

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN SPEAKING
ENGLISH AT DARUL ULUM ISLAMIC BOARDING SCHOOL BANDA
ACEH**

THESIS

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2023 M / 1444 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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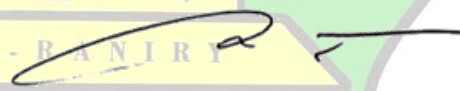
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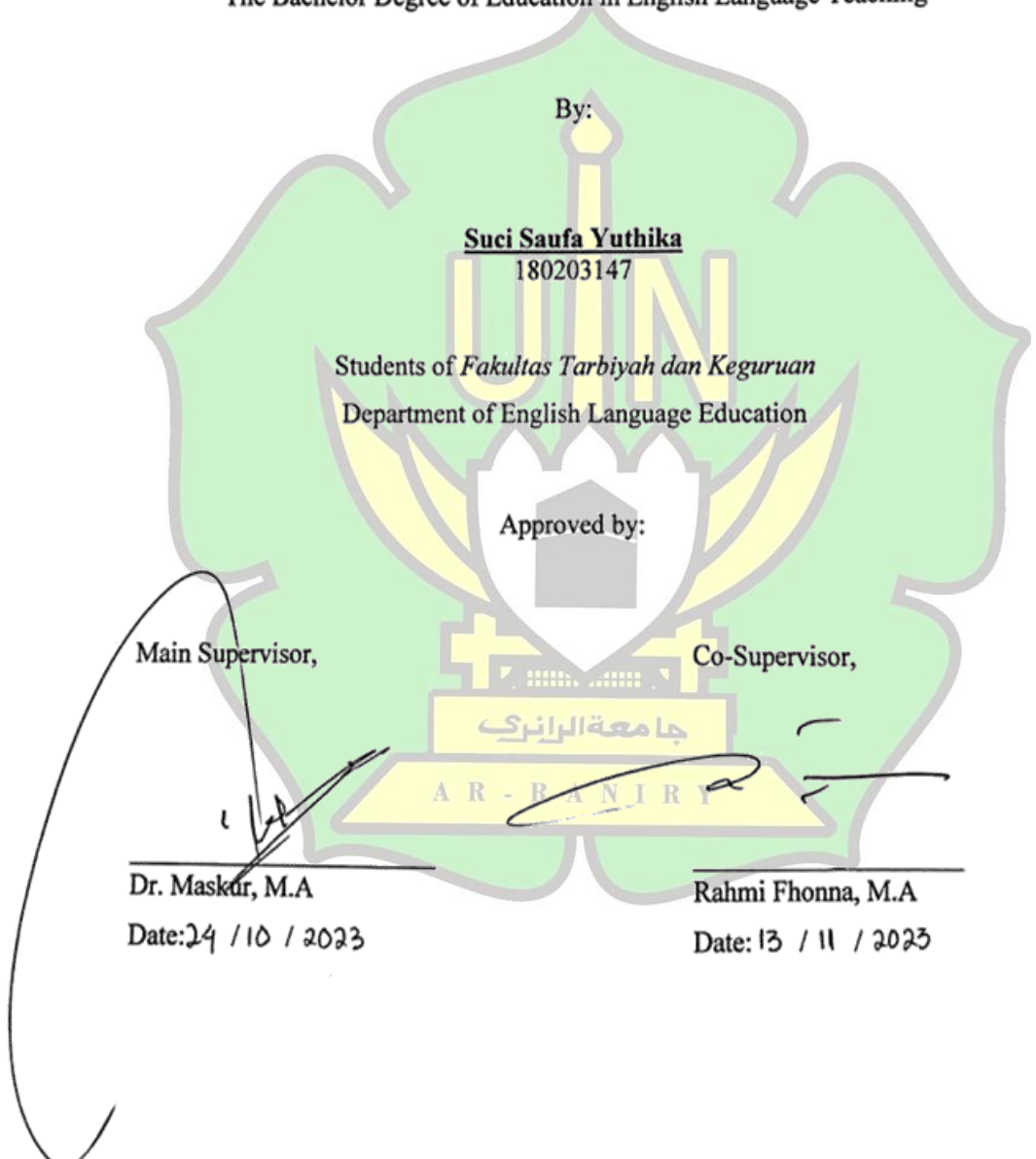
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SURAT PERNYATAAN KEASLIAN
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**An Analysis of Students' Difficulties in Speaking English at Darul Ulum
Islamic Boarding School Banda Aceh**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat

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ACKNOWLEDGEMENT

Alhamdulillahirabil'amin. First of all, all praise to Allah SWT, the most merciful, and the most beneficent for his mercy and blessing were given to the research during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger Prophet Muhammad *shallallahu'alaihi wa sallam*, who always brings us from stupidity to the cleverness.

Thank you to my supervisors Mr. Dr. Maskur, M.A. and Ms. Rahmi Fhonna, M.A. for spending the time to guide me in completing this thesis. Thank you to all the lecturers of English Department for educating me while I was studying at the UIN Ar-Raniry.

I would like to express my gratitude to my beloved mother Drh. Cut Puspa Murni and my beloved father Muhammad Junaidi. S. P for eternal pray, love, patience an all supports. And also to all my family, thanks for support me in finishing my thesis.

I also would like to express my deepest gratitude to all of my friends, thank you for always giving inspiration and motivating me to finish this thesis may Allah blesses them all.

Despite my best efforts in preparing this thesis, it is not without its shortcomings due to limited knowledge and inadvertent errors. Therefore, the researcher welcome input, suggestions, and constructive criticism from readers to improve this thesis. In conclusion, the researcher hopes that this thesis will be

beneficial for fellow students and readers, contributing to our collective knowledge and insight. May Allah *subhanahuwa ta'ala* bless our efforts.

Banda Aceh, October 24th, 2023
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ABSTRACT

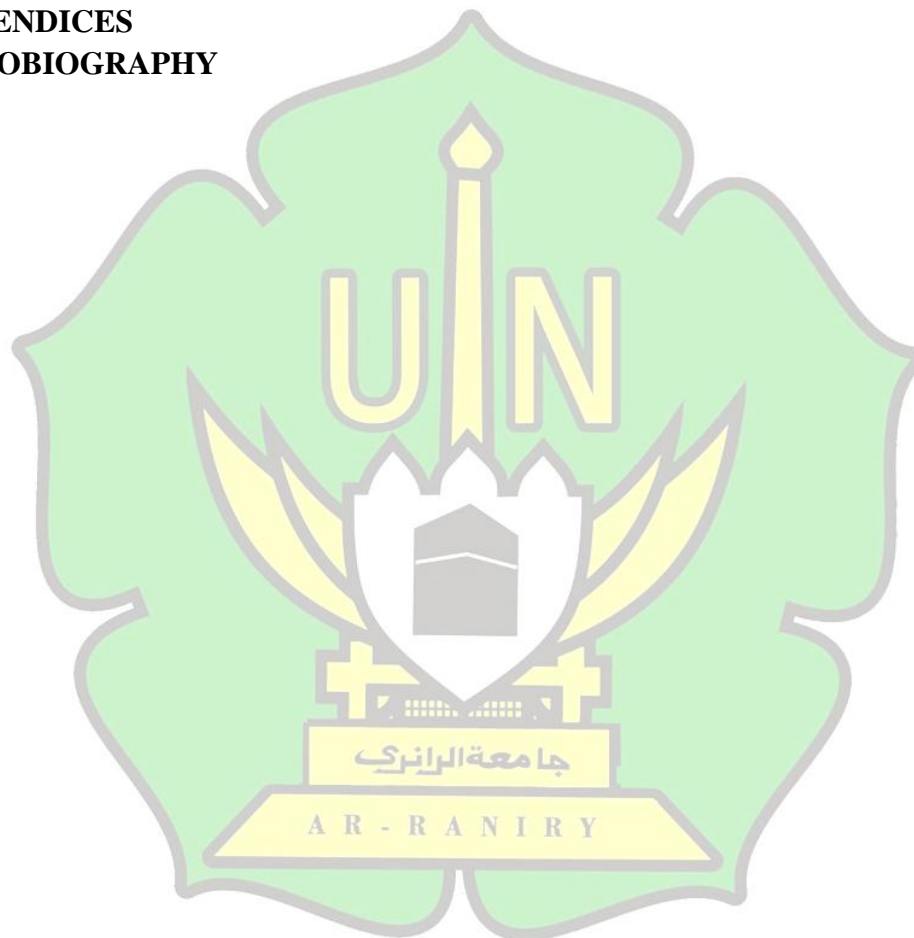
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Thesis working tittle : An Analysis of Students' Difficulties in Speaking English at Darul Ulum Islamic Boarding School Banda Aceh
Main Supervisor : Dr. Maskur, M. A
Co-Supervisor : Rahmi Fhonna, M. A
Keywords : Analysis; Difficulties; Speaking

This research study focused on analyzing the difficulties faced by students when speaking English at Darul Ulum Islamic Boarding School in Banda Aceh. The study aimed to identify these difficulties and explore the underlying factors contributing to them. A mixed-methods research design was employed, involving questionnaires and interviews. The participant of this research was 21 eleventh-grade students. The findings indicated that students face various challenges in speaking English. They encountered obstacles in grammar (43% expressing concerns), fluency (15% citing regional accents as a barrier), pronunciation (15% experiencing difficulties), and vocabulary (43% uncertain about their proficiency). The study highlighted the need for tailored support to address these issues effectively. Additionally, the research explored factors contributing to these difficulties, including inhibition (43% lacking confidence), "Nothing to Say" during activities (24% finding it challenging), the availability of conversation partners (86% do not face a shortage), and the influence of the mother tongue (57% finding their native language easier). The study concluded that these multifaceted factors influence students' English-speaking abilities.

