



**ANALYZING ENGLISH SPEAKING DIFFICULTY FOR
STUDENTS WITH MADURESE MOTHER TONGUE: A
STUDY AT SUKOWONO SENIOR HIGH SCHOOL**

THESIS

Submitted to State Islamic University of Kyai Haji Achmad Siddiq
Jember in Partial Fulfillment of The Requirements
for A Bachelor's Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department



By:
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**STATE ISLAMIC UNIVERSITY
KYAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
DECEMBER 2024**



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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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THESIS


Has been examined and approved in partial
Fullfillment of requirements of Bachelor
Degree of Education (S.Pd)
Faculty of Tarbiyah and Teaching Training
Islamic and Language Education Department
English Education Program
Day & Date: Tuesday, December 4, 2024


The Board of Examiners:

Chairman,

Secretary,

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JEMBER

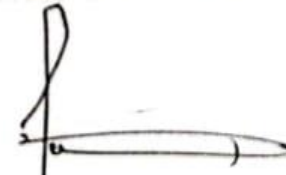


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
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MOTTO

خَلَقَ الْإِنْسَانَ. عَلَّمَهُ الْبَيَانَ

“God created human, taught them to speak”¹



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*Surah Ar-Rahman 3-4, <https://pktq.anamfalpesantren.com/2020/09/tafsir-nusantara-ar-rahman-55-ayat3-4.html> (accessed on April 24, 2024)



DEDICATION

I proudly dedicated this thesis for:

1. My beloved Fathers and Mothers

Big thanks to Mr. Rudik & Mr. Abbas as my beloved fathers, Mrs. Sriwahyuningsih & Mrs. Kartini as my beloved mothers for their support, motivation, love, and prayer for me to finish my thesis.

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4. My closest friends from Angkatan 20 Squad serve as my greatest motivators and pillars of support. All of them have an important role in my entire life as I am able to be as like today.

5. My best friend (Soybeh the crazy woman), who have accompanied my journey from the beginning until now.

6. For all big family of my class (Respect Class).

7. Last but not least, in the long journey towards completing this thesis, I have been learning to appreciate every small step and progress I have been making. I have been thanking myself for the perseverance and determination I have been applying in facing each stage with enthusiasm.

Thanks to all of them, I have become the person I am today. I am infinitely grateful for their contributions. May Allah bless them with even more than what I have received.



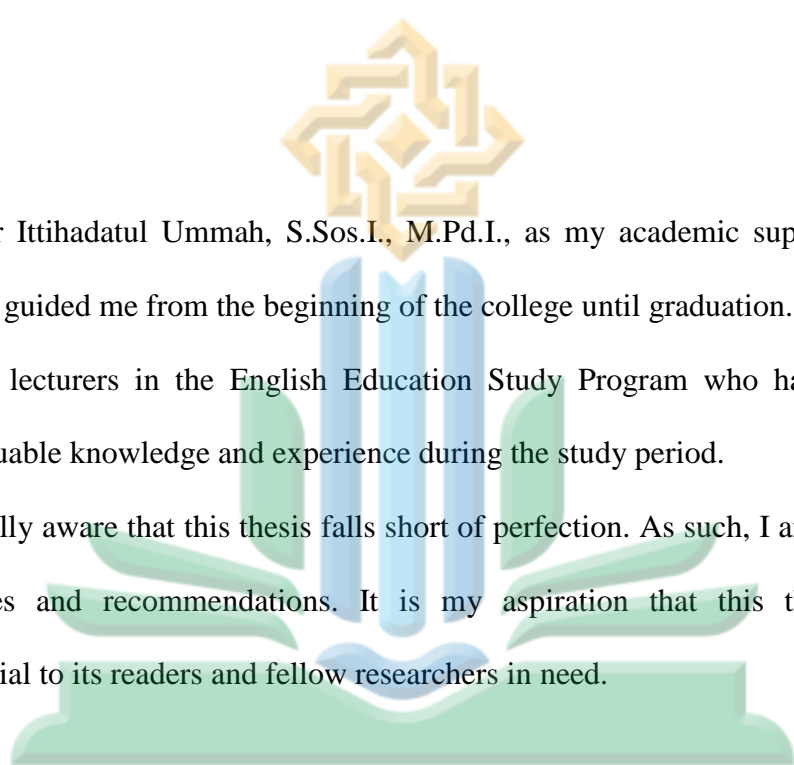
ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and foremost, I extend my gratitude and offer all praises to Allah SWT for bestowing upon me blessings, mercy, good health, opportunities, and inspiration to complete my thesis. Secondly, I send my prayers and blessings upon our Prophet Muhammad SAW, who has led us from ignorance to enlightenment, guiding us through the ages.

The researcher acknowledges that completing this thesis would not have been possible without the assistance and guidance of others. Therefore, I extend my utmost gratitude to the following people:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as the Rector of Kiai Haji Achmad Siddiq Jember State Islamic University who has accepted me as a student of UIN Kiai Haji Achmad Siddiq Jember.
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5. Siti Khodijah, S.S., M.Pd., as my thesis advisor, who has provided guidance, advice, and patience.

- 
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 7. All lecturers in the English Education Study Program who have provided valuable knowledge and experience during the study period.

I am fully aware that this thesis falls short of perfection. As such, I am open to all critiques and recommendations. It is my aspiration that this thesis proves beneficial to its readers and fellow researchers in need.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER, October 28th, 2024
J E M B E R

Author



Siti Maysaroh, 2024: *Analyzing English Speaking Difficulty for Students with Madurese Mother Tongue: A Study at Sukowono Senior High School.*

Keywords: *Speaking Difficulty, Madurese Students, Mother Tongue This research used qualitative approach.*

In English, there are some parts inside: reading, writing, speaking, and listening are the four basic elements of this language. However, aside of that, to build those equally important skills, it is needed well interaction ability with interlocutors. This research focused on analyzing English speaking difficulty for students in eleventh grade of science 2 with Madurese mother tongue at Sukowono senior high school. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of context.

Speaking English can be difficult for the following reasons, such as inhibition, nothing to say, low or uneven participation, and the use of mother tongue. This research focused on students' mother tongue especially Madurese because the observation results show that this school has a majority of Madurese students and has difficulty when speaking English. The research aimed to find out what are the difficulties and how to overcome the problem of Madurese students' difficulties in speaking English at Sukowono senior high school.

The research questions of this research was; 1) What are the difficulties of students with Madurese mother tongue in speaking English at Sukowono senior high school?. 2) How to overcome the problem of Madurese students' difficulties in speaking English at Sukowono senior high school?.

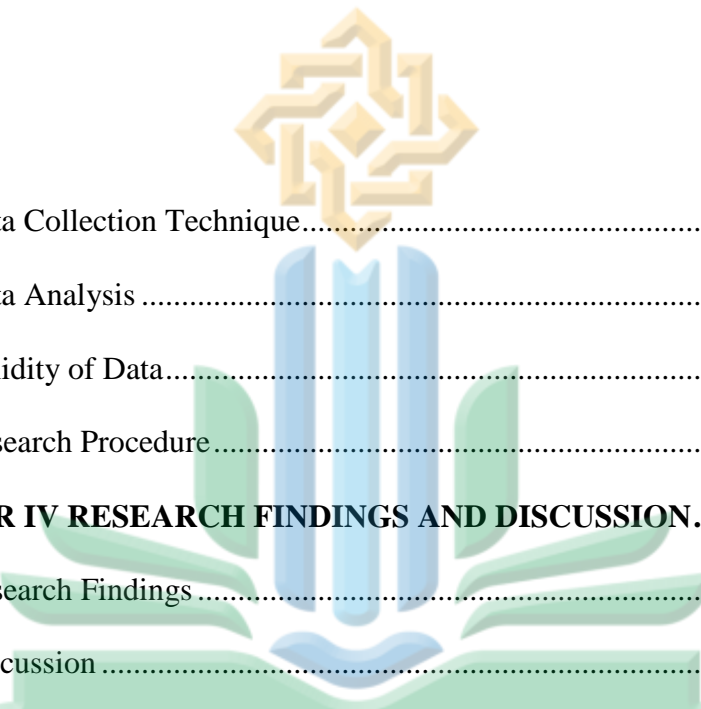
This research used qualitative approach and descriptive qualitative as the design. The Researcher chose the eleventh grade of science 2 as the research subject by purposive sampling technique. Observation, interview, and study document used by the researcher as the data collection. In analyzing the data, the researcher followed the steps outlined by Miles and Huberman (1994).

The research findings were adjusted to the theories used to analyse the data, and showed that there are five difficulties experienced by Madurese students when speaking English, such as: 1) Nervous; 2) Not Confident; 3) Mother Tongue; 4) Low English Proficiency; 5) Lack of Time and Participants; and there are four strategies to overcome the problems, such as: 1) Memorizing and Repeating Words; 2) Well Preparation; 3) Using Group Work; 4) Conversation Practice.



TABLE OF CONTENT

COVER	i
ADVISOR APPROVAL	ii
AGREEMENT PAGE	iii
MOTTO	iv
DEDICATION	v
ACKNOLEDGMENT	vi
ABSTRACT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Questions	6
C. Research Objectives	6
D. Research Significant	6
E. Definition of Key Terms	7
CHAPTER II LITERATURE REVIEW	9
A. Previous Research	9
B. Theoretical Description	13
CHAPTER III RESEARCH METHODOLOGY	32
A. Approach and Research Design	32
B. Research Location	33
C. Research Subject	33



D. Data Collection Technique.....	33
E. Data Analysis	34
F. Validity of Data.....	36
G. Research Procedure.....	37
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	39
A. Research Findings	39
B. Discussion	60
CHAPTER V CONCLUSION AND SUGGESTION.....	68
A. Conclusion	68
B. Suggestion.....	70
REFERENCES.....	71
APPENDICES	



LIST OF TABLE

Table 2.1 Similarities and Differences Between Previous Research and This Research 11



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R



CHAPTER I INTRODUCTION

There are five sections in this chapter. The background of this, which is connected to the research title, is covered in the first section. The research questions are covered in the second section. The objectives of the research are covered in the third part. There are two parts to the fourth section, which relates to research significance. Both of them theoretically and practically, that is. Three sections compose the fifth section, which defines key terms: speaking difficulties, Madurese students, and mother tongue.

A. Research Background

Reading, writing, speaking, and listening are the four basic parts of the English language. In addition, having the ability to communicate successfully with interlocutors is necessary to develop those equally important skills. Communication is defined as the transmission of information, ideas, emotions and skills, using symbols, from one person or a group of people to another.² Language is an essential instrument for communication since it can express facts, feelings, ideas, and speculations to others. It is therefore better for us to learn and comprehend the variety of languages. It has been explained in Qur'an sura Ar-Rum: 22³,

² Theodorson, George. A., & Theodorson, Achilles. G. 1969. A Modern Dictionary of Sociology. Crowell, New York.

³"Surat Ar-Rum: 22," Tafsir Web, accessed March 1, 2024. <https://tafsirweb.com/7386-surat-ar-rum-ayat-22.html>.

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَالِدَاتُ إِذَا حَمَلْنَ مِنْكُمْ وَهُنَّ كُنُوزٌ كَثِيرٌ وَإِنْ فِي ذَلِكَ لَآيَاتٍ لِّعَالِمِينَ ﴿١٠﴾

The meaning is “and of Allah signs are the creation of the heavens and the earth and the diversity of your languages and your colors. Indeed in that are signs for those of knowledge.”

According to Hornby, speaking means saying words in a natural voice, uttering words, being able to speak a language, knowing and using a language, and expressing oneself verbally.⁴ Going the same with Bailey (in Nunan) explains that speaking is an oral skill that involves creating a systematic method for expressing language in order to convey meaning.⁵ While, Brown and Yule (in Nunan) argue that speaking is the use of a language that includes brief, fragmented, or unfinished speech in the context of pronunciation.⁶ The reciprocal interaction between the speaker and the listener is directly related to pronunciation. Also, according to Brown, Speaking is an interactive process of building meaning that includes the creation, receiving, and processing of information.⁷ While, Chaney and Burke explain that speaking is the process of developing and expressing meaning in a variety of contexts using both verbal and nonverbal symbols.⁸ This concept demonstrates that speech is more than just pronouncing words, it involves participation but also controlling and

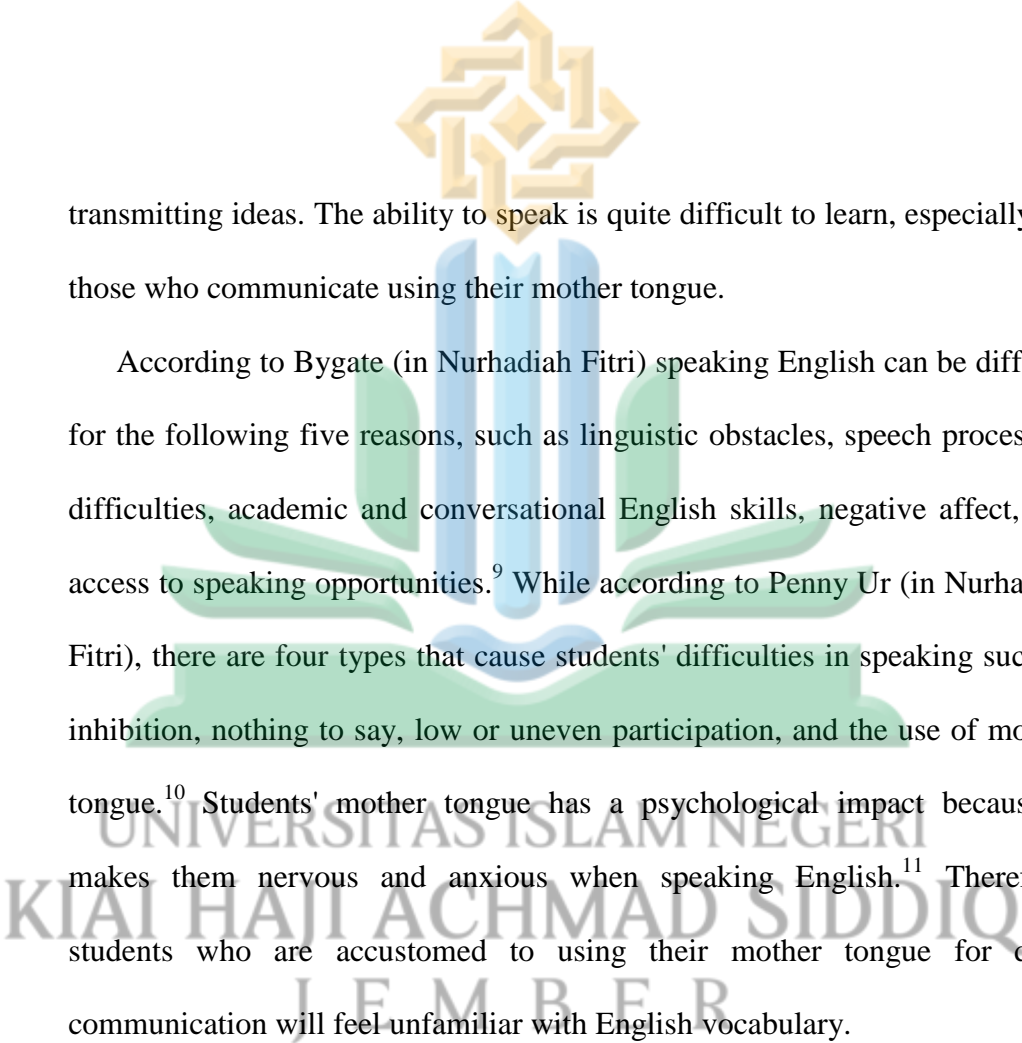
⁴ Hornby, A.S. Oxford. 1985. *Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press.

