AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL
AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR**

BY

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Tarbiyah And Teachers Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/ 2023 M

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL
AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S. Pd)
In English Education Department

By:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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APPROVAL PAGE

Title   : AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR

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To :
The Honorable of the Head of Faculty of
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Assalamu'alaikum, Wr. Wb

        We have given guidance and enough improvement to researchthesis script which is written by:

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        It has been agreed so it can be continued to the Tarbiyah Facultyin order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikumWr.Wb

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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi   : AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING
                   SKILL AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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An Undergraduate thesis entitled: AN ANALYSIS OF STUDENT'S PROBLEMS ON
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(Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday June 23, 2023, at 13:00–
15:00a.m

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v

AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL

AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR

ABSTRACT
By : Fian Harada

This research is about analyzing the student problem on speaking skill at madrasah Aliyah Maarif 1 Punggur. The aim of this research is to analyze the student's problems on speaking skill at Madrasah Aliyah Ma'arif 1 Punggur. The study is to be asset of data the English speaker in improve students tuning in expertise.

This research uses qualitative research that discusses the hypotheses of data that have been collected in accordance with previous theories and concepts. The main data of the research is observation and interview in the tenth grade of MA Maarif. The participants of the interview are 10 students from C class of tenth grade. The result is 30 % of inhabitation, 20 % mother tongue, and 50% linguistic problems

The students face three main problems in developing their speaking skills. Insufficient exposure to the target language and inadequate guidance in language learning contribute to these linguistic problems. To address these problems, it is recommended that Madrasah can enhance the speaking skills of its students and enable them to overcome the hurdles of mother tongue influence, inhibition, and linguistic challenges in order to communicate effectively. Strategies such as providing additional language support, creating a supportive and encouraging learning environment and incorporating interactive and communicative teaching methods can be implemented.

keyword: *English Speaking Difficulty Factors, Qualitative Research*

ANALISIS MASALAH KETERAMPILAN BERBICARA SISWA DI MADRASAH ALIYAH MA'ARIF 1 PUNGGUR

ABSTRAK
By : Fian Harada

Penelitian ini membahas tentang analisis masalah siswa dalam keterampilan berbicara di Madrasah Aliyah Maarif 1 Punggur. Tujuan dari penelitian ini adalah untuk menganalisis masalah-masalah siswa dalam keterampilan berbicara di Madrasah Aliyah Ma'arif 1 Punggur.

Penelitian ini bertujuan untuk menjadi aset data penutur bahasa Inggris dalam meningkatkan kemampuan pemahaman siswa. Penelitian ini menggunakan metode penelitian kualitatif yang membahas hipotesis data yang telah dikumpulkan sesuai dengan teori dan konsep sebelumnya. Data utama dari penelitian ini adalah observasi dan wawancara di kelas sepuluh MA Maarif.

Peserta Wawancara terdiri dari 10 orang siswa kelas sepuluh C. Hasil penelitian ini adalah 30% adalah hambatan, 20% adalah pengaruh bahasa ibu, dan 50% adalah masalah linguistik. Penelitian ini menunjukkan bahwa siswa menghadapi tiga masalah utama dalam mengembangkan keterampilan berbicara mereka. Paparan yang kurang terhadap bahasa target dan bimbingan yang tidak memadai dalam pembelajaran bahasa menyumbang pada masalah linguistik ini. Untuk mengatasi masalah ini, disarankan agar Madrasah dapat meningkatkan keterampilan berbicara siswanya dan memungkinkan mereka untuk mengatasi hambatan pengaruh bahasa ibu, hambatan, dan tantangan linguistik guna berkomunikasi secara efektif. Strategi seperti memberikan dukungan bahasa tambahan, menciptakan lingkungan pembelajaran yang mendukung dan penuh semangat, dan menggabungkan metode pengajaran interaktif dan komunikatif dapat diterapkan.

keyword: *English Speaking Difficulty Factors, Qualitative Research*

STATEMENT OF RESEARCH ORIGINALITY

This undersigned:

Name   : Fian Harada

St. Number : 1601070088

Faculty   : Tarbiyah and Teachers Training

Department : English Education Department

States that this undergraduate   thesis is originally the result of the writer research. in exceptiontion of the certain parts which are excerpted from the bibliographies mentioned.

Metro,   June 2023
The Writer

Fian Harada
NPM. 1601070088

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Fian Harada

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Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

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

Metro,   Juni 2023
Penulis

Fian Harada
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MOTTO

مَّا يَلْفِظُ مِن قَوْلٍ إِلَّا لَدَيْهِ رَقِيبٌ عَتِيدٌ ۝

Tiada suatu ucapan pun yang diucapkannya melainkan ada di dekatnya malaikat pengawas yang selalu hadir. (Q.S. Qaaf [50]: 18).

DEDICATION PAGE

I dedicated this undergraduate thesis to:

1. My Beloved parents, Mr. Sagimin and Mrs. Wagiyani who always give me they support to finish this research

2. My beloved sister, Annisa Nur Sabrina who always guide me in completing this research

3. My almamater of IAIN Metro

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The researcher is indebted to many people whom he cannot mention one by one. He realizes the imperfectness of this work; nevertheless, he hopes that this little piece of work can contribute something to the betterment of English teaching and learning in general.

The researcher is indebted to many people whom cannot mention on by one. He realizes the imperfectness of this work; nevertheless, He hopes that this little piece of work can contribute something to the betterment of English teaching and learning in general. It is Allah who bestows success and guides to the Right Path.

Regarding to the proposal thesis, the researcher offer big thanks for.

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.. the Rector of IAIN Metro

2. Dr. Zuhairi, M.Pd as the Dean of IAIN Metro

3. Andianto, M.Pd. the Head of English Education Department

4. Dr. Widhiya Ninsiana, M.Hum as the Sponsor on this research, who has given the researcher advice and suggestion for this undergraduate thesis.

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7. All students of the second semester of English Education Department at IAIN Metro Lampung.

As a human being, the researcher realizes that this thesis still has many weaknesses. The researcher apologizes for any errors in writing. The researcher hopes that the research is useful for the readers.

Metro, June 2023

Fian Harada
NPM. 1601070088

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CHAPTER I

INTRODUCTION

A. Background of 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 problems 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 itself.

