

**A DESCRIPTIVE STUDY ON STUDENTS' PROBLEMS IN ENGLISH  
TEACHING AND LEARNING ON SPEAKING SKILL AT JUNIOR HIGH  
SCHOOL**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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## **MOTTO**

“ Indeed, Allah will never change one’s destiny. Leave the bad things in the past to get the bright future.”

(Q.S. Ar-ra’d: 11)



## ABSTRACT

**Indrawati, Nurul.** 2018. *A Descriptive Study on Students' Problem in English Teacher and Learning on Speaking Skill at Junior High School*. Skripsi. English Education Department. Faculty of Teacher Training and Education. Makassar Muhammadiyah University. Advisor I Ummi Khaerati Syam. S.Pd.,M.Pd and Advisor II Farisha A. Baso, S.Pd.,M.Pd.

**Keywords:** Speaking, Problem, Teaching and Learning.

The purpose of this study were to know what the students' problem in English teaching and learning on speaking skill and to know what are the solution of students' problem in English teaching and learning on speaking skill. Research design in this study was a descriptive survey with quantitative approach. The population and sample of this study were two class at second year consisting 66 students and 1 English teacher at MTs. Negeri Gowa. The research instrument were questionnaire and interview, and the data analysis was using percentage formula.

The result showed that students faced speaking problems. Based on the result showed that 20% students often and 50% students sometimes feel fear of mistakes, 16% students often and 47% students sometimes feel anxiety, 24% students often and 45% students sometimes feel shyness, 13% students often and 36% students sometimes feel lack of confidence. The second is External factors, these are; 7% students often and 17% students sometimes feel low motivation. 39% students often and 47% students sometimes face mother tongue use, 10% students often and 31% students sometimes feel lack of parents attention, and 7% students often and 45% students sometimes face learning media use. Based on the explanation, showed that factor who gives big influence to the students' speaking problem is the mother tongue use. Based on the problems, the teachers have some ways to solve the speaking problems. For solving the problem of fear of mistakes, anxiety, shyness, and lack of confidence, and low motivation, the teacher builds students' motivation, encourages and increases students' self-confidence. In addition, the teacher also asks students to take English language courses and training. To motivate students, the teacher always uses English in the classroom from greeting to the end of the lesson. Students are encouraged to use English even though combines with Indonesian. This is so that students are accustomed to using English. For mother tongue use, the teacher always give encourages and motivates students use English when learning English in the classroom or not. To solve lack of parents' attention is the teacher providing motivation to students, and also the teacher hold meetings with parents to discuss the problems or constraints of students in school so that parents pay attention to their children. For learning media use, the teacher always tries to provide interesting media for students so students are more interested and excited when learning speaking.

## ABSTRAK

**Indrawati, Nurul.** 2018. *A Descriptive Study on Students' Problem in English Teacher and Learning on Speaking Skill at Junior High School*. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Pembimbing I Ummi Khaerati Syam. S.Pd.,M.Pd and Pembimbing II Farisha A. Baso, S.Pd.,M.Pd.

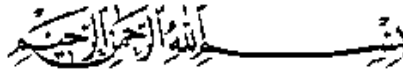
**Kata kunci:** Berbicara, Masalah, Mengajar dan Belajar.

Tujuan dari penelitian ini adalah untuk mengetahui apa masalah siswa dalam pengajaran dan pembelajaran bahasa Inggris pada keterampilan berbicara dan untuk mengetahui apa solusi dari masalah siswa dalam pengajaran bahasa Inggris dan belajar pada keterampilan berbicara. Desain penelitian dalam penelitian ini adalah survei deskriptif dengan pendekatan kuantitatif. Populasi dan sampel penelitian ini adalah dua kelas pada tahun kedua yang terdiri dari 66 siswa dan 1 guru bahasa Inggris di MTs. Negeri Gowa. Instrumen penelitian adalah kuesioner dan wawancara, dan analisis data menggunakan rumus persentase.

Hasil penelitian menunjukkan bahwa siswa menghadapi masalah berbicara. Berdasarkan hasil penelitian menunjukkan bahwa 20% siswa sering dan 50% siswa kadang-kadang merasa takut akan kesalahan, 16% siswa sering dan 47% siswa kadang merasa cemas, 24% siswa sering dan 45% siswa kadang merasa malu, 13% siswa sering dan 36% siswa terkadang merasa kurang percaya diri. Yang kedua adalah faktor eksternal, ini adalah; 7% siswa sering dan 17% siswa kadang-kadang merasa motivasi rendah. 39% siswa sering dan 47% siswa kadang-kadang menghadapi penggunaan bahasa ibu, 10% siswa sering dan 31% siswa kadang-kadang merasa kurang perhatian orang tua, dan 7% siswa sering dan 45% siswa kadang-kadang menghadapi penggunaan media pembelajaran. Berdasarkan penjelasan tersebut, menunjukkan bahwa faktor yang memberikan pengaruh besar terhadap masalah berbicara siswa adalah penggunaan bahasa ibu. Berdasarkan masalah, guru memiliki beberapa cara untuk menyelesaikan masalah berbicara. Untuk mengatasi masalah ketakutan akan kesalahan, kecemasan, rasa malu, dan kurang percaya diri, dan motivasi rendah, guru membangun motivasi siswa, mendorong dan meningkatkan kepercayaan diri siswa. Selain itu, guru juga meminta siswa untuk mengambil kursus dan pelatihan bahasa Inggris. Untuk memotivasi siswa, guru selalu menggunakan bahasa Inggris di kelas mulai dari sapaan hingga akhir pelajaran. Siswa didorong untuk menggunakan bahasa Inggris meskipun digabungkan dengan bahasa Indonesia. Ini agar siswa terbiasa menggunakan bahasa Inggris. Untuk penggunaan bahasa ibu, guru selalu memberikan dorongan dan memotivasi siswa menggunakan bahasa Inggris saat belajar bahasa Inggris di kelas atau tidak. Untuk mengatasi kurangnya perhatian orang tua adalah guru memberikan motivasi kepada siswa, dan juga guru mengadakan pertemuan dengan orang tua untuk membahas masalah atau kendala siswa di sekolah sehingga orang tua memperhatikan anak-anak mereka. Untuk

penggunaan media pembelajaran, guru selalu berusaha memberikan media yang menarik bagi siswa sehingga siswa lebih tertarik dan bersemangat ketika belajar berbicara.

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**The Writer**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the study**

Language is one of the methods of communication. Language has its components that construct it, and there are many languages all over the world, whether local languages, national languages or international languages. English is one of the international languages. Many countries use English as their national languages, therefore most people in the world use English to communicate with people of other countries which makes English one of the International languages.

The teaching of English includes four skills: listening, speaking, reading, and writing skill. The learners should be capable of mastering those four language skills. Based on the four language skills, speaking constitutes a difficult skill to be mastered by the learner because it's the primary skill taught to the students. To equip the students with good speaking skill, the teacher should provide good material, methods and learning Assesments. The teacher should not only make students active, but also make students interest in English, instead of making them afraid. The teacher must give motivation to the students. When the students enjoy English, it can be a good way for the students to learn English. So there is no statement from the students that English is difficult subject, but English is easy to learn.

According to Ur in Swamy (2014) states in book with the title “A Course in Language Teaching: *Practice in Theory*” :

Of all the four skills (listening, speaking, reading, and writing ) speaking seems intuitively the most important: people who know a language are referred to as ‘speaker’ of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.

According to her statement, speaking is the most important one of the four skills. So the researcher interested to exhaustive many things around speaking aspects. Start from the students’ speaking ability, the problem faced by the students in learning English speaking and try to find the ways to solve the problem. Speaking English well also helps students to access up to date information in field including science, technology and health.

Teaching English at Junior high school needs a long time to acquire it perfectly; more over there are four integrated skills such as listening, speaking, reading and writing that must be mastered well. It is obvious that all of the skill and components are sharply different from the first. Teaching English is different with teaching other lessons. Teacher’s rule is much needed. The teacher should try to improve their skills and knowledge. He must be able to explain briefly, clearly and correctly, moreover he has to explain the material interesting so students will feel interest and have better motivation in learning English. The factor which influence students in English learning in

junior high school are; mother tongue, materials, social interaction, media and background of the family.

According to Ur in Swary (2014) inhibition, nothing to say, low or uneven participation and mother tongue use are the prime problems in speaking activities. Sometime the students may want to speak English with other but they do not what actually they want to speak. Some students may lose their word that actually was stored in their mind but cannot produce by them.

Besides that, it was based on the experience of the researcher when doing "magang 2" in junior high schools in the village. From this experience, researcher found many students who had problems in English, especially speaking. Students who are told to introduce themselves are afraid to speak. Therefore, the researcher wants to know some of the problems concerning with English teaching learning and how the teacher solves the problems.

Based on the background above, the researcher wants to do research about problems in English teaching learning to students with the title "A *Descriptive Study on Students' Problems in English Teaching and Learning on Speaking Skill at Junior High School at Junior High School*".

## **B. Problem Statement**

1. What are the students' problems in English teaching and learning on Speaking skill?

2. What are the solutions of students' problems in English teaching and learning on speaking skill ?

### **C. Objectives of the study**

The objective of the study is to know what the students' problem in English teaching and learning on speaking skill and to know what are the solution of students' problem in English teaching and learning on speaking skill.

### **D. Significance of the Study**

In theoretically the result of this study, its expecting to give worthy contribution to the science in English teaching and learning, especially for the second year in Junior high school, because the way of teaching in first year in junior high school is very different with the second year. So, with this information, for all subjects who are interested in the English teaching will be understanding and know about a good technique and method in teaching English.

In practice, the writer hopes that the result of the study is useful.

1. For the teacher
  - a. Research are expected to provide information to English teachers' about problems which faced by his/her students.
  - b. To increase better techniques in the English teaching process.

2. For the students

To inform the students in their problems in learning English and the better way in English learning process.

3. For the researcher

- a. The writer knows the problems in English teaching and learning.
- b. To develop technique of teaching as a candidate of English teacher.

**E. Scope of the Study**

The scope of this study focuses on the problems in English teaching and learning on speaking skill in general that can be found into two elements in teaching English at Junior High School, they are: English teaching and learning process in the classroom and Internal and external factor on problems of English teaching and learning.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Finding**

Barokah (2014) stated that the problem faced by the teacher are management of class, different competences of the students, and lack of student's activity, the problem faced by the students are limited vocabulary, difficulty of pronunciation, difficulty of structure , and factor nervousness. The problem solving used by teacher are the teacher gave advice and motivation about the importance of their activity in speaking class, the teacher created good relation between the teacher and the students, the teacher gave remedial to the students who got bad score in the test, the teacher accepted the consultation of the students about the difficult material.

Raharjo (2015) stated that after doing observation and questionnaire, the result showed that the students had problem with their speaking ability, particularly in term of inhibition, nothing to say, low or uneven participation, mother tongue used, speech act (pronunciation, grammar, vocabulary, and fluency). Furthermore, that result also revealed with the students' solutions of the problem, such as knowing the lesson carefully, remembering more vocabuaries, being well prepared, learn more about tenses or correct grammar, being more confident, try to speak English more actively, listen the original pronunciation from the western music, asking the teacher about

what difficulty that want to ask and make a discussion with friends to study together.

Swary (2014) stated that low 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' problem in learning English speaking. There are some way to solve the problem in learning English speaking, both from the students' and the teachers' sides. More practice, increase the vocabulary mastery, increase the motivation, use the interesting strategy, give opportunities to all students, keep to speak English, join the extra class of English are the way to solve the kinds of problem in learning English speaking.

Abdalla (2015) stated that there are major problems that hinder Sudanese students from speaking English. Among these are low income of most learners, lack of the target materials, improper teaching methods, and some psychological factors that hinder students when they speak such as lack of motivation. These problems will never be solved in the future unless strict action is taken by the government for changing the syllabus, improving the teachers' condition and families' condition as well as making training and workshop for the teachers. To turn to the speaking, the students believed that motivating them to be more confident is the main part of the teacher's job. In this sense, motivating students to speak English, to some extent, encourages

them to speak actively. All the suggest the importance of creating a supporting atmosphere of learning in the classroom.

Ahmadi & Leong (2016) stated that low self-esteem, higher anxiety, and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills. Students who have higher motivation and lower anxiety can speak English Easily and effectively. Thus, students should have a friendly and cooperative environment that can help the overcome their difficulties in oral performance. Teacher should praise their students to speak English . They should build a friendly relationship with their students, make them feel very happy in the class and have a feeling great enthusiasm and eagerness to study English in general and speak English in particular. Teacher should give their learners more opportunities to speak English through using some speaking tasks that help them to speak and urge them to take part in speaking activities. In addition, teacher should know when and how to correct their learners' mistakes so that they are not afraid of making mistakes.

Alvin (2017) stated that Based on the result showed that 56% students sometimes and 20% students often face inhibition, 54% students sometimes and 11% students face nothing to say, 51% students sometimes and 36% students often face low or uneven participation, and 35% students sometimes and 42% students often face mother tongue use. It showed that the common problems on speaking was mother tongue use especially on the aspect of students feel that mother tongue is easier. This problems caused the other speaking problems happened, like inhibitions, nothing to say, and low or

uneven participations. Based on the problems, the teachers have some ways to solve the speaking problems. For inhibition, the teacher asked the students to feel confidence when they doing speaking by giving reward. For nothing to say, the teachers give the topic that suitable to the students and give the base concept at the beginning of learning. For low or uneven participation, the teacher give the same opportunity to all students and make a small dynamic group. For mother tongue use, the teacher the teachers habituating the students to speak English, don't give too difficult and too many topic, and change the students' mindset that English is not difficult.

From the research above, The similarities between the previous research with the researcher is equally researching about the problems that make students low in skill speaking. While the difference between the previous research with the researcher is the researcher will look for what factors are most influential in the problem of speaking students. the researcher will examine the most influential internal and external factors and after finding the most influential factors, the researcher will look for ways to solve students' problems in speaking by including students to solve their problems.

## **B. Concept of Problem in English Teaching and Learning**

### **1. Definition of Speaking**

The defenition of speaking are many variations. According to Mead and Rubin (1985) speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which

includes both verbal and nonverbal component. Chaney (2006) gives the definition of speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Hornby (1990) stated that speaking is make use of words in an ordinary voice. Lawtie (2007) stated that speaking is fundamental to human communication. O'Malley (1996:59) stated that speaking is negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener.

Speaking ability is important in the process of language learning. People communicate through speaking to gain much more information therefore, both teachers and students should realize the rule of speaking ability for their success in language learning. Keith and Morrow in Swary (1981: 70) defined that:

Speaking ability is an activity to produce utterances in real communication. This ability is involving two or more people in which the participants are both hearer and speaker having to react to what they hear and make their contributions at high speed, so each participants has an intention or set of intention that he wants to.

Based on their statement, speaking ability involve the real communication between two, three or more people that all of them are hearer and also speaker. All the hearer have to react and response to anything that the speaker say directly without thinking too long even they

try to find the words or sentences that going to say as the response of the speaker utterances.

Speaking is related to communication. Through speaking, people can get many kinds of information from many kinds of sources. So, it needs good ability in speaking to get succeed communication. Related to the communication, speaking is expressing something in words. While ability is the mental or physical capacity, power or skill required to do something. In other words, speaking ability is the capacity of someone o express his feeling, his thought to others. The important of speaking ability is not only in daily life, but also takes important roles in the process of language learning.

Based on the defenitions above, the researcher gives the defenitions of speaking as an activity of producing word by sound that including speaker and listener or to communicate with other.

## **2. Teaching and Learning Process**

### **a) The Definition of Teaching-Learning Process**

According to Oxford dictionary, teaching means “give lesson to somebody, give somebody knowledge or skill.” Sudjana (1998) stated that “*pengajaran adalah operasionalisasi dari kurikulum atau Garis Besar Program Pengajaran. Pengajaran di sekolah terjadi apabila terdapat interaksi antara siswa dengan lingkungan belajar yang diatur oleh guru untuk mencapai tujuan pengajaran*”. It can be

concluded that teaching is an interaction process that the teacher gives knowledge to the students to reach the goals of teaching.

According to Oxford Dictionary, learning means “the acquisition of knowledge or skills through study, experience, or being taught”. It can be concluded that teaching learning process is an interaction process that the teacher gives knowledge to the students, while the students acquire their knowledge through being taught by the teacher.

Hornby in Ahbab (2011:6) stated teaching means giving the instruction to (a person) give a person (knowledge skill, etc). According to Donna in Abhah (2011:6) English language teaching is defined broadly as creating situations that promote second language use and learning. It involves organizing learning environment, language use, and language learning activities that are intended to facilitate students’ language development.<sup>4</sup> Based on the definition above it can be concluded that teaching is guiding and facilitating learning, enabling learner to learn, setting the condition for learning.