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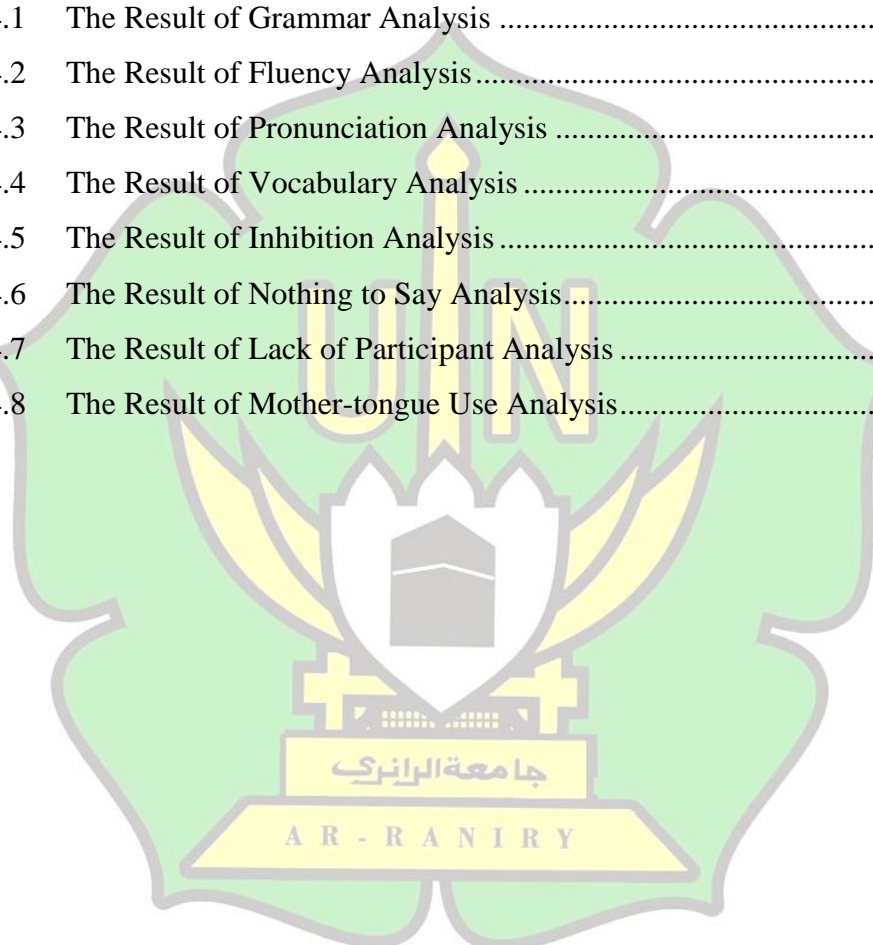
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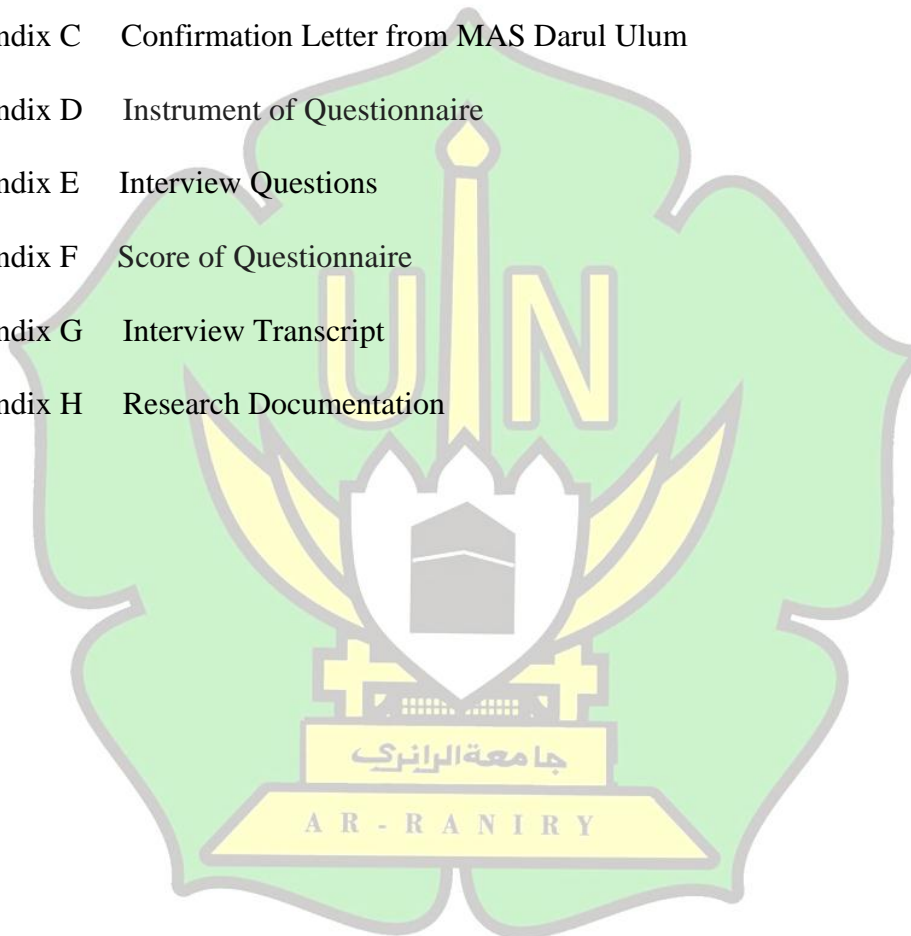
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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains briefly about the objectives of this study. This chapter continues to encompass the aim of this research based on its research questions. This chapter also describes about some terms related to the topic of this study.

A. Background of Study

Proficiency in speaking is a crucial skill for effective interpersonal communication. It serves as a means of interaction and facilitates comfortable communication among individuals from diverse cultural backgrounds. As emphasized by Richards and Renandya (2002), speaking stands as a central element of communication, allowing individuals to express their feelings, emotions, and ideas. Furthermore, Brown (2004) contends that speaking is an interactive process involving the creation, reception, and interpretation of information. When someone speaks, they must effectively convey meaning within the given context, considering situational factors and the participants involved. In summary, speaking is the process of articulating thoughts to construct meaning.

Speaking entails the verbal expression of language using mouth. As a means of communication, it facilitates interaction among students and serves as a means to assess their proficiency, especially in English, as pointed out by Nunan (2003). Being proficient in speaking English is an indicator of language

competence. Achieving proficiency in speaking involves mastering various components such as vocabulary, fluency, pronunciation, and grammar knowledge. However, students often perceive difficulties in speaking English, as observed among eleventh-grade students at Senior High School of Darul Ulum.

Darul 'Ulum, a modern Islamic boarding school located in Banda Aceh, was established by the Islamic Development Foundation (YPUI) on June 1st, 1990. The complex of Darul 'Ulum YPUI is situated at Jalan Syiah Kuala No. 5, Kampung Keuramat, Kuta Alam Subdistrict, Banda Aceh City. The name "Darul 'Ulum" was chosen with the hope that the YPUI complex would become an environment of knowledge, nurturing future generations of Islam with noble character, good health, extensive knowledge, and independent thinking, rooted in faith and piety. The educational activities at Darul 'Ulum began in the Academic Year 1990/1991, which only serving students at the junior high school level. However, as Aceh developed and the demand from the community to send their children to Darul 'Ulum increased, the school also expanded to include a senior high school level as a continuation of the existing junior high school program.

Darul Ulum Islamic boarding school instills the practice of using both Arabic and English languages in daily communication, mirroring the common tradition in most boarding schools. Islamic boarding schools in Indonesia have officially adopted English as the language of instruction and communication to improve students' speaking skills (Zikmundova, 2016). The students at the Islamic boarding school are required to use English in their daily activities, particularly outside the classroom. Failure to adhere to this rule may result in disciplinary

action from the school's language department. This policy is grounded in the belief that the continuous use of foreign languages, such as English, will significantly enhance the students' proficiency in these languages, as noted by Tahir (2017).

Students at this Islamic boarding school are not only required to incorporate English into their daily activities but also encouraged to actively engage in various language-enhancing endeavors outside the classroom. The school advocates for an integrated approach to language proficiency development, focusing on both practical and communicative aspects. This includes participation in extracurricular activities such as debate clubs, public speaking events, and drama clubs conducted in English. Additionally, students are encouraged to initiate morning conversations in English, fostering a language-rich environment from the moment they start their day. The school also organizes regular speech contests and English-language debates, providing platforms for students to further hone their speaking skills. These diverse language activities not only reinforce the use of English but also create an immersive learning experience that extends beyond formal classroom settings, ultimately contributing to students' enhanced language proficiency. Non-compliance with the language policy may lead to disciplinary actions taken by the school's language department, underlining the institution's commitment to fostering English language skills as an essential part of students' education.

Given the students' obligations to use English in their daily activities, it is natural for them to encounter various challenges. In situations where English is an

important part of daily interaction, students may experience challenges such as expressing themselves properly, understanding meaning in different contexts, or even feeling insecure when speaking. All of this reflects the complexity of learning and applying a foreign language in their everyday environment. Despite facing obstacles, persistent effort and ample opportunities for practice will progressively enable students to surmount these challenges and enhance their proficiency in English.

There were some factors that cause the problems. Firstly, a significant number of students struggle with expressing themselves in English due to an inadequate vocabulary, leading to a deficiency in their ability to articulate their thoughts. This deficiency highlights the importance of vocabulary, as having grammatically correct sentences holds little value if the necessary words to convey ideas are absent (Alqahtani, 2015). Secondly, pronunciation errors plague students' spoken English. While some students possess the desire to communicate verbally, they grapple with aspects of English like pronunciation and vocabulary. According to Sabouri (2016), clear and accurate pronunciation is integral to effective communication competence. Those with proficient pronunciation tend to enhance their language skills more effectively than those struggling in this aspect. Thirdly, an evident lack of self-assurance exists among students. Many perceive their English skills as inadequate and harbor insecurities about their ability to communicate effectively. Such self-doubt typically arises when students realize their conversational partner hasn't comprehended them or when they struggle to comprehend others' speech (Nakhalah, 2016).

The researcher unearthed preliminary research relevant to this study. According to Rahayu (2015), students encounter diverse challenges when speaking English, including the fear of making mistakes, pronunciation errors, challenges in understanding grammar, limited vocabulary, diminishing interest in studying, limited practice opportunities, influence from their native language or dialect, infrequent practice, and a lack of discipline. Another study conducted by Heriansyah (2012) underscored that students face certain difficulties in speaking, such as a vocabulary shortage, lack of confidence, hesitance to speak in front of the class, and struggles in effectively conveying words or constructing sentences.

The research focuses on the challenges faced by eleventh-grade students at Senior High School of Darul Ulum in speaking English. Proficiency in speaking is vital for effective communication, enabling individuals to express emotions, ideas, and thoughts. Despite the school's efforts to promote English language use in daily activities, students often encounter difficulties. These challenges include limited vocabulary, pronunciation errors, and a lack of self-confidence. The use of English as a means of instruction and communication in Islamic boarding schools in Indonesia is common, with an emphasis on improving students' speaking skills. However, the study highlights the need to understand the specific difficulties faced by students in this context and offers insights into potential areas for improvement. Previous research has identified challenges such as fear of making mistakes, limited vocabulary, lack of confidence, and difficulties in constructing sentences. This study aims to delve deeper into these issues and provide valuable

recommendations for enhancing English language proficiency among students at Darul Ulum.

From the phenomenon above, the researcher indicated that there are some problems faced by the students in speaking English. The researcher is interested to analyze students' difficulties in speaking English at Darul Ulum Islamic Boarding School.

B. Research Questions

Before the inquiry can begin, the research question must be written down. Its goal is to assess current uncertainty in a topic of concern while emphasizing the need of a researcher's deliberate investigation. The researcher formulates study questions as follows:

1. What are students' difficulties in speaking English at Darul Ulum Islamic Boarding School Banda Aceh?
2. What are the factors students' difficulties in in speaking English at Darul Ulum Islamic Boarding School Banda Aceh?

C. The Objective of Study

Based on the above research questions, I formulated the objective of this study below:

1. To find students' difficulties in speaking English at Darul Ulum Islamic Boarding School Banda Aceh.

2. To know the factors students' difficulties in in speaking English at Darul Ulum Islamic Boarding School Banda Aceh.

D. Research Significance

Theoretically, the results of this study are expected to be useful information for many people in learning process, such as:

1. It is the hope that this research will bring about benefits for the author, who is currently in the role of a novice researcher, with a particular emphasis on facilitating a deeper understanding of the intricacies involved in the process of conducting research. The desired outcome is that the insights gained from this research will serve as a valuable resource for the writer's growth in the realm of research methodology and contribute to their proficiency in navigating the complexities of research endeavors.
2. Furthermore, there is an anticipation that these research findings will possess a significant degree of usefulness and intrinsic value, particularly within the context of their application to students and educators. The envisaged impact of these findings centers on their potential to influence and shape the trajectory of future learning experiences for these stakeholders. By being taken into thoughtful consideration, these findings have the capacity to enrich the educational journey of students and enhance the pedagogical approaches employed by teachers in this specific setting.
3. Moreover, extending beyond the confines of the immediate educational environment, it is foreseen that these research findings will yield information

that carries a positive and substantial worth, specifically for individuals who harbor a vested interest in the expansive realm of teaching and learning English as either a foreign language or a second language. The value of these findings becomes particularly pronounced as they have the potential to illuminate novel perspectives and insights that could contribute to the advancement of teaching methodologies and learning strategies in the diverse landscape of language education.

4. Lastly, the culmination of these research endeavors is also projected to yield a dual nature of knowledge: one that is both pragmatic and theoretical in essence. The expectation is that the findings will not only offer tangible and applicable insights into the practical aspects of language teaching and learning but will also contribute to the evolution of theoretical constructs within this domain. As a result, these research findings are poised to play a pivotal role in the development and refinement of theories that underpin the intricacies of language education, adding to the academic discourse and expanding the foundation of understanding in this field.

E. Terminology

To avoid any misinterpretation and misconception, the researcher provides explanations of some important terms, they are:

1. Speaking

Speaking is defined as the capability to communicate effectively in various real-life situations, such as accurately describing events or circumstances using

appropriate language, engaging in dialogue with others, or articulating a series of thoughts with ease and fluency. Hughes (2006) explained that speech is primarily an aural/oral process that takes place through the dimension of time in a strictly linear manner and cannot persist through time without a secondary recording apparatus such as a tape recorder. It may be said that speaking is a direct way of giving information.

2. Darul Ulum Islamic Boarding School

Darul 'Ulum, a modern Islamic boarding school located in Banda Aceh, was established by the Islamic Development Foundation (YPUI) on June 1st, 1990. The complex of Darul 'Ulum YPUI is situated at Jalan Syiah Kuala No. 5, Keuramat Village, Kuta Alam Subdistrict, Banda Aceh City.

