

**THE PROBLEMS AND SOLUTIONS OF PASSIVE ENGLISH
STUDENTS TOWARD THEIR ENGLISH SPEAKING SKILL (A**

Study at Department of English Language Education, UIN Ar-Raniry)

THESIS

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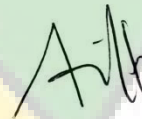
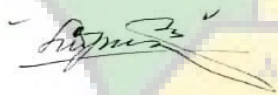
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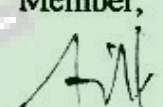
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SURAT PERNYATAAN KEASLIAN
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**The Problems and Solutions of Passive English Students Toward Their
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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 1 Juli 2020

Saya yang membuat surat pernyataan,


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First of all, I would like to thank Allah the Almighty for giving me strength, health and capability to complete this thesis entitled “*Problem and solution of passive English students toward their English speaking skill*”. Greeting and praying are also presented to Prophet Muhammad shallallahu „alaihiwasallam who has struggled whole-heartedly to delivered the truth to human being and guide his *ummah* to the right path.

First of all, I am eternally grateful to my mother, Jubaidah, and my father, M. yamin.TC the greatest motivators in my life. My hearties thanks were also directed to my beloved brothers: Hery Agustiar, Edil Mufaddal and my sister Epi Cahaya for their warmest encouragement, support, and endless love.

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ABSTRACT

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Class to be effective; teachers need to know what students need. Passive always become more essential and required more attention. However, many English Students, especially in Indonesia, faced passive. In exploring English passive students in speaking, a study entitles “The problems and solutions of passive English students toward their English speaking skill”. Thirty-two participants of this study were chosen purposively; who already took basic speaking and intermediate speaking class. This study used qualitative. and quantitative methods. The data were collected by using questionnaire and interview.

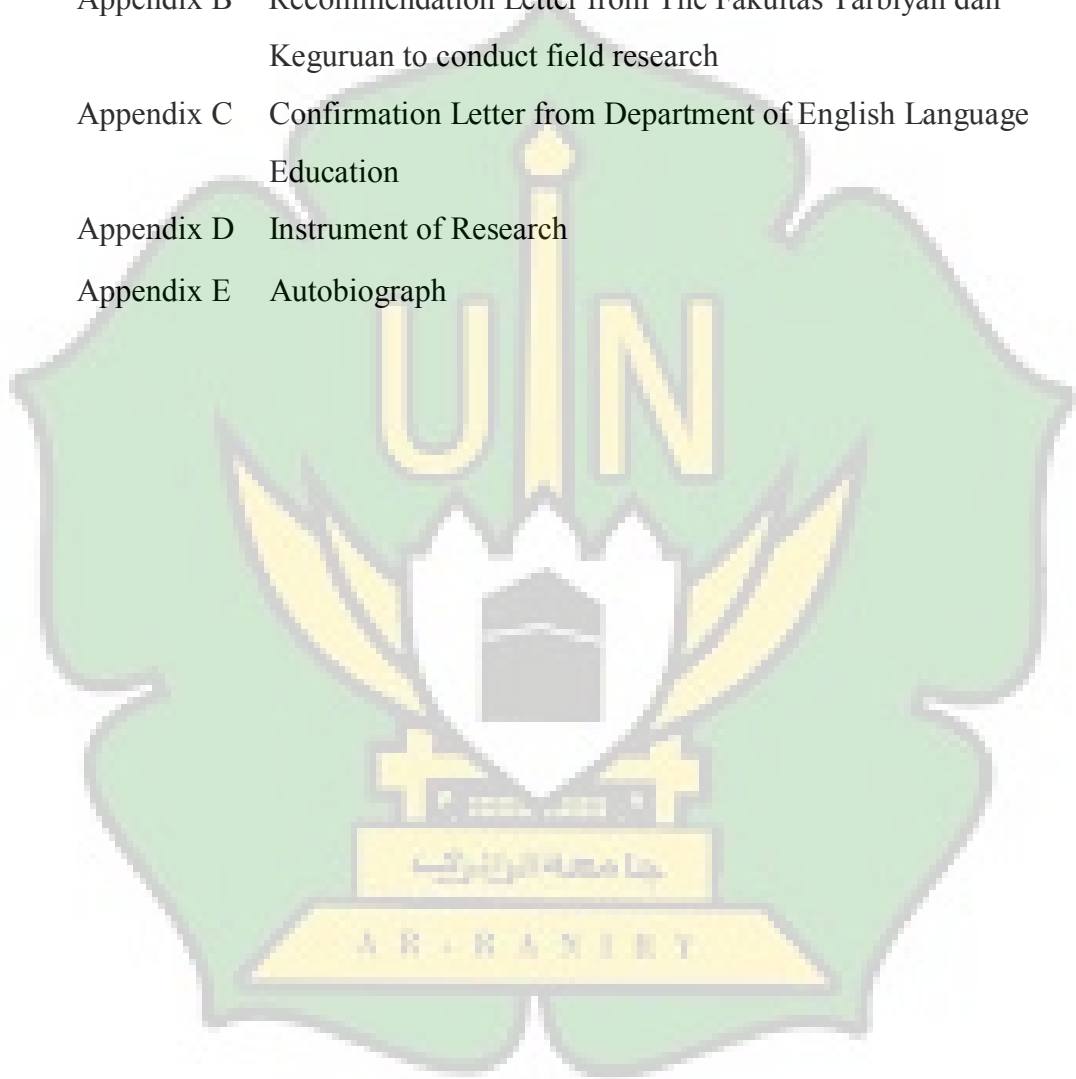
The finding showed that all of the participants agree that not confident when speaking is a big problem for passive students. most of the participants suggested that good preparation before speaking was the best strategy applied for passive students. Speaking has always been seen as an important skill in language learning.

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CHAPTER 1

INTRODUCTION

A. Background of study

There are four skills required in the English teaching-learning program. They are reading, speaking, listening, and writing. Based on those skills, speaking is one of the most important skills in language learning. By speaking, we can convey information and ideas, and maintain the social relationship by communicating with others.

According to Ladouse (1991), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts or situations in precise words or the ability to converse or to express a sequence of ideas fluently. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel, and think. When we feel something, we want someone can hear us. So, in this process, we can call it is an interaction between two sides which is every people what someone to hear what they what express.

When someone speaks to another person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983, p.5) defines speaking as the development of the relationship between speaker and listener. Also speaking determining which logical linguistic, psychological a physical rules.

Tarigan (1990, p.3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Good listening will make good communication between listener and speaker. Based on Curriculum speaking is one of the four basic competencies that the students should gain well. It has an important role in communication. In Indonesia, teaching speaking is not focused only at the junior or senior high school level, but also at the university level, especially in English language education study program. Kurnia (2011) claimed that students proficiency can be improved by using English as their communication tool in classroom. Harmer, (in Tarigan, 1990, p.12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

Speakers talk to have some effect on their listeners. It is the result of the teaching- learning process. Students' skill in conversation is a core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the success in speaking is measured through someone's ability to carry out a conversation in the language.

We confess that many proponent factors influence teaching speaking success and there are many obstacle factors why it is not running well.