Brown in Abhah ( 2011) Breaking down the components of the definition of learning, we can extract domains of research inquiry:

- a. Learning is acquisition or “getting”.
- b. Learning is retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.

- d. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

These concepts can also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, and the role of practice. While process means series of action carried out in order to do or achieve something. In this thesis, teaching-learning process means series of activities that tries to help the students to acquire, develop knowledge and skill and the students' activities to gain them.

#### **b) The Components of Teaching-Learning Process**

The process of teaching- learning is not happened without exact systematization and accurate arrangement. The systematization is necessary especially in determining the components that should be in the teaching-learning process. Whereas the arrangement is aimed to establish the interrelating components in order to carry out the effective learning.



According to Sudjana (1998:30), the prominent components of teaching learning process are:

- 1) The objectives of teaching-learning process.
- 2) The material of teaching
- 3) The methods and medias of teaching
- 4) The evaluation and assessment of teaching-learning process

The objectives of the teaching-learning process should be firstly arranged in the process of teaching-learning as the indicator of the teaching success. Those are the formula of behavior and ability that should be achieved by the students after they finished the learning activity in the teaching-learning process. The objectives of the teaching-learning process contain the expected output of the teaching-learning process.

Based on the explicit objectives, the material of the teaching learning process can be determined. The material is expected to contribute the objectives of the teaching-learning which should be reached by the students. The methods and the instruments used in the teaching learning process are picked out based on the objectives of the teaching-learning process. Their function is as the medium of the teaching material to its objectives. The methods and the instruments should be efficient and effective. The assessment and evaluation process play the important role to judge whether the teaching-learning

process succeeds or not. They are used to measure the attainment of the objectives.

In conclusion, the four components interrelate and influence each other. The effective teaching learning which have the optimal output, absolutely have the all right coordinating the principle components of teaching-learning process.

### **3. Internal and External Factor on Problem in English Teaching and Learning**

According Nadzirotunnuha (2007) There are 2 factors that effect in student's problem in English learning, they are:

#### **a. Internal Factor**

Internal factor is a factor that comes from the student's self.

Internal factors include:

##### **1) Fear of Mistake**

So, the students low of motivation and low in participation in speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing, because students can learn from their mistakes.

##### **2) Anxiety**

Anxiety is a feeling of tension, apprehension and nervousness with the situation of learning a foreign language, Horwitz in Juhana (2012:102). Anxiety is one of problems that can make the students do not feel comfortable when they doing

speaking performance. According to Horwitz in Juhana (2012:102), anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. By the explanation above, the teacher should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

### 3) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shyness is the one of common problem in student's speaking performance. Shyness also being a problem in speaking learning class, so paying attention on this aspect is also quit important in order to help the students do their speaking performance in the classroom, Gebhard in Juhana (2012:101). According to Baldwin in Juhana (2012:101), 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 that they will forget what to say.

### 4) Lack of Confidence

Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speaker. In this situation, they would

rather keep silent while others do talking showing that the students are lack of confidence to communicate. Nunan in Juhana (2012:102) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. By the explanation above, the teacher should more give attention in building student's confidence when they speaking.

#### **b. External Factors**

External factors is a factor that come from outside. This can be a means of infrastructure, environmental situation be it family environment, school and community environment. External factors that. There are some Internal factors that cause student's problems in English learning, they are:

##### **1) Low Motivation**

According Hamalik (2003: 158) motivation is a change of energy in a person characterized by the emergence of feelings and reactions to achieve goals. With this understanding, it can be said that motivation is something complex. Motivation will cause a change in energy that exists in man, so that will give impact with psychiatric symptoms, feelings and emotions, to then act or do something.

Motivation has a very important role to improve the spirit of students in learning English. Parents at home, and teachers at

school both have an obligation to motivate students to be more enthusiastic in learning. For example : the children will not get class activity if their parent do not support them. They will be quickly and lazy to learn and the class activity is boring. The teaching process will be success if students have motivation in the learning. Because of it, the teacher need grow the student's motivation.

Children should be motivated to learn with parents always encouraging children to study diligently. The trick is if the child reaches a certain achievement, as a parent do not hesitate to give a reward for the effort and effort. Gifts given to children do not always have to be material, but can be rewards and praise. If a child feels that his or her efforts are being rewarded, the child will be motivated to do better, and the child will not feel that his efforts are in vain.

## 2) Mother tongue Use

Mother tongue is the first language acquired and controlled by a person. Mother tongue is the basis of one's thinking. According to Cummins (1989) students who study in schools that use the mother tongue as the language of instruction, tend not to have difficulties in following the learning activities.

The students feel that mother tongue is easier than the second language. The students often include mother tonge use when they

speak in second language. This problem will make the students feel comfortable to do it. Harmer (1991) stated that some reason why students use mother tongue in the class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teacher. Finally, if teachers frequently use the students' language, the student will feel comfortable to do it.

### 3) Lack of Parents Attention

*"Orang tua adalah guru pertama dan utama bagi anak"* (Muskibin, 2009: 111). Parents are fully responsible for the care of their children since they were born and are fully responsible for the formation of their children's characters. From an early age, parents teach how children should act, act, speak and so on. The child will behave well, be honest, patient, helpful, or will be a cheat, angry, liar, not confident and so on depending on how the parents perform the responsibilities as the first teacher for their children.

Walgito (2000: 87) Parents can encourage, direct the child to be creative, to foster children's confidence. Therefore, in order for the child to be given the opportunity to develop his abilities, and if necessary the parent data provide direction. The forms of attention

parents can give to children include: (a) giving love, (b) Providing guidance, (c) Facilitating the needs of the child, and (d) creating a safe and comfortable learning environment.

#### 4) Learning Media Use

Dale (1969: 180) stated that audio-visual materials can provide many benefits as long as teachers play an active role in the learning process. Teacher-student relationships remain the most important element in today's modern education system.

Sudjana and Rivai (1992: 2) stated the benefits of learning media in the learning process of students, they are: (a) Learning will attract more students so that it can grow the motivation to learn, (b) The learning materials will be more clear meaning that can be better understood by students and enable it to master and achieve learning objectives; (c) Teaching methods will be more varied, not merely verbal communication through the words by the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches at every lesson; and (d) Students can learn more because they not only listen to the teacher's description but also other activities such as observing, performing, demonstrating, playing, and others.

Learning media have a very important role in education and training activities. Learning media that can be utilized to facilitate learning effectively and efficiently. So the role of the instructor is

very influential both in using, utilizing and media selection. Learning media is one of the important components in learning activities. Learning media of many kinds, so that in its utilization must be able to choose in accordance with the material and learning objectives to be achieved.

#### **4. How to Solve The Problem**

According to Juhana (2012:101), possible solution to solve the internal problem as follows:

a) The solution to solve fear or mistake

To overcome the feeling for fearing mistake in speaking, between teacher and students should there are chemistry and the teacher should build the students concentration and good atmosphere in the class, so the students will feel comfortable when they speak English. Like the suggestion from Zua in Juhana (2012:101) to overcome the feeling fear mistake. First, the emotional between teacher and students should be built. It's mean that the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, the teacher should improve the students' concentration when learning English. The last, the teacher should create a harmonious atmosphere that can reduce students' problem.

b) The solution to solve the shyness



In terms of solution to overcome shyness, the teacher should create the good way to solve the students' shyness. Peace in Juhana (2012:101) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this way, students' shy are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar.

c) The solution to solve the anxiety

Students' anxiety when they speaking can be solve by giving motivation the students and create an ease environment. According to Keramida (2009) in Juhana (2012:102), motivating the students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

d) The solution to solve lack of confidence

The solution to solve the students' lack of confidence, Htwe in Juhana (2012:102) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence.

Besides the theory above, here presented the other theory about solving for speaking problems. According to Penny (1996), there are some solving that can the teacher do to solve the speaking problems. Those are:

a) Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

b) Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

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

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

d) Give some instruction or training in discussion skills.

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to

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

e) Keep students speaking in target language

You might appoint one of the group as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

However, when all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modeling the language use yourself; there is no substitute for nagging.

Nguyen Hoang Tuan and Tran Ngoc Mai (2015) give the suggestion to solve the students' speaking difficulty based on their study at Le Than Hien High School. They give the suggestion for the teacher and the students as follows;

As for the teachers, they should first improve the performance conditions by giving their students time to prepare for a speaking task, teaching the students how to use mind map to generate ideas and giving students enough time to perform their tasks.

Secondly, they should help their students to overcome inhibition and shyness by having friendly, helpful and cooperative behaviors to make students feel comfortable when speaking in the class, reminding

students not to worry about making mistakes and giving them clear instructions and sufficient guidance.

Thirdly, the teacher should personalize and simplify the topics in the textbook to make them easier, more interesting and relevant to their lives. Moreover, speaking skills should be included in tests and exams because the students will be more motivated to learn speaking skills because they are tested. Another suggestion is that the teachers should give students more opportunities to speak English in class by using some speaking activities that require students to speak. Furthermore, the teachers should decide carefully when and how to correct the students' mistakes so that the students are not fearful of making mistakes and the flow of the students' conversation is not destroyed. In addition, the teacher should encourage students to participate in speaking activities.

Finally, the teachers should create an English speaking environment by encouraging the students to use English in the classroom to make it a habit, letting them watching films or videos in English and the teachers should also use English in the classroom frequently so that the students have more exposure to the language.

As for the students, they should first understand the importance of speaking skills. Their awareness of their studies may result in their motivation for learning. Secondly, they should practice speaking English outside the classroom more often by doing the speaking tasks

in the textbook at home with their classmates, joining speaking club where they can use English to communicate and speaking on their own in front of a mirror. Finally, they should use English in the class instead of their mother tongue to make it a habit.

### C. Conceptual Framework

As for the conceptual framework of this study are as follows:

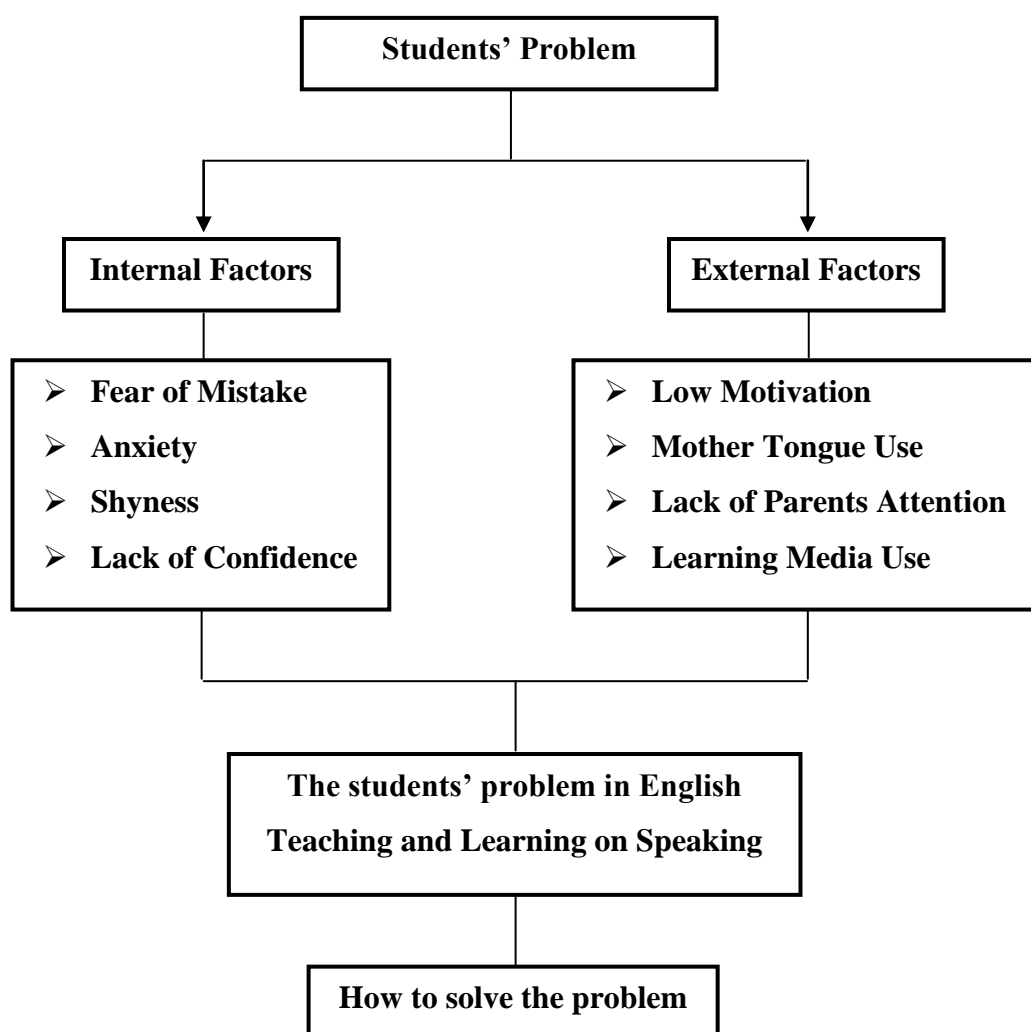


Figure 2.1. Conceptual Framework

In this study, the researcher wants to examine the problem of students in speaking skills. In this study, there are 2 factors that influence the students' speaking ability. These factors are internal factors and external factors. Internal factors are factors that come from students themselves. In this study there are 4 internal factors, according to the most influential experts in students' speaking skills, namely; fear of mistake, anxiety, shyness, and lack of confidence. Meanwhile, the external Factor is a factor that comes from outside student themselves. One of these factors is environmental factors. There are 4 external factors that according to the experience of the most influential experts in the students' speaking skills, namely; low motivation, mother tongue use, lack of parents attention, and learning media use. After knowing the internal factors and external factors that are most influential in the ability to speak students, the researcher will examine between these two factors, which factors are most influential in the ability to speak students. After knowing the most influential factors and what problems are the constraints of students in speaking, researcher will find ways to solve the problem.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

According to Suharsimi in Lilis (2010) says that descriptive studies are design to obtain the current status of phenomena and are direct toward determining the nature of situation as it exists at the time of the study.

The researcher concludes that descriptive research is designed to give information and a clear illustration about the social situation with the objective of descriptive research. In this case the point of descriptive research is to collect and accumulate the basic data in descriptive way or its intent to make the description about problem of English teaching and learning.

In this research the researcher was using descriptive research. In descriptive research a researcher is exploring, and describing, with the purpose to explain and predict a phenomena based on the data acquired in the field. Descriptive research is only trying to draw clearly and sequentially towards the questions of research which had been determined before researcher come to the field.

#### **B. Populasi and Sample**

Population is all of the research on the subject. The population of this research is all the students of MTs.Negeri.Gowa. While sample is part of the population, which is chosen to participate in the study. A sample of this

research is two class for a second year, total sample is 66 students , and 1 English teacher. Where the students as respondents and 1 English teacher as main informant.

### **C. Kinds of Data and Data Source**

There are two kinds of Data : Primary and Secondary data. Data is something important in the research. The sources of data are subject where data can be get.

According to Saifuddin in Lilis (2010), data is classified into two, they are:

#### **1. Primary Data**

Primary data are the data that is collected directly from the subject of the research by using tools of measurement or taken directly from the subject. Primary data consists of two points of problematic, those are the students and teacher's problem in teaching and learning English. It's taken directly from the students themselves and English teacher.

#### **2. Secondary Data**

Secondary data are the data collected from another source. It's not directly felt by researchers from the subject of the research. The secondary data of this research or data to complete the primary data. These data are taken from documentation.



#### **D. Methods and Instrument of the Research**

The instrument that used in this research was pre-observation, questionnaire and interview. The first is pre-observation. Researchers only observe the learning process of students in the classroom. The second instrument was a questionnaire. A questionnaire was distributed to two classes in second year at MTs Negeri Gowa. Questionnaire that used was a checklist questionnaire. The students only give check to the column that provided. The questionnaire consists of 24 questions about speaking problems. Every factor have 3 questions. There were three choices that must be chosen by students, never, sometimes/seldom, or often.

The last research instrument is interview. Based on Cohen and Ledford (2017) Interview is a flexible tool for data collection, enabling multi-sensory channels to be used; verbal, non-verbal, spoken and heard. There are three kinds of interview; free or unguided interview, guided interview, and free guided interview. In this research, the researcher used guided interview, it's meant that the interviewer prepare the set of questions before conduct the interview. The aim of the interview is to get more valid data from the questionnaire and to get the information about what the teacher do to solve the students' speaking problems. This interview is conducted to the English teacher at MTs Negeri Gowa. Interviews were conducted by a teacher who taught in the second year.

