THE STUDENTS' DIFFICULTIES IN LEARNING SPEAKING ENGLISH FOR THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA

THESIS

Presented to the Department of Education of the State Islamic College of Palangka Raya in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam

By:

A'AM RIFALDI KHUNAIFI
040 112 0139

**THE STATE ISLAMIC COLLEGE OF PALANGKA RAYA
THE DEPARTMENT OF EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
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APPROVAL OF THESIS ADVISORY COMMITTEE

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Title of the Thesis : THE STUDENTS' DIFFICULTIES IN LEARNING SPEAKING ENGLISH OF THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA.

Name : A'am Rifaldi Khunaifi

SRN : 0401120139

Department : Education

Study Program : English Education

Level : (S-1)

Palangka Raya, October 15 2009

Approved by:

Advisor I,

Dra. Halimah, M.Pd.
ORN. 19671226 199603 2 003

Advisor II,

HJ. Apni Ranti, M.Hum.
ORN. 19810118 200801 2008

Vice Director in Academic Affairs,

Drs. H. Abubakar, HM. M.Ag.
ORN. 19551231 198303 1 026

The Department of Education Chair,

Hj. Hamidah, MA.
ORN. 19700425 199703 2 003

ii

OFFICIAL NOTE AND LEGALIZATION

OFFICIAL NOTE

Case   : Examination of
          A'am Rifaldi's Thesis

Palangka Raya, October 15 2009

To, Director of the State Islamic College
of Palangka Raya
in

Palangka Raya

Peace be unto you and God's mercy and blessing as well.

By reading and analyzing of the thesis revision, we think that the thesis in the name of:

Name   : A'am Rifaldi Khunaifi

Student Registration Number : 0401120139

Title of the Thesis   : THE STUDENTS' DIFFICULTIES IN LEARNING SPEAKING ENGLISH OF THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA.

Can be examined in partial fulfillment of the degree of Sarjana Pendidikan Islam in English Education of education Department of STAIN Palangka Raya.

Thank you for your attention.

Peace be with you and God's blessing.

Advisor I,   Advisor II,

Dra. Halimah, M.Pd.   **HJ. Apni Ranti, M.Hum.**
ORN. 19671226 199603 2003   ORN. 19810118 200801 2008

LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

This thesis entitled **THE STUDENTS' DIFFICULTIES IN LEARNING SPEAKING ENGLISH OF THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA** in the name of A'am Rifaldi Khunaifi., and his Student Registration Number is 0401120139. It has been examined in Team of Examiners of the State Islamic College of Palangka Raya on:

Day   : Saturday

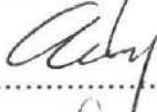Date   : Dzulka'dah 5th , 1430 H/ October 24 , 2009

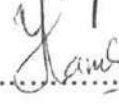Palangka Raya, October 24, 2009

Team of Examiners:

1. **Drs. H. Abdul Qodir, M.Pd.**   (................................)
   Chairman/member

2. **Sabarun, M.Pd.**   (................................)
   Member

3. **Dra. Halimah, M.Pd.**   (................................)
   Member
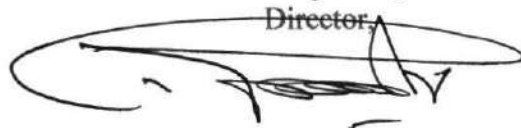
4. **Apni Ranti, M.Hum.**   (................................)
   Member

The State Islamic College
of Palangka Raya.
Director,

Dr. H. Khairil Anwar, M.Ag.
ORN. 19630118 199103 1 002

ABSTRACT

KESULITAN-KESULITAN SISWA DALAM BELAJAR SPEAKING ENGLISH SISWA AJARAN KEDUA DI MAN MODEL PALANGKA RAYA

ABSTRAK

Tujuan dasar dilakukannya penelitian ini adalah untuk menjawab permasalahan mengenai kesulitan-kesulitan yang dialami oleh siswa dalam belajar speaking English di Sekolah MAN Model Palangka Raya Kelas XI.I.S-1 dan kelas XI.I.S-2 .(1) Masalah apa yang dihadapi siswa kelas XI.I.S-1&2 di MAN Moel palangkaraya dalam persiapan belajar bahasa Inggris sebelum di kelas.(2) Masalah apa yang dihadapi siswa kelas XI.I.S-1&2 di MAN Model palangkaraya ketika belajar speaking di kelas. (3) Masalah apa yang dihadapi siswa kelas XI.I.S-1&2 di MAN Model palangkaraya dalam pengulangan pelajaran setelah belajar bahasa inggris di kelas.

Hasil riset mengatakan : (1) ide penemuan, grammar dan kosa kata, apakah masalah dihadapi oleh murid dan persiapan untuk mempelajari berbicara yang diungkapkan oleh wawancara dan murid membuat teks spoof. Untuk XI.I.S 1 & XI.I.S - 2. (2) masalah di dalam menyajikan speaking mempergunakan di presentasi oleh XI.I.S - 1: 1. Untuk membuka suatu presentasi (12), untuk mengatakan maaf (12) dari XI.I.S - 2 1.Untuk membuka suatu presentasi (10),2 untuk menutup suatu presentasi (11)

Dari hasil wawancara ini ditemukan bahwa Bahasa Inggris adalah berbeda dari Indonesia, grammar dan kosa kata. Angka masalah no 3 dijawab oleh mewawancarai jawaban yang mengatakan bahwa mereka tidak menyukai Bahasa Inggris dan tak seorangpun pertolongan mereka di rumah.

Dari video, ini dilihat bahwa pola kebanyakan terpakai di presentasi adalah sesuatu yang sederhana dari presenter dan pendengar yang diikuti oleh pertanyaan dan jawaban.

THE STUDENTS ' DIFFICULTIES IN LEARNING SPEAKING ENGLISH OF THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA.

ABSTRACT

The purposes of the study were aimed at finding out the problem about by: (1). What are the problems of the second year students of IPS class at MAN Model Palangka Raya in preparing to learn speaking English before the class? (2). What are the problems of the second year students of IPS class at MAN Model Palangka Raya when they are learning speaking English in the class? (3). What are the problems of the second year students of IPS class at MAN Model Palangkaraya in reviewing the lesson items after learning speaking English in the class ?

Analytical research was used in this study with test, observation a interview as data instruments to collect data. The data found then were analyzed by sample statistical techniques while the respondents were chosen by purposive sampling with 65 students from XI.I.S-1 & XI.I.S-2 the samples.

The research findings told that : (1) finding ideas, grammar and vocabulary, were problems encountered by the students and preparation to learn speaking revealed by interview and students made procedural spoof text. For XI.I.S 1 & XI.I.S-2. (2) problems in presenting speaking were range from fewer variations of expression used in presentation by XI.I.S-1 : 1.to open a presentation(12), to say sorry (12) from XI.I.S-2 1.to open a presentation (10),2 to close a presentation (11)

From interview it's found that English is different from Indonesian, grammar and vocabulary. Problem number 3 were answered by interview the answers told that they didn't like English and no body help them at home.

From video, it was seen that the pattern mostly used in presentation was the simple one that was from presenter and audience followed by question and answer.

ACKNOWLEDGMENTS

ACKNOWLEDGEMENT

First of all, the writer wishes to express his particular thanks to God. In this right chance, the writer would like to give his greatest thanks to:

1. Dr. H. Khairil Anwar, M.Ag., as Director of STAIN Palangka Raya for his direction and permission of conducting this research;

2. Hj. Hamidah, MA., as the chair of the Department of Education for her permission so that the writer .can complete the requirements for writing this thesis;

3. Drs. H. Abdul Qodir, M.Pd., as the Coordinator of the English Education Study Program for the advice, support and suggestion in conducting the research;

4. Dra. Halimah, M.Pd. and HJ.Apni Ranti, M.Hum., as the first and second advisor for the guidance and encouragement that they provided during writing this thesis;

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Special thanks are addressed to his friends of TBI 2004 for their helps. His grateful thanks also go to all the teaching staff of the English Education Study Program for their invaluable guidance and support.

Last, the writer's very sincere thanks go to his parents, sisters and brothers who always give their supports, praying, and affections sincerely to the writer's effort in doing the study. In addition, for the writer's big family, the writer says the deepest grateful for their support morally and spiritually.

The writer realizes that this thesis still far from the perfect, therefore some constructive critical and suggestions are warmly welcome. Hopefully, may Allah keeps us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, October 15 2009

A'am Rifaldi Khunaifi
SRN. 0401120139

DECLARATION OF AUTENTICATION

DECLARATION OF AUTHENTICATION

In the name of God

I myself make declaration that this thesis entitles THE STUDENTS'
DIFFICULTIES IN LEARNING SPEAKING ENGLISH OF THE SECOND YEAR
STUDENTS AT MAN MODEL PALANGKA RAYA is truly my own writing. If it
is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so. I am ready to be given
academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, October 15 2009
My Own Declaration

A'AM RIFALDI KHUNAIFI
SRN. 04011201339

MOTTO

MOTTO

"Success is a struggle a faced by patience sacrifice

A failure is just a postpone success

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DEDICATION

Sincerely, this thesis is dedicated to:

❖ *My parents, with their biggest Prays and affections;*

❖ *My Brothers and Sisters, with their sincere supports and advices;*

❖ *My friends of TBI 2004...*

CHAPTER I

CHAPTER 1

INTRODUCTION

A. Background of study

Education represents the conscious effort conducted to mature and create the well educated human being, so that with the existence of education which is enough and adequate had by them, he will be able to overcome all problems faced better among problem of social, problem of health and problem of itself, education and also they will be able to improve its life level, language represent the very important communication means in social life goes into society.

Speaking is an essential tool for communicating, thinking, and learning. Oral language is a powerful learning tool. It shapes. Modifies, extends. And organizes thought. Oral language is a foundation of all language development and therefore, the foundation of all learning. It is the base for the other language strands. Through speaking and learning, students learn concepts, develop vocabulary and perceive the structure.

Speaking is one of productive skills in oral mode. It, like the other skills, is more complicated and it seems at first and involves more than just pronouncing words by gate states that and interaction (speaking) can be signed by routinely, as

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conventional way in presenting the information that can be focused an information and interaction.[1]

English is considered as the first international foreign language which is formally taught beginning from elementary school, junior high school up to university level. Learning English is an obligation for the students because English has important functions in Indonesia. Beside to be used as an international communication, English is also needed for getting science, technology, job position, promotion and even this time is many offering the scholarship to abroad. Therefore, we must master English language.

English does not only represent international language, but also with this language we can build the good relation shut among nations state and we can filter the external culture which is against our rules step into our State. Hence President of Republic Indonesia in the decision included in Laws of Republic Of Indonesia of number 2 year 1989 about system of national education says: " To realize national development in education is needed by the make-up of quality and completion of education National".[2]

Since the massive improvement of science and technology in form of information growth among societies either through mass media or electronics, a teacher is progressively recommended to have ability to adjust him self in this globalization era. Because, successfulness in increasing quality of this education

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[1] Hhtp: //www.sasked.hmtml
[2] Bimo walgito, 1989.*Undang-undang Republik Indonesia nomor 2 tahun 1989 tentang sistem Pendidikan Nasional.*Jakarta : percetakan Negara.

quality is laid on the shoulder of all Teachers in School. But unconsciously until now there are still many teachers assume their students solely as "object learning" and not as " a subject learning" the students having with high intellectual, if exploited better and they can the promising human resources capital of develop the country.

Before, there are two previous studies on speaking, namely: *"Studi Terhadap Penyebab Kesulitan Belajar Matematika Siswa Sekolah Dasar Negeri Di Kecamatan Kapuas Timur", written by Eddy Surianto, SRN. 01.21.02711.*

To dig intellectual form the student in an optimal fashion. Therefore a teacher has to get the picture of their students by knowing their in difficulties it also happens in MAN Model Palangkaraya ; every student has the ability in doing English tasks, but there are also where some of students facing to a have difficulties in doing English Tasks.

There are various influences causing students face the difficulty in doing English tasks besides other subjects such as : Arabic language, Al-Qur'an Hadist, History of Islamic Culture (SKI), Fiqh, etc.

Based on the background above, the writer is infested conducting the research with the title "The student's difficulties in learning speaking English for the second year students at Man Model of Palangka Raya"

B. Problems of the Study

The purposes of writing this proposal that the writer present are:

1. What are the problems of the second year students of IPS class at MAN Model Palangka Raya in preparing to learn speaking English before the class?

2. What are the problems of the second year students of IPS class at MAN Model Palangka Raya when they are learning speaking English in the class?

3. What are the problems of the second year students of IPS class at MAN Model Palangkaraya in reviewing the lesson items after learning speaking English in the class ?

C. Objectives of the Study

As for becoming target in this research be as follows

1. To describe the problems of the second year students of social science at MAN Model Palangkaraya in preparing to learn speaking English before the class.

2. To describe the problems of the second year students of social science at MAN Model Palangkaraya when they are learning speaking English in the class.

3. To describe the problems the second year students of social science at MAN Model Palangkaraya in repetition the lesson items after learning speaking English in the class.

D. Significance of the Study

The writer hopes the result of this study will be useful, among other:

1. To inform the teacher about the students' problems in learning speaking English.

2. To give information to other researcher about students' problems in learning speaking English.

3. To Increase the knowledge and the experience of the writer.

E. Research Methodology

1. The Time and the Place of the Study

The time needed in collecting the data in the field is about two months. The writer feels that it is enough to get the data and information related to the problems in learning speaking English of the second year students of IPS class at MAN Model Palangkaraya. It is also for the efficiency of the time in order that the teaching learning process in the school is not disturbed.

The places of the research, the writer do the research in MAN Model Palangka Raya. The place of the research is at Jl. Cilik Riwut km. 4 Palangka Raya.

2. General Description oF Man Model Palangka Raya

1. The description of MAN Model of Palangka Raya

Historically, based on the letter of decree of the Ministry of the Religious Affairs of Republic Indonesia, No. 27 on May 27, 1980, MAN was still under control of MAN 3 Yogyakarta. At the time, MAN was located on S.

Parman street Palangka Raya and now become An-Nur Complex. In 1982, it was moved to Cilik Riwut Street km 4,5 Palangka Raya, fax/telephone numbers (0536) 3231286.

Further more, it was changed to the new status as Islamic Senior High School through the letter of the decree of the Ministry of the Education and culture No. 0489/U/1992 in under control of the Religious Affairs the parlemen. MAN has grown into another status as MAN Model Palangka raya based on the letter of decree of general Director of Islamic Organization Division Number. E.IV/PP.006/KEP/17/1998 and become a Model of Islamic Senior High School in Central Kalimantan province.

As the only one Model of Islamic Senior High School of Palangka Raya, it has been supported by some facilities such as library, cyber cafe, language laboratory, sport field and computers laboratories. Besides that, MAN, where classes are 16 rooms for about 600 students, also supporters by 59 teachers and has three programs such as science program, social and language program. The kinds of classes XI science / XII science will learn natural science subjects more than other subjects it also, happen in class XI social and XI language / XII language.

Especially of English subject at MAN model Palangka Raya taught by faur teachers, one of them was from the post graduate program. It could be written as :

Table 1.1

The English Teachers at MAN Model Palangka Raya

No.	Name	Position	Class
1.	Dra. Halimah, .M.Pd	An English teacher	XII, XI social
2.	Lailin Ni'mah,S.Pd	An English teacher	X, XI language
3.	Rasidi, S.Pd	An English teacher	X, XI
4.	Siti MAsniah,S.Pd	An English teacher	X, XI, XII social / language
5.	Zaitun Q, S.Pd	An English teacher	
6.	Yeni R, S.Pd	An English teacher	

To support of English and teaching learning process, some teacher used media for example : an English hand book, a computer, a television, a DVD, a cassette, a tape, and white / black board. As the complement in of literatures, the teachers took some materials and information from magazines, newspaper, article, and internet to support the material taught.

3. Method and Type of the Study.

a. Method of the Study

For the type of study, the writer uses analytical research. Analytical research takes descriptive research one stage further by seeking to explain the reasons behind a particular occurrence by discovering causal relationships. Once

causal relationships have been discovered, the search then shifts to factors that can be changed (variables) in order to influence the chain of causality. Analytical research can be quantitative or qualitative depending on whether the focus.[3]

b. Type of the Study

This research is naturalistic research to describe the real phenomenon appropriate with the facts in field about Learning English Speaking at the second year students of IPS class at MAN Model Palangka Raya. The writer has seen some of students have many problems in learning speaking English while doing PM II at MAN Model Palangka Raya. So the writer has to know the real situation by observation observation, seeing, asking, writing, and taking conclusion from what have been found in the class.

According to Znaniecki in Branen states that Analitycal research is the research looks for simmilar caracteristic and put it into abstrac because of it's gnerelazation. If that must be esence of speacial case. The last is drawn abstraction from the case concrete that there are esence and generelazation, as long as it is esential these characteristics are simmilar in many cases.[4]

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[3]http://www.ucd.ie/teaching/t&|Research Methodologies_Sub/analytical_research.html.
[4] Julia Brannen. 1997, *Memadu Metode Penellitian kualitatif dan Kuantitatif,* Yogyakarta, Pustaka Pelajar, pg 14

4. Subject and Object of the Study

In order to take The subject of the study the writer uses purposive sampling. according to Darrel N. Caulley,[5] purposive sampling is used as a strategy when one want s to understand something about certain select cases without to generalise to all such cases. In fact it is likely to be questionable wether generalisation is possible since there is ofte great variation among cases, especially if the contextuality of cases also varies. At Model Palangka Raya. The students who be the subject, be taken by using homogenous sample.

Using the technique which purpose is to describe some particulars subgroup in depth. In this case for the students who have difficulties in Learning English speaking. The total students of the second years of IPS class at MAN Model Palangka Raya can be seen as follow :

Table 1.2

**The Students Of XI.I.S-1 and XI.I.S-2
At MAN Model Palangka Raya**

No	Classes	Male	Female	Total
01.	XI IPS -1	20	12	32
02.	XI IPS -2	18	14	32
TOTAL		38	26	64

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[5] Caulley Darrel N. 1992. *Notes on The Basic Characteristics Of Post positivist Interpretive Inquiry.* LA Trobe University.

The object of study is the problems that faced by the second year students of IPS class at MAN Model Palangka Raya in Learning speaking English.

F. Data Collecting Procedure

Data collecting technique used is according to Rahardjo namely: observation, interview, and documentation.[6]

a. Observation

The observation is a technique in collecting data where the researcher does the observation directly to the students English speaking activities in the class:

1. The place or location is general ilustration about the second year students of classes condition.

2. Subject, is the second year students of IPS class in learning speaking English.

3. Object, is the problems that be researched to find for the problems of students IPS in learning speaking English.

4. Situation, the IPS class condition while or after teaching learning activity.

The researcher uses the direct observation to the students English Speaking activities in the class :

1. The researcher goes into the speaking class to give direction to the students for speaking presentation in front of class

2. The researcher records the students presentation

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[6] Mudjia Rahardjo, *Pengantar Penelitian Bahasa*, Malang:Cendekia Para Mulya,2002, p. 56

3. The researcher finds out the data on how many students can fast speaking presentation in front of the class and how many the students can't fast speaking presentation.

The observation to the subject of the study is done by observing the difficulties of students in learning Speaking English and then, search the causes. In this case, the writer involved in the activities that they do and observe the English teaching learning process in the class directly.

b. Test

The writer use the test but without giving the score just to know the presentage of the students.

c. Interview

The interview is done to get the data about relative pronoun case at the second year students of IPS class at MAN Model Palangka Raya. The researcher uses tape recorder and handycam while interview done. In unstructured interview, writer uses interguideline that consits of out line appropriate to the topic of the study. In interviewing the subjects, the researcher tries to develop a comfortable condition in order that informant does not feel interviewed in order she can express her opinion naturally.[7] Interview is done on interview conversation between researcher and informants for looking information about :

a. The students' activities in English speaking class.

b. The students' problems to the English speaking activities.

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[7] Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta: Rineka Cipta, 1993, p. 197

c. The students supports to word the English speaking activities.

d. The students willingness to English speaking activities.

c. Documentation

Document used are of formal documents, video, and photos. The formal document is whole about the second Year students of IPS class at MAN Model Palangka Raya.

Documentation here is the collecting data by using written documents that are gotten and or related to the data needed. The data needed are:

a. The names of the second year students of IPS.

b. Students' score in English subject Collecting the value of IPS students in speaking English.

c. Syllabus of the second year students of IPS classes in learning speaking English.

d. Photo and Video as evidence of activieties.

G. The Endorsement of Data

There are four techniques to determine the endorsement of the data, namely credibility, transferability, dependebility and confirmability.[8]

a. Credibility

In qualitative research, in order to the data can be believed and fulfilled terms of the credibility, data must be admitted and received trully by information

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[8] Sugiyono, *Metode Penelitian*, p.366

source of the study. To efford in order that the truth of the study is believed, it is supported by some ways,as follows:

1. The existence of participation

The writer tries to know recheck the condition of place where the study is done, recognizes culture of environtment of the place and checks the truth of information taht is gotten.

2. Do Observation diligently

The writer do observation accurately and continually in the students' active learning speaking English in the class. the writer can give description of data accurately about what is observed.

3. Tringulation

The writer examine the credibility of data by examining the data to the source of data by interview, observation, documentation.

4. Member Check

Member check namely ask the second Year students of IPS class at MAN Model Palangka Raya. It is done Who for everyone be as the informants. It is done to examine the data in order to get similarity of perception between the reasearcher and subject of study as respondent or informent.

b. Transferability

Transferability relates to question, how far the result of the study can be applied by the other people in other context. So, the writer must make a

report that explain clearly about English speaking to the speakers can be easy to understand the result of study.

c. Dependability

Dependability is done by auditing all of research process to prove the data is reliable. So, the writer must focus to the problem, to field, determine the source of data, do data analysis, examine the endorsement of data and make conclusion of data.

d. Confirmability

The confirmability is reached by asking the advisor or an expert to check the process of the study that is correlated by process that is done. It means, result and process must be balanced.