⁵ Nunan, 2003. *Designing task for the Communication Classroom*. Cambridge University Press. Melbourne.

⁶ Nunan, D. 1989. *Designing task for the Communication Classroom*. Cambridge University Press. Melbourne.

⁷ Brown, H.D. 2001. *Principle of Language Learning and Teaching*. New Jearsey: Prentice Press.

⁸ Chaney, A.L. and Burke T.L. 1998. *Teaching Oral Communication in Grades K-8*. Boston: Allyn and Bacon.



transmitting ideas. The ability to speak is quite difficult to learn, especially for those who communicate using their mother tongue.

According to Bygate (in Nurhadiyah Fitri) speaking English can be difficult for the following five reasons, such as linguistic obstacles, speech processing difficulties, academic and conversational English skills, negative affect, and access to speaking opportunities.⁹ While according to Penny Ur (in Nurhadiyah Fitri), there are four types that cause students' difficulties in speaking such as inhibition, nothing to say, low or uneven participation, and the use of mother tongue.¹⁰ Students' mother tongue has a psychological impact because it makes them nervous and anxious when speaking English.¹¹ Therefore, students who are accustomed to using their mother tongue for daily communication will feel unfamiliar with English vocabulary.

Talking further about mother tongue, Mother tongue is the original language or the first language acquired by humans from birth. According to Effiong states that mother tongue is the language a person has been found to speak from the time they were born. The child's native language is the language utilized to influence the child's life since the child was born.¹²

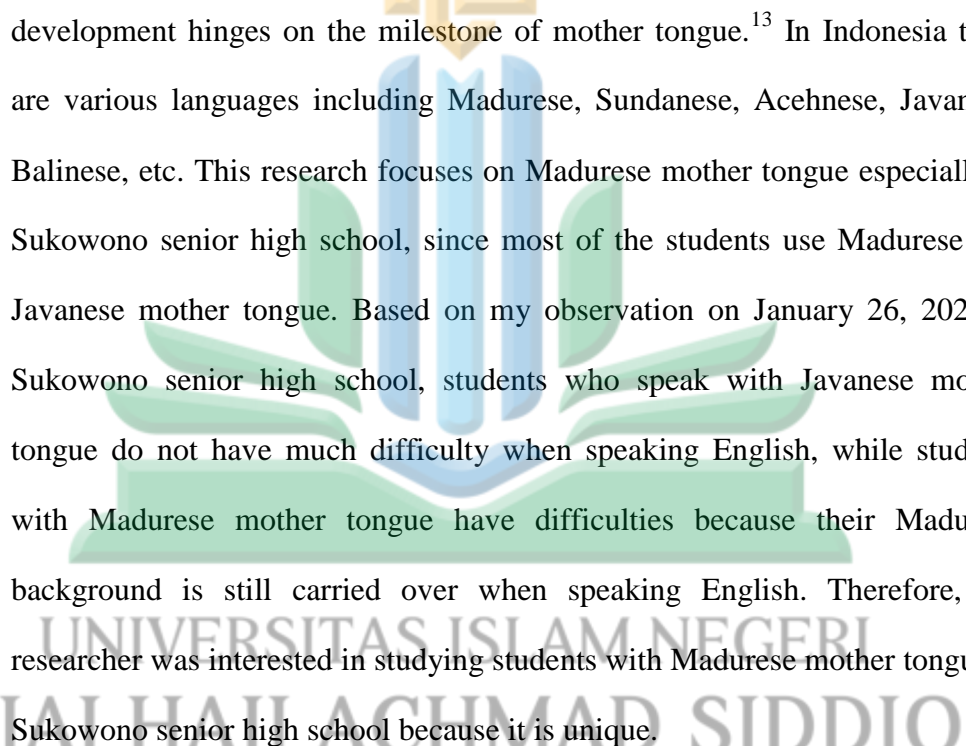
Furthermore, Plessis states that much of a child's future social and intellectual

⁹ Fitri, N. An Analysis on Students' Difficulties in Speaking English At Islamic Senior High School Kotabaru Seberida. Submitted in Partial Fulfillment of the Requirements for Bachelor Degree of English Education (S.Pd.) 2019), 1-111.

¹⁰ Ur, Penny. 1996. A Course in Language Teaching: Practice and Theory. New York: Cambridge University Press.

¹¹ Baule, M., Liando, N., Kamagi, S. 2023. "The Influence of Mother Tongue on The Speaking Ability of Sangihe English Student in Universitas Negeri Manado". Thesis Proposal, Universitas Negeri Manado. 1035-1043.

¹² Effiong, A. M. (2013). The role of mother tongue in early childhood education. *Journal of Education and Practice*, 24, 141–142.



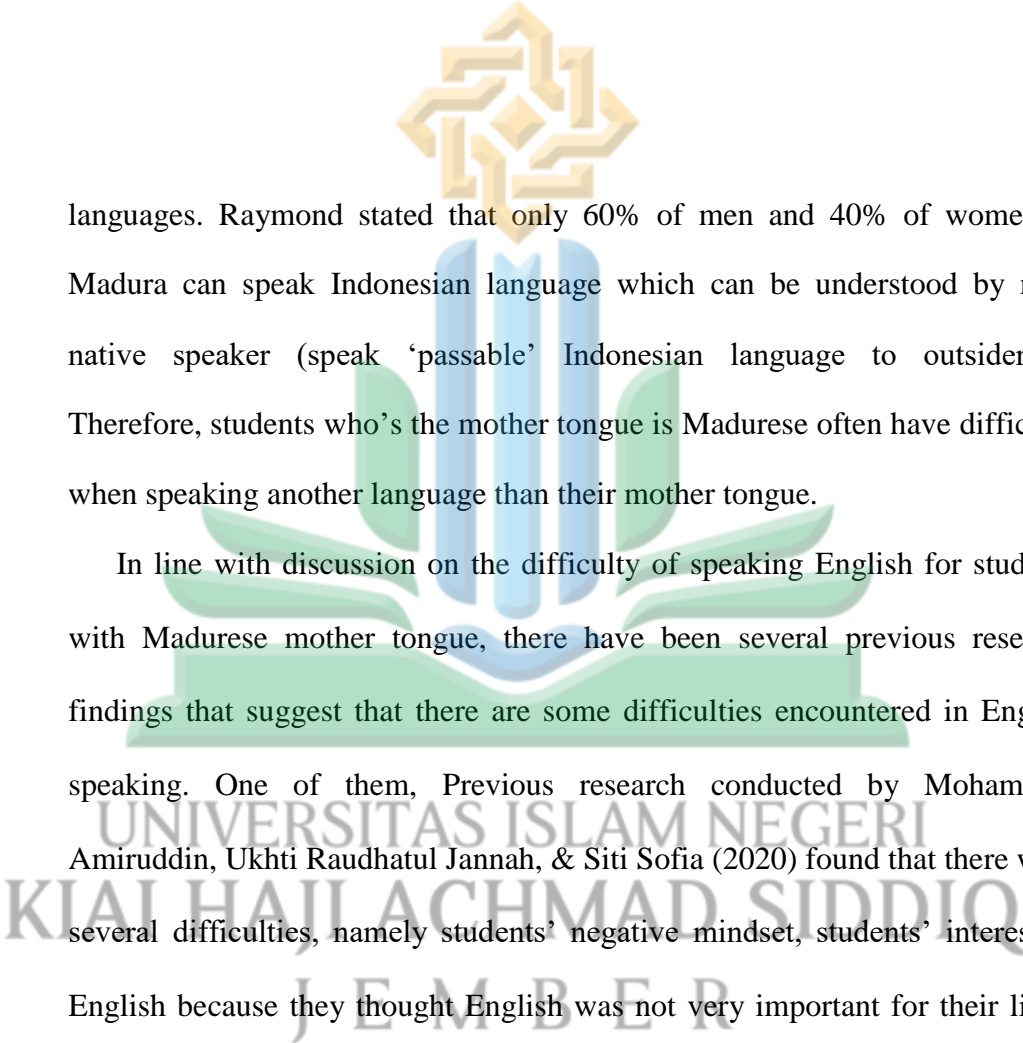
development hinges on the milestone of mother tongue.¹³ In Indonesia there are various languages including Madurese, Sundanese, Acehnese, Javanese, Balinese, etc. This research focuses on Madurese mother tongue especially in Sukowono senior high school, since most of the students use Madurese and Javanese mother tongue. Based on my observation on January 26, 2024 at Sukowono senior high school, students who speak with Javanese mother tongue do not have much difficulty when speaking English, while students with Madurese mother tongue have difficulties because their Madurese background is still carried over when speaking English. Therefore, the researcher was interested in studying students with Madurese mother tongue at Sukowono senior high school because it is unique.

Meanwhile, Madurese language is spoken by Madurese ethnic. It is used by at least six million people in eastern java and madura, and thus ranks as the fourth largest language of Indonesia.¹⁴ The language of Madurese is unique. Due to its unique characteristics, studying it presents challenges for non-native speakers. The pronunciation of the Madurese language is depressed and has a pitch, particularly at the letters b, d, j, g, jh, dh, and bh, as well as at double consonants like jj, dd, and bb. This accent is present in the middle part syllable. Strong a, i, u, e, and o as well as the schwa sound are recognized by the Madurese language's vowel system.¹⁵ These unique characteristics also make it challenging for native speakers to pick up foreign and second

¹³ Plessis, S.D (2008). Talk your child clever. Retrieved August 5, 2008 from <http://mainstreetmom.com/parenting/talk.htm>.

¹⁴ Stevens, Alan. 1968. *Madurese Phonology and Morphology*. New Haven/CT: American Oriental.

¹⁵ Khotimah, H. The Language Attitude of Madurese Sellers at Pasar Surya towards Madurese Language, Javanese Language, and Indonesian Language. (Skripsi Thesis, Universitas Airlangga, 2008).



languages. Raymond stated that only 60% of men and 40% of women in Madura can speak Indonesian language which can be understood by non-native speaker (speak 'passable' Indonesian language to outsiders).¹⁶ Therefore, students who's the mother tongue is Madurese often have difficulty when speaking another language than their mother tongue.

In line with discussion on the difficulty of speaking English for students with Madurese mother tongue, there have been several previous research findings that suggest that there are some difficulties encountered in English speaking. One of them, Previous research conducted by Mohammad Amiruddin, Ukhti Raudhatul Jannah, & Siti Sofia (2020) found that there were several difficulties, namely students' negative mindset, students' interest in English because they thought English was not very important for their lives, and they also have problems to memorize the vocabularies seeing as the letter and the ways to pronounce are differ. While on this study, researcher is more interested in examining how the student's mother tongue was affected by the difficulty of speaking English.

In this problem, the researcher focuses on "Analyzing English speaking difficulty for students in eleventh grade of science 2 with Madurese mother tongue at Sukowono senior high school. The researcher chose eleventh grade of science 2 based on the recommendation of the English teacher at the school because there are a lot of Madurese students in that class.

¹⁶ Raymond G., Jr. 2005. *Enthnologue: languages of the world* (15th ed.). Dallas: SIL International.



B. Research Questions

As the basis of doing research, it is thought important to determine research question to be the limitation reflecting the main discussion of the research. In sum, the following question is proposed in the study:

1. What are the difficulties of students with Madurese mother tongue in speaking English at Sukowono senior high school?
2. How to overcome the problem of Madurese students' difficulties in speaking English at Sukowono senior high school?

C. Research Objectives

Answering the given research question, the researchers have determined a focused objective to be reached in this research, as follow:

1. To find out what are the difficulties of students with Madurese mother tongue in speaking English at Sukowono senior high school
2. To overcome the problem of Madurese students' difficulties in speaking English at Sukowono senior high school

D. Research Significant

The result of this study are expected to give theoretical and practical knowledge to the following parties:

1. Theoretically

This study provides the contribution both beneficial and referential in giving general knowledge about what are the difficulties of students with Madurese mother tongue in speaking English and how to overcome the problem of Madurese students' difficulties in speaking English.

2. Practically

a. For Students

This research is expected to help students find out how the difficulties students with Madurese mother tongue in speaking English and how to overcome the problem of Madurese students' difficulties in speaking English.

b. For Teachers

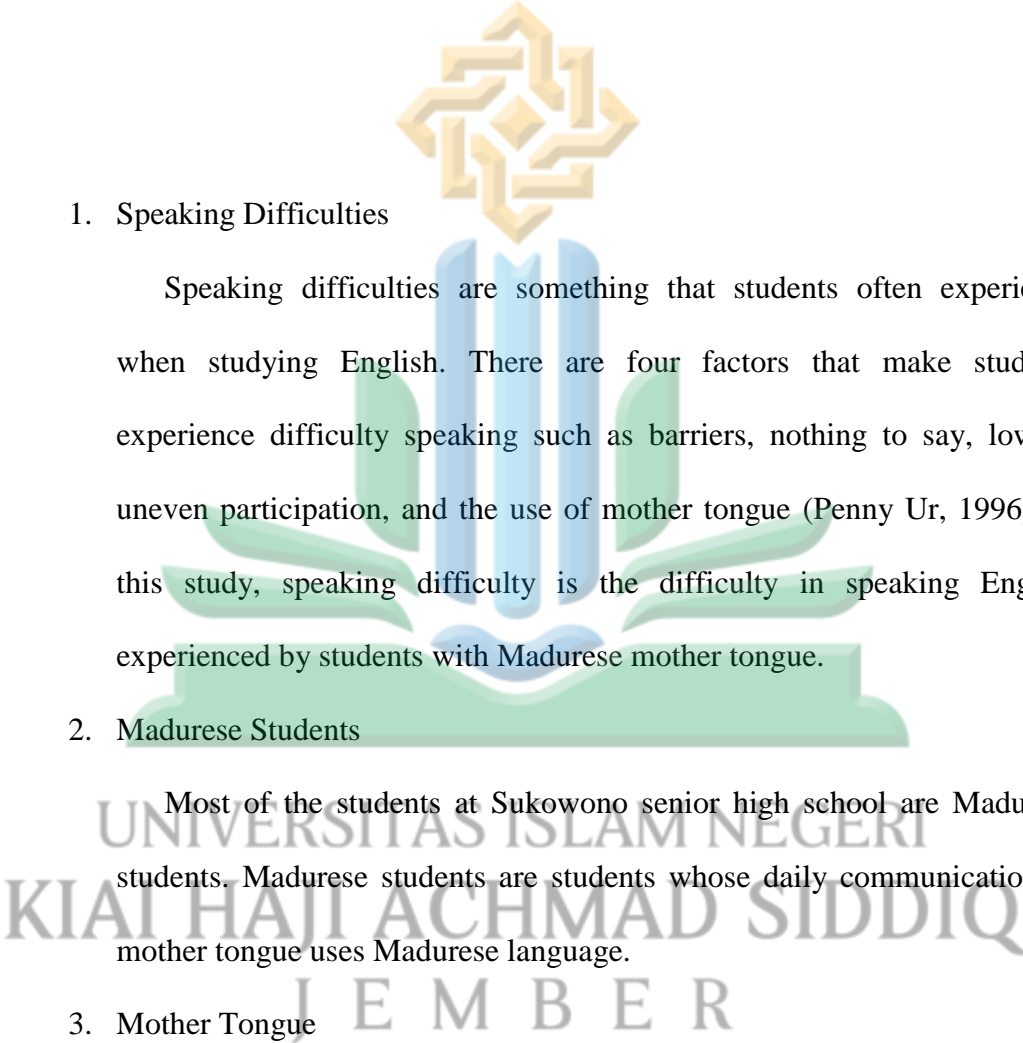
This research is expected to help teachers find the problems faced by Madurese students in learning English, especially in speaking. Also, teachers can help students to solve their problems. Example, the teacher finds media or strategies that are suitable for learning speaking.

c. For Researchers

This research is expected to be able to describe what are the difficulties students with Madurese mother tongue in speaking English and how to overcome the problem of Madurese students' difficulties in speaking English. The result of this research are expected to be a reference for the next research.