## E. Data Analysis

In applying descriptive quantitative technique, the researcher analyzed the ordinal data to find out about the percentage of the students' speaking problem at MTs Negeri Gowa.

In order to analyze the data, the researcher used computer software for statistical analysis, which was Microsoft Excel to calculate the result in the form of a percentage.

$$P = \frac{F}{N} \times 100\%$$

Where : P : the problem percentage

F : The frequency (number of students fulfilling the questionnaire).

N : Total number of the students.

For the analyzing the data from the interview, the researcher was made a summary of the data. After all the data questionnaire and interview are collected, the researcher was making a conclusion that related to the theory.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presented the research finding. The research finding obtained from the questionnaire that distributed to two classes in second years at MTs. Negeri Gowa students and interview to an English teacher's at MTs. Negeri Gowa. The research finding presented to answer the research problem those are; what are the students' problem in English teaching and learning on speaking skill, and what are the solution of students' problems in English teaching and learning on speaking skill..

From the questionnaire that distributed to students, the researcher can get the data what kind of the students' speaking problem and how many percent students that have the speaking problem and also what factors most affect the problem of students' speaking . From the interview with the English teacher, the researcher got the data about the students' speaking problem and the data about the way to solve the students' problem.

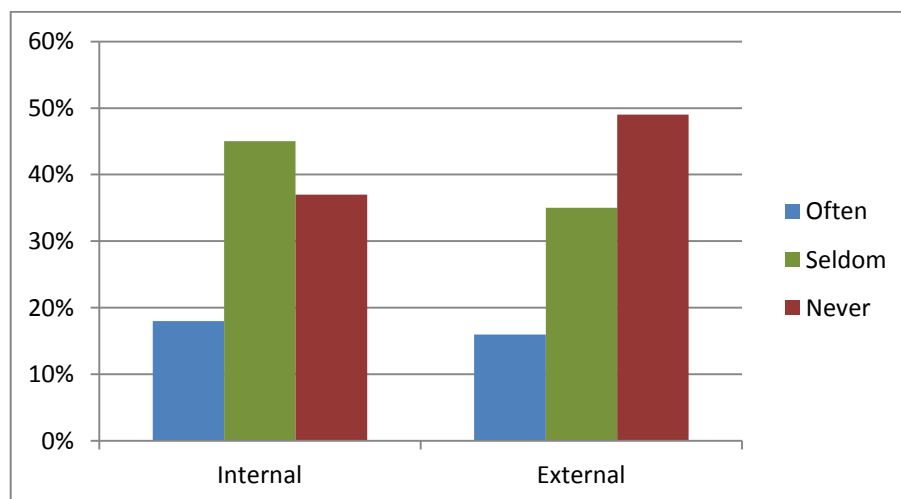
#### **A. Students' Speaking Problems.**

There are 2 factors that contributed to the students' problem on speaking skill, they are; Internal and external factors. In Internal factors, there is fear of mistakes, anxiety, shyness, and lack of confidence. Meanwhile, in External factor there is a lack of motivation, mother tongue use, lack of parents' attention, and learning media use. The researcher got the data from

the questionnaire that have distributed. For making easier in understanding see the following table.

No	Students' Problem	Intensity		
		Often	Seldom	Never
<b>Internal Factors</b>				
1	Fear Of Mistakes	20%	50%	30%
2	Anxiety	16%	47%	37%
3	Shyness	24%	45%	31%
4	Lack of Confidence	13%	36%	51%
<b>Total</b>		<b>18%</b>	<b>45%</b>	<b>37%</b>
<b>External Factors</b>				
5	Low Motivation	7%	17%	76%
6	Mother tongue use	39%	47%	14%
7	Lack of Parents Attention	10%	31%	59%
8	Learning Media Use	7%	45 %	48%
<b>Total</b>		<b>16%</b>	<b>35%</b>	<b>49%</b>

**Table 4.1.** Students' Problems



**Diagram 4.1.** Students' Problems

Based on the table above, Showed that there are 2 factors that influence students' speaking skill, they are; internal and external factors. Based on the results of the study showed that 63% of the students answered that internal factors were the most influential factors in their ability to speak English. Meanwhile, 37% of the students answered that Internal factors didn't affect their ability to speak English. It's meant that there are 42 from 66 students who answered that internal factors influence their ability to speak English and 24 students answered that Internal factors didn't affect their English speaking ability.

The second factor is external factors. Based on the table above, showed that 51% of the students answered that External factors had an effect on the ability to speak English with students, while 49% of the students answered that external factors didn't effect on students' English speaking abilities. It means that there are 34 from 66 students who answered that External factors had an effect on students' speaking ability in English, and 32 students answered that external factors had no effect on students' English speaking abilities.

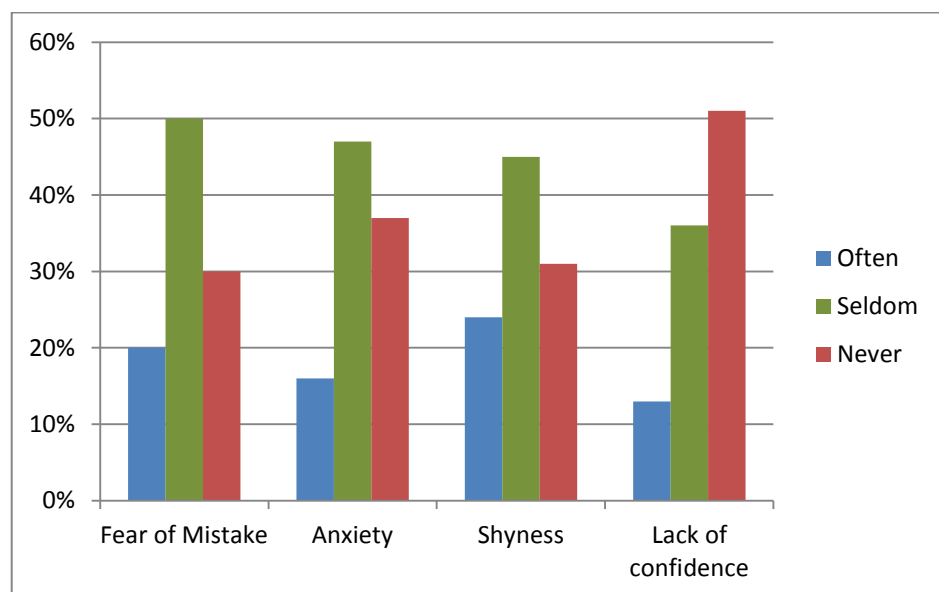
From the table above, the researcher explained more about the research finding on this study. For each factor of speaking problems, there are some aspects or some questions that must be answered by the students.

### **1. Internal Factors**

There are four kinds of students' speaking problem in Internal factor and the researcher got the data from the questionnaire that have distributed. For making easier in understanding see the following table.

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	Fear of Mistakes	20%	50%	30%
2	Anxiety	16%	47%	37%
3	Shyness	24%	45%	31%
4	Lack of Motivation	13%	36%	51%

**Table 4.2.** Internal Factors



**Diagram 4.2.** Internal Factors

Based on the table above, fear of making mistakes showed that only 30% students that never faced this problem, 50% students seldom, and 20% students often. It showed that 70% students ever faced this problem.

If look from the accounting of students, there are 46 from 66 students that ever faced this problem, and there are 20 students never faced this problem.

Anxiety showed that only 37% students that never faced this problem, 47% students seldom, and 16% students often. It's showed that 63% students ever faced this problem. It mean that there are 42 from 66 students that ever faced this problem, and only 24 students that never faced this problem.

Shyness showed that only 31% students that never faced this problem, 45% students seldom, and 24% students often. It showed that 69% students ever faced this problem. It means that there are 46 from 66 students that ever faced this problem, and only 20 students that never faced this problem.

The last factor of internal factors is lack of confidence. It showed that 51% students never, 36% students seldom, and 13% students often faced this problem. It showed that 49% students ever faced this problem, and only 51% students never faced this problem. It's mean that there are 32 from 66 students that ever faced this problem, and 34 students never faced this problem.

From the explanation above, the intensity of students' ever faced problem in internal factors are higher than the intensity of the students never faced problem in internal factors.

**a. Fear of Mistakes**

Fear of mistakes is what the students felt when asked to speak English. There 3 questions that be answered by the students about fear of mistakes, namely ; Don't want to make a mistakes in front of their friends, afraid to laughed by friends when making mistakes, and avoid when asked to speak English. From the questionnaire that distributed got the following data.

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	Don't want to make a mistake in front of their friends	21%	58%	21%
2	Afraid to laughed by friends when making mistakes	24%	58%	18%
3	Avoid when asked to speak English	15%	33%	52%

**Table 4.3.** Fear of Mistakes

Based on the table above, showed that students faced all aspects of fear of mistakes. If we look for the presentation of often, it showed that very little student that faced this problem, but if we look from never or ever, the intensity of the students ever faced these problems are higher than the intensity of the students never faced this problem. The students seldom are the same with the students ever faced this problem.

The first aspect in fear of mistake is the students don't want to make mistakes in front of their friends. From the questionnaire that have been distributed to students showed that there are 21% students often faced this problem, 58% students seldom, and 21% never faced



this problem. It's mean that there are 79% siswa ever faced this problem. If look from the accounting of students, there are 52 from 66 students ever faced this problem, and there 14 students never faced this problem.

Afraid to laughed by friends when making mistakes showed that 24% students often faced this problem, 58% students seldom, 18% students never faced this problem. It's mean that there are 82% students ever faced this problem that if we look from the total of students, there are 54 from 66 students ever faced this problem, and 12 students never faced this problem.

The last aspect is avoid when asked to speak English showed that only 15% students ever faced this problem, 33% students seldom, and 52% students never avoid when asked to speak English. There are 48% mean that the students ever faced this problem only 32 from 66 students ever faced this problem, and 34 students never avoid when asked to speak English. From the explanation above conclude that in fear of mistake, the intensity of afraid to laughed by friends when making mistakes is higher than another aspect in fear of mistakes.

#### **b. Anxiety**

Anxiety is felting nervous when learning or speaking in a foreign language. For the point about Anxiety, there are three questions that be answered by the students. From the questionnaire that distributed got the following data.

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	Nervous when speaking in front of other people	11%	39%	50%
2	Nervous when asked to speak English	15%	53%	32%
3	Afraid to be criticized when wrong	21%	50%	29%

**Table 4.4.** Anxiety

Based on the table above, showed the intensity of anxiety is one of the students' problem in speaking skill. That table showed that there are 3 questions about the anxiety that be answered by students. The first is the students nervous when speaking English in front of other people. From the questionnaire that distributed there are 11% students often felt nervous when speaking in front of other people, 39% students seldom, and 50% students never felt nervous when speaking English in front of other people. It' showed that from 66 students, there are 50% or 33 students ever felt nervous when speaking English in front of other people. It's meant that the intensity of students who ever and never felt nervous when speaking English in front of other people is same or comparable.

From the questionnaire about students felt anxiety when asked to speak English showed that there are 15 % students often felt anxiety when asked to speak English, 53% students seldom, and 32% students never felt anxiety when asked to speak English. It's mean there are

68% or 45 students ever felt anxiety when asked to speak English, and there are 32% or 21 students never felt anxiety when asked to speak English.

The last question about the students felt afraid to be criticized when wrong in speaking English. It showed that 21% students often felt afraid to be criticized when wrong in speaking English, 50% students seldom, and 29% students never felt afraid to be criticized when wrong in speaking English. It's mean there are 71% or same with 47 students from 66 students have ever felt afraid to be criticized when they are wrong in speaking English. Meanwhile, there are 29% or same with 19 from 66 students never felt afraid to be criticized when they are wrong in speaking English.

**c. Shyness**

Shyness is one of common problem in students' speaking skill. In this research, there are 3 question about shyness from some of question about the students' problem in speaking skill. For making easier in understanding, see the following table.

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	Felting shy to speak English	22,7%	48,5%	28,8%
2	Felting shy when they are wrong in English	35%	41%	24%
3	Felting shy to speak English with smarter friends	14%	47%	39%

**Table 4.5.** Shyness

From the table above, there are 23% students often felt shy to speak English, 48% students seldom, and 29% students never felt shy to speak English. Based on the percentage conclude that there are 71% students ever felt shy to speak English. It's mean that 47 from 66 students ever felt shy to speak English, and 29% or 19 students never felt shy to speak English.

The data showed that the students felt shy when they are wrong in speaking English are 35% students often, 41% students seldom, and 24% never. From the data showed that 76% students have ever felt shy when they are wrong in speak English, and 24% students never felt shy when they are wrong in speak English. It's mean that there are 50 from 66 students ever felt shy when they are wrong in speak English, and 16 students never felt shy when they are wrong in speaking English.

The last question in shyness is the students felt shy to speak English with a smarter friends. It showed that 14% students often felt shy to speak English with a smarter friend, 47% students seldom, and 39% students never felt shy to speak English with a smarter friend. It showed that 61% students ever felt shy to speak English with a smarter friends, and 39% students never faced this problem. It's mean that there are 40 from 66 students ever faced this problem, and 26 students never faced this problem.

**d. Lack of Confidence**

Lack of confidence is one of students' problem that gives influence to the students' speaking skill. Based on the questionnaire that distributed to the students, there are 3 questions about lack of confidence. For making easier, see the following presented data.

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	Don't want to continue speak English when laughed by their friends	6%	36%	58%
2	Afraid to speak English because other people don't understand	15%	29%	56%
3	Lack of confidence when making mistakes	18,2%	42,4%	39,4%

**Table 4.6.** Lack Of Confidence

From the table above, showed that there are 6% students often don't want to continue to speak English when laughed by their friends, 36% students seldom, and 58% students never faced this problem. It showed that only 42% faced this problem. It's mean from 66 students, only 28 students have ever felt don't want continue to speak English when laughed by their friends. Meanwhile, 38 students never faced this problem.

The second question from lack of confidence about the students afraid to speak English because other people don't understand. It showed that 15% students often faced this problem, 29% students

seldom, and 56% students never faced this problem. Based on the intensity of students' problem, showed that there are 44% students ever faced this problem. If the researcher looks from the data, there are 29 students ever faced this problem, and 37 students never faced this problem. It's mean that the students' never faced this problem is more than the students' ever faced this problem.

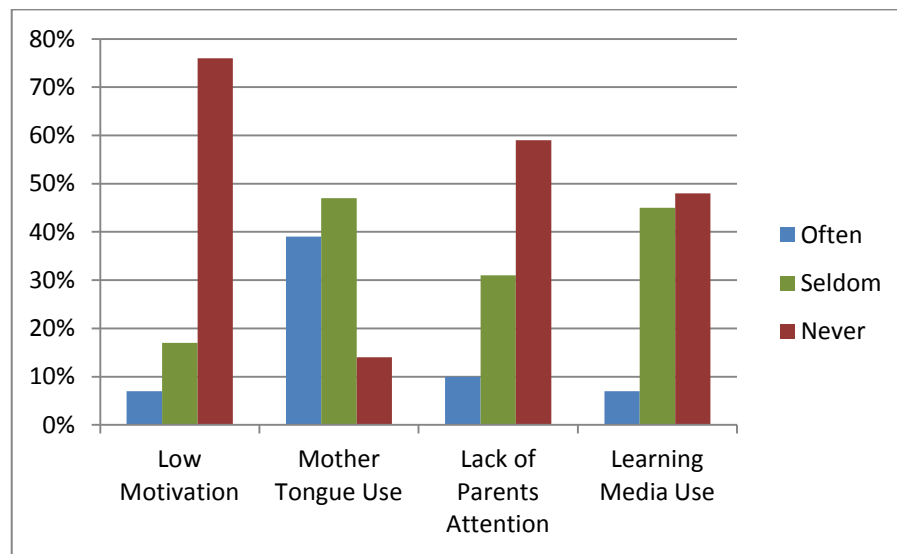
The last is the students lack of confidence when making mistakes in speaking English. From the table showed that 18,2% students often faced this problem, 42,4% students seldom, and 39,4% student never felt lack of confidence when making mistakes in speaking English. It's mean there are 61% or 40 from 66 students ever felt lack of confidence when making mistakes in speaking English, and 26 from 66 students never faced this problem.

## 2. External Factors

There are four kinds of students' speaking problem in external factor and the researcher got the data from the questionnaire that have distributed. For making easier in understanding see the following table.

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	Low Motivation	7%	17%	76%
2	Mother Tongue use	39%	47%	14%
3	Lack of Parents Attention	10%	31%	59%
4	Learning Media Use	7%	45 %	48%

**Table 4.7.** External Factors



**Diagram 4.3.** External Factors

Based on the table above, there are 4 factors on external factor that influence in students' problem on speaking skill, namely; low motivation, mother tongue use, lack of parents' attention, and learning media use.