Based on the explaining above, It can be a sketch of endorsement of Data :
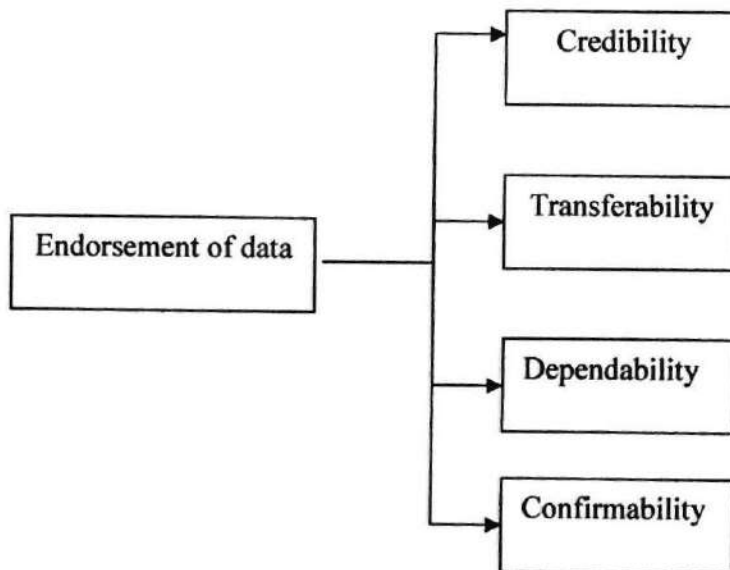
H. Data Analysis Procedures

Bastion states that the qualitative data consist of words even numbers that are described through interpretation. So. to know and determine their meaning need to study carefully[9]

So that the writer uses the technique of data analysis in the version of Miles and Huberman which describes that the technique of analysis in qualitative studies done through some steps as follow:

1. Data reduction *(pengembangan data) all of the data that have been collected, then it is processed between true relevant and irrelevant to the problem.*
2. Data display *(penampilan data) is the relevant data reported by the writer at chapter III.*
3. Conclusion *(menarik kesimpulan dan data yang diperoleh) is the writer seeks conclusion as answering for formulation of the problem.* [10]

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[9] Moleong Lexy,J.(1987), *Metodologi Pendidikan Kualitatif.* Bandung Remaja Rosda Karya
[10] Qodir, Abdul (1999), *metodologi Riset Kualitatif.* Palangka Raya.

CHAPTER II

CHAPTER II

LEARNING ENGLISH SPEAKING

A. The Previews Related Study

There is one previous studie on speaking, namely: *"Studi Terhadap Penyebab Kesulitan Belajar Matematika Siswa Sekolah Dasar Negeri Di Kecamatan Kapuas Timur"*, written by Eddy Surianto, SRN. 01.21.02711.

Problem of the study:

1. *What is the students' Difficulties in Gugus I at Elementary School. at Dinas Kependidikan dan Kebudayaan kapuas district culture east, at class v deep solve mathematics problem?*

2. *There is gets what prosen on each handicap on first problem of the study?*

Objective of the study:

1. *To Know handicap that experienced by student on Elementaries School at Dinas Kependidikan dan Kebudayaan kapuas district culture east, at class v deep solve mathematics problem.*

2. *To Know how much prosentasi on their handicap on first problem formulation.*

Research Metodologi In this research the writer use Descriptive explorative Method which is a research metodologi that is utilized to make a picture about a situation objectively.

Population: In this research is all of the student class v on Elementary School. at Dinas Kependidikan dan Kebudayaan kapuas district culture east School Year t 2003 / 2004 total one 116 students.

Sample : one that is taken as much more or less 30% of populations.

B. Theoretical Description

1. Learning English

In all education process in school, activity learn to represent a most fundamental activity. This means containing meaning that succeeding do not it him attainment target of education of many base on how process learn natural by pupil as protégé. it is true if we enquire to someone of about what learning is. hence we will obtain; get the answer which is all kinds of. different idea of People of about meaning learn that caused by the existence of fact. Many activity type which by many people can be agreed as learn for example imitating sentence utterance, collecting fact, and do the problem of English speaking etcetera

With the fact above, there are a lot of definition of learning, told by experts. Oemar Hamlik expresses his opinion about learning is : " a growth

forming and change in 'self expressed in way of comporting new blessing of experience and practice".[10]

Learning is an effort process which behavior someone to obtain a new behavior change as a whole, as its own experience result in interaction area.[11] In general all of student many experiencing of problem is way of learning.

According to research LPP- FKIP (Institute the Education , Faculty of Teachers and Education Science) investigating about problem of high transition SMA teachers a number of lecturer. By all lecturer said that to overcome the way of learning in SMA still many experiencing of less, for example

1. Less awareness to enthusiasm

2. Less enthusiasm read the book

3. Less learn the group

4. Less critical way of thinking and check

5. Generally they learn quiescently and have the character of to memorize

6. Generally they learn to teach the number and diploma

From above mentioned research result, inferential that way of learning to represent a problem which must be overcome as well as possible in order not to hinder them in the study.[12]

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[10] Oemar Hamalik, (1992). *Pelayanan Bimbingan Sekolah.*Jakarta ; Sinar Grafika
[11] Slameto, 1995. *Belajar Dan Faktor-faktor yang Mempengaruhinya.* Jakarta : PT. RINEKA CIPTA.
[12] Abu Ahmadi, 1991. *Teknik Belajar yang Efektif.* Jakarta : PT RINEKA CIPTA

According to James 0. Whittaker. in Abu Ahmadi "Learning May be defined of ace of the process by which behavior organizes or is altered through training or experience"[13] There by behaviour change of effect of growth of physical or maturity, fatigue, disease, or influence drug is do not the including as learning.

Definition which is not far different from the definition of above, told by Cronbach in its book entitling" Educational Psychology" the following: "Learning is shown by change in behavior of ace of a result of Experience".[14] There by learn effective is through the experience. In course of learning. someone of having direct interaction to by object learnt by using all appliance sense.

Hereinafter Haward L. Kingsley tell about congeniality learn as follows : Learning is the process definition which do not far differ from the definition of above, told by Cronbach "Learning is shown by change in behavior of ace of a result of experience". Thereby learn effective is through the experience. In course of learning. someone of have direct interaction to by object learn by using all appliance indranya. Hereinafter Haward L. Kingsley tell about congeniality learn as follows Learning Is the process by which behavior (in the broader sense) is originated or changed through practice or training"[15] Thereby can be taken by

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[13] Abu Ahmadi 1990. *Teknik-teknik Belajar Yang Tepat.* Semarang ; Mutiara Permata Widya. p. 119

[14] *Ibid.* p. 120
[15] *Ibid.* p. 120

conclusion that learning process of where behaviour (in wide of meaning) generated or altered to through the practice or practice.

Speaking is one of productive skills in oral mode. It, like the other skills, is more complicated and it seems at first and invalves more than just pronouncing words by gate states that and interaction (speaking) can be signed by routinely, as conventional way in presenting the information that can be focused an information and interaction.[16]

2. Learning English Speaking

In each, every management process the study speaking becoming expectation learn is to be is student is permeable of lesson items taught completely. But that way, such expectation frequently failed to come into, because just existing fact always there is student which cannot master the items of lesson speaking taught by is teacher completely. Some students show to score of domination of low lesson speaking items though he have out for learn with is teacher which have tried and strain after to carry out the process of study speaking by using various approach which such condusive. Phenomenon shows some students which finding difficulties in learning.

Fluency in speaking is achieved through a series of situational dialogues. In here are passages introducing the student to actual examples of conversations

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[16] hhtp: //www. Sasked html/

which he is likely to encounter. The end of the situational dialogues there are free-response questions to test understanding.[17]

According to Hymnes in pranomo states that every the speech act can be understood the meaning accurately when someone wants to look the components of speech. It was acronym as **SPEAKING** as follows:

a. S = Setting (Included time, place physic condition in act of speech).

b. P = Participants (Included speaker, writer, listener or reader).

c. E = Ends (Purpose / result which are hoped).

d. A = Act sequence (form and content of message).

e. K = Key (way in speaking, i.r. serious roughs, ect by speaker).

f. I = Instrumentalities (channels are used like written or oral and form of speech direct and accent).

g. N = Norms (the norms are used in interaction like interruption and interpellation that must be understood by speaker.

h. G = Genres (special register is used in speech act for examples entertainment and speech).[18]

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[17] Davis John, 1991. *Adult Learner's English.*

[18] Pranomo, 1996. *Analisis Penelitian Bahasa.* Yogyakarta : Gajahmada University Press.

3. Speaking

Speaking actively engages students in interactions with pers and other audiences. The students who have been provided with supportive, collaboration environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose in speaking. There are some purposes in speaking include the following :

a. To express personal feelings, ideas, or view points.

b. To tell a story

c. To tell or amuse

d. To describe

e. To inform or explain

f. To request

g. To inquire or question

h. To clarify thinking

i. To explore and experiment with a variety of ideas and formats

j. To converse and discuses

Previously they can be prepared / planned in a curriculum or syllabus in routinely and continuously programs, so it can be known the reach of the purpose.

The are some scaffolds to support speaking include following:

a. Discussing or developing the students criteria for a variety of formal and informal speaking formats (e.g. conversation, group discussion, role play), and posting these an a bulletin board or having students record them in their note books for reference.

b. Modeling a variety of formal and informal speaking formats for students.

c. If possible, making available to students audio and video equipment so that they can practice their speaking formal situations.

C. The Characteristics of Speaking Difficulty

The same characteristics must be taken into account in the productive generation of speech, but with slight twist in that the learner is now the producer. Bear is in mind that the following characteristics of the spoken language can make oral performance easy as well as, in some cases, difficult.[19]

1. Clustering

Fluent speech is phrasal, not word. Learners can organize their out put both cognitively and physically (in breath groups) through such clustering.

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[19] Addision Wesley Longman, 2001. *Teaching by Principles : An Interactive Approach to Language pedagogy.*

2. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3. Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problem in teaching spoken English (see the section below on teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

4. Performance variables

On of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean, like, etc.* one of their most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5. Colloquial Language

Make sure your students are reasonably well acquainted with the words. Idioms, and phrases of colloquial language and that they get practice in producing.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversation negotiation.

D. Factors Influencing to Difficult of Learning Speaking

Learning as a process or activity is required by some factor influencing. Sumadi Suryabrata in its book Education Psychology express that there are two factors as follow[20] :

Learning as a activity or process required by some factors influencing :

a. Factor coming from within students self, what is classified becoming two, that is : 1) factor is physiological and 2) factor is psychological.

b. Factor-factor coming from outside student self, what also classified becoming two, that is: 1) factor is social and 2) factor non-social?

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[20] Sumadi Suryabrata, 1993. *Psikologi Pendidikan.* Yogyakarta : Andi Offste

a. Factors Coming From Within Self

Factor comes from within student self (Internal) can be classified into two. There are :

1. Physiological factor, related to condition of physical, that is

   a. Experiencing of handicap from one of the legs and hands, more or less will influence that student in learning.

   b. Healthy physical will very supporting is spirit of student efficacy.

2. Psychological factor, for example:

   a. Ability of student base (inteligensi)

   how wide acknowledged a difference of speed and perfection of individual in breaking various problems which face him, so that this thing will strengthen assumption that intellectual ability truly there is and different each other in each people, where having level inteligensi is higher, quicker to break same problems when in comparing with people having level inteligensi is lower. This difference of inteligensi not lay in quality of inteligensi itself, but at the level. Ability of inteligensi owned by individual truly role which of vital importance in determining the individual efficacy in learning.

b). Talent

   Talent is potential ability owned by individual, possible of the individual to grow at period to come. For presumably someone talent require to be known early possible to get adequate treatment for growth in an optimal fashion.

c). Enthusiasm

Enthusiasm is a mental peripheral consisting of combination, solidarity, and mixture from feeling, hope, prejudiced, worried, feared, and other tendency's available to pointing individual to a choice of definite. Very big enthusiasm of the influence in reaching achievement in learning.

d). Basic Knowledge's

Basic knowledge's is knowledge becoming base or basing on knowledge of student being developed, a student. What studying material teaching the division, hence beforehand have to have the basic knowledge's that is fight.

b. Factors coming from outside student self (external)

Factor from outside student self can be classified to become two, there are social factor and non-social.

1. Social factor consisted:

a. Area of family

Family is social environment giving understanding of social giving understanding of first social for a child of people within doors doorstep, good of father, mother, and also the sister! brother in area of house hold consciously advise to the member concerning a problem or concerning activity of learning. Here family is not only undertaking to look after but functioning for idea, attitude, and social at the children. Family is obligation for training tradition or habit or grow ethic flavor, esthetics at child. Role of family assist child in

very big learning of the influence, in supporting efficacy of child of learning, like understanding and drive of other family member or old fellow.

b. Relation between children of Teacher

The relation between children of Teacher coeval his influence student learning, because in general influence coeval can in the form of healthy emulation. Sometime with learning with will increase the learning result. For example, take part in friend coeval this activity of learning outside hour clock school to more or less influencing mind of the child which finally arising desire for hanging on to coattail step of the friend in following minor outside hour clock going to the school.

2. Factor non-sosial composed:

a. Learning facility

This learning facility is thing concerning supporting facilities and equipment of student learning, either in house and also go to school. This thing hardly influences enthusiasm and spirit of student learning.

b. Weather

Weather is condition of climate an area at season or certain time, for example related to situation of weather happened at the (time) of definite. These things have enough an effect on to student learning enthusiasm.

c. Time influence

Usage of time is related to timing and its use effectively and efficient and also matching with the one which in requiring for learning

d. Planology

Structuring to clean learning space, natty and respect although sometime modestly partake also influence child learning enthusiasm.

D. Frame of Thinking

In general all of the class IPS often the famous with the best of naughty and the most storm in the class. Because, it can be influence by some factors. The factor comes from within self (internal) and from out side of the student it self (External). Family represents the social environment giving first social experience to a child. Therefore situation in less supporting family to process learn the child will very have an effect on.

Any the some problems of the students in learning English speaking, the are : the students' problem in preparation to speaking, the students' problem in learning speaking and the students' problem in repeating the speaking lesson.

Same like according to slameto "Learning is an effort process which behavior someone to obtain an new behavior change as a whole, as its own experience result in interaction area"

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┌─────────────────────────────────────────────┐
│ English Teaching at the second year students at MAN │
│              Model of Palangka Raya            │
└─────────────────────────────────────────────┘
                        │
        ┌───────────────────────────────────┐
        │   Students' difficulties in learning   │
        │          English Speaking          │
        └───────────────────────────────────┘
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| Problem In preparation to speaking | Problem in Learning Speaking | Problem in reviewing the speaking lesson |

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        ┌───────────────────────────────────┐
        │  The results of the students' difficulties  │
        │      in learning English speaking      │
        └───────────────────────────────────┘
                        │
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        │          Analysis and Discussion          │
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        ┌───────────────────────────────────┐
        │               Conclusion               │
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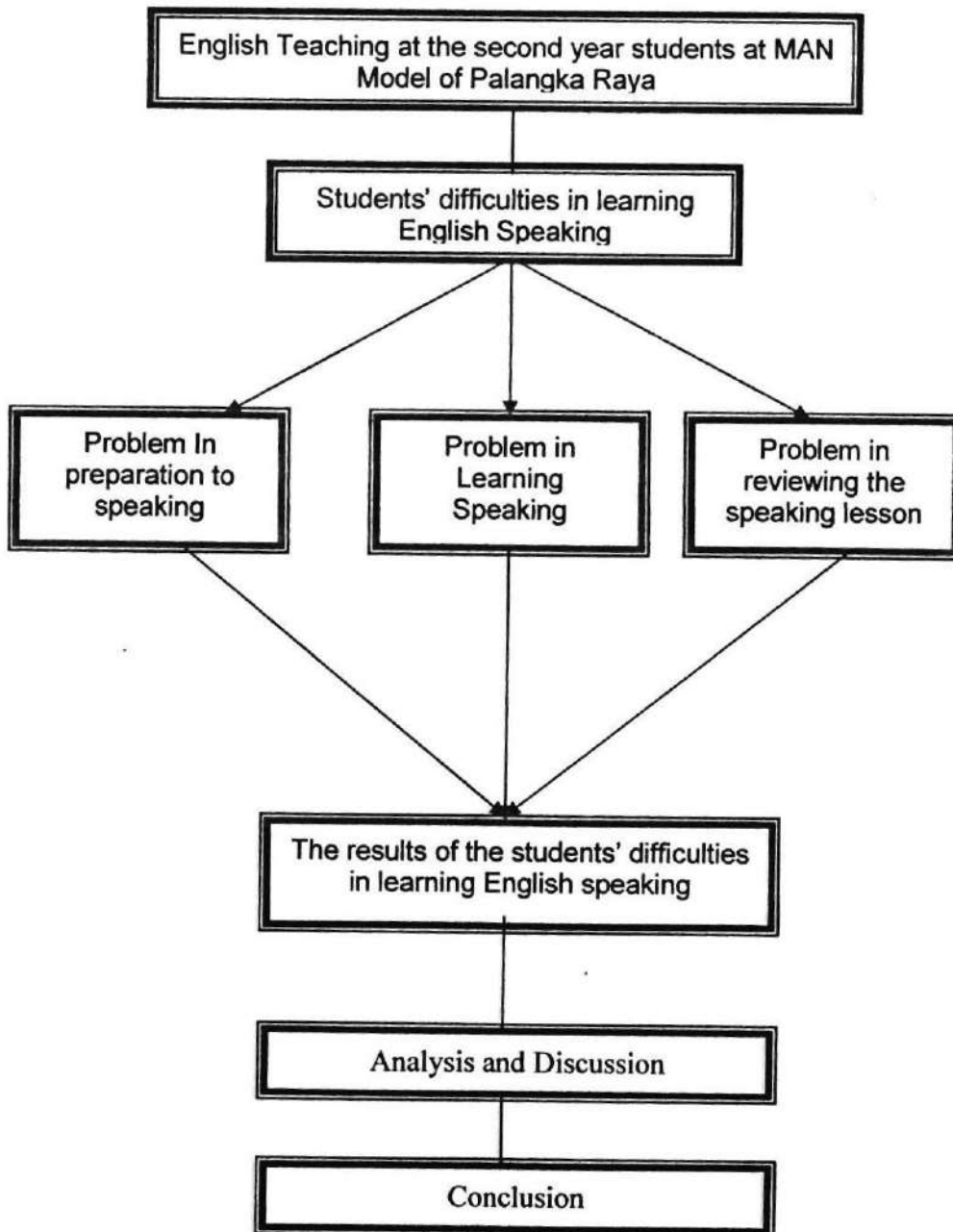
CHAPTER III

CHAPTER III

RESULT OF THE STUDY

A. Problems in preparing to learn speaking before the class

Based on the result of the interview, the problem faced the students in preparing to learn speaking before the class as follows :

No	Problems	Explanation
1.	The students' effort to handle the difficulties	They Read dictionary and look for in Internet, pray to Allah, they request from family and ask the teacher. In the home they study with brother and sister
2.	Problem from the students	The difference of Indonesia language, English language and difficulties in speaking
3.	Support for environment	They parent's give a dictionary, support to learn diligent and the students will is Pilgrimage and didn't have support from they parents.
4.	When the students have the problem	They Read dictionary and look for in Internet, pray to Allah, they request from family and ask the teacher
5.	Finding ideas	They hard to find idea related to the topic. Exm :- Stick Tempe
6.	Vocabulary	shoot, fruit, steak mean cow
7.	Sentence	Two egg, fried steak tempe until brown

As it can be seen from the tables above, does problems in preparing to learning in speaking English before the class. See the Appendix I data about this for the detail.

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B. Problem when learning speaking

Based on the result of the interview, the problem faced the students when learning speaking English in the class as follows:

No	Problems	Explanation
1.	To say sorry	When they say sorry they fill trembling, shy and nervous in front of the class
2.	To open presentation	When they open the presentation in front of the class they confuse what is the sentence and vocabulary must they said.
3.	Interrupt	When they to ask interrupt in a presentation, there are many say with Indonesia language.
4.	Like and dislike	They said with shy and nervous in front of the class
5.	Make summary	The students' confuse about the sentence, grammar and vocabulary.
6.	To close a presentation	The students always forget to close a presentation in front of the class because nervous.
7.	Opinion a presentation	The students confuse and nervous if to ask about the presentation in the class.

As it can be seen from the tables above, does problems when they are learning in speaking English in the class. See the Appendix II data about this for the detail.

TABLE OF IPS-1

1. **In order to say sorry in a presentation, you can say?**
Table 3.1

a	b	c	d	e	f	G	h	i	j	k	l
37.87	37.87	9.09	18.18	1.52	7.58	1.52	1.52	1.52	1.52	1.52	1.52

Figure 3.1 To say Sorry

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 37.87% said (a & b), the second 18.18% student said (d), the third 9.09% student said (c), the forth 7.58% student said (f), the fifth 1.52% students said (e, g, h, i, j, k and l).

These sets of data tell that students tended to use daily expression which they learn in use for the acation.

2. In order to open a presentation you can say?

Table 3.2

a	b	c	d	e	f	g	h	i	j	k	l
6.56	4.91	9.84	21.31	1.63	6.56	22.95	3.28	1.63	1.63	4.91	11.47
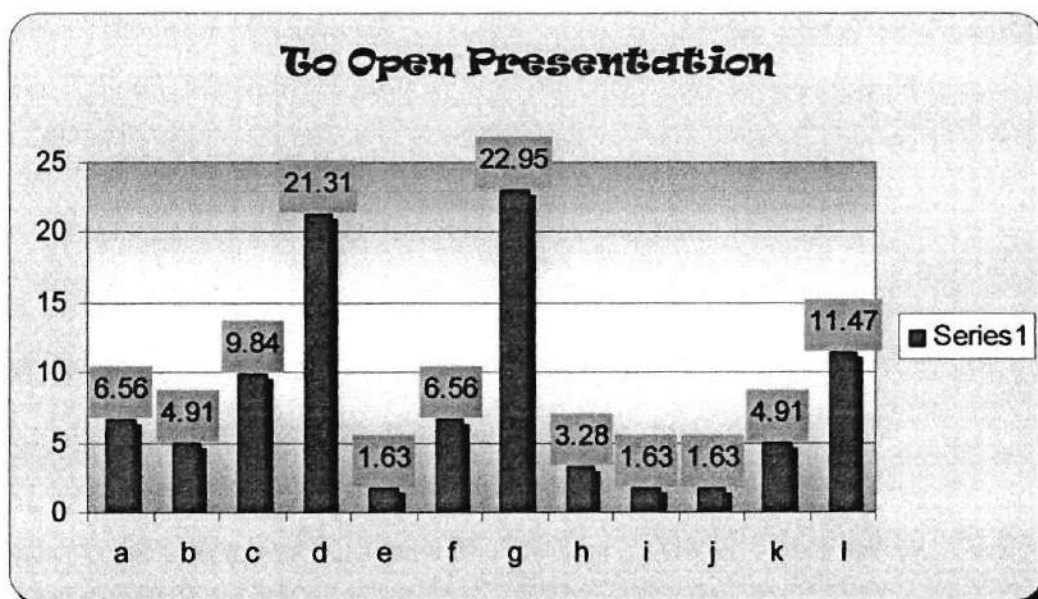
Figure 3.2 To Open Presentaion

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 22.95% said (g), the second 21.31% said (d), third 11.47% said (l), 9.84% said (c), 6.56% students said (a & f), 4.91% students said (b & k), 3.28% said (h), 1.63% students said (e, i and j).

