



**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING
ENGLISH AT TENTH GRADE OF SMA SWASTA
NURUL IMAN TANJUNG MORAWA**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic of
North Sumatera Medan as Partial Fulfillment of the Requirements for the
Degree of S-1 Program*

By:

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**FACULTY OF TARBIYAH AND TEACHER'S TRAINING
DEPARTMENT OF ENGLISH EDUCATION
STATE ISLAMIC UNIVERSITY
OF NORTH SUMATERA
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Skripsi ini yang berjudul : **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT TENTH GRADE OF SMA SWASTA NURUL IMAN TANJUNG MORAWA** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan pada tanggal:

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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, Oktober 2021

Yang Membuat Pernyataan



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ABSTRACT

This research is aimed to find out students' difficulties in speaking English at tenth grade of SMA Swasta Nurul Iman Tanjung Morawa. This research is tried to find the students' difficulties in speaking English, the cause of students' difficulties in speaking English, and the solution of students' difficulties in speaking English. This research was used qualitative method. The respondent of this research is the students class X-IIS 3 that consist 10 students. The respondent was chose by used purposive sampling technique. The data collected from the observation, interview, and questionnaire. The questionnaire used Linkert Scale that consists of 15 questions.

The result of this research showed that the most from respondent have difficulties in speaking English. The students have difficulties in pronunciation, lack of grammar, difficult to memorize vocabulary, afraid to speak, shy to speak in front of the class, not confidence, and have no motivation in learning speaking English. Furthermore, the cause of students' difficulties of the research that happened are the lack of grammar, lack of motivation, shyness, anxiety, and afraid making mistakes. The researcher also found the solution of students' difficulties in speaking English, namely the students needed to condusive class, the new strategies from the teachen when teaching speaking English, and also the teacher must give more knowledge for the students.

Keywords: *Students' Difficulties, Factor Students' Difficulties*

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The researcher realize that this research still far from perfect. Therefore, the researcher would like to accept any constructive suggestion to make this research better. The researcher also hopes that this research can be used as one of reference in the next research.

Medan, October 2021



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CHAPTER I

INTRODUCTION

A. Background of the Study

In this era, language is one of important tools of communication that is used to convey the message or the intent that the transmitter wants to say to the listener or receiver. Someone's ability to use good language is can added the value for that person. Language is considered to be a system of communication that using symbols and words in expressing a meaning, using sound, idea or thought.¹ Language is used by many people in the world as their aids in greeting to other people. According to Halliday, language is in the first instance a resource for making meaning.² Harmer and Pourhosein Gilakjani in Leong & Ahmadi, they said that we are all as human being has a complex process in human communication. A person needs communication if we want to say something to other people. A speaker says something related with the goals that the speaker has to deliver in listener. Speaker and receiver can use language for their necessity in daily life.³

Various kinds of languages that can be used to communicate around the world, one of them is English. English is a crucial part in educational activities. Most of student giving their attention to get the knowledge from school or college

¹ Sholihatul Hamidah Daulay. 2019. *Language and Society*. Medan: LPPI. P. 9

² M.A.K. Halliday. 2014. *Introduction to Functional Grammar (4th Edition)*. New York: Routledge. P.3

³ Lai Mei Leong & Seyedeh Masoumeh Ahmadi. *An Analysis of Factors Influencing Learners' English Speaking Skill*. DOI. 1018869 p.34-41

that English is a mean of a teaching. The position of English in many countries is as a foreign language, including in Indonesia. English is used as an international language which makes it easier for many people to communicate at the international level. Through international language, more people can easily communicate with other people even though they have different countries. This thing very beneficial because each other can understand the meaning of what the other person is talking about.

According to Penny, speaking is the most important in English learning. Speaking skill will give people ease to communicate. On the other hand, speaking ability is showing that the people can speak as good as in a language.⁴ Prophet Muhammad SAW said that:⁵

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيُكَلِّمْ خَيْرًا أَوْ لِيصْمِتْ

The meaning:

“Whoever believes in Allah and the Last Day then he should speak good or (if he can’t) he should be silent. (HR. Bukhari and Muslim)”

Speaking English is an activity that many people done, whether it at school, at university, at office, at home, or others. Speaking English can not be able to do if someone does not have the courage to say what he/she is feeling. Speaking English skill becomes a means of connecting language from one person to another. Speaking English can makes access a lot easier if someone is able to master the English language.

⁴ Ur Penny. 1991. *A Course in Language Teaching (Practice and Theory)*. Cambridge: Cambridge University Press. P.120

⁵ Hadits Arba'in

According to Bahadorfar and Omidvar, there are several reasons why speaking must be mastered by English learners. First reason because speaking is most crucial part in learning and teaching English. Second, for language learners very important in mastered speaking. Third reason is speaking is instrument that be used in evaluate the ability of foreign or second language learners.⁶

According to Daulay, students can make mistakes in deliver their ideas in speaking English in teaching learning process.⁷ Speaking in English learning has become an important topic to discuss. The better a person's speaking ability, the better the person's ability to communicate orally. Furthermore, the first grade students at senior high school should capable in speaking English, at least in daily conversation. Unfortunately, there are still many people or students who do not dare to speak English. This is because they are still shy in speaking English. This case also happened to students at SMA Swasta Nurul Iman Tanjung Morawa. Through preliminary observations made by the researcher at the school, the researcher conducted a brief interview with the English teacher at the school and the teacher said that there were still so many students who did not dare to speak English. They are embarrassed when the teacher asked them to speak in English and avoid it. To solve it, the researcher wants to do a research so that can find the problems and the causes of students' difficulties in speaking English.

⁶ Maryam Bahadovar & Reza Omidvar. 2014. *Technology in Teaching Speaking Skill*. Research Scholar, Department of Linguistics, KIKS, University of Mysore (India). *Acme International Journal of Multidisciplinary Research*. Vol II, Issue IV April.

⁷ Sholihatul Hamidah Daulay, et al. 2018. *Ice Breaker: A Strategy to Enhance Student's Ability in Speaking at Islamic Junior High School of Sawit Seberang, Langkat Regency*. Vol. 8, Issue 1, April. P. 359-365.

According to Cresswell, in a research we need a problem which is used as a basis for developing a study and can be used as a reference for further researcher to develop previous research, in this case also can be a gap for a research that doing by a researcher.⁸ Moreover, the gap in a research is needed to determine whether in the research has the crucial things or not.

The researcher finds that preliminary research that related in this research. According to Rahayu, the students' difficulties faced in speaking English include afraid in making mistake, pronunciation error, lack in understanding grammatical, lack in vocabulary, loss interesting in study, minimum opportunities, mother tongue or dialect, seldom practice, and not discipline.⁹ The other researcher found that the students' problem in speaking are having a lack of vocabulary, not confident, not being used in talking in front of the class, and difficulties in expressing words or sentences.¹⁰

Furthermore, the researcher wants to develop the previous research in the same problems. Through preliminary research, the researcher known that there are still problems that must be found what the answer.

From the preliminary research above, the research only focussed in the problem or the difficulties that faced by the students in speaking English, the research not give the cause why the students can have the problem. Based on the background, the researcher will conduct the research with the title *An Analysis of*

⁸ J. W. Cresswell. 2012. *Educational Research Planning, Conducting and Evaluating Quantitative and qualitative Research*. Boston: Pearson.

⁹ Natalia Rahayu. 2015. *An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School*. Cirebon: IAIN Cirebon. P.88

¹⁰ Hendra Heriansyah. 2012. *Speaking Problems Faced by the English Department Students of Syiah Kuala University*. Vol. 6 No. 1. P.37-44

Students' Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa.

B. Formulation of the Problem

Based on the background of the study above, the researcher wants try to find students' difficulties in speaking English of SMA Swasta Nurul Iman Tanjung Morawa.

1. What are the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa?
2. What are the causes of the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa?
3. How to solve the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa?

C. Objective of the Study

Based on the formulation of the problem above, the objective of the study are:

1. To know the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa.
2. To know the causes of the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa.
3. To know how to solve the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa.

D. The Significant of the Study

1. Scientific Significance

- a. The result of the study can be used for literature review.
- b. The study can be used as reference for other researcher to develop their research.

2. Practical Significance

- a. For students

This study is expected to help the students to know their problems in speaking English especially in eleventh grade of SMA Swasta Nurul Iman Tanjung Morawa.