E. Definition of Key Terms

To avoid misunderstanding of this study, the researcher lists explanation of some terms, those are:



1. Speaking Difficulties

Speaking difficulties are something that students often experience when studying English. There are four factors that make students experience difficulty speaking such as barriers, nothing to say, low or uneven participation, and the use of mother tongue (Penny Ur, 1996). In this study, speaking difficulty is the difficulty in speaking English experienced by students with Madurese mother tongue.

2. Madurese Students

Most of the students at Sukowono senior high school are Madurese students. Madurese students are students whose daily communication or mother tongue uses Madurese language.

3. Mother Tongue

The meaning of "mother tongue" defines the first language a person learned at home as a child and was still able to understand at the time the data was gathered. The mother tongue used by most students in Sukowono senior high school is Madurese.



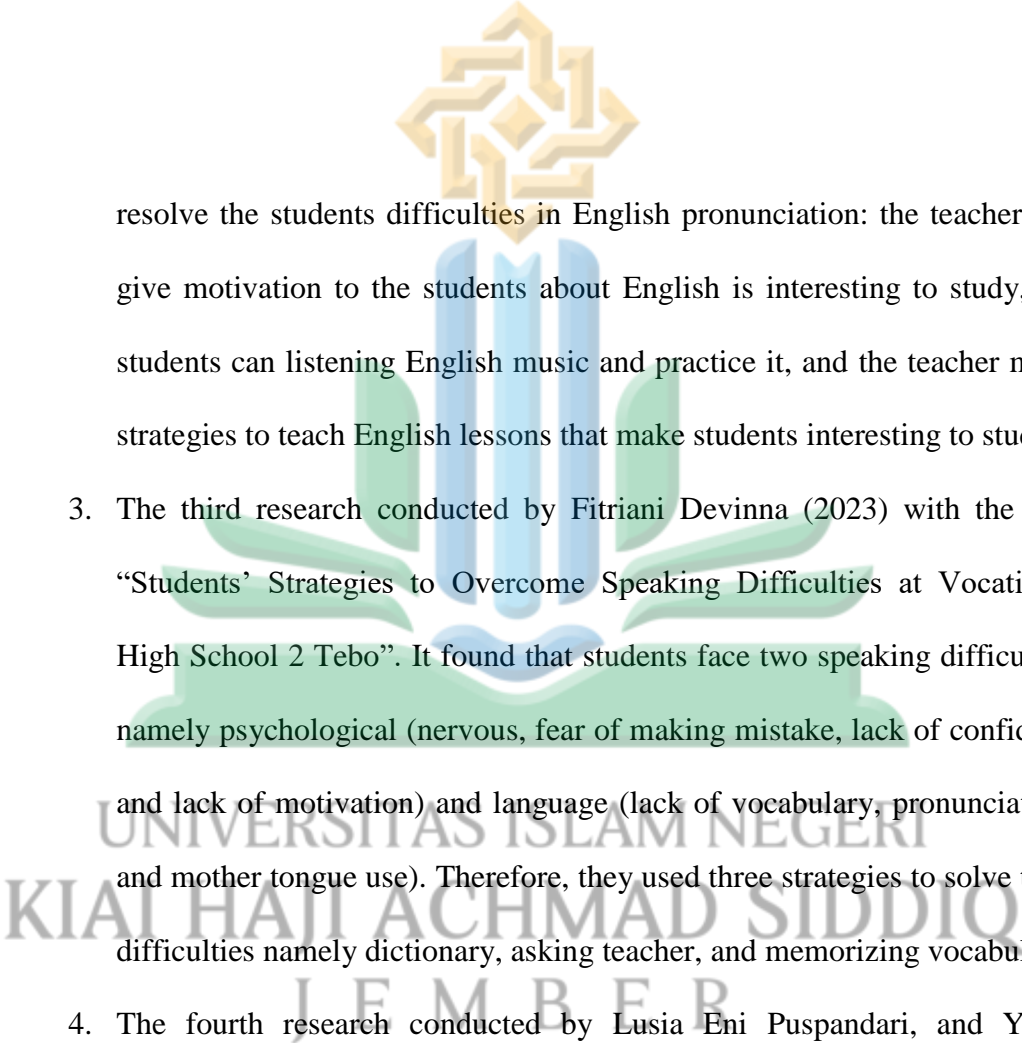
CHAPTER II LITERATURE REVIEW

This chapter is divided into two sections. The first section is about previous research which related to this research, and the second section, theoretical framework, is divided into two sections, those are speaking and mother tongue.

A. Previous Research

In avoiding plagiarism, researcher has reviewed some previous research, here also explain the similarities and differences in this research.

1. The first research conducted by Novita Ika Indriyani (2020) with her title “Students’ Difficulties in English Speaking Class”. It found that most of the student at the ninth grade of SMPI Al-Karomah Sampang got difficulties in English speaking class here was caused by fear of mistakes, shyness, lack of motivation, and lack of confidence. And some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.
2. The second research conducted by Putri Jum’ati Praistiana dan Raden Agus Budiharto (2020), with the title “Difficulties Faced by Middle School Students in English Pronunciation”. It found that the differences between letters and pronunciation, the fact that English is not their mother tongue, and the fact that they did not practice speaking the language in their daily activities are the reasons why students find it difficult to pronounce English words. The possible solution from the researcher to



resolve the students difficulties in English pronunciation: the teacher can give motivation to the students about English is interesting to study, the students can listening English music and practice it, and the teacher make strategies to teach English lessons that make students interesting to study.

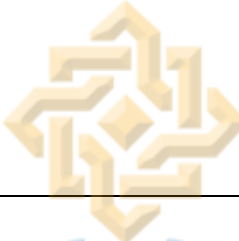
3. The third research conducted by Fitriani Devinna (2023) with the title “Students’ Strategies to Overcome Speaking Difficulties at Vocational High School 2 Tebo”. It found that students face two speaking difficulties namely psychological (nervous, fear of making mistake, lack of confident, and lack of motivation) and language (lack of vocabulary, pronunciation, and mother tongue use). Therefore, they used three strategies to solve their difficulties namely dictionary, asking teacher, and memorizing vocabulary.
4. The fourth research conducted by Lusiana Puspanandari, and Yazid Basthomi (2022) with the title “The Influence of Madurese Dialect on Student’s English Word Stress”. It found that mother language, motivation, attitude, and age are the most influential factors of students’ misplacement of word stress. Besides, the lack of pronunciation training and practice provided by teachers in their high school is also a factor causing students to produce incorrect word stresses.
5. The last research conducted by David Andrian, Moh. Kurdi Wijaya, Mariyatul Kiptiyah (2023) with the title “The Factors of Speaking Difficulties In New Students’ of English Education Department”. It found that there are 3 factors that cause difficulties for new students in speaking, namely performance conditions, learning environment, speech problems

such as barriers, nothing to say, low or uneven participation, and use of mother tongue.

From the previous researches above and this research any differences, such as the previous research focus on difficulties of students in speaking English while this research focuses on difficulties of students with Madurese mother tongue in speaking English, the previous research was conducted in the university and junior high school while this research in senior high school.

Table 2.1
Similarities and Differences

No.	Author and Title	Similarities	Differences
1.	Novita Ika Indriyani (2020) entitled "Students' Difficulties in Speaking English Class", Thesis.	a) Both of studies examined about difficulties in speaking English. b) Both studies used a qualitative approach.	a) That research subjects did not focus on students' background, whereas this research used students with Madurese Background. b) That research was conducted in junior high school especially ninth grade, while this research was in senior high school. c) In addition to observations and interviews, that research collected data using questionnaire, while this research uses study document.
2.	Putri Jum'ati Praistiana, Raden Agus Budiharto (2020) entitled "Difficulties faced by middle school students in english pronunciation",	a) Both studies used a qualitative approach. b) Both studies used students with madurese background as subjects.	a) That research used the subjects of the first grade of junior high school, while this research used the subjects of eleventh grade of senior high school.



	Thesis.		b) That research focuses on difficulties in pronunciation, while this research focuses on madurese students' difficulties in speaking english.
3.	Fitriani Devinna (2023) entitled "Students' strategies to overcome speaking difficulties at vocational high school 2 Tebo", Thesis.	<p>a) Both research focus on the difficulty of English speaking and strategies to solve students' difficulty.</p> <p>b) Both studies used a qualitative approach.</p> <p>c) Both researches were conducted in senior high school.</p> <p>d) Both studies used purposive techniques to determine the subjects.</p>	<p>a) That research subjects did not focus on students' background, whereas this research used students with Madurese Background.</p> <p>b) That research used 6 students as subjects, while this research used 4 students as subjects.</p>
4.	Lusia Eni Puspendari, & Yazid Basthomi (2022) entitled "The influence of Madurese dialect on students' English word stress", Thesis.	<p>a) Both researches were conducted in senior high school.</p> <p>b) Both studies used a qualitative approach.</p>	<p>a) That research focuses on analysing the misplacement of english word stress, while this research focuses on madurese students' difficulties in speaking english.</p> <p>b) The subject of the research were 30 students, while this research used 6 students from eleventh grade.</p> <p>c) That research collected data using questionnaire and recording, while this research used observation, interviews, and study document.</p>
5.	David Andrian, Moh. Kurdi Wijaya, &	a) Both research focus on the difficulty of English speaking by	The research was conducted in the university, while this

Mariyatul Kiptiyah (2023) entitled "The Factors of Speaking Difficulties in New Students' of English Education Department", Thesis.	students with a Madurese background. b) Both studies used a qualitative approach.	research was in senior high school.
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B. Theoretical Description

1. Speaking

a. Definition of Speaking

In languages that use the main word "speak," the meaning of speaking has been translated. Speaking, as defined by the Oxford Dictionary, is the act of saying things, such as speaking, using a particular language, giving a speech, expressing an idea or thinking, etc.¹⁷ Speaking means the talked use of language to interact with other individuals. In other opinion, according to Halliday (2003: 46), Speaking is a complex matter. Anyone who wants to speak a second language must learn the grammar and vocabulary of the language, and master the sound. Planning what to say, formulating speech and producing it must become automatic if what learners say is to be considered 'fluent'. The learner must be able to start and end conversation in an acceptable way, and manage topic changes. They needs to know turn-taking habits, when to start speaking and when to stop. Cultural knowledge and sensitivity to social context is also very

¹⁷ Martin H. Manser, (1995), Oxford Learner's Pocket Dictionary, New York: Oxford University Press, p.398.



important. And speakers must maintain appropriate roles and relationships with other speakers in a variety of different speaking contexts. with other speakers in a variety of different speaking context related to a variety of variables including social distance, power and authority.¹⁸

Speaking involves producing structured verbal utterances to communicate the meaning of the language one speaks because it is an oral skill. Speaking instruction is sometimes regarded as a rather basic

learning process. However, in addition, the rest of the world hires the people who have no training in teaching pronunciation. According to Chaney, speaking is the process of creating and conveying meaning through the use of both verbal and nonverbal signals that occur naturally in a variety of contexts.¹⁹

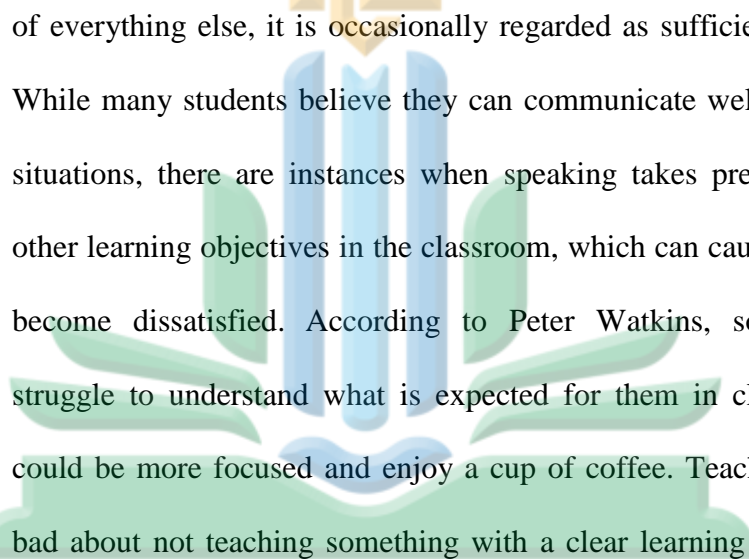
Based to the verses in Q.S. Ar-Rahman: 3–4, Allah, who created humans, taught them how to speak.²⁰ This indicates that God gives a natural ability to speak. Exploring our potential, however, is still a way to improve our skills. According to Islamic teachings, communicating with someone in the correct way, using suitable words, avoiding talking about sin, and always speaking positively.

In language instruction, speaking has frequently been addressed in a comparable manner. Because it is so closely related to the teaching

¹⁸ Halliday, M. A. K. (2003). "Spoken and wrritten language". in Gleen, F. Testing Second Language Testing, New York: Routledge.