The first problem with low motivation. Based on the table concluded that there are 7% students often faced this problem, 17% students seldom, and 76% students never faced this problem. It's mean that there are 24% students or 16 from 66 students ever felt that low motivation is one of problem on speaking skill, and 50 students never faced this problem.

The second factor is Mother tongue use. Based on the table showed that students felt that mother tongue is one of the factors that influence students' problems in speaking skill. From the data showed that there are

39% students often faced this problem, 47% students seldom, and 14% students never faced this problem. There are 86% student ever faced this problem, mean that 57 from 66 students ever faced this problem, and 9 students never faced this problem. It showed that mother tongue use has a big influence to students' speaking skill.

The third factor is the lack of parents' attention. From the table above, showed that 10% students often faced this problem, 31% students seldom, and 59% students never faced this problem. It's mean that 41% students ever faced this problem. There are 27 from 66 students ever faced this problem, and 39 students never faced this problem.

The last factor is learning media use. From the table showed that 7% students often faced this problem. 45% students seldom, and 48% students never faced this problem. It's meant 52% or 34 from 66 students ever faced this problem, and there are 32 students never faced this problem.

From the explanation above showed that external factors who have a big influence to the students' speaking skill is the mother tongue use.

#### **a. Low Motivation**

Low motivation is one of the factor that gives influence to the students' speaking problem. From the questionnaire that distributed to students, there are 3 questions about low motivation. For making easier, see the following table.



No	Students' Problem	Intensity		
		Often	Seldom	Never
1	Students don't have the motivation	8%	36%	56%
2	Teacher never provide motivation	8%	4%	88%
3	Teacher never help when the students have problem in speaking	6%	9%	85%

**Table 4.8.** Low Motivation

Based on the table above, the students don't have the motivation to speak English showed that 8% student often felts this problem, 36% students seldom, and 56% students never felt this problem. It showed that there are 44% students never felt this problem. It's meant 29 from 66 students ever felt this problem, and 37 students never felt this problem. Based on the percentage, showed that the students never felt this problem is higher than the students ever felt this problem.

The second is the teacher never provide motivation to the students. From the questionnaire that distributed, the researcher got the data, 8% students often felt the teacher never provide motivation, 4% seldom, and 88% students never felt this problem. It's meant therewas 12% students have ever felt this problem or 8 students felt that the teacher never gives motivation to them. Meanwhile, there are 58 from 66 students never felt this problem.

Based on the data, there are 58 students felt that the teacher always gives motivation to them.

The last is the teacher never help when the students have problems on speaking. Based on the table, there are 6% students often felt this problem, 9% students seldom, and 85% students never felt this problem. The intensity of students' problem showed that there are 15% students ever felt this problem, and 85% students never felt this problem. It's mean 56 students felt that the teacher always help when the students have problem with speaking, and only 10 from 66 students felt that the teacher never help when the students have problem on speaking.

**b. Mother Tongue Use**

Mother tongue use explained as the students often use their mother tongue to express themselves when they get one topic and they felt that mother tongue is easier than the target language (English Language). In this research, the researcher took Makassar Language as mother tongue and Indonesian Language as Second Language. From the questionnaire that distributed shown that this speaking problem is highest in External factors. See the following data:

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	The students use mother tongue to express themselves	52%	39%	9%
2	The students felt that mother tongue is easier	44%	41%	15%
3	The students difficult to pronounce English words correctly	22,7%	60,6%	16,7%

**Table 4.9.** Mother Tongue Use

Based on the table above, the student faced all aspects of question on mother tongue use, indeed the first question becomes the most common problem in speaking at MTs. Negeri Gowa. The data showed that the students use mother tongue to express themselves there are 52% often, 39 seldom, and 9% students never use mother tongue to express themselves. It meant that there are 91% or 60 from 66 students ever use mother tongue to express themselves, and 6 from 66 students never use mother tongue to express themselves. It showed that almost all of students in two classes at MTs. Negeri Gowa faced this problem and this problem influenced the happening of the other speaking problems.

The second is the students felt that mother tongue is easier. There are 44% students often, 41% students seldom, and 15% never felt this problem. It's mean that there are 85% students ever felt that mother

tongue is easier. It showed that there are 56 from 66 students ever felt this problem, and 10 students never felt this problem.

The last is the students difficult to pronounce English word correctly. Based on the data showed that there are 22,7% student often felts this problem, 60,6% students seldom, and 16,7% students never felt this problem. It's mean there are 83,3% students have ever felt problem. It showed that there are 55 from 66 students have ever felt this problem, and there are 11 students never felt this problem.

**c. Lack of Parents Attention**

Lack of parents attention explained as the students felt their parents never provide motivation and give attention to their children. There are three questions that be answered by the students. From the questionnaire that distributed, the researcher got the following data.

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	Parents never provide motivation	11%	41%	48%
2	Parents never ask for childs' difficulties	12%	35%	53%
3	Parents never ask their children to learn the material that learned at school	6%	18%	76%

**Table 4.10.** Lack of Parents Attention

Based on the table above showed that the first question about the parents never provide motivation to the students. From the table

showed there are 11% students often felt that their parents never provide motivation to them, 41% students seldom, and 48% students never felt this problem. It showed that there are 52% students have ever felt this problem, means that there are 34 from 66 students have ever felt this problem, and 32 students never felt this problem.

The second question about parents never asks for the Childs' difficulties, It showed there are 12% students often felt this problem, 35% seldom, and 53% students never felt this problem. It showed there are 47% students have ever felt this problem, It's mean 31 from 66 students felt that their parents never ask about their difficulties, and 35 students never faced this problem. The range of students had ever and students never are not too far.

The last about the students felt that their parents never ask to learn the material that learned at school. Percentage from the table showed that there are 6% students often felt this problem, 18% students seldom, and 76% students never. It's mean that there are 24% student have ever felt this problem. From the percentage showed that only 16 from 66 students have ever faced this problem. Meanwhile, there are 50 from 66 students never faced this problem. Based on the explanation, concluded that the students never faced this problem is higher than the students ever faced this problem.

#### **d. Learning Media Use**

The last external factor is learning media use. Based on the questionnaire that the researcher has been distributed, there are 3 questions about learning media use. For making easier, see the following presented data.

No	Students' Problem	Intensity		
		Often	Seldom	Never
1	The teacher never gives games or media that makes students interested in speaking English	6%	55%	39%
2	The teacher never use learning media	7,6%	40,9%	51,5%
3	Students are not excited when the teacher use learning media	9%	38%	53%

**Table 4.11.** Learning Media Use

Based on the table above, the researcher got the data from the questionnaire that distributed to students. The first question about learning media use is the teacher never gives games or media that makes students interested in speaking English. From the questionnaire got the data there are 6% students often felt this problem, 55% seldom, and 39% students never felt this problem. It showed that there are 61% students have ever felt this problem. Based on the data concluded that there are 40 from 66 students have ever felt this problem, and 26 students answer that they are never felt this problem.

The second question about the teacher never uses learning media showed that there are 8% students often felt this problem, 41% seldom

and 51% students never felt this problem. Based on the data showed that 49% student ever felt the teacher never use learning media, It's mean 32 from 66 students felt this problem. Meanwhile, 34 student never felt that the teacher never uses learning media.

The last is the students are not excited when the teacher use learning media, from the questionnaire got the data that there are 9% student often felt this problem, 38% students seldom, and 53% students never felt this problem. From the data showed that there are 47% students have ever felt not excited when the teacher use learning media, it's mean there are 31 from 66 students have ever felt this problem, and 35 students have never felt not excited when the teacher use learning media.

## **B. The Teacher and Students Do to Solve The Students' Problem on Speaking Skill.**

Based on the study, there are 2 factors that make students difficult to speak English. This problem should be solved by the English teacher and the students. The researcher conducted the interview to English teacher at MTs. Negeri Gowa to het the validity that the students' face the speaking problems like the data above or not and to get the information about what the teacher do to solve the students' speaking problems. The data about the teacher and students do to solve the students' problem of speaking skill as follows:

### **1. Internal Factors**

**a. Fear of Mistakes**

Based on the data that gotten from the questionnaire showed that students faced fear of mistakes. It's meant that they felt worried about making mistakes. From the interview with a teacher that was conducted by a researcher, the teacher said that the students faced fear of mistakes. The teacher said that the students' ability to speak English was very low unless there were a few good students. The students also felt worry for making a mistake when they speak English in front of the class, When the one of the students doing speaking in the front of the class, then wrong, the other students laugh, it makes the students feel not confidence and felt shy.

Based on the data above, the teacher do to solve this problem is the teacher builds students' motivation, and gives motivation that English is very important. Then, the teacher always encourages them to add the sources so that they are easy and can speak English. In addition, the teacher also suggests that students speak or communicate with their friends using English. The teacher said that:

" Always motivate, don't be afraid to fear of making mistakes, cause we're not a native speaker, so no problem, better wrong than not trying at all."

From the data above, students also have an important role so that they are not afraid to make mistakes. Based on interviews conducted with students, there are several ways that students do to solve their



problems, namely they build their self-confidence to dare to speak in front of the class, then they ask the teacher so that the pronunciation is better. In addition, they also practice at home, learn pronunciation, and use the translate application. Furthermore, the second students also said that:

"Before going up I really prepared myself, I learned what I wanted to say so that later there were no more problems, there were no more obstacles. Besides that, before going up I really gathered my courage so that later I would not feel stuttering again because of the fear I felt."

**b. Anxiety**

Based on the questionnaire and interview that was conducted shows that the student speaking problem is anxiety. From the questionnaire, there are 3 questions about the students' anxiety problem. The students felt nervous when talking in front of other people, felt anxiety when asked to speak English, and afraid to be criticized when wrong. According to the teacher, the thing that causes students to anxiety is because they are afraid of being wrong.

Based on the problems above, the teachers have some solving. The first is to provide motivation to students. The teacher said that:

"The students must have 2 things, the first is self-confidence. Wrong or correct, they must appear and be brave in front of the class, dare to speak even if it's wrong. The second is students must have motivation, motivation to learn."

In addition, the teacher recommends that students attend English meetings, or courses. Then in the near future English training will be formed so students can learn English apart from studying in the classroom. Meanwhile, from the interview that was conducted for students concluded that the students do to solve their problem is they convince themselves that they can, means they motivate themselves so they can.

**c. Shyness**

From the interview that was conducted, the teacher said that the students face the speaking problems namely shyness. The teacher said that actually teacher treat the students with the same treatment, but there are students more often to speak or more active. In addition, when students wrong in pronunciation there is usually shyness and finally students don't want to continue. Based on this problem, that the teacher do to solve this problem is the teacher gives motivation to the students. The teacher also said that shyness has become a habit. The teacher said:

" Cause not necessarily those who laugh at us they can. We who appear in front the class, have shown that we can, even if we are wrong, must be confident.

Meanwhile, Based on the interview that conducted for students concluded that the solution that students to to solve their problem in shyness is always make sure that they can, they can do it. They also

practiced speaking English a lot at home. In addition, the other ways they use are:

“I looked down as if my friend wasn't there, so I was more confident again. I felt like they weren't there, so I could feel my confidence.”

#### **d. Lack of Confidence**

From the interview that was conducted, the teacher said that one of factor that influence students' speaking problems is lack of confidence. The students don't want to continue talking when laughed with their friends, the students afraid to speak English because other people don't understand, and the students lack of confidence when making mistakes.

Based on the problem above, teachers have solved to solving of this problems. The teacher said that to solve this problem the teacher always tries to be an example for students. The teacher always tells students they must want to speak English, then don't be afraid of being wrong. The teacher also always gives motivation to students that not all humans are perfect, even the teacher is sometimes wrong when speaking English. Students must be confident and motivate themselves that they can do it.

In addition, of course students also have solutions to solve the problems that influence students speaking skill. One student said that: "I asked for a few minutes to build my confidence when the teacher asked me to speak in front of the class."

## **2. External Factors**

### **a. Low Motivation**

From the interview that was conducted, the teacher said that one of factor that influence students' speaking problems is low motivation. Motivation is important in students' speaking skill or other lessons. Besides motivation from ourself, it is also important that there is a motivation of the teacher and parents. Besides from the teacher, of course the students also need motivation from their parents because students have more time with their parents than their teachers. From the questionnaire that distributed, there are some students who said that they don't have motivation from the teacher or from their parents.

Based on the problem above, teachers have solved to solving of this problem. The teacher said that students sometimes see or imitate a figure. The teacher always gives an example to them, the teacher always using English when meet with other English teachers. The teacher said that it was one of way to build their motivation. Then, the teacher also advises students more often with friends who are better able to speak English, and take English courses or English Training.

Besides that, students also have a solution to solve their problems about low motivation. From the interview that was conducted, There are some students who always get motivation from their parents. One of the student said:

"My mother always gave motivation that I should be able to speak English, because English is an international language. If we can speak English, it will be easier to interact with other people."

In addition, it is also important for students motivate themselves. From interviews that was conducted, the student said that if they do not get motivation from parents and teachers, students must motivate themselves.

#### **b. Mother Tongue Use**

From the interview that was conducted, the teachers said that the students face the speaking problems mother tongue use. The students often use Indonesian language or Makassar language to express themselves. This problem happened because most of the students come from the village and also the location of the school located on the edge of the city. The teacher said that almost 50% of students prefer to use the Makassar language. In addition, because now in elementary school in the village, they don't learn English. It means, when students start studying at junior high school, it's the first time for them to learn English, Besides from if there are some students who are given facilities for English courses by their parents.

Based on the problem above, the teachers have some solution to solve mother tongue use. The teacher said that students are encouraged to use formal language when in a school environment, and special for English language lessons, students are encouraged to use English even though combine with Indonesian. Students are allowed

to combine with Indonesian if they don't know. The teacher also said that from the greeting to the end of the lesson, the teacher always uses English so that students are motivated. The teacher also always gives questions to students using English and then the teacher helps students to answer questions using English even though students combine with Indonesian.

From the interview that was conducted, The student said that they are easier to use Indonesian or Makassar language than English because they have used it since childhood. One of the students said that she uses YouTube application to learn the pronunciation of words. After that, She then began to study the sentence. Beside that, She also searched for the meaning of the things around her.

**c. Lack of Parents Attention**

From the interview that was conducted, the teachers said that the students face the speaking problems because lack of parents attentions. There are some students who have never been motivated by their parents, parents who have never asked about the difficulties of their children, even what materials their children learn at school. The teacher said that this happened because the location of the school, which was located at the edge of the city and the majority of students at MTs Negeri Gowa, their parents are middle to lower class. There are students whose parents only graduate from high school or even junior high school. So the main factor is education.

Based on the problem above, the teachers have some solving to solve the lack of parents attention. The teacher said that every three months the teachers' meeting was held with students' parents. Then the teachers will report on the condition of their children. From that meeting, the teacher will communicate to parents of the students and suggest what they should do.

**d. Learning Media Use**

From the interview that was conducted, the teacher said that the last external factors that influence to students' speaking problems is learning media use. There are some things that cause the use of learning media to be a factor that makes students difficult to speak English, including the use of learning media that is not attractive, teachers do not use learning media, and also students who are less interested when the teacher uses learning media.

Based on the problem above, the teachers have some solution to solve learning media use. From the interview that was conducted, the teacher explains that learning media is very important. Students understand more quickly when the teacher uses the media rather than not using the media. The teacher said that when using media, students are very attentive. For problems inappropriate use of learning media, it depends on the teacher. The teacher said that for sometimes the media used is good, but the method of delivery from the teacher is not good and finally the students are not interested and don't understand.

Then, The teacher said that learning English must to interesting. If not, students will be lazy.

Beside that, from the interview that was conducted with students said that the students more interested when the teacher use learning media because according to them, it's easier to understand.

## **C. Discussion**

### **1. Internal Factors**

#### **a. Fear of Mistakes**

Based on the data on research finding showed that students face fear of mistakes. The data showed 21% students often and 58% students sometimes felt don't want to make a mistake in front of their friends; 24% students often and 58% students sometimes felt afraid to laughed by friends when making mistakes; and 15% students often and 33% students sometimes felt avoid when asked to speak English. They don't want to make a mistakes, afraid to laughed by friends when making mistakes, and the students avoid when asked to speak English.

Juhana in Nadzirotunnuh (2017:45) said that fear mistakes is influenced by students' fear of being laughed at by other students or being criticized by the teacher. The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them (Kurtus in



Juhana, 2012). In addition, Hieu (2011) and Zang (2006) cited in Juhana (2012) explain that students felt afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English.