- b. For teacher

The result of this study is expected can be used as evaluate and help the teacher to know the students' difficulties in speaking English and the causing of it.

- c. For researcher

This study hoped that can be useful to help the other researcher to improve their research better.

E. Limitation of the Study

Based on explanation above, the researcher only focused to discuss students' difficulties and the causing of students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Speaking

According to Harmer, speaking is the ability of people to speak fluently and can deliverde they are feelings to other people, the ability not only in knowledge of language features but also the people have ability to process language and information.¹¹ Likewise with Mackey, he said that speaking is an activity to express something that is not only concerned with rhythm and intonation, but also an activity to convey information accurately and can be easily understood by others.¹²

Also according to Cooper, speaking is an ability that can train one's productivity because through speaking, the person is able to use their speech organ to work, such as the brain to think.¹³ The ability to speak itself can also provide positive activities, because through speaking a person can convey what he/she feels. Good speaking skills will also make our interlocutors enthusiastic in responding to what we are talking about.

Based on the theories above, can be concluded that speaking is an ability of someone who is give positive effect to increase good speaking skill. Speaking not only about rhythm and intonation, but also how we delivered our feelings or

¹¹ Jeremy Harmer. 2007. *The Practice of English Language Teaching (4th Edition)*. Perason Longman. P.45

¹² William F. Mackey. 2007. *Language Teaching Analysis*. London: Longman Green and Co. p.3

¹³ M. James Cooper. 2010. *Classroom Teaching Skills*. Belmont: Wadsworth Cengage Learning. P.88

something to other people and convey the right meaning. In speaking, if someone wants to be listened or be responded with interlocutor, contents or words that used must included good manner.

Allah SWT told in the Quran in Surah Al-Baqarah verse 83:¹⁴

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَائِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَىٰ
وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا
قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ

“And (recall) when We took the covenant from the Children of Israel, (enjoining upon them), ‘Do not worship except Allah; and to parents do good and to relatives, orphans, and the needy. And speak to people good (words) and establish prayer and give zakah.’ Then you turned away, except a few of you, and you were refusing.” (Q.S Al-Baqarah: 83)

Based on the verse above, if someone wants to speak with other people, he/she must speak kindly, politely, and use good words. It will make the other person is not offended by what speaker says. By choosing good words, the speaker will also find the easier to convey their feelings and the listeners will enjoy to responding the topic.

2. Function of Speaking

Speaking is one of English skill which functions to convey any information, messages, or tools to communicate between the speaker and the

¹⁴ Mustafa Khattab, *the clear Quran*

listener. Many things can be expressed when someone is talking, for example the speaker wants to tell the listener new information. Allah SWT told in the Quran in surah Al-Ahzab verse 70-71.

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا يُصْلِحْ لَكُمْ أَعْمَالَكُمْ وَيَغْفِرْ لَكُمْ

ذُنُوبَكُمْ ۗ وَمَنْ يُطِيعِ اللَّهَ وَرَسُولَهُ فَقَدْ فَازَ فَوْزًا عَظِيمًا

“O you who have believed, fear Allah and speak words of appropriate justice. He will (then) amend for you your deeds and forgive you sins. And whoever obeys Allah and His messenger has certainly attained a great attainment.’
(Q.S. Al-Ahzab: 70-71)

Furthermore, in speaking itself, it is certain between the speaker and the listener to exchange ideas to respond what the other person is try to deliver. Because, the important function of speaking is to exchange information from one person to another. There are three functions of speaking, namely talk as interaction, talk as transaction, and talk as performance.¹⁵

a. Talk as interaction

Talk as interaction usually carried out between one person to another as a social function. For example, when we meet people we know somewhere, surely we will greet them even if it is just exchanging greetings. It is basic manner that must practice to stay on good terms with the people they meet in daily life.

b. Talk as transaction

¹⁵ Jack C. Richards. 2008. *Teaching Listening and Speaking*. New York: Cambridge University Press. P.21

Talk as transaction focus on what someone said or did. The main purpose of talk as transaction is to deliver information or ideas accurately and clearly so that the interlocuter can easily understand what the speaker try to say to the listener. However, talk as transaction also should prioritize how the listener can understand what the speaker means.

c. Talk as performance

Talk as performance actually has function as transmit information, or refers as public talk. This type usually done before listener or audience saying. Talk as performace called by public talk because this type which can usefully be distinguished between others. This type such as give speeches, announcements, and another.

3. The Component of Speaking

In speaking, the students still not easy to expressed their feelings orally. From that, the students need some aspects that can help them to increase their speaking ability. According to Brown, there are some aspects that should be recognized in learning speaking.¹⁶

a. Pronunciation

According to Gilakjani, pronunciation is a rhythm, intonation, and stress to producing sounds.¹⁷ Besides that, according Dalton in Hasan, he stated that prunciation is the production of sounds that play an important role in

¹⁶ H. Douglas Brown. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersery: Prentice Hall Regents. P.168

¹⁷ A. P. Gilakjani. 2012. A Study of Factors Affecting EFL Learners's English Pronunciation Learning and the Strategies for Instructions. *International Journal of Humanities and Social Science*. 2(3). P.119

conveying the tone of voice and how people expressed the feelings in speaking.¹⁸

b. Grammar

According to Hirai, grammar is the way to produce a sentence and make good language.¹⁹ While, according to Crystal, grammar is people's way to expressed their feelings through the correct structural of language.²⁰

c. Vocabulary

Vocabulary is words that person master in a language. More words that person know, it will be better to make he/she in communication in foreign language.²¹

d. Fluency

Fluency is measuring tool used to see a person's ability to speak. Fluency in speaking is considered as good, if someone is able to speak quickly and confidently without neglecting the meaning.²²

e. Comprehension

Comprehension is a skill that has in analyzing news, and can formulate the representations the meaning of sentence. It means that someone can

¹⁸ E. Hassan. 2014. Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology. *Canadian Center of Science and Education*, 4(4), p.33-36

¹⁹ Hirai D. L. C. 2010. *Academic Language Literacy Strategies for Adolescents: A "How To" Manual for Educations*. London: Routledge.

²⁰ David Crystal. 2004. *The Language Revolution*. Malden, MA: Polity Press. P. 128

²¹ Jackson. 2002. *Words, Meaning, and Vocabulary: An Introduction to Modern Lexicology*. P. 202

²² David Nunan. 2003. *Practical English Language Teaching*. New York: McGraw Hill. Companies. P. 55

automatically understand about what the speaker says in oral communication.²³

4. The Characteristic of Successful Speaking Activity

In some cases, spoken English is a difficult thing to do. However, to make the students carry out in speaking successfully, the students need to fulfill the characteristics of successful speaking activity.²⁴

a. Students speaking more

To make students more active in speaking, a teacher must give more time to listen to his/her students. It would be more effective than just the teacher that only speaking without giving students the opportunity to ask questions or provide responses.

b. Balance participation

In teaching and learning activities, every student must be given the same opportunity to speak to deliver their opinions about the subject matter being discussed. The teacher must be fair in providing opportunities, so that each student can increase their speaking English skill.

c. High motivation

The student will be more active during teaching and learning activities in the classroom are fun and make them have a role in the class. How the way the teacher when teach the students is also very important to build high motivation from students itself.

²³ H. Douglas Brown. 2007. *Language Assessment, Principles and Classroom Practice*. San Fransisco: Longman. P. 226

²⁴ *Ibid.* p. 270

d. Language is at an acceptable level

In this case, a teacher must be able to provide understanding to students so that they are able to convey information, responses, or ideas in clear language and can be understood by other students.

Based on the explanation above, a teacher must be able to provide an atmosphere and new learning methods that can make students interested in participating in teaching and learning activities. The role of the teacher is also important in providing motivation to students through learning methods that make students want to follow the lesson until it is finished. Good delivery from a teacher will be understandable to students and it will make them faster in improving their speaking English ability.

5. Principles of English Speaking Skill

The principle of English speaking skill is the important key to makes the students interested in the class. This way will makes something new and makes the students enjoying to follow the speaking class. According to Bailey, there are five principles in teaching English speaking skill.²⁵

a. Knowing the differences between learning in second language and learning in international context

Basically, the students must know and learn speaking skill for the two contexts, namely are learning in second language and learning in international context. In second language learning, the students must make this one as

²⁵ Kathleen M. Bailey. 2005. *Practical English Language Teaching*. New York: Mc. Graw-Hill. P. 7

target of language communication in society. Furthermore, learning speaking in international context is not for social communication society, but the students will use this context when they will communicate for international activities.

