah ji.

A: anu maksudnya begita kak, takut salah. Anu, malu-malu

Q: Emm.. bearti you afraid making mistake

A: yes takut berbicara banyak dan artiya salah.kan baghasa inggri itu banyak artinya, jadi saya bingung bingung. Nanti di dengatr yang tahu terus dibilangi eh salah itu.

Q: Emm yaa yaa. Seharusnya salsa jangn begitu, speakng English saja nantikalau ada yang salah sbeut misalnya nanti teman-teman kelas ta yang perbaiki.

A: iyye kak.

Q: okee. How about when you study English?

A: I'm happy, suka saja, karena memang mau jadi belajar bahasa Inggris.

Q: How about your vocabulary?

A: alhamdulillah ada sedikit

Q: Oke, are you afraid making mistake when you speaking English? I mind saat kamu speaking kemudian kamu takut membuat kesalahan,

A: ya takut lah kak

Q: why? Apakah teman-teman mu mengejek salah cara speaking mu?

A: iya betul saya takut kak, karena pernah saya pake bahasa Inggris sama sasa, belajar-belajar. Dina langsung berteriak salah-salah, saya bilang saya tidak bisa sama kamu. Saya bilang I don't ... a a ..

Q: I don't speak with you

A: Iya, saya berbicara sama sasa, bukannya kamu.

Q: Apa yang memotivasi sasa untuk belajar bahasa Inggris atau untuk belajar berbicara dengan menggunakan bahasa Inggris, mungkin gurunya sasa yang bilang, harus semangat belajar bahasa Inggris atau apa gitu?

A: tidak kak, saya sering mendengar kalau bahasa Inggris itu bahasa internasional, siapa tahu saya jadi traveling terus ketemu sama bule saya harus bisa speaking English.

Q: oke, jadi untuk salsabila, pesanya kakak, whatever people will say. Terserah orang mau bilang apa sasa harus tetap belajar speaking, kan baru belajar jadi wajar kalau salah.

A: okay kak thank you nasehat dan pesanya

Q: oke thank you so much for your time sasa

A: You are welcome kak

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Fifth Informant : Nurul (NR)

Q: hallo ?

A: hai kak, mau apa ini kak?

Q: mau wawancara dek tapi saya rekam suara ta

A: tidak mau kak, saya todak bisa bahasa inggris

Q: siapa yang bilang? Kan belum dicoba, ayo kita mulai

A: iyeye pale kak

Q: I'm sorry what is your name ?

A: My name is Nurul

Q: oke nurul, do you like speaking English?

A: apa artinya?

Q: Kamu suka berbicara bahasa inggris?

A: no!

Q: NO? Why?

A: Saya tidak suka, karena rumit, bahasa inggris sangat rumit.

Q: hemm gitu ya? Do you have any difficult when you speaking English ?

A: apa kak?

Q: apakah memiliki kesulitan saat speaking English?

A: Iya, Pengucapan kata yang sulit, kosa katanya, kalimatnya susah dibaca, biasa tau sebagian artinya dan lebih banyak tidak tahu.

Q: do you afraid making mistake when you speaking English?

A: apa itu? Bahasa indonesia saja kak

Q: apakah nurul takut salah saat speaking English?

A: Yes, of course.takut salah penyebutanya dan salah bahasa nya.

Q: how about your vocabulary?

A: lumayan ada

Q: apakah nurul malu pada saat speaking English?

A: agak malu

Q: Kenapa malu? Apa pernah di ejek teman pada saat speaking.

A: yes, benar sekali kak, takut sekali

Q: ada lagi yang membuat nurul sulit berbahasa inggris?

A: kosa kata sama penyebutanya

Q: o iya, apa yang memotivasi nurul sehingga nurul bisa mau terus belajar bahasa inggris?

A: ada kak,

Q: apa itu?

A: mau masuk pramugari

Q: iya good. Oke nurul thank you for your time

A: sama- sama kak.

Note: Q: question (pertanyaan yang diajukan peneliti)

A: Answers (jawaban dari informant)

Sixth Informant : Anhar-Anca (AA)

Q: ada kesulitan yang ditemui pada saat speaking english ?

A: Yes

Q: apa itu?

A: kalau seumpama salah penyebutan begitu.

Q: any more? (ada lagi)

A : no

Q: oke, do you afraid making mistake when you speaking English?

