AN UNDERGRADUATE THESIS

A STUDY ON ENGLISH DIFICULTY FACTORS AMONG EIGHT GRADERS OF THE SMP ISLAM TERPADU (IT) INSAN MULIA BATANGHARI EAST LAMPUNG

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STATE ISLAMIC INSTITUTE OF METRO
1438 H/ 2016 M

A STUDY ON ENGLISH DIFICULTY FACTORS AMONG EIGHT GRADERS OF THE SMP ISLAM TERPADU (IT) INSAN MULIA BATANGHARI EAST LAMPUNG

Presented as a Partial Fulfillment of The Requirements
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in English Education Department

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ABSTRACT

By:
EVIE MULYANI

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These researches aimed at describing the speaking difficulties factors at the eight grade of SMP Islamterpadu Insan Mulia Batanghari East Lampung.

The research type is qualitative in the form of field qualitative. The data collecting methods used observation, interview and documentation. The research was conducted toward the students at the eight grade of SMP Islam Terpadu Insan Mulia Batanghari East Lampung. The research informant are ten (10) students. The data was gathered from the resulth of observation and interview at the eight grade of SMP islamterpadu Insan Mulia Batanghari East Lampung in academic year 2016/2017.

One of the result of this research is the students difficulties factors in speaking at SMP Islam Terpadu Insan Mulia Batanghari East Lampung, in form of: Inhibition, nothing to say, low or uneven participation, and mother tongue use. Inhibition Student are worried about making mistake, fearful of criticism, or simply shy. Nothing to say student have no motive to express themself. Low or uneven participation just one participant can talk at a time some learners to dominate, while other speak very little or not at all. Mother tongue used the learners who share the some mother tongue tend to used it because it is easier and because learners fell less exposed if they are speaking their mother tongue, based on indicator above mother tongue is 53% because the student in class or outdoor often used Indonesian language then English, 27% nothing to say something the student difficult to show idea because lack vocabulary and not confidence when to speak,13% low and uneven participation, when the teacher ask something just some student respont and answer, 7% student inhibition, the student afraid when to speak English and shy in front of class.

The conclusion of the research shows that all of the students of the eight grade of SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung have difficulties in their speaking. The researcher suggest that is, the student must be practice in their speaking in class and outdoor class to built confident and add vocabulary, and join to english course.
(*keyword*: *English Speaking Difficulty Factors, Qualitative Research)*

MEMPELAJARI FAKTOR KESULITAN SISWA DALAM BERBICARA BAHASA INGGRIS PADA SISWA KELAS VIII SMP ISLAM TERPADU(IT) INSAN MULIA BATANGHARI LAMPUNG TIMUR

ABSTRAK

Oleh:
EVIE MULYANI

Penelitian ini bertujuan untuk menggambarkan masalah faktor-faktor kesulitan berbicara bahasa Inggris siswa kelas VIII SMP Islam Terpadu Insan Mulia Batanghari Lmpung Timur.

Penelitian ini adalah penelitian qualitative dalam bentuk lapangan. Tehnik pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Penelitian ini dilakukan terhadap siswa kelas kelas VIII SMP Islam Terpadu Insan Mulia Batanghari Lmpung Timur Informan penelitian ini adalah sepuluh (10) orang siswa. Data dikumpulkan dari hasil observasi dan wawancara di SMP Islam Terpadu Insan Mulia Batanghari Lmpung Timur pada tahun 2016/2017.

Temuan penelitian ini adalah faktor-faktor kesulitan berbicara bahasa Inggris ditinggkat dasar SMP Islam Terpadu (IT) Insan Mulia Batanghari Lampung Timur yaitu: Penghambatan, tidak ada yang berbicara, kurang berpartisipasi, dan penggunaan bahasa ibu. Penghambatan siswa khawatir berbuat kesalahan, takut kritikan dan malu. Tidak ada yang berbicara siswa kurang motifasi untuk mengekspresikan diri mereka. Kurang berpartisipasi hanya satu atau dua percakapan siswa yang mendominasi, sementara yang lainya berbicara sedikit atau tidak sama sekali. Penggunaan bahasa ibu siswa memiliki kecenderungan menggunakan bahasa ibu karena lebih mudah, berdasarkan indikator di atas penggunaan bahasa ibu 53%, siswa didalam kelas maupun di luar kelas sering menggunakan bahasa Indonesia, 27% kesulitan untuk mengekspresikan karena kekurangan kosakata dan kurang percaya diri saat berbicara. 13% partisipasi rendah , ketika guru menanyakan hanya beberapa yang merespon dan menjawab. 7% penghambat siswa, siswa takut ketika berbicara bahasa inggris dan malu berbicara di depan kelas.

Kesimpulan dari penelitian ini menunjukkan bahwa ada kesulitan pada siswa dalam kemampuan berbicara. Berdasarkan penelitian, peneliti menyarankan bagi siswa untuk meningkatkan kemampuan berbicara siswa. Mereka harus sering praktek berbicara bahasa Inggris misalnya siswa selalu berlatih di kelas atau di luar ruangan untuk membangun kepercayaan dan menambah kosa kata, dan dapat mengikuti bimbingan belajar bahasa inggris diluar sekolah untuk menunjang speaking siswa.

(**keyword**: *English Speaking Difficulty Factors, Qualitative Research*)

APPROVAL PAGE

Title   : A STUDY OF STUDENT ENGLISH SPEAKING DIFFICULTIES FACTOR AT THE EIGHT GRADE OF SMP ISLAM TERPADU (IT) INSAN MULIA BATANGHARI EAST LAMPUNG

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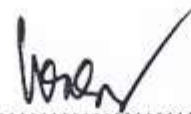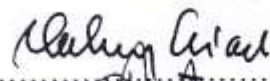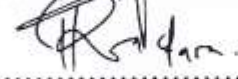NIP. 19670531 199303 2 003

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
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 14 Februari 2017

Yang menyatakan,

Evie Mulyani
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MOTTO

مَّا يَلْفِظُ مِن قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ ﴿١٨﴾

He uttereth no word but there is with him an observer ready.(Qaaf:18)

DEDICATION PAGE

This andergraduate thesis would highly be dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.

2. My beloved family, especially my parents Mr. Wiji Sukarto and Mrs. Suesti who always pray, support, and advice my study.

3. My beloved almamater IAIN Metro.

ACKNOWLEDGEMENT

Metro,18 february 2017
The Writer,

EVIE MULYANI
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language has an important role in our life because the function to communicate in our life. It makes us able to communicate the information about something that we need. English as we know is one of the most important foreign.

English language is one of foreign language in our nation Indonesia. It's important in education aspect. English language is not only used to educational aspect but also used to international or global language is supported by its wide use in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, the media, information technology, and popular cult pure. Because of that English language is to be useful for our lives.

In Indonesia, English language was only learned by schools but also people uncommon with speaking English language in their environment. English language is regarded a foreign language learners in Indonesia. Learners or students whose learning English language they are difficult to listening about English language as their basic to mastering English subject.

In the some kinds of research, taken from English's undergraduate research, there is possible explanation for a problem of phenomenon.

There are many occurred at any stage of an investigation, some research have been discussed to four skills namely listening, speaking, reading and writing. One of four skills that must be learnt by the students is speaking. It is very important for them to be able to speak English, because speaking is basic capability to mastering of foreign language including English language.

Speaking is a speech production that becomes a part of our daily activities, and other says that speaking means creative process, an active interaction between speaker and listener that involves thought and emotion. Speaking involves three areas of knowledge. They are mechanics (pronunciation, grammar, and vocabulary), so speaking is ability of people to showing our idea to communicate with other.

Speaking English does require expertise especially for English not same as Indonesian. The key is often to get used to speak it will be easy in daily activities and what is more domain have influence in speaking. Furthermore, speaking material is too difficult to be understood by the students. It has been known that the students faced many difficulties to speak English fluency. Sometimes the students have less confident. It becomes a major factor when a person is not able to speak but he is not confident it self.

In this case, the researcher did pre survey in SMP IT Insan Mulia on January 23, 2017 by conducting the observation. The researcher did the pre survey among 27 students. The pre survey has aim to investigate the

student's difficulties in speaking. Based on the pre survey which has been done, it was shown that there was data score from the teacher. The table below is the result of the pre survey:

TABLE 1
The Pre Survey Data of The Students' Speaking

No	Score	Total of students	Category	Percentage
1	81-100	3	High	11,11%
2	71-80	7	Medium	25,92%
3	61-70	17	Low	62,97%
Total		27		100%

Based on the data above, it is know that 11,11% is high category for 3 students, 25,92% is medium category for 7 students, and 62,97% is low category for 17 students. The Competents Standard (CS) score in SMP IT Batanghari especially in english subject is 72. Referring the data above the researcher assumes that they have low score in speaking subject. It was investigated that the students have many difficulties in speaking subject, they are not interested in speaking subject. They do not have enough prior knowledge in English subject. They also have difficulties in vocabulary, grammar, and in understanding English conversations. Therefore, it is considered that it is important to overcome and to analyze more on the student's difficulties in speaking subject.

Based on the background above, the researcher is interested in conducting a research entitled" *A Study On English Dificulty Factors*

Among Eight Graders Of The SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung".

B. Focus of Study

1. The Limitation of The Problems

The researcher focuses on entitled *A Study On English Dificulty Factors Among Eight Graders Of The SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung"*.

2. The Formulation of the Problems

Based on the background above, the problem arises as follow:

a. What are student's difficulties factors in speaking at Eighth Graders of SMP Islam Terpadu (IT) Insan Mulia Batanghari of East Lampung?

b. Why do the students speaking difficulty factors become hard cbarrier in speaking at the Eighth Graders of SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung?

c. How to overcome the student's difficulty factors in speaking at the Eighth Graders of SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung?