In this case, the researcher did the pra survey in Madrasah Aliyah Ma'arif 1 Punggur on 1 – 3 august, 2022. The subject of observation is students pronunciation and fluency has aim to investigate the student's problems in speaking. Based on the student's document 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:

The result of The Students' speaking daily examination

Table 1

N O	NAMA	NILAI
1	AAA	36
2	AL	65
3	ALM	61
4	ANH	32
5	DW	73
6	EP	52
7	EAP	16
8	FAP	85
9	FP	73
10	HMF	65
11	ID	53
12	KB	31
13	MRZ	52
14	MFA	69
15	MR	77
16	MNK	73
17	MMA	81
18	MAK	77
19	NYP	73
20	NLT	44

21	PSH	69
22	PMS	65
23	SY	36
24	SF	65
25	SK	65
26	F	36

Table 2

No	Score	Total of students	Category	Percentage
1	75-100	10	Low	38,46%
2	60-74	12	Medium	46,15%
3	10-59	4	High	15,38%
Total		27		100%

The leveling of The Students' speaking daily examination score

From the table above that the students have lowest score than other class. Based on the table above, it can be seen that 15,38% is high category for 4 students, 46,15% is medium category for 12 students, and 38,46% is low category for 10 students. The Competent Standard (CS) score in Madrasah Aliyah Ma'arif 1 Punggur especially in English subject is 75. Referring to the data above the researcher assumes that they have low score in speaking subject. It was investigated that the students have many problems in speaking subject; they are not interested in speaking subject, they do not have enough prior knowledge in English subject. They also have problems 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 problems in speaking subject.

Based on the background above, the researcher is interested in conducting a research entitled *"An Analysis of Students Problems on Speaking Skill at Madrasah Aliyah Ma'arif 1 Punggur"*

B. Research Question

Based on background over, the issues show up take after :

1. What are the students problem in their speaking skill of Madrasah Aliyah Ma'arif 1 Punggur ?

2. How to overcome the student's problems in speaking of Madrasah Aliyah Ma'arif 1 Punggur ?

C. The Objectives and Benefits of Study

1. Objective study

   a. Analyze out the student's problems in speaking skill of Madrasah Aliyah Ma'arif 1 Punggur

   b. Analyze how to overcome the problems speaking skill of Madrasah Aliyah Ma'arif 1 Punggur

2. Benefits of Study

There are two kinds of benefits in this research, they are :

1) For The Teacher

   The first benefit of this study is for the teacher as an input supporting of the teacher of English in teaching speaking. Moreover, it will aware them

about their student's difficulties in speaking and help the teacher in teaching process.

2) For The Students

To provide that the students to get knowledge about the problems speaking skill and more interested in class so the students will be interested learning speaking skill.

D. Prior research

In this section it will be explained and investigate that have relevance in perspective, point, and research that is being carried out. This study is very important the position to be achieved by researcher. In the relevance research will be clarified the result research before that related this research. After reviewing the masterpiece or research carried out in advance relating to the problem of thematic learning, it can be described as follows:

1. Research by Hayriye Kayi the tittle is "ACTIVITIES TO PROMOTE SPEAKING IN A SECOND LANGUAGE ON THE INTERNAL TSEL" (JOURNAL ON ENGLISH AS A FOREIGN LANGUAGE). 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 success of the learner in school and success later in every phase of life. Therefore, it is essential 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.[1]

2. Research by Merawati the tittle is "AN ANALYSIS ON THE TEACHING SPEAKING PROBLEM AT THE ELEVENTH GRADERS OF STATE MADRASAH ALIYAH (MAN) 2 METRO – LAMPUNG THE ACADEMIC YEAR 2016/2017". In line with the researcher's research, there are difference and similarity between this study with present study is in form of the topic that are analyzed. Mera's research analyzed teaching speaking problem.[2]

3. Research by Ahmad Wasbir the title is "AN ANALYSIS ON STUDENT SPEAKING ERRORS AT THE ELEVENTH GRADERS OF SMA PGRI 1 PUNGGUR". In line with the researcher's research, there are difference and similarity between this study with present study is in form of the topic that are analyzed. Ahmad's research analyzed of Student Pronunciations Errors in Speaking. The result of this research shown that there are many errors of the use pronunciation in speaking English. In addition, it explains how pronunciations are used in the students' speaking.

Based on the three prior researches mentioned above, Research by Hyriye Kayi describe about activities to promote speaking in a second language on the internal tsel. Research by Merawati describe about teaching speaking problem at the eleventh graders of state MAN 2 Metro. Research by Ahmad Wasbir describe about student speaking errors in speaking at the eleventh graders of SMA PGRI 1

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[1] Kayi, Hayriye. 2006. Teaching Speaking; Activities To Promote Speaking In Second Language. Article. http;//ittesli.org/teqniques/kayiteachingspeaking. Html.

[2] Merawati, undergraduate thesis : An analysis of the teaching speaking problem at the eleventh grade of state madrasah aliyah (MAN) 2 Metro – Lampung the academic year, 2013.

Punggur.

This research is characterized as a continue research because it has some differences in object analysis. Meanwhile, it can be seen that the researcher's research to give brief description about the factor of the student's English speaking problems in the Madrasah Aliyah Ma'arif 1 Punggur. This research focused to analyze factor of student's speaking problems.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Skill

1. The Definition of Speaking

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.[3]

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.[4] 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.[5]

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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[3] Richard, Jack C and Renandya, Willy A, Metodology in Language Teaching :An Anthology of Current Practice. (New York : cambridge University Press : 2002), P .201

[4] Bahadorfar Maryam and Omidvar Reza, Technology in Tteaching Speaking Skill. (acme international journal of multidisciplinary research.vol 2 issue 4 : 2014) . P 9

[5] 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.[6] Based on the definition above, it can be inferred that, speaking is skill 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 colloquial register: literary skills are on the whole more prized.[7]

Meanwhile Brown, Burns & Joyce, explain that speaking is an interactive process of constructing meaning which is comprised of producing and receiving information.[8] Moreover Florez stated that speaking is an interactive process in constructing meaning that involves producing, receiving, and processing information orally.[9]

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.[10] While Underwood says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion.[11]

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[6] Brown Dougles, Language Assessment Principles And Classroom Practice, (San Francisco : Longman, 2003), P. 140

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

[8] 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

[9] 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

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

[11] Akhyak and Indramawan Anik, Improving the student's english speaking competence through story 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

[12]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.

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

2. The Function of Speaking

Speaking is a purposeful activity. Just like other activities such as listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and Renandya based on Asses English Journal from Herna Apriyanti and Apud that speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follow :

a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.

b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.

c. In some other situations, we use speaking to describe things, to complain about people's behavior, or to make polite request. Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.