¹⁹ Chaney, A.L. (1998), Teaching Oral Communication, Boston: Allyn and Bacon, p.13

²⁰ Al Bayan. (2001). Al-qur'an dan Terjemahannya. Semarang: Asy Syifa. p.1429



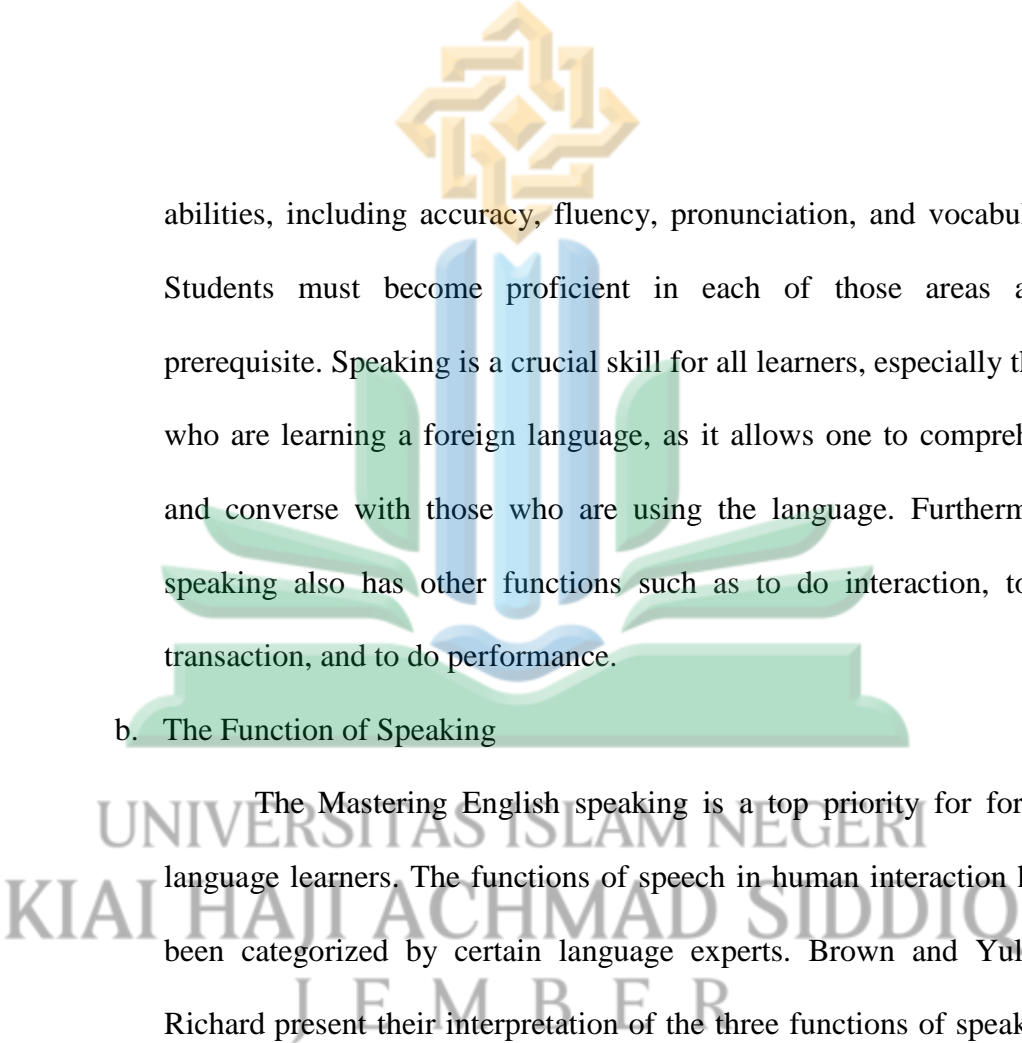
of everything else, it is occasionally regarded as sufficiently covered. While many students believe they can communicate well in everyday situations, there are instances when speaking takes precedence over other learning objectives in the classroom, which can cause students to become dissatisfied. According to Peter Watkins, some students struggle to understand what is expected for them in class, but they could be more focused and enjoy a cup of coffee. Teachers may feel bad about not teaching something with a clear learning outcome that could serve as motivation for the lesson's justification.²¹

From those, we can evaluate the primary motivations behind people communicating with other people to maintain social relationships. Speaking is important to managing the conversation and ensuring that the other person understands what is being said.²² Speaking is the primary means of communication, language learners also need to be able to speak. It is expected of students to speak English correctly, fluently, and in a way that is acceptable in daily interactions. As a result, fluency is necessary to accomplish the conversation's goal.

From all statements above, the researcher concludes that speaking is the act of verbally delivering and sharing ideas and sentiments based on all of the aforementioned claims. It required a few

²¹ Watkins, Peter. (2007). *Learning to Teach English: A Practical Introduction for New Teachers*. England: Viva Books Private Limited. p. 26

²² Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. p.41



abilities, including accuracy, fluency, pronunciation, and vocabulary. Students must become proficient in each of those areas as a prerequisite. Speaking is a crucial skill for all learners, especially those who are learning a foreign language, as it allows one to comprehend and converse with those who are using the language. Furthermore, speaking also has other functions such as to do interaction, to do transaction, and to do performance.

b. The Function of Speaking

The Mastering English speaking is a top priority for foreign language learners. The functions of speech in human interaction have been categorized by certain language experts. Brown and Yule in Richard present their interpretation of the three functions of speaking; to do interaction, to do transaction, and to do performance.²³ These speech activities differ greatly in form, function, and requirements for various approaches to learning. Each of the three functions will be explained more.

- Speaking as Interaction

In this context, the first function refers to an interaction that produces a social function primer. In the alternative meaning, people meet each other, they give greetings, engage in small chit chat, and discuss their recent experiences because they wish to be kind and build a comfortable relationship.

²³Jack C. Richards, (2008). Teaching Listening and Speaking; From Theory to Practice. New York: Cambridge University Press. p.21

- Speaking as Transaction

The purpose of transactional talk is to accomplish a task or get something. Situations where the focus is on what is said or done are referred to as "talk as transaction." The goal of speaking activities in transactional communication is to convey thoughts clearly and accurately to others. For example, making an order at a restaurant and buying something in a store.

- Speaking as Performance

Speaking as performance here is mostly related to public speaking, which is defined as speaking in front of a large audience and transferring information to them. Instead of using dialogue, performances typically take the form of monologues. Usually, a recognizable format that is more similar to written language follows.

Besides having a function, speaking also has elements of speaking that we need to know in order to master English, especially speaking such as pronunciation, vocabulary, grammar, and fluency.

c. Elements of Speaking

Speaking is one of the most crucial aspects of communication, therefore anyone who intends to become fluent in English must first understand it. This refers to their accuracy in pronouncing words, their ability to talk fluently, their ability to comprehend sentences while conversing with a partner, and how they structurally arrange words in spoken context. As students, each of those is necessary and cannot be

selected by a single factor. Here are the detail explanations of four elements:

a. Pronunciation

Pronunciation is defined by the Oxford Advanced Learners Dictionary as the way of how a language or a particular word and sound are uttered. On the other hand, Hornby describes pronunciation as how people speak words. Based on the previous two theories, we conclude that pronunciation refers to anything that has to do with how

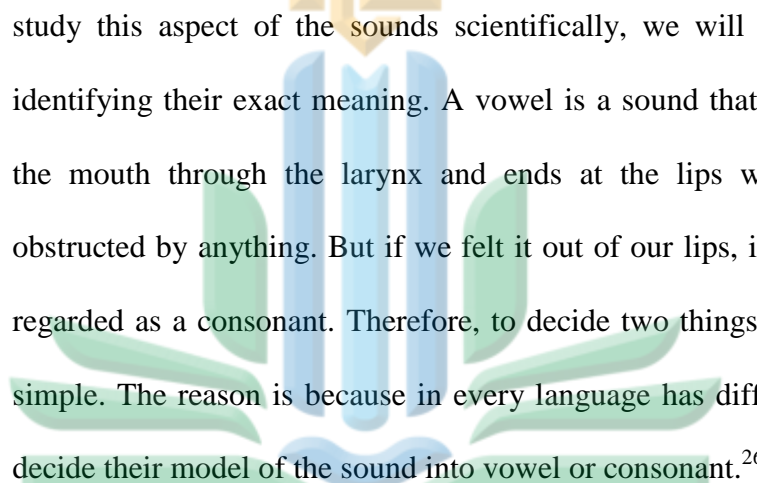
a person pronounces a word.²⁴

Every child have been taught by their parents to adjust to their environment by developing the habit of communicating since we were child. They will listen to what they are used to hearing every other second or in their native tongue. If someone wants to learn a foreign language or their own second language, they must be consistent in pronouncing words correctly. The solution to the unresolved difficulty of pronouncing English as a foreign language is imitation, repetition, and regular practice. Students studying English in class, in especially, need to pay attention to how each word is pronounced by native speakers or teachers who can help them in practicing the correct pronunciation.²⁵

There are two phenomena that arise in the case of pronunciation. Let's refer to them vowels and consonants, but when we

²⁴ Hornby, A.s, Oxford Advanced Learner's Dictionary, (Great Britain: Oxford University Press, 1995), p.928.

²⁵ Ramelan, English Phonetic, (Semarang: UNNES Press, 2003), p.4- 5.



study this aspect of the sounds scientifically, we will have trouble identifying their exact meaning. A vowel is a sound that travels from the mouth through the larynx and ends at the lips without being obstructed by anything. But if we felt it out of our lips, it wouldn't be regarded as a consonant. Therefore, to decide two things are not very simple. The reason is because in every language has different way to decide their model of the sound into vowel or consonant.²⁶

The sound of a word can be expressed as the transcription of its phonetic symbols for anyone who want to master English. Here is mostly intended for students. As a result, they must practice and become acquainted with the phonetic symbol. Furthermore, explanation of consonants and vowels can be found in the guidelines for using phonetic symbols in pronunciation in addition to dictionaries.

1. Vowel

A vowel is a speaking sound made by humans when their breath escapes their mouths unhindered by their lips, tongue, or teeth. For example, cup, away, plan, word, and etc. The English vowels are a, i, u, e, and o. Vowels come in three varieties: diphthong, long, and short. Evidently, a diphthong is simply a combination speech sound of two vowels, meaning that two vowels are present in a single word. for example: hour, avoid.

²⁶ Peter Roach, English Phonetics and Phonology, (Cambridge: Cambridge University Press, 2009), p.21.



2. Consonant

Consonants, which are the reverse of vowels, are non-vowel sounds that also produce friction and vibrations. In addition, a consonant is a sound that is made by using the lips, palate, tongue, or teeth to prevent air from leaving the mouth. It can appear singly or in groups, but it must be connected to its vowel to produce a syllable. With the exception of A, I, U, E, and O, English has twenty-one consonants. B, C, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, and Z are possible sounds.

b. Vocabulary

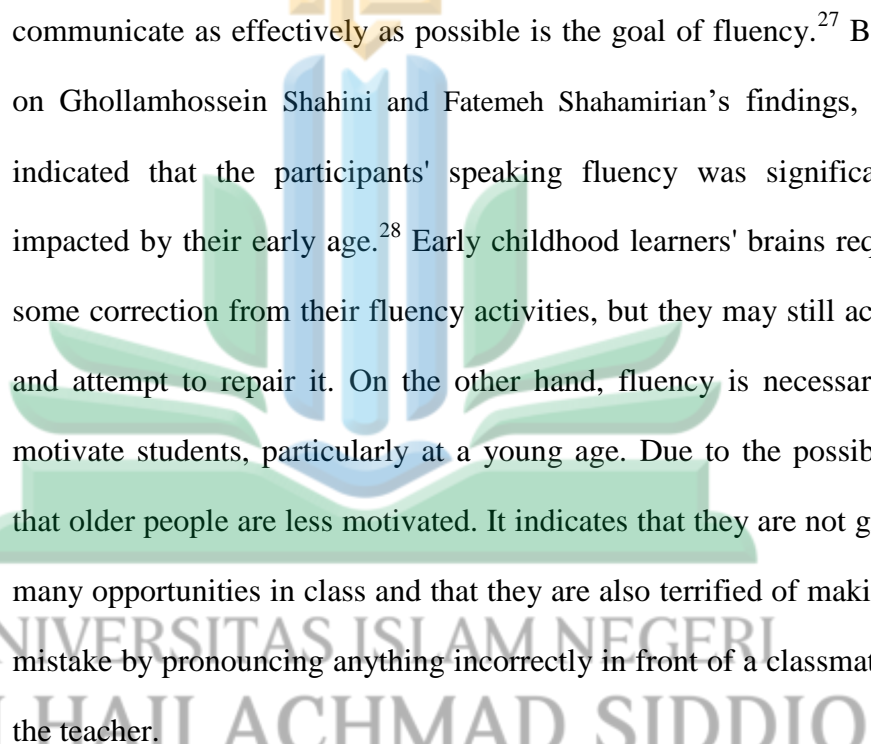
Vocabulary is necessary for reading because it provides us with new linguistic input. It also allows us to assess students word usage when we ask them to read or listen. We are aware that there are millions of words in the English language. Therefore, students need to acquire as much vocabulary as they can to make communicating with others easier.

c. Grammar

Grammar is the description of how words can combine to form sentence and change their forms. Therefore, communication can become less effective when students ignore the grammar rules.

d. Fluency

The last element has an impact on students' ability to talk clearly and uninterrupted. Focusing on the speech content to



communicate as effectively as possible is the goal of fluency.²⁷ Based on Ghollamhossein Shahini and Fatemeh Shahamirian's findings, they indicated that the participants' speaking fluency was significantly impacted by their early age.²⁸ Early childhood learners' brains require some correction from their fluency activities, but they may still accept and attempt to repair it. On the other hand, fluency is necessary to motivate students, particularly at a young age. Due to the possibility that older people are less motivated. It indicates that they are not given many opportunities in class and that they are also terrified of making a mistake by pronouncing anything incorrectly in front of a classmate or the teacher.

Besides having some elements, speaking also has difficulties faced by learners such as inhibition, nothing to say, low or uneven participation, and mother tongue.

d. Difficulties in Speaking

Students who are studying English as a foreign language may encounter some difficulties. According to Penny Ur (in Nurhadiah Fitri), there are four students' difficulties in speaking English, such as inhibition, nothing to say, low or uneven participation, and mother tongue.²⁹

²⁷ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015).

²⁸ Ghollamhossein Shahini and Fatemeh Shahamirian, Improving English Speaking Fluency: The Role of Six Factors, *Advances in Language and Literature Studies*, Vol:8 issue:6, 2017, ISSN :2203-4714, 103. www.all.s.aiac.org.au.

²⁹ Fitri, N. (2019). An Analysis on Students' Difficulties In Speaking English At Islamic Senior High School Kotabaru Seberida. Submitted in Partial Fulfillment of the Requirements for Bachelor Degree of English Education (S.Pd.), 1-111.

- Inhibition

In learning English, the first difficulty of students' experience is their lack of desire to read, listen and write the language, so that students are nervous and lack confidence when they speak in front of the class and see the audience.

- Nothing to say

The second difficulty experienced by students is nothing to say, because not many of them mastered vocabulary and grammar, so when

they are asked to speak they don't know what to say.

- Low or uneven participation

Participation of low or uneven. If a person wants to be heard, he or she must speak just once, which means that in big groups, there won't be much time for everyone to talk. The fact that some students have a tendency to dominate while others talk very little or not at all.