C. Objectives and Benefits of the Study

1. Objectives of study

Based on the problem formulation above, the problem objectives of this study are :

a. To find out the student's difficulty factors in speaking at the Eighth Graders of SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung.

b. To insvestigate the factors that cause the student's difficulty in speaking subject at the Eighth Graders of SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung.

c. To know the student's difficulty factors in speaking at the Eighth Graders of SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung.

2. The benefits of the study are:

a. For the tudents

The first benefit of this study is for the students as additional knowledge in speaking and helps the students to feel confidents in speaking performance.

b. For the teacher

The second benefit is for the teacher as an input supporting of the teacher of English in teaching speaking. Moreover, it will aware them about their students' difficulties in speaking and help the teacher in teaching process.

c. For the headmaster

The last benefit of this study is for the headmaster can be used information and reference to improve learning English in the future.

D. Prior Research

This research entitled "*A Study On English Dificulty Factors Among Eight Graders Of The SMP Islam Terpadu (IT) Insan Mulia Batanghari East Lampung".* doesn't conduct yet by the other research. The research found some similar researches entitled Teaching Speaking : "*Activities to promote speking in a second language on the internal TSEL (Journal on english as a foreign language) written by Hayriye Kayi".* [1]

Hayriye Kayi analyzed the teaching problems in speaking ability. Teaching speaking is a very important part of second language learning. The ability to communicate in a school language clearly and efficiently contributes to the succces of the learner in shcool and succes later in every phase of life. Therefore, it is esential that language teachers pay great attention to teaching speaking. Rather than leading student to pure memorization, providing a rich environment where meaningful communication takes place is desired. Referring to the Hayriye Kayi research, this present research is also to know how the teaching problems in speaking subject. It is aimed to describe the process and technique in speaking subject especially in speaking performance. The similarity between this journal and the writers research is in form speaking ability.

The writter finds some related researches that have been conducted by Merawati. Her research about speaking skill entitle "*An analysis on the*

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[1]Kayi, Hayriye. 2006. *Teaching Speaking; Activities To Promote Speaking In Second Language*. Article. http://itteslj.org/teqniques/kayi teaching speaking. Html.

teaching speaking problem at the eleventh graders of state Madrasah Aliyah (MAN) 2 Metro- Lampung the academic year 2016/2017".[2] In line with the writer's research, there are difference and similarity betwen this study witht present study is in form of the topic that are analyzed. Mera's research analyzed teaching speaking problem. The similarity between Mera's research and the writers research is in form speaking.

The next, writter finds some related researches that have been conducted by Ahmad Wasbir. His research about "*An Analysis on Student Pronounciation Errors in Speaking at The Eleventh Graders of SMA PGRI 1 Punggur".*[3] In line with the writer's research, there are difference and similarity betwen this study witht present study is in form of the topic that are analyzed. Ahmad's research analyzed of Student Pronounciation Errors in Speaking. The result of this research shown that there are many errors of the use pronounciation in speaking English. In addition, it explains how pronounciation is used in the students' speaking.

Based on the three prior researches mentioned above, it can be seen that the researcher's research to give brief description about the factor of the student's English speaking difficulties in the SMP Islam Terpadu (IT) Insan Mulia. This research is characterized as a new research because it has some differences in object analysis. The prior researches focused to

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[2]Merawati, undergraduete thesis : *An analysis of the teaching speaking problem at the eleventh grade of state madrasah aliyah (MAN) 2 Metro- Lampung the academic year, 2013.*
[3]Ahmad Wasbir, undergraduete thesis :*An Analysis of Student Pronounciation Errors in Speaking at The Eleventh Graders of SMA PGRI 1 Punggur, 2013.*

analyze speaking ability. Meanwhile, this research focused to analyze factor of student's speaking.

CHAPTER II

THEORICAL REVIEW

A. The Concept of Speaking Ability

According to Jack C. Richard, Speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends.[4] Then, Scott Thorn burry said Speaking is a speech production that becomes a part of our daily activities.[5] Furthermore, Chaney explains that Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[6] It can conclude that, speaking is ability to showing our idea with the other people to conversation about something,

Beside that, Gert and Hands stated that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.[7] In other hands, Brown said that Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily

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[4] Richard, Jack C and Renandya, Willy A, *Metodology in Language Teaching :An Anthology of Current Practice*. (New York : cambridge University Press : 2002), P .201
[5] Thornburry Scott. *How To Teach Speaking*. Longman p 1
[6] Bahadorfar Maryam and Omidvar Reza, *Technology in Tteaching Speaking Skill*. (acme international journal of multidisciplinary research.vol 2 issue 4 : 2014) . P 9
[7] Efrizal Dedi. *Improving Student's Speaking to Through Communicative Language Teaching Method at Mts Ja-Alhaq Sentot Ali Basa Islamic Boarding School of Bengkulu Indonesia*. 2012.

compromises the reliability and validity of an oral production test.[8] Based on the definition above, it can be inferred that, speaking is ability to communicate with other people to get information, knowledge etc.

In addition, Martin Bygate said that Speaking is often thought of as a "popular" form of expression which uses the up-prestigious zcolloquial register: literary skills are on the whole more prized.[9]

Meanwhile Brown, Burns & Joyce, explain that speaking is an interactive process of constructing meaning which is comprised of producing and receiving information.[10] Morever Florez stated that speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally.[11]

Where as, Michelle Maxom states that Speaking is the most important skill in English language teaching. It's almost impossible to have true mastery of a language without actually speaking it.[12] While Underwood says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion.[13]

[8] Brown dougles , *Language Assessment Principles And Classroom Practice*,(san francisco : longman, 2003), p. 140

[9] Bygate Martin, *Language Teaching*. (New york. Oxford university press, 1987), p.3

[10] Kosar Gulten and Bedir Hasan. *Strategies-based instruction : a means of improving adult EfL learners 'speaking skill'* . international journal of language academy. Vol 2/3 autumn. : 2014

[11] Harchegani, Muhammad Kiani and driends. *The effectivness of self – directed –learning method in teaching speaking skill to iranian EFL learners.*(International research journal of applied and basic sciences. Vol 7 (9): 2013.). P 565

[12] Michelle Maxom. *Teaching English as a Foreign Language* for dummies.(England : Chichester, West Sussex: 2009.). P 183

[13] Akhyak and Indramawan Anik. *Improving the student's english speaking competence through stoey telling (study in Pangeran Diponegoro Islamic Collage (STAI)of Nganjuk, East Java, Indonesia).(* International journal of language and literature: 2013). Vol 1 no.2. p 19

Then, Kathleen B. Egan said that Speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field, yet it appears particularly vulnerable to attrition.[14]

From the definition above conclude that speaking is process of building and sharing meaning through the use verbal and nonverbal symbols in a variety of context.

B. Type of Speaking

Nation and jonathan said that speaking as apart of work or cademic study may involve presenting reports or presenting a view point on a particular topic. According to Brown this type of speaking have several important features. These features have implication for teaching. Lets us look at each of them in turn. They are including:[15]

a. It is transactional that is, its purpose is to communicate information rather than to maintain social contactas is the case witht most interactional speaking.

b. In involves taking a long turn, that is, it is notusually presented as a dialogue but requires speaking for several minutes in a comprehensible and organized way.

c. It is influenced by written language, often it will involve speaking from notes and will involve academic vocabulary.

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[14] Egan, Kathleen B. *Speaking a critical skill and a challange, caligo journal*, vol 16 no.3, p.277

[15] Nation and newton, *Teaching ESL/EFL Listening and speaking*, ESL and applied linguistict series, (new york, london: Taylor

d. The speaking is done in the learner's "careful" style in a clear and deliberate way with opportunity for the speaker to monitor the production.

e. It often needs teaching as it is a skill that is not a part of type language use.

Beside on the statement that the researcher assume that one of the important aspects of speaking is there is communication and interaction between listener and speaker, so it will make the good understanding about the object that spoken. And then it is the process of building and sharing meaning there the use of verbal and non-verbal symbols, an a variety of contexts.

C. The Process of Speaking

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of udience will be hearing the message. Etymologically, the word speaking is derived from word"speak" and thus speaking ability process is talk the subject about something, have conversation with subject, use your voice to say something, mention subject or describe something/object, and be able to use a particular language.

Speaking with other, as we have seen, can push learner and their output and make them notice gaps in their knowledge.[16] Most people probably take

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[16] Ibid, p.130

for granted their ability to speak, not thinking much about it until they have to addres an audience or attend an important interview,. Every time you speak, not just when giving to talk or being interviewed, you are both coveying information relevant to the subject being discussed and presenting your self.[17]

Cameron state that speaking is the active use of language to express the meaning so that other people can make sense the meaning.[18] It is labels "receptive" and "productive" use of language can be applied, will use their from previous experience of langage use daily activity.

Brown said that four components are generally are gecognizing in analysis of speaking process. That is conversation process, pronounciation process, fluency and acuracy process and sociolinguistic competent process (affective and interaction), more detail four components frame as below.[19]

a. Conversation process

Conversation was a form of interactive. Other explain in conversational develop the conversation with the finding that conversation is casual talk that is primarily interpersonal is by far the most widespread   function of speaking.[20] We can call it as human interactive, because it happens spontaneous between two or more people who were response reactions to that had previously been said.

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[17] Robbert barras, *speaking for your self, Aguide for student*. (London new york: rout ledge, taylor & francis e-library, 2006), p.1.

