

**ANALYSIS ON THE PROBLEMS FACED BY ENGLISH TEACHERS IN
TEACHING SPEAKING**

*(A Case Study at Second Grade Islamic Junior High School of Ruhama
Cireundeu)*

A “Skripsi”

Presented to Faculty of Tarbiya and Teachers’ Training
in Partial Fulfillment of the Requirements for the Degree of S. Pd. (Bachelor of
Arts) in English Education Department



Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA

By:

Siti Romlah

NIM: 105014000402

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH
STATE ISLAMIC UNIVERSITY
JAKARTA
2009**

**ANALYSIS ON THE PROBLEMS FACED BY ENGLISH
TEACHERS IN TEACHING SPEAKING**

*(A Case Study at Second Grade Islamic Junior High School of Ruhama
Cireundeu).*

A “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers Training
in Partial fulfillment of the Requirements for the Degree of S. Pd.
(Bachelor of Arts) in English Language
Education



Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA

By:

Siti Romlah
NIM. 105014000402

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS' TRAINING
SYARIF HIDAYATULLAH
STATE ISLAMIC UNIVERSITY
JAKARTA**

2009

**ANALYSIS ON THE PROBLEMS FACED BY
ENGLISH TEACHERS IN TEACHING SPEAKING**

*(A Case Study at Second Grade Islamic Junior High School of
Ruhama Cireundeu).*

A “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers Training in Partial
fulfillment of the Requirements for the Degree of S. Pd.

(Bachelor of Arts) in English Language Education

Approved by
Advisor

Prof. Dr. Arif Furqon, M. A.

NIP. 150094096

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYA AND TEACHERS' TRAINING
SYARIF HIDAYATULLAH
STATE ISLAMIC UNIVERSITY**

JAKARTA

2009

ENDORSEMENT SHEET

The Examination Committee of the faculty of Tarbiyah and Teachers Training certifies that the 'skripsi' (Scientific Paper) entitled **Analysis on The Problems Faced by English Teachers in Teaching Speaking (A Case Study at Second Grade Islamic Junior High School of Ruhama Cireundeu)**, written by Siti Romlah, student's registration number: 105014000402, was examined by committee on December 16th 2009 and was declared to have passed and, therefore, fulfilled one of the requirements for academic title of 'S. Pd.' (Bachelor of Arts) in English Language Education at the Department of English Education.

Jakarta, December 16th 2009

EXAMINATION COMMITTEE

CHAIRMAN : Drs. Syauki, M. Pd. (_____)
NIP. 19641212 199103 1 002

SECRETARY : Neneng Sunengsih, S. Pd. (_____)
NIP. 150 293 236

EXAMINER : 1. Drs. Nasrun Mahmud, M. Pd. (_____)
NIP. 150 041 070

2. Drs. Syauki, M. Pd. (_____)
NIP. 19641212 199103 1 002

Acknowledge by:
Dean of Tarbiyah and Teachers Training

Prof. Dr. Dede Rosyada, M. A.
NIP. 19571005 198703 1 003

Acknowledgement

In the name of Allah. The Most Beneficent and The Most Merciful.

All praises be to Allah, who always blesses the writer in doing this “skripsi”. Peace and blessing be upon our prophet Muhammad SAW, his families, his companions and his followers.

The writer is absolutely conscious that she could not carry out this work without helping of others, both materials and spirituals. In this occasion, the writer would like to express her great honor and deepest gratitude to her beloved families, especially to her mother (Siti Atikah) who always encourage and pray the writer with all of her heart and her oldest sister, teteh (thanks for lending me the laptop so long). Her brothers and sisters (a Muya, a Atif, Sitah. Riyah, and Akay) who always give their endless prayers, love, support and moral encouragement to finish her study. The writer also would like to express her gratitude to Prof. Dr. Arif Furqon, MA., the writer’s advisor, for his valuable advice, guidance, kindness, contribution and patients in correcting and helping her in finishing this skripsi.

Her gratitude also goes to those who helped her in finishing her work, among other:

1. All nice lecturers of English Education Department for their guidance to the writer during her study at UIN Syarif Hidayatullah Jakarta.
2. Drs. Syauki, M. Pd, the Head of English Education Department.
3. Neneng Sunengsih, M. Pd, the Secretary of English Education Department.
4. Prof. Dr. Dede Rosyada, MA, the Dean of Faculty of Tarbiyah and Teachers Training.
5. Juhdi Asidi, the Principal of Ruhama Islamic Junior High School, Tangerang, Banten who has given a great chance to the writer to conduct the research.
6. The teachers, especially Mr. Drs. Asep Ahmad Zaenal Aripin, M. Pd, and all of the staffs and also the students in Ruhama Islamic Junior

High School, for their best support, endless help, guidance and kindness.

7. All her inspiring friends in the English Education Department. Especially the super cool class C, who always give their best support since the first semester.
8. To any other person who cannot be mentioned one by one for their any contribution to the writer during finishing her “Skripsi”.

May Allah, the Almighty bless them all, so be it.

Finally, the writer realizes that this skripsi still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make it better.

Jakarta, December 16th, 2009

Siti Romlah

TABLE OF CONTENTS

Endorsement Sheet	i
Acknowledgements	iii
Table of Contents	v
List of Tables	vii
List of Appendix	viii
Chapter I: INTRODUCTION	
A. Background of Study	1
B. The Limitation of Study	3
C. The Formulation of Problem	3
D. Definition of Key Term	3
E. The Objective of Study	4
F. The Method of Study	4
G. The Significance of the Study	4
Chapter II: THEORITICAL FRAMEWORK	
A. Speaking	5
1. Definition of Speaking	5
2. Aims of Speaking	6
3. Elements of Speaking	7
B. Some Problems in teaching Speaking	8
1. Definition of Problem	8
2. General Views of Teaching	9
3. Some Problems in Teaching Speaking	10
Chapter III: RESEARCH METHODOLOGY AND FINDINGS	
A. Research Methodology	12
1. Purpose of the Study	12
2. Place and Time of the Study	12