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[12] Egan,Kathleen B. Speaking a critical and a challenge, caligo journal, vol 16 no 3, P 277

Based on explanation above speaking has many functions formal or non formal in every situation and in all aspect of human life, so it is very useful for people especially for students as a second language learner or foreign language learner

3. Type of Speaking

Nation and Jonathan said that speaking as apart of work or academic 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:[13]

a. It is transactional that is, it's purpose is to communicate information rather than to maintain social contacts is the case with most interactional speaking.

b. In involves taking a long turn, that is, it is not usually 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.

d. The speaking is done in the learner's "carefull" 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

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[13] Nation and newton, Teaching ESL/EFL Listening and speaking, ESL and applied linguistict series, (New York, London: Taylor)

then it is the process of building and sharing meaning there the use of verbal and non-verbal symbols, and a variety of contexts.

4. 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 audience 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.[14] Most people probably take for granted their ability to speak, not thinking much about it until they have to address an audience or attend an important interview,. Every time you speak, not just when giving to talk or being interviewed, you are both conveying information relevant to the subject being discussed and presenting your self.[15] Cameron state that speaking is the active use of language to express the meaning so that other people can make sense the meaning.[16] It is labels "receptive" and "productive" use of language can be applied, will use their from previous experience of language use daily activity.

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[14] Ibid, P 130

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

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

Brown said that four components are generally are recognizing in analysis of speaking process. That is conversation process, pronunciation process, fluency and accuracy process and sociolinguistic competent process (affective and interaction), more detail four components frame as below.[17]

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.[18] 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.

b. Pronunciation process

Pronunciation refers to the candidate's ability to produce comprehensible utterances to fulfill 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.[19] Pronunciation was one of important aspect in ESL. Pronunciation was the way for the student to produce cleverer language when they speak.

Other explain that pronunciation teaching deals with two interrelated skills recognition or understanding the flew of speech, and production or fluency in the

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

[18] Scoot thombury, *How to Teach Speaking*, (England : Longman, 2005), P 128-129

[19] Ibid, P 105

spoken language.[20] However to obviate the necessity for such non sensual statement as is pronounced, the generally use well's lexical sets to define the phonological item to which want to refer.[21]

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 errors of grammar and vocabulary.[22] Fluent English is a high intermediate advanced-level course in English as a second or foreign language. It is designed to meet the needs of the intermediate level student in vocabulary, grammar, listening, comprehension, idiomatic usage, and pronunciation.[23]

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.[24] If it is fluency, try to focus on making sure your friends understands what you have said, not on avoiding mistake. If you have a problem with tenses, try to correct yourself only when make a tenses error don't think about other mistakes.

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[20] Geoffrey, christopher, roger, and peter, Teaching Speaking As A Foreign Language, second edition revising, (London & New York (routledge, 2003)), P 49

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

[22] Leraning english better speaking, A guide improving your spoken english, (BBC World service) P 2

[23] Raifsnider and christopher, living language fluent english, advanced ESL, P 8

[24] Mahendre Saraswati, Speak English Fluently, (publisher upkar prakhsan), P 5

Fluency are rather strongly affected by language problem. Speech as fluent and efforts less as that of native speaker. Language improves the fluency of non-native production: the problem 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.[25]

There are observable sign that can be used to measure changes in fluency, according to nation and prevent and nation found that an activity that was designed to bring about in increase in fluency also resulted in a reduction of errors and an increase in grammatical complexity.[26]

d. Sociolinguistics competence process

Sociolinguistic competence was one component in language competences, one of the major obstacles learning to speak and to speak is not the multiplicity of sound, word, etc. But rather the interactive most communication.[27] Sociolinguistic competence knew how to use and respond to language appropriately the people communication. It is the skill to procedure utterance appropriate to the social situation in which they were spoken.

5. The Strategies of Speaking

Teacher and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that

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[25] David, Trinity, Dublin Op Cit, P 61

[26] Nation and newton Op Cit P 152

[27] Brown H Douglas, Op. Cit, P 269

create conditions for oral interaction through group work, task work, and other strategies.[28]

Skill strategy instruction help the students become purposeful, active hears who are in control of their own speaking skill. Robert Barra's highlights some strategies for speaking skill as follows : (1) using speaking for yourself; (2) use conversing; (3) use discussion your work; (4) choosing the right word; (5) using word effectively; (6) use preparing a talk or presentation; (7) preparing visual aids; (8) speaking to an audiences; (9) use finding information; (10) and speaking in a interview.[29]

6. The Elements of Speaking

The ability to speak fluently presupposes not only knowledge of language features, but also the ability the process information, language and the features, knowledge of language features and conversational strategies that success face interaction depended on knower. As asserted by Jeremy hermer the elements of speaking ability are the following:[30]

  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 "id'v gone". The connected speech should improve student in activities designed specifically to improve their connected speech.

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[28] Jack C richards, Teaching Listening And Speaking, From Theory And Practice, (cambridge : cambridge university press, 2008), P 19

[29] Robert barras, Op Cit

[30] Jeremy Harmer, Op, Cit. P 269

b. Expressive devices

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

c. Lexis and grammar

Spontaneous speech in mark by the use of a number of a common lexical phrase, especially in the performance of certain language function teachers should be supplied a variety of phrase for different function such as, agreeing, expressing, surprise, shock, or approval. 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.[31]

e. Language processing

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

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[31] Ibid, P 269-271

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 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.[32]

h. Conversational rules and structure

The further 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.

i. 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 is to be successful. These ask repetitions of formulaic expression they are repeating up to of conversation breakdown etc. Then these repair strategies we abilities being able to paraphrase, being able to an all purpose, and being able to appeal for help.

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[32] Ibid, P 271

j. 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 transcripts in conversation and found using questioning reformulation, multifunctional question form and which function both suggestion and criticism.[33]

7. 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.[34]

a. Pronunciation

The way in particular person pronounces the words of the language. In fact, I made pronunciation the major focus of my early effort, and I recommend this to you as well.[35] It should looks like native speaker do intonation. According to

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[33] Jeremy harmer, The Practice Of English Language Teaching, fourth edition, (cambridge:longman, 2009), p. 343-344.