These sets of data tell that students tended to use daily expression which they learn in use for the acation.

3. In order to get attention in a presentation you can say?

<div align="center">

Table 3.3

</div>

a	b	c	d	e	f	g	h	i	j	k	l	m	n
26.22	24.59	6.56	11.47	9.84	1.64	8.2	1.64	1.64	1.64	1.64	1.64	1.64	1.64

<div align="center">
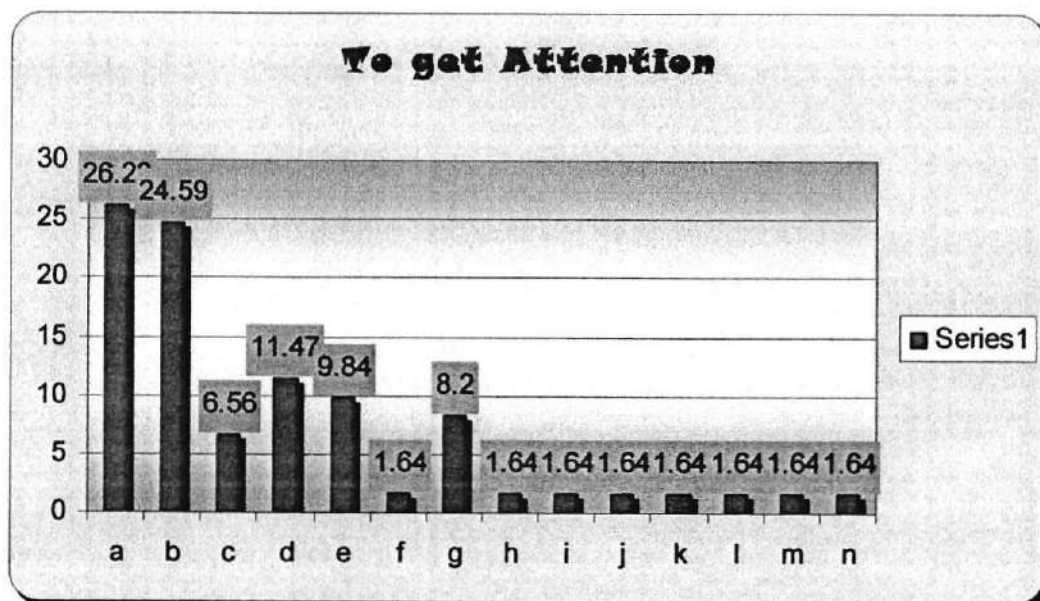
Figure 3.3 To Get Attention

</div>

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 26.22% said (a), the second 24.59% said (b), 11.47% said (d), 9.84% said (e), 8.2% said (g), 6.56% (c), 1.64% students said (f, h, i, j, k, l, m and n)

These sets of data tell that students tended to use daily expression which they learn in use for the acation

4. In order to express like and dislike in a presentation you can say?

Table 3.4

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
1.89	5.66	1.89	13.21	1.89	1.89	13.21	22.64	16.98	3.77	1.89	5.66	1.89	1.89	1.89	3.77

Figure 3.4 Like and Dislike

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 22.64% said (h), the second 16.98% said (i), the third 13.21% students said (d & g), 5.66% students said (b & l), 3.77% students said (j & p), 1.89% students said (a, c, e, f, k, m, n and o).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

5. In order to express agreement or disagreement in a presentation you can say?

Table 3.5

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
7.55	3.77	5.66	1.89	5.66	5.66	1.89	1.89	5.66	1.89	1.89	1.89	1.89	1.89	1.89

p	q	r	s	t	u	v	w	x	y	z
1.89	5.66	1.89	7.55	7.55	5.66	11.32	1.89	1.89	1.89	1.89

Figure 3.5 Agreement and Disagreement

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 11.32% said (v), the second 7.55% students said (a, s and t), the third 5.66% students said (c, e, f, i, q and u), the forth 3.77% said (b), the fifth 1.89% students said (d, g, h , j, k, l, m , n, o, p, r, v, w, x, y, z).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

6. In order to interrupt in a presentation you can say?

Table 3.6

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p
4.44	2.22	2.22	2.22	2.22	2.22	11.11	2.22	11.11	13.33	2.22	2.22	2.22	2.22	2.22	13.33

Figure 3.6 Interrupt

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 13.33% said (j, p and r), the second 11.11% students said (g & i), the third 4.44% students said (a & q), the forth 2.22% students (b, c, d, e, f, h, k, l, m, n and o).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

7. In order to say satisfaction and dissatisfaction in a presentation you can say?

Table 3.7

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q
34.1	4.5	18.2	9.1	2.3	2.3	2.3	2.3	2.3	2.3	2.3	2.3	4.5	4.5	2.3	2.3	2.3
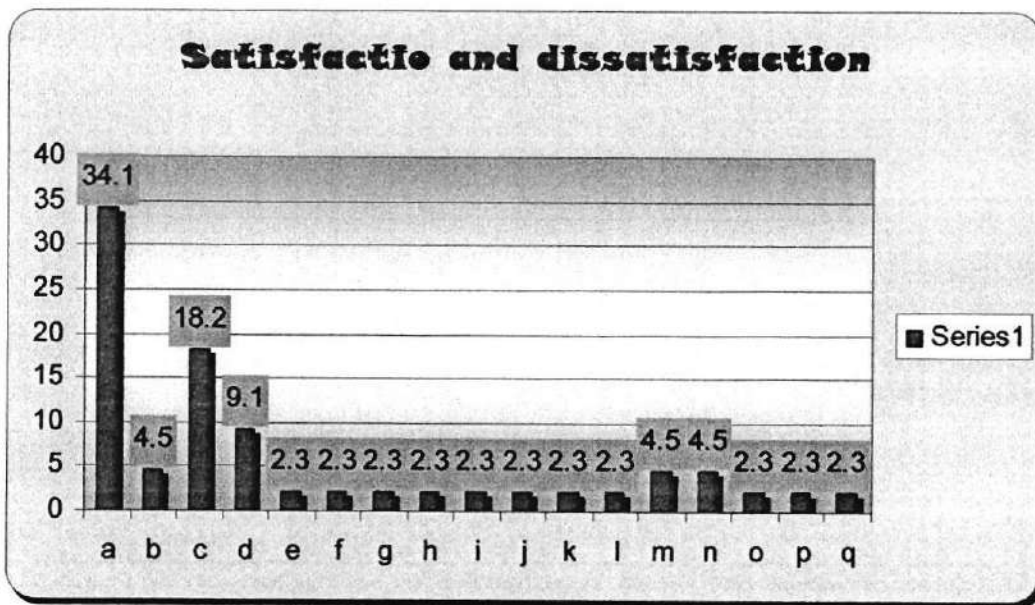
Figure 3.7 Satisfaction and Dissatisfaction

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 3.41% said (a), the second 18.2% student said (c), the third 9.1% student said (d), the forth 4.5% students said (b, m. n), the fifth 2.3% students said (e, f, g, h, i, j, k, l, o, p, q).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

8. In order to make summary in a presentation, you can say?

Table 3.8

a	b	c	d	e	f	g	h	i	j	k	l	m	n
46.88	3.13	3.13	6.25	3.13	6.25	3.13	3.13	3.13	6.25	3.13	3.13	3.13	6.25
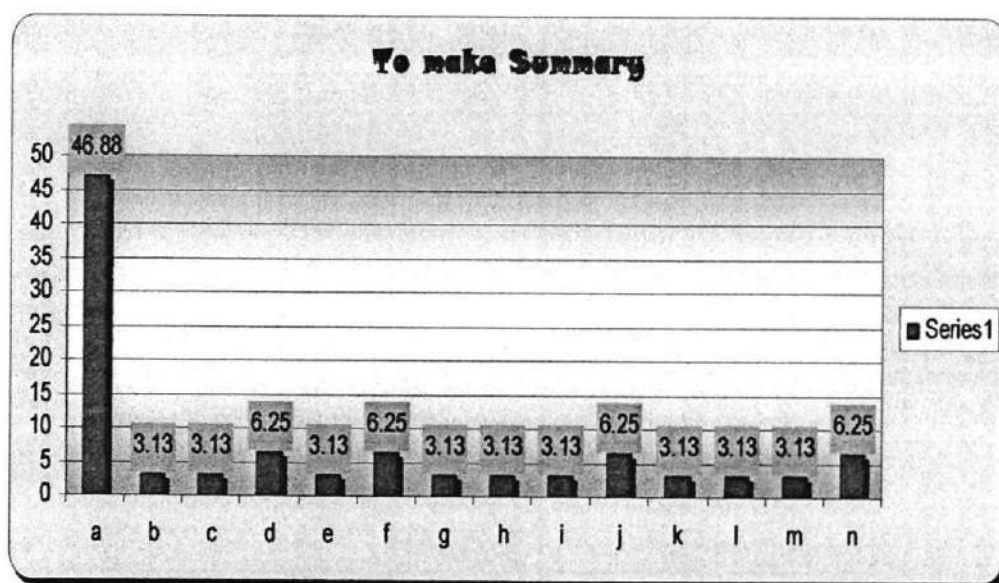
Figure 3.8 To Make Summary

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 46.88% said (a), the second 6.25% students said (d, f, j, n), the third 3.13% students said (b, c, e, g, h, i, k, l, m).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

9. In order to close a presentation you can say?

Table 3.9

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t
2.22	15.66	6.67	26.66	2.22	2.22	6.67	2.22	2.22	2.22	2.22	6.67	2.22	4.44	2.22	2.22	2.22	2.22	4.44	2.22
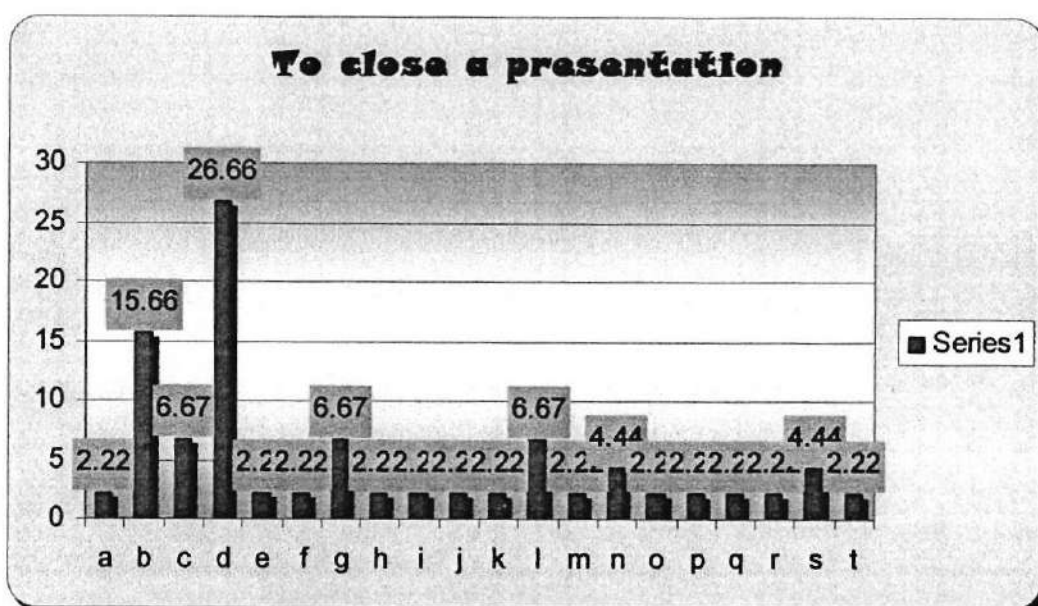
Figure 3.9 To Close a Presentaion

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 26.66% said (d), the second 15.66% student said (b), the third 6.67% students said (c, g, l), the forth 4.44% students said (n & s).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

10. In order to add opinion in a presentation you can say?

Table 3.10

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
1.89	3.77	1.89	3.77	3.77	15.09	16.98	13.2	13.2	1.89	1.89	1.89	1.89	3.77	1.89

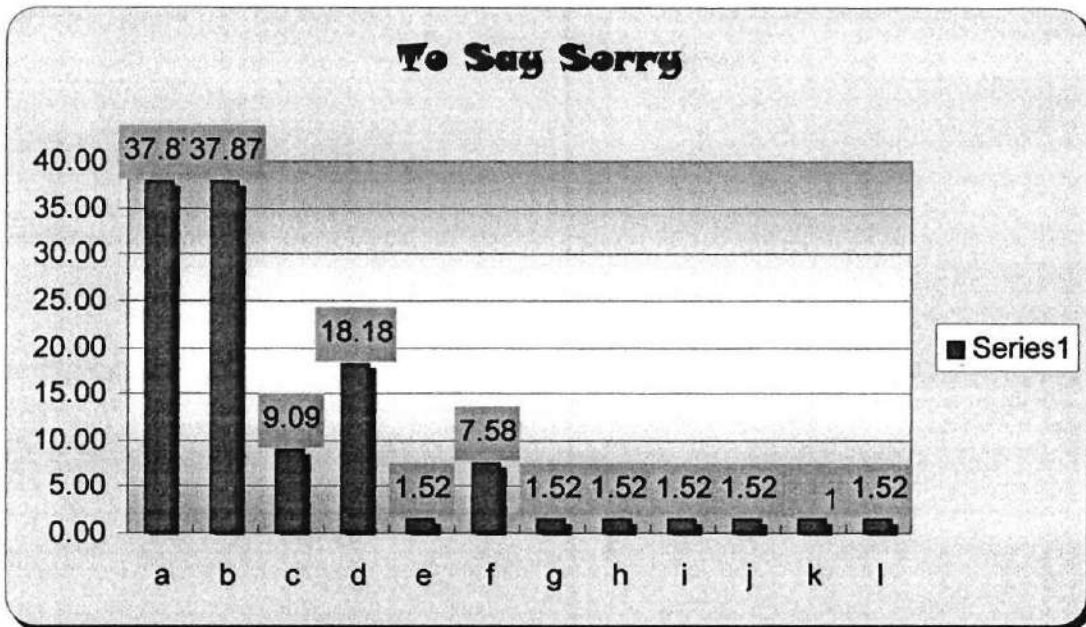| p	q	r	s	t	u	v
1.89	1.89	1.89	1.89	1.89	1.89	1.89

Figure 3.10 To add opinion

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 16.98% student said (g), the second 15.09% student said (f), the third 13.2% students said (h & i), the forth 3.77% students said (b, d, e, n), the fifth 1.89% students said (a, c, j, k, l, m, o, p, q, r, s, t, u, v).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

11. In order to ask repetition in a presentation you can say ?

Table 3.11

| a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
5.13	25.64	12.82	2.56	7.69	2.56	2.56	2.56	2.56	2.56	2.56	5.13	5.13	10.26	2.56	2.56	2.56	2.56

Figure 3.11 To Ask Repetition

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 25.64% student said (b), the second 12.82% student said (c), the third 10.26% student said (n), the forth 7.69% student said (e), the fifth 5.13% students said (a, l. m), the sixth 2.56% students said (d, f, g, h, i, j, k, o, p, q and r).

These sets of data tell that students tended to use daily expression which they learn in use for the acation.

TABLE OF IPS-2

1. In order to say sorry in a presentation, you can say?

Table 3.`1

| a	b	c	d	e	f	g	h	i	j	k	l	m	n
34,38	5,21	3,13	15,63	2.08	22.92	3.13	2.08	1.04	1.04	1.04	5.21	1.04	2.08

Figure 3.12 To Say Sorry

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 22.92% student said (f), the second 15.63% student said (d), the third 5.21% students said

These sets of data tell that students tended to use daily expression which they learn in use for the acation

2. In order to open a presentation you can say?

Table 3.13

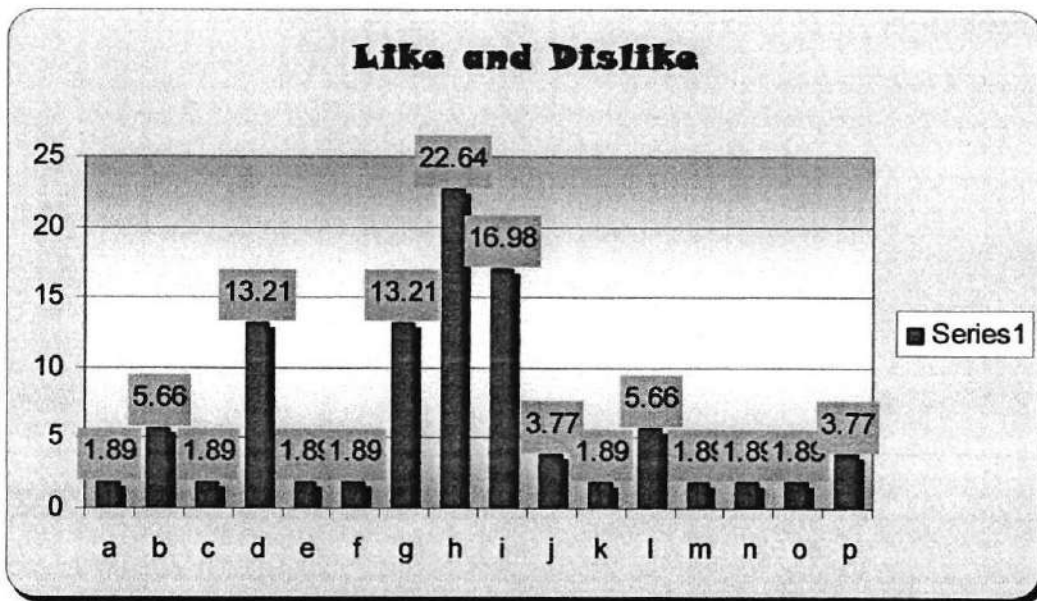| a	b	c	d	e	f	g	h	i	j
19.17	64.38	2.74	2.74	1.37	1.37	1.37	1.37	1.37	4.11

Figure 3.13 To Open Presentation

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 64.38% student said (b), the second 19.17% student said (b), the third 4.11% student said (j), the forth 2.74% students said (c & d), the fifth 1.37% students said (e, f, g, h and i).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

3. In order to get attention in a presentation you can say?

Table 3.14

a	b	c	d	e	f	g	h	i	j	k	l	m	n
2.82	25.35	7.04	25.35	7.04	4.23	1.41	1.41	7.04	4.23	2.82	1.41	8.45	1.41
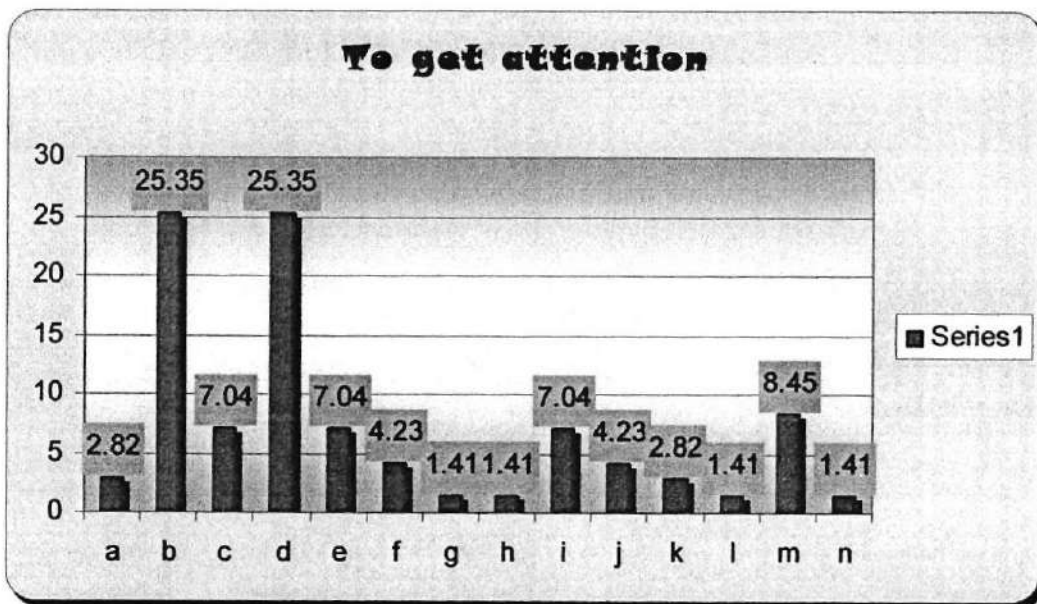
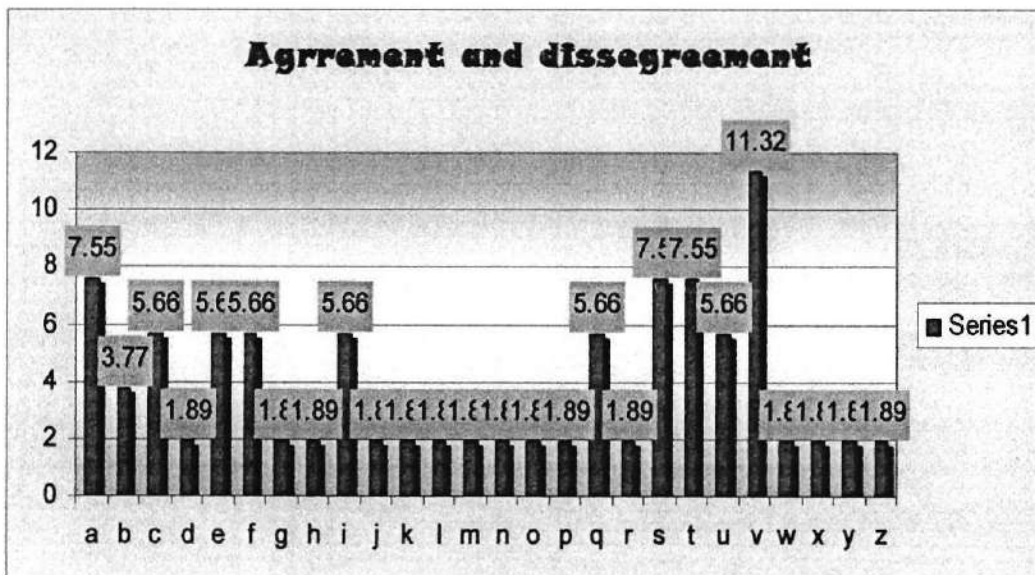**Figure 3.14 To Get Attention**

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 25.35% students said (b & d), the second 8.45% student said (m), the third 7.04% students said (c, e, and i), the forth 4.23% students said (f and j), the sixth 2.82% students said (a & k), the seventh 1.41% students said (g, h, l and n).