Stern (in Risna dedi, 2001, p.56-57) said to watch a small child speech development. First, he listens, then he speaks, understanding always produces speaking. Therefore this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to affect to build a speaker's or learner's desires and express how his feeling and acting out his attitudes through speaking. Thus the learning of speaking cannot be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of the skills in English learning. This becomes one important subject that teachers should give. That is why the teachers have a big challenge to enable their students to master English well, especially speaking English in class or out of the class.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many cases to language teachers (p.56-57).

In carrying out speaking, students face some difficulties one of them is about language its self. Most students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes. Speaking is a productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds.

However, English in Indonesia never been used for communicative purposes and English is not a national language in Indonesia (Lauder, 2008). However, the study must be continued to reveal the real perceptions of students about their passive English toward their English speaking skills. Additionally, the previous studies were the researcher focused on improving the speaking skill of passive English students. The question is what the way that can make them fluency improvement in speaking language as their foreign language?

The research focuses on finding out the perceptions of students about passive English students toward their English speaking skills and how to solve it, whether it can help students improve their English speaking fluency and confidence of students when speak.

B. Research Questions

Based on the description of the background above, the researcher described a number of problems as well as a number of questions as follows:

1. What is passive students' problem in English speaking skill?
2. How passive English students solve their problem in English speaking skill?

C. Aims of study

The purpose of the study is:

1. To identify the students' problem in English speaking skill
2. To explain how passive English students solve their problem in English speaking skill

D. Significance of study

This research is expected to give some benefits to the students, teacher and also to researcher that are:

1. For the English teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic about learning English in the class.

2. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

3. For the students, the result of this research can improve the students speaking skills with the view that learning is fun. Furthermore, it will help the students to master the specific working skills which are related to their future career.

E. Terminology

To avoid the ambiguous meaning of some terms in this research, the writer gives the operational definition of the topic.

1. Speaking

To start with, Cameron (2001, p.40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in a foreign language to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listener will understand.

Another expert, Thon burry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level.

Speaking is a way of expressing orally what they feel, experience, or all the things they want to convey. Speaking is also often referred to as the original communication that is often done by two or more people to share information knowledge or anything in the form of oral.

2. Passive English Students

Passive English students are students who able to understand English but difficult in speaking, people who have difficulty when talking do not mean they do not understand what they want to convey normally they only get a little trouble when they want to share their opinions.

Passive students in English also does not mean students who are not good in the listener, passive students who speak well hear whatever is conveyed by the other person, but they feel distressed when they want to convey what they want to share.

(Yaruss & Reardon, 2010) When someone speaks, many elements involved in a single speaking like turn-taking system, the procedure of the production meaning, or the assurance of understanding (Bussmann, 2006). This is complex progress which possibly contributes to speaking. Someone may sometimes pause (hesitation) when he doesn't know what to say or interrupt (interjection) when trying to think.

Revision of mistaken words also happens or even repetition. English speaking skills are often considered difficult to learn because that aspect is related to producing a series of words verbally for convey ideas or messages. When we

want to speak well, we must be able to use a series of words that can be understood by listeners well. Speech strategies also need to be learned to avoid miscommunication or disruption in communicating.

(Performance: The Learners' Speaking Ability) done by Dian Karyani Astuti in UIN Jakarta has revealed several major problems in speaking English among Indonesian learners. The major finding of this study is that 43% of respondents confess that they feel shy, 53% unconfident, and nervous to speak in English. They worry to make mistake in speaking though they know the English Grammar and vocabulary. Moreover, the lack of motivation to create the English condition is another factor too for the learners. Sometimes they don't have friends to talk to. Then, the environment does not support them for speaking English and improving their language production (Karyani Astuti, 2013).

CHAPTER 11

LITERATURE REVIEW

This chapter presents some theories that are relevant to the research.

A. speaking

1. Definition of speaking

Johnson and Morrow (1981, p.70) say that speaking which is popular with the term oral communication, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level.

Richards (2008) states that the mastery of speaking skills in English is a priority for many second languages or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency (p.19).

Cameron (2001) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social, and contextualized communicative event. Speaking requires learners to be a possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Martinez Flor,

2006, P.139). In brief, learners need to know how to use the language in context (p.40).

Finocchiaro and Brumfit (1983, P.400) propose that speaking means giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation. To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary, and cultural System of the English language. The learners also have to think about the ideas they wish to express. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional Expression as well as grammatical, lexical, and cultural features needed to express the idea, be sensitive to the person to whom they speak, and also the situation in which the conversation takes place. Lastly, the learners must have the ability to change the direction of their thoughts based on the person's responses.

2. The Importance of Speaking

The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication. Furthermore, In language teaching and learning it speaking is an important part of curriculum (Luoma, 2004).

In social interaction, the ability to speak effectively supports how far our interaction goes and how well a relationship can be achieved. Then, in workplace or career lives, communication skill is one of the main keys for career success. For instance, a leader needs communication ability to deliver information, influence, and direct others to take the actions. Personally, we also need communication skill to show our ability and capability. Our personality, self-image, knowledge of the world, and our ability to reason and express our thoughts is all reflected in our spoken performance in the target language (Luoma, 2004).

3. Functions of Speaking

According to Richards (2008), the mastery of speaking skills in English is a priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, there are three functions of speaking, "...three part version of Brown and Yule's framework (after Jones 1996 & Burns 1998): talk as interaction: talk as transaction: talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches." (Richards, 2008, p. 24)

a. Talk as interaction

Talk as interaction refers to what we said as conversation. It is an interactive communication which is done spontaneously by two or more

person. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

In talk as transaction is focus more on message that conveyed and making others person understand what we want convey, by clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understanding rather than interaction.

4. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, students need to acquire some speaking aspects to have good speaking skills. As proposed by Brown (2001, P.168), those aspects are pronunciation, fluency, vocabulary, and accuracy.

1. Pronunciation and Vocabulary

Based on Longman Dictionary (2000, P.429) pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the

speakers need to be able to deliver a clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

While Based on Longman Dictionary (2002, P.580), vocabulary is a set of lexemes, consisting of single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, the speaker of a foreign language should master enough vocabulary and can use it accurately.

2. Fluency and accuracy

As proposed by Harris and Hodges (1995, P.14) fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically. Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary (2000, P.204). The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

5. Teaching speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Spoken language is both

interactional and transactional, but what should teachers focus on in class? Brown and Yule (1983) suggest the following:

1. When teaching spoken language, focus on teaching longer transactional turns.

This is because native speakers have difficulty with them and because students need to be able to communicate information efficiently whether in their country or in a native-speaker country.

Teach interactional language by using an awareness-raising approach. For example, with monolingual classes by listening to a recorded L1 conversation before a similar L2 recording. For recordings of native-speaker interactional and transactional conversations, have a look at 'Exploring Spoken English' by McCarthy and Carter (1997). It not only contains a variety of text types, but each recording comes with analysis.

6. Aspects of Speaking

These aspects of speaking included speaking is a skill that can make people easily understand to what things explained.

1. Accuracy

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatical acceptable, with clear, pronunciation and appropriate choice of vocabulary.