[18] Lyne cameron, *teaching language four young learners*, (cambridge: cambridge university press, 2001), p.40

[19] Brown H Douglas*, Teaching By Principles An Interactive Approach To Language Pedagogy*, second adetion, (san francisco state university : longman, 2001), p.268-269.

[20] Scoot thornbury, *How to Teach Speaking*, (england:longman, 2005), p.128-129

b. Pronounciation process

Pronounciation refers to the candidate's ability to produce comprehensible utterances to fulfil the task requirements, it is refers to the production of individual sound,the appropriate of word, and use of intonation of covey be intended meaning.[21] Pronounciation was one of important aspect in ESL. Pronounciation was the way for the student to produce cleverer language whenthey speak.

Other explain that pronounciation teaching deals with two interrelated skills recognition or understanding the flew of speech, and production or fluency in the spoken language.[22] However to obviate the necessity for such non sensical statement as is pronounced, the generally use well's lexical sets to define the phonological item to wich want to refer.[23]

c. Fluency and accuracy process

Speaking english fluency is good for many learners of english. fluency means being able to communicate your ideas without having to stop and think too much about what you are saying. However, many learners also have the goal of spoken *accuracy*. Speaking *accurately* means that you speak without errrors of grammar and vocabulary[24]. Fluent english is a high intermediate advanced-level course in english

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[21] Ibid, p. 105

[22] Geoffrey, christopher, roger, and peter, *Teaching Speaking As A Foreign Language*, second edition revising, (london & new york (routledge, 2003), p.49

[23] Robert burchfield, *The Cambridge History Of English Language,* four volumes english, in britain and overseas: origins and development, (cambridge university press, 1994). P 388

[24] *Learning english better speaking*, A guide improving your spoken english, (BBC World service, p2,

as a second or foregn language. It is designed to meet the needs of the intermediate level student in vocabulary, grammar, listening, comperhension, idiomatic usage, and pronounciation.[25]

Fluency is the soul of any language, so of English. Fluency transform your personality as a charismatic and magnetic one. Fluency is the great booster of yourself-confidence.[26] If it's fluency, try to focus on making sure your friends understands what you've said, not on avoiding mistake. If you have a problem with tenses, try to correct your self only when make a tenses error don't think about other mistakes.

Fluency are rather strongly affected by language problem. Speech as fluent and efforts less as that of native speaker. Language imprsoves the fluency of non-native production: the problemm lies in the accuracy of such production. When it comes to english, may not be useful for non-native users around the world as it may not contribute to fluency.[27]

There are observable sign that can be used to measure changes in fluency, according to nation and arevart and nation found that an activity that was designedto bring about in increase in fluency also resulted in a reduction of errors and an increase in grammatical complexity[28].

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[25] *Raifsnider and christoper, living language fluent english*, advenced ESL, P8.

[26] Mahendre Saraswati, *Speak English Fluently*, (publiser upkar prakhsan), p 5,

[27] David, Trinity, Dublin *Op.Cit*, p 61,

[28] Nation and newton, *Op. Cit*, p 152.

d. Socialinguistic competence process

Sosiolinguistic competence was one component in language competences, one of the major obstacles learning to speak and to speaek is not the multiplicity of sound, word, etc. But rather the interactive most communication.[29] Sosiolinguistics competence knew how to use and respond to language apporopriatelythe people communication. It is the ability to procedure utterance appropriate to thesocial situation in which they were spoken.

D. The Strategies of speaking

Teachers and texbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, andquestioning strategies) to indirect approaches that create conditions for oral inteaction through group work, task work, and other strategies.[30]

Ability strategy instruction help the students become purposeful, active hears who are in control of their own speaking ability. Robert barras highlights some strategies for speaking ability as follows : (1) using speaking four your self; (2) use conversing; (3) use disscusion your work; (4) choosing the right word; (5) using word effectively;(6) use preparing a talk or

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[29] Brown H Douglas, Op. Cit, p269.
[30] Jack C richards, *Teaching Listening And Speaking*, From Theory And Practice, (canbridge: cambridge university press, 2008), p 19.

presentation; (7) preparing visual aids; (8) speaking to an audiences;(9) use finding information; (10) and speaking in a interview.[31]

E. The Elements of Speaking

The ability to speak fluenty presupposes not only knowledge of languagen features, but also the abillity the process information, language and and the features, knowlege of language features and conversational strategies that success face interaction depended on knowled.

As aserted by jeremy hermer the elements of speaking ability are the following:[32]

a. Connected speech

Effective speaker of english need to be able not only to produce the individual phonemes of english >as in saying" i would have gone" but also to use fluent connected >as a saying " i'd'v gone. The connected speech should improve student in activities designed specifically to improve their connected speech.

b. Expressive devices

Native speakers of english change the pitch and stress of particular Parts of utterances vary volume and speed, and show by other physical and non verbal (paralinguistic) means hoethey are felling (especially in face to face interaction).

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[31] Robert barras, Op, Cit.
[32] Jeremy Harmer, Op, Cit. P 269.

c. Lexis and grammar.

Spontaneous speech in mark by the use of a number of a common lexicalbphrase, especially in the performance of certain languagr fuction teachers should be suplied a variety of pharase for different fuction such as, agreeing, expressing, suprise, shock, or aproval. Produce at various stage of an interaction.

d. Negotiation language

Seek clarification to show the structure of what we are saying, and clarification when we are listening to someone else talk that Effective speaking benefit from the negotiation language.[33]

e. Language processing

Effective speakers need to able to process language in heir own heads and put into coherent order. Language processing involvels the retrieval of words nd phrase. Speaking activities inlanguage lesson is to help students develop habits of rapid language processing in english.

f. Information processing

Quite apart from our response to other's felling, we also need to able to process the information they tell and speakers need to be able to process the information the moment they get it.

g. Interacting with other

Most speaking involves interaction with one or more participant. This means that effective speaking also involves a good deal of

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[33] *Ibid*, p. 269-271.

listening from someone else talk. The understanding of how the other participant are feeling, and knowledge of how linguistically to take turn or allow others to do so.[34]

f. Conversational rules and structure

The futher categories of discourse such as conversational it is opening, interrupting, topic shift, and closings. This constitutes rules and structure language that often we utilize while we converse in speaking.

h. Survival and repair strategies

We need to be able to use repair strategies when listening interactive situations in the other if face to face conversation isto be successful. These ask repetitions of formulaic expression they are repeating up to of conversation breakdown etc. Then these repair strategies we abililities being able to pharapharase, being able to an all purpose, and being able to appeal for help.

i. Real talk

The involve spontaneous face to face conversation outside from language speakers, to more then just the kind of question that are commonly found course books. These are sometimes well formed and used take no account ellipsis looked at treanscripts in conversation and

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[34] *Ibid*, p. 271.

found using questioning reformulation, multifunctional question form

and which function both suggestion and criticism[35]

F. The Aspects of Speaking

Speaking as a productive skill, is very complex requiring the simultaneous use of a number of different abilities, which often develop at different rates. In other word speaking as one of the most important skill in english has some aspects. According to David P. Harris there are four aspects of speaking that are generally recognized in analyses of the speech process, should has one of the following component, namely.[36]

a. Pronounciation

The way in particular person pronounces the words of the language. In fact, I made pronounciation the major focus of my early effort, and I recommed this to you as well.[37] It should looks like native speaker do intonation. According to Harmer state that all of these the component of pronounciation while teaching learning.[38]

b. Grammar

The rules in a language for changing thb. e form of words and joining them into sentences. It consist of part of speech, basic word

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[35] Jeremy harmer, *The Practice Of English Language Teaching*, fourth edition, (cambridge:longman, 2009), p. 343-344.
[36] David P. Harris, *Testing English As A Second Language*, (New York: Tata Mc Graw-Hill publishing book company Ltd, 1969, p.81.
[37] Steve kaufmann, *The Linguist : A Personal guideto language learning,* (Canada: Published Canada, 2003), p. 124.
[38] Jeremy Harmer, *Op.Cit*. p.253

order and tenses. Some errors in use of santences structures and grammatical forms but these do not interfere with comprehension.[39]

c. Vocabulary

The word that people use when they are talking about the particular subject. They have many vocabulary, and speech on all level include they can different what are adjective, noun, verb adverb and so on and they can speak with using their ability.

d. Fluency

The ability to speak a foreign language easily and well. Then fluency is the soul of any language, so of English. Fluency transform from personality as a charismatic and magnetic one. Fluency in the great booster of yourself-confidence.[40]

Speaking as one of the most important skill in english has some aspects. The aspect of speaking, should has one of the following elements, namely:[41]

Table 2. The Aspect of Speaking Ability

Assed aspects		Score
Pronounciation	Have few of foreign accents	5
	Always intelligible, though one is conscious of define accent.	4
	Pronounciation problems necessitate	

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[39] Cyriil j. Weir, *Language Testing And Validation*: *An Evidence-Based Approach*, (new york:palgrave macmillan, 2005), p. 196.

[40] Mahendra saraswati, Op. Cit. P 5.

