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APPENDICES

APPENDIX 1

Interview Script for Students

1. Apa kamu menyukai belajar bahasa Inggris?
2. Apa pendapatmu tentang proses belajar mengajar bahasa Inggris?
3. Apa yang kamu rasakan saat berbicara bahasa Inggris?
4. Apa kamu pernah mencoba berlatih berbicara bahasa Inggris didepan kelas?
5. Apa yang sering kamu alami saat praktek berbicara bahasa Inggris?
6. Menurut kamu apa saja yang menjadi hambatan saat berbicara dikelas saat proses belajar bahasa Inggris?
7. Apa yang membuat kamu enggan untuk berbicara bahasa Inggris?
8. Apakah kamu sering menggunakan Bahasa Indonesia ketika guru memintamu untuk berbicara menggunakan Bahasa Inggris?
9. Apakah suasana kelas mendukung ketika belajar berbicara Bahasa Inggris?
10. Saat proses belajar bahasa Inggris apakah gurumu pernah memberikan kosa kata baru dan meminta mu untuk menghafalkannya dan di praktekkan didepan kelas?
11. Apakah kamu merasa takut membuat kesalahan dalam penyusunan kata Ketika berbicara Bahasa Inggris?
12. Ketika praktek berbicara bahasa Inggris, apakah kamu bisa mengucapkan kata atau kalimat tersebut dengan benar?
13. Apakah kamu ingin mempelajari Bahasa Inggris lebih lanjut?
14. Menurut mu, apakah yang menjadi motivasi kamu ketika ketika belajar Bahasa Inggris?
15. Apakah kamu memanfaatkan teknologi saat ini ketika belajar berbicara Bahasa Inggris?

APPENDIX 2**Interview Script for The Teachers**

1. Apa siswa-siswa dikelas menyukai belajar bahasa inggris?
2. Apakah anda sering meminta siswa-siswa untuk praktek berbicara bahasa Inggris didepan kelas?
3. Apakah siswa-siswa sering menggunakan Bahasa Indonesia ketika anda meminta mereka untuk berbicara menggunakan Bahasa Inggris?
4. Bagaimana cara anda membiasakan siswa untuk berbicara dalam bahasa Inggris?
5. Bagaimana interaksi siswa saat proses belajar mengajar bahasa Inggris?
6. Saat proses belajar mengajar bahasa Inggris, apa yang sering dialami siswa dalam menggunakan bahasa Inggris?
7. Kesulitan apa saja yang dihadapi siswa dalam belajar berbicara bahasa Inggris?
8. Hal apa yang anda lakukan ketika siswa tersebut enggan untuk berbicara Bahasa Inggris?
9. Kegiatan apa saja yang sering dilakukan oleh siswa dalam hal mengasah "Speaking Skill" mereka?
10. Menurut anda apa upaya yang baik untuk meningkatkan kemampuan siswa dalam berbicara bahasa Inggris?
11. Apakah anda menggunakan strategy dalam mengajar speaking? Strategi apa yang anda gunakan?
12. Menurut anda, apakah strategy yang anda gunakan selama ini efektif dalam meningkatkan kemampuan speaking siswa?
13. Apakah anda merasa puas dengan hasil kemampuan Bahasa Inggris siswa anda?
14. Bagaimana cara anda motivasi siswa dalam belajar berbicara bahasa Inggris?
15. Apakah anda sudah berusaha mengajar bahasa Inggris terutama saat mengajar speaking dengan memperhatikan aspek grammar, vocabulary, pronunciation and fluency? Bagaimana caranya?

APPENDIX 3

Madrasah Profile



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA TANJUNGBALAI
MADRASAH TSANAWIYAH NEGERI TANJUNGBALAI

Jalan : M. Abbas Ujung No. 217 Telepon : (0623) 93125

Email : mtsntanjungbalaimtsn@yahoo.co.id

Kode Pos 21316

PROFIL MADRASAH TSANAWIYAH NEGERI
TANJUNGBALAI
TAHUN PELAJARAN 2021/2022

A. IDENTITAS MADRASAH

1. Nama Madrasah : Madrasah Tsanawiyah Negeri Tanjungbalai
2. Alamat Madrasah :
 - a. Jalan : M.Abbas Ujung No. 217 Tanjungbalai
 - b. Desa / Kelurahan : Pantai Burung
 - c. Kecamatan : Tanjungbalai Selatan
 - d. Kabupaten /Kota : Tanjungbalai
 - e. Propinsi : Sumatera Utara
 - f. Nomor Telepon : (0623) 93125
3. Status Madrasah : Disamakan
4. Nomor Sertifikat Akreditasi
5. Badan Akreditasi Nasional

Madrasah (BAN - S/M)	: 1452/BAN-SM/SK/2019
a. Tanggal	: 12 Desember 2019
b. Peringkat	: 92 / A (UNGGUL)
6. NSM : 121112740001
7. NPSN : 10264544
8. Titik Koordinat : 2.964304, 99.795229
9. Tahun Berdiri : 22 Oktober 1991
10. Nama Kepala Madrasah : Drs.H.Hasanuddin
11. Pangkat Golongan : Pembina IV/a
12. T M T : 23 Februari 2016.