The name "Darul 'Ulum" was chosen with the hope that the YPUI complex would become an environment of knowledge, nurturing future generations of Islam with noble character, good health, extensive knowledge, and independent thinking, rooted in faith and piety. The educational activities at Darul 'Ulum began in the Academic Year 1990/1991, which only served students at the junior high school level. However, as Aceh developed and the demand from the community to send their children to Darul 'Ulum increased, the school also expanded to include a senior high school level as a continuation of the existing junior high school program.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer literally provided the review and definition of theories from previous studies. In this chapter the writer tries to give clear explanation of theoretical framework which is theory of speaking, Islamic boarding school and previous studies.

A. Theory of Speaking

1. Definition of Speaking

English is a widely studied and utilized language for international communication, which aligns with its status as a global language. Smith (2009) suggested that speaking involves conveying one's intentions, ideas, thoughts, and emotions to others through spoken language, and this meaning has been further expounded upon by experts. Speaking is a multifaceted skill that involves cognitive, linguistic, and motor abilities, and is essential for both giving and receiving information. In some cases, individuals may use nonverbal cues such as gestures or body language to complement their spoken message, as noted by Bailey and Nunan (2005, cited in Hidayat, Rofiudin, & Sulistianingsih, 2019).

Luoma (2004), defines speaking as an interactive process that involves constructing meaning through the production, reception, and processing of information. This definition emphasizes that speaking is context-dependent, influenced by factors such as the participants involved, the physical environment,

and the purposes for communication. Additionally, speaking as a skill necessitates several supportive elements, including knowledge, confidence, self-awareness, and enthusiasm. On the other hand, according to Harmer (2001), speaking proficiency goes beyond mere knowledge of language structures; it also involves the capacity to process information and language effectively. Additionally, Thornbury (2005) asserts that speaking is a real-life activity wherein a speaker communicates their ideas to engage with listeners. These activities are often spontaneous and contingent upon the given situations. As speaking activities generally lack extensive planning time, the grammar utilized in spoken language tends to be less intricate compared to written language. Nonetheless, speaking activities encompass more than the mere production of words and sounds; each speaker possesses specific purposes for engaging in these activities.

Moreover, from the definitions provided by experts, it can be deduced that speaking is the skill of conveying thoughts using spoken language and is considered a fundamental element of the language acquisition process. Additionally, communicating with acquaintances, coworkers, tourists, and even unfamiliar individuals in their native tongue or in a mutually comprehensible language is a primary objective for many language learners. An individual's speaking ability can be evaluated and demonstrated by how effectively they interact with others and convey their message to ensure it is well understood by the listener.

2. The Elements of Speaking

The speaking process consists of several key elements that both teachers and learners should consider in pedagogy. Harmer (2007) identifies four primary elements:

1. Pronunciation

Pronunciation is a challenging aspect of developing speaking ability. It refers to how words are articulated and enunciated.

2. Vocabulary

Vocabulary encompasses the appropriate diction used in conversations. Inadequate vocabulary inhibits effective communication and the expression of ideas, both orally and in writing. Limited vocabulary also hinders language acquisition, so language teachers must have considerable knowledge of how to manage an interesting classroom to help learners achieve success in vocabulary learning.

3. Grammar

Grammar concerns the ability to form grammatically correct sentences in conversation. It involves students' capacity to manipulate structure and distinguish between appropriate and inappropriate grammatical forms. Grammar is essential to learning the correct way to gain expertise in a language, both orally and in written form.

4. Fluency

Fluency serves as an assessment gauge employed to evaluate an individual's speaking prowess. Proficiency in spoken language is deemed

commendable when someone can communicate swiftly and assertively while maintaining the integrity of the message.

5. Content

Content refers to the speaker's comprehension of the topic or information they are presenting. Learners must understand the subject matter or meaning of the information they convey when speaking to others.

3. The Factors of the Difficulties of Speaking

According to Ur (2008) there are some factors of difficulties faced by the learners in speaking activities. The factor include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue. Those problems can be explained as follows:

1. Inhibition

Unlike writing, reading, and listening activities, speaking requires some real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of criticism, or shy of the attention that their speech attracts.

2. Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3. Lack of participant

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This

problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother – tongue use

In several classes, the learners share the same mother tongue. They may tend to use it because of some reason. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

4. The Important of Speaking

Human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very important role in human life (Alfiyana, 2017). All human being whenever they live always speak language, although they do not have any writing system to record their language.

From the statement above it can be concluded that speaking is very important in mastering foreign language. Thus speaking capability can be measured whether a foreign language learner in successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also we have to see from their competence in using the language.

5. The Characteristic of Successful Speaking Activity

In some cases, spoken English is a difficult thing to do. However, to make the students carry out in speaking successfully, the students need to fulfill the

characteristics of successful speaking activity. Ur (2008) stated about the characteristic of successful speaking activity, they are:

a. Students speaking more

To make students more active in speaking, a teacher must give more time to listen to his/her students. It would be more effective than just the teacher that only speaking without giving students the opportunity to ask questions or provide responses.

b. Balance participation

In teaching and learning activities, every student must be given the same opportunity to speak to deliver their opinions about the subject matter being discussed. The teacher must be fair in providing opportunities, so that each student can increase their speaking English skill.

c. High motivation

The student will be more active during teaching and learning activities in the classroom are fun and make them have a role in the class. How the way the teacher when teach the students is also very important to build high motivation from students itself.

d. Language is at an acceptable level

In this case, a teacher must be able to provide understanding to students so that they are able to convey information, responses, or ideas in clear language and can be understood by other students.

Based on the explanation above, a teacher must be able to provide an atmosphere and new learning methods that can make students interested in

participating in teaching and learning activities. The role of the teacher is also important in providing motivation to students through learning methods that make students want to follow the lesson until it is finished. Good delivery from a teacher will be understandable to students and it will make them faster in improving their speaking English ability.

B. Previous Studies

There are some previous studies related to this research, the first research was written by Rahayu (2015), this research explain An Analysis of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School. The main aim of this research was to identify the obstacles encountered by students when speaking English in their daily interactions at Husnul Khotimah Islamic Boarding School. The researcher employed a descriptive research approach and utilized purposive random sampling as the method for selecting participants. Interviews was employed as research tools. The findings of the study indicated that students encountered various difficulties in speaking English due to factors originating from both within and outside the learning environment. Challenges included insufficient vocabulary, a lack of discipline, and numerous grammatical errors.

The second research was conducted by Fitri (2019) about An Analysis on Students' Difficulties in Speaking English at Islamic Senior High School Kotabaru Seberida The primary objective of this investigation was to identify the obstacles encountered by students when trying to communicate in English at

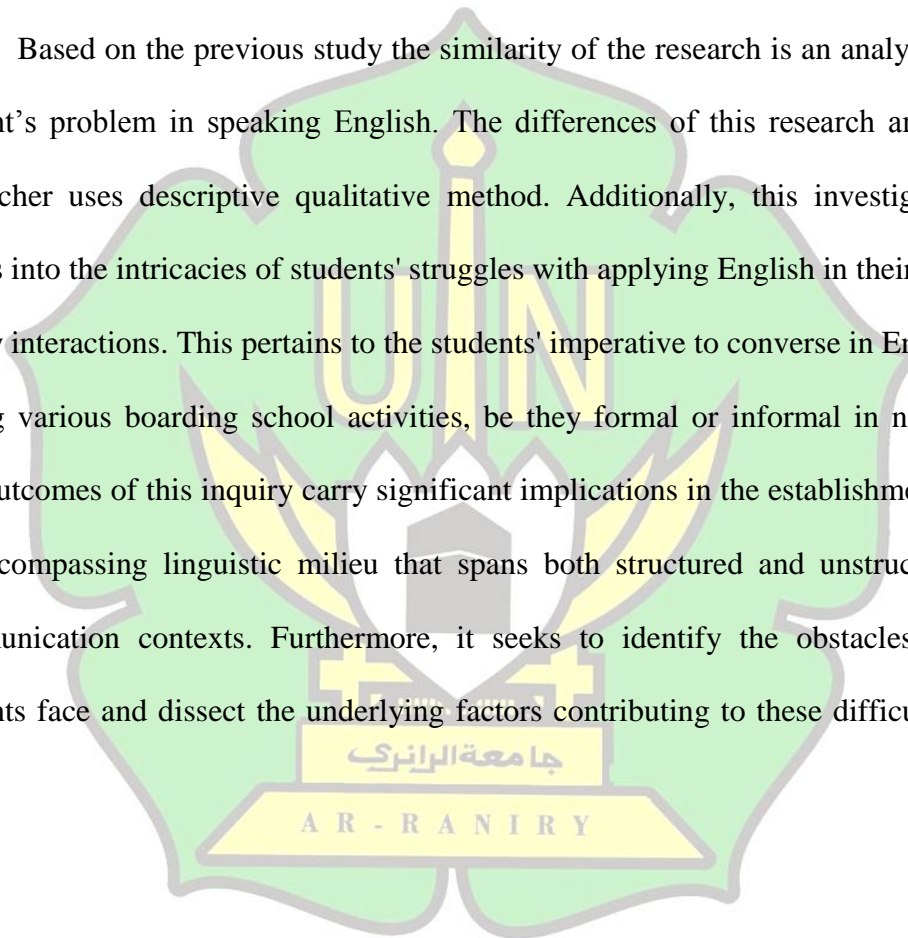
Islamic Senior High School Kotabaru Seberida. The researcher adopted a quantitative descriptive research approach and employed a complete sampling technique to include all participants. Data collection was done through the use of a questionnaire. The findings of the study revealed several outcomes, including the average performance of students in both academic and conversational aspects of English, a scarcity of opportunities for speaking practice, and the presence of negative effects.

The third research was conducted by Al Jamal (2013) under the titled “Exploring Challenges Encountered by Undergraduate EFL Students in Developing Speaking Skills.” This study aimed to outline the potential obstacles faced within an English as a Foreign Language (EFL) environment. Employing qualitative methods, a questionnaire was administered to 64 students as part of the survey process. The study findings revealed a 'limited' level of speaking proficiency among EFL undergraduates, coupled with inadequate emphasis on teaching speaking skills in university courses. Noteworthy difficulties identified in this research encompassed using the native language for communication, managing large class sizes, and time constraints.

Another previous study was conducted by Sari (2017) in the titled “Students’ Difficulties in Speaking Skill at the Eleventh Grade of SMA Muhammadiyah 1 Karanganyar in the Academic Year of 2016/2017”. The primary objective of this investigation was to elucidate the obstacles encountered by students when trying to improve their speaking abilities. The research methodology employed for this study was descriptive in nature and qualitative in

approach. Additionally, the researcher utilized interviews as the research tools to gather information. The findings of the study indicated that each student encountered difficulties in speaking, which included a decline in motivation, issues related to their native language, and challenges rooted in their individual personalities.

Based on the previous study the similarity of the research is an analysis of student's problem in speaking English. The differences of this research are the researcher uses descriptive qualitative method. Additionally, this investigation delves into the intricacies of students' struggles with applying English in their day-to-day interactions. This pertains to the students' imperative to converse in English during various boarding school activities, be they formal or informal in nature. The outcomes of this inquiry carry significant implications in the establishment of an encompassing linguistic milieu that spans both structured and unstructured communication contexts. Furthermore, it seeks to identify the obstacles that students face and dissect the underlying factors contributing to these difficulties.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher generally explained about the research design, the research method, location of the research, population and samples, research instruments, techniques of collecting data and data analysis.

A. Research Design

There are some definitions of research design. According to Creswell (2009), research designs encompass plans and strategies for conducting research, which involve choices ranging from broad assumptions to specific methods for data collection and analysis. In essence, research design entails a systematically structured and detailed body of information intended to be comprehensible to a wide audience. Research designs encompass qualitative, quantitative, and mixed methods (Creswell, 2009). To begin with, qualitative research design involves the exploration of data and its presentation in the form of descriptive text, avoiding quantitative measurement. In contrast, a quantitative research design is a systematic approach for testing hypotheses by examining relationships among variables. Lastly, a mixed-method research design combines elements of both qualitative and quantitative frameworks.