[41] David P. Harris, *Testing English As A Second Language*, (New York: McGraw-Hill Book Company, 1969), P.81.

	concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronounciation problems. Most frequently is asked to repeat.	2
	Pronounciation problems so severe as to make speech virtually un intelligible.	1
Grammar	Makes few (if any) noticeable errors of grammar or word-order	5
	Occasionally makes grammatical and/or word/-order errors which do not, however, obscure, meaning.	4
	Makes frequent errors of grammar and word order which occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict him to basic patterns.	2
	Errors in grammar and word order so severe as to take speech virtually intelligible.	1
Vocabulary	Use of vocabulary and idioms is virtually that of native speakers.	5
		4
	Sometimes uses inappropriate terms and/are must rephase ideas because of lexical inadequacies.	
		3
	Frequntly uses the wrong word : conversation somewhat limited because of inadequate vocabulary.	
		2
	Misuse of word and very limited vocabulary makecomprehension quiet difficult.	
		1
	Vocabulary limitations so extreme as to	

	make conversation virtually impossible.	
Fluency	Fluency as fluent and effortless as that of native speaker.	5
	Speed of speech seems to be slightly affected by language problems.	4
	Speed of fluency are rathe strongly affected by language problems.	3
	Usually hesitant often forced into silence by language limitation.	2
	Speech ishalting and fragmentary as to make conversation virtually impossible.	1

G. The Factors of Students difficulties.

According to Zhang argued that speaking remains the most difficult skill to master for the majority of english learners, and there are still incompetent in communicating orraly in english. Ur said that, there are many factors that cause difficulty in speaking, and they areas follows:[42]

1. Inhibition

    Student are worried about making mistake, fearful of criticism, or simply shy.

2. Nothing to say

    Student have no motive to express themself.

3. Low or uneven participation.

    Only one participant can talk at a time some learners to dominate, while other speak very little or not at all.

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[42] Al-hosmi, Samira, *Speaking Difficulties Encountered by Young EFL Learner*, 2014, www.arcjournals.org

4. Mother tongue use

Learners who share the some mother tongue tend to use it because it is easier and because learners fell less exposed if they are speaking their mother tongue.

In addition, Rababa'h pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them.

The data collected on this issue revealed that there are three major speaking difficulties encountered by the students at this level, and they are linguistic difficulties, mother tongue use, and inhibition.

1. *Linguistic Difficulties* Data collected through observation showed that students struggle to find the appropriate vocabulary item when trying to speak in English, which reflects their insufficient vocabulary repertoire. Data collected from the student interview supported this because one of the students reported, We want to speak, but we don't know the word The interviewed students also pointed out that they find it difficult to build sentences when they try to express their ideas. One of them said, We do not know how to say it. Although teachers spend a long time teaching grammar rules, students still cannot form short sentences when they try to speak in English.

2. *Mother Tongue Use* This problem is strongly related to the previous one, which are linguistic difficulties. During my class observation, I noticed that students tend to speak in Arabic when they discuss the rubrics of different tasks, and when I asked them about the reason for that in the interview; they explained that by saying, We do not know how to say it. They meant how to discuss their ideas in English, so they shifted to Arabic. Therefore, the inadequate vocabulary repertoire and weak sentence building skills are the reasons for using the mother tongue.

3. *Inhibition* It was noticed during the class observations that students' participation was very low. This is because of the previously mentioned reasons to inhibition. Students explained that

their fear of making mistakes in front of their classmates was the reason for not speaking in the class. They expressed that, saying, They will laugh at us if we make mistakes . . . Unlike what is found by other studies, Omani learners in grade 5 are highly motivated to speak English, and they can see the need for that when we meet somebody who speaks English, we can speak English.

CHAPTER III

RESEARCH METHOD

This chapter emphasizes the description of research method that will be implemented this research. It includes the explanation about characteristic reseach, data source, data collecting tehnique, data analysis technique and approach.

A. The Characteristics of Study

Qualitative research is one of research types that can be used in education scope beside quantitative and class room action research. To address a research problem, qualitative research is a method that is best suited in which we do not know the variable and need to explore.[43]By using this method the researcher explored the phenomenon of difficulties student in speaking.

Furthermore, since this study elaborated information on one particular setting, on a small social unit, it was also considered as a case study. The typical case study is an intensive investigation of one individual or particular small unit such as a school, a class or a group. This research elaborated the phenomenon of translation performed by a number of students in a class. Therefore, it is called case study research.

In line with the terminology, the main topic of this research is to know the factor difficulties in speaking. The problem that had been paid

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[43]John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative research,* (USA: Person, 2012), Fourth edition, p. 16

attention in this research is the factor difficulties in speaking. The students may make difficult in speking English.

B. Data Source

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

    The primary data of this research is observasi and interview in SMP Islam Terpadu (IT) Insan Mulia Batanghari.

2. Secondary sources

    Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is documentation, the books, journals, e-books and articles that are related to the research.

C. Data Collection Technique

Generally, qualitative findings grow out of three kinds of data collection: (1) In-depth, open-ended interviews; (2) Direct observation; and (3) Written documents. In this research the researcher used those ones, namely interview, observation and documentation for collecting data.

1. **Observation**

   Observation is an activity in which the research takes field notes on the behavior and activities of individuals at the research site.[44] Here researcher will use non participant observation in which the researcher does not directly interact with the participant. The thing that will be observed in this research is the eight students of SMP Islam Terpadu in order to get the data about the factor speaking english difficulties.

2. **Interview**

   The researcher will use interview as one of data collecting techniques. The aim of interview is to find out from people those things we cannot directly observe.[45] Therefore, interview is the prominent source in case study. In this case, the researcher will interview the teacher and students to gain the data about the reason of student difficulties in speaking.

3. **Documentation**

   Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. The examples of private documents are personal journal and diaries, letters, and personal

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[44]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Second Edition,* (New Delhi: Sage Publications, 2000), p. 222
[45]Michael Quinn Patton, *Qualitative Research and Evaluation Method, Third Edition,* (USA: Sage Publication Inc., 2002), p. 340

notes.[46] Documentation also saves time since transcription is not required. Accordingly, the secondary data needed are documented as data resource in the form of documentation. In this research, the researcher will take the data from the documentation of school such as the total of students, teachers, school history and the condition of the school.

D. Data Analysis Technique

This research applied the Miles and Huberman model to analyze the data that has been collected. The procedure is shown in the following figure:
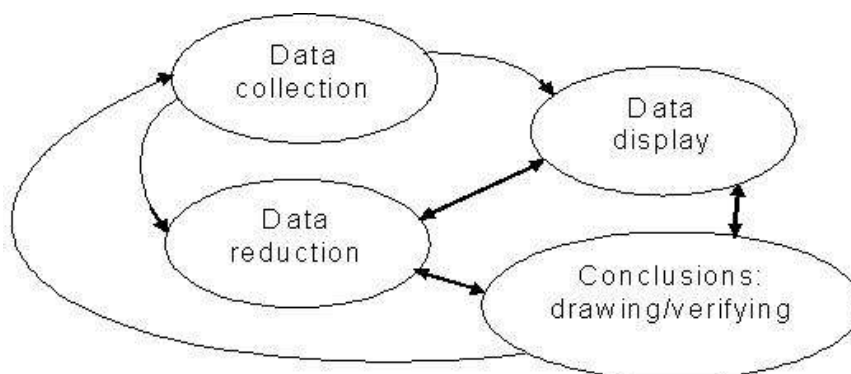
Figure 1. *Analysis Components of Miles and Huberman Model[47]*

Data analysis using Miles and Huberman model was conducted as follows:

1. Data collection is the first step in which the researcher collected all data which was used to complete the research.

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[46] Jhon W. Creswell, *Research Design, Second Edition,* p. 223
[47] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis, Second Edition,* (London: SAGE Publications, 1994), p. 12

2. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this step, the researcher collected and selected texts containing lexical cohesion as the main object of research.

3. Data display includes the process which the researcher showed up the data collected in the form of tables, charts, networks and other graphical formats.

4. Conclusion involves a process to infer what the analyzed data mean.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; tomake the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In qualitative inquiry, Cresswell suggested there have been some steps in conducting this research, as follow:[48]

1. Identifying research problem. The first step is to select the phenomena to analyze. In this case, the researcher analyzes the difficulties English speaking.

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[48]John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc., 2012), p. 57

2. Reviewing the literature on the problem. The researcher reviews the relevant literature to gain more understanding and insight into the factor difficulties faced by students in speaking

3. Specifying a Purpose and Research Questions. This step provides critical information about the direction of a research. The purpose of this research is to find out the kinds, factors, and solutions of the difficulties in speaking.

4. Collecting the data, the next step involves executing the research plan. This study embraces observation, interview and documentation to obtain the comprehensive data.

5. Analyzing the data. In analyzing the data, the researcher takes the form of words (description, observation, interview, and documentation) to be organized and categorized.

6. Interpreting the findings and stating conclusion. The researcher presents the interpretations and the explanations in the speaking form.

7. Reporting results. This is the last step in which the researcher reports the procedures, findings, and conclusion in their research.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. General Description of SMP Insan Mulia Batanghari

SMP IT Insan Mulia Batanghari is a private school which was establized in 2005, it is located at Majapahit street Batangharjo 41C, Batanghari. East of Lampung. just like another private school is owned by private instution. it was under of Lampung Insan Mandiri Foundation (Yayasan Lampung Insan Mandiri). It gives fullauthority to the head master to handle teaching and learning process.

it has been lead by the following principles :

Tabel

The Head Master of SMP IT Insan Mulia Batanghari East Lampung

NO	Nama	Year
1	Abdul Mujib, M.Pd	2011-212
2	Agus Waluyo, S.Sos	2012-2016

It has two programs, they are formal program, islamic boarding school program and full day program, there are the student organization of intermediet school (OSIS) extraccurriculars in this school such as PRAMUKA IT, Youth science club of tunas satya

kirana, Insan Mulian Engish Club, Nasyid Soutussalam, footsal and Arabic Club.

SMP IT Insan Mulia Batanghari has three class room, one head master and administration room, one teachers room, one mosque, one coperation of school, one library room, two boarding rooms of boy and two boarding rooms of girl, one kitchen, one werehouse and thirteen toilet rooms.