3. Research Methodology	13
4. Population and Sampling	13
5. Instrument	14
6. Techniques of Analyzing the Data	18

Chapter IV: PRESENTATION AND ANALYSIS OF DATA

A. Questionnaire	19
B. Speaking Test result	28
C. Interview Result	31
D. Observation Raesult	32
E. Research Finding	32

Chapter V: CONCLUSION AND SUGGESTION

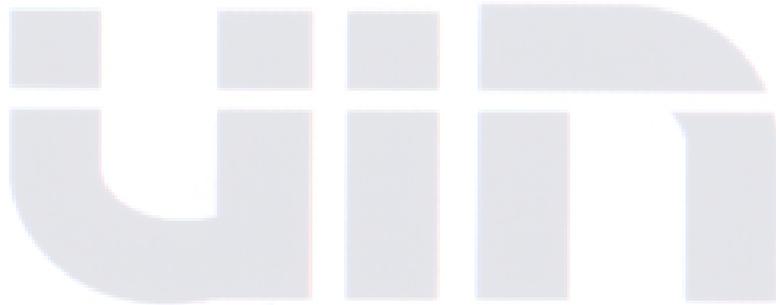
A. Conclusion	35
B. Suggestion	35

Bibliography	37
---------------------	----

Appendix	39
-----------------	----

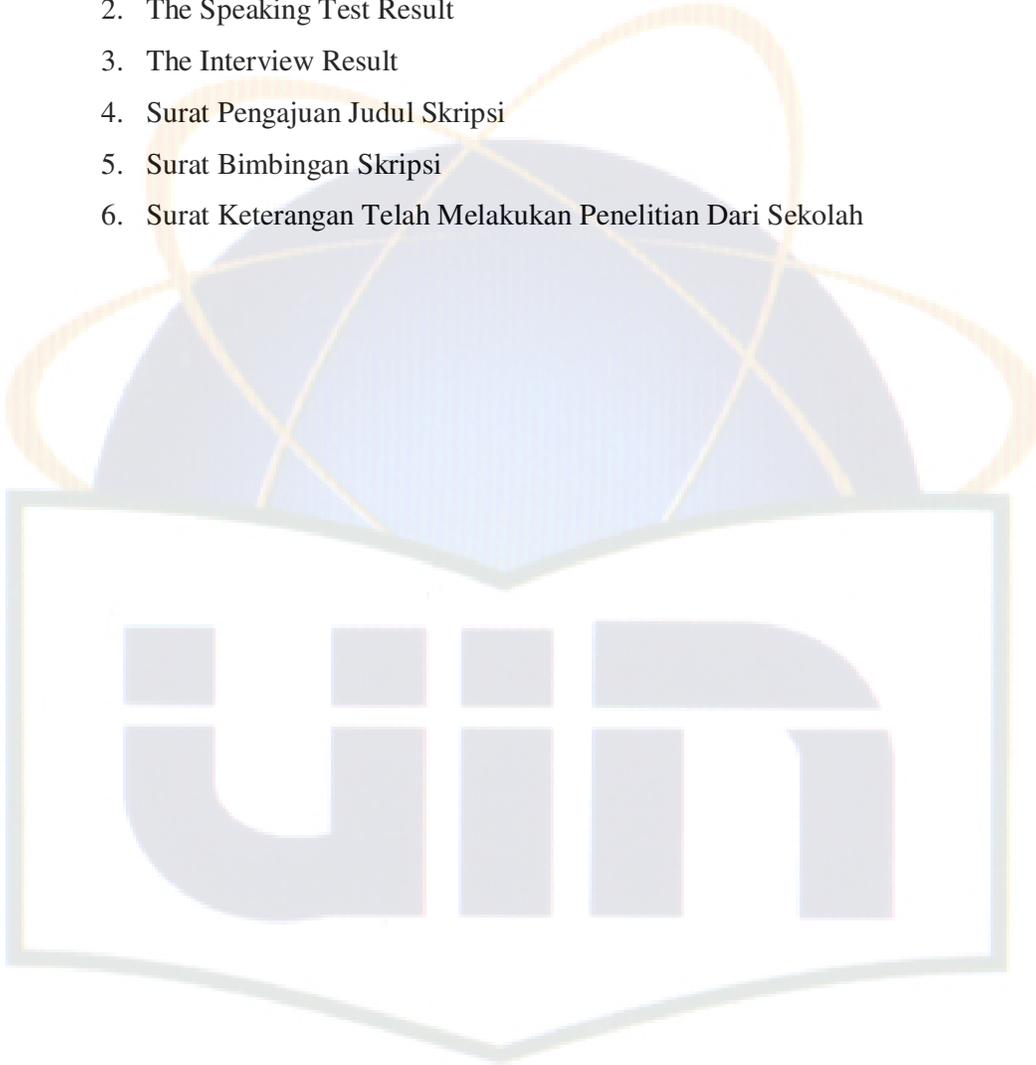
LIST OF TABLES

- Table 4.1** Students' period in learning English
- Table 4.2** Students' motivation in learning English
- Table 4.3** Students' need of English
- Table 4.4** Students' goal in learning English
- Table 4.5** Students' knowledge about English
- Table 4.6** Students' ability answering simple questions in English
- Table 4.7** Students' choice in English test form
- Table 4.8** Students' opinion about speaking activity in English class
- Table 4.9** Students' frequency in practicing English in their daily life
- Table 4.10** Students' confidence in practicing English
- Table 4.11** Speaking Test Result Grade VIII-I
- Table 4.12** Speaking Test Result Grade VIII-II



LIST OF APPENDIX

1. The Questionnaire
2. The Speaking Test Result
3. The Interview Result
4. Surat Pengajuan Judul Skripsi
5. Surat Bimbingan Skripsi
6. Surat Keterangan Telah Melakukan Penelitian Dari Sekolah



CHAPTER I

INTRODUCTION

A. The Background of Study

Since English as an international language become one of the compulsory subjects of both senior and junior high school and beside for elementary school in many countries, including in Indonesia, it cannot be denied again, that the importance of English has gained a lot of attention from many people all over the world.

With the recent growth of English as an international language of communication, there is clearly a need for many learners to speak and interact in multiplicity of situation through the language, be it for foreign travel, business or other professional reason.¹ Speaking—the faculty of oral communication—is significant to an individual's living processes because without speaking, people must remain in almost total isolation from any society.

As a consequence English serves for many times many more people as a barrier between themselves and those some fields of interest, many people in their own countries will not be able to become doctors, for example, if they cannot learn enough English.² The same situation also happen in Indonesia. To be able in English passive and active become one of requirements in some important things like get a job, get a scholarship, etc.

In Indonesia, English is learned as foreign language and is already in curriculum since elementary school to university. It means that the students learn English for years and they are supposed to be able to communicate in that language after the learning process. Unfortunately, there are so many factors as handicap of how people can be master in speaking English. The factors come from both the students and also the teachers.

One of the teaching failures is caused by unsuitable method. As said by William F. Mackey, "the method used has often been said to the cause of success

¹ Jo McDonough and Christopher Shaw, *Material and Method in ELT*, (UK: Blackwell and Cambridge, 1993), p. 151

² Julian Edge, *Essential of English Language Teaching* (Longman, London, 1993), p. 25

or failure in language teaching. For it is ultimately the method that determine the what and the how of language instructions”.³

In teaching speaking, a similar relationship exists between effective speaking and the opportunity to speak, as expressed in the following: “People learn to speak by speaking. To improve in speaking, a person needs direction and evaluative technique by which he can measure his progress toward the goal, which he sets for himself. One junior boy complained that his class talked about speeches, they planned speeches and they hunted information about speeches, but often there was a little time left that only a few of the class had opportunity to give the talks they had prepared. Arranging for guided experience is perhaps the crux of the problem of helping young people become effective in communicating through speech.”⁴

The failure in teaching speaking English in class is also caused by lack of student involvement with the language and insufficient time for teachers in teaching speaking. In other words, the students are lack of classroom practice with the language. Sometimes, students are Passive, not fully motivated in class, unresponsive to teachers’ questions and reluctant to use target language in class. Meanwhile, teachers’ similarly may contribute on the low of English result also. Most of them still use Bahasa Indonesia or their mother tongue as a medium of instruction, consequently students’ exposure and opportunities to use the target language is limited. In fact, the goal of teaching English is to develop communicative competence, not to teach the language in isolated ways.⁵

As written in the 1994 GBPPof MTs: “Bahasa Inggris adalah bahasa asing pertama di Indonesia yang dianggap penting untuk tujuan penyerapan dan pengembangan ilmu pengetahuan, teknologi, seni budaya dan pembinaan hubungan dengan bangsa-bangsa lain.” (English is the first foreign language in Indonesia which is considered very essential for the use of science development

³ William F. Mackey, *Language Teaching Analysis*, (London: Longman Green and Co. Ltd, 1996), p. 138

⁴ Harry A. Greene and Welter T. Petty, *Developing Language Skills on The Elementary Schools* (Boston: Allyn and bacon, Inc. 1972, 4th ed), p. 53

⁵ Jack C Richard, *Communicative Language Teaching Today*, (Guidelines, December 2004), Vol.26 No. 2

and absorption of technology and culture, and also to build relationship with other countries).⁶

In the curriculum 2004 of SMP, it is stated that: “Belajar Bahasa Inggris bukan saja belajar kosakata dan tatabahasa dalam pengetahuannya, tetapi harus berupaya untuk menggunakan dan mengaplikasikan pengetahuannya tersebut dalam kegiatan komunikasi.” (learning English language is not merely learn about vocabulary and grammar in connotation of its knowledge, but it must be endeavored to use or to apply that knowledge in communication activity).⁷

B. The Limitation of Study

In this study the writer limits herself to analysis on problems faced by English teachers in teaching speaking at the second grade of Islamic junior high school of Ruhama, Cirebon.

C. The Formulation of Problem

Based on the background as mentioned previously and some problems have been identified, the research question can be formulated as follow:

“What are the problems faced by English teachers in teaching speaking at the second grade of Islamic junior high school of Ruhama, Cirebon?”

D. Definition of Key Term

The simplest definition of problem is goal-response interference. We need or want to achieve something; in this case we want to make the students can communicate in English, and we cannot do it.

Some problems are always occurred in teaching speaking in an English class and some previous writers had already did some research to study these problems; we can read Penny Ur book that wrote some problems in English class, especially in speaking. In this skripsi, the writer would like to give a little contribution by doing research about those problems and the causes that made them occurred.

⁶ Depag RI, *GBPP Bahasa Inggris MTs*, (Jakarta: Depag RI, 1993), p.1

⁷ Depdiknas RI, *Kurikulum Bahasa Inggris 2004: Sekolah Menengah Pertama (SMP)*, (Jakarta: Depdiknas, 2003), p. 1-2

The writer did the research in an Islamic junior high school where she thought it was the right level of education to start the research because junior high school students start to understand what they are learning at school, in this case English.

E. The Objective of Study

The objective of the study is to find out the problems faced by English teachers in teaching speaking and the causes of the problems. The result of the study hopefully can be used as reference in overcoming the problems.

F. The Method of The Study

In order to reach the aim of the study, the writer did field study; doing some interviews, giving questioners to the students and also having some speaking test.

In doing the research, the writer tried to make the students as relax as possible. She told them to answer the questions slowly, read them first, and start from the easiest one. They could also ask her anytime they found difficulties. After doing the questionnaire, the writer gave them some candy as her thanks for their help.

In interviewing the teacher, the writer always tried to find an appropriate time so that the teacher was not disturbed. She usually interviewed the teacher in the break time or anytime the teacher had spare time and did not mind to be interviewed.