Based on students' speaking problems above, the teacher give more motivation for students to learn more. The teacher asks the students to feel confident when they speak. The teacher also don't blame the students directly when they speak, but the teacher gives the correction generally. Then, the teacher always encourages them to add the sources so that they are easy and can speak English. In addition, the teacher also suggests that students speak or communicate with their friends using English.

The presented data above is suitable with theory from Zuain Juhana (2012) adds that motivation is an inner energy. She says that no matter what kinds of motivation the motivation the learners process it will enhance their study interest. According to Keramida in Juhana (2012), motivating the students and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

In terms of possible solution to overcome students' fear of mistakes, Zua in Juhana (2012) gives several suggestions. First, she

suggests that emotional bonds between students and teachers should be build. This way, the students are expected to felt comfort with their teacher and believe that the teacher will help them if they make mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

**b. Anxiety**

Based on the research finding above, showed that 11% students often and 39% students sometimes get nervous when talking in front of other people; 15% students often and 53% students sometimes felt anxiety when asked to speak English; and 21% students often and 50% students sometimes felt afraid to be criticized when wrong. The teacher said that it caused by themselves. The teacher also said that everyone must have experienced anxiety or nervous.

The explanation data above is suitable Horwitz in Juhana (2012) He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really

are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity. Gebhard in Juhana (2012) Anxiety also becomes the students' problem in speaking and make the students feel not comfortable when they doing the speaking.

Based on students' speaking problems above, the solving for students' felt anxiety, The teacher will provide motivation to students, that they must be confident and don't be afraid of being wrong. Then in addition to motivation from the teacher, the teacher also advises students to build motivation for themselves. In addition, students should attend an English meeting outside of school hours because of limited English lessons.

In order to solve anxiety, Koichi Sato in Juhana (2012) on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety which can be intense in students and find techniques that allow students to participate more in oral activities. Keramida in Juhana (2012) providing students with positive reinforcement and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate.

### **c. Shyness**

Based on the research finding above, showed that 22,7% students often and 48% students sometimes felt shy to speak English; 35% students often and 41% students sometimes felt shy when they are wrong in English; and 14% students often and 47% students sometimes felt shy to speak English with smarter friends. The teacher said that actually teacher treat the students with the same treatment, but there are students more often to speak or more active. In addition, when students wrong in pronunciation there is usually shyness and finally students don't want to continue.

The explanation data above is suitable with With regard to the cause of shyness, Bowen and Robby in Juhana (2012) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik in Juhana (2012) identifies that most of English students felt shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception of their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

Based on students' speaking problem above, the solving for students' felt shyness, the teacher will motivate students that they can do it, they must be confident, and don't be afraid of being wrong. Besides motivation of the teacher, of course students also have to motivate themselves. Based on the results of interviews with students, to solve their shyness problems, they will assume their friends are not there so they are more confident, besides that students gather their confidence before speaking in front of the class.

Based on Pesce in Juhana (2012) says that it is urgent that teacher creates a friendly and open classroom environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. This way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. Solving the shyness problem, Chinmoy in Juhana (2012) suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing.

**d. Lack of Confidence**

Based on the research finding showed that 6% students often and 36% students sometimes felt don't want to continue to speak English when laughed by their friends; 15% students often and 29% students sometimes felt afraid to speak English because other people don't

understand; and 18,2% students often and 42,4% students sometimes felt lack of confidence when making mistakes. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. Beside that, students felt less confident when they have to speak in front of the class. In other cases, students felt less confident when they are wrong in speaking, laugh at friends when wrong, and criticized by the teacher.

He and Chen in Juhana (2012) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and felt that they can not speak English well. Brown in Juhana (2012) The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher. Tsui cited Nunan in Juhana (2012) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. Juhana (2012) This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

Based on students' speaking problem above, the teacher will gives solution to solve the students' problem lack of confidence. The teacher

said that to solve this problem the teacher always tries to be an example for students. In addition, the teacher also builds students' confidence and always provides motivation so that students are more enthusiastic in learning, especially in speaking English. And also, always encourages students that they can do it.

With regard to possible solution to overcome the students' lack of confidence, Ye Htwe in Juhana (2012) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo n Juhana (2012) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore the teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

## **2. External Factors**

### **a. Low Motivation**

Based on the data on research finding showed that 8% students often and 36% students sometimes felt not to have the motivation; 8% students often and 4% students sometimes felt teacher never provide motivation; and 6% students often and 9% students sometimes felt teacher never help when the students have problem in speaking. The

teacher said that lack of confidence was the most influential factor in students' speaking problems.

The research finding above suitable with the theory from Gardner and Nunan in Juhana (2012) elaborates the causes of the students' lack of motivation , uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. In addition, Babu in Juhana (2012) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English.

Based on the students' speaking problems above, to solve for students low motivation is the teacher will always give an example to them, the teacher always using English when meet with other English teachers. Then, the teacher also advises students more often with friends who are better able to speak English, and take English courses or English Training. The teacher said that it was one of way to build their motivation. Motivation is very necessary. In this case, the teacher has a very important role in building student motivation, besides that the teacher must also motivate students to motivate themselves. So, motivation is very necessary. In this case, the teacher



has a very important role in building student motivation, besides that the teacher must also motivate students to motivate themselves.

The presented data above is suitable with the theory from Aftat in Juhana (2012) suggests that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Other suggestions to increase students' motivation are shared by Liu and Huang in Juhana (2012). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

#### **b. Mother Tongue Use**

The research finding above, showed that 52% students often and 39% students sometimes use mother tongue to express themselves; 44% students often and 41% students sometimes felt that mother tongue is easier; and 22,7 % students often and 60,6% students sometimes felt difficult to pronounce English words correctly. It showed the highest presentation problem that faced by students. It becomes the common students' problem English specially in speaking skill. The students say that mother tongue is very easy because they

have learned it since childhood. Therefore, students often use their mother tongue and that makes them difficult in pronunciation.

The presented data above is suitable with the theory from Nadzirotunnuha (2017) the students' mother tongue use caused by their habit. They use mother every day. Beside that, Ur in Juhana (2012) the students felt that mother tongue is easier than the second language. The students often include mother tongue use when they speak in second language. Harmer in Nadzirotunnuha (2017) suggests some reasons why students use mother tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

Based on students' speaking problems above, to solve mother tongue use, the teacher said that students are encouraged to use formal language when in a school environment, and special for English language lessons students are encouraged to use English even though combine with Indonesian. Students are allowed to combine with Indonesian if they don't know. To motivate the students, from the greeting to the end of the lesson, the teacher always uses English. The

teacher always gives questions to students using English and then the teacher helps students to answer questions using English even though students combine with Indonesian.

The data above also suitable with the theory from Ur in Nadzirotunnuha (2017) about what the teacher can do to solve the speaking problems. The teacher can do the activity base the activity on easy language. In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

**c. Lack of Parents Attention**

The research finding above, showed that 11% students often and 41% students sometimes felt that parents never provide motivation; 12% students often and 35% students sometimes felt parents never ask for childs' difficulties; and 6% students often and 18% students sometimes felt parents never ask their children to learn the material that learned at school. The teacher said one of that makes parents less concerned about their children is the education factor. Most parents of students only graduated from junior high or high school, automatic motivation that students get less.

The presented data above is suitable with the theory from Kurnianingsi, dkk. (2018) Parents are the first educational for learners. They spend much time at home, so if their parents do not give them much attention, it can be a problem for their achievement in their learning. Parents who don't give attention to their children will become the cause of students' learning problems. In the family there must be a good relationship between parents and children. Good relationship can give good support for children, of course the students achievement will improve.

Based on the speaking problem above, the teacher said that every three months the teachers' meeting was held with students' parents. Then the teachers will report on the condition of their children. From that meeting, the teacher will communicate to parents of the students and suggest what they should do. In addition, the teacher will build student motivation because even though students get motivation from teachers and parents, but if students do not motivate themselves then it will be vain.

The presented data above is suitable with the theory from Kurnianingsi, dkk. (2018) how parents' role in control and help their children in learning at home is so important. The students need attention from their parents to reach their achievement. It is in line with Considine and Zappala in Kurnianingsi, dkk. (2018) who stated that parents attention was a key predictor of students' academic

achievement. The lack of parents attention becomes a big problem for students. Thoha and Dwi Wulandari ( 2016) Attention of parents and discipline of study is very important for students. Good attention will provide motivation and sense of responsibility for students to learn. With good discipline and supported by good attention will make students acquire good grades in school.

**d. Learning Media Use**

Based on the research finding about, showed that 6% students often and 55% students sometimes felt the teacher never gives games or media that makes students interested in speaking English; 7,6% students often and 40,9% students sometimes felt the teacher never use learning media; and 9% students often and 38% students sometimes felt not excited when the teacher use learning media. Students more understand when the teacher uses the media rather than not using the media. It shows that learning media use is very important.

The explanation data above is suitable with the theory from Riana in Junal (2016) that learning media is a tool to give stimuli to students so that the learning process occurs. Primasari, dkk. (2014) the teacher should be able to weigh and choose what media to use in teaching-learning activities. The teacher must have the ability to integrate learning media into the learning plan. Junal (2016) said there were problems related to learning media. From the teacher's side, the

problem that appears is the assumption that learning media is not too important, the use of monotonous media during learning, and the misperception that learning media must be identical to sophisticated and expensive technology. The assumption that the use of instructional media is not important, because many teachers think that the learning media is only a tool to help. So, if it is not used, it is considered not to have any impact. In fact, in fact, in face-to-face learning activities, the role of the media is very important. The media have a role to help the teacher who is carrying out the role of the Informator.

Based on students' speaking problem above, the solving for learning media use, the teacher said that students understand more quickly when the teacher uses the media rather than not using the media. when using media, students are very attentive. The teacher said that for sometimes the media used is good, but the method of delivery from the teacher is not good and finally the students are not interested and don't understand. Then, The teacher said that learning English must to interesting.

Junal (2016) one of the things that can be done to foster student activity is by utilizing learning media. Junal (2016) said that by using learning media, there were several benefits obtained, namely: attracting students' attention so as to foster learning motivation, provide real experience, overcome limitations, teaching materials

were more meaningful and understood by students, teaching was more varied because it was not only verbal and boring, students learn more, not only listen, develop interest and motivation, guide concrete thinking, provide experiences that are not easy to obtain, and facilitate learning.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the research. Conclusion summarizes the result of the research based on the research problem. So, in this chapter, summarizes the kinds of students' speaking problem and the teacher do to solve the problems at MTs. Negeri Gowa.

#### **A. Conclusion**

Based on the result of the study, the researcher concludes that: there are two factors that influence students' speaking problem at MTs Negeri Gowa. The first is Internal factors, these are; 20% students often and 50% students sometimes feel fear of mistakes, 16% students often and 47% students sometimes feel anxiety, 24% students often and 45% students sometimes feel shyness, 13% students often and 36% students sometimes feel lack of confidence. The second is External factors, these are; 7% students often and 17% students sometimes feel low motivation. 39% students often and 47% students sometimes face mother tongue use, 10% students often and 31% students sometimes feel lack of parents attention, and 7% students often and 45% students sometimes face learning media use. Based on the explanation, showed that factor who gives big influence to the students' speaking problem is the mother tongue use.

For solving the problem of fear of mistakes, anxiety, shyness, and lack of confidence, the teacher builds student motivation, encourages and increases students' self-confidence. In addition, the teacher also asks students to take English language courses and training. To motivate students, the teacher



always uses English in the classroom from greeting to the end of the lesson. Even the teacher also always asks students to use English. Students are encouraged to use English even though combines with Indonesian. This is so that students are accustomed to using English.

In addition, to solve the problem of low motivation, the teacher builds the motivation of students to want to speak English, then always be confident, and don't be afraid of being wrong. Meanwhile, to solve students' problems in the mother tongue use, the teacher always encourages and motivates students to use English when learning English in the classroom or not. In addition, to solve the problem of lack of parents attention is the teacher providing motivation to students, and also the teacher hold meetings with parents to discuss the problems or constraints of students in school so that parents pay attention to their children. And last, to solve the problem of learning media use, the teacher always tries to provide interesting media for students so students are more interested and excited when learning speaking.

## **B. Suggestion**

Based on the result of the study, the researcher gives some suggestion:

### 1. For teacher

For English teachers, they should always guide the students' speaking activity by always giving motivation and habituating the students to often speak by using the English language. The teachers also should give the best solving when the students face the problem,

especially the speaking skill, so that the students' speaking ability will be improved.

2. For students

The students have to understand that speaking is important. So, the students should improve their speaking ability by doing speaking more often or make a speaking activity as a habit. The students also should change their mindset that English is difficult. It will make the students motivated to learn more about the English language, especially on speaking skill. Beside that, the students must motivate themselves.

3. For other researcher

This research is far from the perfectness, so for another researcher should prepare well before and during the research. The other researcher also can conduct the research about the analyzing the problems at the other skill at MTs Negeri Gowa, so that all of the students' problems in English lesson can analyze and can be solved.

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**Questionnaire of Students' Problem in Teaching and Learning on Speaking Skill**

Name : ANUNISA NURUL BAKRI

Class : VII.1

Date/time : Sabtu, 10-11-2018

**Instructions !**

1. Dalam kuesioner ini terdapat 24 nomor.
2. Tulis nama Anda, kelas, dan tanggal / waktu pada lembar jawaban.
3. Kerjakan semua pertanyaan pada lembar jawaban yang telah disediakan dengan memberikan tanda (✓) sesuai dengan pendapat Anda!

NO	STATEMENT	SKALE		
		Sering	jarang	Tidak pernah
1	Saya tidak ingin membuat kesalahan saat berbicara bahasa Inggris di depan teman-teman saya		✓	
2	Saya takut orang akan menertawakan saya jika saya membuat kesalahan saat berbicara bahasa Inggris.		✓	
3	Saya selalu menghindar ketika harus berbicara bahasa Inggris di depan kelas.			✓
4	Saya gugup dan khawatir ketika saya berbicara dengan yang lain.		✓	
5	saya merasa tangan saya bergetar ketika saya di suruh berbicara bahasa Inggris di depan kelas,		✓	
6	Saya takut di kritik ketika salah dalam berbicara bahasa Inggris		✓	
7	Saya malu untuk berbicara bahasa Inggris di depan kelas.			✓
8	Saya malu jika saya salah dalam berbicara bahasa Inggris.		✓	
9	Saya malu ketika saya harus berbicara bahasa Inggris dengan teman saya yang lebih pandai berbahasa Inggris.		✓	

10	Jika seseorang menertawakan saya ketika saya berbicara bahasa Inggris, saya tidak ingin melanjutkan berbahasa Inggris lagi.		✓	
11	Saya takut berbicara dengan yang lain karena saya pikir mereka tidak akan mengerti apa yang saya katakan			✓
12	Saya kehilangan kepercayaan diri ketika saya melakukan kesalahan dan seseorang memperbaiki bahasa Inggris saya.		✓	
13	Saya tidak memiliki motivasi untuk bisa berbicara dalam bahasa Inggris			✓
14	Guru saya tidak pernah memberikan motivasi sebelum pelajaran di mulai.			✓
15	Guru saya tidak pernah membantu saya ketika mengalami kesulitan dalam berbicara bahasa Inggris.			✓
16	Saya lebih suka berbicara dalam bahasa Indonesia ketika pelajaran bahasa Inggris.		✓	
17	Saya merasa bahwa berbicara bahasa daerah atau bahasa Indonesia lebih gampang dari belajar berbicara bahasa Inggris.		✓	
18	Saya merasa sulit untuk mengucapkan beberapa kata dengan benar.		✓	
19	Orang tua saya tidak pernah memotivasi saya untuk belajar berbicara bahasa Inggris lebih giat.			✓
20	Orang tua saya tidak pernah menanyakan kesulitan apa yang saya hadapi di sekolah		✓	
21	Orang tua saya tidak pernah menyuruh saya untuk mempelajari kembali materi pelajaran yang diajarkan di sekolah.			✓
22	Guru saya tidak pernah memberikan game/ sesuatu yang menarik yang membuat saya semangat dalam berbicara bahasa Inggris.		✓	
23	Guru saya tidak pernah menggunakan Media pembelajaran ketika pelajaran speaking di kelas			✓
24	Saya tidak bersemangat belajar bahasa Inggris jika guru menggunakan media pelajaran			✓

(Tiara, 2017)



**Questionnaire of Students' Problem in Teaching and Learning on Speaking Skill**

Name : Muh. Fauzan  
 Class : Vii.1  
 Date/time : 10 - 11 - 2018

**Instructions !**

1. Dalam kuesioner ini terdapat 24 nomor.
2. Tulis nama Anda, kelas, dan tanggal / waktu pada lembar jawaban.
3. Kerjakan semua pertanyaan pada lembar jawaban yang telah disediakan dengan memberikan tanda (✓) sesuai dengan pendapat Anda!