In this particular study, the researcher adopted a mixed methods research design for data collection. As outlined by Creswell (2009), a mixed-methods study can be employed either predominantly for qualitative or quantitative approaches, or in some cases, a combination of both, to structure the research

presentation. Depending on the focus of a given mixed-methods study, the emphasis may lean more towards either quantitative or qualitative research, and this orientation will be reflected in the research presentation. In other mixed methods projects, the emphasis may be evenly distributed between qualitative and quantitative research components.

According to Creswell's three research approaches, the researcher employed a mixed-methods approach that incorporated both qualitative and quantitative data. In this study, the qualitative method took precedence in the research methodology, primarily because the researcher utilized interviews as a data collection instrument, which is a characteristic feature of qualitative research. Additionally, the research incorporated the use of questionnaires and analyzed the data using numerical values and percentages, aligning with the characteristics of quantitative research. This comprehensive approach was essential to ensure a thorough and valid research outcome.

B. Population and Sample

1. Population

Sugiyono (2015) defines the concept of population as the overall collection of individuals or objects, typically characterized by specific qualities or attributes that researchers aim to study and draw conclusions from. A population represents the total number of individuals or objects within a defined research scope. It brings together various research elements, coexisting and forming the theoretical focus of research outcomes. In the context of this study, the population

were the whole students of grade eleventh of Darul Ulum Senior High School in academic year 2023/2024. The student count varied across different classes, and the distribution of the population is outlined as follows:

Table 3.1 *The population of students grade XI*

NO	CLASS	GENDER	POPULATION
1	XI IPA-1	Male	35
2	XI IPA-2	Female	36
3	XI IPS-1	Male	25
4	XI IPS-2	Female	33
TOTAL			129

(Source: Staff of MAS Darul Ulum 2023/2024)

2. Sample

According to Sugiyono (2015), a sample is a subset of the total elements or characteristics present within a population. Naturally, the sample size in any research is typically smaller than the overall population size. In this particular research, The sample chose using simple random sampling, a technique that allows every item on the population chances to be selected as sample.

The number of sample in this study is calculated using Slovin formula. This formula was formulated by Slovin (1960). The Slovin formula shown as followed:

$$n = \frac{N}{1 + Ne^2}$$

Description:

n = Sample size

N = Population size

e = Error (0.20 or 20%).

This research used error rate of 20% to determine the number of sample. The population of this study was 129 students. Therefore, the calculation for the sample shown as followed:

$$n = \frac{129}{1 + (129)(0,20^2)}$$

$$n = \frac{129}{6,16}$$

$$n = 21 \text{ students}$$

Source: Slovin (1960).

Based on the calculation formula above, it can be stated that the sample in this study amounted to 21 students. 10 of them were interviewees in this study. The sample group for this study was drawn from a science class. These students were specifically chosen to take part in the research, which aimed to investigate the challenges students face when speaking English.

C. Data Collection Instrument

Data collection instrument was the way that researcher do for collecting the data in the research. This study used questionnaire and interview as the instrument.

The detail explanation about the instrument was presented as follows:

1. Questionnaire

A questionnaire refers to a collection of inquiries or written statements provided to participants to elicit their responses. As stated by Sugiyono (2015), it serves as a method for collecting data by presenting a series of questions or written

statements to respondents for their input. Questionnaires prove to be an effective data collection tool when the researcher possesses a clear understanding of the variables under examination and aims to gain insights from the participants.

In the context of this study, the questionnaire was utilized to investigate the students' difficulties in speaking English. The questionnaire included 15 statements that required students to respond with strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). To respond to the questionnaire, participants had to indicate their preferences by selecting the option that best reflected their feelings about the topics covered in the scale. The researcher employed a 5-point scale for respondents to use in answering these questions.

Table 3.2 The Likert Scale of Questionnaire.

Alternative Answer	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The researcher used specific indicators in the questionnaire, these carefully selected indicators were chosen for their relevance in measuring the variables under investigation. The meticulous inclusion of these indicators not only ensured the acquisition of accurate and representative data but also facilitated data analysis and led to more robust conclusions in this research. The indicators as outlined in the table below.

Table 3.3 Indicators of Questionnaire

No	Aspect	Indicators	Number of Item
1	Students' difficulties in speaking English	a. Grammar	5, 6, 14
		b. Fluency	7
		c. Pronunciation	8
		d. Vocabulary	15
2	Factors of students' difficulties in speaking English	a. Inhibition	1, 2
		b. Nothing to say	3, 4, 9
		c. Lack of participant	10
		d. Mother-tongue use	11, 12, 13

2. Interview

According to Arikunto (2010) interview is a process of interaction, dialogue, verbal questioning and response by two or more people face to face to obtain the necessary information. During the interview, only one interview took only a guide indicating what would be required. According to Ary et al (2010), there are three kinds of interview as follows.

- a. Unstructured interview. In this type of interview, direction of interview greatly is guided by respondents' answer nether of researcher. So, the direction of interview is difficult to be predicted.
- b. Semi-structured interview. This interview starting by general idea from researcher but during conducting interview didn't use the questions that were arranged previously.
- c. Structured interview. The direction is interview is guided by general idea of researcher from question list that were arranged previously.

Based on the types of interview explained above, the researcher used structured interview. In this research, before conducting interview the researcher

brings general idea by some questions that were prepared before. The structure of the interview is developed prior to the interview. To collecting the data from interview, the researcher used procedures, they are:

- 1) The researcher prepared the concept of questions that would be asked to the selected students. The researcher also prepared recorder to record answers of informants,
- 2) The researcher recorded answers of informants. The use of recorder was under the subject permission,
- 3) The researcher wrote interview transcript based on the result of recording.

Interviewing individuals serves the objective of exploring their thoughts, perceptions, and emotions regarding specific matters. In line with this aim, The researcher employed interviews because they aimed to gather in-depth information from the informants regarding their speaking difficulties and factors that were not addressed in the questionnaire. To facilitate this process, a tape recorder was employed, enabling the interviewer to capture and document the interviewee's responses orally. These responses were collected in accordance with the study's problem-oriented questions. Subsequently, the recorded interviews were transcribed and digitally input into a computer file for subsequent analysis. The researcher only interviewed 10 students from the entire sample, these students had the following initials:

Table 3.4 *Initials of Interviewee*

No	Initials	Gender
1.	T	Female
2.	C	Female
3.	A	Female
4.	S	Female

5.	AZ	Female
6.	NB	Female
7.	NL	Female
8.	N	Female
9.	NK	Female
10.	KN	Female

D. Technique of Data Analysis

1. Data Analysis of Questionnaire

The questionnaire data underwent analysis through descriptive statistics, where frequencies and percentages were computed. As outlined by Miles and Huberman (cited in Safitri, 2021), the data analysis process encompassed three core activities: data reduction, data presentation, and drawing conclusions. The researcher examined the questionnaire data to find students' difficulties in speaking English, based on the Likert scale responses most frequently selected by the participants. The findings will be presented in terms of average values and percentages, offering the students' difficulties in speaking English. The data analysis was conducted utilizing Microsoft Excel formulas to calculate both frequency and means. The following formula was employed to compute the mean, as described by Sudjana (2002):

$$M = \frac{\sum x}{n}$$

Description:

M : Mean score

$\sum x$: The total score

N : The total number of samples

2. Data Analysis of Interview

The researcher analyzes data used Miles and Huberman (1994) concept about qualitative data analysis that consist of three procedures:

- 1) Data reduction. This refers to the process whereby the mass of qualitative data-interview transcripts, field notes, observation etc. – is reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on.
- 2) Data display. To draw conclusions from the mass of data, Miles and Huberman (1994) suggested that a good display of data, in the form of tables, charts, networks, and other graphical formats is essential.
- 3) Conclusion drawing/ verification. Analysis should begin to develop conclusions regarding the study. These initial conclusions can then be verified, that is their validity examined through reference to your existing field notes or further data collection.

Futhermore, based on the concept above, the researcher used data-interview transcripts (data reduction) and write summaries in descriptive analysis (narration). Thus, the researcher also discards all irrelevant information from the participants' answers.

CHAPTER IV

THE FINDING AND DISCUSSION

In this chapter, the findings of the research described including the data analysis interview, and the discussion of the research.

A. Findings

This research was conducted using a mixed-method approach, incorporating the use of questionnaires and interviews as the primary instruments. The main objectives of this study was twofold: firstly, to identify the difficulties experienced by students in speaking English at Darul Ulum Islamic Boarding School in Banda Aceh; and secondly, to uncover the underlying factors of these difficulties. This research involved the participation of 21 students from Darul Ulum, who provided valuable insights into their experiences in understanding and using the English language.

To gauge both the extent of these difficulties and the contributing factors comprehensively, the researchers employed a two-step approach. Initially, a structured questionnaire was administered to the participants, allowing for the quantification of responses. Subsequently, structured interviews were conducted to delve deeper into the insights provided by the questionnaire responses and to strengthen the research findings. After a meticulous analysis of the questionnaire results, the percentages obtained are presented in the following sections, offering a quantitative perspective on the identified challenges and factors influencing

English language proficiency among the students. The researcher explained the research findings according to the research questions that discussed below:

1. Students' Difficulties in Speaking English

As stated in previous discussion, the focus of this part was on analysis students' responses to a questionnaire that addressed the difficulties they face when speaking English, particularly among eleventh-grade students at the Darul Ulum Islamic Boarding School. According to Harmer (2007), difficulties in speaking can be attributed to four key elements: grammar, pronunciation, fluency, and vocabulary. The researcher described findings based on the result of questionnaire and interview.

1) Grammar

Table 4.1 The Result of Grammar Analysis

NO	STATEMENTS	ANSWER CHOICE				
		SA	A	N	D	SD
5.	I'm afraid that my grammar is wrong when speaking in English.	24%	19%	24%	19%	14%
6.	I still speaking in English even though I haven't mastered the grammar.	29%	33%	33%	0%	5%
14	I don't have a good grasp of tenses and grammar, making it difficult for me to speak in English.	0%	14%	33%	38%	14%

In the questionnaire, statements describing grammar are found in questions number 5, 6, and 14. Based on statement number 5 indicate that a substantial portion of the participants, comprising 24% who strongly agree and 19% who agree, harbor concerns about the accuracy of their grammar when speaking in English. This apprehension suggests that a significant proportion of respondents lack confidence in their grammatical proficiency when engaging in spoken

communication in the English language. Such anxiety about making grammatical errors may potentially hinder their willingness to communicate effectively in English, as the fear of mistakes could deter them from engaging in conversations or expressing themselves.

The statement number 6 reveals an interesting aspect of the participants' language usage. A majority of respondents, totaling 62% when combining those who strongly agree (29%) and those who agree (33%), continue to use English as a means of communication despite not having achieved mastery in grammar. This implies a willingness to communicate in English even when grammatical proficiency is not yet attained. It suggests that respondents prioritize effective communication and are willing to overlook grammatical imperfections, emphasizing the importance of promoting an encouraging and supportive language learning environment.

The statement number 14 underscore a significant issue concerning the comprehension of tenses and grammar among the respondents. A notable 38% of participants disagreed with having a good grasp of tenses and grammar, while 14% strongly disagreed. This indicates that a substantial portion of the participants find grammar and tense comprehension challenging, which may have implications for their ability to communicate effectively in English. Difficulty with tenses and grammar can lead to miscommunication, impacting the clarity and accuracy of their spoken English. These findings highlight a specific area where learners may require focused instruction and support to enhance their language skills and enable more effective spoken communication in English.

The finding of the questionnaire results illuminates the participants' concerns, attitudes, and challenges related to grammar in English speaking. They show that while many participants may lack confidence in their grammar skills, they are still willing to communicate in English, emphasizing the importance of creating a supportive language learning environment.

Nevertheless, it is noteworthy that students widely concur that grammar presents itself as a significant difficulty when it comes to speaking in English. This consensus aligns seamlessly with their articulated responses during interviews. When interviewed, many students expressed concerns and reservations about their grammar skills, highlighting it as a formidable obstacle in their quest for effective spoken communication in the English language. The questionnaire findings, supplemented by the interview insights, provide a comprehensive view of the students' perception and recognition of grammar as a pronounced challenge that impinges upon their speaking abilities in English.

N said:

“I still haven't mastered grammar completely, so it's a bit challenging.”