2. Fluency

Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Research into listener's perception suggests that pausing is one of the factors of fluency (Thornbury, 2005, p.6-7). Furthermore, Thornbury (2005, p. 8) states that people can be said as fluent speakers if they fulfill the following features:

1. Pauses may be long but not frequent
2. Pauses are usually filled
3. Pauses occur at meaningful transition points

Foster and Skehan in Nunan (2004, p. 87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um and ah' by subjects as they complete a task.

c. Pronunciation

According to Thornbury (2005, p. 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p. 28-33).

d. Grammar

According to Brown (2001, p. 62) "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence". In relation to contexts, a speaker should consider the following things:

1. Who the speaker is
2. Who the audience is

3. Where the communication takes place
 4. What communication takes place before and after a sentence in question
 5. Implied versus Literal Meaning
 6. Styles and Registers
 7. The alternative forms among which a produce can choose.
- e. Vocabulary

Thornbury (2005, p. 22) suggests three usual things used by speakers in what they are being said:

1. When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
2. A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

F. Interactive Communication

Thornbury (2005, p.129) “Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to the task requirements”.

Brown (2001, p. 269), the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants.

Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.



B). passive English students

English speaking skills are often considered difficult to learn because that aspect is related to producing a series of words verbally to convey ideas or messages. When we want to speak well, we must be able to use a series of words that can be understood by listeners. Speech strategies also need to be learned to avoid miscommunication or disruption communicating. Oxford (1990) stated that speaking in English is tense for students. That's because they feel that they are afraid of making mistakes related to grammar and also lack of vocabulary in English to facilitate their speaking activities.

In connection with this, differences in learning processes and learning motivation English has made a difference in the ability to speak an English college student. That is why there are students who can use English well to communicate actively (active English), capable students understand what other people say but are less able to convey what that he wants to convey actively (passive English), and there are students who even still unable to understand what other people are saying and unable to convey what he wants to convey.

Diverse ability to speak in English and students the importance of the ability to communicate actively (active English) makes researchers need to research what factors are inhibiting students from majoring in English to improve speaking skills in languages English. The results of this study are expected to be able to contribute to the field TEFL (Teaching English as a Foreign Language) in Indonesia

because of research results in the form of factors that inhibit students in learning to speak English able to become empirical data that can be used as a reference for use effective English teaching strategies to help students in improving their ability to speak English.

1. Factors Causing the Difficulties in Speaking

Ellis (1985, P.10) stated there are factors that influence foreign language learning, as follow:

a. Age

Richards and Renandya (2000, P.204) stated that age is one of the most commonly cited determinant factors of success or failure in foreign language learning. People of different ages have different needs, competences, and cognitive skills. The children of primary age to acquire much of a foreign language through play, for example, whereas adults can reasonably expect greater use of abstract thought.

b. Aptitude and Intelligence

The students who have a high IQ usually can solve their problem easily and they can understand the material faster that gave from the teacher than their friends who have a lower IQ. Whereas aptitude is natural ability carried since born. Some students are better at learning languages than others. It is caused by students have different aptitudes in the learning process. Ellis (1985) said that aptitude is special

ability involved in language learning. Aptitude used to measure in terms of proficiency scores achieved by learners in the learning process. Some of the researchers mentioned that aptitude is a major factor determining the level of success of classroom language learning.

c. Cognitive Styles

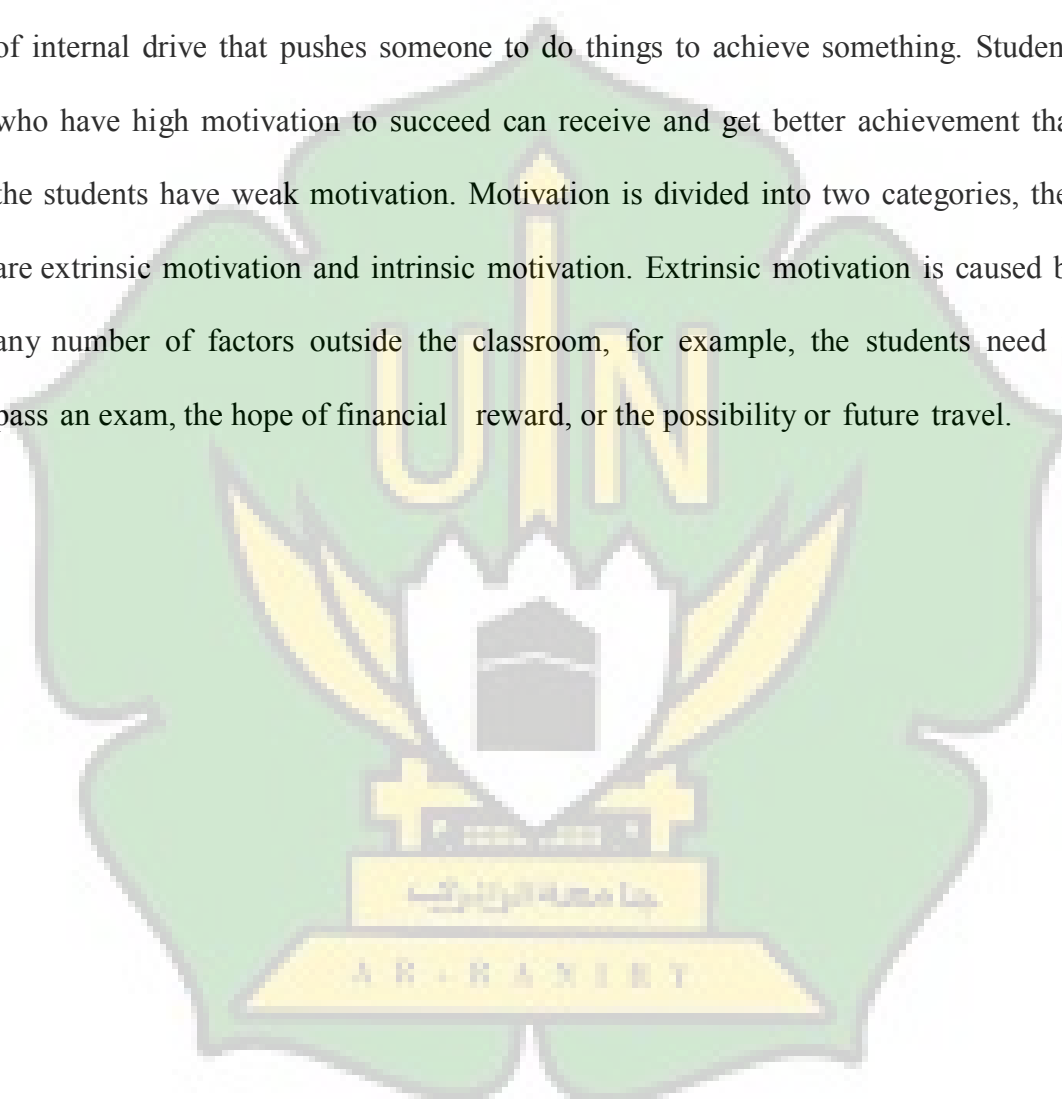
Olivia and Saracho (1997, P.5) stated that cognitive style is a reflection of the individual's psychological differentiation, and behavioral or intellectual responses to situations. It is one way to characterize individual differences. Cognitive style describes consistencies in using cognitive processes. Cognitive styles include stable attitudes, preferences, or habitual strategies that distinguish the individual styles of perceiving, remembering, thinking, and solving problems.

d. Personality

Pervin (2008, P.6) stated that personality is the characteristics of people which cause consistency of feeling, thinking, and behavior. Many students have difficulty in speaking. It can be caused by personality factors. The students usually afraid of making mistakes, shy of the attention when speak English, lack vocabulary, error grammatical, and not good pronunciation.

e. Motivation

Motivation is one of the factors that play important to get success or failure good speaking for someone. Harmer (2007, P.98) stated that motivation is some kind of internal drive that pushes someone to do things to achieve something. Students who have high motivation to succeed can receive and get better achievement than the students have weak motivation. Motivation is divided into two categories, they are extrinsic motivation and intrinsic motivation. Extrinsic motivation is caused by any number of factors outside the classroom, for example, the students need to pass an exam, the hope of financial reward, or the possibility or future travel.