G. The Significance of the Study

The significance of the study is know the factors that caused the problems faced by English teachers in teaching speaking at second grade Islamic Junior High School of Ruhama cireundeu. By analyzing the problems, the problems can be reduced or overcome.

The study also hopefully will has significance role in improving the students' speaking ability in English.

CHAPTER II

THEORITICAL FRAMEWORK

A. Speaking

1. Definition of Speaking

Speaking is one of the types of composing in language, the type that is swift, complicated, frequent and primary, because the language itself is a symbolic to use by communicators to construct and convey information.⁸

According to S. H. Burton and J. A. Humphries said that the main feature of a speaking is the way in which the talkers allow one another to have their say by the series of signals, given by a tone of voice, a hand gesture or a facial expression. The speaker who has taken the active position to take the role makes a corresponding series of verbal responses.⁹

Speaking ability is indeed an important aspect in learning a certain language, as Theodore Huebner said, “Language is essentially speech, and speech is basically communication by sounds.”¹⁰

Another definition of speaking is also given by Edward M. Stack (1996) that is sound production including training in correct positioning of the vocal organs and formation of linguistic habit through intensive practice.¹¹

Referring to some definitions above, speaking is not only making sound by the speech organs but ideas and emotions are also taking part in it. It is a complex skill requiring the simultaneous number of different abilities. As has

⁸ Ronald Carter & Mc Canthy, Michael, *Exploring spoken English*, (London: Cambridge University Press, 1997), p. 124

⁹ S. H. Burton and J. A. Humphries, *English Language*, (London: The Macmillan Press LTD), p.13

¹⁰ Theodore Huebner, *Audio Visual Techniques in Teaching Foreign Language*, (New York: New York University Press, 1960), p. 4

¹¹ Edward M. Stack, *The Language Laboratory and Modern Language Teaching*, (New York: Oxford University Press, 1966), p. 83

been said by Mackey that speaking is the most complex of linguistic skill because it involve thought of what is to be said while saying what has been thought.¹²

Aims of Teaching Speaking

There is a great need this day for speech skill that go beyond the individual, because it enable him to live as a man among men, not only part of them.¹³

Perhaps some students keep questioning the reason to practice speaking in language classroom. There could be several answers. One of them is for many students learning to speak completely in English is a priority. They may need this skill for many reasons like to keep up rapport in relationships, to influence people, to win or lose negotiation, or maybe for their future to get jobs. Furthermore, the purposes of speaking vary, but gener⁵ they involve making and keeping up social contacts, exchanging news, information, and opinions and making decisions with other people. Wilga M. Rivers said that, “to teach speaking it is necessary to understand the process involved n speech. Through speech, one expression emotions, communicates intentions, react to other persons and situations influence other human being.”¹⁴

Brian Abbs and Ingrid Freebairn stated that, “Learners need to develop at the same time knowledge of grammar, vocabulary, functional language and communicative skills. Attention to the system of language is crucial, but the development of fluency and contextual appropriacy are equally important goals.”¹⁵

As Robert Lado said, the ability to speak a foreign language is without doubt the most highly prized language skill and rightly so, because he can speak the language well, he also can understand and learn to read it with relative ease.

¹² William F. Mackey, *Language Teaching Analysis*, (Indiana: Indiana University Press, 1975), p. 263

¹³ Nessa Wrifson & Elthon Jadd, *Sociolinguistic & Language Acquisition Series: An Issue as a Second Language Research*, (- 1983), p.19

¹⁴ Wilga M. Rivers, *Teaching Foreign Language Skill, 2nd Editions*, (Chicago: The University of Chicago Press, 1981), p. 90

¹⁵ Hedge Tricia, *Teaching and Learning in the Language Classroom*, (Oxford: 2000), p. 261

Therefore, the goal of speaking is student can express himself and his needs with a variety of language.



2. Elements of Speaking

Four or five components are generally recognized in analysis of the speech process:¹⁶

1. Pronunciation (including the segmental features –vowels and consonants—and the stress and intonation patterns)

According to Martin Hewings, “Pronunciation is a feature of speech.”¹⁷ That includes many components of speech which are combined together to form the pronunciation of language, such as sound, syllables, words and intonation. This particular component range from the individual sound that make up speech, to the way in which pitch, the rise and fall of the voice.

Pronunciation is considered as the ways in which language or a particular word is pronounced and it is a particular person’s way of pronounce a word or words. To pronounce is to make the sound a letter, word, etc. especially in the correct way.

3. Grammar

In defining grammar, H Douglas Brown states that, “Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence.”¹⁸

In order to speak English well, especially in formal situation, the learners have to be mastered in grammar.

4. Vocabulary

Vocabulary is defined as the “words” in foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. However, a new item of vocabulary maybe more than a single word. For example, *police man* and *father-in-laws* which are made up of two or three words but express a single idea. There are

¹⁶ Shareesh Chauday, *Testing Spoken English*, English Teaching Forum, Volume 36, 1997, p. 22

¹⁷ Martin Hewings, *Pronunciation Practice Activities*, (London: Cambridge University Press, 2004), p. 9

¹⁸ H Douglas Brown, *Principles of Language Learning and Teaching, Second Edition*, (San Francisco State University, 2001), p. 36

also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the word components.¹⁹

5. Fluency

This refer to the ability to talk with normal levels of continuity, rate and effort and to link ideas and language together to form coherent, connected speech. The key indicators of fluency are speech rate and speech continuity. The key indicators of coherence are logical sequencing of sentences, clear marking of stages in a discussion, narration or argument, and the use of cohesive devices, for example; connectors, pronouns and conjunctions within and between sentences.²⁰

6. Comprehension

The last speaking element is comprehension. Comprehension can make people getting the information they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like.

B. Some Problems in Teaching Speaking

1. The Meaning of Problem

There are some meanings of problem that the writer browsed from the internet, they are:

- a. A question to be considered, solved, or answered: math problems; the problem of how to arrange transportation.
- b. A situation, matter, or person that presents perplexity or difficulty: was having problems breathing; considered the main problem to be his boss. See Usage Note at dilemma.
- c. A misgiving, objection, or complaint: I have a problem with his cynicism.²¹

From the meanings above, we can conclude that the simplest definition of a problem is goal-response interference. We need or want to achieve

¹⁹Penny Ur, *A Course in Language Teaching: Practice an Theory*, (London: Cambridge University Press, 1996), p.60

²⁰ Rebecca Hughes, *Teaching and Researching Speaking*, (Longman, 2002), p. 86

²¹ <http://www.thefreedictionary.com/problem>, September 28th 2009, 11.06 AM

or have something, and we cannot do it. Need designates something that is an absolute necessity to you; like you need to breathe. On the other hand, want designates something that would be nice to have but is not essential to your well-being. So, the problem exists when we want to achieve a goal and cannot.²²

2. General Views of Teaching

Human are learning species, so long before there were formal classroom and professional teachers, people were teaching one another. Parents were teaching their children; ministers were teaching their congregation; and craft people were teaching their apprentices. In early colonial America, the church and the family were the principal educators of young people. Formal, classroom-based instruction did not become the norm until well into the nineteenth century. At which time teaching began its long and still unfinished evolution into a professional occupation.

This evolution has been characterized by both constancy and change. An example of constancy within teaching can be seen in the fact that for over a century most classrooms have been teacher dominated; that is, teachers talk while students listen. In addition, compared to other occupation, such as law or medicine, teaching has been perceived as a temporary occupation in which inadequately prepared practitioners plied their trade until marriage or a better paying position came along.

This perception of teaching as a temporary occupation has been one of the major deterrents to investing public money in professional training programs for teachers, which, in turn, has deterred teaching from becoming a true profession.²³

²² Donald R. Cruickshank, Deborah Bainer Jenkins, Kim K. Metcalf, *The Act of Teaching, fourth Edition*, (New York: McGraw-Hill, 2006), p. 416

²³ Richard I. Arends, Nancy E. Winitzky, Margaret D. Tannenbaum, *Exploring Teaching: An Introduction to Education, Second Edition*, (New York: McGraw-Hill, 2001), p. 3

3. Some Problems in Teaching Speaking

Penny Ur describes some problems in speaking activities in her book as below”

- a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real –team exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
- b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think if anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. Low or uneven participation. Only the participant can talk a time if he or she is to be heard; and in a large group this means that each one will have of some learners to dominate, while others spend very little or not at all.
- d. Mother tongue use. In classes where all, or a number of the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels a natural to speak to one another in a foreign language and because that feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes – particularly the less disciplined or motivated ones – to keep to the target language.²⁴

Those are the problems written in Penny Ur books and also occurred in the real English class. After doing the research, the writer even found more problems and the problems, based on the research, are caused by some factors.