The human resources available to support teaching learning activities consist of.

a. Head Master

b. Two vice head master

c. Twenty three teachers

d. One administrative staff

e. One librarian

The number of teachers and official employees in academic year of 2015/2016 are 25 that can be identified as follows:

Table 9

The Condition of Teachers and Official Employees at

SMP IT Insan Mulia of Batanghari

No	Name	Sex	Occupation	The Last Education
1.	Agus Waluyo, S.Sos	Male	Head Master	S1

2.	Joni Ali, S.Pd.	Male	a. Vice Head Master (Curriculum Relation) b. Sciences Teacher	S1
3.	Amin Suyono	Male	a. Vice Head Master (Students Relation) b. Pramuka IT Teacher	SPG
4.	Bambang Wahono, S.Pd.	Male	Social Teacher	S1
5.	Fitria Oktaviana, S.Pd.	Female	English Teacher	S1
6.	Julianto, S.Pd.	Male	Indonesian Teacher	S1
7.	Madiyono, S.Pd.I.	Male	a. Religious Teacher	S1
8.	Miftah Hujannah, S.Pd.	Female	a. Treasurer b. English Teacher	S1
9.	Puji Astuti, S.Pd.	Female	Sciences Teacher	S1
10.	Suroyo, S.Pd.	Male	PPKN Teacher	S1
11.	Tri Wahyuningsih, S.Si.	Female	Mathematic Teacher	S1
12.	Yunta Fi'atun Amanah	Female	a. Guidance and	PGA

			Counseling Teacher b. Librarian	
13.	Muhammad Hanifudin, S.Pd.	Male	Mathematic Teacher	S1
14.	Muhammad Husain, S.Pd.	Male	Sport Teacher	S1
15.	Ganjar Eko Utomo, S.Pd.I.	Male	Arabic Teacher	S1
16.	Mulyono, S.Pd.I.	Male	Tahfidz and ReligiousTeacher	S1
17.	B. Wahyudi	Male	TIK Teacher	SMK
18.	Siti Rohaela, S.P.	Female	Sciences Teacher	S1
19.	Ian Antono	Male	Tahfidz Teacher	SMA
20.	Ensya Wisti Agniya, S.Pd.	Female	Indonesian Teacher	S1
21.	Dewi Renita Sari, S.Pd.	Female	Lampung Language Teacher	S1
22.	Defiani, S.Pd.I.	Female	Arabic Teacher	S1
23.	Khalimatus Sa'diyah, S.Pd.	Female	SBK Teacher	S1

| 24. | Andrean Harmoko, S.E. | Male | PMA Teacher | S1 |
| 25. | Nur Hikmah Arifin Rahman | Male | Office Boy | SMA |

Source :   Observation Result at SMP IT Insan Mulia of Batanghari on january

2017.

The quantity of the student at SMP IT Insan Mulia of Batanghari in

the academic year 2015/2016 is 77 can be identified as follows:

Table 10

The Quantity of SMP IT Insan Mulia of Batanghari Students

Academic Year 2015/2016

No	Class	Gender		Data
		Male	Female	
1	VII	12	16	28
2	VIII	21	14	35
3	IX	7	7	14
Total		**163**	**189**	**77**

Source :   Observation Result at SMP IT Insan Mulia Batanghari on

january, 2017.

Organization structure of SMP IT Insan Mulia Batanghari in the academic year 2015/2016.
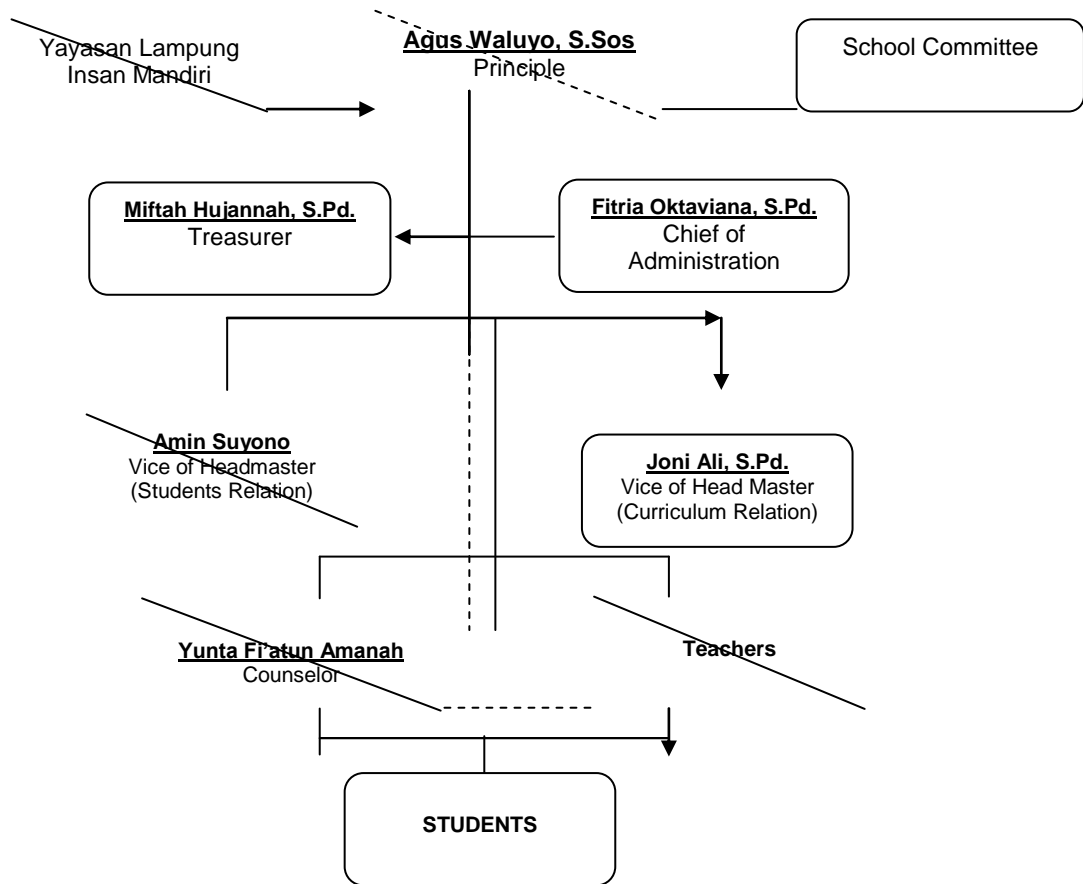
Organization structure of SMP IT Insan Mulia of Batanghari in academic year of 2015/2016

Note:
-    = Line Commando

-    = Line Coordination

Source :   Observation Result at SMP IT Insan Mulia of Batanghari on january 2017.

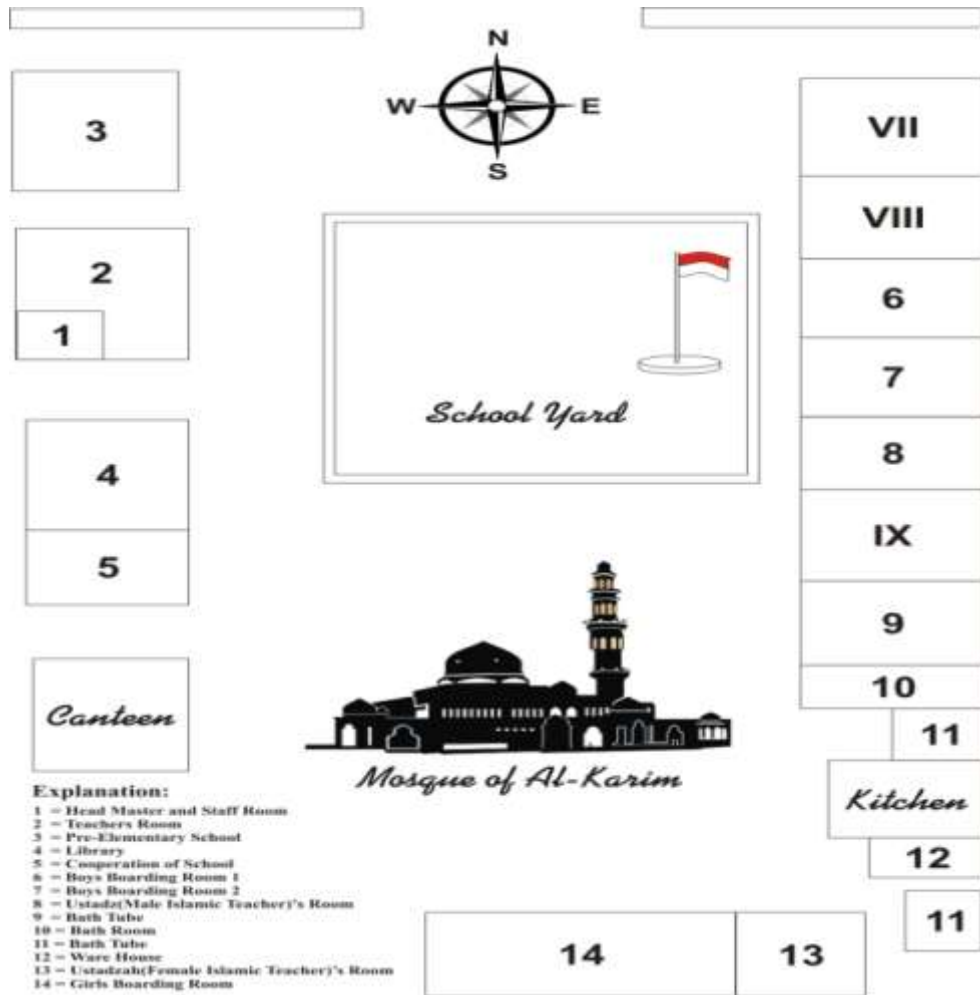Location Sketch of SMP IT Insan Mulia Batanghari in Academic Year 2015/2016.