- Mother tongue

The phenomena of students that the researcher observe currently is that many of them are used to speaking in their mother tongue. They choose to do so since it is comfortable for them and makes conversing with another easier. They lack motivate since they feel less uncomfortable speaking a foreign language. They are not used to speaking in a foreign language.

e. The Strategies to overcome the English speaking difficulties

The difficulties experienced by Madurese students when speaking English must be overcome so that it does not become an obstacle for them in speaking English. According to Kondo and Young (in Nurul Khoiriyah), identified that there are five strategies for dealing with student anxiety, namely preparation, relaxation, positive thinking, peer seeking, and resignation.³⁰ While according to Penny Ur, there are 5 ways to overcome Madurese students' difficulties in speaking

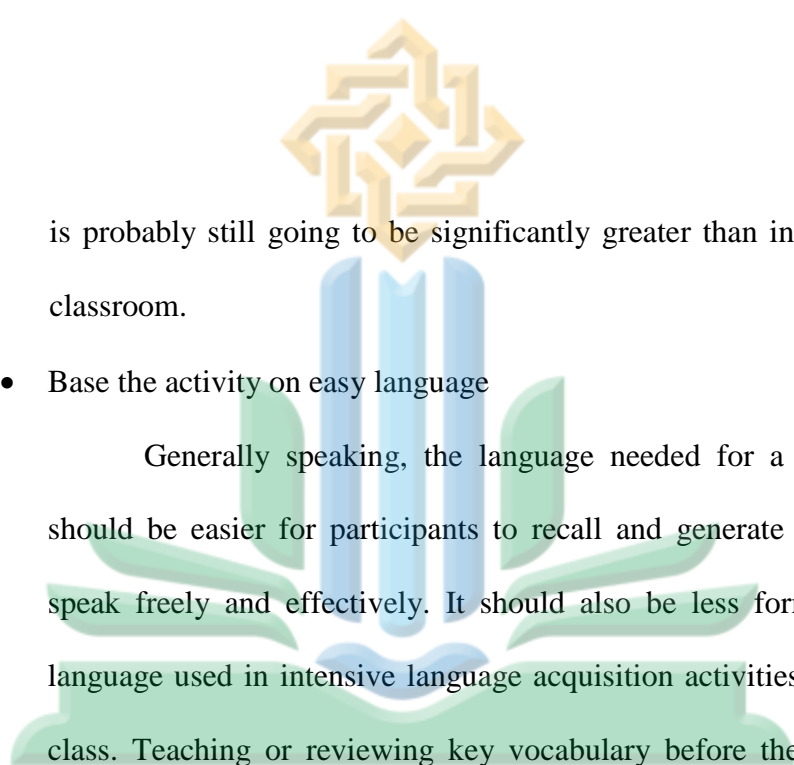
English, namely use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, and keep students speaking the target language.³¹

- Use group work

This increases the quantity of student conversation that takes place in a short period of time and lowers the inhibitions of students who are nervous about speaking in front of the class. It is true that when students work in groups, the teacher cannot always monitor their speech, so not every statement will be accurate, and students may occasionally misuse their mother tongue. Nevertheless, even accounting for these factors (mistakes and misuse of mother tongue) the amount of time allotted for constructive and beneficial oral practice

³⁰ Khoiriyah, N. "Students' strategies to overcome the level of language anxiety in speaking performance at UPT SMP Negeri 13 Gresik". (Undergraduated Thesis, UINKHAS Jember, 2022), 27.

³¹ Ur, Penny. (1996). *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.



is probably still going to be significantly greater than in a traditional classroom.

- Base the activity on easy language

Generally speaking, the language needed for a conversation should be easier for participants to recall and generate so they may speak freely and effectively. It should also be less formal than the language used in intensive language acquisition activities in the same class. Teaching or reviewing key vocabulary before the start of the

activity is a smart approach.

- Make a careful choice of topic and task to stimulate interest

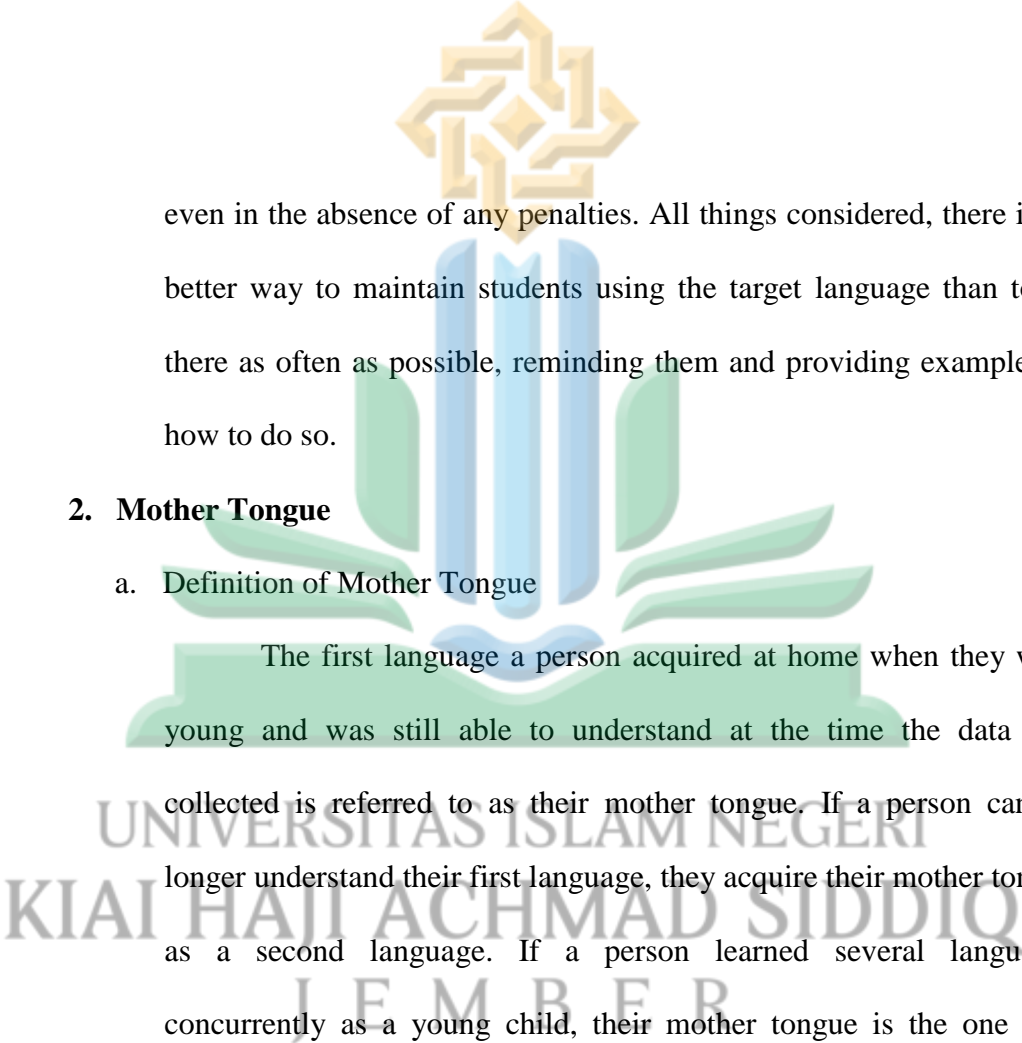
In general, participants will be more motivated if the discussion's goal is made clear.

- Give some instruction or training in discussion skills

When offering a task that involves group discussion, make sure to include directions on participation. For example, instruct students to make sure that each member of the group participates in the conversation, choose a leader for each group to supervise participation.

- Keep students speaking the target language

A group member may be appointed as a monitor, whose responsibility it is to remind participants to speak the target language. After a while, the monitor could report to the teacher on how well the group has continued to use it. The knowledge that someone is keeping an eye on what happens encourages participants to exercise caution



even in the absence of any penalties. All things considered, there is no better way to maintain students using the target language than to be there as often as possible, reminding them and providing examples of how to do so.

2. Mother Tongue

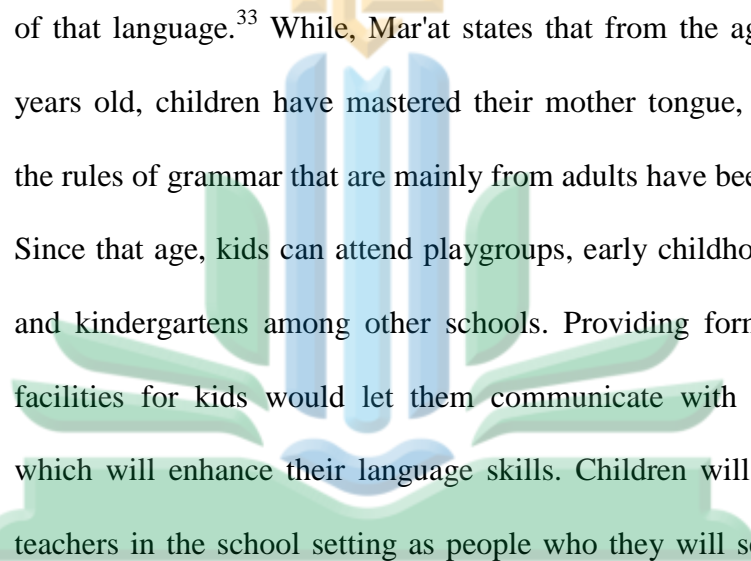
a. Definition of Mother Tongue

The first language a person acquired at home when they were young and was still able to understand at the time the data was

collected is referred to as their mother tongue. If a person can no longer understand their first language, they acquire their mother tongue as a second language. If a person learned several languages concurrently as a young child, their mother tongue is the one they spoke most often at home before entering school. Only people who have learned many mother tongues concurrently and are still able to understand them are allowed to claim to have multiple mother tongues. The language used most frequently at home with a youngster who is not yet verbal is their mother tongue. If a child is spoken to in more than one mother tongue at the same time, they will acquire many languages at the same time even if they haven't learnt to speak.³²

According to Bloomfield states that the first language that humans learn to speak is their mother tongue, they are native speakers

³² "Mother Tongue of Person," Statistic Canada, accessed February 25, 2024, <https://www23.statcan.gc.ca/imdb/p3Var.pl?Function=DEC&Id=34023>.



of that language.³³ While, Mar'at states that from the age of 2.5 to 5 years old, children have mastered their mother tongue, which means the rules of grammar that are mainly from adults have been mastered.³⁴ Since that age, kids can attend playgroups, early childhood education, and kindergartens among other schools. Providing formal schooling facilities for kids would let them communicate with more people, which will enhance their language skills. Children will interact with teachers in the school setting as people who they will see frequently, outside of their families.

a) The Importance of Mother Tongue

- Intellectual Development

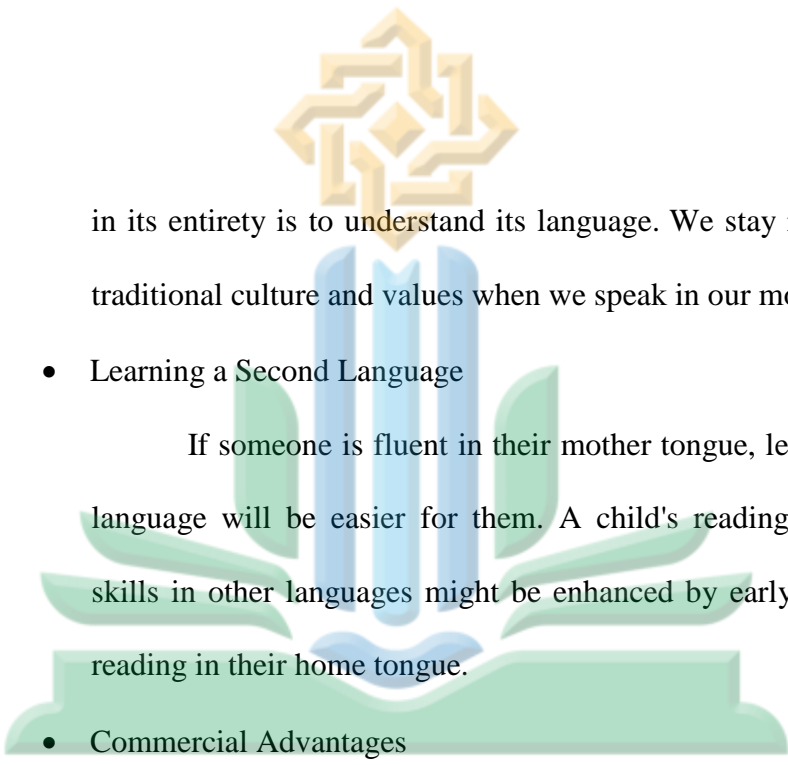
If a child speaks their mother tongue well, their intellectual and cognitive development will happen more quickly. Academic success is more likely for students who receive education in their mother tongue than for those who receive education in a different language.

- Better Connection with Culture

Our culture is primarily preserved through language. The essence of a language cannot always be accurately translated from one language to another. Therefore, the best way to know a culture

³³ Bloomfield, Leonard. 1995. *Language*. London: Henderson & Spalding. 41.

³⁴ Mar'at, Samsunuwiyati. 2005. *Psikolinguistik, Suatu Pengantar*. Bandung: PT Refika Aditama. 66.



in its entirety is to understand its language. We stay rooted in our traditional culture and values when we speak in our mother tongue.

- Learning a Second Language

If someone is fluent in their mother tongue, learning a new language will be easier for them. A child's reading and writing skills in other languages might be enhanced by early exposure to reading in their home tongue.

- Commercial Advantages

In today's economy, using one's mother tongue to earn money is very possible. The value of mother tongue is rising rapidly as the economic world becomes more localized. If you wish to start your own business, it's quite helpful to be able to speak with local customers in your mother tongue.

- The Feeling of Honour

Being fluent in your mother tongue is important for your self-worth. This helps someone connect with his cultural identity, develop awareness in his mind, and boost his self-confidence.³⁵

b) Types of Mother Tongue in Indonesia

Indonesia is an archipelagic country, currently there are around 17,000 islands in Indonesia. Several large islands include Sumatra, Java, Kalimantan and Papua. Off course there are many varieties of mother tongues. some of them are Madurese, Sundanese, Acehnese,

³⁵ "The Importance of the Mother Language," Western Union, accessed February 25, 2024, <https://www.westernunion.gr/en/the-importance-of-the-mother-language/>.

Javanese, Balinese, etc. This research will discuss the five mother tongues, but the researcher focuses on Madurese mother tongue.

e. Madurese

The Madurese language is the language of the Madurese people, who come from Madura Island and East Java, Indonesia. This language is also spoken by immigrants in other regions of Indonesia, namely the eastern region of Java (consisting of Pasuruan, Surabaya, Malang to Banyuwangi), the Masalembu Islands, and even some in

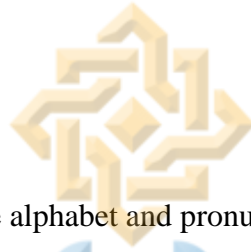
Kalimantan.³⁶

According to Moh. Hafid Effendy, the Madurese language is the mother tongue or the first language of language users, especially in Madurese.³⁷ This language is acquired and learned from their parents in the family and the surrounding community. This language is used as a daily communication tool in their ethnic life in society and culture in the broadest sense. While, according to Haksa in Siti Subaida's book, the Madurese language is the mother tongue of the original inhabitants of the island of Madura, this language is also the mother tongue of the Madurese tribe in various small islands around the island of Madura and in several regions in East Java, especially along the coastal area of East Java, the northern part on the eastern side.³⁸

³⁶ "Madurese Language," Wikipedia, accessed February 25, 2024, https://en.m.wikipedia.org/wiki/Madurese_language.