Globally the factors are divided into three kinds, the internal factor (from the inside of the students), the external factors (from the outside of the students) and learning approach.²⁵

Internal factors come from the inside of students including two aspects; physiologist aspect and psychologist aspect. The physiologist aspect related to the students’ condition physically, while the psychologist aspect related to the

²⁴ Penny Ur, *A Course in Language Teaching: Practice an Theory*, (Cambridge: Cambridge Univ. Press, 1995), p. 121

²⁵ Muhibbin Syah, *Psikologi Belajar*, (Jakarta: Logos Wacana Ilmu, 2001), p. 130

students' intelligence, attitude, aptitude, interest and motivation (inside). This factor plays a vital part in most students' success or failure as language learners.²⁶

External factor is also divided into two; social environment and non-social environment. Social environment means the human environment outside students that have a contact directly with them such as in their school, neighbors and family as well. Non-social environment is something not human that affected students like school's building and location, students' house and its location, learning instruments, the weather and the time they use for studying.

Learning approach is the way students study. In this research, it is related to teaching learning process in the classroom. So, it is not only about the students' approach, but also the teachers' approach in class.

For more description about the problems faced by English teachers in teaching speaking, it is described in the next chapter that is the result of the whole research which performs the data from questionnaire, test and interview result.

²⁶ Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Longman, 1991), p.4

CHAPTER III RESEARCH METHODOLOGY

A. Research Methodology

1. Purpose of the Study

The purpose of this research is to find out the problems faced by English teachers in teaching speaking to the second year students of Ruhama Islamic Junior High School Cireundeu. This research also tries to help the teachers aware about the problems so they can find a better way in teaching speaking to overcome the problems.

2. Place and Time of the Study

The study was conducted at the second grade students of Ruhama Islamic Junior High School Cireundeu. It is located at Jl. Tarumanegara no. 67 Cireundeu, Ciputat-Tangerang. It took about four months research, started in February to May 2009. Along that time, the writer did the experiment, gave questionnaire, made interviews and collected the data to support the result.

Ruhama Islamic junior high school Cireundeu has strategic location, it is located not far from Islamic State University Syarif Hidayatullah Jakarta where many education facilities available around; such as internet connection, computer rent, photocopy, etc. and also many education programs. It supports the development of the school because however more or less location affects the quality of a school. Related to its students speaking skill in English, the school usually held some program such as English debate and speech contest in a special event at least once a year like in Independence Day, but furthermore there is no special program in English subject. It doesn't have a language laboratory but it has an audio-visual room that is seldom used by the teachers. The library is also not proper enough, incomplete and old books and those make the students rarely come to it.

The students of Ruhama Islamic junior high school mostly come from low economy background. They live in neighborhood where not

many people speak or practice English. It affects their interest, needs and progress in English, especially in speaking skill. It is one cause of the problems that faced by English teacher in teaching speaking. The English teachers in this school are professional enough. They graduated from English Department, so they master in this field for sure and even one of them had already finished higher education and got M. Pd degree. He is the teacher whose the writer interviewed for this research.

The school uses the newest curriculum, KTSP (*Kurikulum Tingkat Satuan Pendidikan*) where the learning English goal is more for reading and writing skill so the students can do the English test in final examination. The curriculum also influences the teaching in speaking skill. The teachers give more portions for reading and writing than speaking in class.

3. Research Method

In writing this skripsi, the data were collected through field research. The writer did some interviews, gave questionnaire and speaking test to the students. The writer chose the second grade students of Ruhama Islamic junior high school because the junior high students start to understand what they are learning, they are more critic and always want to know the how and the why.

To support the data that she got from the field research, the writer collected data by looking for the references from books, articles, and journals and also by browsing internet.

4. Population and Sampling

The writer took the second grade students' of Ruhama Islamic Junior High School Cireundeu who are involved in the process of learning speaking as the population of the experiment that consists of 69 students from two classes.

In taking the sample of this research, the writer took 100% of the population. She took all of the 69 students from the total number of eight grade students.

Although the case is seen from teacher's view, the writer involved the students in doing this research because the problems that faced by English teachers in teaching speaking mostly come from them.

5. Instrument

It is important to get the valid data which related to the research in finding the problems of teaching speaking, so the writer used an experiment technique by giving the students oral test and written test related to speaking material. For the oral test, the writer divided the score into five criteria, which are the score of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, is rated into five scale of rating score.²⁷

The writer also did interview with the senior English teacher, Drs. Asep Ahmad Zenal Aripin M. Pd., to get more data about problems faced by English teachers in teaching speaking.

Furthermore, the writer was in the school for almost four months and during the time she also did an observation related to the problems while she was teaching there. The result of the observation is also going to present in this skripsi to support the data.

A. Questionnaire

The questionnaire was given on May 27th 2009 to the second grade students of Ruhama Islamic Junior High School. It was in the first period when they were still fresh and active. The writer asked them to answer the questionnaire as honest as possible because it wasn't scored (most of them were afraid making some mistakes in answering written questions so they usually cheat, but when they knew it was just a questionnaire and not a

²⁷ David P. Haris, *Testing English as a Second Language*, (New York: Mc. Graw Hill Book Company, 1969), p. 84-85

test, they did it well). While they were doing the questionnaire, the writer gave them some candy as her thank.

B. Speaking Test

To find a valid data, the writer gave test to provide data and used books as speaking test reference. According to David P. Harris, all good speaking tests must be rated by the following criteria:

- **Pronunciation**

Score	Note
5	Has few traces of foreign accent
4	Always intelligible, through one is conscious of a definite accent
3	Pronunciation problems necessity concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problem must frequently be asked to repeat
1	Pronunciation problems to serve as to make speech virtually

- **Grammar**

Score	Note
5	Makes few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical word order errors which do not, however, obscure meaning
3	Makes frequent errors of grammatical or word order which occasionally obscure meaning
2	Grammar and word order make comprehension difficult. Most often word order as severe as to make speech virtually intelligible
1	Rephrase sentences and or restrict to basic pattern errors in grammar

- **Vocabulary**

Score	Note
5	Use of vocabulary and idioms is virtually that of native speaker
4	Sometimes uses inappropriate terms and or must rephrase ideas because of lexical inadequacies
3	Frequently uses wrong word; conversation somewhat limited because of inadequate vocabulary
2	Misuses of words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitation so extra as to make conversation virtually impossible

- **Fluency**

Score	Note
5	Speech as fluent and effortless as that a native speaker
4	Speed of speech seems to be slightly affected by language limitation
3	Speed and fluency are rather strongly affected by language limitation
2	Usually hesitant; often forced into silence by language limitation
1	Speech is so halting and fragmentary as to make conversation virtually impossible

- **Comprehension**

Score	Note
5	Appears to understand everything in that difficulty
4	Understand nearly everything at normal speed, although occasional repetition may be necessary
3	Understand most of what is said at slower-than-normal speed with repetition

2	Has great difficulty following what is said or comprehend only “social conversation” spoken slowly with frequent repetition
1	Cannot be said to understand even simple conversational English ²⁸

The writer gave the speaking test to the students on Saturday, March 14 2009. Before the test, the writer always paid attention to their speaking skill in every meeting. She watched their improvement days by days and weeks by weeks while she was teaching in their class. In every meeting, the writer always used English for simple instruction and made the students to do the same. For example, when they are going to the restroom, they wouldn't allowed if they didn't permit in English; or if they wanted to know the time, the writer wouldn't answered them if they asked it in Bahasa Indonesia; and so on. But it didn't give much change in their speaking skill, because the students who were very active in class always the same. And it can be seen from the score of speaking test.

The speaking test was given to get more supporting data of how the problems faced by English teachers in teaching speaking affect the students' English ability in speaking skill..

C. Interview

The writer did the interview on Wednesday, October 14th 2009 in Ruhama Islamic Junior High School. She interviewed one of the senior English teachers there, Drs. Asep Ahmad Zenal Aripin M. Pd. The interview questions are around the problems that usually occurred in class, especially in speaking activity.

Actually, the writer did interview for several time, but some of them were just discussions during the break time or spare time. The formal one was done after the writer did a further study about the problems. It was another break time and Mr. Asep allowed her to interview him.

²⁸ David P. Haris, *Testing English as a Second Language*, (Washington, DC: George Town University, 1969), p. 81-82

D. Observation

The observation was done during the writer was in Ruhama Islamic junior high school. She was teaching English at the second grade, so she knew the condition of the students', the teachers and the school related to the problems she analyzed. The result of the observation will be present in the next chapter.

6. Techniques of Analyzing the Data

Analyzing data is a way to interpret data so that the data can be understood not only by the writer herself, but also by the readers and everyone who need to know the result of the research.