Figure 9

Location Sketch of SMP IT Insan Mulia of Batanghari
in Academic Year of 2015/2016.

Source : Observation Result at SMP IT Insan Mulia Batanghari on january, 2017.

Vision of SMP IT Insan Mulia Batanghari, is very simple, they are "Having achievement, Islamic and Independent". The Vision describes in mission as follows:

a. Construct the right belief generation, glorious morals, and devout well based on The Qur'an and Sunnah.

b. Make the English and Arabic as the second language after Indonesian.

c. Make lovely and friendly education environment based on honesly and model.

d. Construct the leadership soul of teacher and student.

e. Improve and complete   the facilities and infrastructure of study primarily on developing the library and laboratory.

The goals of SMP IT Insan Mulia Batanghari East Lampung are, quality output, professionalism, have a certain quality, and religious. To reach the goals, it has some strategy such as,

a. Accomplished of forming the moslem personality that having character and be able to memorize the Qur'an.

b. Generate the graduate that mastering English and Arabic language.

c. Realized the life of citizen of school that apply the value of islam in daily life even in the school or the outside of the school

d. Accoplished the healthy zona between the citizen of school, the commitee of school, and society.

e. Created the school environment that clean, beatifull and comfortable tomake the study condition conductive.

f. Generate the graduate who able to compete for continuing to the next higher education stairs.

B. General Description of Research Data

Based on the observation class the researcher get the data, the firstly in learning process at the class. The students are invited by the teacher to speak english and they do not show good natural respon. They are confused with the meaning of the utterances in speaking english although the questions are often listened by the student. The student respon in speaking english is very short an simple such as "yes" or "no", and then They students are also confused in using vocabulary in speaking english. The students also have less confident in speaking english. Secondly, the students have bad pronounciation. The thirdhly, the students have lack vocabulary, the students have in sufficient speaking habit. The fourthly, in speaking english the students tend to translate word by word, the last the students have less motivation in learning english.

According to Zhang argued that speaking remains the most difficult skill to master for the majority of english learners, and there are still incompetent in communicating orraly in english. Ur said that, there

are many factors that cause difficulty in speaking, and they areas follows:[49]

5. Inhibition

    Student are worried about making mistake, fearful of criticism, or simply shy.

6. Nothing to say

    Student have no motive to express themself. if get the question do not say something or speecless.

7. Low or uneven participation.

    Only one participant can talk at a time some learners to dominate, while other speak very little or not at all.

8. Mother tongue use

    Learners who share the some mother tongue tend to use it because it is easier and because learners fell less exposed if they are speaking their mother tongue.

    Based on observation on January 24, 2017 within 27 students, researcher analyzed of speaking difficulties factors at the eight class of the SMP Islam Terpadu Insan Mulia Batanghari, as follows:

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[49] Al-hosmi, Samira, *Speaking Difficulties Encountered by Young EFL Learner*, 2014, www.arcjournals.org

The data has code to make reader understand easier. The code as follows:

Explanation of code:

T   : Teacher

S   : Student

S1   : Student 1

S2   : Student 2

1. Inhibition, Student are worried about making mistake, fearful of criticism, or simply shy.

    The teacher ask the student to repeat the sentence after teacher say.

    T   : *it is no trouble for you.*

    (the teacher point out one of student in the class)

    S1   :*it is ,,,,(malu miss), ulangi miss*

    (it is,,(shy miss.repeat again miss)

    SI   : It is no trouble for you.

    Data above show that the student shy to speak english, because occured within a sentence and in word form. Base language is *Bahasa Indonesia* and second language is English

    T   : ok, today we study about simple present perfect, *ada yang masih ingat apa itu simple present perfect?* raise your hand? any body to explain about this material, *coba, ayo mas yang pojok,,*

(ok, today we study about simple present perfect, any one memorize what is simple present perfect? raise your hand?any body to explain about this material, tray, lets brother in the corne please,,)

S : *(just smile ,,,)*

Data above show that the student not say something, he is confuse to answer used english language, afraid if get mistake when answer.

Inhibition becomes one of the obstacles for the students to speak in English because it influences students speaking fluency and self confident, in addition inhibition inhibition is harmful because it can obstruct their idea in speaking.

Forthemore, in order to overcome the problem ofinhibition, the teacher should motivate the students in order not to being shy and afraidto speak in english.

2. Nothing to say, Student have no motive to express themself. if get the question do not say something or speecless.

T : What day to day?

(the teacher ask to student about day)

S2 : mmmm,,,,,,*(diam, bingung ketika menjawab)*

(mmmmm,,,,silent,confused when to answer in english, the student just know in indonesian language, for example "senin" but not say just silent and smile.)

Data above showing that the student nothing to say something, the student just know in indonesian language nothing expression in english language, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

T : ok, today we study about simple present perfect, *ada yang masih ingat apa itu simple present perfect?* raise your hand? any body to explain about this material, *coba, ayo mas yang pojok,,*

(ok, today we study about simple present perfect, any one memorize what is simple present perfect? raise your hand?any body to explain about this material, tray, lets brother in the corne please,,)

S : *(just smile ,,,)*

Data above show that the student not say something, he is confuse to answer used english language, afraid if get mistake when answer.

Nothing to say becomes one of obstacles for the student to speak english because the student can not express the idea in english language, fortheremorein order to overcome the problem of nothing to say the student must be add to vocabulary, grammar pronounciation and ect. The teacher should give input to the student.

3. Low or uneven participation, Only one participant can talk at a time some learners to dominate, while other speak very little or not at all.

T   : *any body ask about material today? ayo siapa yang ingin bertanya?*

(any body ask about material today?)

S   : No miss,,(just some student answer, the student less in motivation in english)

Data above include that the studeny low in participant, because just some student respont in class.

Low participation becomes one of obstacles for the student to speak english because any two factors internal and external, for the student feel not able in english between the other student in the class is internal factor and the teacher less care with low student so the student just silent and afrain when to speak english, fortheremore in order to overcome the problem of low participation the student must increase motivated in english and the teacher can care with all of student in class

4. Mother tongue use, Learners who share the some mother tongue tend to use it because it is easier and because learners fell less exposed if they are speaking their mother tongue.

T   : Nabila zahira

S   : Sick.

T   : Send message to me?

S   : No miss, abis olahraga tadi pingsan, kemudian izin pulang.

(no miss, after sport she is faint, and bact to home.)

Data above show that the student did not used english language well, she still used her mother tongue because occured within a sentence and in word form. Base language is *Bahasa Indonesia* and second language is English.

S1 :buat percakapan tentang *my hoby* kelompok kita.

(make conversation about my hoby our group)

S2 : ok,,kamu duluan yang tanya ke aku.

(ok, you the first to ask me)

Data above included that the conversation use combine language, indonesian and english, because occured within a sentence and word form. Base language is *Bahasa Indonesi* and second language is English.

S1 : *Diulang lagi ya,* once upon a time in one sumer's day, there was Grasshoper that was cheeping and singing to its hear's content in a field. *Salah pasti.*

(Let's repeat. Once upon a time in one sumer's day, there was Grasshoper that was cheeping and singing to its hear's content in a field. I'm sure that's wrong.)

S2 : *Padahal salah.*

(Actually that's wrong)

Data above included combine between mother tongue and english, because used language combine. Base language is *Bahasa Indonesia* put on the first sentence is phrase, second language is English and every structure appropriate grammatically.

T : Thank for your attention guys, don't forget always study hard,

I'm sorry if our speech have a mistake and last say **Assalamu'alaikum Wr. Wb.**

(May Peace and Mercy and Blessings of Alloh be upon you)

S :.*ok miss,* **siap,** *Walaikumusalam wr,wb.*

Data above included mother tongue in conversation, because occured within a sentence and word form. Base language is *Bahasa Indonesia,* the second language is English and the third language is Arabic. Speaker given greeting with Arabic because it is habbit in SMP IT Insan Mulia, and then the student answer as indonesian language too.

T : When we discuss something we need a solution or solve the problem

based on the topic. **Yes,** *itu yang disebut dengan* discuss. (Yes, we can say that is discuss)

S : ok miss, membuat kalimat terkait present perfect ya miss,,

(ok miss, make a sentence about present perfect)

Data above used mother tongue, because occured on the top of sentence form *Bahasa Indonesia* into English which completely in other language. Base language is *Bahasa Indonesia* and second language is English.

T   *:Oke, saya rasa cukup ya, sudah jam 12.*(OK, I think that's all, its 12 o'clock.) Next or tomorrow we long paper **ya** (yes)*. Kita bertemu dihari Kamis minggu depan*. (We will meet on Thursday next week)

S   : Alhamdulillah. (All praise to Allah)

Data above included that use combine language, because occured within a sentence and word form. Base language is *Bahasa Indonesia* and second language is English.

Mother tongue become one of obstacles for the student to speak english because the student make the habbit mother tongue in daily activities, they are comfortable use the mother tongue like indonesian or javanies. The student can acccustom english language foe example english day program, and the teacher can support this program.