These sets of data tell that students tended to use daily expression which they learn in use for the acation.

4. In order to express like and dislike in a presentation you can say?

Table 3.15

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
20.4	16.12	11.82	2.15	10.75	4.3	1.08	1.08	4.3	4.3	3.23	2.15	2.15	4.3	2.15

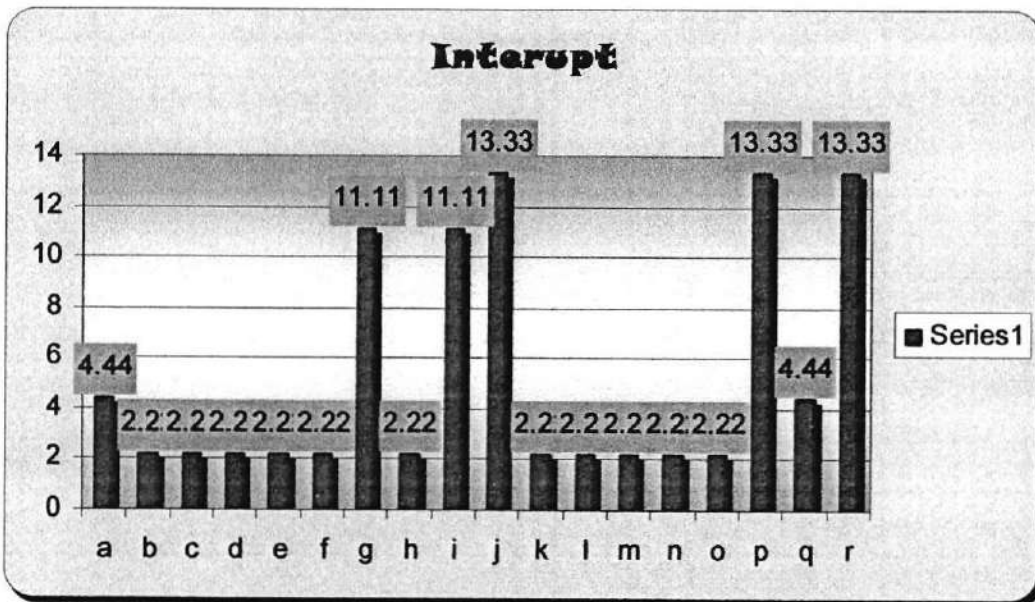| p	q	r	s	t	u	v
1.08	1.08	1.08	1.08	2.15	2.15	1.08
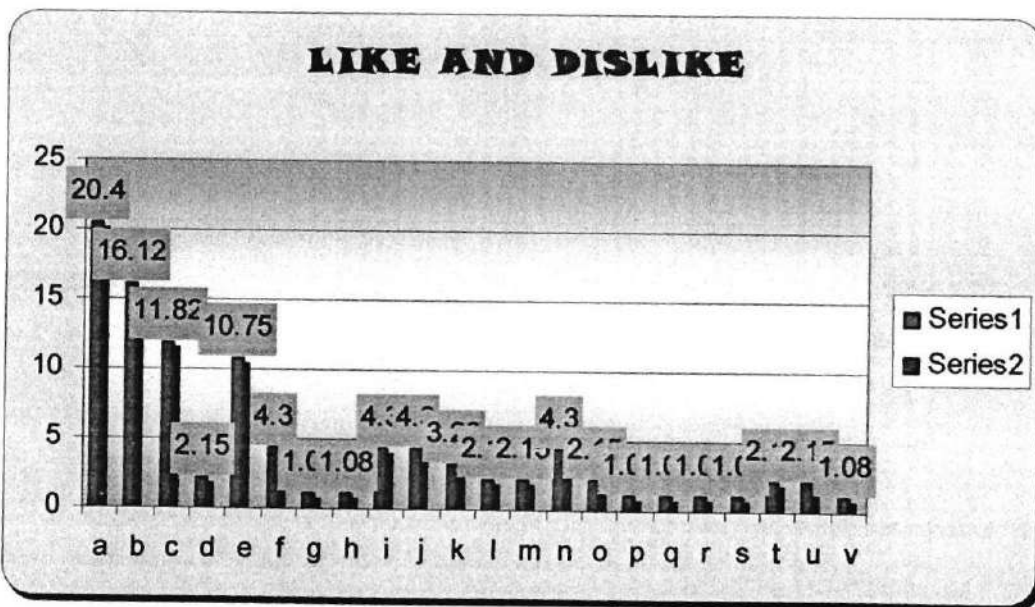
Figure 3.15 like and Dislike

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 20.4% student said (a), the second 16.12% student said (b), the third 11.82% student said (c), the forth 10.75% student said (e), the fifth 4.3% students said (f, i ,j and n), the sixth 3.23% student said (k), the seventh 2.15% students said (d, l, m, o, t and u), the eighth 1.08% students said (g, h, p, q, r, s and v).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

5. In order to express agreement or disagreement in a presentation you can say?

Table 3.16

| a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r
29.59	9.18	3.06	3.06	2.04	2.04	13.26	2.04	1.02	1.02	3.06	7.14	5.1	3.06	3.06	1.02	10.2	1.02
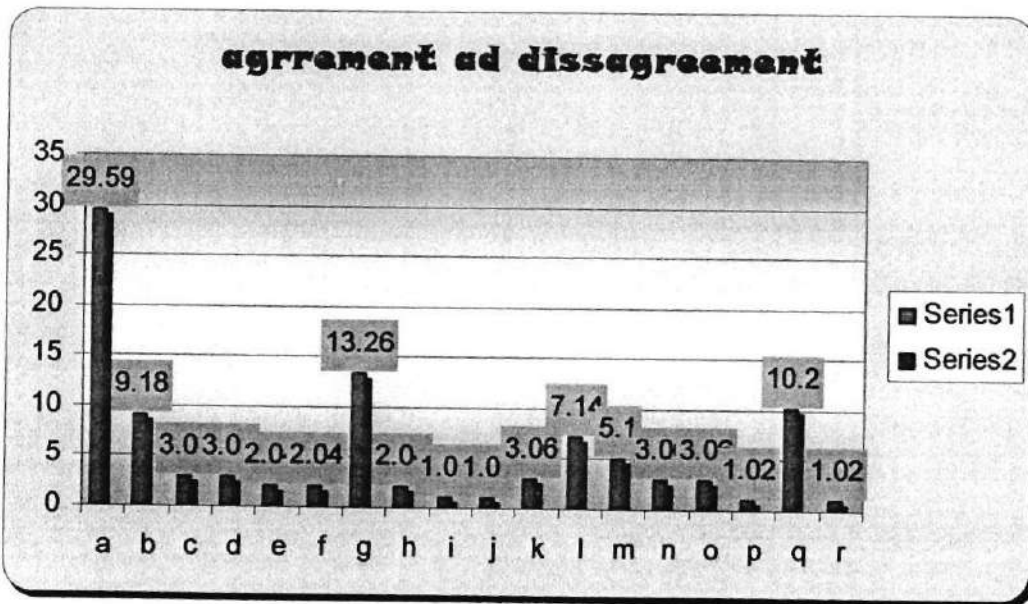
Figure 3.16 Agreement and Disagreement

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 29.59% said (a), the second 13.26% student said (g), the third 10.2% student said (q), the forth 9.18% students said (b), the fifth 7.14% student said (l), the sixth 5.1% students said (m), the eighth 3.06% students said (c, d, k, n and p), the ninth 2.04% said (e, f and h), the tenth 1.02% students said (i, j, p, q and r).

6. In order to interrupt in a presentation you can say?

Table 3.17

| a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s
20. 75	22. 64	1. 89	1. 89	1 7	1. 89	1. 89	1. 89	3. 77	3. 77	1. 89	1. 89	5. 66	1. 89	1. 89	3. 77	1. 89	1. 89	1. 8 9
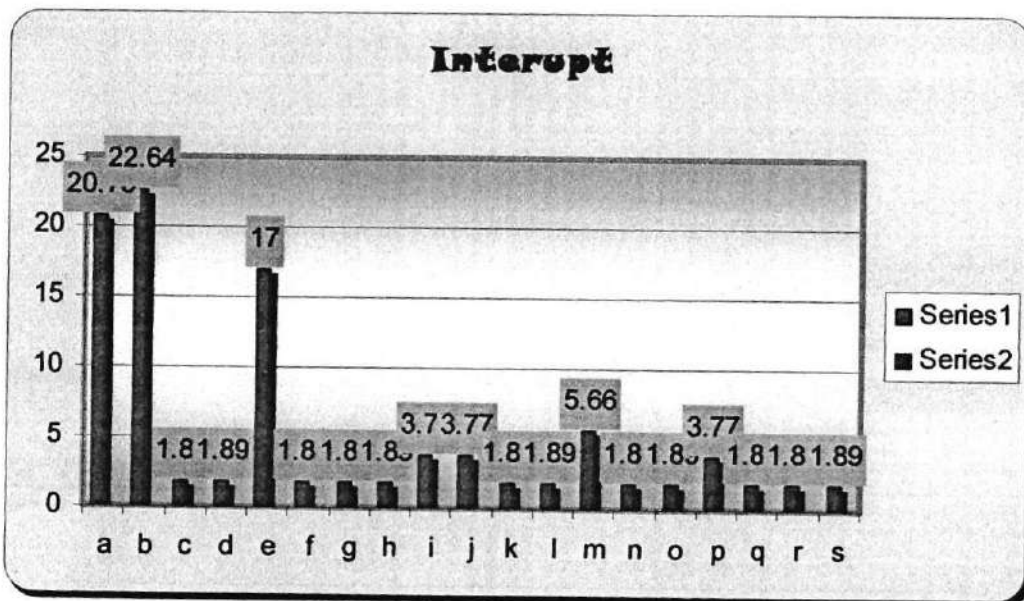
Figure 3.17 Interrupt

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 22.64% said (b), the second 20.75% student said (a), the third 17% student said (e), the forth 5.66% student said (m), the fifth 3.77% students said (i, j and p), the sixth 1.89% students said (c,d,f,g,h,k,l,n,o,q,r and s).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

7. In order to say satisfaction and dissatisfaction in a presentation you can say?

Table 3.18

| a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q
1.82	1.82	9.09	1.82	1.82	1.82	21.81	23.63	3.64	3.64	3.64	12.72	1.82	3.64	1.82	1.82	1.82
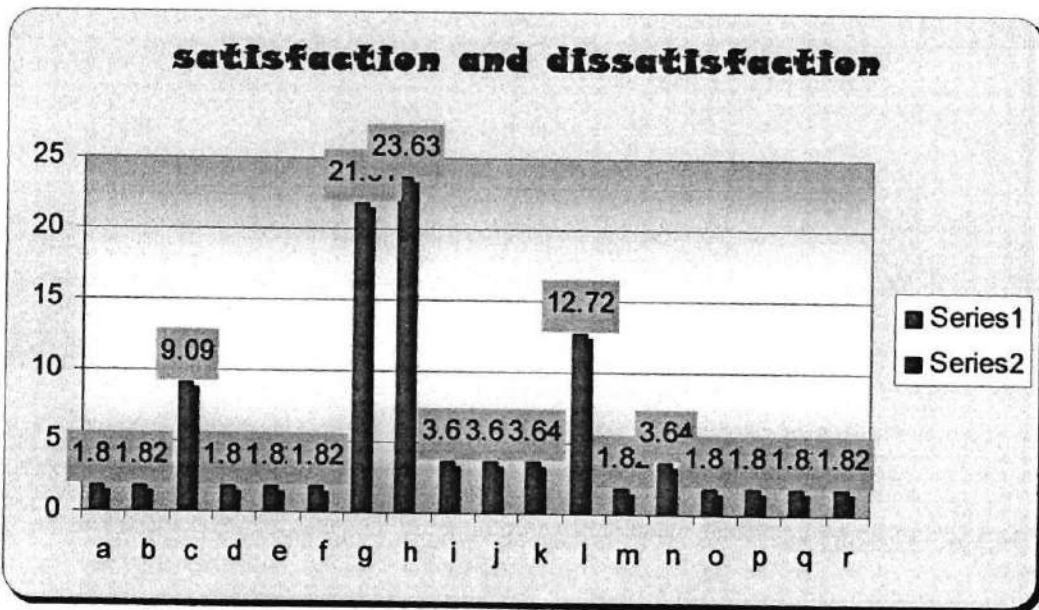
Figure 3.18 Satisfaction and Dissatisfaction

.Based on the table and graph above, it can be seen that in order to open presentation, most of the students 23.63% said (h), the second 21.81% student said (g), the third 12.72% student said (l), the forth 9.09% student said (c), the fifth 3.64% students said (i, j, k and n), the sixth 1.82% students said (a, b, d, e, f, m, o, p, q and r).

These sets of data tell that students tended to use daily expression which they learn in use for the acation.

8. In order to make summary in a presentation, you can say?

Table 3.19

a	b	c	d	e	f	g	h	i	j	k	l	m	n
18.4	15.78	5.26	15.78	7.89	5.26	10.25	2.63	2.63	2.63	2.63	5.26	2.63	2.63
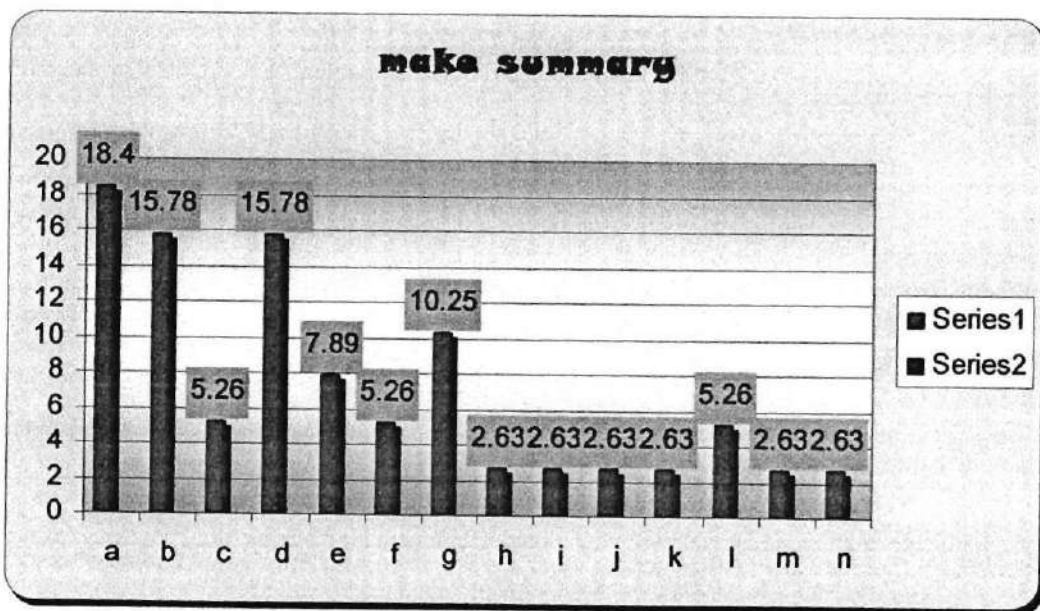
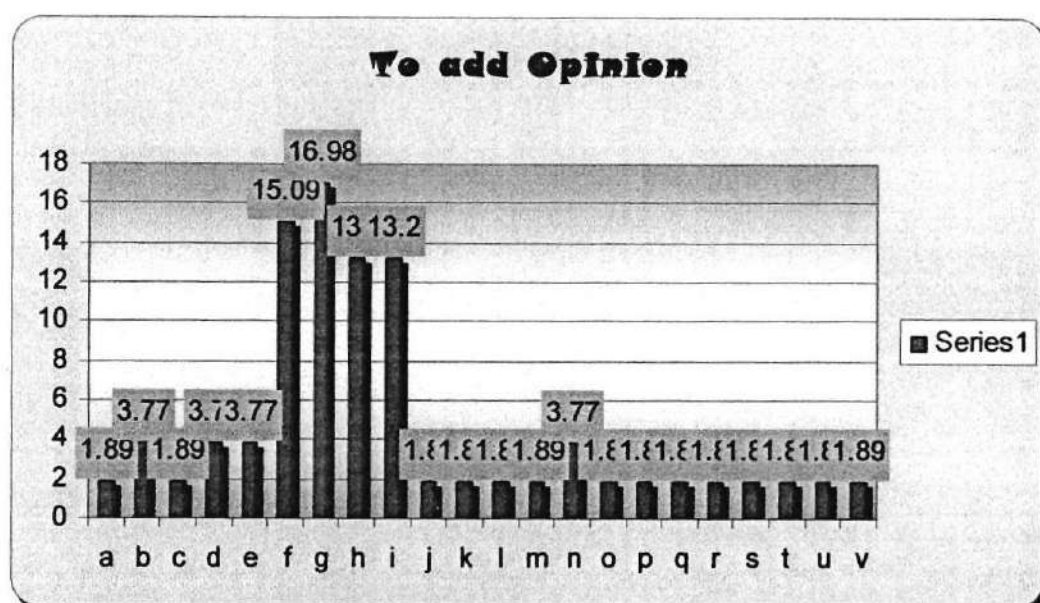**Figure 3.19 To Make Summary**

Based on the table and graph above, it can be seen that in order to open presentation, most of the students18.4% said (a), the second 15.78% students said (b & d), the third 10.25% student said (g), the forth 7.89% student said (e), the fifth 5.26% students said (c, f and l), the sixth 2.63% students said (h, i, j, k, m and n).

These sets of data tell that students tended to use daily expression which they learn in use for the acation

9. In order to close a presentation you can say ?

Table 3.20

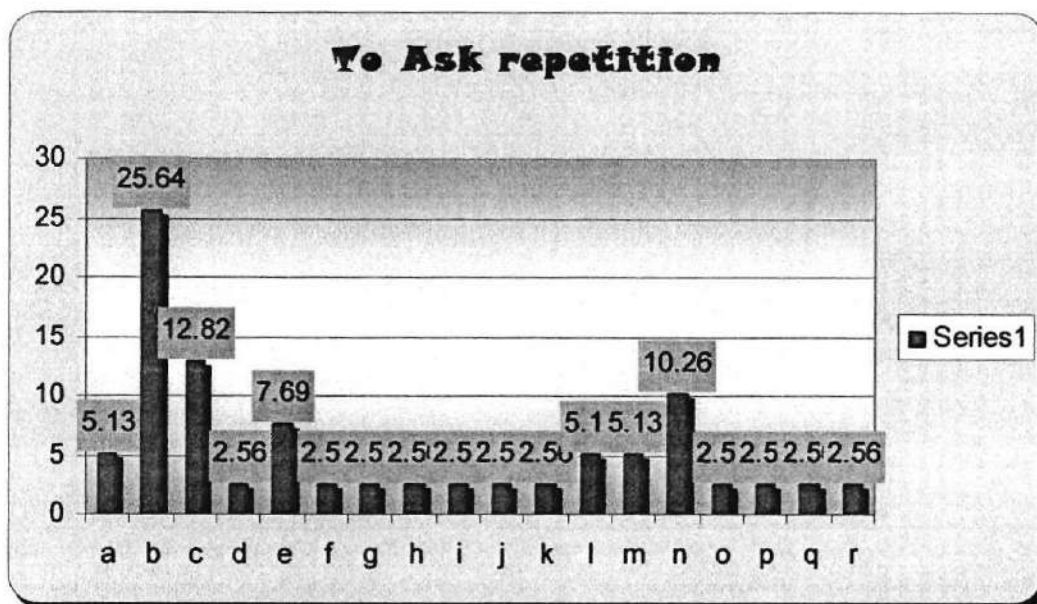| a	b	c	d	e	f	g	h	i	j	k
19.69	25.75	18.18	1.52	1.52	4.55	1.52	7.58	15.15	3.3	1.52
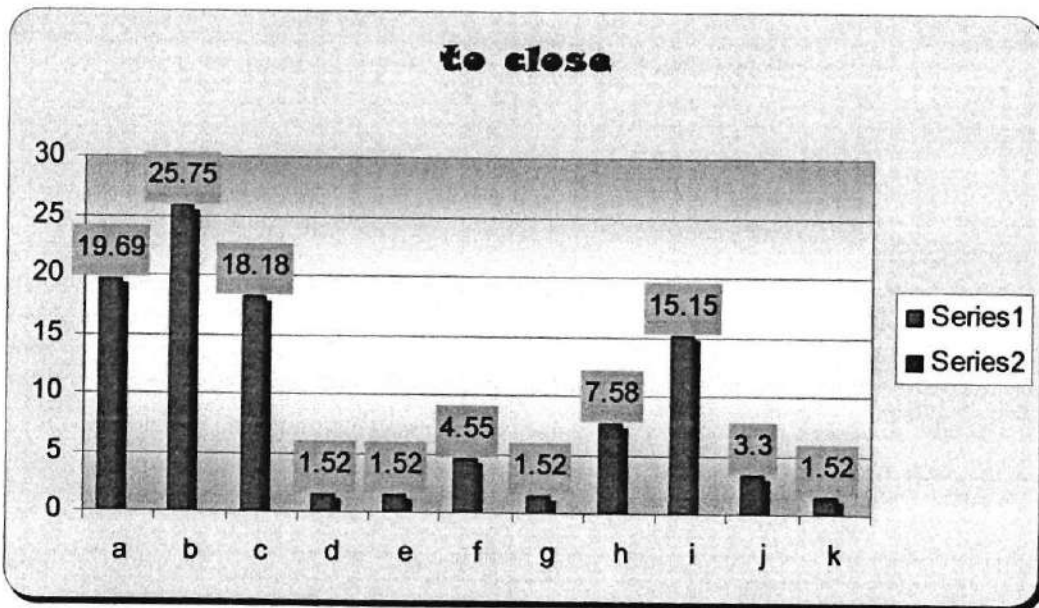
Figure 3.20 To Close

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 25.75% said (b), the second 19.69% student said (a), the third 18.18% student said (c), the forth 15.15% student said (i), the fifth 7.58% student said (h), the sixth 4.55% student said (f), the seventh 3.3% student said (j), the eighth 1.52% students said (d, e, g, and k).