Because the data collected in this research is qualitative one, the writer processed the data by using non-statistic analysis. Non-statistic analysis is looking for proportion, percentage and ratio; it is also called simple statistic analysis.²⁹ Hence she makes the table of percentage from the frequency of information and the number of students divides it. The formula is:

$$P = F \times \frac{100}{N}$$

P: Percentage for every answer category

F: Frequency is being looked for its percentage

N: Number of cases³⁰

The procedures of the data analysis are:

1. Calculating the score of the questionnaire
2. Tabulating the result of the questionnaire
3. Analyzing and interpreting the result of the questionnaire

²⁹ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 1995), p. 246

³⁰ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2000), p. 40-41

Chapter IV

Presentation and Analysis of Data

This chapter contains the result of data that have already been analyzed by the writer. It is started from the questionnaire which was analyzed one by one to get a valid data related to the problems. Next presentation will be the speaking test, the interview and the observation result. And the last is the research finding that is the result of all the data analysis.

A. Questionnaire

Table 4.1
Students' period in learning English

No	Questions/ Alternative Answer	F	%
1	Sejak kapan anda mengenal dan belajar bahasa Inggris	60	86.96
	a. SD	9	13.04
	b. TK		
	Jumlah	69	100%

English, as stated in standard of content (PERMENDIKNAS No. 22, 2006), is learned at elementary two hours in a week (as Mulok for class IV, V and VI), at junior and senior high school four hours in a week except for language program in SMU – five hours in a week. Moreover, the standard competence of graduate of English (PERMEN No. 23, 2006) for each level is communicative competence in the form of spoken of language accompanying action for elementary school, in the form of spoken and written for achieving functional literacy level for junior high school and in the form of spoken and written for achieving informational literacy level for senior high school.³¹

³¹ <http://englisah.wordpress.com/2009/05/11/development-of-english-language-teaching-syllabus-in-indonesia/> on Tuesday, October 27th 2009, 11.20 A.M

The chart above shows that almost 87% students have been know and learning English since they were in elementary school, even 13% of them learn it since they were in kindergarten. They are supposed to be familiar with English when they are at eight grade of junior high school and can practice the simple English.

In fact, most of them cannot answer the simplest English question that they have already learnt since they were in elementary school. It was proved by the eleventh question of the questionnaire later.

Table 4.2
Students' motivation in learning English

No	Questions/ Alternative Answer	F	%
2	Apa motivasi anda belajar bahasa Inggris?		
	a. Karena suka	9	13.04
	b. Karena pelajaran di sekolah	6	8.70
	c. Karena ingin bisa bicara bahasa Inggris	46	66.67
	d. Alasan lain*	8	11.59
	Jumlah	69	100%

*The other reasons:

1. For the future
2. Can understand the instruction in computer's games
3. Love the English teacher
4. Being forced but then become like it

Students' motivation is a significant factor in the successful of their English learning. We can know how serious they are in learning English. The data shows us that almost 67% students' motivation in learning English is because they want to be able to speak English. However, of course, motivation is not only the factor. Big motivation without big effort is nothing; and it will become a problem in teaching speaking. The next question of question of questionnaire shows more data.

Another factor that determines the students' attitude in studying English actively is interest. Learning process will go well if they have interest. An interest is motivating force that impulse an individual toward participation in one activity rather than another.³²

The students will study regularly or effectively and they will get success well if they have high interest. Stephen L. Yelon and Grace W. Weinstein said, "students who are interested in what they are doing will learn more."³³

Based on the questionnaire above, there are 9 students or 13% of them who learn English because they are interested in that language.

Table 4.3
Students' need of English

No	Questions/ Alternative Answer	F	%
3	Menurut anda, apakah bahasa Inggris penting? Berikan alasan anda!		
	a. Penting sekali	17	24.64
	b. Penting	51	73.91
	c. Tidak penting	1	1.45
	Jumlah	69	100%
No	Questions/ Alternative Answer	F	%
5	Apa cita-cita anda? Apakah diperlukan bahasa Inggris untuk mencapai cita-cita anda tersebut?		
	a. Perlu	61	88.40
	b. Tidak perlu	2	2.90
	c. Tidak ada jawaban	6	8.70
4	Jumlah	69	100%

³² Lester D. Crow and Alice Crow, *Human Development and Learning*, (New York: American Book Company, 1956), p. 79

³³ Stephen L. Yelon and Grace W. Weinstein, *A Teacher's World*, (London: Mc-Graw Hill, 1977), p. 295

Table 4.4
Students' goal in learning English

No	Questions/ Alternative Answer	F	%
4	Apa tujuan anda belajar bahasa Inggris?		
	a. Ingin bisa bicara bahasa Inggris	49	71.01
	b. Ingin mendapat nilai Bahasa Inggris besar di raport	7	10.14
	c. Supaya tidak ketinggalan zaman	8	11.60
	d. Alasan lain*	5	7.25
	Jumlah	69	100%

*The other reasons:

1. Know English vocabularies
2. Guaranteed future

The three charts above show the students' goal and need of English in their life. Because need commonly lead to acts that they are motivated, so by knowing their goal and needs of English, the teacher will know how big their motivation in learning the language. If they have big motivation, their activeness in class will also high and it will affects their ability in English skill especially in speaking.

Motivation itself can be in different form for the students. In this case, the writer focused to their goal career as their motivation in learning English and based on the data, almost 89% students need English to reach their goal career.

“Needs describe the relatively permanent tendencies in persons to be motivated in specific ways and we infer them from the commonalities among the goals that the person appears to be seeking. Needs are aroused or activated either by internal change within the individual stimulus events in the environment.”³⁴

³⁴ Frederick J. Mc Donald, *Educational Psychology*, (California: Publishing Company Inc., 1967), p. 114

Table 4.5
Students' knowledge about English

No	Questions/ Alternative Answer	F	%
6	Ada berapa keterampilan dalam bahasa Inggris yang anda ketahui?		
	a. 4	18	26.09
	b. 3	20	28.98
	c. 2	18	26.09
	d. 1	9	13.04
	e. 0	4	5.80
	Jumlah	69	100%

Table 4.6
Students' ability answering simple questions in English

No	Pernyataan/ alternative jawaban	F	%
11	Jika ada seseorang yang mengajak anda berbicara bahasa Inggris dan menanyakan beberapa hal berikut, apa yang akan anda jawab?		
	a. Hi, how are you?		
	b. What's your name?		
	c. How old are you?		
	d. Where do you live?		
	e. Do you have any brothers or sisters?		
	f. How many brothers or sisters do you have?		
	g. What do you like to do?		
	h. Can you help me, please?		
	i. Is there a book store around here?		
	j. I want to go to Ramayana Plaza, can you show the way?		
	k. Thank you!		
	l. Nice to meet you!		

	m. Good bye!		
	From the whole questions, students' frequency in answering the questions are:		
	a. ≤ 5 Questions	19	27.54
	b. ≤ 10 Questions	39	56.52
	c. > 10 Questions	9	13.04
	d. All Questions	2	2.90
	Jumlah	69	100%

Table 4.7
Students' choice in English test form

No	Pernyataan/ alternative jawaban	F	%
7	Menurut anda, dalam mengerjakan tes bahasa Inggris lebih sulit secara tertulis atau lisan (speaking)? Berikan alasan anda!		
	a. Speaking	39	56.52
	b. Writing	25	36.23
	c. Tidak ada jawaban	5	7.25
	Jumlah	69	100%

There are four skills in English that the students are supposed to know in fact they have learnt English since they were in elementary school. By the questionnaire, the writer tried to find out the students' basic knowledge about it and the result is disappointed because there were only 26% of them who could answer correctly and even 6% of them could not answer that very simple and basic question.

There are two possible factors that made it happened. First, the teachers did not teach them well or second, the students did not pay attention when the teachers were explaining.

The same fact also happened when the students were asked to answer several basic and the simplest English questions that in their grade, they are supposed to able to answer them. Nevertheless, the fact is only

two students, means 2% of them, could answer those questions and it even with some tolerating mistakes.

These problems, based on the writer's observation, are caused by the students' lack of practice in English skills especially in listening and speaking at school with their teachers or in daily life outside school.

Table 4.8
Students' opinion about speaking activity in English class

No	Questions/ Alternative Answer	F	%
8	Keterampilan berbicara (speaking) adalah salah satu keterampilan yang diajarkan dalam bahasa Inggris. Menurut anda, apakah pengajaran <i>speaking</i> di sekolah anda sudah mencukupi kebutuhan anda? Kalau belum, bagaimana seharusnya?		
	a. Sudah	14	20.29
	b. Belum	49	71.01
	c. Tidak ada jawaban	6	8.70
	Jumlah	69	100%

Question number 8 above told us the students' opinion about speaking activity in class; and the result that 75% of students think that speaking activity in classroom still not give enough portions of their needs.

All this time, the teacher, for some reasons, give them more theory and do the exercise book (LKS) than practice, so when they were faced to a speaking test that held by the writer, they complained her because they taught they were not ready.

In answering this question, the students also wrote their wants about how should English; especially speaking skill, is delivered to them, make them understand it in fun ways, keep them feel comfortable in class and make them able to speak a simple English in class. Some ways are by

using the simple sentences like --good morning, how are you, thank you, what day is it today, can you help me, can I borrow your pen, may I go to the toilet and so on-- are familiar in English class. The students also demand their English teacher to speak English more in class, so they will become more familiar with some expressions in English and will be more motivated to practice their English with the teacher in class.