C. Interpretation

In this research, the interpretation of the student english speaking difficulties factors at the eight grade of SMP Islam Terpadu (IT) Insan Mulia is classifying into table, chart or graphic. Table, chart or graphic could be used to make the data easy to be understood. In this research, researhcer presents the table that represent of the data after analyzed

Diagram 1

The following diagram describes the indicator of student difficulties in speaking
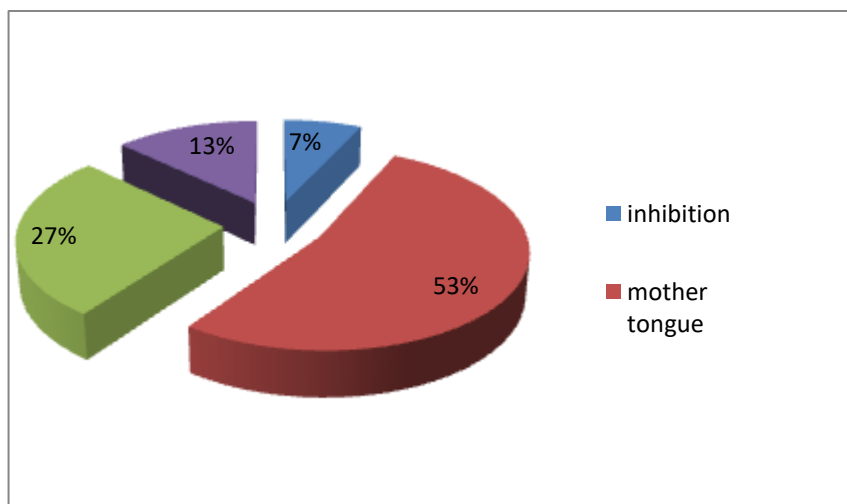
According to the data analysis showing that the student have difficulties in speaking, based on indicator 7% student inhibition, 13% low motivation, 27% nothing to say, and then 53% mother tongue.

Based on observation on January 24, 2017 within 27 students, researcher analyzed of the factors speaking difficulties in the eight class at the SMP Islam Terpadu Insan Mulia Batanghari. The interview referred to 10 students. The researcher provided the participants based on qualification of foreign language informants.

Interviewing is an important way to researcher to check the accurancy of to verify or refute the impression gained to observation. The researcher used informal interview, this type of interview tends to resemble casual conversation pursuing the interests of both the researcher and the

informants are the research participations in turn. The interview includes questions related to speaking.

There are three questions relevance in speaking problem.

1) What are the difficulties in speaking English?

2) What are the factors difficulties in speaking english?

3) How to solve your problems in your speaking?

These are the result problem formulation

1) Releted to the question number one "What are the difficulties in speaking English?"these arethe responses: Having less intention in learning english because the student not understand about meaning pronounciation and lack vocabulary, being difficult in contructing the sentences orally, being afraid in the speaking engliash because of being difficult in comprehending and using grammar, being hard in pronouncing the words and spelling sentences, having less interest in learning english, having less spirit in learning english, being hard in pronouncing the words, being difficult to translate indonesian word in to english when speaking english naturrally, there is no support from the environment, having lack vocabulary and difficultyor confuse to answers when someone give question.

2) Releted to the question number one "What are the factors difficulties in speaking english?" these arethe responses: being shy in speaking in front of people, having lemeted vocabulary and be afraid wrong when to speak something, never speaking english, being difficult in contructing the sentences orally, English is not same with indonesian language, being hard in pronouncing the words, being confused with structure and grammar, being afraid in having mistake when speaking english, not being confident in speaking english, being difficult to translate indonesian word in to english when speak english naturrally.

3) Releted to the question number one "How to solve your problems in your speaking?" these arethe responses: having great aim in learning english and trying to have speaking habit, listening to the english music and watching english movie, studying hard and often trying to speak english, always try to speaking english, always trying to speaking english, trying to like english subject first, always studying english. Student 8. Having great self confidence in speak english, there must be environment that support to speak english, always trying to speak english.

Based on the result of interview and observation above, in can be conclude that the students have the difficulties in speaking subject. they

were less comprehension on the understanding meaning,use mother tongue, lack of the vocabulary, inhibition, pronounciation fluency and accuracy.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the data analysis showing that the student has difficulties in speakingg. Speaking remains the most difficult skill to master for the majority of english learners as follow: Inhibition, Student are worried about making mistake, fearful of criticism, or simply shy. Nothing to say, Student have no motive to express themself. Low or uneven participation. Only one participant can talk at a time some learners to dominate, while other speak very little or not at all. Mother tongue use, Learners who share the some mother tongue tend to use it because it is easier and because learners fell less exposed if they are speaking their mother tongue, based on indicator above mother tongue 53% because the student in class or outdoor often used indonesian language then english , 27% nothing to say something the student difficult to show idea because lack vocabulary and not confidence when to speak, 13% low and uneven participation, when the teacher ask something just some student respont and answer, 7% student inhibition the student afraid when to speak english and shy in front of people.

B. Suggestion

From this research, the researcher wants to give some suggestions for the readers. The first is for students, it is suggested to be more confidence in speaking performance in front of class or the other place. The conclution of the research shows that there were difficulties on the students in speaking ability. The student must be learn more about speaking for example the student always practice in class or outdoor class to build confidence and vocabulary, and join english course to get knowledge about speaking.

The second is for the teacher, practically, from this research the researcher suggests to the teacher may be able to help the students to solve the problems related to speaking performance. Therefore, the students can improve their speaking as well.

The last is for the next researchers, the researcher does hopes that the result of this study can lead the next researchers who conduct research in the same field as the reference or comparison that might be informative to the researches. Hopefully, further researchers are going to be interested in using actual and more corpuses to cover the limitation of this research.

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APPENDIXES

Data collection Instrument

Student 1

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher   : What are the difficulties in speaking English

Student   : Having less intention in learning english

Researcher   : Why do you feel difficult in speaking English?

Student   : Being confuse in diferring pronounciation of indonesian word and english

Researcher   : What are the factor difficulties in speaking english?

Student   : Being shy in speaking in front of people.

Researcher   : How to solve your problems in your speaking?

Student   : Having great aim in learning english and trying to have speaking habit.

Student 2

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher   : What are the difficulties in speaking English?

Student   : Being difficult in contructing the sentences orally.

Researcher   : Why do you feel difficult in speaking English?

Student   : Being hard in pronouncing the words

Researcher   : What are the factor difficulties in speaking english?

Student   : Having lemeted vocabulary.

Researcher   : How to solve your problems in your speaking?

Student   : Listening to the english music and watching english movie.

Student 3

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher : What are the difficulties in speaking English?

Student : Being afraid in the speaking engliash because of being difficult in comprehending and using grammar material in speaking.

Researcher : Why do you feel difficult in speaking English?

Student : Having lack vocabulary

Researcher : What are the factor difficulties in speaking english?

Student : Never speaking english

Researcher : How to solve your problems in your speaking?

Student : Studying hard and often trying to speak english

Student 4

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher : What are the difficulties in speaking English?

Student : Being hard in pronouncing the words

Researcher : Why do you feel difficult in speaking English?

Student : Not mastering english

Researcher : What are the factor difficulties in speaking english

Student : Being difficult in contructing the sentences orally

Researcher : How to solve your problems in your speaking

Student : Always try to speaking english

Student 5

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher   : What are the difficulties in speaking English?

Student   :Having less interest in learning english

Researcher   : Why do you feel difficult in speaking English?

Student   :Being difficult to translate indonesian word in to english when speaking english naturrally

Researcher   : What are the factor difficulties in speaking english?

Student   :English is not same with indonesian language

Researcher   : How to solve your problems in your speaking?

Student   :Always trying to speaking english.

Student 6

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher   : What are the difficulties in speaking English?

Student   :Having less spirit in learning english.

Researcher   : Why do you feel difficult in speaking English?

Student   : Dont' like english

Researcher   : What are the factor difficulties in speaking english?

Student   : Being hard in pronouncing the words

Researcher   : How to solve your problems in your speaking?

Student   : Trying to like english subject first

Student 7

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher   : What are the difficulties in speaking English?

Student   : Being hard in pronouncing the words

Researcher   :Why do you feel difficult in speaking English?

Student   : Having limited vocabulary

Researcher   :What are the factor difficulties in speaking english?

Student   : Being confused with structure and grammar

Researcher   : How to solve your problems in your speaking?

Student   : Always studying english

Student 8

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher : What are the difficulties in speaking English?

Student : Being difficult to translate indonesian word in to english when speaking english naturrally.

Researcher :Why do you feel difficult in speaking English?

Student : Being shy when speak english

Researcher :What are the factor difficulties in speaking english?

Student :Being afraid in having mistake when speaking english

Researcher :How to solve your problems in your speaking?

Student :Having great self confidence in speak english

Student 9

Date/Day :Monday, january 16, 2017

Question about speaking:

Rerearcher   :What are the difficulties in speaking English?

Student   :There is no support from the environment

Rerearcher   :Why do you feel difficult in speaking English?

Student   : Having lack in vocabulary

Rerearcher   :What are the factor difficulties in speaking english?

Student   : Not being confident in speaking english

Rerearcher   :How to solve your problems in your speaking?

Student   : There must be environment that support to speak english.

Student 10

Date/Day :Monday, january 16, 2017

Question about speaking:

Researcher	: What are the difficulties in speaking English?
Student	: Having lack vocabulary
Researcher	: Why do you feel difficult in speaking English?
Student	:Being confused with structure and grammar
Researcher	:What are the factor difficulties in speaking english?
Student	: Being difficult to translate indonesian word in to english when speak english naturrally
Researcher	:How to solve your problems in your speaking?
Student	:Always trying to speak english.