- b. The students can focus in fluency and accuracy

Fluency and accuracy itself are important for students to help them when they are speaking naturally, confidently, and quickly with few redundancies, lack of words, blank memories or etc.

- c. The teacher can support their students to have chance of using group discussion or pair discussion

If the students have group discussion or pair discussion to discuss their speaking's problem in the class, the students can easier to increase their speaking skill through their group or pair discussion.

- d. Knowing the task of speaking planning by negotiation for meaning

In speaking, communication progress is one of the targets that the students must have action in interactions with other person as their interlocutor. The students can know the understanding language actually is it from interaction that has meaning. Through clarifying and confirming, the students will understand other person talks.

- e. Every class activity has been designed as an effort by the teacher to guide students to interact

It means that a teacher must be able to design an activity that makes students interact with other people in the classroom activity. In interacting, the

students must know about interactional speech and transactional speech. Interactional speech is communication that purposed for social communication, while transactional speech is used to communicate for something new that someone wants to know include gives and takes.

6. The Factors of the Difficulties of Speaking

According to Brown, there are some difficulties in speaking English, namely:²⁶

a. Clustering

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

b. Redundancy

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

c. Reduced forms

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

²⁶ H. Douglas Brown. *Op. Cit.* p. 270-271

d. Performance variables

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

e. Colloquial language

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

f. Rate of delivery

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

g. Stress, rhythm, and intonation

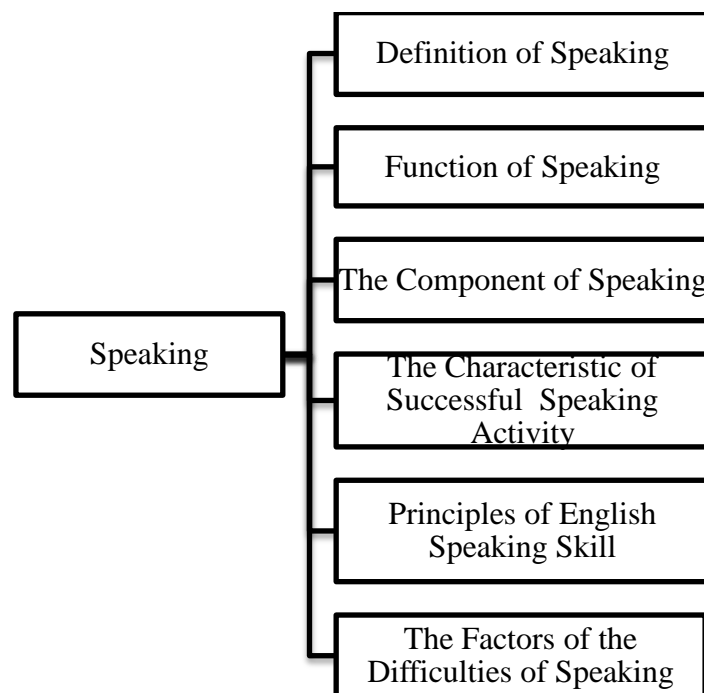
Sometimes, the student has a difficult in this case. Stress, rhythm, and intonation actually give the effect when someone speaks. The three of them, show the fluent or not in speaking English.

h. Interaction

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

From the explanation above, the researcher make it easy in figure following below.

Figure 2.1 Theoretical Framework of Speaking



B. Previous of Study

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

1. Nanda Aldila Sari (2017) with the title “Students’ Difficulties in Speaking Skill at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017”. The purpose of this research is to explain the students’ difficulties in speaking. Method that used in this research is descriptive qualitative. Furthermore, the researcher used observation and interviewas research instrument for her study. The result of the study are every student has difficulties in speaking, the students lost their

motivation, problem with their mother tongue, and problem from their personality.

2. Natalia Rahayu (2015) with the title “An Analysis of Students’ Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School”. The purposed of the study is tried to found the difficulties of students’ speaking English daily language of Husnul Khotimah Islamic Boarding School. The researcher used descriptive research in her research and used purpose random sampling as the sampling technique. The researcher used interview and observation as the research instrument in her research. The result of the research is the researcher found that the students had many problems in speaking that comes from internal and external factors, the students lack of vocabulary, not discipline, and many grammatical errors.
3. J. M. Saputra (2020) with the title “An Analysis the Difficulties Factors of Students’ Speaking Performance at the Ninth Grade of Islamic Junior High School Masmur Pekan Baru”. The purposed of this research is to found out the students’ difficulties factors in speaking performance at ninth grade of Islamic Junior High School Masmur Pekan Baru. The researcher used quantitative research for his method, and the researcher used cluster random sampling technique. The researcher used questionnaire to collect the data. The result of this research are the researcher found that students were inhibition, students not confident to say, students still lack in participation, and the students most used mother tongue.

4. Siti Ratna Ayu (2018) with the title “An Analysis of the Students’ Problem in Learning Speaking at the first Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in the Academic Year 2018”. The purposed of the study is the researcher wanted to know the problem in learning speaking at the first semester of the eleventh grade of SMKN 6 Bandar Lampung. The researcher used qualitative research method and used purposive sampling technique in her study. The researcher used observation and questionnaire to collecting the data. The result from this research are the students still lack in vocabulary, the students do not know the aspect of language, limited the grammatical, and minimum opportunities.
5. Hendra Heriansyah (2012) with the title “Speaking Problems Faced by the English Department Students of Syiah Kuala University”. The purposed of this research is to discuss the difficulties in learning speaking in English student department of Syiah Kuala University. The researcher was used descriptive qualitative research. The researcher used interview and observation as instrument in his study. The results of this research are lack of vocabulary and the students afraid to makes mistakes.
6. Nurhadiah Fitri (2019) with the title “An Analysis on Students’ Difficulties in Speaking English at Islamic Senior High School Kotabaru Seberida”. The purposed of this research is the researcher wanted to know the students’ difficulties in speaking English at Islamic Senior High School Kotabaru Seberida. The reseracher used quantitative descriptive study and

used total sampling in her study. The researcher used questionnaire to collecting the data. The results of this research are the average value of students' in academic and conversational in English, lack of speaking opportunity, and negative effect value.

7. Samira al Hosni (2014) with the title "Speaking Difficulties Encountered by Young Learners". The purposed of this research is the researcher wanted to know the students' difficulties encountered in grade five students. The researcher used qualitative method. Furthermore, the researcher was used interview and observation to collecting the data. From the research, the researcher found that speaking difficulties encountered by the students, the students still difficult to use ither language except their mother tongue, and the students was inhibition.
8. Zhengdong Gan (2013) with the title "Understanding English Speaking Difficulties: an Investigation of Two Chinese Population". The purposed of the study is to observ the difficulties in speaking English by two Chinese populations in one group of university from Mainland China and another one from university of Hongkong. The researcher used quantitative as method and the researcher used questionnaire to collecting the data. The results of this study are the student still minimum opportunities to speak English in oral communication and the students' pronunciation still less.
9. Ahmed Maher Mahmoud al Nakhalah (2016) with the title "Problems and Difficulties of Speaking that Encounter English Language Students' al

Quds Open University". The purposed of this research is the researcher wanted to exploring the students' difficulties in al Quds Open University. The researcher used experimental method to analyzong the data and used interview as instrument. The results of this research are the students still lack of confidence and .afraid to make mistakes.

CHAPTER III

METHODOLOGY

A. Research Setting

This research was conducted at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa, which is located on Jalan Pasar XIII Desa Limau Manis, Deli Serdang, Sumatera Utara, 20362.

B. Research Design

The researcher used qualitative method in this research. According to Tracy, qualitative research method focuses on the thick description of context and often emerges from situated problems in the field.²⁷ Based on McMillan and Schumacher, they stated that qualitative research method analyzes and describes how are perceptions, beliefs, actions, and thoughts of individual and collective social.²⁸ This method also called as an artistic method, it is because the process of research is more of a nature art (less patterned), and it is called an interpretative method because the data of research is more concerned with the interpretation of data that found in the field.²⁹

²⁷ Sarah J. Tracy. 2013. *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. West Sussex, UK: Wiley-Blackwell. P. 21

²⁸ James H. McMillan and Sally Schumacher. 2001. *Research in Education: A Conceptual Introduction*. New York: Longman. P. 395

²⁹ Sugiyono. 2013. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. P. 7

Based on the explanation above, the researcher used qualitative research method to know the students' difficulties in speaking English and the cause of the problem that has of the students.