A stated:

“I feel somewhat nervous because my grammar isn't quite right.”

Some other students have also mentioned that they face difficulties in speaking English because they are afraid of making grammar mistakes.

2) Fluency

Table 4.2 The Result of Fluency Analysis

NO	STATEMENTS	ANSWER CHOICE				
		SA	A	N	D	SD
7.	My regional accent makes it challenging for me to speak English fluently.	5%	10%	14%	33%	38%

The results of the questionnaire shed light on the significant impact of regional accents on fluency in English speaking. A substantial portion of respondents, comprising 15% (10% who agreed and 5% who strongly agreed) with the statement, indicated that their regional accent poses a considerable challenge to speaking English fluently. This suggests that some participants perceive their regional accents as a notable hindrance to achieving fluency in English.

However, it's important to note that 71% of respondents, those who disagreed (33%) or strongly disagreed (38%) with the statement, held a different perspective. These individuals may have various reasons for their disagreement, such as a high level of confidence in their language skills, extensive practice, or a belief that their regional accent does not significantly affect their fluency. The disparity in responses highlights the diversity of experiences and perceptions among the participants, emphasizing that while some individuals may encounter difficulties in fluency due to regional accents, others may not see it as a substantial barrier.

These results indicate that the majority of students disagree with the statement, demonstrating the variety of perceptions regarding the influence of regional accents on fluency in English. However, it's worth noting that a

significant number of respondents still acknowledge the challenges posed by their regional accents in achieving fluency, emphasizing the importance of creating an inclusive language learning environment that respects accent diversity while providing opportunities for individuals to enhance their fluency and pronunciation skills. Additionally, customized learning approaches may be beneficial for those who still perceive their accents as a significant barrier to fluency in spoken English.

In conclusion, the questionnaire results highlight the varied perceptions among students regarding the impact of regional accents on fluency in English speaking. While some acknowledge the challenges posed by their accents, the majority disagreed with the statement. Interestingly, interviews did not reveal fluency as their difficulty in speaking. These findings emphasize the multifaceted nature of language fluency, influenced by individual factors beyond accents.

3) Pronunciation

Table 4.3 The Result of Pronunciation Analysis

NO	STATEMENTS	ANSWER CHOICE				
		SA	A	N	D	SD
8.	I never speak in English both inside and outside the class because of pronunciation difficulties.	5%	10%	24%	38%	24%

The results of the questionnaire offer insights into the issue of pronunciation and its impact on students' willingness to speak in English, both inside and outside the classroom. It is evident that a significant portion of the respondents, with a combined 15% (5% strongly agree and 10% agree), expressed their reluctance to engage in English conversations due to pronunciation difficulties. However, it is

important to note that the majority of students, totaling 62% (38% disagree and 24% strongly disagree), did not agree with the statement.

This suggests a divided perception among students regarding the influence of pronunciation challenges on their English-speaking behavior. While some acknowledge pronunciation difficulties as a deterrent to speaking in English, most students either do not perceive it as a significant issue or are willing to overcome it. In conclusion, the questionnaire results indicate that the majority of students either agree or disagree with the statement, highlighting the diverse range of attitudes and experiences related to pronunciation and its impact on English speaking habits among the participants.

While the questionnaire results indicate that the majority of students disagree that pronunciation poses difficulties in speaking, insights gleaned from interviews with students provide a deeper perspective. Several students during the interviews mentioned experiencing speaking challenges in English due to pronunciation issues. This underscores that despite differing opinions in the questionnaire results, some students personally perceive pronunciation as a potential impediment to their speaking abilities. These differences highlight the diversity of individual experiences that can influence perceptions and challenges in speaking English and emphasize the continued importance of a supportive approach to address pronunciation issues for certain students.

NB said:

“I struggle with speaking due to pronunciation.”

S added:

"I am afraid that my pronunciation might be wrong when I speak."

While the questionnaire results suggest that most students do not view pronunciation as a major obstacle to speaking, interviews revealed that some students indeed face speaking challenges due to pronunciation issues.

4) Vocabulary

Table 4.4 The Result of Vocabulary Analysis

NO	STATEMENTS	ANSWER CHOICE				
		SA	A	N	D	SD
15	I don't have a wide vocabulary in English.	10%	10%	43%	33%	5%

The questionnaire results provide an interesting glimpse into the English vocabulary proficiency among students. A significant portion of students (43%) expressed a neutral stance regarding their vocabulary, indicating a notable level of uncertainty regarding their English language proficiency. This uncertainty might stem from their doubts about their proficiency or their desire to continuously improve their English language skills. On the other hand, approximately 43% of students, divided between those who agree (10%) and those who disagree (33%) with the statement, appear to have varying degrees of confidence in their English vocabulary.

Interestingly, insights from interviews with students shed further light on the matter. Many students mentioned that one of the primary challenges they face in speaking is related to vocabulary. This corroborates the questionnaire findings and underscores the significance of vocabulary development as a vital component of English language skills. In the pursuit of enhancing English language

communication abilities, it's essential to provide additional support and resources for students who perceive a need to augment their vocabulary. Furthermore, these results emphasize the importance of employing diverse and inclusive approaches to language learning that accommodate students with varying proficiency levels, especially those who identify vocabulary as a primary obstacle to their speaking abilities, to attain success in mastering English vocabulary.

T said:

"I have a limited vocabulary when speaking, while others have a wide range of vocabulary, making it easier for them."

A also added:

"I find it challenging to choose appropriate vocabulary when speaking..."

2. Factors Cause Students' Difficulties in Speaking English

In this study, the researcher sought to explore the factors behind students' difficulties in speaking English using a questionnaire. According to Ur (2008) there are some factors of difficulties faced by the learners in speaking activities. The factor include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue. The researcher described findings based on the result of questionnaire.

1) Inhibition

Table 4.5 The Result of Inhibition Analysis

NO	STATEMENTS	ANSWER CHOICE				
		SA	A	N	D	SD
1.	I less confidence when I have to speak in English in front of the class.	14%	19%	24%	33%	10%
2.	I feel worry when speaking in English.	10%	24%	62%	0%	5%

Inhibition often hinders students when attempting to articulate words during speaking activities due to their concerns about making errors, apprehension of receiving criticism, and experiencing shyness while conversing in English. The questionnaire results shed light on the factors contributing to students' difficulties in speaking English, specifically regarding inhibition and the emotional aspects of language use in the classroom. The data reveals a range of responses, with 43% of students either strongly agreeing (14%) or agreeing (19%) that they have less confidence when speaking English in front of the class. This suggests that a considerable portion of students encounters a confidence deficit when required to speak English in a classroom setting, potentially due to fear or self-consciousness.

Moreover, the findings indicate that 34% of students either strongly agree (10%) or agree (24%) that they feel worried when speaking in English. This highlights the presence of anxiety among a significant portion of students when they engage in English communication. Remarkably, a substantial majority of students (62%) responded neutrally to the statement, indicating a sense of uncertainty or ambivalence regarding their emotional state during English speech.

The questionnaire results reveal a complex landscape of students' experiences when speaking English in front of the class, characterized by varying degrees of confidence and anxiety. While a notable proportion expresses a lack of confidence and experiences worry, the majority remains neutral, indicating a need to address the emotional aspects of language learning. These findings underscore the importance of creating a supportive and inclusive learning environment that

acknowledges and assists students in overcoming inhibitions related to speaking English.

2) Nothing to say

Table 4.6 The Result of Nothing to Say Analysis

NO	STATEMENTS	ANSWER CHOICE				
		SA	A	N	D	SD
3.	I feel lack of knowledge when speaking English.	5%	19%	29%	38%	10%
4.	I cannot think of anything to say.	10%	24%	62%	5%	0%
9.	I speak very little or not at all.	10%	10%	33%	33%	14%

The results of the questionnaire also explain other factors contributing to students' difficulties in speaking English. This aspect focuses on students having no ideas to speak, when they feel a lack of knowledge or difficulty in generating ideas during English language activities. The data shows a wide range of responses, with 24% of students strongly agreeing (10%) or agreeing (14%) that they can't think of anything to say when speaking in English. This suggests that most students face difficulties in starting or maintaining conversations, often due to challenges in generating content or ideas.

On the other hand, as many as 48% of students strongly disagree (10%) or disagree (38%) with the statement that they feel they lack knowledge when speaking English. This shows that the majority of students do not consider this factor to be a difficulty in their English language skills.

Furthermore, the findings show that 43% of students strongly agree (10%) or agree (33%) that they speak very little or not at all in English-speaking situations. In contrast, 48% of students strongly disagreed (14%) or disagreed

(33%) with this statement, thus indicating a more balanced perspective regarding the extent of their participation in English conversations.

The results of the questionnaire provide an illustration that the "Nothing to Say" factor does play a role in some students' difficulties in speaking English. Although most students have difficulty generating ideas or content, most students do not consider a lack of knowledge to be a significant obstacle. Additionally, student participation levels vary, with most students actively involved in English-language activities. These findings underscore the complexity of factors influencing English speaking ability and emphasize the need for tailored support to effectively address individual challenges.

3) Lack of participant

Table 4.7 The Result of Lack of Participant Analysis

NO	STATEMENTS	ANSWER CHOICE				
		SA	A	N	D	SD
10.	I don't have partner in speaking English.	0%	5%	10%	38%	48%

The results of the questionnaire provide insight into the significant factors that contribute to students' difficulties in speaking English, which is often referred to as the "Lack of Participants" factor. This aspect focuses on the challenges students face when they feel a lack of suitable partners for English language activities.

The data shows the dominant sentiment, with 48% of students strongly disagreeing and 38% disagreeing with the statement that they do not have a partner when speaking English. This shows that most students do not experience a lack of conversation partners, which is an encouraging sign for their English

language opportunities. In everyday life at the Islamic boarding school, they are required to communicate in English, so they have to speak English with each other, and they have no shortage of friends who speak English.

Furthermore, the findings showed that only 5% of students agreed that they felt they had less friends to talk to when speaking in English. However, what is more striking is the fact that the majority of students (86%) strongly disagreed or disagreed with this statement. This underlines that the majority of students do not experience a lack of friends to talk to when using English.

The results of the questionnaire emphasize the important role of the “Lack of Participants” factor in students' difficulties when speaking English. Most students did not consider not having a partner for English activities to be a big challenge, which was a positive aspect for their language development. Although some students expressed concerns about their knowledge, most had someone to talk to improve their speaking skills.

4) Mother-tongue use

Table 4.8 The Result of Mother-tongue Use Analysis

NO	STATEMENTS	ANSWER CHOICE				
		SA	A	N	D	SD
11	I feel that mother tongue is easier than English.	24%	33%	38%	5%	0%
12	The influence of my mother tongue makes me less confident when speaking in English.	5%	5%	24%	52%	14%
13	I often stutter when speaking in English due to the strong influence of my mother tongue.	5%	10%	24%	48%	14%

The findings from the questionnaire shed light on significant factors that contribute to students' difficulties in speaking English, specifically the influence of their mother tongue. This aspect focuses on how mother tongue, or native language, can affect students' ability to communicate effectively in English.

Firstly, the data shows that 57% of students strongly agree (24%) or agree (33%) that they find their native language easier than English. This suggests that most students find their mother tongue more accessible, which may affect their preference and confidence in the use of English.

In addition, the results showed that 66% of students strongly disagreed (14%) and disagreed (52%) that the influence of their mother tongue made them less confident when speaking in English. This underlines that there is no impact of one's mother tongue on their confidence in using English.

In addition, 52% of students strongly disagree (14%) and disagree (48%) that they often stutter when speaking in English due to the strong influence of their mother tongue. This proves that there is no significant influence of mother tongue on English fluency.

In conclusion, the questionnaire results emphasize that the "mother tongue" factor does not really affect students' difficulties when speaking English. Most of the students do consider their mother tongue to be more native.

B. Discussion

This part compares and contrasts the findings from the previous section with this research findings. The discussion focuses on the two research questions listed in chapter one.