[34] David P. Harris, Testing English As A Second Language, (New York : Tata Mc Graw-Hill publishing book company Ltd, 1969, P 81

[35] Steve kaufmann, The Linguist : A Personal guide to language leraning, (Canada : Published Canada, 2003), P 124

Harmer state that all of these the component of pronunciation while teaching learning.[36]

b. Grammar

The rules in a language for changing the form of words and joining them into sentences. It consist of part of speech, basic word order and tenses. Some errors in use of sentences structures and grammatical forms but these do not interfere with comprehension.[37]

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 skill.

d. Fluency

The skill 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.[38]

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[36] Jeremy Harmer, Op. Cit. P 253

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

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

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:[39]

Table 3

The Aspect of Speaking Ability

ACHIEVED ASPECT	
Pronunciation	Have few of foreign accents
	Always intelligible, though one is conscious of define accent
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	Very hard to understand because of pronunciation problems. Most frequently is asked to repeat
	Pronunciation problems so severe as to make speech virtually unintelligible
Grammar	Make few (if any) noticeable errors of grammar or word order
	Occasionally makes grammatical and or order word errors which do not, however, obscure, meaning
	Makes frequent errors of grammar and word which occasionally obscure meaning
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and or restrict him to basic patterns
	Errors in grammar and word order so severe as to take speech virtually intelligible
Vocabulary	Use vocabulary and idioms is virtually that of native speakers
	Sometimes uses inappropriate terms and are must rephrase ideas because of lexical inadequacies
	Frequently uses wrong word : conversation somewhat limited because of inadequate vocabulary
	Miss use of word and very limited vocabulary make comprehension quiet difficult
	Vocabulary limitations so extreme as to make conversation virtually impossible
Fluency	Fluency as fluent and effortless as that of native speaker

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

	Speed of speech seems to be slightly affected by language problems
	Speed of fluency are the strongly affected by language problems
	Usually hesitant often forced into silence by language limitation
	Speech is halting and fragmentary as to make conversation virtually impossible

8. The Factors of Students Problems of Speaking Skill

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 orally in English that, there are many factors that cause difficulty in speaking, and they areas follows:[40]

1.   Inhibition

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

2. Linguistic problem

Students have no motive to express themself.

3. Low or uneven participation

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

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, Rababah pointed out that there are many factors that cause problems in speaking English among EFL learners. Some of these factors are

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

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 problems encountered by the students at this level, and they are linguistic problems, mother tongue use, and inhibition.

1. Linguistic Problems 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 problems. 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.

CHAPTER III

RESEARCH METHOD

This chapter explanation about research and the contains of the research, type and nature of research, data resource, data collecting method, data analysis technique.

A. Type and Characteristic of Research

1. Type of Research

This study uses qualitative research that discusses the hypotheses of data that have been collected in accordance with previous theories and concepts. A qualitative approach is used in this investigation because the analyzed data are presented as descriptive. The information processed is in the form of phrases and phrases. According to Creswell, qualitative analysis is a tool for an individual or group to judge and understand the importance put into a social or human problem. Inductive data analysis and interpretation by data authors, from the details of the data collected to a variety of topics in the context of new questions and methods participants are part of any research process. The format of the final written report is flexible. Many people who participate in this type of study accept an inductive approach that focuses on the individual situation and emphasizes the importance of creating the complexity of the situation.[41]

2. Characteristic of Research

The Nature of this research is descriptive qualitative. Qualitative and descriptive research methods are all too common to research in scientific,

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[41] John W Creswell, *Research Design* (London: Sage Publications Ltd., n.d.).

educational, psychology, and social sciences.[42] A qualitative description plan is truly significant where data is required directly from those where time and resources are restricted.

B. Data Resources

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 observation and interview of the student at 10th (C) in Madrasah Aliyah Ma'arif 1 Punggur.

  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 Collecting Method

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.[43] Here, the researcher

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[42] Hossein Nassaji, "Qualitative and descriptive research: Data type versus data analysis" Vol. 19, No. 2. (University of Victoria, Canada: 2015), p, 129.

will use participant observation in which the researcher directly interact with the participant. The thing that will be observed in this research is the Tenth students of Madrasah Aliyah Ma'arif 1 Punggur in order to get the data about the students factor in speaking English problems. The aspect that are observe by the researcher is pronounce and fluency of the students

2. Interview

The researcher will use interview as one of data collecting techniques. The direct Interview with the students of Man 1 Punggur, the interviewer lists the questions and acceptable responses in advance and may even rate and score possible answers for appropriateness. An interview consisting of a series of questions asked consistently of each applicant for a particular job is known as a structured interview. The aim of interview is to find out from people those things we cannot directly observe.[44] Therefore, interview is the primary source in case study. In this case, the researcher will interview the students to gain the data about student problems in their speaking.

The participant of the interview are 26 students of the 10th grade of class C Madrasah Aliyah Ma'arif 1 Punggur

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,

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[43] John W. Cresswell, Research Design : Qualitative, Quantitative, and Mixed Methods Approaches, Second Edition, (New Delhi : Sage Publications, 2000), P 222

[44] Michael Quinn Patton, Qualitative Research and Evaluation Method, Third Edition, (USA : Sage Publication Inch, 2002), P 340

letters, and personal notes.[45] 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:
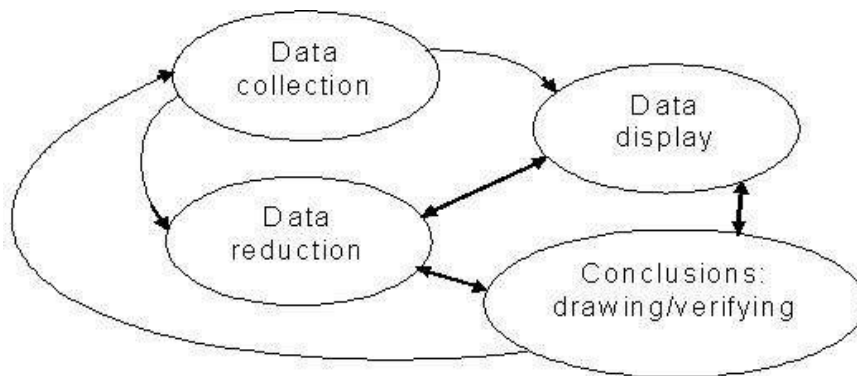
Figure 1

Analysis Components of Miles and Huberman Model[46]

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.

2. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes

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[45] Jhon W. Creswell, Research Design, Second Edition, p. 223

[46] Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis, Second Edition, (London : SAGE Publications, 1994), P 12

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; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

BAB IV

FINDINGS AND DISCUSSION

A. **Result of The Research**

1. **Description of Research Location**

   MA Ma'arif 1 Punggur was established in 1985, originally known as MA Ma'arif 02 Punggur under the auspices of Lembaga Pendidikan Ma'arif NU Punggur, and officially changed its name to MA Ma'arif 1 Punggur in 2004.