NO	STATEMENT	SKALE		
		Sering	jarang	Tidak pernah
1	Saya tidak ingin membuat kesalahan saat berbicara bahasa Inggris di depan teman-teman saya			✓
2	Saya takut orang akan menertawakan saya jika saya membuat kesalahan saat berbicara bahasa Inggris.	✓		
3	Saya selalu menghindar ketika harus berbicara bahasa Inggris di depan kelas.	✓		
4	Saya gugup dan khawatir ketika saya berbicara dengan yang lain.		✓	
5	saya merasa tangan saya bergetar ketika saya di suruh berbicara bahasa Inggris di depan kelas,		✓	
6	Saya takut di kritik ketika salah dalam berbicara bahasa Inggris	✓		
7	Saya malu untuk berbicara bahasa Inggris di depan kelas.	✓		
8	Saya malu jika saya salah dalam berbicara bahasa Inggris.	✓		
9	Saya malu ketika saya harus berbicara bahasa Inggris dengan teman saya yang lebih pandai berbahasa Inggris.	✓		



10	Jika seseorang menertawakan saya ketika saya berbicara bahasa Inggris, saya tidak ingin melanjutkan berbahasa Inggris lagi.		✓	
11	Saya takut berbicara dengan yang lain karena saya pikir mereka tidak akan mengerti apa yang saya katakan	✓		
12	Saya kehilangan kepercayaan diri ketika saya melakukan kesalahan dan seseorang memperbaiki bahasa Inggris saya.	✓		
13	Saya tidak memiliki motivasi untuk bisa berbicara dalam bahasa Inggris		✓	
14	Guru saya tidak pernah memberikan motivasi sebelum pelajaran di mulai.			✓
15	Guru saya tidak pernah membantu saya ketika mengalami kesulitan dalam berbicara bahasa Inggris.			✓
16	Saya lebih suka berbicara dalam bahasa Indonesia ketika pelajaran bahasa Inggris.	✓		
17	Saya merasa bahwa berbicara bahasa daerah atau bahasa Indonesia lebih gampang dari belajar berbicara bahasa Inggris.	✓		
18	Saya merasa sulit untuk mengucapkan beberapa kata dengan benar.	✓		
19	Orang tua saya tidak pernah memotivasi saya untuk belajar berbicara bahasa Inggris lebih giat.		✓	
20	Orang tua saya tidak pernah menanyakan kesulitan apa yang saya hadapi di sekolah			✓
21	Orang tua saya tidak pernah menyuruh saya untuk mempelajari kembali materi pelajaran yang diajarkan di sekolah.		✓	
22	Guru saya tidak pernah memberikan game/ sesuatu yang menarik yang membuat saya semangat dalam berbicara bahasa Inggris.			✓
23	Guru saya tidak pernah menggunakan Media pembelajaran ketika pelajaran speaking di kelas			✓
24	Saya tidak bersemangat belajar bahasa Inggris jika guru menggunakan media pelajaran			✓

(Tiara, 2017)

**Questionnaire of Students' Problem in Teaching and Learning on Speaking Skill**

Name : tegar  
 Class : √ III<sup>2</sup>  
 Date/time : Sabtu/10-11-2018

**Instructions !**

1. Dalam kuesioner ini terdapat 24 nomor.
2. Tulis nama Anda, kelas, dan tanggal / waktu pada lembar jawaban.
3. Kerjakan semua pertanyaan pada lembar jawaban yang telah disediakan dengan memberikan tanda (√) sesuai dengan pendapat Anda!

NO	STATEMENT	SKALE		
		Sering	jarang	Tidak pernah
1	Saya tidak ingin membuat kesalahan saat berbicara bahasa Inggris di depan teman-teman saya		✓	
2	Saya takut orang akan menertawakan saya jika saya membuat kesalahan saat berbicara bahasa Inggris.		✓	
3	Saya selalu menghindari ketika harus berbicara bahasa Inggris di depan kelas.	✓		
4	Saya gugup dan khawatir ketika saya berbicara dengan yang lain.			✓
5	saya merasa tangan saya bergetar ketika saya di suruh berbicara bahasa Inggris di depan kelas,		✓	
6	Saya takut di kritik ketika salah dalam berbicara bahasa Inggris	✓		
7	Saya malu untuk berbicara bahasa Inggris di depan kelas.	✓		
8	Saya malu jika saya salah dalam berbicara bahasa Inggris.		✓	
9	Saya malu ketika saya harus berbicara bahasa Inggris dengan teman saya yang lebih pandai berbahasa Inggris.		✓	

10	Jika seseorang menertawakan saya ketika saya berbicara bahasa Inggris, saya tidak ingin melanjutkan berbahasa Inggris lagi.	✓		
11	Saya takut berbicara dengan yang lain karena saya pikir mereka tidak akan mengerti apa yang saya katakan	✓		
12	Saya kehilangan kepercayaan diri ketika saya melakukan kesalahan dan seseorang memperbaiki bahasa Inggris saya.	✓		
13	Saya tidak memiliki motivasi untuk bisa berbicara dalam bahasa Inggris	✓		
14	Guru saya tidak pernah memberikan motivasi sebelum pelajaran di mulai.			✓
15	Guru saya tidak pernah membantu saya ketika mengalami kesulitan dalam berbicara bahasa Inggris.			✓
16	Saya lebih suka berbicara dalam bahasa Indonesia ketika pelajaran bahasa Inggris.	✓		
17	Saya merasa bahwa berbicara bahasa daerah atau bahasa Indonesia lebih gampang dari belajar berbicara bahasa Inggris.	✓		
18	Saya merasa sulit untuk mengucapkan beberapa kata dengan benar.	✓		
19	Orang tua saya tidak pernah memotivasi saya untuk belajar berbicara bahasa Inggris lebih giat.		✓	
20	Orang tua saya tidak pernah menanyakan kesulitan apa yang saya hadapi di sekolah		✓	
21	Orang tua saya tidak pernah menyuruh saya untuk mempelajari kembali materi pelajaran yang diajarkan di sekolah.			✓
22	Guru saya tidak pernah memberikan game/ sesuatu yang menarik yang membuat saya semangat dalam berbicara bahasa Inggris.		✓	
23	Guru saya tidak pernah menggunakan Media pembelajaran ketika pelajaran speaking di kelas		✓	
24	Saya tidak bersemangat belajar bahasa Inggris jika guru menggunakan media pelajaran		✓	

(Tiara, 2017)

**Questionnaire of Students' Problem in Teaching and Learning on Speaking Skill**

Name : Luftiah  
Class : VII.2  
Date/time : Sabtu/09-11-2018

**Instructions !**

1. Dalam kuesioner ini terdapat 24 nomor.
2. Tulis nama Anda, kelas, dan tanggal / waktu pada lembar jawaban.
3. Kerjakan semua pertanyaan pada lembar jawaban yang telah disediakan dengan memberikan tanda (✓) sesuai dengan pendapat Anda!

NO	STATEMENT	SKALE		
		Sering	jarang	Tidak pernah
1	Saya tidak ingin membuat kesalahan saat berbicara bahasa Inggris di depan teman-teman saya	✓		
2	Saya takut orang akan menertawakan saya jika saya membuat kesalahan saat berbicara bahasa Inggris.			✓
3	Saya selalu menghindar ketika harus berbicara bahasa Inggris di depan kelas.			✓
4	Saya gugup dan khawatir ketika saya berbicara dengan yang lain.			✓
5	saya merasa tangan saya bergetar ketika saya di suruh berbicara bahasa Inggris di depan kelas,			✓
6	Saya takut di kritik ketika salah dalam berbicara bahasa Inggris		✓	
7	Saya malu untuk berbicara bahasa Inggris di depan kelas.			✓
8	Saya malu jika saya salah dalam berbicara bahasa Inggris.		✓	
9	Saya malu ketika saya harus berbicara bahasa Inggris dengan teman saya yang lebih pandai berbahasa Inggris.			✓



10	Jika seseorang menertawakan saya ketika saya berbicara bahasa Inggris, saya tidak ingin melanjutkan berbahasa Inggris lagi.			✓
11	Saya takut berbicara dengan yang lain karena saya pikir mereka tidak akan mengerti apa yang saya katakan			✓
12	Saya kehilangan kepercayaan diri ketika saya melakukan kesalahan dan seseorang memperbaiki bahasa Inggris saya.			✓
13	Saya tidak memiliki motivasi untuk bisa berbicara dalam bahasa Inggris			✓
14	Guru saya tidak pernah memberikan motivasi sebelum pelajaran di mulai.			✓
15	Guru saya tidak pernah membantu saya ketika mengalami kesulitan dalam berbicara bahasa Inggris.			✓
16	Saya lebih suka berbicara dalam bahasa Indonesia ketika pelajaran bahasa Inggris.			✓
17	Saya merasa bahwa berbicara bahasa daerah atau bahasa Indonesia lebih gampang dari belajar berbicara bahasa Inggris.			✓
18	Saya merasa sulit untuk mengucapkan beberapa kata dengan benar.			✓
19	Orang tua saya tidak pernah memotivasi saya untuk belajar berbicara bahasa Inggris lebih giat.			✓
20	Orang tua saya tidak pernah menanyakan kesulitan apa yang saya hadapi di sekolah			✓
21	Orang tua saya tidak pernah menyuruh saya untuk mempelajari kembali materi pelajaran yang diajarkan di sekolah.			✓
22	Guru saya tidak pernah memberikan game/ sesuatu yang menarik yang membuat saya semangat dalam berbicara bahasa Inggris.			✓
23	Guru saya tidak pernah menggunakan Media pembelajaran ketika pelajaran speaking di kelas			✓
24	Saya tidak bersemangat belajar bahasa Inggris jika guru menggunakan media pelajaran			✓

(Tiara, 2017)

## Transkrip Interview 1



Respondent : Dwi Resky Wulan S  
Status : Student

This interview was conducted on November 10<sup>th</sup> 2018 at 9:46 a.m

Researcher : Oke, Assalamualaikum dek.

Respondent : Waalaikumsalam.

Researcher : e.. dengan siapa saya berbicara ?

Respondent : Nama saya Dwi Resky Wulan Surya.

Researcher : Oke, begini dek, e.. saya ada beberapa pertanyaan mengenai masalah-masalah yang e.. siswa atau kalian hadapi ketika kalian ingin berbicara bahasa inggris. Nah, e.. pertanyaan-pertanyaan itu yang pertama apakah kamu suka pelajaran bahasa inggris.

Respondent : Suka.

Researcher : e.. menurut kamu bahasa inggris itu sulit, sedang atau mudah ?

Respondent : Menurut saya bahasa inggris itu sedang-sedang karena terkadang ada tantangannya jadi dalam pengucapan dalam penulisan jadi menurut saya itu sedang tapi menantang.

Researcher : Oh oke, oke. Nahh e.. pertanyaan selanjutnya itu sudahkah kamu mencoba untuk berbicara bahasa inggris didepan kelas ?

Respondent : Sudah.

Researcher : Nah bagaimana perasaanmu ketika berdiri didepan kelas dan berbicara di depan teman-temanmu ?

Respondent : Perasaan saya, perasaan saya itu agak takut tapi kalau udahh, sudah terbiasa itu saya mulai senang, sudah mulai senang, sudah mulai lancar dan sudah mulai merasa biasa-biasa saja di atas.

Researcher : Oke, e.. terus hal apa yang membuat kamu takut untuk berbicara bahasa inggris didepan teman-temanmu ?

Respondent : e.. dalam pengucapan katanya takut salah, e.. juga nanti kalau ada kritikan dari bawah dari teman-teman itu yang saya takutkan.

Researcher : Nahh, kalau misalnya seperti itu masalahnya, hal apa yang kamu lakukan supaya ketakutanmu itu bisa kamu atasi, bisa kamu hilangkan ?

Respondent : Hal saya yang lakukan itu kalau sebelum naik itu saya saya benar-benar mempersiapkan diri saya, saya pelajari apa yang saya ingin katakan supaya nanti diatas tidak ada lagi masalah, tidak ada lagi kendala. Selain itu, sebelum naik itu saya benar-benar mengumpulkan keberanian saya supaya diatas nanti saya tidak merasa gagap lagi karena ketakutan saya ketakutan yang saya rasakan.

Researcher : Oke, Nah, e.. kemudian ketika e.. kamu berbicara bahasa inggris, masalah yang paling besar yang pernah kamu alami itu apa ?

Respondent : Masalah yang paling besar itu pada saat mengucapkan kalimatnya terkadang apa yang tertulis itu berbeda dengan apa yang dibaca jadi itu masalah pada pengucapan dan pada penulisan, karena ketika ulangan itu kalau ada penulisan yang salah itu ..

Researcher : Minus.

Respondent : Iya

Researcher : Oh jadi..e.. maksud saya selain, selain yang tadi kan kamu e.. masalah yang paling besar buat kamu itu adalah e.. bagaimana pengucapannya, nahh selain itu masalah yang kayak dari e.. luarnya dari saat kamu berbicara didepan kelas, terus e.. ada kamu kamu salah dalam pengucapan atau e.. gemetar, apa yang kamu lakukan ?

Respondent : Kalau saya gemetar itu, yang penting masalah terbesarnya itu dari teman-teman sendiri karena terkadang itu teman-teman juga kayak sering menggoda kalau kita diatas, jadi masalah terbesarnya itu dari ya teman-teman. Jadi saya mengatasi itu saya itu melihat kebawah seakan-akan teman saya itu tidak ada jadi saya lebih percaya diri lagi, saya, saya merasa kayak mereka itu tidak ada jadi saya sendiri jadi saya bisa merasakan kepercayaan diri saya.

Researcher : Oke, jadi e.. ketika kamu mendapatkan masalah-masalah dan kesulitan-kesulitan dalam berbicara bahasa inggris apakah kamu sering ee.. bertanya kepada guru ?

Respondent : Iya, misalnya itu kalau saya, saya pada arti kalimatnya saya tanyakan, dan pada penggunaanya, penulisannya juga.

Researcher : Nah, setelah kamu mendapat penjelasan dari guru itu apakah kamu merasa puas atau kamu harus belajar lagi atau bagaimana ?

Respondent : Pada penjelasan guru saya sudah merasa puas tapi terkadang kalau masih ada yang kurang dipahami saya cari sendiri lagi, saya pahami lagi sendiri.

Researcher : Oh iya seperti itu ya ?

Respondent : Iya.

Researcher : Oke, terima kasih waktunya dek, makasih.



## Transkrip Interview 2



Respondent : Annisa Nurul Bakri  
Status : Student

This Interview was conducted on November 10<sup>th</sup> 2018 at 03:18 a.m.

Researcher : Oke, Assalamualaikum dek, saya bisa minta waktunya sebentar ?

Respondent : Bisa kak.

Researcher : Oke.. e.. saya dari mahasiswa unismu ada penelitian ini saya mau mengajukan beberapa pertanyaan mengenai e.. masalah-masalah e.. yang adek hadapi didalam kelas, didalam kelas maupun diluar kelas. Nah.. pertanyaan yang pertama, a apakah adek suka berbicara bahasa inggris ?

Respondent : suka kak.

Researcher : Menurut adek e.. pelajaran bahasa inggris itu bagaimana ? e.. apakah itu sulit, sedange e.. atau mudah ?

Respondent : Sedang.

Researcher : kenapa e.. adek mengatakan bahwa pelajaran bahasa inggris itu sedang ?

Respondent : Karena e.. kenapa saya katakan sedang kak karena saya senang berbahasa inggris, karena disamping itu kan bahasa inggris sekarang dijadikan bahasa international jadi kemana-mana pun kita bisa berbahasa inggris dengan mudah dan bisa berinteraksi dengan orang sekitar.

Researcher : mm.. bagus sekali. Oke jadi e.. apakah kamu pernah mencoba untuk berbicara bahasa inggris didepan kelas dan didepan teman-temanmu ?

Respondent : Pernah kak.

Researcher : Oke. Hal apa yang membuat kamu takut untuk berbicara bahasa inggris ?

Respondent : e.. seperti pengucapan kata kak, ditertawakan oleh teman lain, ditegur oleh guru kalau salah, seperti itu kak.

Researcher : Oke, jadi kalau misalnya seperti itu masalahmu hal-hal apa yang kamu lakukan supaya ketakutanmu itu bisa e.. bisa hilang ?

Respondent : Seperti saya e.. membangun.. membangun rasa percaya diri saya kak didepan kelas, saya mengulanginya kembali dan me.. dan menanyakan kepada guru supaya pengucapannya lebih baik.