C. Research Subject

In this research, the researcher was used purposive sampling technique. According to Lodico, the purpose of purposive sampling technique is to select the person, the participants, or other details information.³⁰ The election of subject in purposive sampling technique is based on the specific characteristics that are considered to have relation with research needs. The researcher was chose the subjects from X-IIS 3 that consists 10 students of SMA Swasta Nurul Iman Tanjung Morawa because the researcher wants to know their difficulties in speaking English.

D. Technique of Collecting the Data

According to Sugiyono, he stated that the main step of qualitative research method is the technique of collecting data.³¹ In this research, the researcher will collect the data use observation, interview, and questionnaire.

1. Observation

Sarwono stated that the thing that can support the the research is observation, because observation is object in view, systematically can

³⁰ M. G. Lodico. 2010. *Methods in Educational Research (2nd ed)*. US: A Willey Imprint. P. 134

³¹ *Ibid.* p. 208

record what is happened, behavioral, and another thing systematically.³²

During the research, the research was be one of part in the class that was observed the condition and learning process, and also the researcher will not teach directly. The researcher was observed the class to know the students' difficulties in speaking and the cause that faced by the students.

2. Interview

Meeting of two people or more that perhaps to share information, idea, and so on through the talking and reponses is called as interview.³³

The researcher was used interview because the researcher wants to know the deeper information from informants about situation that can be analyze through observation.

3. Questionnaire

Questionnaire is technique to collecting the data that use to gain the information for informant or respondent through answer the question.³⁴

The questionnaire was use as document that consists of the questions for all samples in a research. The informant was filled the questionnaire relate with instructions that give by the researcher. The researcher gave 15 statements in questionnaire sheet. The questionnaire used Likert Scale that was categorized into Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

³² Jonathan Sarwono. 2006. *Metode Penelitian Kuantitatif & Kualitatif*. Yogyakarta: Graha Ilmu. P. 224

³³ *Ibid.* p. 231

³⁴ Sugiyono, *Op. Cit.* p. 199

The researcher was used the specific indicators in questionnaire as a table below:

Table 3.1 Indicators of Speaking

No.	Aspect	Indicators	Number of Items
1.	Students' difficulties in speaking English	a. Grammar b. Fluency c. Pronunciation d. Vocabulary	5, 6, 14 7 8 15
2.	Cause of students' difficulties in speaking English	a. Lack of confidence b. Anxiety c. Shyness d. Lack of motivation	1, 2 3, 4, 9 10 11, 12, 13

E. Technique of Analyzing the Data

In analyzing the data using Miles and Huberman method, the steps are:³⁵

1. Data Reduction

The amount of data obtained from the field is quite a lot, for this reason, the researcher should be noted carefully and in detail. As already explained, it is getting longer the researcher in the field, the amount of data will be more numerous, complex, and complicated. Furthermore, it is necessary to immediately analyze the data through data reduction.

³⁵ *Ibid.* p. 246

Reducing data means summarizing, choosing the main things, focus on important things, look for themes and patterns. With thus, the data that has been reduced will provide a more detailed picture clear, and make it easier for the researcher to collect the data, and search for it when necessary. Data reduction can helped with electronic equipment such as a mini computer by delivering code on certain aspects.³⁶ In this research, the researcher will use observation, interview, and questionnaire to collect the data.

2. Data Display

After the data has passed phased of reduction, the next step is displaying the data. In qualitative method, data display can be done in form brief descriptions, charts, relationships between categories, flowcharts and so on. The one most frequently used to present data in qualitative research is a text like narrative text. By displaying the data, it will be easier to do understand what is the happen, plan the next work based on what has been understood. Furthermore, it is suggested in displaying data, apart from a text like narrative text, it can be also be graphs, matrices, network, and charts.³⁷ In this research, the researcher was presenced the data from the students' difficulties in speaking skill and the cause of it.

3. Conclusion Drawing/Verification

The third step in qualitative data analysis according to Miles and Huberman is conclusion and verification. The initial conclusions were stated that it is still temporary, and will change if not found strong

³⁶ *Ibid.* p. 247

³⁷ *Ibid.* p. 249

supporting evidence at the collection stage next data. But, if the conclusions are put forward at that stage preliminary, supported by valid and consistent evidence at the time of the researcher back to the field of collecting data, then that conclusion presented is a credible conclusion. The conclusion in qualitative research is a finding a new one that had never existed before. Findings can be descriptions or a depiction of an object that was previously dim or dark, so that after investigating it becomes clear, it can be a causal relationship or interactive, hypothesis or theory.³⁸ In this research, the researcher was given the result of the research based on the problems statements that get from the analysis.

F. Trustworthiness

In qualitative research method, this method uses some methodologies to get accurate data. Good data it is mean valid data, to make the data valid, the researcher use triangulation. The technique that use in this research to improve the validity of the data is triangulation. In this research, the researcher was used triangulation of methodology. In triangulation of methodology, the researcher will use three of data collecting technique; those are observation, interview, and questionnaire. The observation only focus on students' activities learning in speaking English in the class. Meanwhile, interview and questionnaire are the data to gain the deeper information and to support the data from observation.

³⁸ *Ibid.* p. 252

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

After doing research, the researcher describes the results of research to answer the research questions. The research findings have been concluded from the observation, interview, and also questionnaire.

1. The Result of Observation

The researcher has conducted the observation three times, namely on Tuesday, 7th September, 14th September and 21st September 2021. During the observation, the researcher found the following results.

a. Observation I

In first observation, the researcher was conducted on Tuesday, 7th September 2021. The students always start the study with read Al-quran for 15 minutes. After read al-quran, teacher will start the lesson.

In this meeting, topic of the lesson was *Pronoun*. The teacher asked to the students, “*Apa itu pronoun?*” and the students answered together, “*Tidak tahu, Bu.*” After that, the teacher gives the explanation about pronoun. Then, the teacher asked to the students to give example about pronoun and make it in front of the class. Some of the student said, “*Bu, malu kalau harus ngomong di depan. Nggak bisa ngucapinnya, Bu. Susah.*” The teacher said, “*Gapapa, kita sama-sama belajar, nak.*”

Finally, the other student came in front of the class and gives the example of pronoun. “*This book is she pen*”, he said. “*Maaf ya, Bu, masih salah kayaknya*” he continued. The teacher said, “*Give applause.*” Then, the teacher gives the feedback for her students’ example that there was error grammatical in his sentence. Suddenly, the bell was ringing, and the lesson is closed by saying *hamdallah*.

b. Observation II

On Tuesday, 14th September 2021, the researcher was done observation. In this meeting, the topic of the lesson was still about *pronoun*. As usual, before start the lesson, the students will read al-quran in the first. After that, the teacher called number of absent of students and the teacher continued open the lesson with asked the condition about her students. The teacher continued her explanation about *pronoun* and invited the students to follow her sentence.

After the teacher gave the explanation, the teacher asked to the students to make a group, every group only consist 2 persons and the students must make conversation. In the conversation, the students must included their topic, namely *pronoun*. Futhermore, the students will make dialogue in front of the class. After 20 minutes, the teacher asked to the students to come forward and make dialogue.

“*Bu, kalau salah gapapa ya, Bu.*” Said the student.

“*Bu, nggak tau cara mengucapkannya. Takut salah.*” Continued other students.

“*It’s okay, dear. Nanti kalau salah, Ibu bantu benerin.*” The teacher said.

The students come in front of the class group by group for make their dialogue. The other student in their chair give attention to their friends who making the dialogue. After all group have done, the teacher giving applause and giving feedback to the students. Then, the bell was ringing and the lesson was closed.

c. Observation III

This meeting was hold on Tuesday, 21st September 2021. The lesson about *Expression of Compliments*. The students read al-quran before they started the lesson. The teacher called the number of absent after the students finished read al-quran.

The teacher was giving explanation about the lesson, the students give attention and very serious to listening the explanation. The teacher always asked to the students to make sure their enthusiasm in the lesson. After gave the explanation, the teacher asked to the students to mention the example of *Expression of Compliments*. Then, the students try to give the example.