The first research question is “what are students’ difficulties in speaking English at Darul Ulum Islamic Boarding School Banda Aceh?”. The research findings based on the results of the questionnaire and interviews shed light on students' difficulties in speaking English. The difficulties encompass grammar, fluency, pronunciation, and vocabulary, each offering unique insights into the challenges students face when engaging in spoken communication in the English language. Firstly, regarding grammar, the questionnaire results revealed that a significant proportion of students expressed concerns about the accuracy of their grammar when speaking in English. A total of 43% of students either strongly agreed or agreed with statements indicating their understanding about making grammatical errors. Such concerns may deter students from engaging in conversations or expressing themselves confidently in English. These findings align with the interviews where many students voiced their reservations about their grammar skills, highlighting it as a significant obstacle in their quest for effective spoken communication in English. It was supported by Wulandari (2014) in her research found difficulties in speaking English one of them by limited grammar knowledge.

Second, the research explored the factor of fluency, particularly the influence of regional accents on fluency in English speaking. A portion of

respondents claimed their regional accents as a barrier to achieving fluency, with 15% agreeing or strongly agreeing with the statement. However, the majority of students (71%) held a different perspective, either disagreeing or strongly disagreeing. These disparities in responses highlighted the diversity of experiences and perceptions among participants regarding the influence of regional accents on fluency in English.

Thirdly, the findings regarding pronunciation demonstrated a divided perception among students. While 15% of students expressed reluctance to engage in English conversations due to pronunciation difficulties, a majority did not perceive pronunciation as a significant issue or were willing to overcome it. Interviews revealed that some students indeed face speaking challenges due to pronunciation issues, underscoring the importance of addressing these concerns. Hidayati (2019) also found that pronunciation is one of the difficulties students face in speaking.

Lastly, the research explored vocabulary proficiency among students. A substantial portion of students (43%) expressed a neutral stance regarding their vocabulary, indicating uncertainty about their English language proficiency. Insights from interviews further supported this, with many students mentioning vocabulary as one of the primary challenges they face in speaking English. This highlights the need for additional support and resources for students seeking to improve their vocabulary. This result also supported by Afisa (2015), the students' difficulties in speaking are the student's low vocabulary, difficulties in pronouncing, confused in arranging words and worried of making mistakes.

In conclusion, the research findings provide valuable insights into the multifaceted students' difficulties in speaking English. These difficulties include grammar, fluency, pronunciation, and vocabulary, each with its unique challenges and perceptions. The questionnaire results and interview insights together offer a comprehensive view of students' experiences, attitudes, and challenges in spoken English communication, emphasizing the importance of tailored support and an inclusive language learning environment to address these issues effectively.

The second research question is “what are the factors students’ difficulties in in speaking English at Darul Ulum Islamic Boarding School Banda Aceh?”. The research investigated various factors contributing to students' difficulties in speaking English, uncovering valuable insights into inhibition, nothing to say, lack of participants, and the influence of the mother's tongue. These findings provide a comprehensive view of the challenges students face in spoken English communication. the first is Inhibition, the study highlighted the role of inhibition in hindering students when speaking English. A significant proportion of students (43%) indicated a lack of confidence when speaking in front of the class, while 34% expressed feelings of worry. These emotional barriers can impact students' willingness to engage in English communication. Notably, 62% remained neutral, suggesting a need to address the emotional aspects of language learning.

The second is nothing to say, the research explored the challenge of students having "Nothing to Say" during English language activities. A notable portion (24%) reported difficulty in generating ideas or content when speaking English. However, a majority (48%) disagreed with this statement, indicating

balanced participation. These findings highlighted the complexity of factors influencing English speaking ability, emphasizing the need for tailored support.

Next is lack of participants, the study examined the factors which relate to students' access partners for English language activities. Encouragingly, the majority of students (86%) disagree with this factor, suggesting that they do not experience a shortage of conversation partners. This is attributed to their daily English communication requirements at the Islamic boarding school, where speaking English with peers is mandatory. This indicates a positive aspect of their language development.

The last one is mother tongue use, the research delved into the influence of students' mother tongue on their English-speaking abilities. While 57% found their native language easier than English, the majority (66%) disagreed that their mother's tongue made them less confident or led to stuttering when speaking in English. These findings suggest that the mother's tongue may not significantly affect students' confidence or fluency in English, considering the importance of fostering English proficiency irrespective of linguistic backgrounds.

In conclusion, this research has illuminated the multifaceted factors of students' difficulties in speaking English. It has shown that emotional barriers, the challenge of generating ideas, and the availability of suitable conversation partners all play varying roles. Additionally, the influence of the mother tongue on confidence and fluency appears limited. The results of this research are the same as the results of research conducted by Puteri (2022).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

A. Conclusions

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher puts forward conclusion as follows:

1. Based on the findings from the questionnaire and interviews, this research has provided valuable insights into the various complexities surrounding students' English-speaking difficulties at Darul Ulum Islamic Boarding School in Banda Aceh. These challenges encompass aspects such as grammar, fluency, pronunciation, and vocabulary, offering a multifaceted perspective on the hurdles students encounter during spoken English communication. The questionnaire results and interview findings collectively offer a comprehensive view of these challenges. In terms of grammar, a notable portion of students expressed concerns about their grammatical accuracy, which could potentially impact their confidence in speaking English. The influence of regional accents on fluency revealed a divergence in students' perceptions. Pronunciation, too, showcased a divided viewpoint, with certain students acknowledging challenges in this area. Vocabulary emerged as a significant hurdle for many, underscoring

the importance of additional support and resources. These findings highlight the need for a nuanced approach to address these difficulties effectively and enhance English speaking skills among students.

2. Based on the findings from the questionnaire, this research has provided valuable insights into the multifaceted factors contributing to students' difficulties in speaking English at Darul Ulum Islamic Boarding School in Banda Aceh. The study revealed that inhibition, marked by a lack of confidence and feelings of worry, poses emotional barriers that impact students' English communication. Similarly, the challenge of having nothing to say was recognized by some students, although the majority exhibited balanced participation. Encouragingly, a lack of suitable conversation partners was not a significant issue, as the majority of students did not experience this constraint due to their daily English communication requirements at the Islamic boarding school. Furthermore, the influence of the mother tongue on students' English-speaking abilities was found to be limited in terms of confidence and fluency. These findings offer a comprehensive understanding of the various factors influencing students' English speaking, contributing to the body of research in this area.

B. Suggestion

Based on the research findings, the following recommendations are offered to assist students in addressing their challenges in speaking English. These suggestions are directed towards students, educators, and future researchers:

1. For Students:

- 1) Enhance your fundamental English language skills and expand your vocabulary through regular practice and exposure.
- 2) Cultivate a mindset that embraces the learning process, and don't be hesitant, shy, or fearful of making mistakes while speaking English.
- 3) Embracing errors as part of the learning journey can significantly boost your speaking abilities.

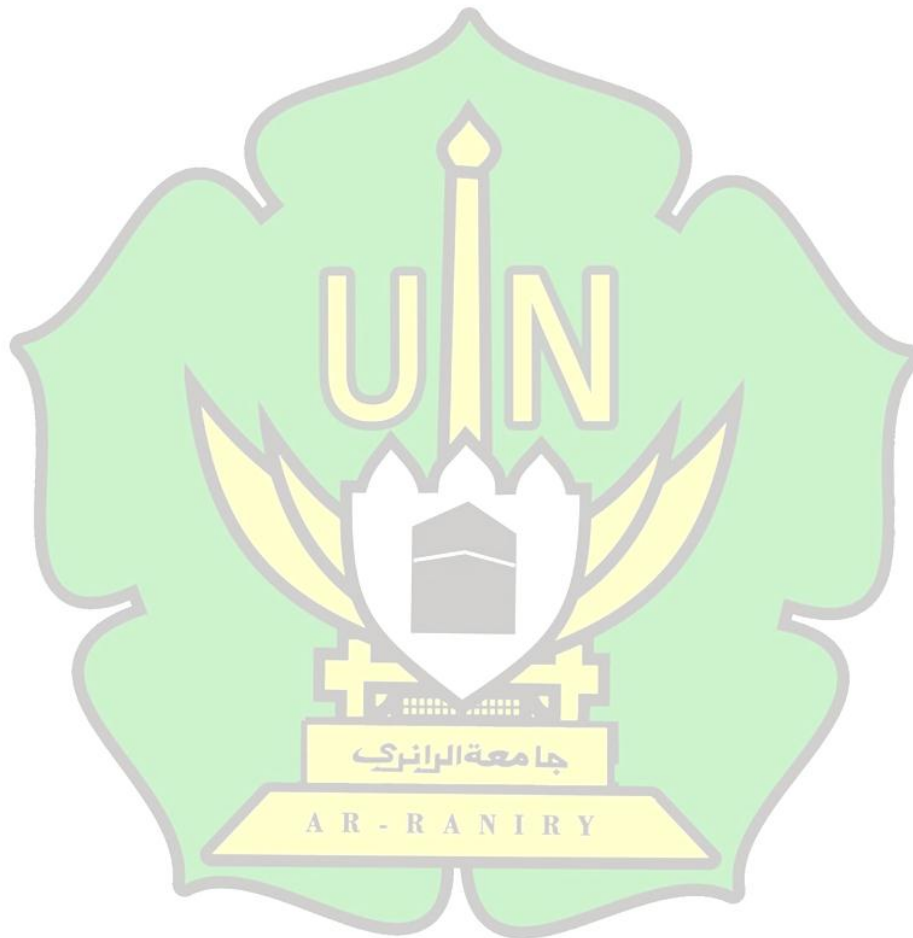
2. For Teachers:

- 1) Update teaching materials and methodologies for English speaking classes to keep them engaging and relevant.
- 2) Employ a variety of innovative teaching techniques that stimulate students' interest in speaking English.
- 3) Foster a learner-centered classroom environment that encourages active participation and collaboration among students.
- 4) Make effective use of diverse teaching and learning resources and media to enrich the learning experience.

3. For Future Researchers:

- 1) This research can serve as a guide for future studies focusing on students' speaking difficulties in English.

- 2) Encourage further investigation into additional challenges faced by students and explore the underlying factors contributing to these difficulties.
- 3) Investigate potential student-driven solutions to address and overcome these speaking challenges effectively.



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APPENDIX A

Appointment letter of supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7636/UN.08/FTK/KP.07.6/07/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juni 2023

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Maskur, M.A Sebagai Pembimbing Pertama
2. Rahmi Fhonna, M.A Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Suci Saufa Yuthika
NIM : 180203147
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An Analysis of Student Difficulties in Speaking English at Darul Ulum Islamic Boarding School Banda Aceh
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 21 Juli 2023
Dekan,


Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B

Recommendation letter from FTK to conduct field research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : [0651-7557321](tel:0651-7557321), Email : uin@ar-raniry.ac.id

Nomor : B-10573/Un.08/FTK.1/PP.00.9/09/2023

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
MAS DARUL ULUM BANDA ACEH

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **SUCI SAUFA YUTHIKA / 180203147**

Semester/Jurusan : / Pendidikan Bahasa Inggris

Alamat sekarang : Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***AN ANALISIS OF STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT DARUL ULUM ISLAMIC BOARDING SCHOOL BANDA ACEH***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 September 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,




*Berlaku sampai : 26 Oktober
2023*


Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

Confirmation letter from MAS Darul Ulum



YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH
MADRASAH ALIYAH DARUL ULUM
 (STATUS DISAMAKAN/Wa/6-d/PP.03.2/587/1998)
 NSM: 131211710006 NPSN: 10106286
 Jalan Syiah Kuala No. 5, Gampong Keuramat, Kuta Alam, Banda Aceh 23123
 Telpon (0651) 33312; Pos-el: masdarululumypui@gmail.com; laman: <https://masdubna.sch.id>



Nomor : MA.a/DU/PP.00.6/060/10/2023 10 Oktober 2023
 Perihal : **Penelitian An. SUCI SAUFA YUTHIKA**

Kepada Yth.
 Dekan Bidang Akademik dan Kelembagaan
 Universitas Islam Negeri Ar-Raniry
 di-
 Banda Aceh

Assalamu'alaikum Wr. Wb.


Sehubungan dengan surat saudara nomor: B-10573/Un.08/FTK.1/PP.00.9/09/2023, tanggal 20 September 2023, perihal sebagaimana tersebut pada pokok surat, maka dengan ini Kami menyatakan bahwa:

n a m a : **SUCI SAUFA YUTHIKA**
 NIM : 180203147
 semester : XI
 Jurusan : Pendidikan Bahasa Inggris
 alamat : Desa Baet Kecamatan Baitussalam Kabupaten Aceh Besar

telah selesai mengadakan penelitian pada tanggal 28 s/d 29 September 2023 untuk bahan penulisan disertasi dengan judul:

"An Analisis of Student' Difficulties in Speaking English at Darul Ulum Islamic Boarding School Banda Aceh"

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.