Researcher : Oke.. nahn e.. ketika kamu berbicara bahasa inggris didepan kelas itu apa yang kamu rasakan ?

Respondent : Seperti gugup, biasa juga kak takut tapi saya berusaha untuk membangun rasa kepercayaan diri saya.

Researcher : Oke, itu bagus sekali, dan pertanyaan selanjutnya ketika belajar berbahasa inggris masalah besar apa yang e.. masalah besar apa yang paling sering kamu hadapi ?

Respondent : ee.. itu kak embangun rasa percaya kepercayaan diri kalau kita disuruh didepan kelas, disamping itu mengucapkan penggalan kata yang baik dan benar.

Researcher : Oke, jadi e.. menurut kamu e.. yang itu, yang itu yang paling besar dalam bahasa inggris, masalah itu yang paling besar dalam bahasa inggris, itu yang membuat kamu susah dalam berbicara bahasa inggris ?

Respondent : Iya kak, (mengangguk)

Researcher : Oke, jadi e.. kalau misalnya ada kesulitan-kesulitan yang kamu hadapi apakah kamu sering e... bertanya kepada guru kalau ada hal yang sulit yang kamu hadapi ?

Respondent : Iye kak, sering.

Researcher : Oke, contohnya seperti apa kalau misalnya e.. ada hal-hal sulit dalam bahasa inggris, berbicara bahasa inggris e.. hal-hal apa yang sering kamu tanyakan ke gurumu kalau misalannya kamu kesulitan dalam bahasa inggris ?

Respondent : Saya biasa menanyakan kak kan biasa salah pengucapan kata saya menanyakan kepada guru saya supaya bagaimana cara pengucapan kata saya itu bisa saya ucapkan dengan baik.

Researcher : Oh iya.. e.. oke terima kasih, mungkin Cuma itu, terima kasih banyak atas waktunya dek.

Respondent : Sama-sama kak.

This second interview was conducted on December 3<sup>rd</sup> 2018 on 11.15 a.m.

Researcher : Oke, Assalamualaikum dek.

Respondent : Waalaikumsalam kak.

Researcher : Oke. e.. terima kasih atas waktunya dek dan ini masih membahas mengenai yang kemarin itu mengenai masalah-masalah yang e.. menyebabkan kamu, kalian atau siswa-siswa sering e.. kurang dalam kemampuan speaking. Nah, e.. apakah kamu sering merasa takut ketika berbicara bahasa Inggris, apakah sering ada rasa takut yang muncul ketika berbicara bahasa Inggris ?

Respondent : Iye kak.

Researcher : Nah kalau misalnya kamu sering merasa takut begitu, apa yang kamu lakukan supaya rasa takutmu itu hilang ?

Respondent : Kayak seperti latihan dirumah, pengucapan kata demi kata, kan sekarang kak ada translate kalau bacaannya tidak ditahu kan bisa ada audionya kan kak, biasa juga begitu, atau bertanya sama guru

yang lain. e.. belajar pengucapan kata demi kata seperti e.. *a b c d*, kayak begitu kak.

Reseracher : Oke. Jadi terus kalau misalnya ketika kamu diminta untuk berbicara bahasa Inggris didepan temanmu kemudian pasti ada rasa gelisah, ada rasa nervous, nah untuk me... untuk menyelesaikan, untuk mengatasi rasa nervousmu itu apa yang kamu lakukan ?

Respondent : Pertama-tama kak e.. saya kasih yakin diri saya bahwa saya bisa, itu kak.

Researcher : Oke. Terus pernah, pernah tidak kamu merasa ketika ada temanmu ketika kamu diminta untuk berbicara didepan kelas kemudian kamu salah dan teman-temanmu menertawakan, apakah ada rasa malu yang timbul ?

Respondent : Pasti kak, seperti kalau pengucapan kata terus salah kan pasti diteriaki sama teman, tapi biasa e.. guru bahasa Inggris seperti mam e.. menyarankan bilang supaya dilanjutkan dan diajar yang bagaimana pengucapan yang benar.

Researcher : Oke. Terus untuk e.. mengurangi rasa malumu itu ketika sudah berada didepan kelas bagaimana ?

Respondent : Saya biasa kak tarik nafas terus meyakinkan diri sendiri terus mengulanginya.

Researcher : Oke. Terus kan yang kemarin kamu sempat bilang, bilang e.. mengatakan bahwa kurang percaya diri, nah kalau misalnya kamu diminta untuk berdiri didepan kelas berbicara bahasa Inggris kemudian ada rasa kurang percaya diri, nah bagaimana cara kamu agar e.. rasa percaya diri mu itu kamu, rasa percaya diri kamu itu bisa bangkit ?

Respondent : e.. saya meminta waktu beberapa menit untuk e.. latihan membangun rasa percaya diri saya e.. kalau disuruh didepan kelas, e.. saya latihan itu membaca apa yang akan disuruh baca oleh mam, terus kalau saya sudah siap saya akan naik membacanya.

Researcher : Oke. Nah Terus mengenai tadi e.. apakah guru kamu itu selalu memberikan kamu motivasi ?

Respondent : Seperti kalau e.. ada tugas naik dikerja e. terus kalau disuruh naik tidak mau, kayak guru biasa bilang "ayo kamu pasti bisa" begitu kak.

Researcher : Nah, bagaimana dengan orang tuamu apakah mereka selalu memberi motivasi kepada kamu ?

Respondent : Iya kak, seperti yang wawancara yang lalu kan saya pernah bilang e.. terutama mama saya yang paling tekankan kalau kita itu harus tahu bahasa Inggris karena dengan kan bahasa Inggris itu bahasa Internasional kak, kalau dengan tahu bahasa Inggris kemana pun kita bisa mudah berinteraksi dengan orang sekitar.

Researcher : Nah kalau semisalnya guru mu tidak memberikan motivasi dan juga orang tua mu tidak memberikan motivasi otomatis tidak ada motivasi dari orang tua dan guru. Apa yang kamu lakukan untuk memotivasi dirimu sendiri ?

Respondent : Kalau begitu kak, kalau tidak ada yang kasih motivasi itu tergantung dari saya sendiri, mau memotivasi diri saya atau tidak, mau belajar, karena kalau bukan diri kita siapa lagi yang akan memotivasi.

Researcher : Oke, bagus sekali. Kemudian e.. saya mau bertanya bahasa apa yang sering kamu gunakan sehari-hari dirumah ?

Respondent : Bahasa Indonesia tapi e.. kalau mau melatih juga biasa di.. biasa digabungkan dengan bahasa Inggris.

Researcher : Oke, Nah otomatis e.. oh saya mau bertanya lagi, e.. itu bahasa yang pertama kamu pelajari dari orang tuamu apa bahasa Indonesia atau bahasa Makassar ?

Respondent : Bahasa Indonesia.

Researcher : Bahasa Indonesia ? Nah, otomatis e.. bahasa Indonesia kamu adalah bahasa hari-hari kamu. Nah, apakah kamu merasa bahwa

bahasa indonesia kamu atau bahasa hari-hari kamu itu mempengaruhi speaking e.. bahasa inggris kamu ?

Respondent : Iya pasti kak mempengaruhi.

Researcher : Nah, lantas apa yang kamu lakukan supaya bahasa indonesia kamu itu tidak, tidak mempengaruhi dan kamu bisa berbicara bahasa inggris ?

Respondent : Seperti saya liat youtube kak, pengucapan yang kata demi kata itu yang mulai dari pelan, yang pengucapan yang kayak *a, b, c, d*, yang kayak begitu kak, terus kalau seumpama sudah mengetahuinya saya mulai baca kalimat per kalimat.

Researcher : Oke, Jadi menurut kamu lebih susah bahasa indonesia atau bahasa inggris ?

Respondent : em.... kayak seimbang ji kak gitu kayak bahasa indonesia bahasa inggris. Tapi kan kalau bahasa indonesia kan sudah dari kecil jadi kayak lebih kuasai kalau bahasa inggris itu kayak lebih susah karena baru, karena baru belajar kayak mulai dari TK. Begitu kak.

Researcher : Oke. Jadi kamu sudah belajar bahasa inggris sejak dari TK ?

Respondent : Iya kak.

Researcher : Nah berarti e.. bahasa inggris kamu sudah baik yah.

Respondent : e.. Alhamdulillah kak.

Researcher : Oke. Jadi menurut kamu e.. walaupun kamu berbahasa indonesia setiap hari itu tidak mempengaruhi kamu dalam bahasa inggris ?

Respondent : e.. di usahakan tidak kak.

Researcher : Oke. Semisalnya ketika kamu e.. atau bahasa sehari-hari kamu itu bahasa indonesia dan itu mempengaruhi bahasa inggris kamu, kamu lebih sering menggunakan bahasa indonesia dari pada bahasa inggris sehingga kamu merasa ah lebih bagus berbahasa indonesia karena bahasa indonesia itu gampang. Nah, solusinya apa yang kamu berikan dan untuk juga teman-temanmu yang mungkin lebih sering menggunakan bahasa, bahasa ibu mereka, bahasa yang

mereka gunakan sejak lahir, mungkin sering mereka gunakan dan mereka mengatakan bahwa bahasa inggris itu susah. Apa yang akan kamu ucapkan kepada mereka ?

Respondent : Yang akan saya ucapkan kak, memang bahasa indonesia itu lebih gampang karena mulai dari kecil kita pelajari tapi dengan kita tahu bahasa inggris seperti saya bilang kita mudah berinteraksi dengan orang saya akan menyampaikan bahwa e.. jika kita ingin mengetahui atau menguasai suatu pelajaran kita harus mencintainya dulu dengan cara kita belajar demi sedikit seperti pengucapan kayak huruf abjad, nomor, kata-kata yang ada disekitar kita, kayak contohnya kita liat e.. meja, dengan kita liat meja kita akan berpikir ohh.. bahasa inggrisnya *table*. Jadi yang ada disekitar dulu kak dengan seumpama kalau kita sudah menguasainya yang ada disekitar kita baru kita pelajarinya lebih lanjut.

Researcher : Oh.. berarti ini intinya hanya memotivasi diri sendiri bagaimana supaya e.. bisa berbahasa inggris walaupun bahasa sehari-hari kita bahasa indonesia. Oke. e.. pertanyaan selanjutnya itu e.. apakah gurumu atau ibu sering memberikan media untuk kamu pelajari, media yang media untuk belajar bahasa inggris, otomatis eh khususnya speaking ?

Respondent : Iya kak sering.

Researcher : Media-media apa itu yang sering ibu gunakan untuk mengajar speaking ?

Respondent : Seperti Laptop kak yang di .. yang di pakai terus kita disuruh kayak seperti kayak pernah prohibition kayak kata begitu, kita seumpama disuruh untuk clap hands langsung di e.. langsung diperagakan karena dengan begitu kak kita lebih mudah untuk melakukannya.

Researcher : Nah menurut kamu ketika e.. ketika guru menggunakan itu, media, atau semacam games untuk e.. belajar speaking kamu lebih

tertarik mana menggunakan itu atau e.. atau belajar yang biasa saja?

Respondent : Kalau saya sih lebih tertarik menggunakan media kak karena lebih gampang dimengerti.

Researcher : Oke. e.. saya rasa sekian, terima kasih dek yah.

Respondent : Sama-sama kak.



## Transkrip Interview Teacher



Respondent : Mirnawati, S.Pd

Status : English Teacher

This first Interview was conducted on November 12<sup>nd</sup> 2018 at 10:34 a.m.

Researcher : Oke, Assalamualaikum Bu !

Respondent : Waalaikumsalam warahmatullahi wabarakatu.

Researcher : Oke.. e.. Begini bu saya dari mahasiswa unismuh ingin melakukan penelitian disini dan ingin menanyakan beberapa pertanyaan mengenai masalah-masalah siswa dalam speaking. Bagaimana bu boleh ?

Respondent : Boleh. Silakan.

Researcher : Oke bu, e.. pertanyaan pertama, Menurut ibu e.. bagaimana kemampuan siswa, speaking siswa di sekolah ini ?

Respondent : Iya. E.. kalau secara keseluruhan itu sangat rendah. Kecuali memang ada beberapa individu siswa yang agak bagus tapi kalau secara keseluruhan memang agak rendah karena mereka masih kekurangan yang namanya kosakata atau vocabulary. Jadi rendah sekali.

Researcher : Menurut ibu masalah yang paling besar yang membuat siswa kurang dalam speaking itu selain vocabulary apa bu ? kayak dari lingkungannya mereka atau apakah berapa siswa saya tanya dan mereka mengatakan kurang percaya diri. Bagaimana menurut ibu ?

- Respondent : Iya. Pasti salah satunya. Yang pertama tentu kurang percaya diri kemudian e.. yang kedua mereka itu kurang mencari sumber yang lain jadi dia hanya mengandalkan ilmu yang dia dapat disekolah, dia tidak mau mencari sumber-sumber yang lain. Saya sering e.. katakan sama dia ikutlah kursus atau belajar sama kakak seniornya aa.. itu dia, dia orang apa, disini itu siswa kurang itu. Jadi, namanya mungkin jaman sekarang jadi dia lebih aktif disosmed daripada mencari ilmu yang lain diluar sana.
- Reseracher : Oke bu, jadi menurut ibu apakah lingkungan itu sangat berpengaruh begi e.. kemampuan speaking siswa ?
- Respondent : Iya , berpegaruh sekali karena speaking itu seperti yang kamu tahu semakin sering orang berlatih, maka semakin bisa to. Walaupun sebenarnya, walaupun punya banyak kata-kata tapi kalau tidak dilatih maka itu juga tidak akan pernah bisa. Jadi kalau dibilang pengaruh lingkungan ya besar sekali pengaruh lingkungan. Kalau kita bergaul dengan orang suka berbicara bahasa inggris yang tahu bahasa inggris otomatis pengaruhnya ke kita juga luar biasa. Berpengaruh sekali.
- Reseracher : Jadi, e.. kemarin saya masuk itu dan beberapa siswa mengatakan bahwa ketika e.. mereka speaking e.. bahasa inggris didepan teman-temannya e.. mereka takut ditertawai, takut e.. dimarahi ketika e.. salah. Nahh langkah apa yang ibu ambil untuk meminimalisir masalah-masalah tersebut ?
- Respondent : Iya, Yang pertama saya selalu membangun membangun motivasi kepada mereka memberikan motivasi kepada mereka bahwa bahasa inggris itu adalah bahasa yang sangat penting dan memang harus diperlukan percaya diri. Orang mau ketawa mau apa juga kalau mau salah ya yang penting kita berbicara dulu salah benarnya dibelakangan to namanya juga orang berproses untuk belajar. Jadi yang pertama saya bangun motivasi dulu. Kemudian yang kedua

selalu saya dorong mereka untuk mendengarkan lagu-lagu ataukah ee.. memperbanyak sumber-sumber yang lain itu, ataukah menonton film yang berbahasa inggris. Itu.

Researcher : Oke. Jadi dalam kelas itu ketika pelajaran speaking, teknik atau metode apa yang sering ibu gunakan ?

Respondent : a.. pertama saya dulu pribadi. Yang pertama kalau saya masuk dari mulai awal saya usahakan tidak akan pernah me memakai bahasa Indonesia. Saya selalu dari mulai greeting sampai akhir malah saya selalu memakai bahasa inggris itu supaya mereka termotivasi. Kemudian yang kedua pertanyaan-pertanyaan yang saya berikan kepada mereka tentu dalam bahasa inggris. a.. disitulah saya bantu siswa untuk berbicara dan mereka menjawab pertanyaan saya dengan bahasa inggris walaupun mereka itu combine. Kadang-kadang pakain bahasa inggris sepotong bahasa indonesia sepotong, itu tidak masalah saya tidak akan pernah salahkan itu saya tidak akan pernah marahi itu. Itu. Kemudian saya selalu mengatakan bahwa ayo komunikasi dengan teman-teman, ee.. kata-kata yang biasa kita pelajari karena begini loh e.. pelajaran kelas 2 itu e.. yang dipelajari itu adalah kebanyakan pelajaran yang dipakai kata-katanya yang dipakain dalam keseharian, baik itu dikelas maupun di lingkungan di luar sana jadi kata-kata ekspresi-ekspresi yang dipakai itu adalah ekspresi-ekspresi yang biasa dipakai dalam, dalam kelas maupun perintahnya, ee..kata kata perintahnya atau kata-kata ee.. apa, kata-kata yang lain itu adalah sering sekali dipake di kelas.

Researcher : Jadi, e.. selama ibu mengajar speaking di kelas itu, hal-hal menarik apa e.. se sehingga membuat siswa itu mau dan termotivasi untuk berbicara bahasa inggris ?