These sets of data tell that students tended to use daily expression which they learn in use for the acation.

10. In order to add opinion in a presentation you can say?

Table 3.21

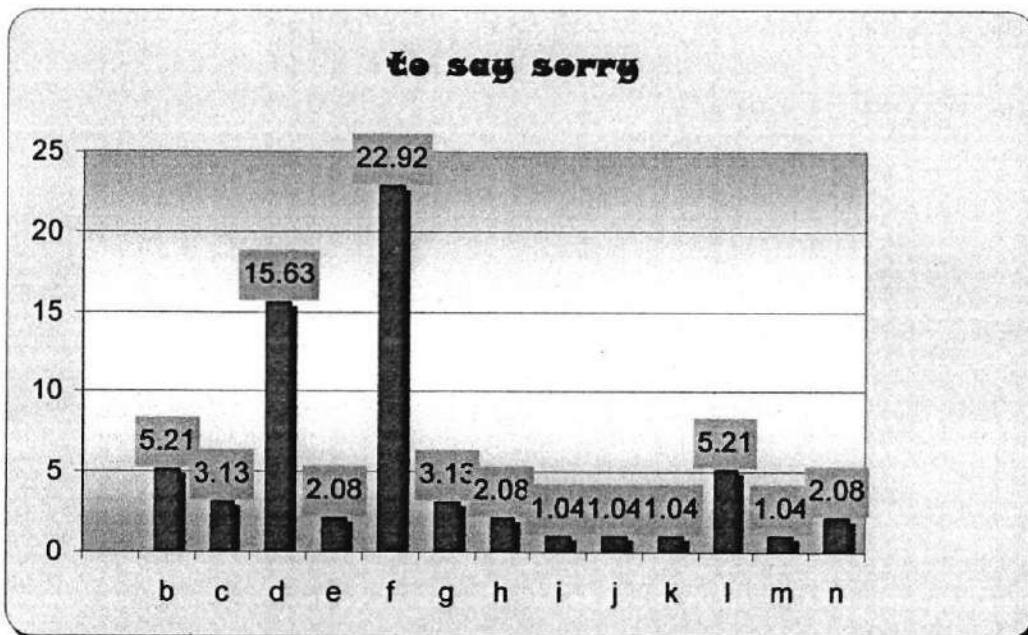| a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	a
30	2	12	2	28	2	2	4	4	2	2	2	2	2	4	30
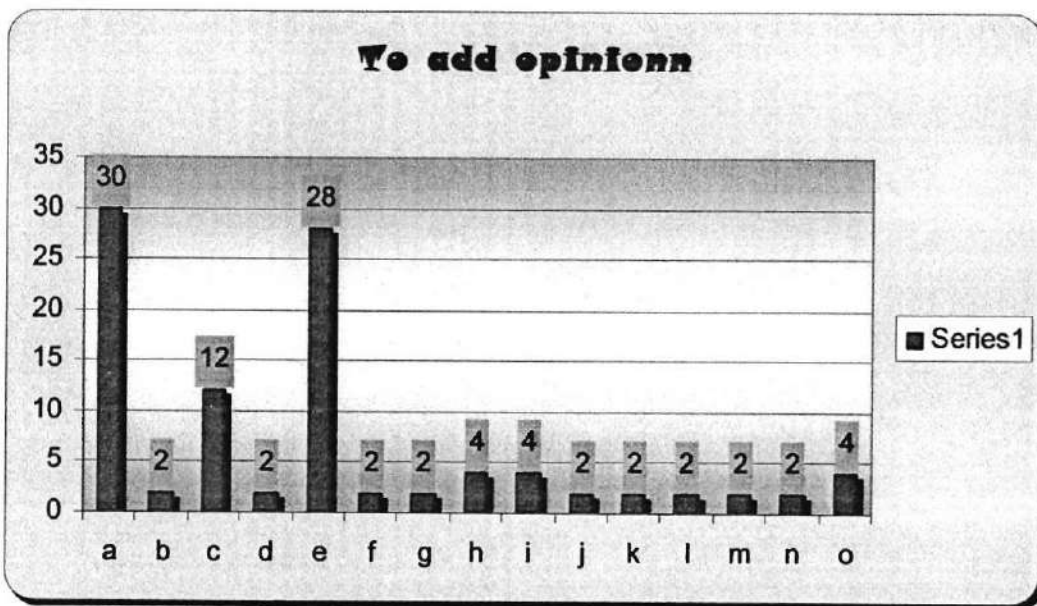
Figure 3.21 To Add opinion

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 30% said (a), the second 28% student said (e), the third 12 % student said (c), the forth 4% students said (h, i, and o), the fifth 2% students said (b, d, f, g, j, k, l, m and n).
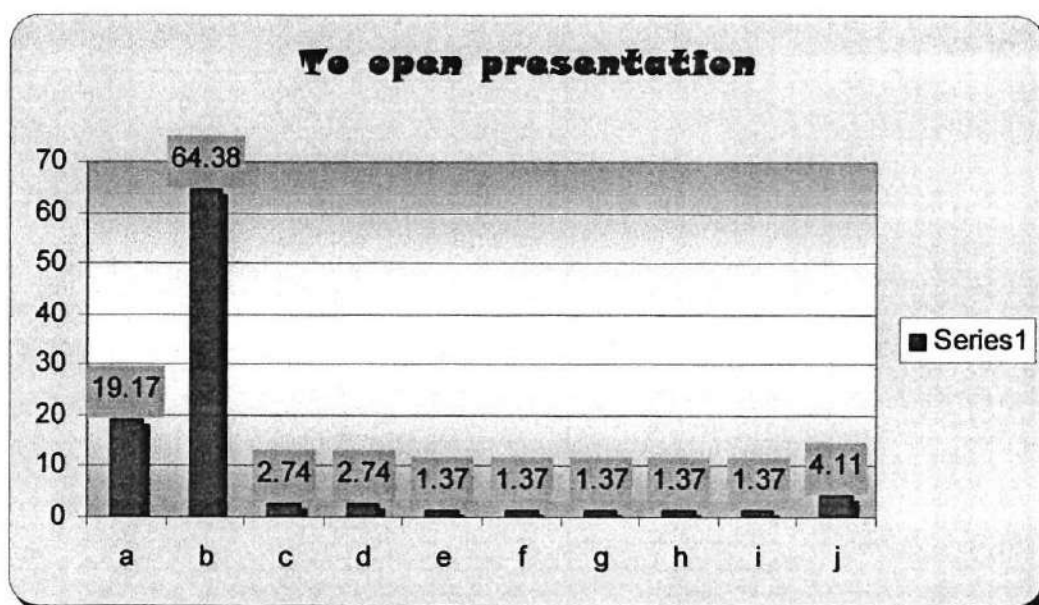
These sets of data tell that students tended to use daily expression which they learn in use for the acation

11. In order to ask repetition in a presentation you can say?

<div align="center">

Table 3.22

</div>

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
8.33	4.17	31.25	14.58	4.17	6.25	2.08	2.08	2.08	2.08	8.33	4.17	2.08	6.25	2.08
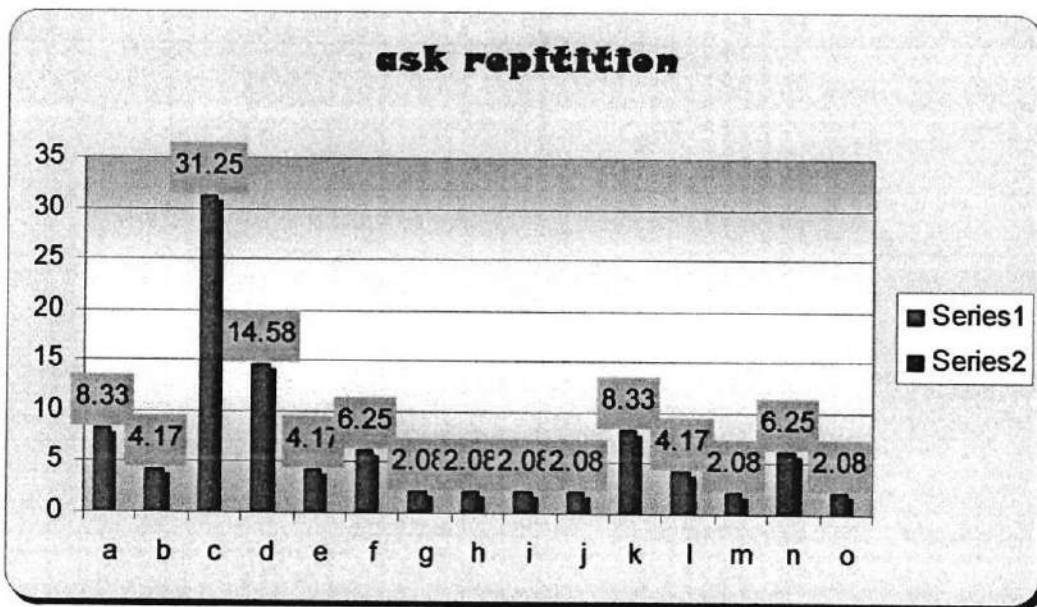
Figure 3.22 To Ask Repetition

Based on the table and graph above, it can be seen that in order to open presentation, most of the students 31.25% said (c), the second 14.58% student said (d), the third 8.33% students said (a & k), the forth 6.25% students said (f & n), the fifth 4.17% students said (b, e and l), the sixth 2.08% students said (g, h, i, j, m and o).

These sets of data tell that students tended to use daily expression which they learn in use for the acation.

b. Result of interview question no 1,4, 9

. **HIGH**

1. a. My feel is good , because speak English is international	1	4.761
b. I'm very happy, because I like English	1	4.761
c. I feel happy, because I like English	1	4.761

HIGH

4. a. because in English, pronoun and language is too difference with Indonesian language.	1	4.761
b. because, pronouncing English very different with pronouncing Indonesia	1	4.761
c. because English different with Indonesia language and because writer and pronouncing different.	1	4.761

. **HIGH**

9. a. for me usually I am pray to Allah SWT, and I request hello from my big family	1	4.761
b. I will question to my friends while can or understand about English and can also question to my English teacher's	2	9.523

As it can be seen from the tables above, it can be summarized that problems in learning speaking encountered by high achievement students range from some aspects, namely: the difference of Indonesian language and English language.

MEDIUM

1. a. I feel rig gully proud because I can speak English	1	4
b. I am feel enjoyed and I very-very like speak English because language English just use in my favorit studies it communication technology and information.	1	4
c. I feel happy, I like speaking English	1	4

4. a. question in teacher and my friend	1	4
b. yes, I get for example at pronunciation the tenses	1	4
c. I want to resesation to a word	1	4

9. a. Yes because speak and write difer	1	4
b. my handle is my dictionary, and my father, or my family	1	4
c. in difficulties in speaking is propasion	1	4

As it can be seen from the tables above, it can be summarized that problems in learning speaking encountered by medium achievement students range from some aspects, namely: the difference of Indonesian language and English language although they like English

POOR

1. a. I don't like b. feel clumsy	2 1	8.695 4.347

4. a. word change and to be b. because, not some Inggris speak Indonesia	2 1	8.695 4.347

9. a. I am is open a dictionary
    b.
    c.
	1	4.347

As it can be seen from the tables above, it can be summarized that problems in learning speaking encountered by low achievement students range from some aspects, namely: the difference of Indonesian language and English language and they don't like English.

c. Result of Students' Presentation in front of the class

Table 3.23

Table Result of Students' Presentation X.I.I.S-1

No	Patterns of Interaction	Groups Presentation	%
1.	The Students' presentation to audience	7	63.636
2.	From Presenter & from audience	0	0
3	Question From audience to the presenter	5	45.454
	SUM	12	100%

Based on the table above, at concludes that there is group sevens (7) that classes ahead presentation and there's only four (4) group that get question.

Figure 3.23
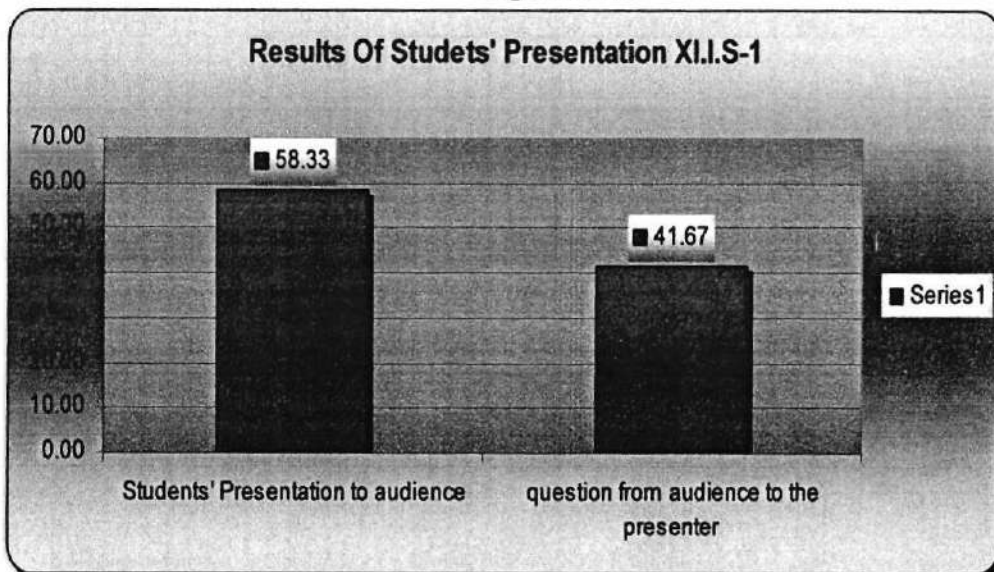
Table 3.24

Table Result of Students' Presentation X.I.I.S-2

No	Patterns of Interaction	Groups Presentation	%
1.	The Students' presentation to audience	13	76.470
2.	From Presenter & from audience	0	0
3	Question From audience to the presenter	4	23.529
SUM		17	100%

Based on the table above, at concludes that there is group sevens (7) that classes ahead presentation and there's only four (4) group that get question.

Figure 3.24
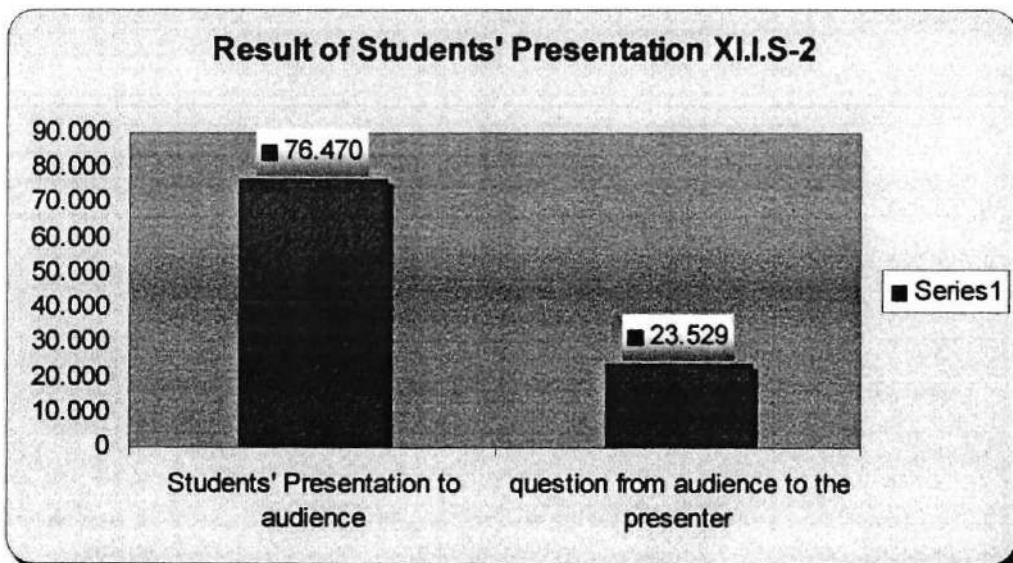
d. Result of Students' Interview

Table 3.25

IPS 1
HIGH

The Students' Answer	F	%
1. a. My feel is good , because speak English is international	1	3.125
b. I'm very happy, because I like English	1	3.125
c. I feel happy, because I like English	1	3.125
2. a. because as a student we must complence English	1	3.125
b. because with speak English to easy us learning English subject	1	3.125
c. because, English is language international and if ai went other country I can communication with other people	1	3.125
3. a. If I can I went to go abroad like makkah and madinah for	1	3.125
b. I want to English teacher	1	3.125
c. If I can speak English, I follow miss Indonesian contest, Because that is my dream	1	3.125
4. a. because in English, pronoun and language is too difference with Indonesian language.	1	3.125
b. because, pronouncing English very different with pronouncing Indonesia	.1	3.125
c. because English different with Indonesia language and because writer and pronouncing different.	1	3.125
5. a. because in my name, my family, my brothers, not to like speak English	1	3.125
b. because, my family can't speak English	1	3.125
c. in home some time I use English with my mother	1	3.125
6. a.		
b.		
c.		
7. a. my family in give me support is too log, because my will is pilgrimage	1	3.125
b. my parent's support with give me a	2	6.25

dictionary		

8. a.
   b.
   c.		

9. a. for me usually I am pray to Allah SWT, and I request hello from my big family	1	3.125
b. I will question to my friends while can or understand about English and can also question to my English teacher's	2	6.25
10. a. my teacher and my friends	1	3.125
11. a. I want's to be able to English language	1	3.125
b.		
c. of course,	1	3.125
12. a. yes I want to go abroad because I want learning more again English language	1	3.125
b. of course because I need to incress my insight	1	3.125
13. a. sometimes, if I don't understood about tenses that sentence	1	3.125
b. not,but any some little words I difficult	1	3.125
14. a. The books about English language. I don't have internet	1	3.125
b. I have dictionary, computer,handphone, televition, and most impotant is play station.i learn read, pronounching and know many words of English from play station.i haven't internet at home , I use internet in warnet.	1	3.125
15. a. my father, brother, sister can speak English	1	3.125
b.	1	3.125
c. No, but sometimes they speak English		
	32	100

Figure 3.25

Table 3.26

POOR

The Students' Answer	F	%
1. a. I don't like	2	4.878
b. feel clumsy	1	2.439
2. a. because, language English that is language the world	3	7.317
3. a. I will study for my friend and brother	1	2.439
b. I will to teach a thing to fill my brother	1	2.439
c. I will study for my friend and sister	1	2.439
4. a. word change and to be	2	4.878
b. because, not some Inggris speak Indonesia	1	2.439
5. a. because, family at home do not understand the language English.	2	4.878
b. because, not fried speak English	1	2.439
6. a. good, because parent I give for dictionary	3	7.317
7. a. learn diligent so that can over come that	3	7.317

difficult		

8. a. teacher
  b.
  c.
	1	2.439

9. a. I am is open a dictionary
  b.
  c.
	1	2.439

10. a. Yes, I want
  b. Usually with friends or other
  c. Teacher in learn school
	1
	1
	1
		2.439
		2.439
		2.439

11. a. Yes, I want to see
  b. Yes, because of vital important
  c. Yes
	1
	1
	1
		2.439
		2.439
		2.439

12. a. Yes, I am
  b. Yes, because I want to learn English
  c. Yes, I will extend the my language
  English is foreign country of like
  Germany, English, Brazil,
	1
	1
	1
		2.439
		2.439
		2.439

13. a. Yes, I am
  b. No, but there part of it difficult
  c. Difficult fair to middling
	1
	1
	1
		2.439
		2.439
		2.439

14. a. Yes, The book, yes I have
  b. Patching installing at kitchen ware, tools
  outside.
  c. Dictionary and guidance of language
English, No
	1
	1
	
	1
		2.439
		2.439
		
		2.439

15. a. No Them not speak English
  b. No.
  c. Do not
	1
	1
	1
		2.439
		2.439
		2.439

	41	100

Figure 3.26
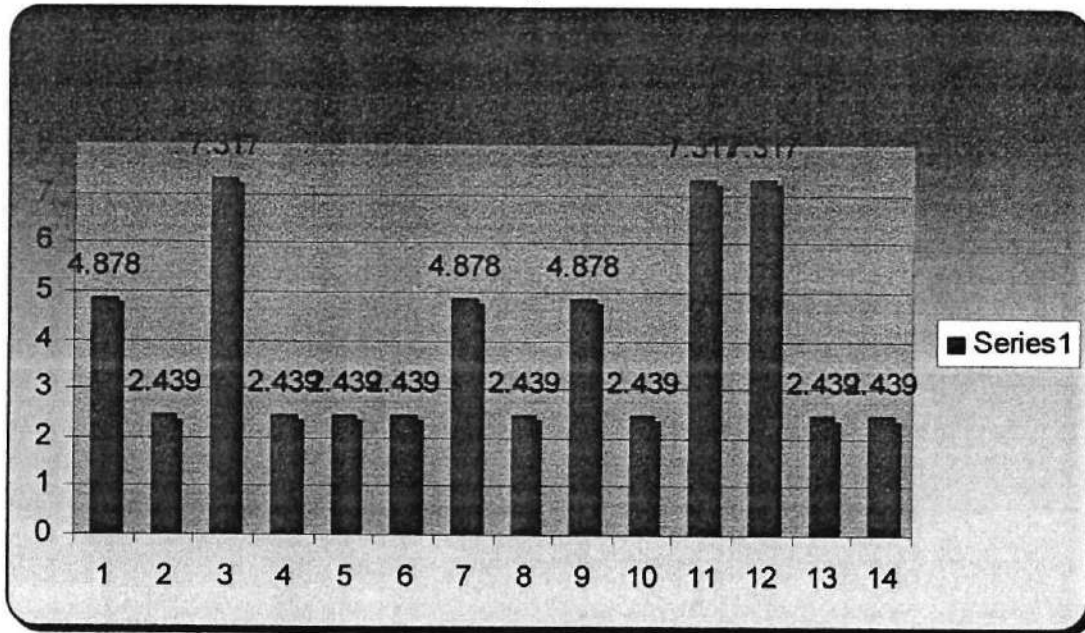
Table 3.27

MEDIUM

The Students' Answer	F	%
1. a. I feel rig gully proud because I can speak English	1	2.325
b. I am feel enjoyed and I very-very like speak English because language English just use in my favorit studies it communication technology and information.	1	2.325
c. I feel happy, I like speaking English	1	2.325
2. a. because, English international language	2	4.651
b. yes, I do. But I am have problem in pronunciation	1	2.325
3. a. I wist go to Amerika serikat and speak with turis	1	2.325
b. I am will study my niece language English	1	2.325
c. I will we. Language montoined every day	1	2.325
4. a. question in teacher and my friend	1	2.325
b. yes, I get for example at pronunciation the tenses	1	2.325
c. I want to resesation to a word	1	2.325