KEPALA
ARIANI, S.Ag., M.A
 NIP 197309141999052001

APPENDIX D

Instrument of Questionnaire

KUESIONER PENELITIAN STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH AT DARUL ULUM ISLAMIC BOARDING SCHOOL BANDA ACEH

Assalamualaikum wr. wb

Yth siswa/ siswi kelas XI Darul Ulum Banda Aceh

Izinkan Saya memperkenalkan diri. Nama Saya Suci Saufa Yuthika, mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh, saat ini Saya sedang melakukan penelitian yang berjudul “An Analisis of Students’ Difficulties in Speaking English at Darul Ulum Islamic Boarding School Banda Aceh” sebagai salah satu persyaratan untuk menyelesaikan tugas akhir Pendidikan Sarjana (S1). Untuk itu, Saya memohon bantuan kepada Adik-adik untuk berpartisipasi dalam mengisi questioner ini.

Terimakasih atas waktunya.

Wassalamualaikum wr. wb.

PETUNJUK

1. Questioner ini di tujukan untuk siswa/ siswi kelas XI Darul Ulum Banda Aceh.
2. Questioner ini bertujuan untuk mengumpulkan informasi terkait kesulitan siswa dalam berbicara Bahasa Inggris.
3. Questioner ini di susun dengan menggunakan skala likert yaitu:

Strongly Agree (SA)	=	Sangat setuju
Agree (A)	=	Setuju
Neutral (N)	=	Netral
Disagree (D)	=	Tidak setuju
Strongly Disagree (SD)	=	Sangat tidak setuju
4. Isilah data pribadi dibawah ini dengan menggunakan inisial nama Anda, sebagai contoh: Muhammad Haris “MH”
5. Jawablah pernyataan-pernyataan di bawah ini dengan memberikan tanda silang (X) pada salah satu pernyataan berikut sesuai dengan realita anda.

Atas kesediaan dan bantuan yang adik-adik berikan, saya ucapkan terimakasih

Wassalamualaikum wr.wb.

Data Pribadi

Nama :
 Kelas :
 Jenis Kelamin :

STUDENTS' DIFFICULTIES IN SPEAKING ENGLISH

NO	PERNYATAAN	PILIHAN JAWABAN				
		SA	A	N	D	SD
1.	Saya merasa kurang percaya diri saat harus berbicara dalam bahasa Inggris di depan kelas.					
2.	Saya merasa khawatir ketika berbicara dalam bahasa Inggris.					
3.	Saya merasa kurang pengetahuan saat berbicara dalam bahasa Inggris.					
4.	Saya tidak dapat berpikir tentang apa yang harus dikatakan.					
5.	Saya takut bahwa tata bahasa saya salah saat berbicara dalam bahasa Inggris.					
6.	Saya tetap berbicara dalam bahasa Inggris meskipun saya belum menguasai tata bahasa.					
7.	Aksen daerah saya membuat sulit bagi saya untuk berbicara dalam bahasa Inggris dengan lancar.					
8.	Saya tidak pernah berbicara dalam bahasa Inggris baik di dalam maupun di luar kelas karena kesulitan dalam pengucapan.					
9.	Saya berbicara sangat sedikit atau bahkan sama sekali tidak.					
10.	Saya tidak memiliki teman bicara dalam bahasa Inggris.					
11.	Saya merasa bahwa bahasa ibu lebih mudah daripada bahasa Inggris.					
12.	Pengaruh bahasa ibu membuat saya kurang percaya diri saat berbicara dalam bahasa Inggris.					
13.	Saya sering terbata-bata saat berbicara dalam bahasa Inggris karena pengaruh kuat dari bahasa ibu saya.					
14.	Saya tidak memiliki pemahaman yang baik tentang tenses dan tata bahasa, sehingga sulit bagi saya untuk berbicara dalam bahasa Inggris.					
15.	Saya tidak memiliki kosa kata yang luas dalam bahasa Inggris.					

APPENDIX E

Interview Questions

1. Bagaimana perasaan Anda ketika harus berbicara Bahasa Inggris di pesantren?
2. Apakah ada hal khusus dalam berbicara Bahasa Inggris yang Anda anggap sulit? Kalau ada apa contohnya?
3. Menurut Anda, apa yang membuat Anda merasa kesulitan dalam berbicara Bahasa Inggris di sekolah ini?
4. Bagaimana suasana di dalam kelas Bahasa Inggris memengaruhi rasa percaya diri Anda dalam berbicara?
5. Adakah teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara Bahasa Inggris? Bagaimana mereka melakukannya?
6. Apakah Anda merasa lebih percaya diri berbicara Bahasa Inggris di luar kelas atau di dalam kelas? Mengapa?
7. Apakah ada cara pembelajaran Bahasa Inggris yang Anda nikmati dan merasa membantu Anda lebih baik dalam berbicara?
8. Apakah Anda merasa menggunakan Bahasa Inggris dalam kegiatan sehari-hari di sekolah membantu Anda berbicara lebih lancar?
9. Apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara Bahasa Inggris di sekolah ini?
10. Apakah Anda percaya bahwa merasa lebih percaya diri dalam berbicara Bahasa Inggris dapat membantu Anda belajar secara lebih baik? Mengapa?

APPENDIX F

Score of Questionnaire

	Statements														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Respondent 1	3	3	3	3	2	4	3	2	3	3	4	2	2	2	3
Respondent 2	2	3	3	3	2	5	1	3	1	3	5	1	2	3	3
Respondent 3	5	3	3	3	5	3	2	2	3	2	3	2	2	3	5
Respondent 4	1	5	2	4	2	4	2	2	2	2	4	2	2	2	3
Respondent 5	1	5	1	5	4	4	2	1	1	1	4	2	1	2	2
Respondent 6	5	1	5	1	5	1	1	1	3	3	3	3	3	3	3
Respondent 7	2	4	3	3	1	5	1	3	1	2	4	2	1	2	2
Respondent 8	2	4	2	4	2	4	2	1	2	2	4	2	2	3	3
Respondent 9	2	4	2	3	3	4	2	1	2	2	5	1	2	2	2
Respondent 10	3	3	4	3	3	4	4	4	4	2	4	3	3	3	3
Respondent 11	5	3	3	3	5	5	2	3	4	4	5	5	4	3	3
Respondent 12	4	3	4	4	2	3	1	3	5	3	5	2	1	3	3
Respondent 13	2	3	2	3	2	5	1	1	2	2	5	2	2	1	2
Respondent 14	4	3	4	4	4	4	5	4	3	3	5	2	1	4	5
Respondent 15	2	3	3	3	3	3	2	2	2	3	3	2	2	2	2
Respondent 16	3	3	3	3	4	4	3	2	2	2	3	2	2	2	2
Respondent 17	2	3	2	2	5	4	4	5	5	3	3	2	3	1	4
Respondent 18	2	3	2	3	3	3	1	1	3	3	3	3	3	3	3
Respondent 19	2	4	2	3	3	3	2	2	2	3	3	2	2	2	2
Respondent 20	3	2	3	5	5	5	2	2	2	1	3	2	2	2	2
Respondent 21	4	3	4	3	3	5	1	2	3	1	4	2	5	4	3
Sum	59	68	60	68	68	82	44	47	55	50	82	46	47	52	60



APPENDIX G

Interview Transcript

Participant 1

- R : Bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : Senang karena emang niat sekolahnya di pesantren nih emang buat belajar bahasa.
- R : Apakah ada hal khusus dalam berbicara bahasa Inggris yang anda anggap sulit? Kalau ada apa contohnya?
- P : Speaking
- R : bagaimana suasana di dalam kelas bahasa Inggris mempengaruhi rasa percaya diri Anda dalam berbicara.
- P : Iya teman temannya ada yang mau diajak ngomong namun ada juga Mungkin yang enggak suka berbahasa Inggris gitu.
- R : Adakah teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris? Bagaimana mereka melakukannya?
- P : Ada
- R : cara Mereka melakukannya gimana?
- P : membantu dalam vocabulary
- R : Apa Anda merasa lebih percaya diri berbicara bahasa Inggris di luar kelas atau di dalam kelas? Mengapa?
- P : Ada, karena kalau misalnya di luar kelas lingkungannya memang harus bicara bahasa inggris
- R : Apakah ada cara pembayaran servis yang anda nikmati dan merasa membantu Anda lebih baik dalam berbicara?
- P : gx ada
- R : Apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari di sekolah? membantu Anda berbicara lebih lancar.
- P : Iya, karena kalau misalnya enggak kita sering ngomong lupa vocabnya
- R : apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara bahasa Inggris di sekolah ini?
- P : ya diingatin biar terbiasa, kadang kawan lupa vocabnya apa kita ingatin

Participant 2

- R : Oke untuk pertanyaan pertama, bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : Senang soalnya dulu santren diwajibkan berbahasa Inggris. Jadi semua teman tuh berbahasa Inggris jadi.
- R : Apakah ada hal khusus dalam berbicara bahasa Inggris yang anda anggap sulit? Kalau ada apa contohnya?
- P : saya kekurangan vocabulary waktu berbicara, kalau orang lain tu udah banyak vokab nya, jadi mudah aja
- R : apa yang membuat Anda merasa kesulitan dalam berbicara bahasa Inggris di sekolah ini?
- P : Enggak ada sih
- R : bagaimana suasana di dalam kelas bahasa Inggris memengaruhi rasa percaya diri Anda dalam berbicara.?
- P : suasanannya menyenangkan, guru gurunya asik
- R : Adakah teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris? Bagaimana mereka melakukannya?
- P : Ada guru kek kawan terus diajarin kita enggak tahu.
- R : Apakah Anda merasa lebih percaya diri berbicara bahasa Inggris di luar kelas atau dalam kelas? Mengapa?
- P : Di luar kelas lebih Pd krn klo d dalam kelas kek malu gitu
- R : apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda lebih baik dalam berbicara?
- P : Ada kalau biasanya kalau hari Minggu itu ada kelas khusus kayak gitu kita belajar. sehingga menambah vokep juga sama kayak percakapan sehari hari di ajarin.
- R : Apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari sekolah membantu Anda berbicara lebih lancar.
- P : ya,
- R : Apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara bahasa Inggris di sekolah ini?
- P : bicara sama sama
- R : Apakah anda percaya bahwa merasa lebih percaya diri dalam berbicara bahasa Inggris dapat membantu Anda belajar secara lebih baik. Mengapa?
- P : Ya karena penting kali ya rasa percaya diri kalau enggak ya ngx bisa

Participant 3

- R : Bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : Agak grogi karena grammar nya. Belum pas dan.
- R : Apakah ada hal khusus dalam berbicara bahasa inggrisnya Anda anggap sulit kalau ada apa contohnya.
- P : Saya kesulitan dalam menyusun kata dengan baik
- R : Menurut anda, apa yang membuat Anda merasa kesulitan dalam berbicara bahasa Inggris di sekolah ini?
- P : Enggak ada
- R : Bagaimana suasana di dalam kelas bahasa Inggris mempengaruhi rasa percaya diri Anda dalam berbicara.
- P : kalau misalnya di kelas bahasa Inggris tuh enak suasananya karena kita sama sama belajar jadi gak takut untuk salah gitu.
- R : adakah teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris?
- P : Ada.
- R : Bagaimana mereka melakukannya?
- P : Mereka bilang enggak apa coba aja kayak gitu, terus mereka ngajarin kalau memang salah dimana letak salahnya dikasih tau
- R : apakah Anda merasa lebih percaya diri berbicara di luar kelas atau di dalam kelas?
- P : Di dalam karena sesama kita sendiri, klo di luar ada yang lebih pintar lagi jadi malu
- R : Apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda lebih baik dalam bicara di sini?
- P : Listening
- R : apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari di sekolah membantu Anda berbicara lebih lancar?
- P : Ya
- R : apa anda apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara bahasa Inggris di sekolah ini?
- P : Bisa pake metode listening juga.
- R : Apakah anda percaya bahwa merasa lebih percaya diri dalam berbicara bahasa Inggris dapat membantu Anda belajar secara lebih baik.
- P : Iya, Karena kalau dengan PD kita bisa ngeluarin kata katanya. Kalau kita enggak PD kita enggak bakal keluar kata-katanya.