   Madrasah MA Ma'arif 02 Punggur has undergone various changes in its status over time. Here is a description of the statuses experienced by the madrasah:

 a. Registered (1990 - 1993): During this period, Madrasah MA Ma'arif 02 Punggur was officially registered and recognized by the authorities as a formal educational institution. This status indicates that the madrasah has met the basic requirements to operate as an educational institution.

 b. Recognized (1993 - 2009): During this period, Madrasah MA Ma'arif 02 Punggur gained further recognition from the authorities. This recognition indicates that the madrasah has met stricter requirements in terms of facilities, curriculum, and teaching staff. The madrasah is considered to meet the educational standards set by the educational authorities.

 c. Accreditation C (2009 - 2015): During this period, Madrasah MA Ma'arif 02 Punggur obtained accreditation at level C. This accreditation indicates that the madrasah has met the standards set by the National Accreditation Agency. Although not the highest accreditation, this status indicates that the madrasah has adequate quality of education.

 d. Accreditation B (2015 - 2020): During this period, Madrasah MA Ma'arif 02 Punggur successfully improved its accreditation status to level B. This accreditation indicates significant improvement and progress in various

aspects, including school management, curriculum, facilities, and the performance of teachers and students.

The changes in the madrasah's status from being registered to recognized, and then progressing to accreditation C and B, demonstrate continuous efforts to improve the quality of education. This is an achievement that the Madrasah MA Ma'arif 02 Punggur can be proud of and shows their commitment to providing quality education to students.

Madrasah MA Ma'arif 02 Punggur has also experienced several changes in its headmasters over its history. Here is a description of the headmasters who have served:

a. Rubilan, S.BA. (1985 - 1990)

b. Sg. M. Usman, A.MA. (1990 - 1995)

c. Langgengno Karma, B.Sc. (1995 - 1999)

d. Bashori, S.Ag. (1999 - 2007)

e. M. Solekhan, S.Pd. (2007 - 2008)

f. Fatchurrachman, S.Pd. (2008 - 2014)

g. Budi Raharjo, S.Si. (2014 - present)

The change of headmasters that has occurred over time indicates a change in leadership and management at Madrasah MA Ma'arif 02 Punggur. Each headmaster plays a crucial role in guiding and managing the madrasah, as well as influencing the development of education and the quality of service to students.

In 2012, MA Ma'arif 1 Punggur transitioned from being under the auspices of LP Ma'arif NU Punggur to being under the auspices of Yayasan Baitul Mustaqim Punggur.

2. **Condition of Students at MA Ma'arif 01 Punggur**

The students on data of at MA Ma'arif 01 Punggur, the number of MA Ma'arif 01 Punggur students in the academic year 2022/2023 can be identified as follows:
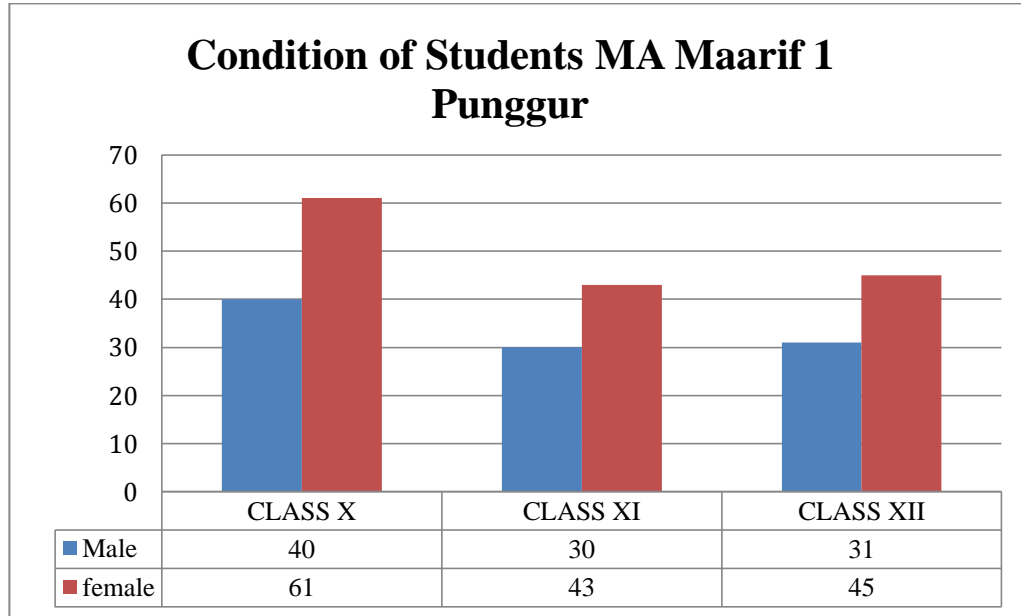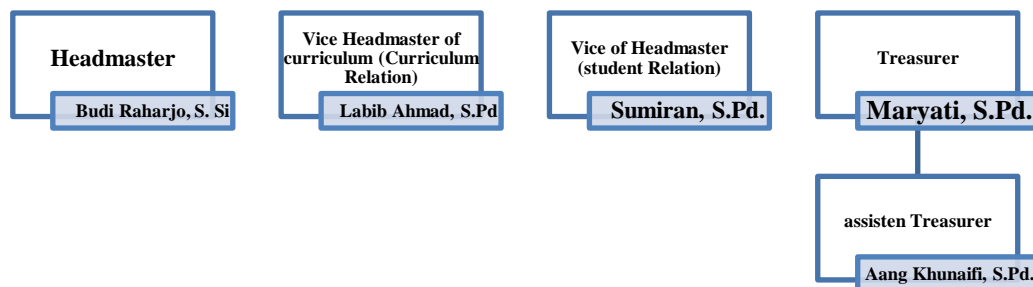

Condition of Students MA Maarif 1 Punggur

	CLASS X	CLASS XI	CLASS XII
Male	40	30	31
female	61	43	45

Figure 2

3. **Organization Structure of MA Maarif 1 Punggur**

Headmaster	Vice Headmaster of curriculum (Curriculum Relation)	Vice of Headmaster (student Relation)	Treasurer
Budi Raharjo, S. Si	Labib Ahmad, S.Pd	Sumiran, S.Pd.	Maryati, S.Pd.

assisten Treasurer
Aang Khunaifi, S.Pd.