5. a. No, at home don't speak English	2	4.651
b. No, because my friend to speak English nothing I my home, and my brother working from morning up to afternoon	1	2.325
6. a. No, I like English	2	4.651
b. No, I am don't like	1	2.325
7. a. I don't have support from parent's me because they don't language English	2	4.651
b. yes, they support, for example they buy dictionary and my father very-very support I am	1	2.325
8. a. Kinds i am in speaking English is tenses, listen the dialogue English	1	2.325
b.		
c.		
9. a. Yes because speak and write difer	1	2.325
b. my handle is my dictionary, and my father, or my family	1	2.325
c. in difficulties in speaking is propasion	1	2.325
10. a. My friend in the class	1	2.325
b. My teacher and my friends	2	4.651
11. a. yes, I do	1	2.325
b. yes, I able to speak English	1	2.325
c. Little abbel	1	2.325
12. a. No, because I can't speak English	1	2.325
b. because I am not have many money	1	2.325
c. Need, but is can go to abroad	1	2.325
13. a. yes, it is	1	2.325
b. yes, I feel difficult	1	2.325
c. yes,I am	1	2.325
14. a. I have vocabulary and English book, no idon't	1	2.325
b. Dictionary	2	4.651
15. a. Nothing	2	4.651
	1	2.325
	43	100

Figure 3.27
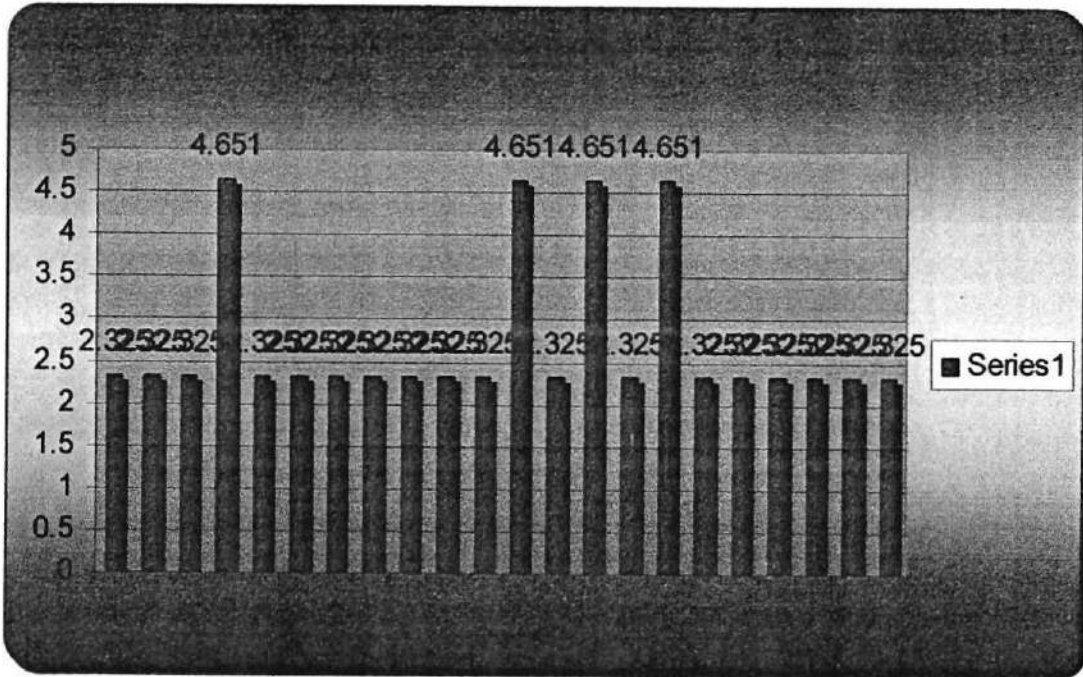
Table 3.28

IPS 2
MEDIUM

The Students' Answer	F	%
1. a. I'm happy and I want more can speak English	1	3.030
b. I feel so happy	1	3.030
c. I full very happy	1	3.030
2. a. Because, I like speak English	1	3.030
b. Because I understand the foreign language	1	3.030
c. my opini speak English is very important and I like English language	1	3.030
3. a. I want to happen English teacher and speak English with all people	1	3.030
b. I will help my friend for understand, English	1	3.030
c. I will continue speak English	1	3.030
4. a. because I can't	1	3.030
b. because English have many	1	3.030
c. vocabulary because my parents can't speak English	1	3.030
5. a. Because I can't	1	3.030
b. Because in home speak with	1	3.030
6. a. Because, learning English difficult	1	3.030
b. because I not have many vocabulary	1	3.030
7. a. very support	1	3.030
b. They buy me dictionary	1	3.030
c. yes, the air support me we want I'm be smart speak English	1	3.030
8. a. Tenses English	1	3.030
b. like a, I speak word country	1	3.030
c. They want I be a teacher English	1	3.030
9. a. My mother and my sister	1	3.030
b. I ask to English teacher	1	3.030
c. yes, sometime	1	3.030
10. a. My friend in the class	1	3.030

b. My teacher and my friends	2	6.060
11. a. yes, I do	1	3.030
b. yes, I able to speak English	1	3.030
c. Little abbel	1	3.030
12. a. No, because I can't speak English	1	3.030
b. because I am not have many money	1	3.030
c. Need, but is can go to abroad	1	3.030
13. a. yes, it is	1	3.030
b. yes, I feel difficult	1	3.030
c. yes,I am	1	3.030
14. a. I have vocabulary and English book, no idon't	1	3.030
b. Dictionary	2	6.060
15. a. Nothing	2	6.060
	1	3.030
Jumlah	33	100

Figure 3.28

MEDIUM
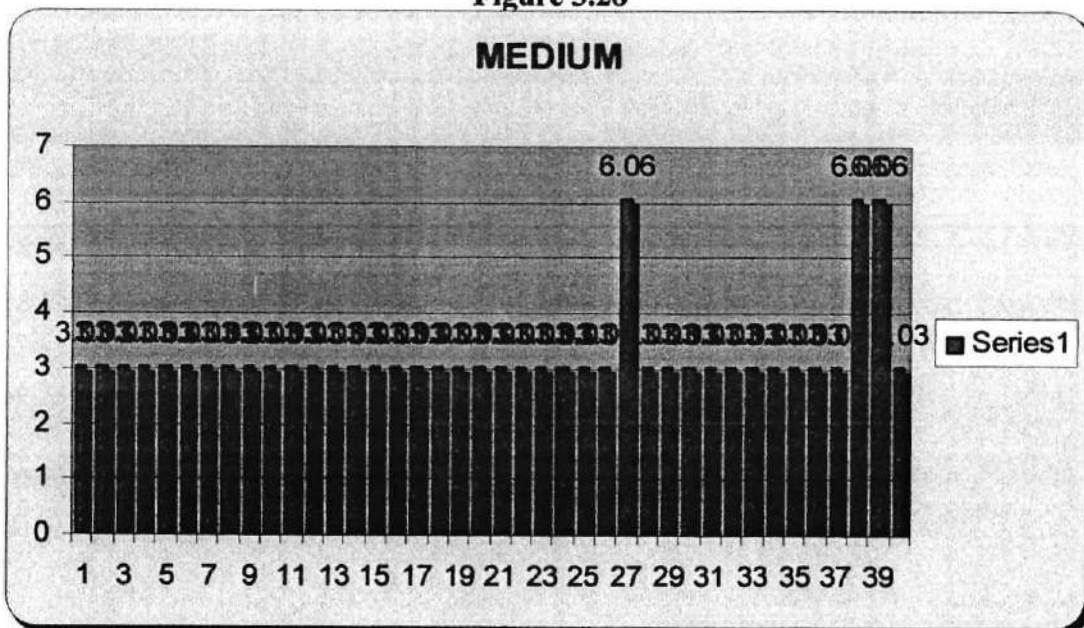
Table 3.29

HIGH

The Students' Answer	F	%
1. a. I very happy, because I can speak English	1	5
2. a. because, I like speak English and English international language and English language very important to my daily life.	1	5
3. a. I want English teacher	1	5
4. a. because I'm less understood vocabulary and tenses.	1	5
5. a. because at my home no body can speaking English	1	5
6. a. No, I likes learning English language	1	5
7. a. my parents support me to learn more again about English language	1	5
8. a. about vocabulary	1	5
9. a. sometime's	1	5
10. a. my teacher and my friends	1	5
11. a. I want's to be able to English language b. c. of course,	1 1	5 5
12. a. yes I want to go abroad because I want learning more again English language b. of course because I need to incress my insight	1 1	5 5
13. a. sometimes, if I don't understood about tenses that sentence b. not,but any some little words I difficult	1 1	5 5
14. a. The books about English language. I don't have internet	1	5

b. I have dictionary, computer,handphone, televition, and most impotant is play station.i learn read, pronounching and know many words of English from play station.i haven't internet at home , I use internet in warnet.	1	5
15. a. my father, brother, sister can speak English b. c. No, but sometimes they speak English	1 1	5 5
	20	100

Figure 3.29

Table 3.30
POOR

The Students' Answer	F	%
1. a. I am Happy With Speak English	1	2.222
b. I am Very Glad, Because The Lesson English most popular	1	2.222
c. I feel so happy	1	2.222
2. a. Because English language make me happy	1	2.222
b. Because English to communication	1	2.222
c. I can understand the foreign language	1	2.222
3. a. I will speak English language with the same my friends	1	2.222
b. I want go to the best	1	2.222
c. I will extend the that language English so that can good for in a moment	1	2.222
4. a. Because, I am not understand in vocab and tenses	1	2.222
b. Because many words in English was difficult	1	2.222
c. Because English have many vocabulary	1	2.222
5. a. Because people my home don't speak English	1	2.222
b. Because I am at home there is no friend or mother.	1	2.222
c. Because family at home do not understand the language English	1	2.222
6. a. I am learning English speaking	1	2.222
b. Because English words a lot difficult	1	2.222
c. Because word hard	1	2.222
7. a. My parents very support in learning speaking English	1	2.222
b. With support must spirit learn	1	2.222
c. Good, because parent's give me dictionary for study	1	2.222
8. a. About make sentence right and nice	1	2.222
b. The example vocabulary	1	2.222
c. word change and to be	1	2.222
9. a. my teacher in MAN Model	1	2.222
b. usually with kith or sister	1	2.222
c. Learn diligent so that can over come that difficult	1	2.222
10. a. Yes, I want	1	2.222
b. Usually with friends or other	1	2.222
c. Teacher in learn school	1	2.222
11. a. Yes, I want to see	1	2.222

b. Yes, because of vital important	1	2.222
c. Yes	1	2.222
12. a. Yes, I am	1	2.222
b. Yes, because I want to learn English	1	2.222
c. Yes, I will extend the my language English is foreign country of like Germany, English, Brazil,	1	2.222
13. a. Yes, I am	1	2.222
b. No, but there part of it difficult	1	2.222
c. Difficult fair to middling	1	2.222
14. a. Yes, The book, yes I have	1	2.222
b. Patching installing at kitchen ware, tools outside.	1	2.222
c. Dictionary and guidance of language English, No	1	2.222
15. a. No Them not speak English	1	2.222
b. No.	1	2.222
c. Do not	1	2.222
	45	100

Figure 3.30
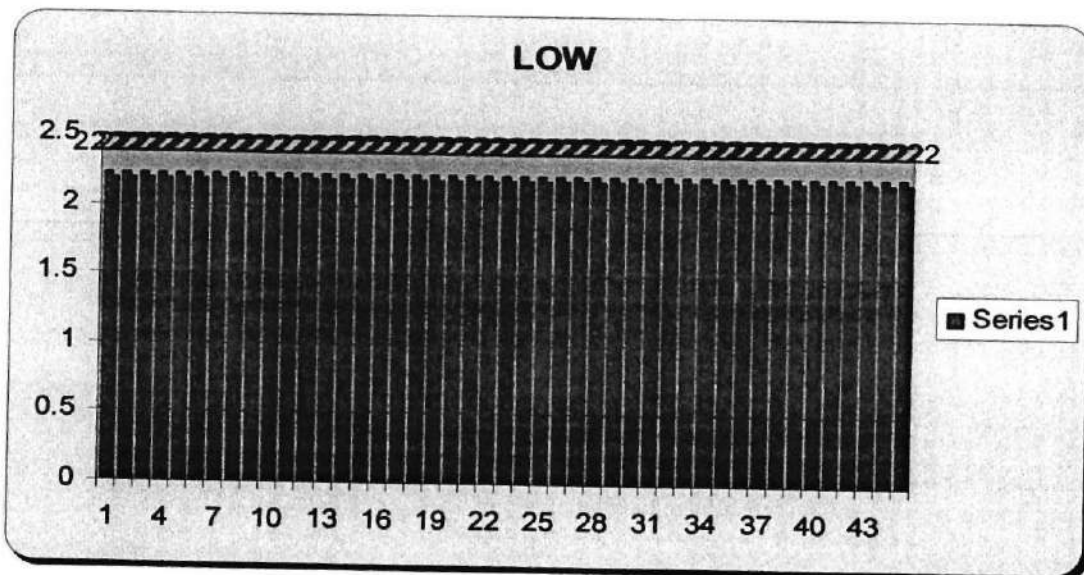
Table 3.31
Summary of Answer

No	Question	R	SM
1.	What is Your Name?	R	My name is SM
2.	How Long have been teaching	I have been teaching English	
3.	Where have you been teaching beside MAN Model?	I don't teach another I just teaching English in this school	No..
4.	Do you have any other place to teach beside MAN Model?	No I think, I teach in MAN Model and in teach my daughter	Ya...
5.	Do you paper a lesson plan for teaching	Yes, of course we have paper subject we always prepare our topic every day	Yes...
6.	Do you teaching other subject beside English?	No, I don't teach other subject, only English	No..
7.	Ask we know there are four skills like speaking, writing, listening and structure. What skill do you fill very difficult for the students thy master?	I thing all of the subject is writing, speaking and listening difficult but very difficult I thing writing	I thing the most difficult is writing, because before they do they have to master structure, vocbe
8.	What do you usually do to help students?	I hope, ya.. When we teach English we want to they speaking English, I hope when I meet them speaking English every time, every day, every where	To help to the students I always ask them to bring dictionary and sometimes difficult a words I always help them.
9.	Do you apply a punish man if they can't speaking English?	I gift them to memorize word what day don't have any problem for example: when we teach we through about to resume we talk about....., so they must remember all vocabulary	Yes always, sometimes like,, I ask them to the something in English for say something in English or sometimes I ask them to the pus up in front of the class
10.	Do you gift any reword if they can speak English?	ya,, we gift reword if they can speak	Ya,, I always say very good, I say

		English so your score and report I gift nine	you can do it they fill they have the difficulties do doing do that
11	What are you hope for year students and English subject?	I thing all the teacher hope they students can speak English, they can speaking English they don't have only read a book but they can understand they can improve English	I hope they like English Subject, but infect there are not interesting in English it is them the big problem there is no interest

C. Problem after learning Speaking

Problems faced the students in reviewing the lesson after learning Speaking English in the class as follow:

Table 3.32

No	Problem	Descriptive
1.	The reasons to learn English	English is necessary it was forced by this school in fact they didn't like English.
2.	Support for environment at home	They only had insufficient dictionaries there was non one in the family who speak English..
3.	The students' handle the difficulties	They asked other students who also had knowledge about English.
4.	The students' facilities at home for support speaking English	They didn't use the facilities such as dictionary, computer and internet at home.
5.	The students' difficulties in learning English speaking	They were difficult to make a sentence for latch of vocabulary, bad mastery of tense and latch of practices in speaking.

As it can be seen from the tables above, does problem the lesson after learning Speaking English in the class. See the Appendix III data about this for the detail.

CHAPTER IV

CHAPTER IV

CLOSING

This chapter will present the conclusion of the study. Some suggestions related to the results of the study are also included in the end of this chapter. There are many suggestion or solution the students' difficulties to the learn speaking.

A. Conclusion

1. The problems encountered by the students in preparation to speaking

   a. Vocabularies

   b. ungrammatical phrases or sentences

   c. absurd ideas

2. The problems encountered by the students in learn Speaking English

   a. They much time to answer and ask question.

   b. Vocabulary and grammar shortages

3. The problems encountered by the students in repetition the lesson items after learning speaking English,.

   a. English and Indonesia is different

   b. They didn't like English

   c. They didn't have supportive environment

   The problems still existed although the teachers were very experienced and well prepared in teaching.

B. Suggestions

a. Special for Students is expected that:

1. Student should concentrate well in listening in order to follow the speaking activities.

2. Students should build relation ship with other, outside

3. Students ought to frequent visit goes to library to read or borrows book that gets bearing with English or another one that adds knowledge.

4. Student needs to study group to be able to communicate to each other mutually if available handicap in learned.

5. Situation student studying room ought to be arranged in certain condition to

6. Each that student complete schoolbooks as material as reading utilisedding to add scholarship those are gotten at school.

b. Suggestion for the parents

Learning to increase student achievement will be successful if it gets support from parents, notably deep perform studying activity on the house. Oldster care on the house in notice children studying activity it, giving rebuke if default children in learned, and at a swoop give room and time for children studies on the house as momentous its mean for effort to learn increase student discipline attitude it. To it is suggested that oldster is not loathing consult with teacher brazes if find interference.

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APPENDIXES

Session	
8	**Procedure**

A. Study the following text and its schematic structure.

Schematic Structure

Here is the recipe you need to make Mushroom Soup.

Goal : Mushroom Soup

Material : 12ounces mushrooms
4 eggs yolk
½ teaspoon grated nutmeg
2 tablespoon chopped parsley
1 ½ teaspoons salt
6 tablespoons cream
¼ teaspoon pepper
2 pints chicken stock

Procedure :

Step 1

1. Prepare mushrooms and place in frying pan with matted butter.

2. Cover and cook for 10 minutes. Add stock.

Step 2
Step 3

3. Season with salt, pepper and nutmeg.

Step 4

4. Bring to boil and then simmer for 30 minutes

5. Sieve and blend until smooth, with remaining ingredients.

Step 5
Step 5

6. Return to pan and heat. Remove pan from stove and cool.

Step 5

7. Add beaten egg yolks and cream, stirring gently. Do not boil.

8. Garnish with chopped parsley and serve.

Step 8

B. Study the following text and its schematic structure.
Goal : Playing the Hole Game
Material needed:
- One marble per person
- A hole in ground
- A line (distance) to start from

Temporal Connective

Numbering of point	
Imperative	
Action verb	
Generalized Human agent (Often implicit)	
Temporal Conjunction	
Action verb	
Action verb	

1. First you must dub (click marbles together) then check that the marbles are in good condition and are nearly worth the same value.

2. Next you must dig a hole in the ground and draw a line a fair distance away from the hole.

3. The first player carefully throws his or her marble towards the hole.

4. Then the second player tries to throw his or her marble closer to the hole than his or her opponent.

5. The player whose marble is closest to the hole tries to flick his or her marble into the hole. If successful, this player tries to flick his or her opponent's marble into the hole. The person flicking the last marble into the hole wins and gets to keep both marbles.

Session	
8	**Procedure**

A. Study the following text and its schematic structure.

Schematic Structure

Here is the recipe you need to make Mushroom Soup.

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1 ½ teaspoons salt
6 tablespoons cream
¼ teaspoon pepper
2 pints chicken stock

Procedure :

Step 1
Step 2
Step 3
Step 4
Step 5
Step 5
Step 5
Step 5
Step 8

1. Prepare mushrooms and place in frying pan with matted butter.

2. Cover and cook for 10 minutes. Add stock.

3. Season with salt, pepper and nutmeg.

4. Bring to boil and then simmer for 30 minutes

5. Sieve and blend until smooth, with remaining ingredients.

6. Return to pan and heat. Remove pan from stove and cool.

7. Add beaten egg yolks and cream, stirring gently. Do not boil.

8. Garnish with chopped parsley and serve.

B. Study the following text and its schematic structure.

Goal : Playing the Hole Game

Material needed:

- One marble per person
- A hole in ground
- A line (distance) to start from

Temporal Connective	1. First you must dub (click marbles together) then check that the marbles are in good condition and are nearly worth the same value.
Numbering of point	
Imperative	2. Next you must dig a hole in the ground and draw a line a fair distance away from the hole.
Action verb	3. The first player carefully throws his or her marble towards the hole.
Generalized Human agent (Often implicit)	4. Then the second player tries to throw his or her marble closer to the hole than his or her opponent.
Temporal Conjunction	5. The player whose marble is closest to the hole tries to flick his or her marble into the hole. If successful, this player tries
Action verb	to flick his or her opponent's marble into the hole. The
Action verb	person flicking the last marble into the hole wins and gets to keep both marbles.