APPENDIX 4

The Document of Speaking Test From The Teacher

No	Students Name	Practice 1 (Descriptive Text)	Practice 2 (Present Simple Tense)
1	Abu Habib Ilitonga	70	50
2	Aira Hidayati Harahap	50	60
3	Aliffa Wan Anugrah Saragih	70	60
4	Avita Ziz Dia	70	70
5	Aziza Athira Rahma Nasution	65	70
6	Azmila Syahira Putri Sirait	50	70
7	Azzhara Maudida	40	-
8	Distry Rizkya Amanda	-	70
9	Fitra Hidayat	-	70
10	Fitrah As'ari	-	70
11	Fitri Lathifah Ramadhan	20	-
12	Humairoh	20	60
13	Inka Arimbi	40	-
14	Kanaya Adinda Utari	40	80
15	Kayla Zd	60	-
16	Kinanti Syalita	-	90
17	Miko Kurniawan	40	-
18	Muhammad Luthfi Adlani Mrp	-	60
19	Muhammad Radith Ayuga	40	-
20	Muhammad Rizki Damanik	-	60
21	Muhammad Rizki Fadillah Tjg	40	-
22	Muhammad Zikri	80	80
23	Nabila Rasya	80	-
24	Nurkayla Nasution	80	70
25	Nurul Hasanah	40	-
26	Rizkya Dinda Br Sibuea	40	-
27	Sahri Zaelani Nasution	-	80
28	Syafira Rahmadani	-	-
29	Syahfira	-	70
30	Syahri Rahmanda	-	-
31	Syakila Azzura Simanjuntak	40	60
32	Syarifah Syifa Syahirah	60	60

APPENDIX 5

Observation's Field note

Beginning on Friday, May 20th, 2022, extensive research observations were conducted. The researchers had previously visited on the 9th to submit a research permission, but one of the vice principals for student affairs stated that learning was not as intense as usual the following week. Because the atmosphere of Eid al-Fitr is still there, researchers are recommended to return on May 18, 2022. Unfortunately, the person in charge of the permit is not at school until that day, so the researcher is asked to return the next day. Researchers were granted permission to conduct research at the school on May 19, 2022. The researcher's first step on the first day of research observation was to observe the situation and condition of MTsN Tanjungbalai. The researchers took a tour of the school. The only public Islamic school in Tanjungbalai is MTsN Tanjungbalai. The school was unable to handle all 749 students, thus it was decided to construct a second building on Jl. Sudirman KM3. At the same day the researcher began to form connections with a few of the teachers there. The researcher approached all of the teachers there, but she focused her attention and spoke with the English teachers in particular, especially those in the first grade. The teachers were quite pleasant and helpful. Because the researcher had previously made the first observation, it was not difficult for the researcher to approach the teachers. As a result, the majority of the teachers were aware of her presence.

On the 23rd, the researcher conducted a second observation, this time observing the class directly. The researcher spoke with the teacher in class VII before entering the lesson to choose which class he would investigate. The teacher chose class VII-6 because it was thought that they fit the purposive sample criterion mentioned earlier by the researcher, namely students who difficulty to learn to speak in class. Because there was an English subject in that class on that particular day, the researcher was allowed to attend the classroom at 10:40 - 12:00 a.m.

The researchers returned to school on May 27, 2022 to make the third observation. Learning English in class VII 6 takes place twice a week, on Mondays and Fridays, separately. On Fridays, however, the English teacher in the class, Ma'am Maysuryanti, always got permission to be late to class because she needed

time to teach the distance between the second and first buildings of MTSN Tanjung Balai, where their lesson hours were close, so the teacher is always at least 20 minutes late. As a result, researchers are asked to arrive early to take his position at the start of the period spent waiting for his arrival. On that occasion, the researcher took the opportunity to be able to make more detailed observations by encouraging the student to have a dialogue with the researcher so that the researcher could see what was difficult for them when they spoke in English. Things changed after their teacher arrived. They are usually silent and take the entire lesson without question. Two or three students may be really excited about taking English class. This could be due to fear and the need to be more serious than during the previous research session.

When the teacher encouraged students to respond to questions regarding the lesson or speak English in ordinary situations. They are usually passive. Actually, it's not that different from what early researchers have looked into. They believe that English is difficult to say and that making a mistake will cause them embarrassment if their classmates laugh at them. The lesson was in the present simple tense at the time, and when the teacher asked them to think of verbs they knew they could speak in English, only 1 to 5 people responded; the remainder preferred to remain silent because they didn't understand the English language or how to pronounce the words. Until the class closes at 11.45 p.m., the researcher continues to pay attention to anyone who might be a responder to be questioned the next day. They are no longer embarrassed or shy when researchers are present in the classroom. It's nothing new to them. Unlike the first day's observations, perhaps they were still confused by the presence of the researcher because the class had never had any research before. On the fourth day of observation, on May 30, 2022, it occurred. Researchers continue to make similar observations, such as students who are silent, kids who are sleepy, and students who avoid answering or participate in class and there have even been cases where students have been removed from class for disrupting with the lesson. The researcher was able to decide who could be the participants who would be interviewed the next day on the last day of observation; they were those who satisfied the researcher's purposive sampling criteria. After receiving the list of names, the researcher asked and discussed with

the instructor whether they were worthy or satisfied the criteria in the researcher's viewpoint, and the teacher finally agreed and stated that the students' selection was correct and that they could go to the interview stage.