DOCUMENTATION OF THE RESEARCH

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Jl. KH. Dewantara 15 A Kota Metro Telp. (0725) 41507

Nomor : Sti.06/JS1/PP.00.9/0076/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Metro, 06 Januari 2016

Kepada Yth:
1. Sdri. Dr. Widhiya Ninsiana, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd
Dosen Pembimbing Skripsi
Di
        Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama   : Evie Mulyani
NPM   : 1291867
Jurusan   : Tarbiyah/TBI
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
    a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.s
    a. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
    a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
    b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh STAIN Jurai Siwo Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan
    a. Pendahuluan   ± 1/6 bagian
    b. Isi   ± 2/3 bagian
    c. Penutup   ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan Tarbiyah

Dr. Akla, M.Pd
NIP. 19691008 200003 2 0

KEMENTERIAN AGAMA

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Nama : **Evie Mulyani**   Jurusan / Prodi : Tarbiyah / PBI
NPM : 1291867   Semester / TA : IX / 2016-2017

No	Hari / Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Jumat 9-9-16	Dr. Widhiya Ninsiana. M.H	1. Revisi Bab 1 Focus of the study Font prior research. 2. Bab. II sistimatika penulisan 3. Footnote	
2	jumat 30-9-16		- Revisi prior research - Bibliografi	
3	14-okt-16		- Table revise - revisi writen & word - Bibliografi	
4.	28-Oktober		- Revise cover - revise chapter II - Revisi Bibliografi	
5	7/9/16	.	Acc to Seminar	
6.	11/1./2017		Acc Bab 1 - 3	

Diketahui:
Ketua Jurusan Tarbiyah

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2 005

Dosen Pembimbing I
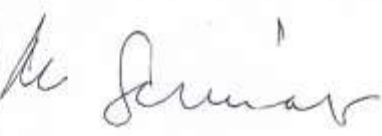
Dr. Widhiya Ninsiana, M.Hum
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No	Hari / Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Kamis 6-10-24	Ahmad Subhan Roza, M.Pd	1. Cover depan diperbaiki dan pengaturan hurufnya. 2. Chapter I perbaiki penggunaan kata dan tabel. prior research di tambah hari. 3. Chapter II penulisan diperbaiki dan tambah kan daftar isi.	

Diketahui:
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Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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No	Hari/ Tanggal	Pembimbing I	Hal Yang Dibicarakan	Tanda Tangan
1	Kamis 16-2-2017	Dra. Widhiya Ninsiana M. Hum.	1. Revise cover & table of content 2. Revise Chapter IV & Chapter V	
2.	Rabo 22-2-2017	Dra. Widhiya Ninsiana M. Hum.	1. Revise abstract 2. Revise chapter IV And Chapter V	
3.	Kamis 24-2-2017	Dra. Widhiya Ninsiana M. Hum	1. Revise Table of content 2. Revise abstract.	
4.	Kamis 24/2 2017	Dra. Widhiya Ninsiana M. Hum.	Acc to Munaqosah	

Diketahui,
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NPM : 1291867   Semester / TA : IX / 2016-2017

No	Hari / Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Jumat 6-Januari-2017		✓ Bab 1 — 3 ✓ Bab instrument	

Diketahui:
Ketua Jurusan Tarbiyah

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Nama : **Evie Mulyani**   Jurusan / Prodi   : Tarbiyah / PBI

NPM : 1291867   Semester / T A   : X/2016/2017

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
1.	Selasa 14-2-2017	✓	Revise chapter IV	
		✓	Revise chapter V	
		✓	Completk the Instrumed and abstract	
		✓	ACC to Munaqosah	

Diketahui :
Dekan Fakultas Tarbiyah

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2 005

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.06/JST/PP.00.9/1714/2016   Metro, 02 Agustus 2016
Lamp : -
Hal : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala Sekolah SMP IT Insan Mulia Batanghari
Di –
        Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama   : Evie Mulyani
NPM   : 1291867
Jurusan   : Tarbiyah
Prodi   : TBI
Judul   : An Analysis Of The Student's Difficultier In Speaking The Eight Grade Of SMP IT Insan Mulia Batanghari East Lampung In Academic Year 2016/2017

Untuk melakuan *PRA SURVEY* di SMP IT Insan Mulia Batanghari.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan,

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2005

YAYASAN LAMPUNG INSAN MANDIRI
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT INSAN MULIA BATANGHARI
LAMPUNG TIMUR

NIS:20460 NSS: 202120402164 NPSN: 69762730 No.Izin Operasional: 420/11120/11.SK-01/2012

Alamat : Jl. Majapahit 41 C Batangharjo Kecamatan Batanghari Lampung Timur Kode Pos 34181 Hp 085267783303

Nomor : 420/204/SMPIT.IM/VIII/2016
Lamp   : -
Perihal : **Surat Keterangan Pra Survey**

Yang bertanda tangan dibawah ini, Kepala SMP IT Insan Mulia Batanghari Kabupaten Lampung Timur, dengan ini menerangkan bahwa :

Nama   : **Evie Mulyani**

NPM   : 1291867

Program Study : Pendidikan Bahasa Inggris

Judul   : An Analysis Of The Student's Difficultier In Speaking The Eight Grade Of SMP IT Insan Mulia Batanghari East Lampung In Academic Year 2016/2017

Menyatakan dengan sebenarnya bahwa telah melaksanakan *Pra* Survey di SMP IT Insan Mulia Batanghari pada bulan Agustus 2016.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Batanghari, 8 Agustus 2016
Kepala SMP IT Insan Mulia Batanghari

Agus Waluyo, S.Sos
NPA. 76081112005

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
JURAI SIWO METRO

Jl. Ki Hajar Dewantara 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Website: www.stainmetro.ac.id, e-mail: stainjusi@stainmetro.ac.id

Nomor : Sti.06/K.1/TL.00/0316/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP ISLAM TERPADU
(IT) INSAN MULIA
BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: Sti.13/K.1/TL.01/0315/2017, tanggal 16 Januari 2017 atas nama saudara:

Nama : **EVIE MULYANI**
NPM : 1291867
Semester : 9 (Sembilan)
Program Studi : Tadris Bahasa Inggris (S1) (PBI)

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP ISLAM TERPADU (IT) INSAN MULIA BATANGHARI, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A FACTOR ANALYSIS ON THE STUDENT'S ENGLISH SPEAKING DIFFICULTIES AT THE EIGHT GRADE OF SMP ISLAM TERPADU (IT) INSAN MULIA BATANGHARI EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 Januari 2017
Wakil Ketua I,

Husnul Fatarib, Ph.D
NIP 197401041999031004

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
JURAI SIWO METRO

Jl. Ki Hajar Dewantara 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Website: www.stainmetro.ac.id, e-mail: stainjusi@stainmetro.ac.id

SURAT TUGAS
Nomor: Sti.06/K.1/TL.00/0315/2017

Wakil Ketua I Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro, Menugaskan Kepada Saudara:

Nama	:	**EVIE MULYANI**
NPM	:	1291867
Semester	:	9 (Sembilan)
Program Studi	:	Tadris Bahasa Inggris (S1) (PBI)

Untuk : 1. Mengadakan observasi/survey di SMP ISLAM TERPADU (IT) INSAN MULIA BATANGHARI, guna mengumpulkan data (bahan-bahan dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A FACTOR ANALYSIS ON THE STUDENT'S ENGLISH SPEAKING DIFFICULTIES AT THE EIGHT GRADE OF SMP ISLAM TERPADU (IT) INSAN MULIA BATANGHARI EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 16 Januari 2017

Mengetahui,
Pejabat Setempat

Wakil Ketua I,

Husnul Fatarib, Ph.D
NIP 197401041999031004

YAYASAN LAMPUNG INSAN MANDIRI
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT INSAN MULIA BATANGHARI
LAMPUNG TIMUR

NIS:20460 NSS: 202120402164 NPSN: 69762730 No.Izin Operasional: 420/11120/11.SK-01/2012
Alamat : Jl. Majapahit 41 C Batangharjo Kecamatan Batanghari Lampung Timur Kode Pos 34181 Hp 085267783303

Nomor   : 420/232/SMPIT.IM/I/2017
Lamp   : -
Perihal   : **Surat Keterangan Research**

Yang bertanda tangan dibawah ini, Kepala SMP IT Insan Mulia Batanghari Kabupaten Lampung Timur, dengan ini menerangkan bahwa :

Nama   : EVIE MULYANI

NPM   : 1291867

Semester   : IX (Sembilan)

Program Studi : Tadris Bahasa Inggris (S1) (PBI)

Judul   : A FACTOR ANALYSIS ON THE STUDENTS'S ENGLISH SPEAKING DIFFICULTIES AT THE EIGHT GRADE OF SMP ISLAM TERPADU (IT) INSAN MULIA BATANGHARI EAST LAMPUNG

Menyatakan dengan sebenarnya bahwa telah melaksanakan Research di SMP IT Insan Mulia Batanghari pada bulan Januari 2017

Demikian surat keterangan ini kami buat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Batanghari, 23 Januari 2017
Kepala SMP IT Insan Mulia Batanghari

Agus Waluyo, S.Sos
NPA. 76081112005

CURRICULUM VITAE

The names of writer is Evie Mulyani. She was born in Endang Rejo on Marc 18, 1993. She is the fourth child of happy couple, Mr. Wiji Sukarto and Mrs. Suesti.

She graduated from TK Endang Rejo in 2000. Then, in 2006 she graduated from SD Negeri 1 Endang Rejo, After finishing her study, she continued her study in SMP Negeri 1 Seputih Agung and graduated in 2009. After that, she continued in SMA N 1 Seputih Agung and graduated in 2012. Then, she continued her study in English Education Study Program StrataI (S1 TBI) in State Institute Of Islamic Studies (IAIN) of Metro 2012 until now.

The writer followed the college organization (UKM), There was UKM LDK Al-Ishlah as the staff Kaderisasi in 2014-2015, and then leader in Kemuslimahan in 2015-2016.