³⁷ Effendy, M. H. *Gramatika Bahasa Madura*, (Pamekasan: CV. NLC, 2017), 1.

³⁸ Subaida, S. *Penggunaan Ejaan dalam Artikel Bahasa Madura pada Blutin Pakem Maddhu edisi 1 s.d. 5 tahun 2005/2006*, (Pamekasan: Skripsi UNIRA, 2016), 1.



Madurese alphabet and pronunciation:³⁹

Vowels						
ꦒꦱ	ꦲꦶ	ꦸ	ꦺ	ꦺꦴ	ꦒꦱꦱ	ꦒꦱꦱꦱ
a	i	u	e	o		
[a]	[i/ɨ]	[u]	[ɛ]	[ɔ]	[ɔ]	[ɔ]
Consonants						
ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ
h	n	c	ch	r	k	kh
[h]	[n]	[c]	[tʃ]	[r]	[k]	[kʰ]
ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ
d	t	th	s	w	l	p
[d]	[t]	[tʰ]	[s]	[w]	[l]	[p]
ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ
ph	ɖ	j	y	ñ	m	g
[pʰ]	[ɖ]	[j]	[j]	[ɲ]	[m]	[g]
ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ	ꦲꦶꦏꦸ
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f. Sundanese

Sundanese is mainly spoken in the west of the island of Java, in an area nicknamed Sundanese Tatars (Pasundan). Sundanese is also spoken in the western part of Central Java, especially in the southern part of Brebes Regency and the western part of Cilacap, because some sub-districts in this region were formerly under the authority of the Galuh Kingdom. Sundanese is a language from the Malay-Polynesian branch of the Austronesian language group. This language is generally spoken by the people of the Sundanese tribe in the western part of the island of Java.⁴⁰

³⁹ “Madurese,” Omniglot, accessed June 25, 2024, <https://www.omniglot.com/writing/madurese.htm>.

⁴⁰ “Bahasa Sunda,” Wikiedia, accessed February 25, 2024, https://id.m.wikipedia.org/wiki/Bahasa_Sunda.

g. Acehese

The Acehese language is a language spoken by the Acehese people found in the coastal region, some inland and some islands in Aceh. The Acehese language is included in the Chamic language group, a branch of the Malayo-Polynesian language group, a branch of the Austronesian language group. The languages that have the closest relationship with the Acehese language are Cham, Roglai, Jarai, Rade and 6 other languages in the Chamic language group. Other languages

that are also related to the Acehese language are the Malay language and the Minangkabau language.⁴¹

h. Javanese

The majority of Javanese people in the middle and eastern parts of the island speak Javanese, an Austronesian language. The Javanese diaspora in other parts of Indonesia, such Sumatra and Kalimantan, as well as outside of Indonesia, like Suriname, the Netherlands, and Malaysia, also speak Javanese. It is estimated that there would be around 80 million Javanese speakers globally by 2023. Although its exact position in the Malay-Polynesian group is still up for debate, Javanese is an Austronesian language that belongs to the Malayo-Polynesian subgroup and connects ancestry with Malay, Sundanese, Balinese, and many other Indonesian languages. Along with Indonesian, Javanese is recognized as an official language in the

⁴¹ “Bahasa Aceh,” Wikipedia, accessed February 25, 2024, https://id.m.wikipedia.org/wiki/Bahasa_Aceh.

Yogyakarta Special Region. The degree of intimacy or the social status difference between the speaker and the interlocutor or the person who is being spoken to determines the use of the many speech levels that are recognized by the Javanese language.⁴²

i. Balinese


Balinese language is a language included in the Malayo-Polynesian group spoken by around 3.3 million people (as of 2000) which is mainly concentrated on the island of Bali and also spread in

Nusa Penida, Lombok in the west, and Java in the east, to Sumatra in the south and Sulawesi. Most Balinese speakers can speak Indonesian. It is estimated that in 2011, there are less than 1 million people who still use Balinese as their main language in Bali. The Balinese language has different usage levels in Bali; for instance, there are Bali Alus, Bali Madya, and Bali Kasar. This occurred because, although the Islamic Mataram kingdom never overran Bali, Javanese language influence permeated the island from the Majapahit period to the Islamic Mataram era.⁴³

Based on the description above, the researcher chose the Madurese language to conduct the research because based on observations, at this school most of the students have Madurese background and communicate using Madurese language every day.

⁴² “Bahasa Jawa,” Wikipedia, accessed February 25, 2024, https://id.m.wikipedia.org/wiki/Bahasa_Jawa.

⁴³ “Bahasa Bali,” Wikipedia, accessed February 25, 2024, https://id.m.wikipedia.org/wiki/Bahasa_Bali.



CHAPTER III
RESEARCH METHOD

There are seven sections in this chapter. The approach and design of the research are covered in the first section. The location of this research is covered in the next section. The third one involves the subject of the research. The data collecting method is the focus of the fourth one. The data analysis is covered in the fifth. The validity of research is covered in the sixth section. The final one discusses the research procedure.

A. Approach and Research Design

This research used qualitative approach. Non-numerical data are used in qualitative approaches.⁴⁴ Researcher used a qualitative approach because the topics raised are based on social phenomena. Researcher understand complex social situations, construct complex social phenomena, look for relevant theories, then explain the problem and describe the solution in depth and systematically.

The research design used by the researcher is descriptive qualitative design. The researcher presents previous research, theories, methodology, data obtained, discussion and conclusions in a descriptive manner. The researcher described how students with Madurese mother tongue have difficulties in speaking English and how to overcome the problem of Madurese students' difficulties in speaking English at Sukowono senior high school.

⁴⁴ Bhandari, P. What Is Qualitative Research? | Methods & Examples, June 2020.



B. Research Location

Located in Jl. Sumberkalong, Krajan, Sumberwaru, Sukowono Jember, Sukowono senior high school or known as SMAN PLUS SUKOWONO is the location chosen by researcher for this research. The researcher chose this school as the research location because this school has many students with Madurese mother tongue and some of them find it very difficult to speak English, which is very suitable for the title of the research.

C. Research Subjects

In order for this research to run well and smoothly, every research must choose a subject to be researched to help the researcher in doing the research. After discussing with the English teacher at the school, the teacher suggested taking a subject in eleventh grade of science 2, because this class had the most students with a Madurese background who had difficulty speaking English. Subjects are taken by determining criteria or what is called purposive sampling, the criteria are the students with English scores below KKM (75). Finally, the researcher decided that 4 students in eleventh grade of science 2 and the English teacher in that class were the subjects of this research.

D. Data Collection Research

In this part, the researcher will describe how the data was collected.

1. Observation

- a. First, the researcher asked the English teacher for permission to join the selected class. By this, the researcher knows what the class conditions are, student responses, student readiness to learn, etc.

b. Second, the researcher participated in the class from the beginning until the end of the lesson. The researcher knows how to control the class well, student understanding during learning, etc.

c. Third, the researcher writes what is related to the research during the lesson.

2. Interview

a. First, the researcher prepares questions to be asked to English teacher and eleventh grade of science 2 as the subjects of this research. The question is related to the topic to be researched.

b. Second, the researcher conducts a direct interview with the research subjects.

c. Third, the researcher records and notes all the answers from the research subjects related to the question.

3. Study Document

The researcher conducted a study document by asking for a English scores in eleventh grade of science 2, especially in speaking material.

E. Data Analysis

In order to give researcher who conduct data analysis insight, research data analysis is a component of the methods for data analysis. According to Miles and Huberman, data analysis involves three processes, which are as follows: data reduction, data display, and conclusions, which are discussed below.⁴⁵

⁴⁵ Miles, Matthew B., Huberman, A. Michael., Saldana, Johnny. *Qualitative Data Analysis: A Methods Sourcebook*. (SAGE Publications, Inc., 2014), 12.

1. Data Reduction

Data reduction is part of the analysis. Data reduction is a form of analysis that selecting, focusing, simplyfing, abstracting, and organizes data in such a way that final conclusions can be drawn and verified. Condensation will strengthen, clarify, and increase the accountability of the data. The researcher can distinguish between reliable and false data. The following steps make it easier for the researcher to take as a result.

a. Selecting

The data that researcher gather should be chosen carefully. The researcher selects which the data is needed and which is discarded.

b. Focusing

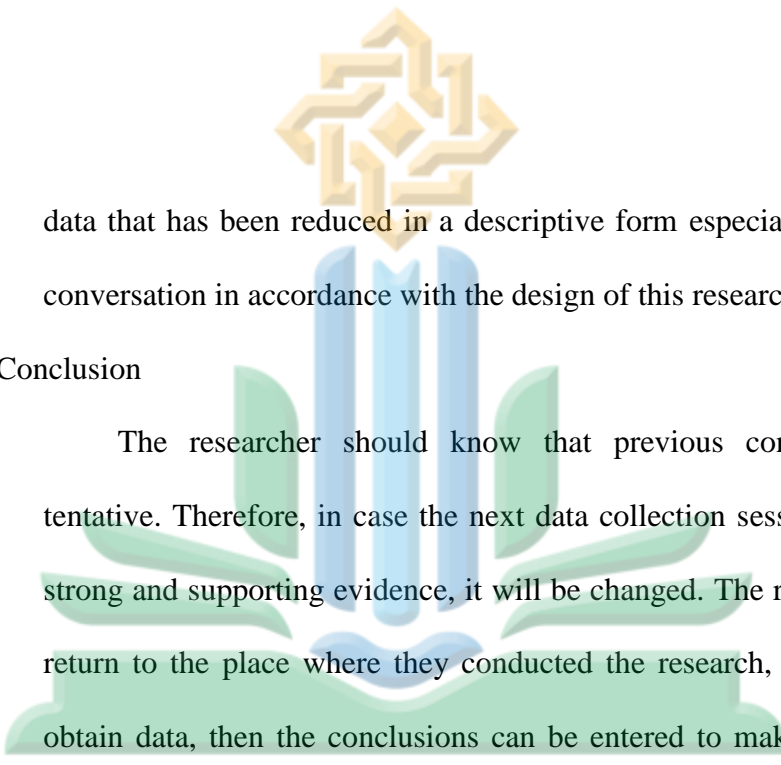
The researcher focuses on the data that has been selected on the research topic so that inappropriate data can be reduced. The researcher focuses the data based on the list of questions that have been validated by the validator.

c. Simplyfing and Abstracting

The data that has been focused on will be simplified by the researcher so that it is clearer and easier to understand. The researcher simplifies the data based on research questions.

d. Data Display

Data must be displayed to the researcher in a way that is easy to understand, such as through a text, diagram, matrix, chart, visual, correlation among categories, and others. The researcher presents the



data that has been reduced in a descriptive form especially a text and conversation in accordance with the design of this research.

2. Conclusion

The researcher should know that previous conclusions are tentative. Therefore, in case the next data collection session offers no strong and supporting evidence, it will be changed. The researcher can return to the place where they conducted the research, the aim is to obtain data, then the conclusions can be entered to make them more reliable.

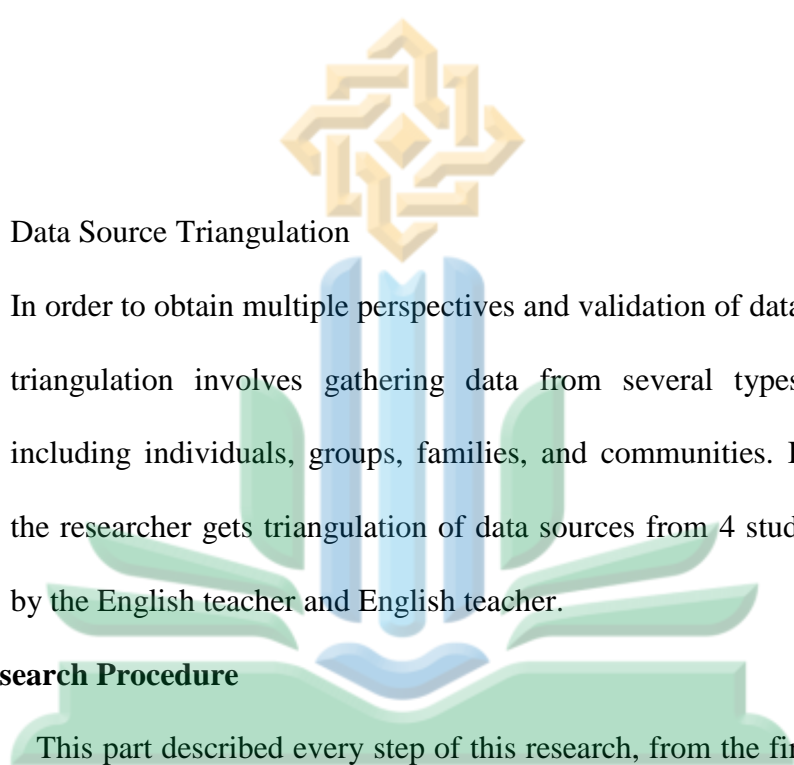
F. Validity of Data

The researcher used methods triangulation and data source triangulation methods to test the validity of the data in this research. Researcher used methods triangulation and data source triangulation for data validity because it is in accordance with the way researcher collect the data.

1. Method Triangulation

Using multiple methods to gather data on the same phenomenon is known as method triangulation.⁴⁶ In this research, the research collected the data from observation, interview, and document review. The researcher checked the validity of the data through observation on May 21, 2024, then conducted interviews and document studies on May 22, 2024.

⁴⁶ Polit, D.F., & Beck, C.T. (2012). Nursing research: Generating and assessing evidence for nursing practice. Philadelphia, PA: Lippincott Williams and Wilkins.



2. Data Source Triangulation

In order to obtain multiple perspectives and validation of data, data source triangulation involves gathering data from several types of people, including individuals, groups, families, and communities. In this study, the researcher gets triangulation of data sources from 4 students selected by the English teacher and English teacher.

G. Research Procedure

This part described every step of this research, from the first step to the last ones.