Researchers conducted interviews during three days, on June 3, 6, and 13, 2022. There was a significant time gap since the school hosted a special event in honor of the principal's retirement, which required them to leave early, preventing researchers from taking their time as suggested by the teacher. On the first day of the interview, June 3, 2022, the researcher was able to interview 5 people from class VII-6, asking them 15 questions and capturing and recording key themes from their responses. The researcher then continued his interview with 5 more people from class VII-6 the next day, on June 6, 2022, until the interview completed on June 13, 2022 by interviewing the last six individuals. A total of 16 persons from the 32-student class were interviewed by the researcher. The researchers were able to gain a more thorough understanding of the difficulties they had while learning to speak English in class as a result of the interview. Not only that, but the researcher also spoke with the teacher who led the class. There were students who were afraid to make mistakes, were embarrassed to appear in front of the class, there were still many uses of regional languages, and there was an attitude of laughing between classmates, according to the teacher, who provided many opinions and field facts that could help researchers complete this research. That became the primary issue, according to the teacher, which was their inability to learn. On June 17, 2022, the researchers were grateful that they had completed the study in the form of a farewell permit from all schools and were allowed to conduct the study there. Finally, the researcher returned the next day and received a reply letter from the school indicating that the researcher was legally conducting research there.

APPENDIX 6

Interview field note with informant

Transcript of Interview 1

Interviewer : Researcher
 Respondent : Ma'am Maisuryanti S.Pd
 Status : English Teacher of 1st Grade of MTsN Tanjung Balai
 Date and Place : June 3rd 2022, 2nd building of MTsN Tanjung Balai

Researcher : Assalamualaikum Warahmatullahi Wabarakatuh Ma'am.

Respondent : Wa'alaikumsalam Warahmatullahi Wabarakatuh

Researcher : Eee, baik Ma'am sebelumnya saya ucapkan terimakasih Ma'am atas waktunya sehingga Ma'am bersedia untuk saya wawancara, yang data nya akan membantu saya dalam menyelesaikan skripsi saya. Jadi Ma'am terkait kelas VII-6 yang kemarin saya teliti, jadi sebagai refleksi yang lebih akurat, saya ingin bertanya kepada Ma'am mengenai hal yang serupa. Sebenarnya Ma'am secara sadar Ma'am menganggap siswa-siswa tersebut menyukai pelajaran Bahasa Inggris ato bagaimana ya Ma'am?

Respondent : Sepertinya mereka menyukai, tapi kalo dari hitungan persen dari 100 mereka sukanya sekitar 70, 30% lagi kurang. Masalahnya bukan dimasalah tidak sukakarna bahasa asing tapi karna susah, susahnya sulit membaca dan mengartikan. Itu saja prosesnya yang membuat mereka tidak menyukai. Kalo, suka memang suka mereka dari 100, 70 % menyukai

Researcher : Oke Ma'am, baik Ma'am. Jadikan Ma'am karna saya sudah mengetahui bahwa 70% dari mereka itu suka, jadikan Ma'am selama pembelajaran apakah Ma'am sering da praktik speaking didepan kelas?

Respondent : Kalo praktik speaking udah pastil ah namanya Bahasa Inggris ekan? Itu udah pasti digunakan dan sering menggunakan kamus, jangan kan menggunakan kamus, saya sering itu kalo Bahasa Inggris itu memperkenalkan apa yang sering digunakan di, di apanamanya di iklan, aaa, seperti itu. Saya implementasikan kamu sering menggunakan Bahasa Inggris sebenarnya dalam kehidupan sehari

hari sudah sering kamu gunakan tapi tidak kamu rasakan dan tidak kamu praktikkan, itu saja nya.

Researcher : Jadi Ma'am, Ketika Ma'am menyuruh mereka speaking di depan kelas gitukan Ma'am, mereka masih sering campur dengan Bahasa Indonesia ato gimana ya Ma'am?

Respondent : Kalo campur sih tidak, paling orangtu diam ajo. Diam dan ketawa. Memang dicampur paling dicampurnyo kebanyakan yes dan no sajo, itu tidak lumrah lagi. Yes dan no tau orangtu itu sajola.

Researcher : Ooo, berarti Ma'am, kalo mereka gatau berarti mereka memilih diam?

Respondent : Iya, lebih memilih diam orangtu.

Researcher : Oke Ma'am, jadikan Ma'am terkait cara Ma'am gitukan Ma'am, bagaimana sih Ma'am eeee mencoba membiasakan siswa tersebut agar mereka lebih lancer speaking nya gitu Ma'am.