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran	: *Bahasa Inggris*
Kelas / Semester	: *XI IPA, IPS, Bahasa / 2*
Pertemuan Ke	:
Waktu	: *3 x Pertemuan (3 x 45 Menit)*

Standar Kompetensi	*Menulis* *Mengungkapkan makna dalam teks tulis monolog/esei berbentuk narrative,spoof dan hartatory exposition secara akurat,lancar dan berterima dalam konteks kehidupan sehari-hari* **Berbicara** *Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative,spoof dan hartatory exposition dalam konteks kehidupan sehari-hari*
Kompetensi Dasar	*Menulis* *Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat,lancer dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : Narrative, spoof dan hartatory exposition .* **Berbicara** *Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat,lancer dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : Narrative, spoof dan hartatory exposition .*
Indikator	- **Pertemuan I** ♦ *Mengidentifikasi ciri-ciri teks spoof dari teks tulisan* ♦ *Membedakan ciri-ciri teks tsb dengan teks sebelumnya yang telah dipelajari yaitu narrative dan Hartatory exposition*

◆ *Membuat contoh ke 3 jenis teks tersebut*

- **Pertemuan II dan III**
◆ *Mempresentasikan jenis teks tersebut secara kelompok dengan memakai tindak tutur yang sudah dipelajari dalam bertanya jawab.*

Materi Ajar	*Text spoof*
Tujuan Pembelajaran	*Siswa mampu mempresentasikan tindak tutur yang diajarkan setelah mengidentifikasi ciri – ciri serta memberikan respon terhadap semua tindak tutur yang diajarkan*
Metode Pembelajaran	*Communicative approach*
Kegiatan Pembelajaran	- *Kegiatan Awal:* ◆ *Appersepsi*
	- *Kegiatan Inti:* *Pertemuan I* ◆ *Menemukan ciri-ciri khusus setiap jenis teks* ◆ *Membedakan ciri-ciri setiap jenis teks* ◆ *Membuat contoh ke 3 jenis teks tersebut* *Pertemuan II dan III* ◆ *Mempresentasikan pemahaman terhadap semua tindak tutur tsb dengan melibatkan tindak tutur yang telah dipelajari* ◆ *Menjawab soal lisan dan tulisan*
	- *Kegiatan Penutup:* ◆ *Menanyakan kesulitan siswa selama pembelajaran* ◆ *Merangkum pelajaran*

EVALUASI:

1. *Bentuk Penilaian* : *objektif (lisan/tulisan)*
2. *Jenis Penilaian* : - *Proses*
   - *Post test*

Palangka Raya,   Juli 2009

Mengetahui:

Kepala MAN Model Palangka Raya,   *Guru Bahasa Inggris,*

MULYONO, M.Pd   **Rasidi / Siti Masniah**

NIP. 150 233 052   131905166 /132087637

GUIDE INTERVIEW

1. How do you feel if you speak English ?
2. Why do you speak English ?
3. If you could speak English, what will you do ?
4. Why do you get any difficulties in pronouncing English ?
5. Why you aren't use to Speak English at home?
6. Why you don't like learning English Speaking?
7. How do your parent's support you in learning speaking English?
8. What kind of difficulties do often encountered in speaking English?
9. What do you usually do to handle your difficulties?
10. Who helps you to solve your problem in English
11. Do you want to be able to speak English?
12. Do you want to go abroad? Why?
13. Is English pronunciation difficult for you?
14. What facilities do you have at home to support your English? Do you have internet?
15. Do your parents, brother or sister speak English?

TES

Jawablah pertanyaan pada teks berikut dengan jawaban yang benar.

1. In order to say sorry in a presentation, you can say :

   a.

   b.

   c.

2. In order to open a presentation you can say :

   a.

   b.

   c

3. In order to get attention in a presentation you can say :

   a.

   b.

   c.

4. In order to express like and dislike in a presentation you can say :

   a.

   b.

   c.

5. In order to express agreement or disagreement in a presentation you can say :

   a.

   b.

   c.

6. In order to interrupt in a presentation you can say :

   a.

   b.

   c.

7. In order to say satisfaction and dissatisfaction in a presentation you can say :

   a.

   b.

   c.

8. In order to make summary in a presentation, you can say :

   a.

   b.

   c.

9. In order to close a presentation you can say :

   a.

   b.

   c.

10. In order to add opinion in a presentation you can say :

   a.

   b.

   c.

11. In order to ask repetition in a presentation you can say :

   a.

   b.

   c.

INTERVIEW OF THE STUDENTS CLASS XI.I.S-1
HIGH

A

1. How do you feel if you speak English ?

   - My feel is good , because speak English is international

2. Why do you speak English ?

   - because as a student we must compliance English

3. If you could speak English, what will you do ?

   - If I can I went to go abroad like makkah and madinah for

4. Why do you get any difficulties in pronouncing English ?

   - because in English, pronoun and language is too difference with Indonesian language.

5. Why you aren't use to Speak English at home?

   - because in my name, my family, my brothers, not to like speak English

6. Why you don't like learning English Speaking?

   -

7. How do your parent's support you in learning speaking English?

   - my family in give me support is too log, because my will is pilgrimage

8. What kind of difficulties do often encountered in speaking English?

   -

9. What do you usually do to handle your difficulties?

   - for me usually I am pray to Allah SWT, and I request hello from my big family

10. Who helps you to solve your problem in English

    - my teacher and my friends

11. Do you want to be able to speak English?

    - I want's to be able to English language

12. Do you want to go abroad? Why?

    - yes I want to go abroad because I want learning more again English language

13. Is English pronunciation difficult for you?

    - sometimes, if I don't understood about tenses that sentence

14. What facilities do you have at home to support your English? Do you have internet?

   - The books about English language. I don't have internet

15. Do your parents, brother or sister speak English?

   - my father, brother, sister can speak English

   B

1. How do you feel if you speak English ?

   - I'm very happy, because I like English

2. Why do you speak English ?

   - because with speak English to easy us learning English subject

3. If you could speak English, what will you do ?

   - I want to English teacher

4. Why do you get any difficulties in pronouncing English ?

   - because, pronouncing English very different with pronouncing Indonesia

5. Why you aren't use to Speak English at home?

   - because, my family can't speak English

6. Why you don't like learning English Speaking?

   -

7. How do your parent's support you in learning speaking English?

   - my parent's support with give me a dictionary

8. What kind of difficulties do often encountered in speaking English?

   -

9. What do you usually do to handle your difficulties?

   - I will question to my friends while can or understand about English and can also question to my English teacher's

10. Who helps you to solve your problem in English

   -

11. Do you want to be able to speak English?

   - of course

12. Do you want to go abroad? Why?

-       of course because I need to incress my insight

13. Is English pronunciation difficult for you?

  - not,but any some little words I difficult

14. What facilities do you have at home to support your English? Do you have internet?

  - I have dictionary, computer,handphone, television, and most impotant is play station.i learn read, pronounching and know many words of English from play station.i haven't internet at home , I use internet in warnet

15. Do your parents, brother or sister speak English?

  - No, but sometimes they speak English

INTERVIEW OF THE STUDENTS CLASS XI.I.S-2

HIGH

A

1. How do you feel if you speak English ?

   - I very happy, because I can speak English

2. Why do you speak English ?

   - because, I like speak English and English international language and English language very important to my daily life.

3. If you could speak English, what will you do ?

   - I want English teacher

4. Why do you get any difficulties in pronouncing English ?

   - because I'm less understood vocabulary and tenses.

5. Why you aren't use to Speak English at home?

   - because at my home no body can speaking English

6. How do your parent's support you in learning speaking English?

   - No, I likes learning English language

7. What kind of difficulties do often encountered in speaking English?

   - my parents support me to learn more again about English language

8. What do you usually do to handle your difficulties?

   - about vocabulary

9. Who helps you to solve your problem in English

   - sometime's

10. Do you want to go abroad? Why?

    - my teacher and my friends

11. Is English pronunciation difficult for you?

    - I want's to be able to English language

12. What facilities do you have at home to support your English? Do you have internet?

   - yes I want to go abroad because I want learning more again English language

13. Do your parents, brother or sister speak English?

   - sometimes, if I don't understood about tenses that sentence

14. What facilities do you have at home to support your English? Do you have internet?

   - The books about English language. I don't have internet

15. Do your parents, brother or sister speak English?

   - No, but sometimes they speak English

   B

1. How do you feel if you speak English ?

   - I very happy, because I can speak English

2. Why do you speak English ?

   - because, I like speak English and English international language and English language very important to my daily life.

3. If you could speak English, what will you do ?

   - I want English teacher

4. Why do you get any difficulties in pronouncing English ?

   - because I'm less understood vocabulary and tenses

5. Why you aren't use to Speak English at home?

   - because at my home no body can speaking English

6. How do your parent's support you in learning speaking English?

   - No, I likes learning English language

7. What kind of difficulties do often encountered in speaking English?

   - my parents support me to learn more again about English language

8. What do you usually do to handle your difficulties?

    - about vocabulary

9. Who helps you to solve your problem in English

    - sometime's

10. Is English pronunciation difficult for you?

    - my teacher and my friends

11. What facilities do you have at home to support your English? Do you have internet?

    - I want's to be able to English language

12. Do your parents, brother or sister speak English?

    - of course because I need to incress my insight

13. Do your parents, brother or sister speak English?

    - not,but any some little words I difficult

14. What facilities do you have at home to support your English? Do you have internet?

    - I have dictionary, computer,handphone, televition, and most impotant is play station.i learn read, pronounching and know many words of English from play station.i haven't internet at home , I use internet in warnet

15. Do your parents, brother or sister speak English?

    - No, but sometimes they speak English

Result of Interview from the teacher

Result of interview from Mr. R

1. What Your Name?

     og Rasyidi

2. How Long have been teaching

    og I have been teaching English

3. Where have you been teaching beside MAN Model?

    og I don't teach another I just teaching English in this school.

4. Do you have any other place to teach beside MAN Model?

    og No I think, I teach in MAN Model and in teach my daughter.

5. Do you prepare a lesson plan for teaching :

    og Yes, of course we have paper subject we always paper our topic every day.

6. Do you teaching other subject beside English?

    og No, I don't teach other subject, only English

7. Ask we know there are four skills like speaking, writing, listening and structure. What skill do you fill very difficult for the students thy master?

    og I thing all of the subject is writing, speaking and listening difficult but very difficult I thing writing.

8. What do you usually do to help students?

     ભ I hope, ya.. When we teach English we want to they speaking English, I hope when I meet them speaking English every time, every day, every where.

9. Do you apply a punish man if they can't speaking English?

     ભ I gift them to memorize word what day don't have any problem for example: when we teach we through about to resume we talk about....., so they must remember all vocabulary.

10. Do you gift any reword if they can speak English?

     ભ ya,, we gift reword if they can speak English so your score and report I gift nine.

11. What are you hope for year students and English subject?

     ભ I thing all the teacher hope they students can speak English, they can speaking English they don't have only read a book but they can understand they can improve English.

Result of interview from Mrs. SM

1. What Your Name ?

   ෴ My name is Siti Masniah

2. How Long have been teaching

   ෴

3. Where have you been teaching beside MAN Model?

   ෴ No..

4. Do you have any other place to teach beside MAN Model?

   ෴ Ya...

5. Do you paper a lesson plan for teaching :

   ෴ Yes...

6. Do you teaching other subject beside English?

   ෴ No..

7. Ask we know there are four skills like speaking, writing, listening and structure. What skill do you fill very difficult for the students thy master?

   ෴ I thing the most difficult is writing, because before they do they have to master structure, vocabulary.

8. What do you usually do to help students?

   ෴ To help to the students I always ask them to bring dictionary and sometimes difficult a words I always help them.

9. Do you apply a punish man if they can't speaking English?

ଓ Yes always, sometimes like,, I ask them to the something in English for say something in English or sometimes I ask them to the pus up in front of the class.

10. Do you gift any reword if they can speak English?

ଓ Ya,, I always say very good, I say you can do it they fill they have the difficulties do doing do that.

11. What are you hope for year students and English subject?

ଓ I hope they like English Subject, but infect there are not interesting in English it is them the big problem there is no interest.

Names of the students class XI.I.S-1

No	Name
1	Muhammad Ibrahim Islmail
2	Afrina Hayati
3	Budiyanto
4	Susan Farida
5	Dewi Sartika
6	Rima Yanti
7	Ina Asmiati
8	Nurhasanah
9	Rahman Setiawan
10	Nana Maryana
11	Aman Juanda
12	Zainal Ilmi
13	Adi Pancari
14	Tuty Alawiyah
15	Zainal Abidin
16	Juwita
17	Rizali Fahmi
18	Abdullah
19	Rizky Angga
20	Rahmad Hidayat
21	Syaifuddin
22	M. Budi Santoso
23	Agus Darmawan
24	Abdul Halik
25	Yani Khosi'ah
26	Nia Rahman Dewi
27	Neng Esti Setiawan
28	Julian Rachman

Names of the students class XI.I.S-2

No	Name
1	Fitria Susanti
2	Helwi Yani Maulida
3	Budiyanto
4	Budi Gunawan
5	Aditya Jaua Putra
6	Wahyu Rahmadan
7	Rahmad Hidayat
8	Zaky Ridhwan Nugraha Rovieq
9	Rachmawati
10	Andi
11	Ahmad RijaniDevi Aprianti
12	M. Budihartomo
13	Rabiatul Basiroh
14	Siti Haridah
15	Khairunnisa
16	Qomariah
17	M. Rezky
18	Rusyda
19	Normi
20	Desi Sulistyowati
21	Wahyudi
22	Yusuf
23	Argo Purnomo Wibowo
24	Anna Purnama Sari
25	Guruh Wahyu Widodo
26	M. Aditya Pranata
27	M. Ridha Hidayat
28	Fadillah
29	Fhrurrozi
30	Widiya
31	Syelvia
32	Riyan Indrawan
33	Didit Ardian

APPENDIX I

Appendix I

Result of the interview in preparing to learn speaking English

b. Based on the interview questions 2, 3, 8, 9, 11, 12, 13, 14, 15 (see appendix for complete data)

HIGH

The Students' Answer	F	%
2. a. because as a student we must complence English	1	4.761
b. because with speak English to easy us learning English subject	1	4.761
c. because, English is language international and if ai went other country I can communication with other people	1	4.761

The Students' Answer	F	%
3. a. If I can I went to go abroad like makkah and madinah for	1	4.761
b. I want to English teacher	1	4.761
c. If I can speak English, I follow miss Indonesian contest, Because that is my dream	1	4.761

	F	%
9. a. for me usually I am pray to Allah SWT, and I request hello from my big family	1	4.761
b. I will question to my friends while can or understand about English and can also question to my English teacher's	2	9.523

	F	%
13. a. sometimes, if I don't understood about tenses that sentence	1	5
b. not,but any some little words I difficult	1	5

	F	%
14. a. The books about English language. I don't have internet	1	5
b. I have dictionary, computer,handphone, television, and most impotant is play		5

31

station.i learn read, pronounching and know many words of English from play station.i haven't internet at home , I use internet in warnet.		
15. a. my father, brother, sister can speak English b. c. No, but sometimes they speak English	1 1	5 5

Based on the tables it can be summed up that students tried to prepare themselves in speaking before the class by some reasons i.e: English is very essential in international communication, they want to do something with English in the future.

They use internet etc, but we can see that the problems covered several things such as grammar, choice of diction these findings are in relation with statement issued by Sumadi Suryabrata pg. 27.

MEDIUM

2. a. because, English international language b. yes, I do. But I am have problem in pronunciation	2 1	8 4

3. a. I wist go to Amerika serikat and speak with turis b. I am will study my niece language English c. I will we. Language montoined every day	1 1 1	4 4 4

9. a. Yes because speak and write difer b. my handle is my dictionary, and my father, or my family c. in difficulties in speaking is propasion	1 1 1	4 4 4

11. a. I want's to be able to English language b. c. of course,	1 1	5 5

12. a. yes I want to go abroad because I want learning more again English language	1	5
b. of course because I need to incress my insight	1	5
13. a. yes, it is	1	3.030
b. yes, I feel difficult	1	3.030
c. yes,I am	1	3.030
14. a. I have vocabulary and English book, no I don't	1	3.030
b. Dictionary	2	6.060
15. a. Nothing	2	6.060
	1	3.030

As it can be seen from the tables above, it can be summarized that problems in learning speaking encountered by medium achievement students range from some aspects, namely: the difference of Indonesian language, English language and difficulties in speaking.

. POOR

2. a. because, language English that is language the world	3	13.04
3. a. I will study for my friend and brother	1	4.347
b. I will to teach a thing to fill my brother	1	4.347
c. I will study for my friend and sister	1	4.347
9. a. I am is open a dictionary	1	4.347
b.		
c.		
11. a. Yes, I want to see	1	2.222
b. Yes, because of vital important	1	2.222

c. Yes	1	2.222
12. a. Yes, I am	1	2.222
b. Yes, because I want to learn English	1	2.222
c. Yes, I will extend the my language English is foreign country of like Germany, English, Brazil,	1	2.222
13. a. Yes, I am	1	2.222
b. No, but there part of it difficult	1	2.222
c. Difficult fair to middling	1	2.222
14. a. Yes, The book, yes I have	1	2.222
b. Patching installing at kitchen ware, tools outside.	1	2.222
c. Dictionary and guidance of language English, No	1	2.222
15. a. No Them not speak English	1	2.222
b. No.	1	2.222
c. Do not	1	2.222

As it can be seen from the tables above, it can be summarized that problems in learning speaking encountered by low achievement students range from some aspects, namely: the difference of Indonesian language, English language and difficult fair to middling.

APPENDIX II

Result of the interview when they are learning speaking English in the class.

able 3.7

Result of Students' Answers XI.I.S-1

No	Question	%																											Total %
		a	b	c	d	e	f	g	h	I	j	k	l	m	N	o	p	q	r	s	t	u	v	w	x	y	z	
1.	Say sorry	37,87	16,66	9,09	18,18	1,52	7,58	1,52	1,52	1,52	1,52	1,52	1,52															100
2.	To open presentation	6,56	4,91	9,84	21,31	1,63	6,56	22,95	3,28	1,63	1,63	4,91	11,47															100
3.	To get attention in a presentation	26,22	24,59	6,56	11,47	9,84	1,64	8,20	1,64	1,64	1,64	1,64	1,64	1,64	1,64													100
4.	Like and dislike	1,89	5,66	1,89	13,21	1,89	1,89	13,21	22,64	16,98	3,77	1,89	5,66	1,89	1,89	1,89	3,77											100
5.	Agreement and disagreement	7,55	3,77	5,66	1,89	5,66	5,66	1,89	1,89	5,66	1,89	1,89	1,89	1,89	1,89	1,89	1,89	5,66	1,89	7,55	7,55	5,66	11,32	1,89	1,89	1,89	1,89	100
6.	Interupt	4,44	2,22	2,22	2,22	2,22	2,22	11,11	2,22	11,11	13,33	2,22	2,22	2,22	2,22	2,22	13,33	4,44	13,33									100
7.	Satisfaction and dissatisfaction	34,1	4,5	18,2	9,1	2,3	2,3	2,3	2,3	2,3	2,3	2,3	2,3	4,5	4,5	2,3	2,3	2,3										100
8.	Make sumary	46,88	3,13	3,13	6,25	3,13	6,25	3,13	3,13	3,13	6,25	3,13	3,13	3,13	6,25													100
9.	To close a presentation	2,22	15,66	6,67	26,66	2,22	2,22	6,67	2,22	2,22	2,22	2,22	6,67	2,22	4,44	2,22	2,22	2,22	2,22	4,44	2,22							100
10.	Opinion a presentation	1,89	3,77	1,89	3,77	3,77	15,09	16,98	13,2	13,20	1,89	1,89	1,89	1,89	3,77	1,89	1,89	1,89	1,89	1,89	1,89	1,89	1,89					100
11.	Repetition in a presentation	5,13	25,64	12,82	2,56	7,69	2,56	2,56	2,56	2,56	2,56	2,565,13	5,13	10,26	2,56	2,56	2,56	2,56										100

IPS 1

No	Problem	Descriptive
1.	To say sorry	When they say sorry they fill trembling , shy and nervous in front of the class
2.	To open presentation	When they open the presentation in front of the class they confuse what is the sentence and vocabulary must they said.
3.	Interrupt	When they to ask interrupt in a presentation, there are many say with Indonesia language.
4.	Like and dislike	They said with shy and nervous in front of the class
5.	Make summary	The students' confuse about the sentence, grammar and vocabulary.
6.	To close a presentation	The students always forget to close a presentation in front of the class because nervous.
7.	Opinion a presentation	The students confuse and nervous if to ask about the presentation in the class.

Table 3.8
Result of Students' Answers XI.I.S-2

No	Question	%																										Total %
		a	b	c	d	e	f	g	h	i	j	k	l	M	n	o	p	q	r	s	t	u	v	w	x	y	z	
1.	Say sorry	34,38	5,21	3,13	15,63	2.08	22.92	3.13	2.08	1.04	1.04	1.04	5.21	1.04	2.08													100
2.	To open presentation	19.17	64.38	2.74	2.74	1.37	1.37	1.37	1.37	1.37	4.11																	100
3.	To get attention in a presentation	2.82	25.35	7.04	25.35	7.04	4.23	1.41	1.41	7.04	4.23	2.82	1.41	8.45	1.41													100
4.	Like and dislike	20.40	16.12	11.82	2.15	10.75	4.30	1.08	1.08	4.30	4.30	3.23	2.15	2.15	4.30	2.15	1.08	1.08	1.08	1.08	2.15	2.15	1.08					100
5.	Agreement and disagreement	29.59	9.18	3.06	3.06	2.04	2.04	13.26	2.04	1.02	1.02	3.06	7.14	5.10	3.06	3.06	1.02	10.20	1.02									100
6.	Interupt	20.75	22.64	1.89	1.89	17.00	1.89	1.89	1.89	3.77	3.77	1.89	1.89	5.66	1.89	1.89	3.77	1.89	1.89	1.89								100
7.	Satisfaction and dissatisfaction	1.82	1.82	9.09	1.82	1.82	1.82	21.81	23.63	3.64	3.64	3.64	12.72	1.82	3.64	1.82	1.82	1.82	1.82									100
8.	Make sumary	18.40	15.78	5.26	15.78	7.89	5.26	10.25	2.63	2.63	2.63	2.63	5.26	2.63	2.63													100
9.	To close a presentation	19.69	25.75	18.18	1.52	1.52	4.55	1.52	7.58	15.15	3.30	1.52																100
10.	Opinion apresentation	30	2	12	2	28	2	2	4	4	2	2	2	2	2	4												100
11.	Repetition in a presentation	8.33	4.17	31.25	14.58	4.17	6.25	2.08	2.08	2.08	2.08	8.33	4.17	2.08	6.25	2.08												100

IPS 2

No	Problem	Descriptive
1.	To say sorry	When they say sorry they fill trembling , shy and nervous in front of the class
2.	To open presentation	When they open the presentation in front of the class they confuse what is the sentence and vocabulary must they said.
3.	Interrupt	When they to ask interrupt in a presentation, there are many say with Indonesia language.
4.	Like and dislike	They said with shy and nervous in front of the class
5.	Make summary	The students' confuse about the sentence, grammar and vocabulary.
6.	To close a presentation	The students always forget to close a presentation in front of the class because nervous.
7.	Opinion a presentation	The students confuse and nervous if to ask about the presentation in the class.