Table 4.9
Students' frequency in practicing English in their daily life

No	Pernyataan/ alternative jawaban	F	%
9	Seberapa sering anda mempraktekkan bahasa Inggris dalam kehidupan sehari-hari?		
	a. Setiap hari	3	4.35
	b. Seminggu sekali	8	11.59
	c. Sebulan sekali	2	2.90
	d. Tidak pernah	5	7.25
	e. Jawaban lain*	51	73.91
	Jumlah	69	100%

*The other answers:

1. Depend on mood
2. Some times when they can speak English
3. Only the simple sentences, like thank you, how are you, I love you, etc.
4. In English class or when they get assignment which make them speak English
5. Only when they remember to speak up
6. Hardly ever
7. When they need to speak up
8. When there is the English teacher
9. When they are watching an English movie
10. If there is partner to talk

Table 4.10

Students' confidence in practicing English

No	Questions/ Alternative Answer	F	%
10	Jika anda bertemu turis/ bule, apa yang anda lakukan?		
	a. Mendekatinya dan mempraktekkan bahasa Inggris anda	20	28.98
	b. Ingin mendekat tapi tidak berani karena takut tidak bisa bicara	23	33.33
	c. Diam saja, melihat dan mengagumi dari jauh	13	18.84
	d. Tidak peduli	8	11.60
	e. Lain-lain	5	7.25
	Jumlah	69	100%

The other answers:

1. If he/she needs some help, I will talk to him/her
2. If he/she gets lost, I will come to him/her
3. If he/she greets me first
4. It depend on the natives

Practice makes perfect is not just a meaningless idiom, but it really has a great meaning. No matter how long you learn English and how high score you got in English test, those are useless if you hardly ever or even never practice it in your daily life. The result will be the same with the other who did not learn English, especially in speaking skill. So the key success in learning a language, in this case English, is always confidence to practice it in daily life, wherever, whenever, with whomever, without afraid of making mistakes, although there is must be mistake but by keeping practice, the mistakes usually can be reduced.

Based on question number 9 and 10 above, we know that there is a very few students who practice their English outside school. From 69 students, there are only 3 students, it means 4.35% of them, who always practice their English every day, the rest are only when they are in English

class at school, when they get assignment to practice, depend on mod, whenever they want, and even some of them are never practice at all.

Of course, it affects the students' confidence when sometimes they meet a native speaker. From the data (question number 10), there are only 29% of them who feel confident to get closer to a native speaker and try to speak English even though limited just the English they have already learned at school. The rest of them do not feel confident and afraid to get close to the native speaker because they think they cannot speak English, actually it because of their confidence.

The data analysis from the questionnaire resulted some problems in speaking English from students' side that become the problems faced by English teachers in teaching speaking in the class. The problems are the students' lack of practice, the students' confidence in speaking English and the students' feel about the way teacher teaches in class. Those problems are affected by some factors both from inside and outside the students. The writer got the clearer situation about this from the teacher after the interview.

B. Speaking test

The speaking test result gave some data about the students' lack of speaking English skill. It is also a supporting data of how the problems affect the students' speaking skill in English. The test was done on one of their English time in class. The writer asked them to prepare for the test at home and they could get the material from the textbook or they could make by themselves. It was dialog practice that they had to perform in front of the writer. After they did the dialog, the writer would ask them about the dialog to convince their comprehension about what they were talking. Moreover, the result was that only five from 69 students (it means 7% of them) who did the test well. The result of the speaking test can be seen below.

Table 4.11
Speaking Test Result
Grade VIII-I

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
1	A	5
2	B	2
3	C	2
4	D	1
5	E	5
6	E	1
7	F	3
8	G	2
9	H	3
10	I	1
11	J	2
12	K	1
13	L	3
14	M	2
15	N	1
16	O	3
17	P	3
18	Q	3
19	R	1
20	S	4
21	T	1

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
22	U	1
23	V	1
24	X	1
25	Y	1
26	Z	1
27	A2	1
28	B2	1
29	C2	1
30	D2	1
31	E2	1
32	F2	1
33	G2	2
34	H2	4
35		

Table 4.12
Speaking Test Result
Grade VIII-II

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
1	A	1
2	B	4
3	C	1
4	D	1

No	Nama Siswa	Speaking Test Score
5	E	2
6	E	3
7	F	2
8	G	1
9	H	2
10	I	1
11	J	2
12	K	3
13	L	5
14	M	2
15	N	1
16	O	3
17	P	1
18	Q	4
19	R	2
20	S	4
21	T	1
22	U	1
23	V	1
24	X	3
25	Y	2
26	Z	3
27	A2	2
28	B2	1

No	Nama Siswa	Speaking Test Score
29	C2	2
30	D2	1
31	E2	5
32	F2	3
33	G2	5
34	H2	1
35	I2	1

- 5** : Semua aspek bahasa bagus (*pronunciation, grammar, vocabulary, fluency* dan *comprehension*).
- 4** : Aspek bahasa bagus, masih membuat beberapa kesalahan tapi selalu menyadari dan langsung memperbaiki.
- 3** : Masih terdapat kekurangan dalam beberapa aspek bahasa, biasanya dalam *grammar, vocabulary* dan *fluency*, tapi bisa mengerti dan berusaha menjawab pertanyaan.
- 2** : Mengerti sedikit sekali tentang pertanyaan dan apa yang diucapkan, membuat kesalahan dan kurang dalam semua aspek.
- 1** : Tidak mengerti sama sekali dengan apa yang ditanyakan sampai guru menerjemahkan.

C. Interview Result

The interview result gave the writer more data in analyzing the problems faced by English teacher in teaching speaking. Mr. Asep told her that one of the problems in teaching speaking was the curriculum itself. The English curriculum in Indonesia did not give the teacher much chance in speaking activity. The curriculum is more focus in reading and writing or it can be seen in the final exam where there is no speaking test.

Another factor, according to Mr. Asep is the students' background; most of them come from the low economy family and neighborhood. It influences their interest, needs and motivation in improving their English, especially in speaking skill. Here are some questions and answers in the interview with Mr. Asep:

Q : There are 4 skills in English. Do you think which one is the most important?

A : Speaking. Because the goal of learning English is speaking, right?

When we decided to learn a language, the goal must be that you want to be able to speak in that language. So I think the most important is speaking

Q : Do you give your students the same portion for each skill?

A : No, I give more for reading and writing; because it's based on the curriculum here, in Indonesia. Maybe it's because English position here is still as a foreign language, not the second language; so, the focus still to the passive one.

Q : However, when the students learn English, they are supposed to

be able to speak English. How do you give speaking skill when you teach your students?

A : Here are some steps that I usually do in speaking activity in class,

1. Giving some useful expression to the students
2. Giving dialogue models
3. Giving them an Exercise; like completing the dialogue (fill the blanks).
4. Ask them to practice the dialogue. For this step, the students can use the dialogue in textbook or they can make it themselves.

Q : Is there any problems/ difficulties in teaching speaking in your English class? Explain, please?

A : Yes, of course. There are some problems that I usually face in speaking activity; such as the students lack of vocabulary that make them unable to speak much, problem in their pronunciation and also the accent in pronouncing the words in English.

D. Observation Result

The writer taught in Ruhama Islamic Junior High school for almost four months and during the time she observe the students' condition related to their speaking ability. The observation showed her the causes of the problems faced by English teachers there in teaching speaking. One of the observation results is about the students' confidence in practicing English.

Since the beginning the writer came into the class, she asked the students to practice their English every time they meet her, at least at school. Then, the fact was that the students always try to fight shy off the writer. When the writer asked them why they were like that, they answered that they did not confidence to speak English with her, they are shy and they are too afraid of making mistakes; but most of all, it because they are not used to practice their English and the lack of practice is caused by some factors such their family background, the school program and the opportunity to practice English in their daily life.

E. Research Finding

After analyzing all the data above, the writer got the result that the problems faced by English teachers in teaching speaking at second grade Islamic Junior High school of Ruhama Cireundeu are affected by two factors; they are internal and external factor.

Internal factors come from the inside of students including two aspects; physiologist aspect and psychologist aspect. The physiologist aspect related to the students' condition physically, while the psychologist aspect related to the students' intelligence, attitude, aptitude, interest and motivation (inside). This factor plays a vital part in most students' success or failure as language learners.³⁵

The students in this school, based on the interview with the teacher, are come from low economy background. They do not think that English is important for them, although based on the questionnaire they have high motivation in learning English, but

³⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (UK: Longman, 1991), p.4

their condition do not support them to get it. They are too shy to speak English because it is not usual among them to practice English outside the school.

External factor is also divided into two; social environment and non-social environment. Social environment means the human environment outside students that have a contact directly with them such as in their school, neighbors and family as well. Non-social environment is something not human that affected students like school's building and location, students' house and its location, learning instruments, the weather and the time they use for studying.