Respondent : Kalo lancer ya mungkin susah lah, susah untuk dikatakan lancar. Cuma lagi untuk kata kata perintah "Sit, Go" dan mengulang Kembali pelajaran pelajaran gitukan. Kemana Ma'am? I want to go to office, eee gitunya. Ha, seperti itu ajanya.

Researcher : Ooo, berarti lebih ke kalimat yang digunakan sehari-hari ya Ma'am?

Respondent : Iya, lebih penggunaan sehari-hari.

Researcher : Jadi Ma'am selanjutnya yang ingin saya tanyakan kan Ma'am, selagi mereka belajar gitu kan Ma'am, baik speaking maupun skill apa aja gitu Ma'am, kendala apa aja si Ma'am yang sering dialami mereka gitu Ma'am, kayak yang tadi kalo mereka gatau mereka milih diam, selain itu apakah ada kendala lain gitu Ma'am?

Respondent : Orangtu kamus. Kamus ni malas orangtu membawaknyo, itulah masalah kamus ni. Karna kata orangtu berat membawak. Sebenarnya kalo kendala apalagi mentranslate itu pertama kamus, kedua malu. Kalo ada kawannya umpamanya berbicara Bahasa Inggris kek diejek-ejek in yang lain. Ha, itu ajonyo masalahnyo, sebenarnya kemauan orangtu ada. Tapi kalok dah pakek Bahasa Inggris, sok paten pakek pakek Bahasa Inggris, itu sajonyo kendala nyo.

Researcher : Itukan tadi kendala yakan Ma'am. Jadi tadikan malu gitu kan Ma'am, jadi kalo misalnya dalam pelajarannya Ma'am? Ntah

orangtu gabisa makek Grammar nya atop ayah Pronunciation nya, itu apakah ada terjadi gitu Ma'am?

Respondent : Kalo pronunciation itu mungkin. Pronunciation itu karna mungkin kit aini identic dengan orang tanjungbale n ikan apokan kasar, jadi pronunciation orangtu kurang. Tapi kalo Grammar, secara Grammar orangtu lebih mengerti kalo Grammar. Kan udah diterangkan rumus-rumus nya apa, tapi kalo pronunciation memang kurang. Apalagi dengan logat Bahasa tanjungbale ni yang....

Researcher : Karna masi terbawak logat daerah ya Ma'am?

Respondent : Ha'a

Researcher : Jadikan Ma'am, sejauh ini apakah Ma'am masih berupaya untuk meningkat pronunciation mereka gitu Ma'am?

Respondent : Sangat, selalu. Tapi itulah, disuruh karang bicara orangtu malu, nanti kok ado yang bicara macam sok paten, kan kegitukan. Malu nye ni untuk bediri malu, coba dulu ucapkan dulu pronunciation kito tu pinomat permisi kan gitukan, malu, disitu malunyo tu. Ha, jadi susah lah kalo malu cemana ha.

Researcher : Ohh iya Ma'am, betul pulak. Terus Ma'am selama pembelajaran, sejauh ini strategi apa yang, apakah Ma'am punya strategi gitu Ma'am?

Respondent : Kalo Ma'am, ya pakai pendekatan la. Pendekatan, biacara langsung apo masalah nyo, itu sajo. Dah itu, Ma'am sering tu yang memang pada dasarnya anak anak ni vocab nyo, vocabulary nyo, dari SD ni kan wajib sebenarnya, kalo di Tsanawiyah ni kan dah tak wajib lagi daftar kata-kata. Jadi untuk menyusun kalimat orangtu bingung membuat kata-kata nyo jadi terpaksa lah secara satu-satunya balek lagi la vocab sedikit dulu, kalo dia belajar descriptive text yak an, ha di ajarkan la dulu sedikit dulu kata sifat, ha padahal di Tsanawiyah itu gaada lagi dipelajari, itu ajala. Cuma mengulang lah sedikit dari pelajaran lamo lamo tu.

Researcher : Berarti kekurangan vocab jadi kendala jugalah ya Ma'am?

Respondent : Iya, vocab. Karna dari awalnyo orangtu tidak punya, terkecuali yang les. Laenno cerito nye tu pulak. Dari 100%, 32 murid paling lah 5 yang les. Itu ajo kendalanya, intinyo vocab nil ah.

Researcher : Vocabulary, rasa malu, itulah berarti ya Ma'am?

Respondent : Iyoo, itulah dio kendalanya.

Researcher : Oke Ma'am, saya ingin bertanya pertanyaan terakhir Ma'am, jadi sejauh ini Ma'am, apala dan bagaimana cara Ma'am memotivasi orangtu biar tetap semangat belajar speaking gitu Ma'am. Karna sebenarnya kan Ma'am kalok dalam Bahasa Inggris kan memang ada 4 skill kan Ma'am (Reading, Speaking, Writing and Listening) iya Ma'am, tapikan yang pengen kita tonjolan sebenarnya jika menilai itu kan pasti speaking dulu gitu kan Ma'am.