“*Jangan diketawain ya, Bu.*” The student said.

“*Susah kali, Bu, ngucapinnya.*” Continued the others.

“*Pelan-pelan aja ya biar mudah ngucapinnya, nak.*” Said the teacher.

The students one by one gave their example and the teacher helped them to make a sentence. Suddenly, the bell was rang, the lesson must be closed and they said *hamdallah*.

2. The Result of Interview

The researcher was done interview to support the observation. The interview has been conducted to 10 students who have been selected by the researcher based on the criteria needed for the research. There were 10 questions that researcher has done ask to the students. The table below is the result of the interview.

Table 4.1 The Interview Result

Informants	Informants' Answers
Informant 1	English is scary, not interest in speaking English, difficult in pronunciation, the teacher less feedback, not taking English classes outside of school, condition of class must funny.
Informant 2	English is difficult, English class is bored, rare to speaking English, shy to speaking English, not confident, the teacher less good in teaching English, learning speaking English through games, the teacher and friends must have same frequency.
Informant 3	English class is very scary, afraid to speaking English, less interest in speaking English class, difficult in pronunciation, not confident to speaking English, shy to speaking English, not taking English classes outside the class, the teacher must be patience.

Informant 4	English class is bored, not confidence, not interest in speaking English, afraid in pronunciation and grammar, afraid to try speaking English, not join English classes outside of the school, strategy that used in the class must new.
Informant 5	English class is scary, less interest in speaking English, less knowledge about English such as grammar and tenses, shy and not confident, the teacher must give extra information about speaking and teaching more.
Informant 6	English class is confusing, less interest in speaking English, afraid to speaking English, shy if speaking in front of class, condition of class must condusive.
Informant 7	English class is not funny, speaking class is difficult, writing and reading are different, confused in grammar such as tenses, friends always bullying, the teacher must be firm.
Informant 8	Not interest in English class, difficult to speaking English, difficult to memorize vocabulary, the teacher less give feedback, condition of class must quiet.
Informant 9	English class is scary, difficult to pronunciation, afraid make mistakes, shy when speaking English, never speaking English outside the class, less motivation to speaking English.
Informant 10	English class is confusing, do not understand what other people say in speaking English, difficult in pronunciation and vocabulary, the teacher must use new strategy in teaching speaking class.

Based on the table above, the the researcher found that the students had many difficulties in speaking English. The students are very afraid when

in English class and fear when the teacher asks them to speak in English. The students have perceptions that English class is difficult and very scary. Their feelings are when speaking in English will bad and their friends are laughing.

In speaking English, the students also difficult to mastered in grammar and pronunciation. These problems become serious thing and always block the students to fluent in speaking English. Almost every student have same difficulties in speaking English, the students need new strategy or different atmosphere when learning speaking English.

Furthermore, the students must always give motivation to learn speaking English. The teacher as a role model play an important role in supporting the students to helped them to increase speaking skill during in the class. Moreover, condition of the class also has an important point to support the students so that the students feeling comfort in learning speaking English.

3. The Result of Questionnaire

After has done observation and interview, the researcher used questionnaire to support the data. The questionnaire result has be listed in the table below.

Table 4.2 The Result of Questionnaire

Name	Number of Question														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MIA	A	D	A	A	A	D	A	SA	SD	A	D	SA	SD	SA	SD
MS	A	D	A	A	A	D	D	D	D	A	D	A	A	A	A
S	A	D	A	D	A	D	A	SA	SD	A	SA	SA	SD	SA	SD
MAA	A	D	A	A	D	A	D	A	D	D	D	D	A	A	D

FH	A	SD	A	D	A	D	A	SA	A	A	D	A	A	A	D
MRA	A	D	A	A	A	SA	A	D	A	D	D	D	D	A	A
RF	A	SD	A	D	D	A	D	A	A	A	D	A	A	SA	D
AI	A	SD	A	D	A	D	A	A	A	A	D	A	A	A	A
S	D	A	SA	A	A	D	A	SD	D	A	D	A	D	A	SD
MK	A	D	A	D	D	A	A	SA	SD	A	D	SA	SD	SA	SD

SA: Strongly Agree

D : Disagree

A : Agree

SD: Strongly Disagree

Based on the table, the researcher makes table on percentage to know the result of questionnaire as followed the table below.

Table 4.3 The Percentage of Questionnaire Result

Number of Question	The Percentage of Questionnaire Result			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1	0%	90%	10%	0%
2	0%	10%	60%	30%
3	10%	90%	0%	0%
4	0%	50%	50%	0%
5	0%	70%	30%	0%
6	10%	30%	60%	0%
7	0%	70%	30%	0%
8	40%	20%	30%	10%
9	0%	40%	30%	30%
10	0%	80%	20%	0%
11	10%	0%	90%	0%
12	30%	50%	20%	0%
13	0%	50%	20%	30%
14	40%	60%	0%	0%
15	0%	30%	30%	40%

Based on the percentage of questionnaire result above, in number of question number 1, respondent who choose strongly agree as many as 0%, option

agree as many as 90%, option disagree as many as 10%, and option strongly agree as many as 0%. It means that the respondent mostly choose option agree as many as 90%.

Question number 2, respondent who choose option strongly agree as many as 0%, option agree as many as 10%, option disagree as many as 60% and option strongly disagree as many as 30%. It can be concluded that the most option that choose by respondent is option agree as many as 60% and the less option that choose by respondent is option strongly agree as many as 0%.

Question number 3, respondent who choose strongly agree as many as 10%, option agree as many as 90%, option disagree as many as 0%, and option strongly disagree as many as 0%. It means that option agree has highest percentage with 90% and option disagree also strongly disagree have lowest percentage with 0%.

Question number 4, respondent who choose option strongly agree as many as 0%, option agree as many as 50%, option disagree as many as 50%, and option strongly disagree as many as 0%. It means that option agree and disagree have same percentage with 50% and option strongly agree and strongly disagree have percentage 0%.

Question number 5, respondent who choose option strongly agree as many as 0%, option agree as many as 70%, option disagree as many as 30%, and option strongly disagree as many as 0%. It can be concluded that respondent most choose option agree with percentage 70% and.

Question number 6, respondent who choose option strongly agree as many as 10%, option agree as many as 30%, option disagree as many as 60%, and option strongly disagree as many as 0%. It be concluded that option disagree has highest percentage as many as 60% and option strongly disagree has lowest percentage as many as 0%.

Question number 7, respondent who choose option strongly agree as many as 0%, option agree as many as 70%, option disagree as many as 30%, and option strongly disagree as many as 0%. It can be concluded that option agree the most option that choose by respondent with percentage 70%, while option strongly agree and strongly disagree have percentage 0%.

Question number 8, respondent who choose option strongly agree as many as 40%, option agree as many as 20%, option disagree as many as 30%, and option strongly disagree as many as 10%. It means that the most option that choose by respondent is strongly agree as many as 40% and option strongly disagree was option that the least chosen with percentage 10%.

Question number 9, respondent who choose option strongly agree as many as 0%, option agree as many as 40%, option disagree as many as 30%, and option strongly disagree as many as 30%. It means that the respondent dominant choose option agree with percentage 40% and option strongly agree was the least chosen with percentage 0%.

Question number 10, respondent who choose option strongly agree as many as 0%, option agree as many as 80%, option disagree as many as 20%, and option strongly disagree as many as 0%. It means that the highest percentage is

option agree with percentage 80% and the lowest percentage is option strongly agree and strongly disagree with percentage 0%.

Question number 11, respondent who choose option strongly agree as many as 10%, option agree as many as 0%, option disagree as many as 90%, and option strongly disagree as many as 0%. It means that option disagree has highest percentage as many as 90% and option agree also strongly disagree have percentage 0%.

Question number 12, respondent who choose option strongly agree as many as 30%, option agree as many as 50%, option disagree as many as 20%, and option strongly disagree as many as 0%. It can be concluded that option agree has highest percentage as many as 50% and option strongly disagree has lowest percentage with 0%.

Question number 13, respondent who choose option strongly agree as many as 0%, option agree as many as 50%, option disagree as many as 20%, and option strongly disagree as many as 30%. It means that respondent dominant choose option agree with percentage 50% and option strongly agree was not choose by respondent with percentage 0%.