Ruhama Islamic Junior high school do not have any special program in improving the students' English speaking skill. Beside, as the result of the observation and the interview, it seems that the goal of learning English there is to make the students pass the examination, get high score and that is it. It is one the cause of the problems faced by English teachers in teaching speaking. Because, the goal influence the way the teachers teach in class. The do not enough portion for speaking activity, they more concern in writing and reading skill.

The location of Ruhama Islamic junior high school and the students' house also influence the students' speaking ability in English. Their location is not a location where many people speak or practice English. It will be different if the location, for example, is in a tourism object which can make them have more chance to practice their English speaking ability; or if only the school have a bilingual program once a week or more, the students will have a support to improve their English; but they do not have it in Ruhama.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The data analysis has given a clear data about the problems faced by English teacher in teaching speaking at the second grade of Islamic junior high school of Ruhama, Cireundeu. There are, at least, three main problems that cause some problems in teaching speaking. The problems are the students' background, the location of the school and the students' house and the school goal in learning English for the students.

Most of the students in Ruhama Islamic Junior high school come from the low economy background, it influence the students' motivation and awareness to practice their English in their daily life. They become weird if they try to speak English among their family or neighborhood, even at school. It is related to the school program and the location of it and the students' house. Ruhama do not have any special program in speaking English skill, their goal in learning English is to make the students pass the examination. The students' houses location is also not a location where many people speak English.

Those are the analysis result of the problems faced by English teachers in teaching speaking at second grade of Ruhama Islamic Junior high school.

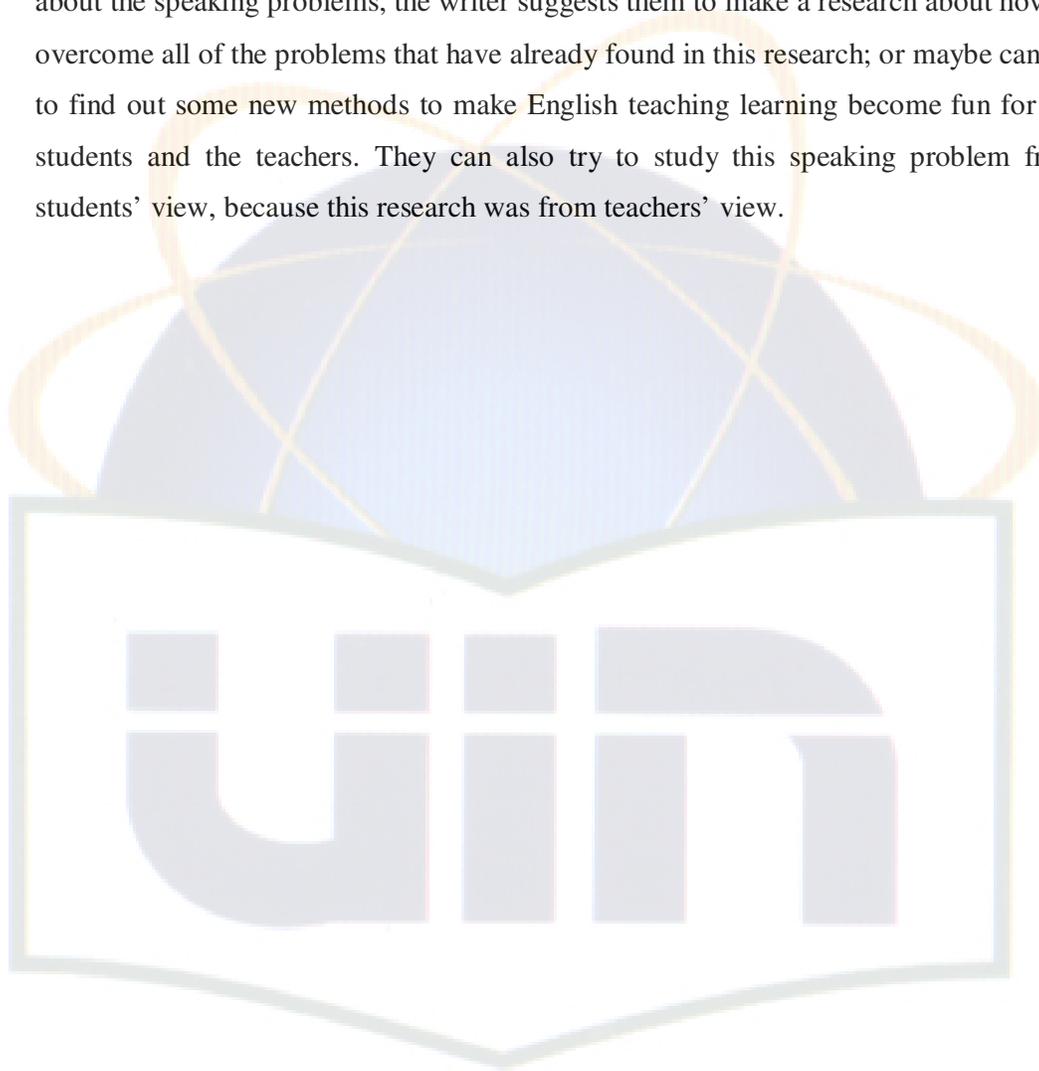
B. Suggestion

Referring to the conclusion, the writer would like to suggest as followed:

1. Some suggestions for the students are keep practice, do not afraid to make mistakes and be confident. Moreover, always remember that learning a language is a skill, skill is not to be memorized but to be made as habit and it can be established through practice. Practice makes perfect. So, practice it as much as possible, do not shy, it is for your own good.
2. The writer suggests the teachers to make English fun to learn for the students. Although maybe the school do not give much choice to do that, just try to make your subject, English, usefull for your students. Try to make them master in all of the English skill.
3. For the school where the writer did the research, she suggests the school committees can try to create some programs that support their students to develop and improve

their English skills at school or in their daily life. And the students can be more spirit to practice what they have learned in class.

4. Finally, some suggestions for the next researcher who are going to have a research about the speaking problems, the writer suggests them to make a research about how to overcome all of the problems that have already found in this research; or maybe can try to find out some new methods to make English teaching learning become fun for the students and the teachers. They can also try to study this speaking problem from students' view, because this research was from teachers' view.



BIBLIOGRAPHY

- Arends, Richard I., Nancy E. Winitzky, Margaret D. Tannenbaum, *Exploring Teaching: An Introduction to Education, Second Edition*, New York: McGraw-Hill, 2001.
- Arikunto, Suharsimi, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 1995.
- Broughton, Geoffrey and Christopher Brumfit, *Teaching English as a Foreign Language*, University of London Institute of Education, 1980.
- Brown, H Douglas, *Principles of Language Learning and Teaching, Second Edition*, San Francisco State University, 2001.
- Burton, S. H. and J. A. Humphries, *English Language*, London: The Macmillian Press LTD.
- Carter, Ronald & Mc Canthy, Michael, *Exploring spoken English*, Cambridge University Press, 1997.
- Chaney, A. L., and T. L. Burk, *Teaching Oral Communication in Grades K-8*, Boston: Allyn&Bacon, 1998.
- Chauday, Shareesh, *Testing Spoken English*, English Teaching Forum, Volume 36, 1997.
- Crow, Lester D. and Alice Crow, *Human Development and Learning*, New York: American Book Company, 1956.
- Cruickshank, Donald R., Deborah Bainer Jenkins, Kim K. Metcalf, *The Act of Teaching, fourth Edition*, New York: McGraw-Hill, 2006.
- Depag RI, *GBPP Bahasa Inggris MTs*, Jakarta: Depag RI, 1993.
- Depdiknas RI, *Kurikulum Bahasa Inggris 2004: Sekolah Menengah Pertama (SMP)*, Jakarta: Depdiknas, 2003.
- Edge, Julian, *Essential of English Language Teaching*, Longman, London, 1993.
- Greene, Harry A. and Welter T. Petty, *Developing Language Skills on the Elementary Schools*, Boston: Allyn and Bacon, Inc. 1972, 4th ed.
- Haris, David P., *Testing English as a Second Language*, New York: Mc. Graw Hill Book Company, 1969.
- Harmer, Jeremy, *The Practice of English Language Teaching*, UK: Longman, 1991.
- Hewings, Martin, *Pronunciation Practice Activities*, UK: Cambridge University Press, 2004.
- Huebner, Theodore, *Audio Visual Techniques in Teaching Foreign Language*, New York: New York University Press, 1960.
- Hughes, Rebecca, *Teaching and Researching Speaking*, Longman, 2002.