Respondent : Iyo, iyo.

Researcher : Jadi Ma'am, kekmana cara Ma'am memotivasi orangtu biar mereka tu sebetulnya bisa speaking.

Respondent : Yo cemanola, ya jangan malu lah. Tak usah malu lah, apo pun salah pun ya disebutkan aja lah. Tak usah pala malu lah, gitulah, kalimatnyo begitu sajolah.

Researcher : Karna emang lagi dalam proses belajar juga yak an Ma'am?

Respondent : Iyo, masih proses belajar, orangtu malus ajo, malu untuk salah, itu sajo. Tapi tetapla diterangkan, disebutkan, dan dibuatkan ditukisakn cara membaconyo di papan tulis cara bacanya ditulis ulang kata kata itu untuk pronunciation, itu sajonyo.

Researcher : Baik Ma'am, paham Ma'am. Saya rasa sangat cukup Ma'am untuk interview saya hari ini, saya ucapkan terimakasih Ma'am atas waktunya, semoga lancar terus kedepannya Ma'am dan semoga lancar dan berjalan baik khususnya dikelas VII-6 yang saya teliti

Respondent : Oke, Aamiin aamiin. A a a

Researcher : Baik Ma'am, saya ucapkan Wassalamualaikum Warahmatullahi Wabarakatuh.

Respondent : Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Transcript of Interview 2

Interviewer : Researcher
 Participant : Nurkayla Nasution
 Status : Student of VII-6
 Date and Place : June 3rd 2022, 1st building of MTsN Tanjung Balai, Class of VII-6.

Researcher : Assalamualaikum
 Respondent : Wa'alaikumsalam
 Researcher : Siapa namanya nak?
 Respondent : Kayla Miss
 Researcher : Oh iya oke, Miss mau nanyak nih, Kayla sukak gak belajar Bahasa Inggris?
 Respondent : Enggak
 Researcher : Enggak? Kenapa?
 Respondent : Karna tulisannya sama yang dibaca tu beda jadi susah membedakan dan membacanya.
 Researcher : Berarti yang membuat Kayla gasukak itu cara pengucapannya?
 Respondent : Cara pengucapannya sama penulisannya.
 Researcher : Oh iyaa, kalo misalnya pembelajaran dikelas gimana pendapat Kayla? Seru kah?
 Respondent : Seruuu
 Researcher : Kayla pernah gak disuruh ngomong Bahasa Inggris di kelas?
 Respondent : Pernah.
 Researcher : Kayla mengalami kesulitan apa?
 Respondent : Disaat yang penulisannya itu sama pembacaannya berbeda disitu Kayla tak tau.
 Researcher : Ooo, berarti Kayla mengalami kesulitan di cara ngomongnya gitu? Tapi kalo
 Respondent : Iya cara ngomongnya.

- Researcher : Tapi kalo misalnya disuruh ngomong Kayla pd gak?
- Respondent : Nggak *hehehe
- Researcher : Enggak? Kenapa?
- Respondent : Gara gara penulisannya itu lah.
- Researcher : Oooo gara gara itu jadinya ga pd.
- Respondent : Pernah takut salah gak Kayla?
- Researcher : Pernah.
- Respondent : Oh gitu, sekarang kan misalnya lagi ada pelajaran Bahasa Inggris Kayla masih suka campur dengan Bahasa Indonesia gak?
- Researcher : Malah lebih sukak pakek Bahasa Indonesia pun Miss.
- Respondent : Oh iya? Biar lebih ngerti gitu?
- Researcher : Eee, kalo misalnya lagi belajar kan, itukan Kayla praktek ngomong gitu, ha apa yang membuat Kayla gamau ngomong pada akhirnya?
- Respondent : Karna malu.
- Researcher : Kenapa bisa malu? Takut diketawain?
- Respondent : Iya, kek beda cara ngomong nya.
- Researcher : Oh gitu ga terbiasa ya?
- Respondent : Iya kayak gak biasa gitu
- Researcher : Kayla punya handphone kan? Handphonenya pernah dipakek gak untuk belajar Bahasa Inggris?
- Respondent : Pernah, kayak ngetranslate gitu
- Researcher : Oh gitu, oke terimakasih ya Kayla. Assalamualaikum
- Respondent : Iya, sama-sama. Wa'alaikumsalam.