Figure 3

4. **Condition of Teacher MA Maarif 1 Punggur**

Table 4

N O	NAMA GURU	KODE GURU	JABATAN / TUGAS TAMBAHAN
1	Budi Raharjo, S. Si	BR	Ka. Madrasah
2	Maryati, S.Pd.	MR	Bendahara
3	Bashori, S.Ag, M.Pd.I.	BS	Guru
4	Imam Tohari, BA.	IM	Guru
5	Dra. Istinah Laksiastuti	IS	Wali Kelas XII C
6	Siti Nurkhotimah, S.Pd.	NR	Wali Kelas XII A
7	Ummu F. Hanifah, S.Ag	HN	Guru
8	Kiptiyah, S,IP	KP	Wali Kelas XI C
9	M.Toha	TH	Guru
10	Retno Dwi Hastuti, S.Si.	RD	Wali Kelas XII B
11	Sigit Arifin, S.Pd	SG	Wali Kelas XI A
12	M. Mubaroh, S.Pd.	MB	Wali Kelas X B
13	Drs. H. Marzuki	MZ	Wali Kelas X C
14	Labib Ahmad, S.Pd	LB	Waka Kur
15	Siti Alqomariyah, S.Pd.I.	AQ	Guru
16	Sumiran, S.Pd.	SM	Waka Sis
17	Sri Ratna Hayati, S.Pd.	SH	Guru
18	Tri Wahyuni, S. Pd	TR	Guru BK
19	Vredy Saputra, S.Pd.	FD	Wali Kelas XI B
20	Riza Ayunda, S.Pd.	RA	Wali Kelas X A
21	Fitria Novitasari, S.Pd.	FT	Guru
22	Rusli Haikal Afandi, S.Pd.	RH	Guru
23	Aang Khunaifi, S.Pd.	AA	Assis Bend
24	Nur Salim, M. Pd.	NS	Guru
25	Cintia Dewi Marlena, S.Pd	CN	Guru

B. Description of Research Findings

In this research, the interpretation of the student English speaking difficulties factors at the tenth grade of MA Maarif 1 Punggur 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, researcher presents the table that represent of the data after analyzed

Diagram 1
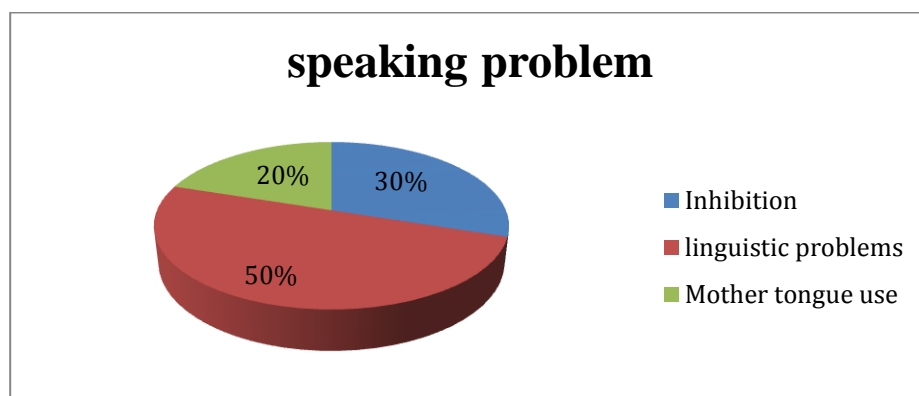
The following diagram describes the indicator of student difficulties in speaking, According to the data analysis showing that the student have difficulties in speaking, based on indicator 30% student inhibition, linguistic problem 50%, and then 20% mother tongue.

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 accuracy 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. 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 orally in English. Ur said that, there are many factors that cause difficulty in speaking, and they areas follows[47]:

1. Inhibition

Students are worried about making mistake, fearful of criticism, or simply shy. Data above show that the student shy to speak English, because occurred within a sentence and in word form. Base language is *Bahasa Indonesia* and second language is English. 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 is harmful because it can obstruct their idea in speaking. Inhabitation is problem which faced by 3 of 10 (30 %) student in this research. The student faced inhabitation because being shy in speaking in front of people, having limited vocabulary and be afraid wrong when to speak something, never speaking English, being difficult in constructing 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 mistaken when speaking English, not being confident in speaking English, being difficult to translate Indonesian word in to English when speak English naturally. and Furthermore, in order to overcome the problem of inhibition, the teacher

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

should motivate the students in order not to being shy and afraid to speak in English

2. Linguistics problem

Linguistic problem becomes one of obstacles for the student to speak English because the student cannot express the idea in English language, there are 5 of 10 (50%) who faced this problem.

Student has no motive to express themself if get the question do not say something or speechless. Having less intention in learning English because the student not understand about meaning pronunciation and lack vocabulary, being difficult in constructing the sentences orally, being afraid in the speaking English 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 naturally, there is no support from the environment, having lack vocabulary and difficulty or confuse to answers when someone give question.

The student just know in Indonesian language nothing expression in English language, because occurred within a sentence and word form. Base language is Indonesian and second language is English.

Furthermore in order to overcome the problem of linguistic problem the student must be adding to vocabulary, grammar pronunciation and etc. The teacher should give input to the student.

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

The way to overcome this problem is 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. Having great self confidence in speak English, there must be environment that support to speak English, always trying to speak English.

3. 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, there are 2 of 10 (20%) who faced this problem.

Mother tongue uses how that the student did not used English language well, she still used her mother tongue because occurred within a sentence and in word form. Base language is Indonesia and second language is English. Mother tongue use included that the conversation use combine language, Indonesian and

English, because occurred within a sentence and word form. Base language is Indonesia and second language is English. Mother tongue use included that use combine language, because occurred within a sentence and word form. Base language is Indonesia and second language is English. Mother tongue become one of obstacles for the student to speak English because the student make the habit mother tongue in daily activities, they are comfortable use the mother tongue like Indonesian or Javanese. The student can accustom english language foe example English day program, and the teacher can support this program.

Based on the result of interview and observation above, in can be conclude that the students have the difficulties in speaking subject. To overcome these difficulties, several strategies can be implemented. Firstly, to address inhibition, teachers should motivate students and create a supportive environment that encourages them to speak English without fear or shyness. Building students' confidence and providing opportunities for regular speaking practice can help overcome this challenge.

Secondly, to tackle linguistic problems, students should focus on improving their vocabulary, grammar, pronunciation, and comprehension skills. Teachers can provide guidance and support in these areas, offering input and resources to enhance students' linguistic abilities.