1. Selecting the research area

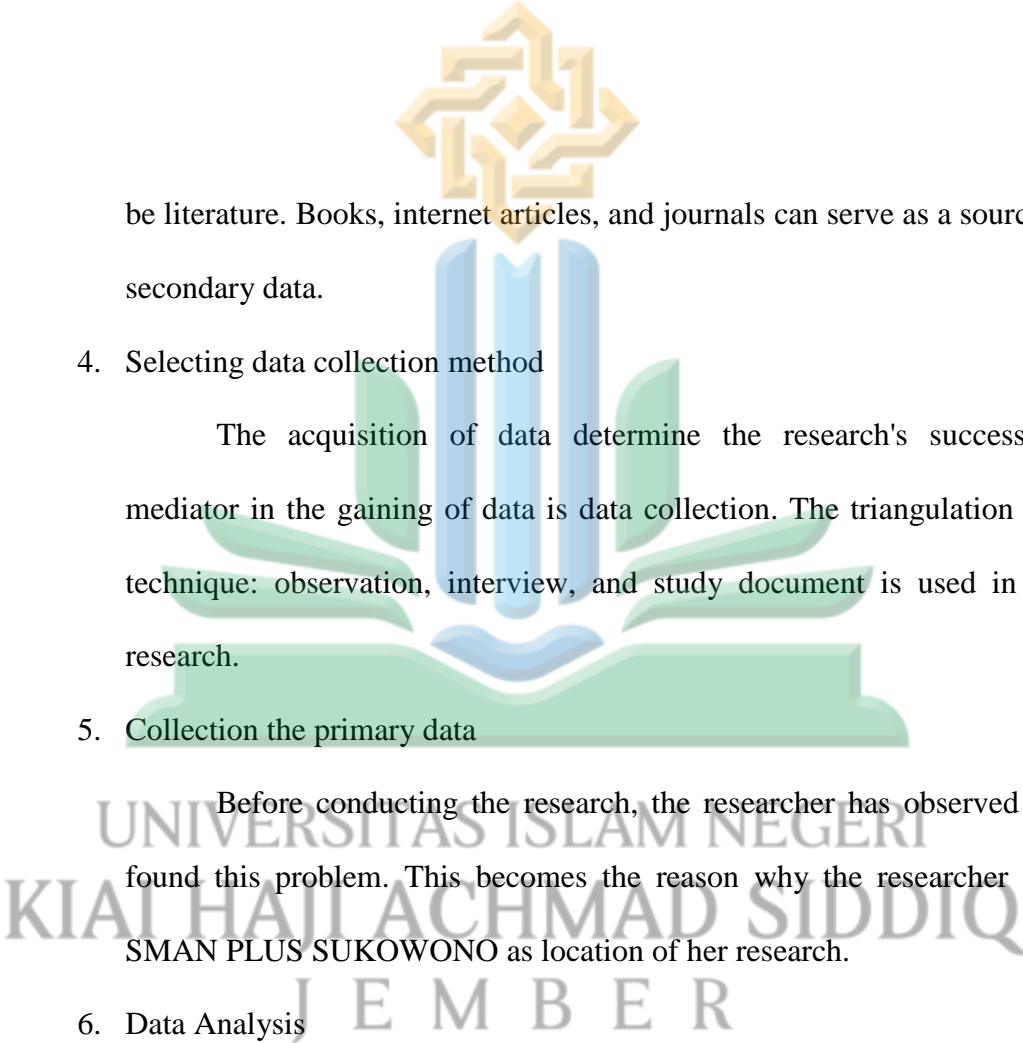
Based on some of factors, including observations and reasoning, the researcher selected this location. The problem that happened within the school is one of them. After the research is finished, it is hoped that the student would improve.

2. Formulating research aim, question, and objective

This is an aim to keep this research's scope limited. What the objectives or aim of this study are. In addition, to fix the issue by providing a method for resolving it.

3. Conducting literature review

To conduct research, researcher must obtain a lot of information written and discussed in this research. Before the research begins, during the research, or even after the research is practically complete, there may



be literature. Books, internet articles, and journals can serve as a source of secondary data.

4. Selecting data collection method

The acquisition of data determine the research's success. A mediator in the gaining of data is data collection. The triangulation data technique: observation, interview, and study document is used in this research.

5. Collection the primary data

Before conducting the research, the researcher has observed and found this problem. This becomes the reason why the researcher uses SMAN PLUS SUKOWONO as location of her research.

6. Data Analysis

This step is on how the data can be analysed correctly. The process consists of editing and summarizing data from the subjects.

7. Draw Conclusion

All of the study's contents should be concluded by the research. It must respond to both the research topic and its objectives. There is also a suggestion for additional research in the conclusion. Perhaps another researcher needs to do this study.

8. Create the report

The end of the project is this step. All of the research's data and contents should be related to the researcher. Check the guidebook again to see which ones require editing and revision.



BAB IV

RESEARCH FINDINGS AND DISCUSSION

Two topics are presented in this chapter of the research data analysis. Data analysis and research findings are the first topics. The results of the data analysis are discussed in the second topic. The researcher collected the data for the research findings section from the eleventh grade students of science 2 at SMAN Plus Sukowono, analyzed what their difficulties of English speaking and some strategies to overcome it. The researcher presented the research's findings along with previously presented supporting concepts in the discussion section.

A. Research Findings

The research finding explored and discussed the finding of research. Those were about English speaking difficulty for Madurese students and strategies to overcome the English speaking difficulty faced by the eleventh grade student of science 2 at SMAN Plus Sukowono. Based on the results of the observation, interview, and document, the research then expanded on its findings.

1. The difficulties of Madurese students in speaking English faced by eleventh grade students of science 2 at Sukowono senior high school

In the field of the research, the researcher found some difficulties of speaking English faced by the students. They were nervous, not confident, mother tongue, low English proficiency (vocabulary, pronunciation, and grammatical structure), and lack of time to talk or speak.



a. Nervous

Nervous was the first problem that was experienced by the students, it usually occurred for students when speaking English. Students feel nervous because they are used to using their mother tongue for daily communication. What students need to get rid of is nervousness, and when students feel it they just need to relax.

Being nervous was explained by the student 1, as follows:

“Yes sis, I feel nervous when asked to speak English because when I was learning English I never spoke in English, so I was afraid of being laughed because I usually speak using Madurese.”⁴⁷

Being nervous was also felt by the student 3, as follows:

“I was nervous when asked to speak English, because I always use Madurese for communication and I’m not used to speaking English, especially in front of other people.”⁴⁸

Based on the explanation above, Madurese students have difficulty in speaking English because they are nervous. Students feel nervous when speaking English because they are afraid of making mistakes and are afraid of being laughed at. The statements above were strengthened by observation that the researcher did. Researcher found that there were several students who looked nervous when asked to present an object using English in class. During the presentation, they were stuck not knowing what to talk about in English, blank in front of the class. They don't look at the audience but look at the floor, roof, even look out and they laugh when they feel blank.

⁴⁷ Student 1, *interview*, Sukowono, May 22nd 2024.

⁴⁸ Student 3, *interview*, Sukowono, May 22nd 2024.

Based on the observation and interviews above, it can be said that nervous was one of the factors in students' difficulties in speaking English experienced by Madurese students in eleventh grade science 2 at Sukowono High School. They feel nervous and blank when students asked to speak English because they are afraid of being laughed at.

b. Not Confident

Lack of confidence is the second problem that students experienced when speaking English. the rarity of students speaking

English causes lack of confidence because it sounds stiff.

Being not confident was explained by the student 2, as follows:

*"I feel not confident when speaking English in class, because I rarely speak English and am embarrassed if anyone listens because it's so stiff."*⁴⁹

Being not confident was explained by the student 4, as follows:

*"I feel not confident when speaking English, because I'm not used to speaking English, even in class I use Madurese to speak and I rarely speak English, so I'm not confident to speak English because it sounds very stiff."*⁵⁰

Based on the explanation above, Madurese students have difficulty in speaking English because they are not confident. Students feel not confident because they rarely speak English so when speaking English it sounds very stiff. The statements above were strengthened by observation that the researcher did. Researcher found that when students were asked to speak English, they did not look confident. It was seen from those who looked embarrassed to start speaking, their

⁴⁹ Student 2, *interview*, Sukowono, May 22nd 2024.

⁵⁰ Student 4, *interview*, Sukowono, May 22nd 2024.

voices were slow and unclear, some even refused when the teacher asked them to speak English on the grounds of shyness and not knowing.

Based on the observation and interviews above, it can be said that not confident was one of the factors in students' difficulties in speaking English experienced by Madurese students in eleventh grade science 2 at Sukowono High School. The lack of confidence felt by students is because they rarely speak English so they are shy if they sound stiff when speaking English.

c. Mother Tongue

Mother tongue is also one of the problems they experienced when speaking English. The mother tongue referred to here is Madurese. In everyday life they use Madurese for communication whether at home or at school, so they rarely speak English unless asked by the teacher to speak English.

It was explained by student 1, as follows:

“I have difficulty when speaking English, because every day I communicate using Madurese with whoever it is. in speaking English you can probably count on your fingers because I rarely speak English.”⁵¹

It was also explained by student 2, as follows:

“I find it difficult to speak English because I rarely or almost never speak English if the teacher doesn't ask me to speak English. Every day I use Madurese for communication, so I really feel unfamiliar with English.”⁵²

⁵¹ Student 1, *interview*, Sukowono, May 22nd 2024.

⁵² Student 2, *interview*, Sukowono, May 22nd 2024.

It was also explained by student 3, as follows:

“I have difficulty when speaking English because every day I use Madurese for communication. I rarely speak English unless asked by the teacher to speak English, apart from that I use Madurese for communication whether at home or at school.”⁵³

It was also explained by student 4, as follows:

“I have difficulty speaking English because I am not used to speaking English. When communicating with parents or friends, I use Madurese.”⁵⁴

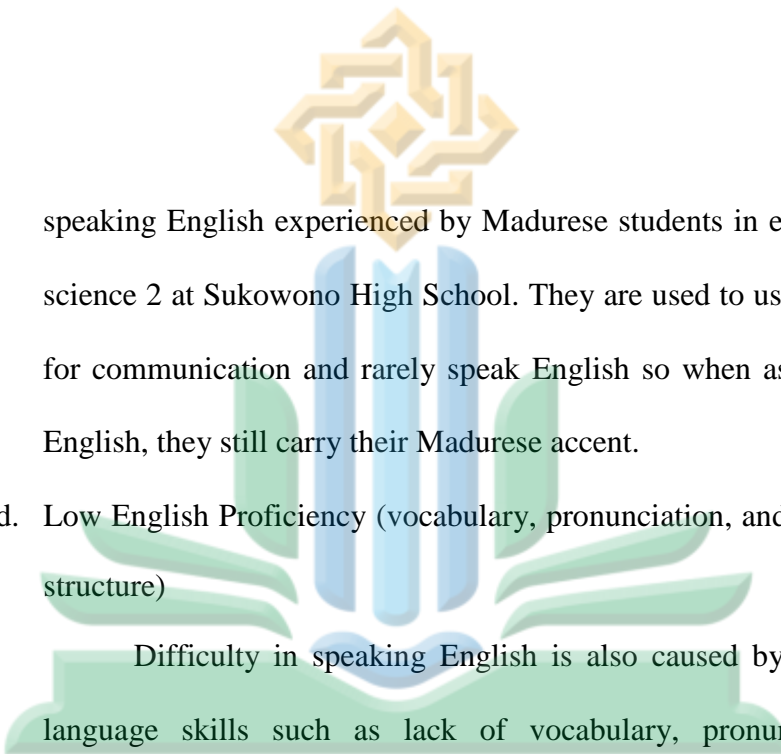
Based on the explanation above, Madurese students have difficulty in speaking English because of their mother tongue. They use Madurese for daily communication whether at school or at home. They speak English only when they asked by the teacher, if not prompted by the teacher, they will not speak English. So, they feel very unfamiliar with English because they rarely speak English.

The statements above were strengthened by observation that the researcher did. Researcher found that even in class, some students still used Madurese to communicate with their friends, even with teachers, some of them used Madurese. They are used to and feel comfortable using their mother tongue, namely Madurese, for communication, so they feel very unfamiliar with English. When asked to say something, they are very stiff and still carry their Madurese accent.

Based on the observation and interviews above, it can be said that mother tongue was one of the factors in students' difficulties in

⁵³ Student 3, *interview*, Sukowono, May 22nd 2024.

⁵⁴ Student 4, *interview*, Sukowono, May 22nd 2024.



speaking English experienced by Madurese students in eleventh grade science 2 at Sukowono High School. They are used to using Madurese for communication and rarely speak English so when asked to speak English, they still carry their Madurese accent.

- d. Low English Proficiency (vocabulary, pronunciation, and grammatical structure)

Difficulty in speaking English is also caused by low English language skills such as lack of vocabulary, pronunciation, and grammar structures.

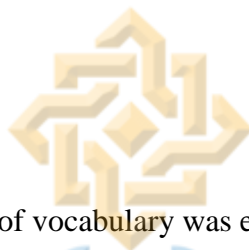
1) Vocabulary

In speaking skills, vocabulary is very important for English students, especially for students who want to learn to speak English. Students must be able to remember a lot of vocabulary so that when speaking they are not lacking or confused about the vocabulary that must be used. In fact, when researchers conducted interviews with students, they said that vocabulary was one of the factors that hindered them from speaking English.

The problem of vocabulary was explained by student 1, as follows:

“One of the difficulties in speaking English is that I don't master much vocabulary. As a Madurese people, I feel very lacking in reading English vocabulary, let alone memorizing because the writing and pronunciation are very different.”⁵⁵

⁵⁵ Student 1, *interview*, Sukowono, May 22nd 2024.



The problem of vocabulary was explained by student 2, as follows:

“Yes sis, I don't know much vocabulary so it makes it difficult for me as a Madurese people when speaking English because I use Madurese for daily communication.”⁵⁶

The problem of vocabulary was explained by student 3, as follows:

“Yes sis, I find it difficult to speak English because I don't know a lot of vocabulary, everyday I use Madurese for communication and feel that English is not important because people around me also use Madurese. The English vocabulary that I know is only the basic ones such as fruit, objects and animals.”⁵⁷

The problem of vocabulary was explained by student 4, as follows:

“I find it difficult to speak English because I don't know a lot of vocabulary. I am very poor at remembering vocabulary and feel that learning English vocabulary is not important because people around me also use Madurese.”⁵⁸

Based on the explanation above, Madurese students have difficulty in speaking English because they are lack of vocabulary. They only know some basic vocabulary so they feel confused when asked to speak English because they don't know what to say.

The statements above were strengthened by observation that the researcher did. Researcher found that students did not seem to master vocabulary when asked to speak English in class. They are confused about what to say, therefore they get stuck in the middle of their conversation. The teacher asked them to mix with

⁵⁶ Student 2, *interview*, Sukowono, May 22nd 2024.

⁵⁷ Student 3, *interview*, Sukowono, May 22nd 2024.

⁵⁸ Student 4, *interview*, Sukowono, May 22nd 2024.

Indonesian when they were confused about how to pronounce English, but it turned out they used Indonesian more than English.

Based on the observation and interviews above, it can be said that lack of vocabulary was one of the difficulties in speaking English experienced by Madurese students in eleventh grade of science 2 at Sukowono senior high school. Their low vocabulary makes them confused about what to say and ultimately they get stuck in the middle of their conversation. some of them also lack in memorizing vocabulary.

2) Pronunciation

In speaking skills, pronunciation is very important for English students, especially for students who want to learn to speak English. When speaking English, students must know how to pronounce these words. Therefore, it is very important for students to learn how to pronounce those words. but it turns out that most students don't know how to pronounce the word, they have difficulty because the pronunciation is very different from the existing writing and their everyday language.