Respondent : Hal-hal yang menarik, e.. saya selalu mem..berikan kata-kata yang selalu dipakai anak muda jaman sekarang jadi ee.. itu ee..

sebenarnya itu kata-kata sering sekali dia dengar tapi dia tidak pernah pakai jadi saya ee.. pakai kata-kata bahasa yang mudah dan bisa dipakai ee.. apa sama teman-temannya yang lain yang lebih untuk apa ya, untuk bergaul itu. Jadi kata-kata yang menarik dan mudah.

Researcher : Kata-kata yang menarik dan mudah.

Respondent : Iya

Researcher : Iya bu ya e.. saya kira sekian bu, terima kasih banyak atas waktunya bu.

Respondent : Sama-sama.

This second interview was conducted on December 3<sup>rd</sup> 2018 on 10:25 a.m.

Researcher : Oke, Assalamualaikum bu.

Respondent : Waalaikumsalam warahmatullahi wabarakatu

Researcher : Oke terima kasih atas kesempatannya kembali bu untuk interview dan ini masih membahas mengenai tema yang sama dari kemarin e.. mengenai masalah-masalah yang mempengaruhi siswa sehingga siswa itu kurang dalam speaking. Nah, e.. menurut pengamatan ibu kira-kira faktor apa yang menjadi penyebab utama siswa mengalami kesulitan dalam speaking itu bu ?

Respondent : e.. yang pertama itu, yang pernah saya bilang bahwa mereka kekurangan vocabulary, kata-kata, kosa kata, kemudian e.. mereka juga merasa bahwa bahasa Inggris itu susah karena kan lain ucapan lain tulisan. Jadi, untuk berkomunikasi atau berbicara dalam bahasa itu memang susah buat mereka. Ada sih beberapa siswa yang bisa tapi itupun hanya percakapan sehari-hari saja. E.. yang biasa dipake di kelas, kemudian yang umum-umum nah itu mereka agak bisa, ada beberapa siswa yang bisa, namun sebagian besar yang tidak bisa. Ya itu tadi kekurangan e.. vocabulary.

Researcher : Oke. Jadi begini bu, ada beberapa faktor, pasti ada faktor internal dan eksternal yang mempengaruhi sehingga siswa itu kurang dalam speaking. Nah, contohnya seperti, e.. untuk faktor internal itu sendiri kan e.. misalnya siswa sering takut salah. Nah.. e.. masalah seperti itu bagaimana cara ibu untuk menyelesaikannya ?

Respondent : Iya, e.. tentu yang pertama kan di kasih motivasi, memang sih siswa itu takut salah, kemudian e.. takut salah salah dari pengucapan, salah dari segi apa betul itu yang dia bilang atau salah gitu itu. Jadi memang itu menjadi faktor. Ah kemudian yang saya lakukan tetap saya kasih motivasi, jangan takut salah, karena memang kan *we're not native speaker* toh, kita bukan penutur aslinya jadi walaupun salah tidak masalah, lebih baik salah daripada tidak mencoba sama sekali. Selalu saya beri motivasi, kemudian saya selalu dukung untuk berbicara dengan temannya sendiri atau komunikasi WA (*Whatsapp*) dengan saya melalui di grup itu menggunakan bahasa inggris walaupun itu e.. saya selalu katakan kalau tidak sepenuhnya boleh di campur bahasa indonesia *combine, it's okay* tidak masalah buat saya. Selalu saya kasih motivasi seperti itu.

Researcher : Oke. Jadi e.. selanjutnya itu bu bagaimana dengan nervousnya mereka. Contohnya seperti ketika mereka disuruh atau diminta untuk berbicara di depan kelas kemudian mereka merasa gelisah dan nervous lantas apa yang ibu lakukan itu ?

Respondent : e.. rata-rata semua itu mengalami yah, karena tadi takut salah jadi dia e.. Gugup, dia cemas, nah e.. saya selalu mengatakan kepada mereka bahwa seorang siswa itu ada dua hal yang harus dimiliki, yang pertama itu adalah percaya diri, *Self-confidence*, itu memang siswa harus punya itu, mau salah mau betul dia harus tampil dia harus berani tampil didepan kelas, dia harus e.. dia harus e.. berani berbicara walaupun itu salah, jadi harus percaya diri. Kemudian

yang kedua itu yang harus mereka selalu, selalu saya katakan bahwa mereka harus mempunyai motivasi, motivasi untuk belajar, karena kan pertemuan kita di kelas ini, disekolah ini hanya bahasa Inggris itu kan 2 jam, itu tidak cukup, jadi mereka harus mempunyai motivasi belajar diluar sana, untuk kursus, kemudian boleh bergabung dengan English-English meeting dan lain-lain sebagainya. Itu selalu saya beri motivasi buat mereka. Kemudian rencana kedepan kita ini, kita juga akan mengadakan ekstrakurikuler disini, menambahkan mata pelajaran untuk speaking, kemudian rencananya juga kita akan adakan *English Training* itu untuk e.. memicu siswa untuk bisa berbicara bahasa Inggris.

Researcher : Oke, terus masalah, kan kadang-kadang itu ketika siswa disuruh untuk e.. berbicara didepan kelas kemudian salah dan ditertawakan temannya, pasti ada rasa malu yang timbul, nah bagaimana cara ibu menyikapinya ?

Respondent : Iya pasti itu, inikan kita punya entahlah itu suatu kebiasaan atau apa yah, kalau kita melakukan kesalahan pasti diketawai, nah itu sudah menjadi kebiasaan, entahnya hukum alam atau gimana namanya itu. Nah sekali lagi saya bilang kita harus percaya diri gitu, mau salah mau betul harus percaya diri, selalu saya katakan begitu, jangan e.. karena belum tentu mereka yang di bawah itu yang ketawa itu bisa. Kita ini yang tampil didepan sudah menunjukkan bahwa kita ini bisa walaupun itu salah, jadi harus percaya diri. Itu.

Researcher : Oke. Jadi mengenai percaya diri, kurang percaya diri, nah e.. faktor ini yang paling besar ini bu dampaknya terhadap e.. kurangnya speaking siswa, nah kalau kurang percaya diri apa yang ibu lakukan untuk membangun percaya diri itu ?

Respondent : e.. pertama saya selalu memberi contoh buat mereka, jadi saya selalu menjadikan contoh diri saya bahwa saya itupun sebagai guru

tidak semua tidak semua saya hafal bahasa inggrisnya, kadang-kadang pun saya butuh bantuan yaitu kamus gitu. Jadi e.. intinya mereka itu mau saja, mau, kemudian jangan takut salah, kemudian e.. apa, banyak-banyak e.. belajar diluar sekolah selain daripada e.. apa, disekolah sendiri gitu. Jadi kalau dibilang e.. untuk supaya mereka selalu percaya diri ya paling saya berikan motivasi kepada mereka, selalu memberikan contoh kepada mereka bahwa sayapun percaya diri. Itu. Saya seorang guru tidak semua kata-kata yang saya hafal, kadang-kadang ada satu dua pun yang saya tidak ingat gitu, walaupun saya ingat kadang-kadang saya sendiri pun lupa tulisannya apakah memakai *t*, *c*, atau kadang-kadang itu yang saya, saya sering selalu memberi motivasi buat mereka bahwa tidak semua itu manusia sempurna gitu. Jadi apa ya, banyak bergaul saja, dan memang itu percaya diri kan motivasi dalam diri sendiri bahwa kita bisa gitu melakukan itu, kita mampu melakukan itu, kenapa orang lain bisa kita tidak. Ya, paling saya berikan motivasi-motivasi saja dan memberikan contoh-contoh.

Researcher : Jadi kan kemarin juga sempat dibahas bahwa lingkungan itu mempunyai dampak atau pengaruh besar terhadap e.. speakingnya siswa. Nah.. tadi ibu mengatakan bahwa kurang motivasi. Nah yang kita tau itu motivasi itu tidak datang dari dirinya sendiri siswa, selain itu pasti ada motivasi dari orang tua dan juga guru. Nah, untuk ibu sendiri bagaimana cara ibu untuk membangun motivasi itu ?

Respondent : Yang pertama tadi saya kan bilang, siswa itu kadang-kadang melihat figure, figure siapa dulu, Nah, saya selalu memberikan contoh kepada mereka. Saya dulu yang jadikan figure kepada mereka bahwa *I can do it* toh, saya bisa berbicara, a.. salah satunya kadang-kadang kalau saya bertemu dengan teman yang sesama guru bahasa Inggris saya berbicara bahasa Inggris dengan mereka.

Mereka liat gitu. Itu salah satu membangun motivasi buat mereka. Kemudian, e.. apa, e.. faktor pergaulan juga bahwa sering-seringlah e.. bergaul dengan yang lebih mampu terutama mampu berbicara bahasa Inggris supaya dia juga e.. termotivasi untuk itu. Kemudian yang tadi saya bilang, ambillah diluar sana *English Course* atau ka *English Training*. Itu bagus sekali untuk, untuk memicu, untuk e.. apa, supaya kita lebih bisa berbicara bahasa inggris, bagus sekali, itu yang saya lakukan.

Researcher : Oke. Masalah yang selanjutnya itu bu yang paling sering juga muncul yaitu *Mother tongue* atau bahasa Ibunya mereka, bahasa hari-harinya mereka. Nah e.. yang kita tahu bahwa sekarang di SD itu sudah tidak belajar bahasa Inggris lagi yang dikampung-kampung. Oke e.. jadi ketika mereka masuk di SMP mulai belajar di SMP Automatically itu pertama kalinya mereka belajar bahasa Inggris kecuali memang ada beberapa orang tua yang memberikan e.. memberikan e.. Les-les untuk e.. anaknya pada umur yang dini. Nah, e.. bagaimana cara ibu menyikapinya ketika anak-anak itu lebih suka untuk berbicara menggunakan bahasa sehari-hari mereka daripada bahasa Inggris ?

Respondent : Ya memang sih mother tongue itu berpengaruh ya, kita kan punya dialeg kental, kental banget, nah kalau dalam berbicara bahasa Inggris dia e.. kental dengan gaya bahasa mungkin itu maksud pertanyaannya kental dengan gaya bahasa di daerahnya tidak masalah karena buat saya itu bahasa Inggris itukan *How to people understand, what we say, ya*, bagaimana orang mengerti apa yang kita katakan itu saja, mau dia pake logat e.. makassar dengan memakai bahasa Inggris It's okay, tidak masalah itu, yang penting e.. orang mengerti apa yang kita katakan. Kemudian e.. apa tadi di bilang itu masalah penggunaa apa ?



Researcher : Penggunaan bahasa sehari-hari yang lebih dominan daripada mereka e.. mempraktekkan bahasa Inggris.

Respondent : a.. inikan sekolah MTs. Negeri Gowa berada di pinggiran, pinggiran kota jadi otomatis yang namanya bahasa daerah berpengaruh sekali, bahkan hampir 50% percakapan sehari-hari mereka adalah bahasa Makassar, hampir 50%. Dia lebih senang memang berbahasa Makassar sesamanya e.. sesama temannya dari pada berbahasa Indonesia. 50 persen, 50 persen yang aktif berbahasa Indonesia. Nah, selalu kita katakan bahwa memang kita tidak akan pernah bisa melupakan yang namanya e.. budaya apalagi bahasa sendiri, tetapi ini kan kita berada di lingkungan formal, lingkungan formal itu kan kita dianjurkan untuk berbahasa Indonesia, bahasa persatuan, bahasa nasional, bukan bahasa lokal yang kita miliki, supaya orang lain mungkin lebih paham dengan apa yang kita bicarakan, lebih bagus kita menggunakan bahasa Indonesia karena kitapun dari berbagai macam daerah guru pun dari berbagai macam daerah, dari berbagai macam logat, tidak semua bahasa kamu yang dipahami guru, nah sebaiknya memang menggunakan bahasa Indonesia. Apalagi kalau dalam pelajaran bahasa Inggris sebaiknya menggunakan bahasa Inggris walaupun tidak sepenuhnya menggunakan bahasa Inggris, pakailah bahasa Inggris sepotong bahasa Indonesia sepotong, *combine*.

Researcher : Oke, tadi juga dijelaskan mengenai kurang perhatian orang tua, Nah e.. dalam hal ini ada beberapa orang tua yang kurang peduli dengan pendidikan anaknya maksudnya dalam artian e.. mereka hanya memberikan pendidikan tanpa mereka memberi motivasi kemudian tanpa mereka e.. mau tau apa yang anaknya lakukan disekolah apakah mereka belajar dengan baik atau e.. bagaimana dengan nilainya. Nah.. Inikan Ibu sebagai orang tua disekolah menggantikan orang tuanya mereka di sekolah, lantas apa yang ibu

lakukan e.. supaya hal itu tidak terjadi, kurang perhatian dari orang tuanya itu.

Respondent : Iya, sekali lagi kita berada di pinggiran kota, mayoritas saya punya siswa disini adalah orang tuanya dari kalangan menengah kebawah dalam artian pendidikan pun sama, ada yang orang tuanya tamatan SMP itu sukur-sukur sudah SMP SMA, nah otomatis karena faktor utama sebenarnya pendidikan itu dalam keluarga kan, otomatis motivasi mereka yang mereka dapatkan pun ya agak kurang, itu sebagian, tapi sebagian besar e.. sebagian besar mereka berpendidikan. Nah, yang kurang ini terkadang kita dalam sebagai wali saja ya jangan sebagai guru. 3 bulan, e.. tiap 3 bulan kita adakan pertemuan dengan orang tua. Kemudian kita laporkan keadaan anaknya masing-masing, kita laporkan. Disitulah kita komunikasi dengan orang tua bahwa memang harus kita peduli sama mereka bukan hanya guru, guru hanya berapa disekolah, 6 jam 7 jam paling kurang. Nah, kita komunikasi kita sampaikan baik dari segi sikap, sikapnya di sekolah maupun dari segi e.. nilai pengetahuannya dan lain-lain. Kita sampaikan, kita laporkan ke orang tua. Begitu pun kalau pengambilan rapor, kita adakan kita panggil orang tua mereka untuk datang kesini menerima hasil, hasil e.. hasil nilai siswa selama ini. Jadi mereka tahu, jadi kita pemanggilan orang tua, kita ada pertemuan orang tua.

Researcher : Oke, Jadi yang terakhir itu bu mengenai e.. media pembelajaran. Nah, ada beberapa bentuk media pembelajaran yang kadang-kadang itu digunakan tidak semestinya, contohnya seperti media untuk reading digunakan untuk speaking. Nah, bagaimana cara ibu menanggapi itu, kemudian apa-apa saja media yang sering ibu gunakan untuk speaking ?

Respondent : Nah, masalah media memang itu penting sekali, sangat penting saya bilang karena apa, itu juga salah satu motivasi untuk belajar

mereka, beda sekali e.. perhatian mereka pemahaman mereka ketika saya memakai media dengan tidak memakai media. Ketika saya memakai media itu perhatian mereka luar biasa, mereka pun cepat paham. Nah, masalah penggunaan media yang kadang-kadang tidak sesuai itu tergantung gurunya, gurunya yang harus memilih dong apakah sesuai atau tidak. Nah itu e.. apa itu e.. semua tergantung gurunya. Jadi, kalau dibilang salah memilih media itu kalau menurut saya kalau pribadi saya kayaknya tidak deh, kalau salah memilih media. Mungkin yang sering, sering terjadi itu adalah e.. penyampaian yang kurang bagus. Mungkin medianya bagus tapi penyampaian guru yang kurang bagus akhirnya siswa tidak, tidak e.. cepat memahami. Jadi e.. apa, media itu memang penting sekali. Jadi, e.. saya selalu e.. melihat apakah media ini menarik untuk saya bawakan, kalau tidak saya usahakan bagaimana caranya supaya menarik karena e.. tahu sendirilah bahasa Inggris memang harus menarik penyampaiannya kalau tidak mereka akan malas-malasan gitu. Itu.

Researcher : Oke jadi terima kasih atas waktunya bu saya rasa cukup.

Respondent : Sama-sama.

## DOCUMENTATION





## CURRICULUM VITAE



The writer, Nurul Indrawati, was born on September 22<sup>nd</sup> in Balang-Balang from the marriage of Hasanuddin and Sugianti. She is the first of three siblings.

She began her study in Elementary school (SDN Bontomanai Unggulan) in 2002 and graduated in 2008. In the same year, she continued her study to Junior High school (MTs. Negeri Gowa) and graduated in 2011, then she continued her study to Senior High School (SMA Yapip Makassar) and graduated in 2014. And in August 2014, She was registered as a student of English Department of FKIP on Strata One Program in Muhammadiyah University of Makassar.

At the end of her study, She could finish her thesis with the title **A Descriptive Study on Students' Problems in English Teaching and Learning on Speaking Skill at Junior High School**