Lastly, to minimize the influence of the mother tongue, students need to develop English language habits and immerse themselves in English-speaking environments. Programs such as English language immersion days can be implemented to encourage students to use English more frequently and become

comfortable with the language. Teachers can support these programs and create a

classroom atmosphere that promotes the use of English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

According to the data analysis showing that the student have problems in speaking. Speaking remains the most difficult skill to master for the majority of English learners as follows: Inhibition, mother tongue and linguistic problem.

Based on the research conducted on the English speaking difficulties of tenth-grade students at MA Maarif 1 Punggur, the findings can be summarized as follows:

First, the research categorized the interpretation of student English speaking difficulties into tables, charts, and graphics to enhance data understanding. The data analysis revealed that students faced difficulties in speaking, with 30% experiencing inhibition, 50% encountering linguistic problems, and 20% facing challenges related to the use of their mother tongue. To validate the observations, the researcher conducted informal interviews with 10 students who were chosen based on their qualifications as foreign language informants. Interviews serve as an important tool to verify or challenge the impressions gained through observation. Based on the results of the interviews and observations, it can be concluded that the students face difficulties in the speaking subject. These difficulties include challenges in understanding meaning, reliance on the mother tongue, lack of vocabulary, inhibition, pronunciation fluency, and accuracy. To address these issues, students should focus on improving their comprehension, expanding their vocabulary, practicing pronunciation, and gaining confidence in

speaking English. Additionally, teachers play a crucial role in motivating and supporting students in their English language development.

Secondly, to overcome these difficulties, several strategies can be implemented. address to inhibition, teachers should motivate students and create a supportive environment that encourages them to speak English without fear or shyness. Building students' confidence and providing opportunities for regular speaking practice can help overcome this challenge. Tackle the linguistic problems, students should focus on improving their vocabulary, grammar, pronunciation, and comprehension skills. Teachers can provide guidance and support in these areas, offering input and resources to enhance students' linguistic abilities.

Lastly, to minimize the influence of the mother tongue, students need to develop English language habits and immerse themselves in English-speaking environments. Programs such as English language immersion days can be implemented to encourage students to use English more frequently and become comfortable with the language. Teachers can support these programs and create a classroom atmosphere that promotes the use of English.

Overall, it is evident that the difficulties in speaking English among the students require a combination of teacher support, student motivation, and targeted language development strategies. By addressing these factors, students can enhance their comprehension, vocabulary, inhibition, pronunciation fluency, and accuracy in English speaking.

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 conclusion 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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APPENDICES

OBSERVATION SHEET

Based on observation within 10 students, researcher analyzed of speaking difficulties factors at the tenth class of the MA Maarif 1 Punggur, as follows:

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 mister), ulangi mister*

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

SI : It is no trouble for you.

T   : ok, today we study about simple present perfect, *ada yang masih ingat apa itu simple present perfect?* raise your hand? anybody 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 ? anybody 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.

2. Linguistic problem, Students have no motived to express them self. if get the question do not say something or speechless.

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.)

 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.

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 mister,,(just some student answer, the student less in motivation in english)

Data above include that the student low in participant, because just some student respond 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 afraid when to speak English, furthermore 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 mister, abis olahraga tadi pingsan, kemudian izin pulang.*

(no mister, after sport she is faint, and back to home.)

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)*

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 mister, 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 habit in madrasah aliyah maarif 1 Punggur, and then the student answer as indonesian language too.

T   : When we discuss something we need a solution or solve the problembased on the topic. *Yes, itu yang disebut dengan discuss. (Yes, we can say that is discuss)*

S   : *ok mister, membuat kalimat terkait present perfect ya mister,, (ok mister, make a sentence about present perfect)*

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

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.

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.

GUIDELINE INTERVIEW FOR STUDENT
1. Are you able to speak up in English?
2. Why you don't be able to speak up in English?
3. Do you have problems when you speak up in English?
4. What the kinds of problems do you have?
5. If you have problems in your English speaking, how to solve your problems itself?

GUIDELINE INTERVIEW FOR TEACHER
1. Do you have a problems when you was to ask the students speak up in English?
2. What are the students problems in their speaking?
3. How to overcame the students problems in their speaking?

THE RESULT OF INTERVIEW

Table 5

NAME	Are you able to speak up in English?	Why you don't be able to speak up in English?	Do you have problems when you speak up in English?	What the kinds of problems do you have?	If you have problems in your English speaking, how to solve your problems itself?
EAP	Yes	Saya malu Mr	Yes	Having less intention in learning english	Having great aim in learning english and trying to have speaking habit.
KB	Yes	Takut tidak bisa jawab	Yes	Being difficult in contructing the sentences orally	Listening to the english music and watching english movie
ANH	Yes	Saya tidak tahu artinya Mr	Yes	Being afraid in the speaking engliash because of being difficult in comprehending and using grammar material in speaking.	Studying hard and often trying to speak english
AAA	Yes	Susah ngomong nya belibet	Yes	Being hard in pronouncing the words	Always try to speaking english
SY	Yes	Saya mau ngomong tapi takut salah	Yes	Having less interest in learning english	Always trying to speaking english.
F	Yes	Saya takut	Yes	Having less	Trying to

NAME	Are you able to speak up in English?	Why you don't be able to speak up in English?	Do you have problems when you speak up in English?	What the kinds of problems do you have?	If you have problems in your English speaking, how to solve your problems itself?
		disorakin teman kalau salah menjawab		spirit in learning english.	like english subject first
NLT	Yes	Saya tidak tahu bahasa inggris nya Mr	Yes	Being hard in pronouncing the words	Always studying english
EP	Yes	Bahasa Inggris susah Mr saya tidak paham	Yes	Being hard in pronouncing the words	Having great self confidence in speak english
MRZ	Yes	Saya bingung mau ngomong apa	Yes	There is no support from the environment	There must be environment that support to speak english
ID	Yes	Saya kalau berbicara dalam Bahasa Inggris suka medok Mr	Yes	Having lack vocabulary	Always trying to speak english.

Figure 4

Figure 5

Figure 6

Figure 7

Figure 8

Figure 9

Figure 10

Figure 11

Figure 12

Figure 13

Figure 14

Figure 15

BIOGRAPHY

Fian harada was born in Srisawahan, October 22,1998. He is the first of two child from the humble family couple Mr. Sagimin and Mrs. Wagiyani. He studied at MAN 1 METRO from 2013 to 2016. After graduating from high school, he became interested in English, until in the end he decided to continue his studies at IAIN Metro Lampung, and took the English Education Department.