STAIN PALANGKARAYA

APPENDIX III

Appendix III

The Students' Answer	F	%
2. a. because as a student we must complence English	1	4.761
b. because with speak English to easy us learning English subject	1	4.761
c. because, English is language international and if ai went other country I can communication with other people	1	4.761

The Students' Answer	F	%
3. a. If I can I went to go abroad like makkah and madinah for	1	4.761
b. I want to English teacher	1	4.761
c. If I can speak English, I follow miss Indonesian contest, Because that is my dream	1	4.761

7. a. my family in give me support is too log, because my will is pilgrimage	1	4.761
b. my parent's support with give me a dictionary	2	9.523

9. a. for me usually I am pray to Allah SWT, and I request hello from my big family	1	4.761
b. I will question to my friends while can or understand about English and can also question to my English teacher's	2	9.523

10. a. my teacher and my friends	1	5

11. a. I want's to be able to English language b.	1	5
c. of course,	1	5

13. a. sometimes, if I don't understood about	1	5

tenses that sentence b. not,but any some little words I difficult	1	5

14. a. The books about English language. I don't have internet	1	5
b. I have dictionary, computer, hand phone, television, and most important is play station learn read, pronouncing and know many words of English from play station.i haven't internet at home , I use internet in warnet.	1	5
15. a. my father, brother, sister can speak English b. c. No, but sometimes they speak English	1 1	5 5

Based on the tables it can be summed up that students tried to review themselves in speaking before the class by some reasons i.e: English is very essential in international communication, they want to do something with English in the future.

MEDIUM

2. a. because, English international language b. yes, I do. But I am have problem in pronunciation	2 1	8 4

3. a. I wish go to Amerika serikat and speak with tourist	1	4
b. I am will study my niece language English	1	4
c. I will we. Language mentioned every day	1	4

7. a. I don't have support from parent's me because they don't language English	2	8
b. yes, they support, for example they buy dictionary and my father very-very support I am	1	4

9. a. Yes because speak and write difer	1	4

b. my handle is my dictionary, and my father, or my family	1	4
c. in difficulties in speaking is profession	1	4
10. a. My friend in the class	1	3.030
b. My teacher and my friends	2	6.060

11. a. I want to be able to English language	1	5
b.		
c. of course,	1	5
13. a. yes, it is	1	3.030
b. yes, I feel difficult	1	3.030
c. yes, I am	1	3.030
14. a. I have vocabulary and English book, no I don't	1	3.030
b. Dictionary	2	6.060
15. a. Nothing	2	6.060
	1	3.030

2. a. because, language English that is language the world	3	13.04
3. a. I will study for my friend and brother	1	4.347
b. I will to teach a thing to fill my brother	1	4.347
	1	4.347
c. I will study for my friend and sister		
7. a. learn diligent so that can over come that difficult	3	13.04
9. a. I am is open a dictionary	1	4.347
b.		
c.		
10. a. Yes, I want	1	2.222
b. Usually with friends or other	1	2.222
c. Teacher in learn school	1	2.222

11. a. Yes, I want to see	1	2.222
b. Yes, because of vital important	1	2.222
c. Yes	1	2.222
13. a. Yes, I am	1	2.222
b. No, but there part of it difficult	1	2.222
c. Difficult fair to middling	1	2.222
14. a. Yes, The book, yes I have	1	2.222
b. Patching installing at kitchen ware, tools outside.	1	2.222
c. Dictionary and guidance of language English, No	1	2.222
15. a. No Them not speak English	1	2.222
b. No.	1	2.222
c. Do not	1	2.222

As it can be seen from the tables above, it can be summarized that problems in learning speaking encountered by low achievement students range from some aspects, namely: the difference of Indonesian language, English language and difficult fair to middling.

0

The student read the text in front of the class
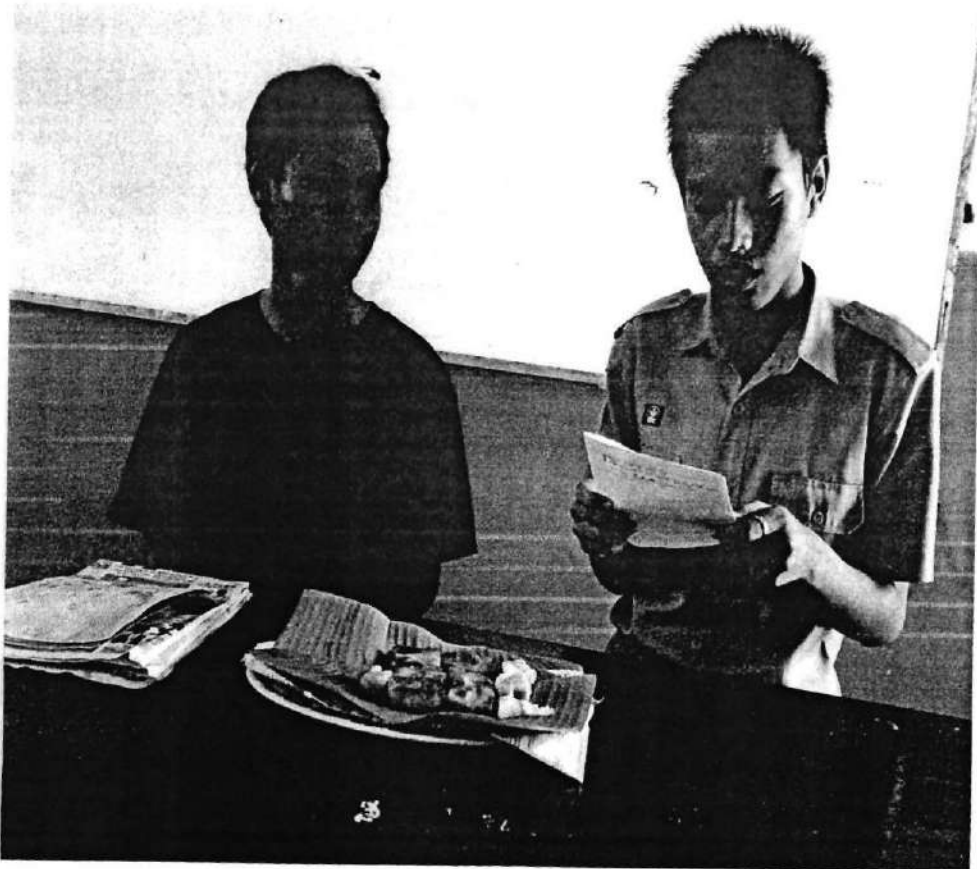
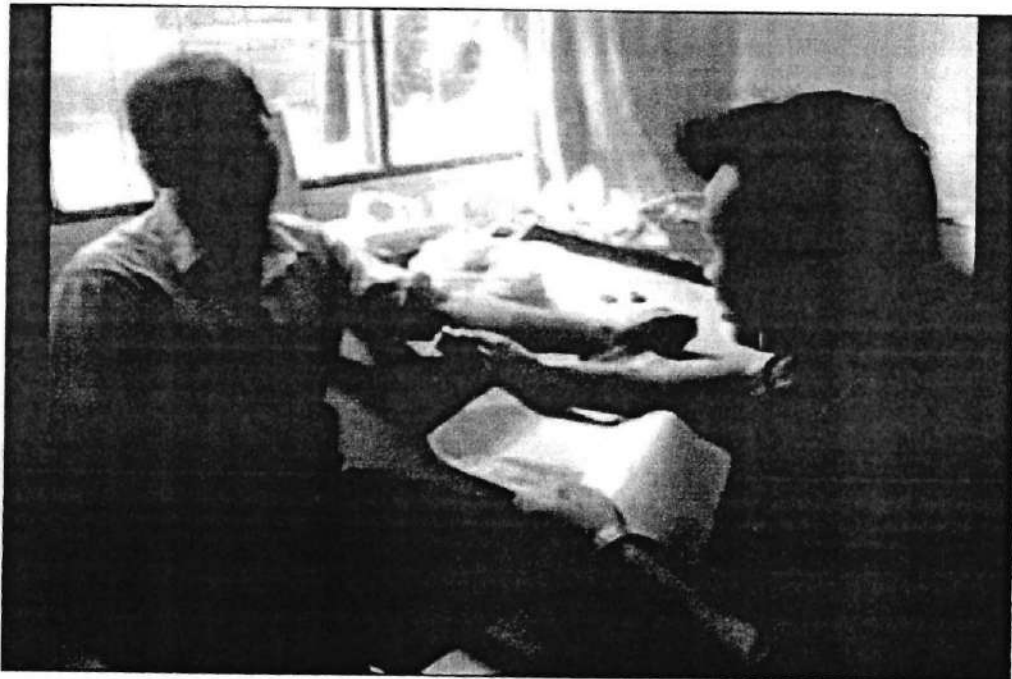**The student's presentation in front of the class XI.IS-1**

The student's presentation in front of the class XI.IS-2
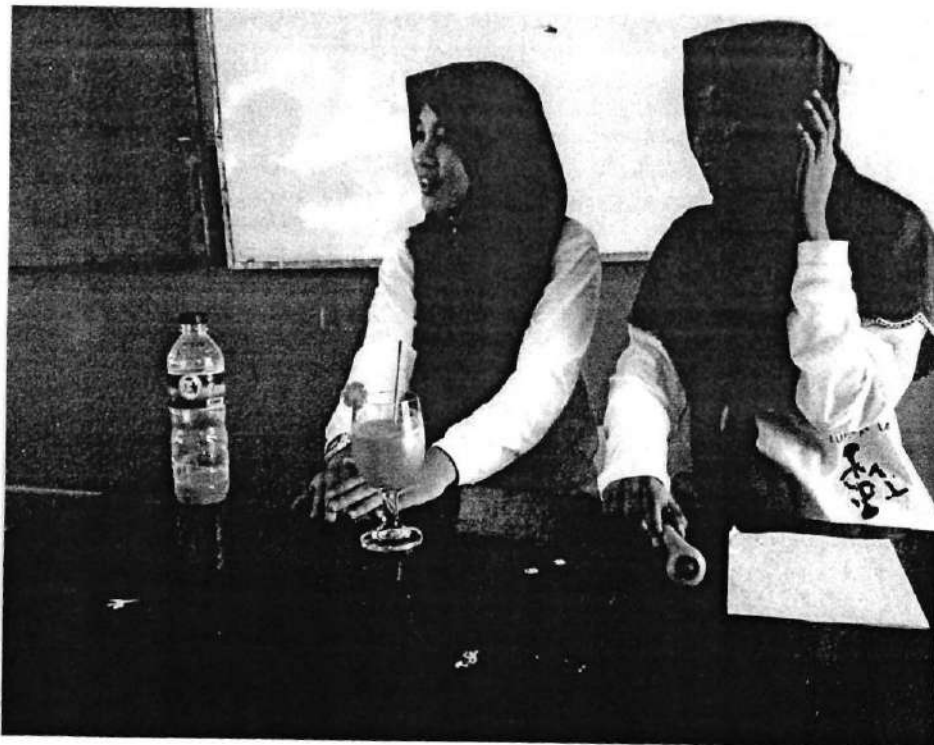
The student's presentation in front of the class
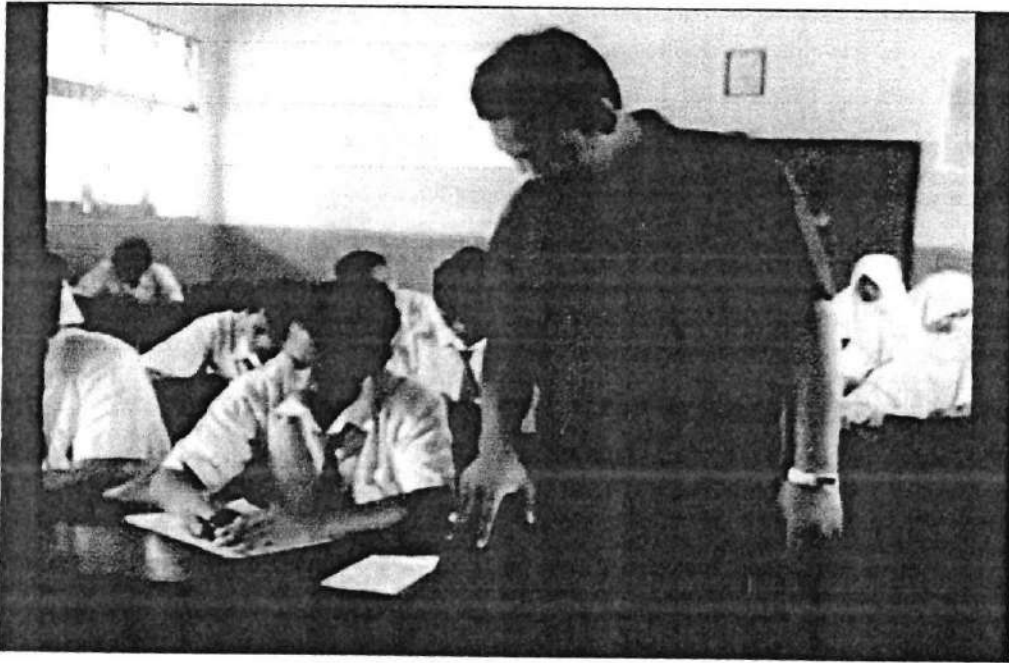
The students fill up the Test in the class

Interview with the teacher in the office

LETTERS

PERSETUJUAN DESAIN PROPOSAL

JUDUL : THE STUDENTS' DIFFICULTIES IN LEARNING ENGLISH SPEAKING FOR THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA.

NAMA : A'AM RIFALDI KHUNAIFI

NIM : 040 112 0139

JURUSAN : TARBIYAH

PROGRAM STUDI : TADRIS BAHASA INGGRIS

JENJANG : S1 (STRATA 1)

Palangka Raya, 2 April 2009

Mengetahui

Pembimbing I

Dra. Halimah, M.Pd
NIP. 150 278 004

Pembimbing II

Hj. Apni Ranti, M,Hum
NIP. 150 408 930

Mengetahui,
Ketua Jurusan Tarbiyah

Hj. Hamidah, M.A
NIP. 150 279 310

DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

lamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 8 April 2009

: Sti.15.8/TL.00/ B80 /2009.
: 1 (Satu) Proposal.
: <u>Mohon Ijin Observasi /Penelitian.</u>

Kepada

Yth. Kepala Kantor Departemen Agama
Kota Palangka Raya
di –
PALANGKA RAYA

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

N a m a	:	A'am Rifaldi Khunaifi
N I M	:	0401120139
Jurusan/Prodi	:	Tarbiyah / TBI
Jenjang	:	Strata 1 (S.1)
Lokasi Penelitian	:	MAN model Palangka Raya
Judul Skripsi	:	"THE STUDENTS' DIFFICULTIES IN LEARNING ENGLISH SPEAKING FOR THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA "
Metode	:	Homoghenes Sample
Waktu Pelaksanaan	:	2 (dua) bulan, terhitung sejak tanggal 13 April s/d 13 Juni 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. K e t u a
(Pembantu Ketua)

BAKAR HM, M.Ag.
150 213 517.

ua STAIN Palangka Raya (Sebagai Laporan)
pala MAN Model Palangka Raya

SURAT KETERANGAN
No: 22 /PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

N a m a	:	A'AM RIFALDI K.
NIM	:	040 112 0139
Jurusan / Prodi	:	TARBIYAH/TBI
Judul Proposal	:	THE STUDENTS DIFFICULTIES IN LEARNING SPEAKING ENGLISH FOR THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 5 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **Drs.H.ABDUL QODIR,M.Pd** Moderator : **SABARUN,M.Pd** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 13 Maret 2009

PANITIA

Ketua,   Sekretaris,

ASMAWATI,M.Pd   HARLES ANWAR,M.Si
NIP. 150 311 460   NIP.150 292 523

Hal : Mohon Izin Riset/ Penelitian   Palangka Raya, 07 Januari 2009

                                            Kepada
                                            Yth. Ketua STAIN Palangka Raya
                                            di -

                                            Palangka Raya

Assalamu'alaikum Wr Wb.

Yang bertanda Tangan di bawah ini :

Nama   : **A'am Rifaldi Khunaifi**
NIM   : 0401120139
Jurusan   : Tarbiyah/ S1 (Strata 1)
Program Studi   : Tadris Bahasa Inggris

Dengan ini mengajukan permohonan untuk mendapatkan izin riset/penelitian dalam rangka penyusunan skripsi saya yang berjudul :

THE STUDENTS' DIFFICULTIES IN LEARNING ENGLISH SPEAKING FOR THE SECOND YEAR STUDENTS AT MAN MODEL PALANGKA RAYA.
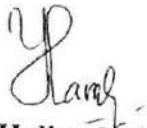
Tempat/ lokasi penelitian :
MAN Model Palangka Raya
Penelitian akan dilaksanakan selama 2 bulan dari tanggal 6 April s.d 6 Juni 2009 dan akan menggunakan metode tes.

Demikian permohonan ini disampaikan, atas perkenan dan kesediaan Bapak diucapkan terima kasih.
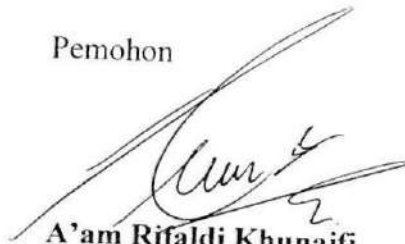
Mengetahui   Wassalamu alaikum.
Dosen Pembimbing I
                                        Pemohon

Dra. Halimah, M.Pd   **A'am Rifaldi Khunaifi**
NIP. 150278004   NIM. 0401120139

SURAT KETERANGAN
Nomor : Ma.15.6/PP.00.6/ЭΙ2 /2009

Berdasarkan Surat Rekomendasi Kepala Kantor Departemen Agama Kota Palangka Raya Nomor : Kd.15.06/4/PP.00.9/1187/2009 tanggal 18 April 2009 tentang Izin Observasi / Penelitian, maka dengan ini menerangkan dengan sesungguhnya bahwa :

Nama	:	**A'am Rifaldi Khunaifi**
NIM	:	0401120139
Jurusan	:	Tarbiyah
Program Studi	:	TBI
Jenjang	:	Strata 1 (S-1)

Telah menyelesaikan tugasnya mengadakan Ovservasi/Penelitian di MAN Model Palangka Raya selama 2 (dua) bulan sejak tanggal 18 April s.d. 18 Juni 2009 dengan judul Skripsi " **The Students' Difficulties in Learning English Speaking for Secon Year Students at MAN Model Palangka Raya** ".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Palangka Raya, 9 Oktober 2009
Kepala,

Mulyono, S.Pd. M.Pd
NIP 19620610 198703 1 001

Tembusan :
1. Ketua STAIN Palangka Raya di Palangka Raya;
2. Kepala Dinas Pendidikan dan Kebudayaan Prop. Kalteng
   Up. Kabid Dikmenti di Palangka Raya;
3. Kakanwil Depag Prop. Kalteng
   Up. Kabid Mapenda Islam di Palangka Raya;
4. Kepala Dinas Pendidikan Kota Palangka Raya
   Up. Kasubdin SLTP-SM di Palangka Raya;
5. Kakandepag Kota Palangka Raya
   Up. Kasi Mapenda Islam di Palangka Raya;
6. Pokjawas Tingkat Menengah Kandepag Kota Palangka Raya di Palangka Raya.

BERITA ACARA
CATATAN HASIL MUNAQASAH
NO.   /Tar-STAIN/   /20...

Pada hari ini ...Sabtu... Tanggal ...24... Bulan ...Oktober... tahun

Dua Ribu...Sembilan... telah Menunaqasahkan Skripsi:

Nama Mahasiswa : A'am Rifadi Khunaifi

Tempat/Tgl. Lahir :

Jurusan/Prodi/NIM : Tarbiyah / TBI / 0401120139

Catatan Hasil Munaqasah:

NO	CATATAN
1.	Translate the Motto into Eng.
2.	Write the name of an expert of Analytical research
3.	repetetion ——> reviewing.
4.	Put the data in the form of qualitative as the quantitative Data is only for supported data.
5.	Put the theory, which proven by the result of the study found. background
6.	Encomter the conclusion (make it simpler).
7.	Put the result of interview, test, observation.
8.	Change 'F' mak

Perbaikan Skripsi : ....15........... hari

Penguji :

1. Drs. H. Abd. Qodir, M.P.
2. Sabran, MPd
3. Dra. Halimah MPd
4. Hj. Apni Ranti MHum.

Palangka Raya, 24 October 2009

Sekretaris Sidang,

NIP.

CURRICULUM VITAE

CURRICULUM VITAE

A. Writer Identity

1. Name : A'am Rifaldi Khunaifi
2. Place and date of Birth : Palangka Raya, Mei 5th 1986
3. Educational Background : a. TK Beringin V (Graduated in 1992)

    b. MIN Langkai I Palangka Raya (Graduated in 1998)

    c. MTsN-1 Model Palangka Raya (Graduated in 2001)

    d. SMUN-4 Palangka Raya (Graduated in 2004

4. Hobby : Badminton, Modification of Motorcycle
5. Address : Jl. Adonis Samad, Bandar Estate. Palangka Raya, Central Kalimantan

B. Parents Identity

1. Father
a. Name : Achmad Sabur Karim, M.Pd
b. Job : Public Servant
c. Address : Jl. Adonis Samad, Bandar Estate. Palangka Raya, Central Kalimantan

2. Mother
a. Name : Siti Djamilah
b. Job : Dress Maker
c. Address : Jl. Adonis Samad, Bandar Estate. Palangka Raya, Central Kalimantan