- Mackey, William F., *Language Teaching Analysis*, London: Longman Green and Co. Ltd, 1996.
- Mathis, B. Claude, *Psychological of Education, Learning and Teaching*, London: Academic Press, 1970.
- Mc Donald, Frederick J., *Educational Psychology*, California: Publishing Company Inc., 1967.
- McDonough, Jo and Christopher Shaw, *Material and Method in ELT*, UK: Blackwell and Cambridge, 1993.
- Neustadt, Bertha C., *Speaking of the U.S.A: A Reader for Discussion, Second Edition*, New York: Harper & Row Publishers, inc., 1981.
- Nunan, D., *Practical English Language Teaching*, New York: McGraw-Hill, 2003.
- Richard, Jack C, *Communicative Language Teaching Today*, Guidelines, December 2004, Vol.26 No. 2
- Rivers, Wilga M., *Teaching Foreign Language Skill, 2nd Editions*, Chicago: The University of Chicago Press, 1981.
- Stack, Edward M., *The Language Laboratory and Modern Language Teaching*, New York: Oxford University Press, 1966.
- Sudijono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 2000.
- Syah, Muhibbin, *Psikologi Belajar*, Jakarta: Logos Wacana Ilmu, 2001.
- The American Heritage Dictionary of the English Language, Fourth Edition*, Houghton Mifflin Company, 2009.
- Tricia, Hedge, *Teaching and Learning in the Language Classroom*, Oxford: 2000.
- Ur, Penny, *A Course in Language Teaching: Practice an Theory*, London: Cambridge University Press, 1996.
- Wrifson, Nessa & Elthon Jadd, *Sociolinguistic & Language Acquisition Series: An Issue as a Second Language Research*, - 1983.
- www.thefreedictionary.com
- www.englisah.wordpress.com
- Yelon , Stephen L. and Grace W. Weinstein, *A Teacher's World*, London: Mc-Graw Hill, 1977.

1. Questionnaire

Sex : a. Male b. Female
Grade :
School :

Jawablah pertanyaan-pertanyaan di bawah ini sesuai dengan keadaan anda yang sebenar-benarnya. Jika tempat menjawab tidak mencukupi, anda bisa memakai halaman belakang yang kosong.

1. Sejak kapan anda mengenal/ belajar Bahasa Inggris?

2. Apa motivasi anda belajar Bahasa Inggris?
 - a. karena suka
 - b. karena pelajaran di sekolah
 - c. karena ingin bisa bicara Bahasa Inggris
 - d. lain-lain_____
3. Menurut anda, apakah Bahasa Inggris penting? Berikan alasan anda!

4. Apa tujuan anda belajar Bahasa Inggris?
 - a. ingin bisa berbicara Bahasa Inggris
 - b. ingin mendapat nilai besar di buku raport
 - c. supaya tidak ketinggalan jaman
 - d. lain-lain_____
5. Apa cita-cita anda? Apakah diperlukan Bahasa Inggris untuk mencapai cita-cita anda tersebut?

6. Ada berapa keterampilan dalam Bahasa Inggris yang anda ketahui? Sebutkan!

7. Menurut anda, dalam mengerjakan tes Bahasa Inggris lebih sulit secara tertulis atau tes speaking (berbicara)? Berikan alasan anda!

8. Keterampilan berbicara (speaking) adalah salah satu keterampilan yang diajarkan dalam Bahasa Inggris. Menurut anda, apakah pengajaran speaking di sekolah anda sudah mencukupi kebutuhan anda? Kalau belum, bagaimana seharusnya menurut anda?

-
-
9. Seberapa sering anda mempraktekkan Bahasa Inggris dalam kehidupan sehari-hari?
- a. setiap hari
 - b. seminggu sekali
 - c. sebulan sekali
 - d. tidak pernah
 - e. lain-lain

39

-
-
10. Jika anda bertemu turis/ bule, apa yang anda lakukan?
- a. mendekatinya dan mempraktekkan Bahasa Inggris yang sudah anda pelajari
 - b. ingin mendekat tapi tidak berani karena takut tidak bisa bicara
 - c. diam saja, melihat dan mengagumi dari jauh
 - d. tidak peduli
 - e. lain-lain

-
-
11. Jika ada seseorang yang mengajak anda berbicara Bahasa Inggris dan menanyakan beberapa hal berikut ini, apa yang akan anda jawab?

a. Hi, how are you?

b. What's your name?

c. How old are you?

d. Where do you live?

e. Do you have any brothers or sisters?

f. How many brothers or sisters do you have?

g. What do you like to do?

h. Can you help me?

i. Is there a book store around here?

j. I want to go to Ramayana Plaza, can you show me the way to get there?

k. Thank you!

l. Nice to meet you!

m. Good bye!

2. Speaking Test Result)

Grade VIII-I

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
1	A	5
2	B	2
3	C	2
4	D	1
5	E	5
6	E	1
7	F	3
8	G	2
9	H	3
10	I	1
11	J	2
12	K	1

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
13	L	3
14	M	2
15	N	1
16	O	3
17	P	3
18	Q	3
19	R	1
20	S	4
21	T	1
22	U	1
23	V	1
24	X	1
25	Y	1

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
26	Z	1
27	A2	1
28	B2	1
29	C2	1
30	D2	1
31	E2	1
32	F2	1
33	G2	2
34	H2	4
35		

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
1	A	1
2	B	4
3	C	1
4	D	1
5	E	2
6	E	3
7	F	2
8	G	1
9	H	2
10	I	1
11	J	2
12	K	3
13	L	5
14	M	2
15	N	1
16	O	3
17	P	1
18	Q	4
19	R	2
20	S	4
21	T	1
22	U	1
23	V	1
24	X	3
25	Y	2

Grade VIII-II

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
-----------	-------------------	----------------------------

<i>No</i>	<i>Nama Siswa</i>	<i>Speaking Test Score</i>
26	Z	3
27	A2	2
28	B2	1
29	C2	2
30	D2	1
31	E2	5
32	F2	3
33	G2	5
34	H2	1
35	I2	1

- 5** : Semua aspek bahasa bagus (*pronunciation, grammar, vocabulary, fluency* dan *comprehension*).
- 4** : Aspek bahasa bagus, masih membuat beberapa kesalahan tapi selalu menyadari dan langsung memperbaiki.
- 3** : Masih terdapat kekurangan dalam beberapa aspek bahasa, biasanya dalam *grammar, vocabulary* dan *fluency*, tapi bisa mengerti dan berusaha menjawab pertanyaan.
- 2** : Mengerti sedikit sekali tentang pertanyaan dan apa yang diucapkan, membuat kesalahan dan kurang dalam semua aspek.
- 1** : Tidak mengerti sama sekali dengan apa yang ditanyakan sampai guru menerjemahkan.

3. Interview Result

The writer interviewed Drs. Asep Ahmad Zenal Aripin M. Pd on Wednesday, October 14th 2009 in Ruhama Islamic Junior High School. He is one of the English teachers in that school and also the senior. Here is the interview result:

Question (Q) : How long have you been teaching English?

Answer (A) : I've been teaching English for more than 15 years.

Q : Do you think English is important for the students? Why?

A : Yes, of course it is very important for the student, because as we know,

English is an international language and also a scientific language. You can see now that all of the things we used everyday in our life mostly are in English. So if they want to have progress in their life, they should know English, at least the simple one.

English is also a culture language, so we can say no that if you want to get success in everything, you have to learn English.

Q : Is it hard to teach English?

A : It's very relative; depend on the students at school where I'm teaching.

Where I'm teaching, for example, in Al-Azhar, maybe it will be easier for me

because the students there are more familiar with English. They have well

basic. But here, it's bit more difficult. The students' background affected that;

and also the school with the facilities, program, etc.

Q : There are 4 skills in English. Do you think which one is the most important?

A : Speaking. Because the goal of learning English is speaking, right? When we

decided to learn a language, the goal must be that you want to be able to

speak in that language. So I think the most important is speaking

Q : Do you give your students the same portion for each skill?

A : No, I give more for reading and writing. Because it's based on the curriculum

here, in Indonesia. Maybe it's because English position here is still as a

foreign language, not the second language. So, the focus still to the passive

one.

Q : However, when the students learn English, they are supposed to be able to speak English. How do you give speaking skill when you teach your students?

A : There are some steps that I usually do in speaking activity in class,

1. Giving some useful expression to the students
2. Giving dialogue models
3. Giving them an Exercise; like completing the dialogue (fill the blanks).
4. Ask them to practice the dialogue. For this step, the students can use the dialogue in textbook or they can make it themselves.

Q : Is there any problems/ difficulties in teaching speaking in your English class?

Explain, please?

A : Yes, of course. There are some problems that I usually face in speaking

activity; such as the students lack of vocabulary that make them unable to

speaking much, problem in their pronunciation and also the accent in

pronouncing the words in English.

Q : Do you have any ideas about how to overcome the problems?

A : To overcome those problems, I usually give them some new vocabulary in

every meeting, give the example how to pronounce a word in English and I

always try to show them that English is easy by giving them an easy example

related to the theory. I usually use their own daily life as sample, so they can

catch the point easier.

APPENDIX