CHAPTER III

METHODOLOGY

A. Research method

This study focused on passive speaker problems that students experienced in speaking problems, and strategy to solve it, after taking basic speaking and intermediate speaking class. Consequently, this study looked at the most frequent passive problems students faced, why they face such a problem and their strategies during the speaking. This study took place in UIN Ar-Raniry at faculty Education and Pedagogy, Darussalam, Banda Aceh, Aceh. This chapter explained the design of this study and outlined the protocols of population and sample, the technique of data collection, and the procedure of data analysis.

Based on research questions, the approach which is used in the study is qualitative and quantitative. Qualitative research is a scientific method of observation to gather non-numerical data. This type of research "refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things" and not to their "counts or measures". This research answers why and how a certain phenomenon may occur rather than how often.

B. Research design

This research aimed to find out the most dominant types of speaking problems happen among students in the speaking class; it is problem and strategies. It took two weeks for this research to collect the data. Book and journal were the sources to support this research.

In this research, the data collection was arranged into two phases. Firstly, primary data was gathered from the quantitative method using questionnaires. Secondly, supplementary data was gathered from the interview. The questionnaire was distributed to 32-33 participants. The questionnaire was in Bahasa and the answers were written in Bahasa as well. It took them approximately five minutes to write the responses. The participants were given some explanation about the items of the questionnaire before the questionnaire delivered. Likewise, Interview was attended by 5 selected respondent of the questionnaire.

C. Population and sample

A population is the total of all the individuals who have certain characteristics and are being the interest of a researcher. Creswell (2008) stated that a population is a group of individuals who have the same characteristic. The population of this research is the second year of 2019/2020 of English language Education students of UIN Ar-Raniry. The total number of population is 267 students; they are divided into 8 classes (unit 1 till unit 8), each class consists of 32-33 students.

Knowing that the population is huge in number, therefore, for this research, the writer will use only one class. It means there are 32-33 of speaking class will become a sample of this study, the writer takes a sample based on the grades in the previous 2 semesters they have passed but their grades are still not enough. The researcher uses purposive sampling. Purposive sampling also called judgmental sampling. Purposive sampling is the technique of non-probability. Purposive sampling is the sampling technique with particular consideration of the sample (Siregar, 2014). It is purposive sampling because the researcher chooses the students who have passed basic speaking and intermediate speaking but they could not speak well.

For interview 1 take all active students who had enrolled in speaking classes up to 5 selected candidates would be involved in a semi-structured interview. The 5 selected participants were from the two top highest, two lower, and one in the middle class who respond questionnaire.

D. Data collection

This research used two techniques of data collection: 1) questionnaire, and 2) Interview.

1. Questionnaire

In this research, questionnaire is the basic information for running the interview. It is one of data collecting techniques. Usman and Akbar (2009) defined that questionnaire is the list of questions given to the respondents. In short, the

questionnaire is a way to collect the data from respondents and usually consists of several written questions related to the topic.

To obtain the information of students' passive problem in speaking English, 16 items of the questionnaire were used to collect the data for the current research. The researcher also used Likert scale which consisted of 4 degrees of agreement, there are SDS (Strongly Disagree), D (Disagree), A (Agree), SA (Strongly Agree), The Students should choose the degree of agreement based on students opinion. Then the data were interpreted by the researcher.

The questionnaire was distributed to 32-33 respondents then explained the protocol of administering questionnaires in detailed. The questionnaires were uploaded into Google docs and the link was shared through social media like WhatsApp, Telegram, and Line. This was to maximize the data collecting in the Covid-19 situation. The questionnaires consisted of 5 pages long and distributed from date 12 June 2020 to 22 June 2020. The link would be deleted after that phase. Considering the participants attended in this study are hardly meet cause the situation is still in pandemic covid-19, and to limit the data gathering time, the questionnaires were distributed by using Google docs.

b. Interview

The interview is a way to collect data as well as to gain knowledge from the Individuals. Kvale (1996) regarded interviews as "... an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situation of research data. An interview occurs when researchers ask one or more participants general, record their answer (Creswell, 2008).

There are some advantages and disadvantages in an interview. For the interviewee, they can provide useful information which sometimes can't be addressed in observation or questionnaire, however, the data collected will be deceptive or based on the interviewee perspective. On the research side, a researcher can have a better control over the types of information received, but this needs a good interview skill otherwise the data gathered will be poor (Creswell, 2008).

According to Patton and Cochran (Patton & Cochran, 2002) There are different types of interviews used in qualitative methods that range from semi structured (using a topic guide) through to less structured and very detailed (such as life histories):

a. Semi-structured

These are conducted on the basis of a loose structure (topic guide) made up of open-ended questions defining the area to be explored. In this study, I will use this type of Interview.

b. In-depth (also referred to as qualitative or unstructured)

In-depth interviews are less structured than semi-structured ones and may cover only one or two issues (a topic guide may not be used, or may just have a few broad questions on it). This type of interview is used to explore in detail the respondent's own perceptions and accounts. This method is used on topics for which little is known and where it is important to gain an in-depth understanding. They might start with very open questions such as „Tell me about how you came to be here.

c. Life histories

Life histories are one type of in-depth interviews. They are illustrative case studies which are very good at looking at people's lives in general and setting health in its wider context. They will tell you how much things have changed, evolved over decades and how broader social change has affected the lives of individuals.

Interview for this research were conducted 2 days after analyzing questionnaires, 5 selected participants were invited to attend the interview session. The selected participants were those who are on the highest trend, middle and lowest one on the survey before. There were 7 topic guides were asked to the interviewee. While The interview will be online via video call on Whatsapp and messenger this is due cause covid-19 which make difficult to interview face to face and The interview lasted in 8 minutes.

E. Data Analysis

1. Questionnaire

The data from questionnaire were analyzed using scale formula to analyze statistically by counting the percentage of the students answer about the questionnaire, it use to know the students' problem and solution towards their speaking skill. Based on sudjana (2008), the formula used is:

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

Notes:

P =Percentage

F =Frequency

N =Number of sample

100% =Constant of value

2. Interview

The result of data collection, which used interview in this study was analyzed qualitatively by using descriptive analysis. The result of the interview was analyzed descriptively based on what the participants said via video call when the process of the interview occurs. The descriptive analysis is a good method used in analyzing and collecting the data of interview, because it's used to obtain detailed descriptions, examine the result of the data deeply, and seek to describe and the meanings of central themes in the life world of the subjects in order to understand the meaning of what the interviewees say (Kvale, 1996 as cited in Valenzuela and Shrivastava). Thus, to avoid misinterpretation in analyzing the data, the researchers were taking a note to ease up in gathering information.

In analyzing the data, the data gathered from the questionnaire analyzed using Statistical hypothesis and Microsoft Office Excel and the interview data were analyzed using descriptive analysis. The report of the analysis was written a day after analyzing data. Questionnaire data were presented in a table with a description of it. Meanwhile, the interview report was presented in a short descriptive narration.