Transcript of Interview 3

- Interviewer : Researcher
- Participant : Kayla Zd
- Status : Student of VII-6
- Date and Place : June 3rd 2022, 1st building of MTsN Tanjung Balai, Class of VII-6.
- Researcher : Assalamualaikum
- Respondent : Wa'alaikumsalam Miss
- Researcher : Oke, siapa namanya nak?
- Respondent : Kayla Zd
- Researcher : Oke Miss panggil Kayla aja ya. Kayla sukak ga belajar Bahasa Inggris?
- Respondent : Enggak Miss, karna agak susah.
- Researcher : Oh gitu, jadi kalo misalnya dikelas, pendapat Kayla apa kalo belajar dikelas?
- Respondent : Gasukak Miss
- Researcher : Kalo speaking kayak ngomong Bahasa Inggris gitu gasukak jugak?
- Respondent : Iya ga sukak, tapi kadang disuruh Ma'am jugak bisa, tapi Kayla gasukak Bahasa Inggris.
- Researcher : Kenapa gasukak? Yang menjadi kesulitan untuk Kayla itu apa?
- Respondent : Karna Bahasa Inggris itu susah deskripsinya gitu, cara ngomongnya juga susah.
- Researcher : Kalo disuruh ngomong Bahasa pd gak?
- Respondent : Enggak.
- Researcher : Lah, kenapa?
- Respondent : Karna gasukak, jadi takut salah, malu malu.
- Researcher : Oh gitu, okee. Jadi sekarang Kayla miss tanyak bisa ngomong perkalmatnya gak pakek Bahasa Inggris?
- Respondent : Enggak

Researcher : Oke, Kayla punya handphone? Pernah dipakek buat belajar Bahasa Inggris gak?

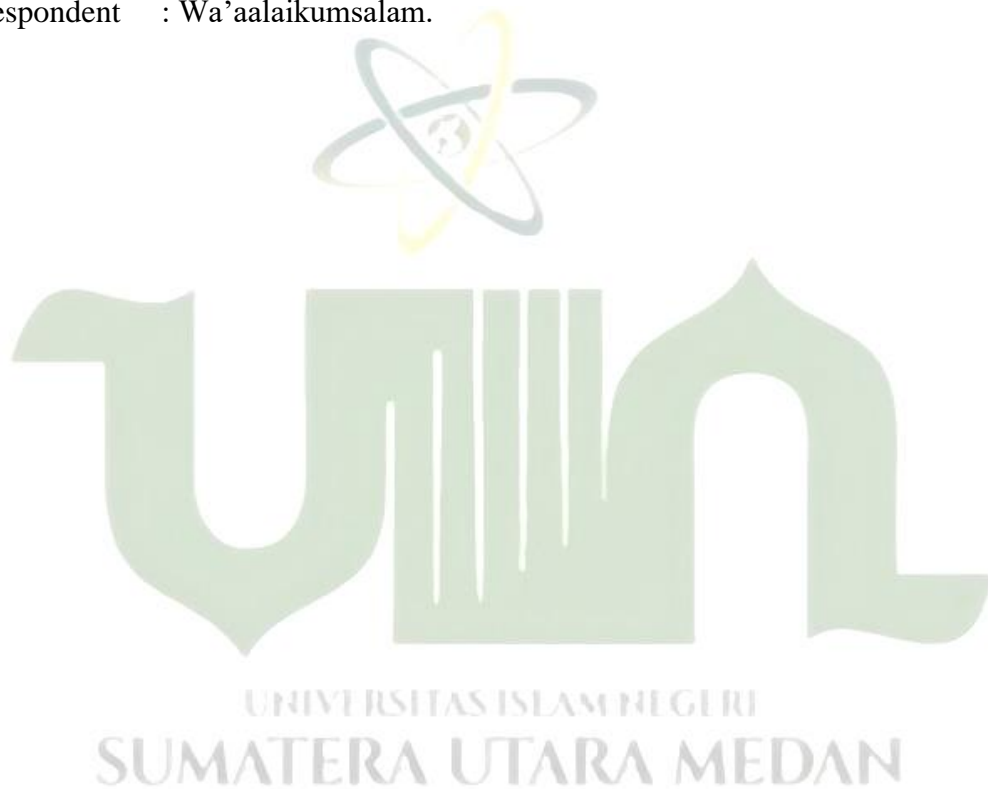
Respondent : Enggak.

Researcher : Kenapa? Karna gasukak tadi?

Respondent : Iya Miss

Researcher : Oke Kayla, semoga nanti bisa jadi sukak ya, karna Bahasa Inggris harus kita sukai dulu biar kita bisa pande, kalo gasukak ya bakal susah yakan, oke gapapa, terus belajar ya Kayla. Terimakasih Kayla, Assalamualaikum.

Respondent : Wa'aalaikumsalam.



Transcript of Interview 4

- Interviewer : Researcher
- Participant : Distry Rizkya Amanda
- Status : Student of VII-6
- Date and Place : June 3rd 2022, 1st building of MTsN Tanjung Balai, Class of VII-6.
- Researcher : Assalamualaikum
- Respondent : Wa'alaikumsalam
- Researcher : Oke, sekarang siapa namanya?
- Respondent : Distry Rizkya Amanda
- Researcher : Oke, Miss panggilnya Distry ya, Distry sukak gak belajar Bahasa Inggris?
- Respondent : Enggak Miss.
- Researcher : Kenapa tu? Emang pendapat Distry tentang belajar Bahasa Inggris dikelas bagaimana?
- Respondent : Ga tertarik, karna kata kata nya susah gitu.
- Researcher : Distry pernah gak ngomong depan kelas pakai Bahasa Inggris?
- Respondent : Pernah, cuman salah kata katanya gitu.
- Researcher : Yang menjadi hambatan Distry apa kalo misalnya disuruh ngomong Bahasa Inggris gitu?
- Respondent : Aaa, apayaa, kayak kesembelit gitu kata katanya.
- Researcher : Jadi teman teman kayak mana dikelas dukung gak kalo belajar Bahasa Inggris?
- Respondent : Gadak sih, lebih ke biasa aja gitu, kadang diketawain sih.
- Researcher : Distry ada ngerasain takut salah gak dalam belajar ngomong Bahasa Inggris?
- Respondent : Iya, takut takut salah gitu.
- Researcher : Distry mau belajar Bahasa Inggris lebih lanjut gak?
- Respondent : Enggak, karna ngafal nya payah, berhari hari jugak ga hafal.