Question number 14, respondent who choose option strongly agree as many as 40%, option agree as many as 60%, option disagree as many as 0%, and option strongly disagree as many as 0%. It can be concluded that respondent dominant choose option agree with percentage 60% and option strongly disagree was not choose by respondent.

Question number 15, respondent who choose option strongly agree as many as 0%, option agree as many as 30%, option disagree as many as 30% and option strongly disagree as many as 40%. It can be concluded that option the most choose by respondent was strongly disagree with percentage 40% and option strongly agree was not choose by respondent with percentage 0%.

B. Discussion

In this part, the researcher will discuss about finding of the research. The discussion is aim to answer formulation problems of this research, namely 1) *What are the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa?* 2) *What are the causes of the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa?* 3) *How to solve the students' difficulties in speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa?*

1. The Students' Difficulties In Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa

Based on findings in this research, the researcher found that almost every informant in the research has the same difficulties in speaking English. In observation I until III, the student always afraid to try speaking English. The example like the statements below.

Informant 1: *“Difficult in pronunciation, the teacher less feedback, not taking English classes outside of school.”*

Informant 5: *“Less knowledge about English such as grammar and tenses.”*

Informant 7: *“Writing and reading are different, confused in grammar such as tenses, friends always bullying.”*

Informant 8: *“Difficult to memorize vocabulary, the teacher less give feedback.”*

From the statements or words of the students above, the researcher can know that the students have difficulties in speaking English. The difficulties source from the internal of the students itself. The students' difficulties based on the observation above were the students still afraid to speak in English, the students shy if their pronunciation wrong when their speak English.

Furthermore, the result of questionnaire also explained that the students have the difficulties in grammar and vocabulary. It can be saw in statement number 5 and 14, the percentage shown that as many as 70% and 60% of the students have a difficulties in grammar and vocabulary.

2. The Causes of the Students' Difficulties In Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa

The causes of students' difficulties in speaking English actually can source from internal and external the students itself, it depends on how the way of the students' perception about English. Such as in the finding in part of the result of questionnaire, the researcher found that the cause of the students' difficulties can become serious thing and very important for the teacher to know it. The example like statement below.

“Bu, malu kalau harus ngomong di depan. Nggak bisa ngucapinnya, Bu. Susah.”

”Maaf ya, Bu, masih salah kayaknya”

“Bu, nggak tau cara mengucapkannya. Takut salah.”

“Jangan diketawain ya, Bu.”

“Susah kali, Bu, ngucapinnya.”

After got the students’ difficulties in speaking English, the researcher also found what the cause of students’ difficulties in speaking English. Based on the statement from the informant above, the researcher know that the students got the cause of difficulties in speaking English like shy, afraid to making mistakes, anxiety, not confidence. The students afraid make mistakes when their teacher asked them to speak in front of the class because the students not good in pronunciation. This result relate with Brown statement that the factors of difficulties in speaking is one of them is afraid making mistakes.³⁹

Furthermore, the answer of student when researcher doing interview also be found that the cause of students’ difficulties in speaking English like following statement below.

Informant 2: *“English is difficult, English class is bored, rare to speaking English, shy to speaking English, not confident.”*

Informant 4: *“English class is bored, not confidence, not interest in speaking English, afraid to try speaking English.”*

Informant 6: *“English class is confusing, less interest in speaking English, afraid to speaking English, shy if speaking in front of class.”*

³⁹H. Douglas Brown, *Op. Cit .p. 270-271*

From the statement of the students above, the researcher can know that the students feeling was not interesting in English class, so that the students' perception if speaking English was difficult and become something scary in their whole life

The other causes are when writing and reading in English are very different. This thing makes student confused and at the end the students cancel their plan to speaking English. Furthermore, mastered in grammar and tenses also become the cause of students' difficulties in speaking English, it is because the students have less knowledge about that and the teacher give less feedback for the students. Moreover, the causes is become essential thing that must be fast responded by the teacher in the school so that the students can be better in speaking English.

3. Solution of the Students' Difficulties In Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa

After know the difficulties and the causes of students' difficulties in speaking English, the researcher also found the solution of students' difficulties in speaking English. The solution got from the result of interview with the students.

The students' needed to new atmosphere in the class such as statement below.

Interviewer: *Menurut pendapat kamu, bagaimana suasana di dalam kelas yang dapat meningkatkan antusias dalam belajar berbicara bahasa Inggris?*

Informant 1: *"Kondisi kelas harus kondusif, Kak."*

Informant 2: *“Kalau gurunya sama temennya harus sefrekuensi, Kak. Pasti nyambung kalau belajar dan enak nangkap ilmunya.”*

Informant 4: *“Guru harus menggunakan strategi yang baru dalam mengajar.”*

Informant 6: *“Kondisi kelas memang harus tenang, Kak. Biar nyaman belajarnya.”*

Informant 8: *“Punya sistem belajar yang nggak monoton, Kak.”*

From the result of interview above, the researcher found that the students need good condition in the class. The class that has good condition or good atmosphere will bring the happiness and it will make the students enjoy during follow the lesson. The students will easy to increase and will give more attention to the teacher.

Furthermore, the students want to have a teacher or friends who has the same frequency in learning speaking English. The students needed to be give more motivation during the class. If students has the motivation or friends who has same frequency, it will be easier to make students faster in mastered the material.

In addition, the students also said that they needed new learning model during the lesson, like singing or games that makes the students' speaking skill increase and mastered in speaking English. Beside that, friends also can give positive impact to the other students. If each the students supportive in learning and not make bullying or make some noise, the other students can enjoy and comfort during the lesson.

The students want to have good and attractive in doing practical speaking English. In the class, the students will be bored if the teacher only gives them the same way in making homework. The students will be enthusiastic when the teacher does something new to explain or to transfer the material in the class. In the end, the teacher must have something new when teaching the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher found that the students' difficulties in speaking English, the cause of students' difficulties in speaking English, and the solution of students' difficulties in speaking English at tenth grade of SMA Swasta Nurul Iman Tanjung Morawa.

1. Students' Difficulties in Speaking English

The difficulties source from the internal of the students itself. The students still afraid to speak in English, the students shy if their pronunciation wrong when their speak English. The students feeling was not interesting in English class, so that the students' perception if speaking English was difficult and become something scary in their whole life.

2. The Cause of Students' Difficulties in Speaking English

The causes of students' difficulties in speaking English actually can source from internal and external the students itself, it depends on how the way of the students' perception about English. the students got the difficulties like shy, afraid, not confidence, *etc.*, because the students have the cause such as in pronunciation. The students afraid make mistakes when their teacher asked them to speak in front of the class because the students not good in pronunciation. mastered in grammar and tenses also become the cause of students' difficulties in speaking English, it is because

the students have less knowledge about that and the teacher give less feedback for the students.

3. Solution of Students' Difficulties in Speaking English

The students need good condition in the class. The class that has good condition or good atmosphere will bring the happiness and it will make the students enjoy during follow the lesson. The students also said that they needed new learning model during the lesson, like singing or games that makes the students' speaking skill increase and mastered in speaking English. Beside that, friends also can give positive impact to the other students. If each the students supportive in learning and not make bullying or make some noise, the other students can enjoy and comfort during the lesson.

B. Suggestion

After the research conducted the research findings, in this section the researcher would like to give some suggestion for English teacher, the students, and the other researcher.

1. For the English Teacher

- a. The teacher must use new strategy in teaching English class to make student interest and enjoy in learning speaking English.
- b. The teacher should create good atmosphere in the class and can control the class.

- c. The teacher must give more motivation for the students and give the best feedback to the students.
2. For the Students
 - a. The students must give attention to the teacher during learning speaking English.
 - b. The students must confidence, brave to try, and study hard to mastered in speaking English.
 - c. The students should respect to other students and give positive impact.
3. For Other Researcher
 - a. The other researcher must give newest result and can develop the previous research.
 - b. The other research must give a gap in the research.
 - c. The researcher hopes that this research can be reference for the next research.