CHAPTER IV

FINDING AND DISCUSSION

A. Result of Questionnaire

The instruments of questionnaires were given to the samples in order to gain necessary data in this research. The following were students' responses toward questionnaires given.

From the data of the questionnaire, 32 respondents have passed basic speaking and intermediated speaking, it means 100% of the sample are those who had already learnt basic speaking and intermediate speaking.

The higher score shows the dominant reason students are passive in the classroom because they are not confident, from all the data collected by the researcher, the highest percent "strongly agree" 25%, which is 8 frequencies claimed that "self - confident" is the reason they remain passive students, beside that there are about 60% agree that passive happens is because of self-confidence, then it can concluded that 88% of respondents consider self-confidence is a big problem when speaking.

Beside the highest data, the second highest score is a lack of vocabulary issue that also must face by passive students, Since all data that was successfully collected by researchers, The table show that 65%, respondent agree about the statements that they difficult in speaking because lack of vocabulary in English, 22% respondent strongly agree about the statements, after combined SA and A these problems meant the second largest after self-confident that reached 85% respondents assume that lack of vocabulary is issue for passive students, and opposite 12% of them disagree that the lack of vocabulary can hamper fluency when speaking English. So it can conclude that the lack of vocabulary in English can affect too passive students.

From all the data that was successfully obtained, the researcher also found the smallest score of the students' passive reason, from the data, 58% of respondents admit they agree that grammar mistakes when speaking can make respondents not want to speak English, in contrary, 40% of them disagree about the statement above 13 frequency find grammar is no big deal, but from the table the writer can conclude that more than half of the respondents even almost all respondents consider grammar is an obstacle they speak English.

From the descriptive about the table above we can see the highest results, middle results and the lowest results of questionnaire data that has been obtained from 32 respondents, For further information see in the appendix.

This questionnaire were proposed to seek student's strategy or their solutions in tackling their problem (passive students" problems). The last question of the questionnaire was for observing solutions to passive student problems and strategies most often used by passive students. Most of them claimed that good preparations before speaking and think about what you want to say first before speak is a good strategy, but some of respondents claimed that hearing native is also the best thing to avoid not being able to speak English. Some of them also claimed those who say that learning grammar can also reduce fear when speaking. For the detail see the appendices.

B. Interview analysis.

In this interview section, 5 respondents were successfully interviewed with 7 questions that would answer the research questions of this research, 5 participants who were interviewed are participants who represented the more frequent experiencing passive issues in speaking class and the less frequent. in this section the researcher uses 7 questions that can deduce problems that are experienced by passive students and also strategies that they use to reduce these passive issues. In this section, the analysis was done to peer each question.

Q.1. Have you already taken basic and intermediate speaking class?

All participants (five of interviewee) claimed that have passed basic speaking and intermediated speaking.

Q.2. As an English department students, do you think that speaking English is difficult?

Some participants said, speaking English was difficult, and there was one participant who said that he felt difficult at the beginning of speaking class, but after passing basic speaking and intermediate speaking, he was already happy with the speaking class. And one of the interviewees claimed it was not too difficult but it depends on situations because there are some situations that he avoids.

Q.3. When did you find speaking English is tough to do? (Mention certain situations when you tend to avoid speaking English)

The first interviewee said that the situation he avoided was speaking English in front of people who understood English because it made him nervous. Some of the participants said the situation they avoided was public speaking and others said that he hated presentation.

Q.4. what difficulties did you encounter while speaking English? (Reasons why you avoid speaking English in class)

There are two participants claimed “word choice” was the biggest reason, first interviewee said:

“susah kali bedain kata apa yang harus di pakek pas ngomong missal nya ni “spongebob lover atau spongebob maniak” trus sering jugak kata-kata Bahasa Indonesia diartiin mentah mentah ke English” . (it’s really difficult to distinguish what words should be used when talking, such as spongebob lover or spongebob maniak, and often the words in Bahasa are interpreted directly into English)

While the second interviewee said:

“yang paling sering terjadi tu word choice, karena ada beberapa kosa kata indo yang

saya sulit untuk tafsirkan ke Bahasa inggris seperti kebelet, tumben, gak peka pokok

nya banyak.”. (The most often occurs is in word choice, because there are some vocabularies are difficult to interpret into English such as, kebelet, tumben, gak peka and many others).

Some of them said the lack of vocabulary and always prioritizing grammar makes difficult to speak English:

“ kalok mau ngomong tu mikirin grammar dulu, terus mikir vocab, maka nya sebelum ngomong tu mikir panjang terus ujung- ujung nya malah diam, belum lagi kalok dapat kawan sekelas yang lebih pinter pasti sukak minder sendiri”. (Often happens when speaking always think of the correct grammar, vocabulary, so it takes a long time for thinking, then in the ends just silent, and sometime if there are classmates who are smarter it will make me feel inferior).

Q.5. While speaking English, did you find any specific situation when you were fluent in speaking? (If yes, what kind of the situation?)

Two of the participants said that they were active when really mastering the topic to be discussed and given enough time to prepare before speaking. There are also claims that speaking more easily when in daily conversations, with friends while being relaxed. In addition, there are some participants, who argue that the speaking situation depends on the listener, *“aku sih lancar ngomong kalok listener nya asik, bikin nyaman, gak bikin tertekan, dan lebih lagi kalok listener nya gak ngerti English pasti makin mudah speaking nya”*. (I can speak English fluently if the listener is easy going, comfortable, doesn't make me stressed, and even more if the listener doesn't understand English, it will definitely make speaking easier).

Q.6. what is your primary reason for being passive in speaking English in class?

All Interviewee claimed that “self-confidence” is one of difficult problems they face, although there are some problems that make them difficult to speak, such as grammar, vocabulary, word choice, and other problems, all can be faced if we are confident and not afraid of being wrong when speaking.

“permasalahan nya tu sebenar nya cuman terlalu malu aja, dan gak percaya diri, orang yang sering ngomong di kelas sebenar nya orang yang gak takut salah dan gak mikir panjang sedangkan kita terlalu mikir perspektif orang lain jadi nya malah mending pilih jadi passive dari pada nanti salah atau pun di judged.”

(Actually the problem is because it's too embarrassed and not confident. People

who often talk in front of the class are actually people who are not afraid of being wrong, whereas we think too much about the people's perspectives; instead we choose to be passive rather than wrong or judged by other people).

Q.7. What are the strategies you have used in order not to be passive in speaking English but be fluent in it

All of them have different strategies, there are learn to speak by using English applications, some use monologue conversations which are speak for themselves, some speak in front of a mirror, and some memorized vocabulary every day, but all interviewee claimed is good speaking and fluently speaking is speaking that has been prepared in advance and extra training.

C. Discussion

Students of the English Department of UIN Ar-Raniry perceived that passive is a big problem for every student who is learning a language. Having been passed basic speaking and intermediated speaking, speaking is not something to consider "hard". It was claimed in the result of questionnaires and strengthened in the interview section that most of the students felt no hard in speaking but they were still passive in speaking English class. In this section, the explanation of the result of the study was into two main themes: Dominant types of passive happen and the strategy used.

In the questionnaires, The result showed the perception of the respondents, why passive problems can happen to PBI students? It showed that 86% of them

agree it's because of lack of vocabulary. 88% also argue it's because of being not self-confident, beside that the lowest percent and frequency is 58% of them “strongly agree” and “agree” that passive problem happen cause of grammar.