Participant 4

- R : bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : Senang tuh soalnya kan bisa mengasah kemampuan berbicara
- R : apakah ada hal khusus dalam berbicara bahasa Inggris yang anda nggak sulit? Kalau ada apa contohnya?
- P : enggak terlalu terlalu sulit, soalnya kan bisa belajar contohnya kek ada vocab setiap shubuh, yang sulit tu saat pidato
- R : Bagaimana suasana di dalam kelas bahasa Inggris mempengaruhi rasa percaya diri Anda dalam berbicara.
- P : ngx ada
- R : adakah teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris? Bagaimana mereka melakukannya?
- P : teman ada kk, kalau ada vocab yang kita gx tau, bisa di kasih tau ma kawan, terus kadang sering nyanyi bahas inggris
- R : apakah Anda merasa lebih percaya diri berbicara bahasa Inggris di luar kelas atau di dalam kelas di lapak kenapa?
- P : di luar kelas, setiap minggu tu ada muhadasah jadi bisa praktik seru seru gitu
- R : Apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda lebih baik dalam berbicara?
- P : Ada sekolah., dan juga mufradat pagi
- R : apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari di sekolah? membantu Anda berbicara lebih lancar.
- P : Mungkin saat ini belum lebih lancar, mungkin saat ini masih membantu.
- R : Apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara bahasa Inggris?
- P : mempraktekkan sehari hari gitu.
- R : Apakah anda percaya bahwa merasa lebih percaya diri dalam berbicara bahasa Inggris dapat membantu Anda belajar lebih baik ya kenapa?
- P : ya, karen amembantu saya kejenjang selanjutnya, krn gx pd gx bsa ngomong

Participant 5

- R : bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : Saya biasa saja karena di lingkungan pesantren lingkungan yang berbahasa Inggris dan arab.
- R : Apa apakah ada hal khusus dalam berbicara bahasa Inggris yang anda anggap sulit? Kalau ada apa contohnya?
- P : Saya takut kalau bicara pronunciation saya salah
- R : Bagaimana suasana di dalam kelas bahasa Inggris memengaruhi rasa percaya diri Anda dalam berbicara.
- P : Iya. menyenangkan dan mengeksplor kita untuk lebih tahu.
- R : Adakah teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris? Bagaimana mereka melakukannya?
- P : ada, Mereka mengajarkan beberapa hal yang mungkin kami belum tahu. Mereka ngajarinnya tuh kayak cara speak up, listening dan berbagai lainnya.
- R : Apakah Anda merasa lebih percaya diri berbicara bahasa Inggris di luar kelas atau di dalam kelas?
- P : Di dalam kelas karena lingkungan temen se circle
- R : Apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda lebih baik dalam berbicara?
- P : ada, listening
- R : Apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari di sekolah membantu Anda berbicara lebih lancar?
- P : iya
- R : apa yang menurut Anda bisa membantu sesuai lain yang merasa kesulitan dalam berbahasa Inggris di sekolah ini?
- P : ngajarin speaking dan sama sama ngomong
- R : Apakah anda percaya bahwa merasa lebih percaya diri dalam berbicara seks dapat membantu Anda belajar secara lebih baik.?
- P : Iya, karena kalau kita gx percaya diri maka kita gx akan bisa untuk berbahasa

Participant 6

- R : bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : Rasanya kayak ada perasaan unik gitu karena jarang ngomong bahasa, cuma ketika kita bicara bahas bahasa inggrisnya ini terkadang ada macet-macet jadinya kurang PD
- R : Apakah ada hal khusus dalam berbicara bahasa Inggris yang anda anggap sulit? Kalau ada apa contohnya?
- P : Saya susah memilih vocab yang sesuai Ketika berbicara. Ditambah lagi Kalimat yang panjang itu terkadang susah apalagi verbnya kurang mengerti karena kita enggak tahu yang mana, kata lampau yang mana kata yang ini.
- R : bagaimana suasana di dalam kelas bahasa Inggris mempengaruhi rasa percaya diri Anda dalam berbicara.
- P : Mempengaruhi karena dengan orang effort dengan kita pas kita tampil gitu, orang effort dengan yang kita semangat jadinya. Jadi kita salah benar itu yang penting enggak kita enggak kita hiraukan lagi kita langsung maju terus ngomong, tapi kok kita tampil mereka tidak effort dengan yang kita bilang kita akan merasa oh saya salah nih ada di situ, di situlah muncul kekurangan kita dalam bicaranya itu di situ ke merasa tak salah, maka di situlah salah orang.
- R : Mereka teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris. Bagaimana mereka melakukannya?
- P : Ada satu guru yang guru ini nyaman bagi bagi saya ada guru ini menjelaskannya tanpa berbelit belit. Contohnya presen tense di situ langsung rumusnya langsung contohnya di dicontoh itu ditulis titik garis yang mana subjek, yg mana prediket
- R : Terus apakah Anda merasa lebih percaya diri berbicara bahasa Inggris di luar kelas atau di dalam kelas? Mengapa?
- P : Lebih percaya di luar kelas karena di dalam kelas orangnya kan mungkin itu aja kayak gitu. Jadi mungkin kurang kayak gitu. Tapi kalau di luar kelas orangnya bervariasi, jadi kita bisa pilih orang luar kelas yang lebih pede dengan kita ngomong.
- R : Apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda lebih baik dalam berbicara?
- P : Seperti tadi langsung ke intinya tanpa belit belit
- R : Apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari di sekolah? membantu Anda berbicara lebih lancar.
- P : Ya sangat membantu.

- R : Apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara bahasa Inggris di sekolah?
- P : Terus ajarkan ke dia contoh contoh lain gitu
- R : Apakah anda percaya bahwa merasa lebih percaya diri dalam berbicara bahasa Inggris dapat membantu Anda belajar secara lebih.
- P : ya karena kepercayaan diri itu kita butuh kepercayaan diri tanpa kita percaya diri kita enggak akan bisa



Participant 7

- R : Bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : Perasaan saya senang karena bahasa di pesantren itu sangat. Sangat kita di pesantren emang harus berbahasa gitu.
- R : Apakah ada hal khusus dalam berbicara bahasa Inggris yang anda anggap sulit? Kalau ada apa contohnya?
- P : Saya kesulitan berbicara karena pronounciationnya
- R : Bagaimana suasana di dalam kelas bahasa Inggris mempengaruhi rasa percaya diri Anda dalam berbicara.
- P : Teman alhamdulillah selalu support dalam berbahasa
- R : Adakah teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris?
- P : ada, selalu ajak berbahasa inggris
- R : Apakah Anda merasa lebih percaya diri berbicara bahasa Inggris di luar kelas atau di dalam kelas?
- P : Di dalam kelas enak di luar kelas juga enak karena emang lingkungannya berbahasa.
- R : Apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda lebih baik dalam berbicara?
- P : ada,
- R : Apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari di sekolah?
- P : membantu Anda berbicara lebih lancar.
- R : Apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara bahasa Inggris di sekolah?
- P : Selalu belajar vocap dan konversesi bersama
- R : Apakah anda percaya bahwa merasa lebih percaya diri dalam berbicara bahasa Inggris dapat membantu Anda belajar secara lebih baik. Mengapa?
- P : iya, krn klo gx pd gx bisa

Participant 8

- R : bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : saya sangat senang karen amembantu speakingnya lebih bagus
- R : Apakah ada hal khusus dalam berbicara bahasa Inggris yang anda anggap sulit? Kalau ada apa contoh?
- P : Misal belum menguasai grammar jadi agak sulit.
- R : bagaimana suasana di dalam kelas bahasa Inggris mempengaruhi rasa percaya diri Anda dalam berbicara.
- P : nyaman nyaman aja
- R : adakah teman atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris? Bagaimana mereka melakukannya?
- P : Misal nih biar nyaman kita masing masing kita ngomong terus bahasa Inggris nanti kalau ada yang salah diperbaiki.
- R : apakah Anda merasa lebih hebat, lebih percaya diri berbicara bahasa Inggris di luar kelas atau di dalam kelas?
- P : Lebih percaya diri di dalam kelas. Karena ada gurunya juga bisa gitu. Jadi kalau ada kesalahan kesalahan pun bisa dibantu.
- R : Apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda berbicara lebih baik?
- P : Misalnya, ini kan kami di pesantren, jadi setiap pagi subuh setiap subuh tuh kami dikasih vokep kelas.
- R : Apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari di sekolah?
- P : membantu Anda berbicara lebih baik. Ya sangat membantu.
- R : Apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara bahasa Inggris di sekolah?
- P : misal dia tanya kita bantu
- R : Maka Anda percaya bahwa merasa lebih percaya diri dalam berbicara. Bahasa Inggris dapat membantu Anda belajar lebih baik.
- P : Iya, gx PD gx bisa

Participant 9

- R : bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren
- P : senang karena kan bisa melatih kita berbicara lebih speak up.
- R : apakah ada hal khusus dalam berbicara bahasa Inggris yang anda anggap sulit? Kalau ada apa contohnya?
- P : Saya takut memilih kata yang tidak sesuai
- R : Bagaimana suasana dalam kelas bahasa Inggris mempengaruhi rasa percaya diri Anda dalam berbicara.
- P : Gak ada
- R : adakah Guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris banyak bagaimana mereka?
- P : banyak, misal pergi ke lab, listening, sama sama belajar
- R : Apakah Anda merasa lebih percaya diri berbicara bahasa Inggris di luar kelas atau di dalam kelas? Mengapa?
- P : Dalam kelas karena kan kawannya sama sama kayak gitu nanti salah gak malu kok bisa di luar itu kayak salah ada yang denger. Malu
- R : apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda lebih baik dalam berbicara?
- P : Dalam kelas bahasa Dikasih vokep terus disuruh hafal dengan ada sumber kalimatnya
- R : Apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari di sekolah?
- P : membantu Anda berbicara lebih baik.
- R : apakah anda percaya bahwa merasa lebih percaya diri dalam berbicara bahasa Inggris dapat membantu Anda belajar secara lebih baik, terus kenapa?
- P : sama aja. klo kita gx PD tuh ya gx tau

Participant 10

- R : Bagaimana perasaan anda ketika harus berbicara bahasa Inggris di pesantren?
- P : kayak keren gitu.
- R : Apakah ada hal khusus dalam berbicara bahasa Inggris yang anda anggap sulit kalau ada contoh.
- P : Contohnya kita tuh kayak enggak terlalu menguasai grammar nya. salh salah dalam penempatannya
- R : bagaimana suasana di dalam kelas bahasa Inggris mempengaruhi rasa percaya diri Anda dalam berbicara
- P : mempengaruhi.
- R : Adakah teman sekelas atau guru yang membantu Anda merasa lebih nyaman berbicara bahasa Inggris?
- P : waktu kita ngomong tuh enggak menertawakan tapi kayak bantu ini kayak gini.
- R : Terus apakah Anda merasa lebih percaya diri berbicara bahasa Inggris di luar kelas atau di dalam kelas?
- P : dalam kelas, Cuman kawan sekelas saja yang diterapkan kita salah.
- R : apakah ada cara pembelajaran bahasa Inggris yang anda nikmati dan merasa membantu Anda lebih baik dalam speaking berbicara.
- P : Baca kamus sama listeningnya.
- R : Apakah Anda merasa menggunakan bahasa Inggris dalam kegiatan sehari hari di sekolah?
- P : iya,
- R : Apa yang menurut Anda bisa membantu siswa lain yang merasa kesulitan dalam berbicara bahasa Inggris?
- P : hafal vokap bareng dan praktikin
- R : Apakah anda percaya bahwa merasa lebih percaya diri dalam berbicara bahasa Inggris dapat membantu Anda belajar secara lebih baik. Kenapa?
- P : Iya klo gx pd ya rugi uda hafal

APPENDIX H

Documentation



AUTOBIOGRAPHY

1. Name : Suci Saufa Yuthika
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