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APPENDICES

APPENDIX I

A. Questionnaire Guideline for Students

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		SS	S	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan Bahasa Inggris di depan kelas.				
2.	Saya sangat percaya diri ketika berbicara menggunakan Bahasa Inggris di depan kelas.				
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.				
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.				
5.	Saya takut <i>grammar</i> yang				

	saya gunakan salah ketika berbicara bahasa Inggris.				
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai grammar.				
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.				
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas karena kesulitan dalam <i>pronunciation</i> .				
9.	Saya takut ditertawakan ketika berbicara bahasa Inggris.				
10.	Saya malu ketika harus berbicara menggunakan bahasa Inggris.				
11.	Lingkungan saya membuat saya semangat untuk				

	berbicara bahasa Inggris.				
12.	Lingkungan saya tidak membuat saya semangat untuk berbicara bahasa Inggris.				
13.	Saya kurang motivasi untuk belajar bahasa Inggris terutama untuk berbicara dalam bahasa Inggris.				
14.	Saya tidak menguasai <i>tenses</i> ataupun <i>grammar</i> sehingga saya sulit untuk berbicara dalam bahasa Inggris.				
15.	Saya tidak memiliki banyak <i>vocabulary</i> dalam bahasa Inggris.				

Note:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS: Sangat Tidak Setuju

B. List of Interview for Students

1. What is your opinion about English class?
2. How is your feeling when you in English class?
3. Do you like speaking English in your class?
4. Do you interest to speaking English during English class?
5. Do you have any difficulties or problems in speaking English?
6. What are your difficulties or problems in speaking English?
7. Have your teacher taught English well during in the class?
8. Have your teacher gives a good response when you speaking English?
9. Have you learnt to speak English outside the classroom?
10. In your opinion, how the atmosphere in the classroom that can increase the enthusiasm for learning to speak English?

APPENDIX II

Interview Transcript

Interview Transcript 1

Observer : Siapa namanya?

Informant 1 : Muhammad Ilham Abiyu.

Observer : Bagaimana pendapat kamu mengenai kelas bahasa Inggris?

Informant 1 : Kadang gampang kadang sulit. Kak.

Observer : Bagaimana perasaan kamu ketika dalam kelas bahasa Inggris?

Informant 1 : Kadang sulit, Kak.

Observer : Apakah kamu suka berbicara bahasa Inggris ketika di kelas?

Informant 1 : Tidak pernah, Kak.

Observer : Apakah kamu tertarik ngomong bahasa Inggris selama di kelas?

Informant 1 : Nggak juga, Kak.

Observer : Kamu punya kesulitan nggak dalam ngomong bahasa Inggris?

Informant 1 : Punya, Kak. Ngomongnya itu, cara bicarannya.

Observer : Apa aja kesulitannya?

Informant 1 : Misalnya ngomong rumah kan *house*, jadi cara ngomongnya nggak bisa, jadi *h o u s e* gitu-gitu kak.

Observer : Oh, pronunciation ya?

Informant 1 : Iya, Kak.

Observer : Apakah guru kamu sudah mengajar bahasa Inggris dengan baik selama di kelas:

Informant 1 : Ya gitulah kak

- Observer : Apakah guru kamu sudah memberikan respon yang baik ketika kamu berbicara bahasa Inggris di kelas? Misalnya gurunya ngasih feedback atau tanggapan.
- Informant 1 : *Yes, good good.* Gitu kak , hehe.
- Observer : Sudahkah kamu belajar bahasa Inggris selama di luar kelas?
- Informant 1 : Nggak pernah, Kak. Nggak les.
- Observer : Menurut kamu, gimana sih suasana di dalam kelas yang dapat meningkatkan antusias dalam belajar berbicara bahasa Inggris?
- Informant 1 : Nggak ada, Kak.
- Observer : Maksudnya kelas itu harus gimana supaya kalian itu aktif ngomong bahasa Inggris?
- Informant 1 : Nyanyi lah, Kak. Kan enak jadi seru.

Interview Transcript 2

- Observer : Siapa namanya?
- Informant 2 : Muhammad Syakil, Kak.
- Observer : Bagaimana pendapat kamu tentang kelas bahasa Inggris?
- Informant 2 : Pendapatnya, hmm agak sulit kak.
- Observer : Gimana perasaan Syakil dalam kelas bahasa Inggris? Antusias kah atau apa?
- Informant 2 : Nggak males, nggak semangat juga, Kak.
- Observer : Apakah Syakil suka ngomong bahasa Inggris selama di dalam kelas?

- Informant 2 : Kalau di kelas jarang, Kak.
- Observer : Syakil tertarik atau nggak untuk ngomong bahasa Inggris selama kelas bahasa Inggris?
- Informant 2 : Tertarik, Kak. Sedikit.
- Observer : Kamu punya kesulitan atau masalah dalam ngomong bahasa Inggris?
- Informant 2 : Punya, Kak.
- Observer : Apa aja kesulitannya?
- Informant 2 : Kayak pengucapannya gitu, Kak. Gerogi juga, Kak.
- Observer : Apakah guru Syakil sudah mengajar bahasa Inggris dengan baik?
- Informant 2 : Belum sih kayaknya, Kak.
- Observer : Apakah guru kamu memberikan respon yang baik ketika kamu berbicara bahasa Inggris?
- Informant 2 : Iya, Kak. Terkadang.
- Observer : Apakah kamu sudah belajar bahasa Inggris ketika di luar kelas?
- Informant 2 : Nggak les sih kak namanya, Cuma belajar sendiri, kayak di depan kaca gitu.
- Observer : Menurut kamu, gimana sih suasana di dalam kelas yang dapat meningkatkan antusias dalam belajar bahasa Inggris?
- Informant 2 : Kayak dapet guru sama temen yang sefrekuensi gitu, Kak. Jadi enak.

Interview Transcript 3

- Observer : Siapa namanya?
- Informant 3 : Suhariato, Kak.
- Observer : Bagaimana pendapat kamu tentang kelas bahasa Inggris?
- Informant 3 : Sedikit takut, Kak.
- Observer : Gimana perasaan kamu dalam kelas bahasa Inggris? Antusias kah atau apa?
- Informant 3 : Nggak males, nggak semangat juga, Kak.
- Observer : Apakah kamu suka ngomong bahasa Inggris selama di dalam kelas?
- Informant 3 : Nggak suka, Kak.
- Observer : Apakah kamu tertarik atau nggak untuk ngomong bahasa Inggris selama kelas bahasa Inggris?
- Informant 3 : Tertarik nggak tertarik nggak.
- Observer : Kamu punya kesulitan atau masalah dalam ngomong bahasa Inggris?
- Informant 3 : Punya, Kak.
- Observer : Apa aja itu kesulitannya?
- Informant 3 : Kayak ngucapin kata-katanya gitu, Kak. Vocabnya juga sedikit yang tahu.
- Observer : Apakah guru kamu sudah mengajar bahasa Inggris dengan baik?
- Informant 3 : Belum, Kak.

- Observer : Apakah guru kamu memberikan respon yang baik ketika kamu berbicara bahasa Inggris?
- Informant 3 : Belum juga, Kak.
- Observer : Apakah kamu sudah belajar bahasa Inggris ketika di luar kelas?
- Informant 3 : Nggak kak, nggak ikut apa-apa.
- Observer : Menurut kamu, gimana sih suasana di dalam kelas yang dapat meningkatkan antusias dalam belajar bahasa Inggris? Misalnya main games atau ngomong satu-satu.
- Informant 3 : Pokoknya gurunya harus baik, harus mau ngajarin gitu, Kak.

Interview Transcript 4

- Observer : Siapa namanya?
- Informant 4 : Muhammad Aldo Ardiansyah
- Observer : Bagaimana pendapat kamu tentang kelas bahasa Inggris?
- Informant 4 : Pendapatnya, takut gitu kak.
- Observer : Gimana perasaan Aldo dalam kelas bahasa Inggris? Antusias kah atau apa?
- Informant 4 : Biasa aja sih kak, kadang bosan juga. Bingung..
- Observer : Apakah kamu suka ngomong bahasa Inggris selama di dalam kelas?
- Informant 4 : Nggak, Kak.
- Observer : Kamu tertarik atau nggak untuk ngomong bahasa Inggris selama kelas bahasa Inggris?