In the interview, The result showed the question number 6 **“What is your primary reason for being passive in speaking English in class?”**, All of the interviewees also claimed being not self-confident is the biggest problem that they're facing, although in question number 4 **“what difficulties did you encounter while speaking English? (Reasons why you avoid speaking English in class)”** All of the interviewees possess answers with various problems such as lack of vocabulary, grammar, word choice, and other problems but they agreed that the main point of these problems is being not self-confident.

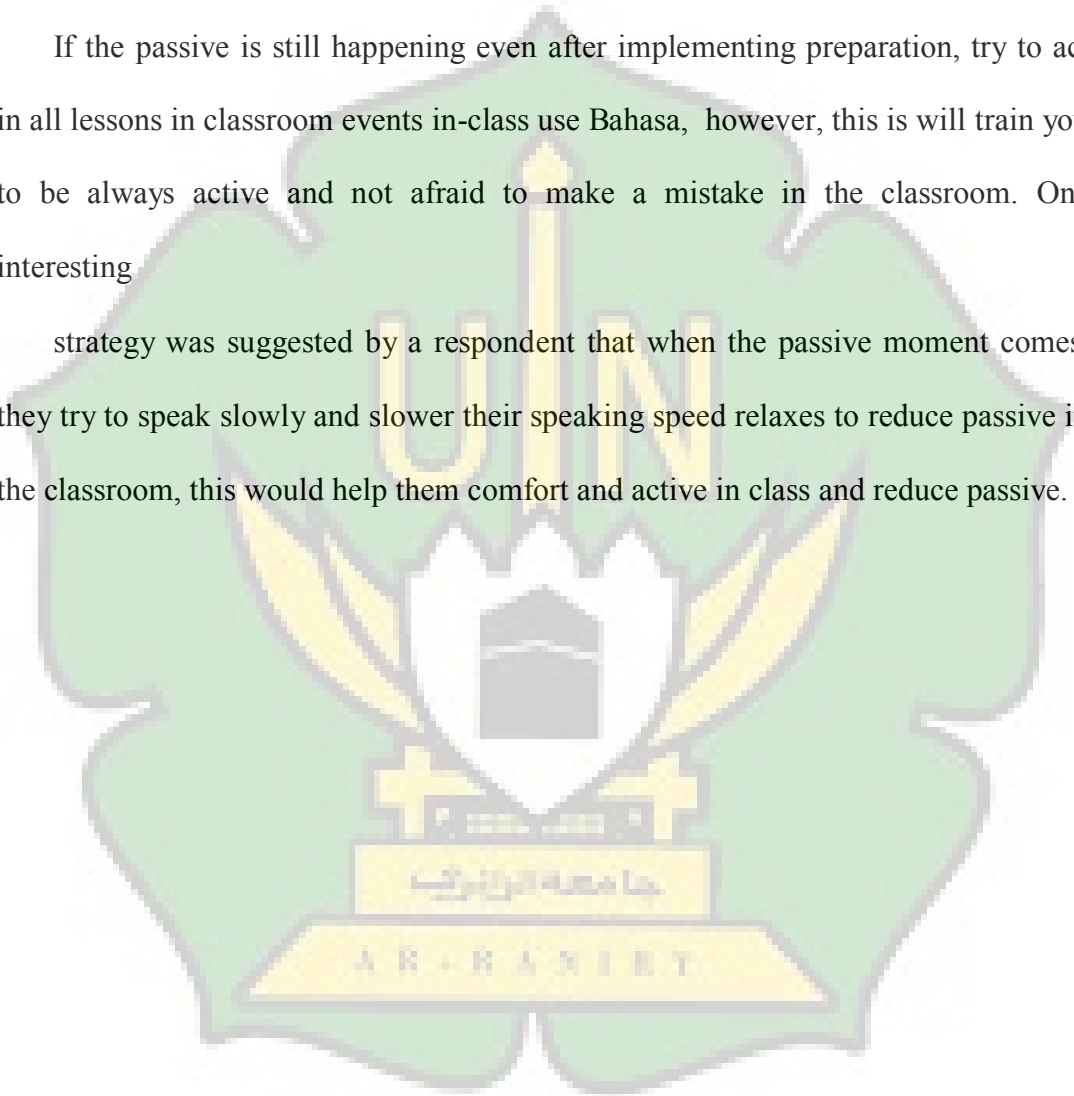
To tackle the issue of passive in speaking, a student needs to apply strategy to make the communication effective and not passive. There are several strategies suggested by the respondent in the questionnaire and interview result, but most of the participant claimed they can speak confidently if have good preparation.

Preparation is where the students train themselves to speak order passive is not happening yet, however, this to minimize the occurrence of passive when speaking class. Some others suggested memorizing vocabulary and watching movies English without subtitle too very helpful to speak fluently. The most strategy suggested is practicing a lot with friends, this to maintain speaking ability if someone can't find a friend to talk to, talking alone in front of the mirror will

also help to reduce not confident in speaking class. Moreover, some others also suggested learning about the topic deeper. This was for speaking with a topic focus, usually speech.

If the passive is still happening even after implementing preparation, try to act in all lessons in classroom events in-class use Bahasa, however, this is will train you to be always active and not afraid to make a mistake in the classroom. One interesting

strategy was suggested by a respondent that when the passive moment comes, they try to speak slowly and slower their speaking speed relaxes to reduce passive in the classroom, this would help them comfort and active in class and reduce passive.



CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter discusses the conclusion and some suggestions for the study. I would conclude the analysis of the data and the discussion of the result accordingly. In this chapter, I also presented some suggestions regarding the proposed of this study.

A. Conclusion

The main purpose of this research is to explore the problem and solution of passive students toward their English speaking skills. Also, the research aims to investigate students' strategies to be active in the classroom. Based on the result and discussion in the previous chapter, the researcher would like to summarize some conclusions as follow:

1. Students' problems towards passive in English speaking skill showed that most students have not self-confident that prefer to passive in the classroom, Although there are many other problems when speaking that they should face such as lack of vocabulary, word choice, forward grammar, and other problems all of the participant agrees that not confident when speaking is the biggest problems to passive students. It was proved by the result of the Questionnaire distributed and strengthened by the interview result.

2. It also can be concluded that students applied appropriate strategies in tackling the passive issue. The most suggested good preparation was the best strategy that can be applied to passive students. Limited time as speaking is a direct communication was also one reason why passive students have trouble when speaking so they prefer to passive to avoid the mistake when talking. Moreover, using simple words and avoid complex sentences would help in reducing passive moment in speaking, students must be active and always speak while used simple words, as long as the listener understand what the speaker means, using simple words was better than using complex sentences and high-level vocabularies just to sound academic.

B. Suggestion

Based on the result of this research in UIN Ar-raniry, the researcher would propose several suggestions, those are:

1. The researcher suggests students always speak in class in every lesson. To be activestudents should habituate and stay confident, moreover, students must ignore the assumption of other students in the classroom when speak in front of the class.
2. Passive Students should not only focus on grammar and vocabulary when speak, but they also need to pay more attention to practice, whereby practical English is also required these days.