While he studied at IAIN Metro, he also working for past a years as an English teacher in elementary school and able to conduct academic administration, collaborating academic material management and holding teaching and training.

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Nomor   : B-5431/In.28.1/J/TL.00/12/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
Widhiya Ninsiana (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**FIAN HARADA**
NPM	:	1601070088
Semester	:	13 (Tiga Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Desember 2022
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KEPALA SEKOLAH MADRASAH
ALIYAH MA`ARIF 1 PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**FIAN HARADA**
NPM	:	1601070088
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS PROBLEMS ON SPEAKING SKILL AT MADRASAH ALIYAH MA`ARIF 1 PUNGGUR

untuk melakukan prasurvey di MADRASAH ALIYAH MA`ARIF 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Juli 2022
Ketua Jurusan,

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NOMOR : 047/MA.M-1/PGR/U/VIII/2022

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Jabatan	: Kepala Madrasah
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Alamat	: Sidomulyo, Kec. Punggur, Kab. Lampung Tengah.

Menerangkan bahwa Mahasiswa di bawah ini :

Nama	: FIAN HARADA
NPM	: 1601070088
Jurusan	: Tadris Bahasa Inggris

Telah melaksanakan Pra-Survey di MA Ma'arif 1 Punggur pada tanggal 1 - 3 Agustus 2022, dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi dengan judul *"AN ANALYSIS OF STUDENTS PROBLEMS ON SPEAKING SKILL AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR"*.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 3 Agustus 2022
Kepala Madrasah

BUDI RAHARJO, S.Si.

Nomor : B-5989/In.28/D.1/TL.00/12/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MADRASAH ALIYAH **MA'ARIF 1 PUNGGUR**
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5988/In.28/D.1/TL.01/12/2022, tanggal 27 Desember 2022 atas nama saudara:

Nama : **FIAN HARADA**
NPM : 1601070088
Semester : 13 (Tiga Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di Atas akan mengadakan research/survey di MADRASAH ALIYAH MA'ARIF 1 PUNGGUR, Dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan Dengan judul "AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 27 Desember 2022
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
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SURAT KETERANGAN

Nomor : 036/MA.M-1/PGR/U/I/2023

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Jabatan	: KepalaMadrasah
Tempat Tugas	: MA Ma'arif I Punggur
Alamat Madrasah	: Jl. Raya Sidomulyo Kecamatan Punggur Kabupaten

Lampung Tengah Kode Pos 34152

Dengan ini menerangkan bahwa :

Nama	: FIAN HARADA
NPM	: 1601070088
Fakultas	: Tarbiyah
Program Studi	: Tadris Bahasa Inggris

Bahwa mahasiswa tersebut telah melaksanakan penelitian dalam rangka penyusunan skripsi dengan judul **"AN ANALYSIS OF STUDENT'S PPROBLEMS ON SPEAKING SKILL AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR "** pada tanggal 9 – 12 Januari 2023.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Punggur, 12 Januari 2023
Kepala MA Ma'arif I Punggur

BUDI RAHARJO, S.Si

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Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**FIAN HARADA**
NPM	:	1601070088
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di MADRASAH ALIYAH MA`ARIF 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL AT MADRASAH ALIYAH MA`ARIF 1 PUNGGUR".

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   : 27 Desember 2022

Mengetahui,
Pejabat Setempat

Budi Raharjo.S.Pd.

Wakil Dekan Akademik dan Kelembagaan,

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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Fian Harada
NPM	: 1601070088
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070088

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Desember 2022
Kepala Perpustakaan

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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : FIAN HARADA

NPM   : 1601070088

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 08 June 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL AT MADRASAH ALIYAH MA'ARIF 1 PUNGGUR

by FIAN HARADA

AN UNDERGRADUATED THESIS

AN ANALYSIS OF STUDENT'S PROBLEMS ON SPEAKING SKILL AT
MADRASAH ALIYAH MA'ARIF 1 PUNGGUR

BY

FIAN HARADA

STUDENT ID: 16010700088

Tarbiyah And Teaching Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/ 2023 M

skripsi harada

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fian Harada   Jurusan : TBI
NPM : 1601070088   Semester : XII/2022

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 08-09-20			Table of Content	
				Chapter one Introduction	
				background of Study	
				the research question	
				the Formumation of the Problem	
2.				Chapter two theoretical review	
				Ukuran Font Pengetikan	
				chapter three research Method	
3.				data reseourches	
				data collecting method	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fian Harada   Jurusan : TBI
NPM : 1601070088   Semester : XIII/2022

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu, 10-08-2022			table of content	
				chapter one introduction	
				background of study	
				jarak sensi	
				table one	
				the formulation of the problem	
				the objectives and benefits of study	
				prior research	
2.				chapter two theoretical review	
				table two	
3.				chapter three research method	
				data collection method	

Mengetahui,
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fian Harada

NPM : 1601070088

Jurusan : TBI

Semester : XIII/2022

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 23-08-2022			2 spasi bukan 1,5 spasi Daftar isi table of content Acknowledgement	
2.				chapter 1 introduction background of study the objectives and benefits of study Prior research	
3.				chapter II theoritical review Penulisan footnote	
4.				Chapter III Research Method Penulisan footnote Data collecting method Jenis interview	

Mengetahui,
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Dosen Pembimbing I

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KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Fian Harada   Jurusan   : TBI
NPM   : 1601070088   Semester   : XIII/2022

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 14-09-2022		Acc to seminar	

Mengetahui,
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fian Harada   Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1601070088   Semester/TA : XIV/2023

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Selasa, 6 Juni 2023		Revisi Abstrak Revisi Acknowledgements Revisi chapter IV bagian Description of Research Findings Revisi chapter IV bagian Interpretation Revisi chapter V bagian Conclusion	

Mengetahui :

Ketua Jurusan TBI

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fian Harada   Fakultas/Jurusan : Tarbiyah/TBI

NPM : 1601070088   Semester/TA : XIV/2023

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat, 9 Juni 2023		Revisi Abstrak Revisi chapter IV bagian Findings and Discussion Revisi chapter V bagian Conclusion and Sugestion	

Mengetahui :

Ketua Jurusan TBI

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Dosen Pembimbing

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NIP. 19720923 200003 2 002

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama   : Fian Harada

NPM   : 1601070088

Fakultas/Jurusan   : Tarbiyah/TBI

Semester/TA   : XIV/2023

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	12/6 23	I	Acc to munaqosah	

Mengetahui :

Ketua Jurusan TBI

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NIP. 1987 1102 201503 1 004

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
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