- Informant 4 : Sedikit, Kak.
- Observer : Kamu punya kesulitan atau masalah dalam ngomong bahasa Inggris?
- Informant 4 : Punya, Kak.
- Observer : Apa itu kesulitannya?
- Informant 4 : Malu kak kalau suruh ngomong, takut salah juga.
- Observer : Apakah guru kamu sudah mengajar bahasa Inggris dengan baik?
- Informant 4 : Belum sih kayaknya, Kak.
- Observer : Apakah guru kamu memberikan respon yang baik ketika kamu berbicara bahasa Inggris?
- Informant 4 : Biasa aja sih kak, sekedarnya aja.
- Observer : Apakah kamu sudah belajar bahasa Inggris ketika di luar kelas?
- Informant 4 : Nggak kak, nggak ada.
- Observer : Menurut kamu, gimana sih suasana di dalam kelas yang dapat meningkatkan antusias dalam belajar bahasa Inggris?
- Informant 4 : Kelas harus kondusif kak, guru juga harus ngasih yang baru gitu, entah apa pokoknya jangan cuma jelasin aja.

APPENDIX III

Questionnaire

Nama : SUHARIANTO

Kelas : ~~XXXX~~ -X-115²

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓		✗	
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.			✓	
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.			✓	
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.			✓	
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .	✓			
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.	✓			
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.		✓		

Questionnaire

Nama : M. Iham Abiyu
Kelas : X-115³

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓		✗	
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.			✓	
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.	✓			
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.			✓	
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .	✓			
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.	✓			
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.		✓		

Questionnaire

Nama : M.Sahki

Kelas : X IPS 3

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓			
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.			✓	
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.	✓		✗	
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.			✓	
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .	✓			
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.			✓	
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.			✓	

Questionnaire

Nama : MIFTAHUL KHOIRI
Kelas : X-115³

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓		✓	
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.			✓	
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.			✓	
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.			✓	
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .	✓			
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.	✓			
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.		✓	✓	

Questionnaire

Nama : M. ALDO ARDIANSYAH

Kelas : iis (3)

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓			
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.			✓	
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.	✓			
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.			✓	
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .	✓			
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.			✓	
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.	✓			

Questionnaire

Nama : FAHURUZI HRP

Kelas : X IPS

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓		✓	
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.				✓
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.			✓	
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.	✓			
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .			✓	
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.	✓			
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.		✓		

Questionnaire

Nama : M. Rizky Al-Fajar

Kelas : X 1103

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓			
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.	✓		✓	
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.	✓			
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.	✓			
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .		✓		
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.	✓			
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.		✓		

Questionnaire

Nama : Rizky Febriansyah
Kelas : iis (3)

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓			
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.				✓
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.			✓	
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.			✓	
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .	✓			
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.			✓	
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.	✓			

Questionnaire

Nama : ALHAMD RYAN

Kelas : X IIC 3

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (√) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.	✓			
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.			✗	✓
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.	✓			
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.			✓	
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.	✓			
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .			✓	
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.	✓			
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.	✓			

Questionnaire

Nama : SUSMAWATI

Kelas : XIIS-3

Bacalah pernyataan-pernyataan di bawah ini, kemudian berikan jawaban dengan jujur sesuai apa yang Anda rasakan dengan memberikan tanda centang (✓) pada salah satu kolom tanggapan!

No.	Pernyataan	Tanggapan			
		S	SS	TS	STS
1.	Saya tidak percaya diri ketika harus berbicara menggunakan bahasa Inggris di depan kelas.			✓	
2.	Saya sangat percaya diri ketika berbicara menggunakan bahasa Inggris di depan kelas.	✓			
3.	Saya takut dan gerogi saat guru meminta saya berbicara bahasa Inggris.		✓		
4.	Saya sangat senang ketika guru meminta saya berbicara bahasa Inggris.	✓			
5.	Saya takut <i>grammar</i> yang saya gunakan salah ketika berbicara bahasa Inggris.			✓	
6.	Saya tetap berbicara bahasa Inggris walaupun saya belum menguasai <i>grammar</i> .			✓	
7.	Saya kesulitan berbicara bahasa Inggris karena logat daerah saya.	✓			
8.	Saya tidak pernah berbicara menggunakan bahasa Inggris ketika di dalam maupun di luar kelas.				✓

APPENDIX IV

RESEARCH PERMIT LETTER

9/6/21, 7:18 AM

<https://siselma.uinsu.ac.id/pengajuan/cetakaktif/MjgzNzQ=>

KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jl. Willem Iskandar Pasar V Medan Estate 20371
 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-4662/ITK.V.3/PP.00.9/03/2021

10 Maret 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Sekolah SMA Swasta Nurul Iman Tanjung Morawa

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Willy Suari
 NIM : 0304171058
 Tempat/Tanggal Lahir : Dusun Vi Berabung Bawah Desa Teladan Kec. Tinggi, 07 September 1998
 Program Studi : Tadris Bahasa Inggris
 Semester : IX (Sembilan)
 Alamat : Jl. Sukarela Barat No. 111 Kecamatan Percut Sei Tuan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Limau Manis Pasar 13 Tanjung Morawa, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

An Analysis of Students' Difficulties in Speaking English at Tenth Grade of SMA Swasta Nurul Iman Tanjung Morawa

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 10 Maret 2021
 a.n. DEKAN
 Ketua Program Studi Pendidikan Bahasa
 Inggris



Digitally Signed

Yani Lubis, M.Hum


NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

RESPONSE LETTER



YAYASAN PERGURUAN NURUL IMAN
SEKOLAH MENENGAH ATAS NURUL IMAN
 Pasar XIII Desa Limau Manis Kec. Tanjung Morawa Kab. Deli Serdang - 20362
 Sumatera Utara - Telp. (061) 7946660
Beriman. Berilmu. Berakhlak. Beribadah. Ukhuwah

Bismillahirrahmanirrahim

SURAT KETERANGAN
 Nomor : 1203/ SMA / YPNI-2 / A / IX / 2021

Yang bertanda tangan di bawah ini :


N a m a	: H. Sukma Wijaya, LC, MH
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Nurul Iman Tanjung Morawa
A l a m a t	: Pasar XIII Desa Limau Manis Tanjung Morawa Kabupaten Deli Serdang

Dengan ini menerangkan bahwa :

N a m a	: Willy Suari
N I M	: 0304171058
Program Studi	: Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara

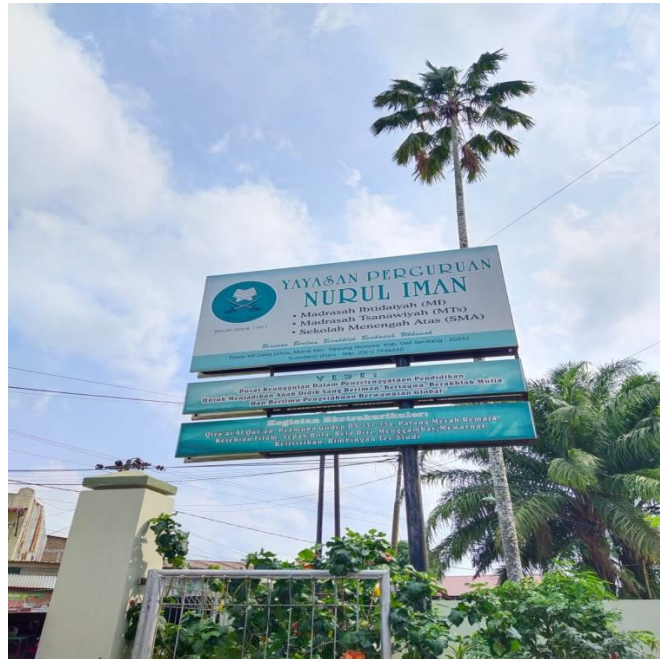
Telah melaksanakan Penelitian di SMA Swasta Nurul Iman Tanjung Morawa mulai 7 September 2021 sampai 21 September 2021 guna kelengkapan penyusunan Skripsi dengan Judul "**An Analysis of Students' Difficulties in Speaking English at Tenth Garde of SMA Swasta Nurul Iman Tanjung Morawa.**".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan semestinya.

Tanjung Morawa, 22 September 2021
 Kepala

H. Sukma Wijaya, LC, MH

APPENDIX V

DOCUMENTATION



Picture a. School Nameplate



Picture b. Office Room of SMA Nurul Iman Tanjung Morawa



Picture c. The Researcher Line Up with the Students



Picture d. The Teacher Gived Advices to the Students



Picture e. The Teacher Explained the Material



Picture f. The Students Listening to the Teacher



Picture g. The Students Fill Out the Questionnaire



Picture h. Interview with Students