Researcher : Oke, Distry punya handphone? Pernah dipakek buat belajar Bahasa Inggris gak?

Respondent : Emm, Bahasa Inggris kadang-kadang masih sukak

Researcher : Okay, jadi mungkin itu aja yang mau Miss tanyakan, terimakasih atas segala jawabannya, Assalamualaikum.

Respondent : Wa'aalikumsalam

Transcript of Interview 5

Interviewer : Researcher

Participant : M. Riski Damanik

Status : Student of VII-6

Date and Place : June 6th 2022, 1st building of MTsN Tanjung Balai, Class of VII-6.

Researcher : Assalamualaikum

Respondent : Wa'alaikumsalam

Researcher : Siapa namanya?

Respondent : Riski

Researcher : Sukak gak belajar Bahasa Inggris?

Respondent : Enggak Miss

Researcher : Alasan nya? Kenapa ga sukak?

Respondent : Gatau Bahasa Inggris, percakapan nya

Researcher : Kalo disuruh bicara Bahasa Inggris gimana?

Respondent : Takut di golain kawan kawan kalo salah

Researcher : Kesulitannya tu apa aja?

Respondent : Percakapan, penyebutan, karna gatau.

Researcher : Kalok Ma'am May suruh gimana?

Respondent : Sering pakek Bahasa Indonesia.

Researcher : Kelas ini mendukung gak untuk belajar Bahasa Inggris?

Respondent : Enggak Miss, karna diketawain

Researcher : Riski mau belajar Bahasa Inggris lebih lanjut?

Respondent : Tidak lah

Researcher : Punya hp gak Riski?

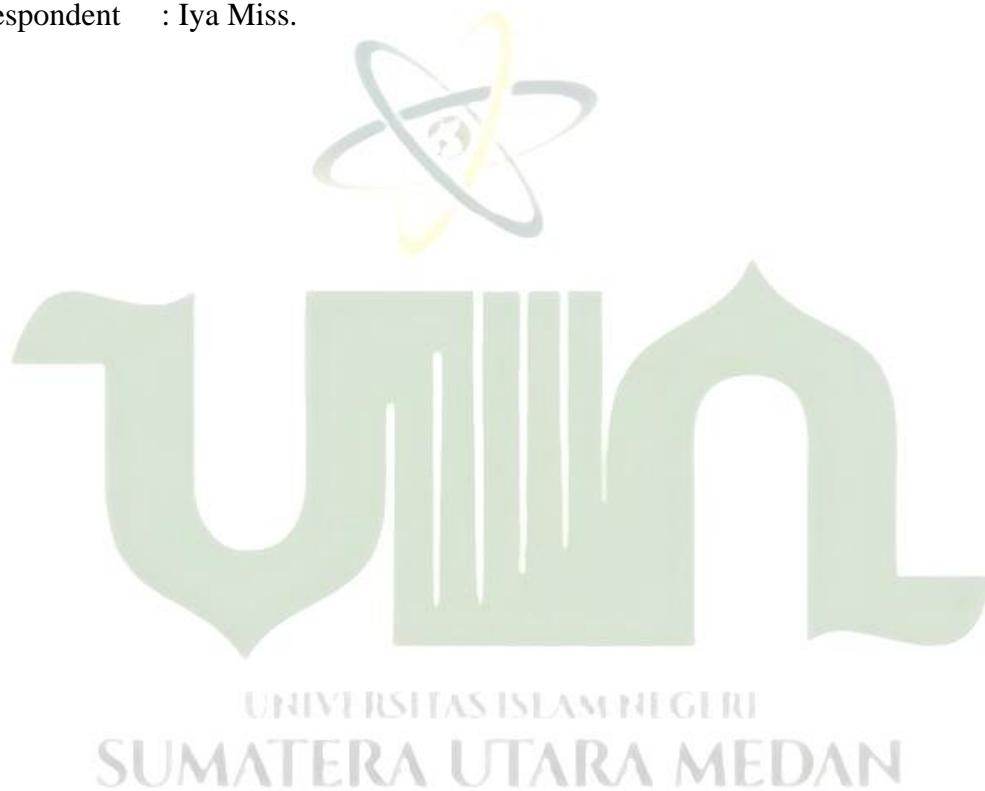
Respondent : Punya

Researcher : Pernah dipakek buat belajar Bahasa Inggris gak misalnya untuk cari kosa kata baru atau dengerin music Bahasa Inggris?