3. After reading this study, was expected that English teachers will be more active to motivate students to practicing English more alone or with friends. Likewise, the teachers also have to design an appropriate syllabus for speaking activity which is best covered more activity that lets the students practicing speaking in the classroom or outside the classroom. As a result, teachers will be able to conduct successful and memorable learning and the student will face less frequent passive in speaking English. After reading this study, was expected that English teachers will be more active to motivate students to practicing English more alone or with friends. Likewise, the teachers also have to design an appropriate syllabus for speaking activity which is best covered more activity that lets the students practicing speaking in the classroom or outside the classroom. As a result, teachers will be able to conduct successful and memorable learning and the student will face less frequent passive in speaking English.

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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-664/UN.08/FTK/KP.07.6/01/2020

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 cukup 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 Mencakupkan 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 31 Desember 2019
- Menetapkan
PERTAMA : **MEMUTUSKAN**
- Menunjuk Saudara:
1. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Pertama
2. Azizah, M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Eka Putri
- NIM : 160203018
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Problem and Solution of Passive English Students Toward Their English Speaking Skill
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019, No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- 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: 24 Januari 2020
An. Rektor
Dekan,


Muslim Ruzali

Tembusan

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

Appendix B



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5998/Un.08/FTK.1/TL.00/06/2020
Lamp :-
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Mahasiswa Uin Ar-raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **EKA PUTRI / 160203018**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Problem and Solution of Passive English Students Toward their English Speaking Skill***

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

Banda Aceh, 29 Juni 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 29 Juni 2021

M. Chalis, M.Ag.

AR-RANIRY

Appendix C



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.fk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-242/Un.08/PBI/TL.00/08/2020

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-5998/Un.08/FTK.I/TL.00/06/2020 tanggal 29 Juni 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Eka Putri
NIM : 160 203 018
Fak / Prodi : FTK UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

"Problem and Solution of Passive English Students Toward their English Speaking Skill"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 06 Agustus 2020
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Appendix D

Questionnaire untuk mahasiswa passive

Terimakasih telah meluangkan waktu untuk membuka kuesioner ini, saya Eka Putri mahasiswa PBI Uin ar-raniry, kuesioner ini di pakai untuk membuat survey alasan mengapa mahasiswa passive di PBI, Thankyou

*** Wajib**

1. Nama lengkap *

2. Nim *

3. apakah kamu sudah pernah mengambil kelas basic speaking dan intermediate speaking ?

Centang semua yang sesuai.

☐ ya

☐ Tidak

4. apakah kamu suka kelas speaking

Centang semua yang sesuai.

☐ ya

☐ Tidak

5. apakah ada waktu tertentu dimana kamu merasa lancar berbicara bahasa inggris ?

Centang semua yang sesuai.

- ☐ ya
☐ Tidak

6. sebagai siswa PBI apakah menurut kamu berbicara bahasa inggris itu sulit ?

Centang semua yang sesuai.

- ☐ ya
☐ Tidak

7. saya kesulitan saat berbicara bahasa inggris karena kekurangan vocabulary dalam bahasa inggris

Tandai satu oval saja.

- ☐ sangat setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

8. saya tidak bisa berbicara bahasa inggris jika tidak punya persiapan sebelumnya (latihan sebelum berbicara)

Tandai satu oval saja.

- ☐ sangat setuju
☐ Se ntuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

9. saya tidak dapat berbicara bahasa inggris di depan audience yang paham bahasa inggris

Tandai satu oval saja.

- ☐ sangat setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

10. saya tidak lancar berbicara bahasa inggris karena tidak percaya diri

Tandai satu oval saja.

- ☐ sangat setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

11. saya tidak bisa berbicara bahasa inggris jika topik nya tidak saya sukai (merasa kesulitan dengan topik)

Tandai satu oval saja.

- ☐ sangat setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju

12. saya merasa terganggu jika berbicara di depan umum

Tandai satu oval saja.

- ☐ sangat setuju
☐ Setuju
☐ Tidak Setuju
☐ Sangat Tidak Setuju



13. takut adalah salah satu alasan saya tidak bisa berbicara bahasa inggris

Tandai satu oval saja.

- ☐ sangat setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

14. saya tidak dapat berbicara bahasa inggris jika di depan orang asing

Tandai satu oval saja.



- ☐ sangat setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

15. kesalahan grammar saat berbicara bahasa inggris membuat saya malas berbicara bahasa inggris

Tandai satu oval saja.

- ☐ sangat setuju
- ☐ Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

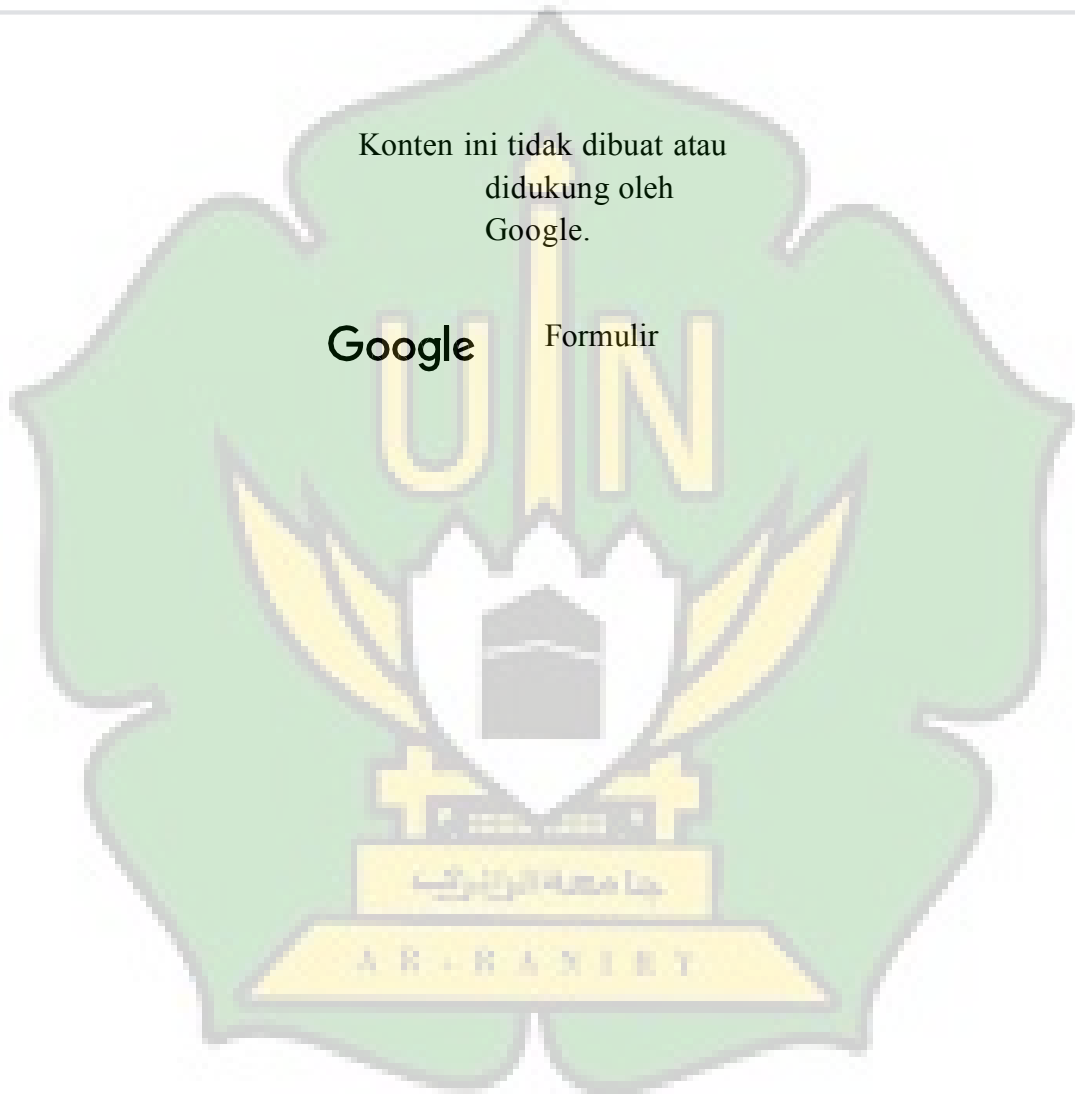
16. apa strategi yang kamu pakai agar selalu lancar berbicara bahasa inggris dan aktif di kelas (solusi agar tidak passive)