A: pakai bahasa indonesia

Q: takut buat kesalahan pada saat speaking ?

A: no

Q: How about your vocabbulary ?

A: I... emm apa bahasa indonesianya?

Q: vocabbulary it's mean kosa kata.

A: I have much vocabbulary

Q: wow, good. Oke, do you fell shy when you speaking English?

A: kasi bahasa indonesia kak, ndak kutau artinya

Q: ada rasa malu saat berbicara bahasa inggris ?

A: ada, ada.

Q: why? Are you afraid being judge by your friend When you speaking english?

A: (ekspresi kebingungan)

Q: ada rasa takut pada saat berbicara dan melakukan kesalahan terus ada teman mengejek.

A: ada, tapi sedikit

Q: terus, apa yang kamu lakukan?

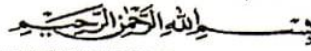
A: No hear he

Q: yes?

A: abaikan, whatever mereka mau bilang apa.



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Nomor : 1264/FKIP/A.1-II/X/1440/2018
Lampiran : 1 (Satu) Rangkap Proposal
Hal : Pengantar LP3M

Kepada Yang Terhormat
LP3M Unismuh Makassar
Di-
Makassar

Assalamu Alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa tersebut yang namanya di bawah ini :

Nama : **WINDI HIDAYATI**
NIM : 10535 6009 14
Jurusan : Pendidikan Bahasa Inggris
Alamat : Komp. Bosowa


Adalah yang bersangkutan akan mengadakan penelitian dan penyelesaian skripsi.

Dengan judul : **An Analysis of Difficulty Level in Speaking English by the Eight Students at SMP Unismuh Makassar**

Demikian disampaikan atas kerja sama yang baik kami ucapkan terima kasih.

Wassalamu Alaikum Wr. Wb

Makassar, Oktober 2018

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860.934



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Nomor : 161/Izn-5/C.4-VIII/X/37/2018
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian
Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMP Unismuh
di -
Makassar

15 Safar 1440 H
24 October 2018 M

Caē
Dipangkas, laksanakan penelitian ini
27-2018

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 1264/FKIP/A.1-II/X/1440/2018 tanggal 24 Oktober 2018, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : WINDI HIDAYATI
No. Stambuk : 10535 6009 14
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"An Analysis of Difficulty Level in Speaking English by the Eight Class Students of SMP Unismuh Makassar (A Descriptive Qualitative Research of Students at SMP Unismuh Makassar)"

Yang akan dilaksanakan dari tanggal 27 Oktober 2018 s/d 27 Desember 2018.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : WINDI HIDAYATI
NIM : 10535600914
Judul Penelitian : "AN ANALYSIS OF DIFFICULTY LEVEL IN SPEAKING ENGLISH BY
THE EIGHT CLASS STUDENTS OF SMP UNISMUH MAKASSAR"
Tanggal Ujian Proposal : 19/10/2018
Tempat/Lokasi Penelitian : SMP UNISMUH MAKASSAR

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1		Mengantar surat izin Penelitian		<i>[Signature]</i>
2		Obsevation I	Nurhudaeda, S.Pd	<i>[Signature]</i>
3		Observation II	Nurhudaeda, S.Pd	<i>[Signature]</i>
4		Interview	Nurhudaeda, S.Pd	<i>[Signature]</i>
5				
6				
7				
8				
9				
10				

Makassar, 22 November 2018

Mengetahui,

Ketua Jurusan,

[Signature]
Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan/Kepala sekolah,

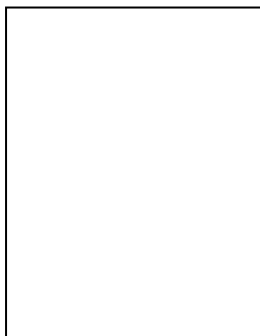


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NIP. 19630802199031002



Terakreditasi Institusi

CURRICULUM VITAE



WINDI HIDAYATI was born in Margomulyo, Luwu Timur on December 19th 1995. She has one sister. She is the first child of Harsono and Darmini. She began her study in Madrasah Ibtidaiyah Sabilit-Taqwa and graduated in 2008. She continued her study in Madrasah Tsanawiyah Sabilit-Taqwa and graduated in 2011. Afterwards she continued her study at SMAN 1 Timur Timur in 2014. In the year, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department. In the university, she is active in IMM (Ikatan Mahasiswa Muhammadiyah) in 2015 until now.