Respondent : Tidak, tak pernah.

Researcher : Oke, terimakasih ya Riski ya.

Respondent : Iya Miss.



APPENDIX 7

Permission Research Letter

5/13/22, 9:10 PM

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

**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-6348/ITK.IV.11/ITK.V.3/PP.00.9/05/2022

09 Mei 2022

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Kepala Sekolah MTsN Tanjung Balai

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	: Rusni Anda
NIM	: 0304182090
Tempat/Tanggal Lahir	: Sei Jawi Jawi, 10 Oktober 2000
Program Studi	: Tadris Bahasa Inggris
Semester	: VII (Tujuh)
Alamat	: DUSUN III, SEI JAWI JAWI, KEC. SEI KEPAYANG BARAT, KAB. ASAHAN Kecamatan SEI KEPAYANG BARAT

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. M. Abbas Ujung No.217 Kel. Pantai Burung Kec. Tanjung Balai Selatan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

STUDENT'S DIFFICULTIES IN LEARNING SPEAKING FACED BY THE FIRST YEAR STUDENTS AT MTSN TANJUNG BALAI

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

Medan, 09 Mei 2022

a.n. DEKAN

Ketua Program Studi Pendidikan Bahasa Inggris

*Digitally Signed***Yani Lubis, M.Hum**

NIP. 197006062000031006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA TANJUNGBALAI
MADRASAH TSANAWIYAH NEGERI TANJUNGBALAI
 Jalan : M. Abbas Ujung No. 217 Telepon : (0623) 93125
 Email : mtsntanjungbalaimtsn@yahoo.co.id Kode Pos 21316

SURAT KETERANGAN

Nomor : 149 /Mts.09.02/KP.01.2/06/2022

Yang bertanda tangan dibawah ini :

Nama : Rosid Abidin, S.Pd.,M.Si
 NIP : 19831001 200901 1 010
 Pangkat /Gol : Penata Tk.I III/d
 Jabatan : Plt. Kepala MTs Negeri Tanjungbalai

Dengan ini menerangkan bahwa :

Nama : RUSNI ANDA
 NIM : 0304182090
 Tempat/Tanggal Lahir : Sei Jawi Jawi, 10 Oktober 2000
 Program Studi : Tadris Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : Dusun III, Sei Jawi-Jawi, Kec. Sei Kepayang Barat, Kab. Asahan.

Benar telah melaksanakan penelitian pada tanggal, 09 Mei - 13 Juni 2022, di MTsN Tanjungbalai untuk memperoleh data yang akan digunakan dalam penyusunan skripsi dengan judul "***Student's Difficulties in Learning Speaking Faced by The First Year Students at MTsN Tanjungbalai***".

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagai mana mestinya terimakasih.



Tanjungbalai, 16 Juni 2022

PLT Kepala

Rosid Abidin

APPENDIX 8

Documentation during Research Observation at MTsN TanjungBalai



**Meeting with WKM and English Teacher for the first grade of MTsN TanjungBalai
(May 18th and June 3rd 2022)**



Observation Day 1, May 20th 2022



Observation Day 2, May 23rd 2022



Observation Day 3, May 27th 2022



Observation Day 4, May 30th 2022



Interview Day 1, June 3rd 2022



Interview Day 2, June 6th 2022



Interview Day 3, June 13th 2022

CURRICULUM VITAE

Full Name : Rusni Anda
 NIM/Department : 0304182090/Tadris Bahasa Inggris
 Place/Date of Birth : Sei Jawi-Jawi/ October 10th 2000
 Father's Name : Rustam
 Mother's Name : Syafrida
 Father's Job : Entrepreneur
 Mother's Job : Housewife
 Address : Sei Jawi-Jawi, Dusun III, Kec. Sei Kepayang Barat, Kab. Asahan



Education :

1. MIS Musa 'Adatul Iman, Sei Jawi-Jawi, Sei Kepayang Barat, Asahan, North Sumatera, graduated in 2012.
2. MTsN Tanjungbalai, Pantai Burung, Tanjungabalai Selatan, North Sumatera, graduated in 2015.
3. MAN Tanjungabalai, Pantai Burung, Tanjungabalai Selatan, North Sumatera, graduated in 2018.

Achievement :

1. INTERNATIONAL SCIENCE AND INVENTION FAIR, Bronze Medal of Environment | December 2020
2. NATIONAL ENGLISH COMPETITION UNIMED, 4th Runner Up of Varsity Speech | March 2019
3. ENGLISH DEPARTMENT EXPO UINSU, 1st Runner Up of Speech Contest | April 2019
4. DIES NATALIS ASAHAN UNIVERSITY (UNA), 1st Champion of varsity Debate Competition | August 2021
5. ASEAN INNOVATIVE SCIENCE ENVIRONMENTAL ENTREPRENEUR FAIR, Silver Medal of Environment | February 2022