Terimakasih telah meluangkan waktu untuk mengisi Questionnaire ini  

Konten ini tidak dibuat atau didukung oleh Google.

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Formulir



Instrument of Interview

1. Apakah kamu telah mengambil kelas basic speaking dan intermediated speaking ?
2. Sebagai siswa PBI, apakah kamu merasa berbicara Bahasa inggris itu sulit?
3. Kapan kamu merasa kesulitan berbicara Bahasa inggris ? (sebutkan situasi berbicara Bahasa inggris yang kamu hindari)
4. Kesulitan apa sajakah yang kamu alami saat berbicara Bahasa inggris (alasan kamu tidak ingin berbicara di kelas)
5. Saat berbicara Bahasa inggris, apakah ada situasi saat kamu merasa lancar berbicara Bahasa inggris? (jika ada, di situasi yang seperti apa)
6. Apa alasan yang paling kuat sehingga kamu tetap passive di kelas speaking ?
7. Apa solusi atau strategi yang sering kamu pakai agar tidak passive dan tetap lancar berbicara Bahasa inggris ?

Result of questionnaire

Question		Frecuency	Persen
Have you already taken basic and intermediate speaking class?	Yes	32	100
	No	0	0
Do you like speaking class?	Yes	25	78
	No	7	21
Did you find any specific situation when you were fluent in speaking?	Yes	28	87
	No	4	12

No	Questions	Frequency (F)				Percentage(%)					
		SA	A	D	SDS	SA	A	Total	D	SDS	Total
1	I have difficulty speaking English because of the lack of vocabulary	7	21	4		22	65	87%	12		12%
2.	I can't speak English if I don't have preparation	5	16	11		16	50	66%	34		34%

	(Practice before speaking)										
3.	I am difficult to speak English in front of an audience that understands English	2	18	11	1	6	56	32%	34	3	37%
4.	I am not fluent in English because I am not confident	8	22	3		25	60	88%	11		11%
5.	I cannot speak English if the topic, I do not like? (Feel difficult with the topic) .	5	19	8		15	59	74%	25		25%

6.	I cannot speak English in public speaking	6	13	13		18	40	58%	40		40%
7.	FEAR is one of the reasons I can't speak English	9	13	10		28	40	68%	31		31%
8.	Grammar mistake makes me not want to	4	15	10	3	12	46	58%	31	9	40%

	speaking English										
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apa strategi yang kamu pakai agar selalu lancar berbicara bahasa inggris dan aktif di kelas ?solusi agar tidak passive?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6.3	6.3	6.3
#NAME?	1	3.1	3.1	9.4
1. Berusaha untuk percaya diri,2. melihat tanggapan negatif sebagai bahan untuk menjadi lebih baik,3. tidak merasa puas dengan skill sendiri, sehingga ada dorongan untuk belajar lagi,4. Latihan terus agar pengucapan,intonasi, serta grammarnya sesuai.	1	3.1	3.1	12.5
Belajar	1	3.1	3.1	15.6

Belajar melalui app bahasa Inggris, pahami penuturan yg umum digunakan native speaker, sehingga kita tahu dan tdk mengkhawatirkan grammar lagi, tinggal pengaplikasiannya

membiasakannya				
Belajar sebelumnya di jauh hari	1	3.1	3.1	21.9
Belajar yang tekun dan praktek	1	3.1	3.1	25.0
Berbicara apa yang bisa jika salah itu adalah koreksi dan itu sangat penting buat saya	1	3.1	3.1	28.1
Biasanya sebelum berbicara dipikirkan dulu apa yang ingin dibicarakan, usahakan berpikir dengan bahasa inggris jangan menerjemahkan pikiran bahasa indonesia ke bahasa inggris. Agar aktif berbicara bahasa inggris dalam kelas, coba merespon dosen/guru atau teman dengan bahasa inggris.	1	3.1	3.1	31.3
Gunakan waktu untuk menonton movie atau talk show, kemudian turn on subtitlednya ke English. Latih berbicara	2	6.3	6.3	37.5

pronounciationnya.
 Kalau ada kata atau
 vocabulary yang tidak
 tau meaning, nyoba buat
 cari tau artinya. Bisa
 dilatih pelan pelan,
 nonton film khusus
 anak anak atau seperti
 Avatar. Karena
 bahasanya yang sangat
 mudah dan general saat
 digunakan. Bisa juga
 menonton podcast
 secara bertahap, atau
 melatih secara langsung
 dengan warga asing
 melalui aplikasi seperti
 skype dan lainnya.
 Hafal kosa kata banyak
 banyak

Ikut program belajar bahasa inggris diluar dan berlatih berbicara sendiri di depan cermin	1	3.1	3.1	43.8
Lebih terlibat dalam topic pembicaraan	1	3.1	3.1	46.9
Let me find it out, soon.	1	3.1	3.1	50.0
Making a preparation, then practicing it.	1	3.1	3.1	53.1

Mendengarkan lagu

berbahasa Inggris biasanya memiliki kemampuan pengucapan yang lebih baik dan lebih mudah	1	3.1	3.1	68.8
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Menghafal vocab dan
melatih supaya berani
speak di depan orang
ramai

Menghafal vocab

Menonton video atau
film yg menggunakan
bahasa inggris

kemudian menirukan

dan menggunakan kosa
kata tersebut dalam

percakapan sehari-hari

Perbanyak kuasai vocab

sering dengar gaya

bicara org melalui video

atau lainnya, sering

latihan berbicara, berani
salah

Perbanyak latihan
speaking.

Praktek mandiri di
rumah

Praktek terus menerus

RESPOND KEPADA PEMBICARA ATAU MELIBATKAN DALAM
PEMBAHASAN

Saya memiliki dua startegi yang sering saya gunakan yaitu menerapkan strategi monologue conversation dan juga interpretatif reading.	1	3.1	3.1	87.5
Selalu melakukan kegiatan yg membuat saya dapat menambahkan vocabulary saya, seperti mendengar lagu Bahasa inggris Dan membaca buku Bahasa inggris, kemudian menerjemahkan kata yg tidak saya ketahui.	1	3.1	3.1	90.6
Sering berlatih di depan cermin dan berikan tanggapan ketika belajar dengan dosen dan teman-teman di kelas.	1	3.1	3.1	93.8
Tidak ada	1	3.1	3.1	96.9
Tidak ada.	1	3.1	3.1	100.0
Total	32	100.0	100.0	