The problem of pronunciation was explained by student 1, as follows:

“I also find it difficult to pronounce these words sis, I'm afraid of making mistakes because they are very different from my everyday language, namely Madurese.”⁵⁹

⁵⁹ Student 1, *interview*, Sukowono, May 22nd 2024.

The problem of pronunciation was explained by student 2, as follows:

“I can't pronounce English words well because the writing and pronunciation are different, not like the Madurese language whose pronunciation matches the writing. So, I pronounce the words according to the writing. For example, I read the word "purple" as "purpel" not "parpel" as the teacher just gave an example.”⁶⁰

The problem of pronunciation was explained by student 3, as follows:

“Yes sis, I find it difficult to pronounce words in English. If the English words are read, the way they are read is different from the way they are written, not like the Madurese language whose pronunciation matches the writing, so I find it difficult.”⁶¹

The problem of pronunciation was explained by student 4, as follows:

“Yes sis, I find it difficult to pronounce those words because they are very different from my everyday language namely Madurese.”⁶²

Based on the explanation above, Madurese students have difficulty in speaking English because they are lack of pronunciation. They can't pronounce the words because the writing and pronunciation are different.

The statements above were strengthened by observation that the researcher did. Researcher found that that most students make mistakes in pronouncing English words. even basic words like

⁶⁰ Student 2, *interview*, Sukowono, May 22nd 2024.

⁶¹ Student 3, *interview*, Sukowono, May 22nd 2024.

⁶² Student 4, *interview*, Sukowono, May 22nd 2024.

"purple", they read "purpel" not "parpel". That is enough to show that they have difficulty pronouncing English words.

Based on the observation and interviews above, it can be said that lack of pronunciation was one of the difficulties in speaking English experienced by Madurese students in eleventh grade of science 2 at Sukowono senior high school. They said that the spelling and pronunciation were different, which made them confused. they say it with Indonesian pronunciation.

3) Grammatical Structure

In speaking skills, pronunciation is very important for English students, especially for students who want to learn to speak English. When speaking English, students must to know how to arrange a sentence in English. Arranging a sentence in English is a difficulty that almost all students faced when speaking English.

The problem of grammatical structure was explained by student 1, as follows:

*"I have difficulty forming sentences to talk about, which is very different from when I speak Madurese."*⁶³

The problem of grammatical structure was explained by student 2, as follows:

*"Yes sis, I find it difficult to arrange sentences to talk about, because there are so many tenses that have to be mastered, it makes me confused about what tense to use to compose the sentence I want to say, not like the Madurese language which I have mastered."*⁶⁴

⁶³ Student 1, *interview*, Sukowono, May 22nd 2024.

⁶⁴ Student 2, *interview*, Sukowono, May 22nd 2024.



The problem of grammatical structure was explained by student 3, as follows:

“I find it difficult to arrange English sentences to talk about, not like Madurese which I have mastered.”⁶⁵

The problem of grammatical structure was explained by student 4, as follows:

“I find it difficult to arrange English sentences to talk about sis, not like Madurese which I have mastered. I also don't master the 16 grammar tenses.”⁶⁶

Based on the explanation above, Madurese students have difficulty in speaking English because they are lack of grammar structure. They have difficulty to arranging sentences in English for them to talk about, because it is very different from the structure of sentences in Indonesian.

The statements above were strengthened by observation that the researcher did. Researcher found that when they were asked to speak English, their grammar was chaotic. They speak English according to the structure of Indonesian sentences. They translate word by word and then make one sentence without adapting to the structure of English grammar.

Based on the observation and interviews above, it can be said that lack of grammatical structure was one of the difficulties in speaking English experienced by Madurese students in eleventh

⁶⁵ Student 3, *interview*, Sukowono, May 22nd 2024.

⁶⁶ Student 4, *interview*, Sukowono, May 22nd 2024.

grade of science 2 at Sukowono senior high school. They said that it was difficult for them to master the 16 tenses to compose the sentences they wanted to say because they were different from the structure of sentences in Indonesian.

e. Lack of Time and participants to speak English

Lack of time and participants to speak English has a big impact on difficulty in speaking English. They don't have time or friends to speak English other than at school. Even at school they will speak

English if asked by the teacher and that's not every day, if they are not asked they will not speak English. that's why when asked to speak English they have difficulty, because they rarely speak English.

It was explained by student 1, as follows:

*"I don't have friends who speak English because all my friends are also Madurese people and none of them speak English fluently, therefore when I am asked to speak English I find it difficult."*⁶⁷

It was also explained by student 2, as follows:

*"I rarely speak English sis, I only speak English at school and will speak English when asked by the teacher, if I am not asked to speak English I will speak Madurese as usual."*⁶⁸

It was also explained by student 3, as follows:

*"I rarely speak English sis, I usually speak using Madurese. I only speak English at school and during English lessons. None of my friends are fluent in speaking English, so they can't be good interlocutors because we both have difficulties."*⁶⁹

⁶⁷ Student 1, *interview*, Sukowono, May 22nd 2024.

⁶⁸ Student 2, *interview*, Sukowono, May 22nd 2024.

⁶⁹ Student 3, *interview*, Sukowono, May 22nd 2024.



It was also explained by student 4, as follows:

“One of the reasons why I have difficulty speaking English is because I rarely speak English and no friends to learn to speak English other than at school. All my friends are also Madurese people and none of them speak English fluently.”⁷⁰

Based on the explanation above, Madurese students have difficulty in speaking English because they are lack of time and participants to speak English. They do not have enough time to learn and develop their speaking skills. They also have no friends to speak English with other than at school.

The statements above were strengthened by observation that the researcher did. Researcher found that when they were in class, they rarely spoke English, and they didn't speak English with their friends if the teacher didn't ask them to. So, the lack of time to talk and also friends to be good interlocutors is one of the factors in students' difficulties in speaking English.

Based on the observation and interviews above, it can be said that lack of time and participants to speak English was one of the difficulties in speaking English experienced by Madurese students in eleventh grade of science 2 at Sukowono senior high school. They said that there were no friends who could be an example and teach them how to speak English well, because most of them also rarely spoke English. They wouldn't speak English if it wasn't at school.

⁷⁰ Student 4, *interview*, Sukowono, May 22nd 2024.

Apart from interviewing 4 students, the researcher also interviewed the English teacher in the class about the difficulties of Madurese students in speaking English. The explanation of the problems was also explained by the teacher, as follows:

“Difficulties definitely exist, especially these 4 students who have the most difficulty than other students when I ask them to speak English and the scores of the four of them are also below the KKM. they have difficulty speaking English because every day they speak using their native language, namely Madurese, with friends and even with teachers they also use Madurese, so they rarely speak English. When I invite them to speak English they look very nervous, shy, and their pronunciation is also stiff because they still carry their Madurese accent. they must be stuck in the middle of the conversation because their vocabulary is very lacking, for example when I ask what the English word for 'verb' is they cannot answer or answer randomly. they are also very weak in grammar, if they are asked to make an impromptu sentence, the sentence structure must be chaotic.”⁷¹

Based on the observation, interview, and study document above, it can be said that nervous, not confident, mother tongue, low of proficiency, and lack of time and participants to speak English are the difficulties experienced by Madurese students in speaking English in eleventh grade science 2 at Sukowono senior high school.

2. The strategies to overcome the English speaking difficulty faced by eleventh grade of science 2 at Sukowono senior high school

Every problem has a way to solve it, such as the speaking difficulties experienced by Madurese students in eleventh grade science 2 at Sukowono senior high school. There must be a strategy to solve it.

⁷¹ Teacher, interview, Sukowono, May 29th 2024.

Researcher found 4 strategies that they (teacher and students) used to solve students' speaking difficulties, namely memorizing English words and repeating words, well preparation, use group work, and conversation practice.

a. Memorizing English words and Repeating Words

The first strategy to overcome Madurese students' difficulties in speaking English is memorizing English words and repeating words.

Memorizing English words and repeating words is very important for students to do as often as possible, because that way students will know a lot of vocabulary and it will be easier for them when asked by the teacher to speak.

These strategies were explained by the English teacher, as follows:

“The first thing students must do to overcome their speaking difficulties is memorizing and repeating words. by doing that, they will automatically learn how to pronounce the word. At each meeting I will ask them to memorize at least 15 vocabulary words and will collect them at the next meeting. I do it repeatedly so that they will master a lot of vocabulary and pronunciation.”⁷²

It was also explained by student 1, as follows:

“The teacher asked us to memorize a minimum of 15 vocab, so every meeting we have to memorize.”⁷³

It was also explained by student 2, as follows:

“We are told to memorize a minimum of 15 vocab sis, every meeting we are told to deposit memorization first before the lesson.”⁷⁴

⁷² Teacher, interview, Sukowono, May 29th 2024.

⁷³ Student 1, interview, Sukowono, May 29th 2024.

⁷⁴ Student 2, interview, Sukowono, May 29th 2024.

It was also explained by student 3, as follows:

“We are told to memorize 15 vocabularies, usually billed every meeting by the teacher. although the memorization is a bit difficult but it really helps.”⁷⁵

It was also explained by student 4, as follows:

“The teacher told us to memorize at least 15 vocabularies, and every meeting we were told to deposit them.”⁷⁶

Based on the explanation above, teacher have strategies to overcome Madurese students' difficulties in speaking English, namely memorizing English words and repeating words. The statements above were strengthened by observation that the researcher did. Researcher found that at the beginning of learning before entering the material, the teacher will collect students' memorization of vocabulary.

Based on the observation and interview above, it can be said that memorizing English words and repeating words can overcome the problem of Madurese students' difficulties in speaking English in eleventh grade of science 2 at Sukowono senior high school. Memorizing English words and repeating words makes it easier for students to master vocabulary and pronunciation, so that students will not lack of words when asked to speak English.

b. Well Preparation

Well preparation is one of the strategies they use to solve the problem of speaking difficulties. Before speaking they will prepare

⁷⁵ Student 3, interview, Sukowono, May 29th 2024.

⁷⁶ Student 4, interview, Sukowono, May 29th 2024.

their words, pronunciation and so on. So, that they don't feel nervous and not confident when speaking.

It was explained by student 1, as follows:

“So that I don't get nervous, I will practice first, sis, like preparing the words I'm going to say so that my friends don't laugh at me if I make mistakes.”⁷⁷

It was also explained by student 2, as follows:

“Before speaking, I will prepare everything well, such as words and pronunciation so that it doesn't sound stiff.”⁷⁸

It was also explained by student 3, as follows:

“Before speaking, I will prepare the words and pronunciation so that my Madurese accent doesn't carry over when I speak English.”⁷⁹

It was also explained by student 4, as follows:

“Before speaking, I will prepare everything first, sis, so that you are confident when speaking English.”⁸⁰

It was also explained by teacher, as follows:

“When I ask them to speak English and they look nervous or unsure, I will ask them to prepare everything first, such as the words they want to say and also how to pronounce the words in English.”⁸¹

Based on the explanation above, teacher and students have strategies that they use to overcome the problem of Madurese students' difficulties in speaking English, one of which is well preparation. Well preparation can overcome their nervousness or lack of confidence when speaking English.

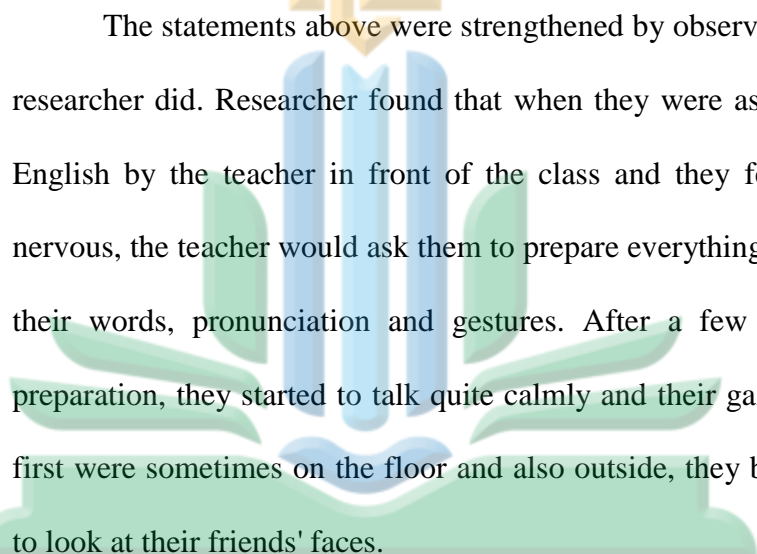
⁷⁷ Student 1, interview, Sukowono, May 29th 2024.

⁷⁸ Student 2, interview, Sukowono, May 29th 2024.

⁷⁹ Student 3, interview, Sukowono, May 29th 2024.

⁸⁰ Student 4, interview, Sukowono, May 29th 2024.

⁸¹ Teacher, interview, Sukowono, May 29th 2024.

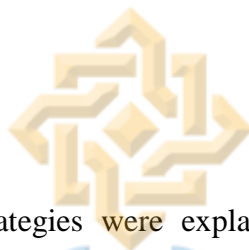


The statements above were strengthened by observation that the researcher did. Researcher found that when they were asked to speak English by the teacher in front of the class and they felt unsure or nervous, the teacher would ask them to prepare everything first such as their words, pronunciation and gestures. After a few moments of preparation, they started to talk quite calmly and their gazes, which at first were sometimes on the floor and also outside, they began to dare to look at their friends' faces.

Based on the observation and interviews above, it can be said that well preparation can overcome the problem of Madurese students' difficulties in speaking English in eleventh grade of science 2 at Sukowono senior high school. Students must be given time to prepare everything well, because that way they can overcome their nervousness or lack of confidence when speaking English.

c. Use group work

The use of group work is also a strategy used by teacher to overcome Madurese students' difficulties in speaking English. The teacher forms several groups in the class and appoints one person in the group to be the leader. Each group will discuss the material provided by the teacher and the leader ensures that all members participate in the discussion and of course the discussion uses English or mix it up if they don't know, but they have to use more English.



These strategies were explained by the English teacher, as follows:

“The next strategy is that I form several groups consisting of 5 or 6 students, then I appoint one of them who I think is smarter in speaking to be the leader. after that I gave them material to discuss, then I asked them all to discuss in English but could mix it up and asked the leader to supervise them so that all members participated. so that when they present, all members get a part to speak in English what they have discussed.”⁸²

It was also explained by student 1, as follows:

“We were formed into several groups, then given the material and then the teacher told us to participate in discussions, so that when presenting, all members could explain so no one could do nothing.”⁸³

It was also explained by student 2, as follows:

“The teacher divides several groups then gives material to discuss. all members must participate in the discussion, so there is no one who just hitchhikes.”⁸⁴

It was also explained by student 3, as follows:

“We are formed into groups, then given the material and then the teacher tells us to participate, so that all members know and understand what is being discussed.”⁸⁵

It was also explained by student 4, as follows:

“We are formed into groups and then told to discuss the material that the teacher gives. all members must participate in the discussion so that all members understand, so when we are told to present we can all explain it well.”⁸⁶

Based on the explanation above, teacher have strategies to overcome Madurese students’ difficulties in speaking English, namely

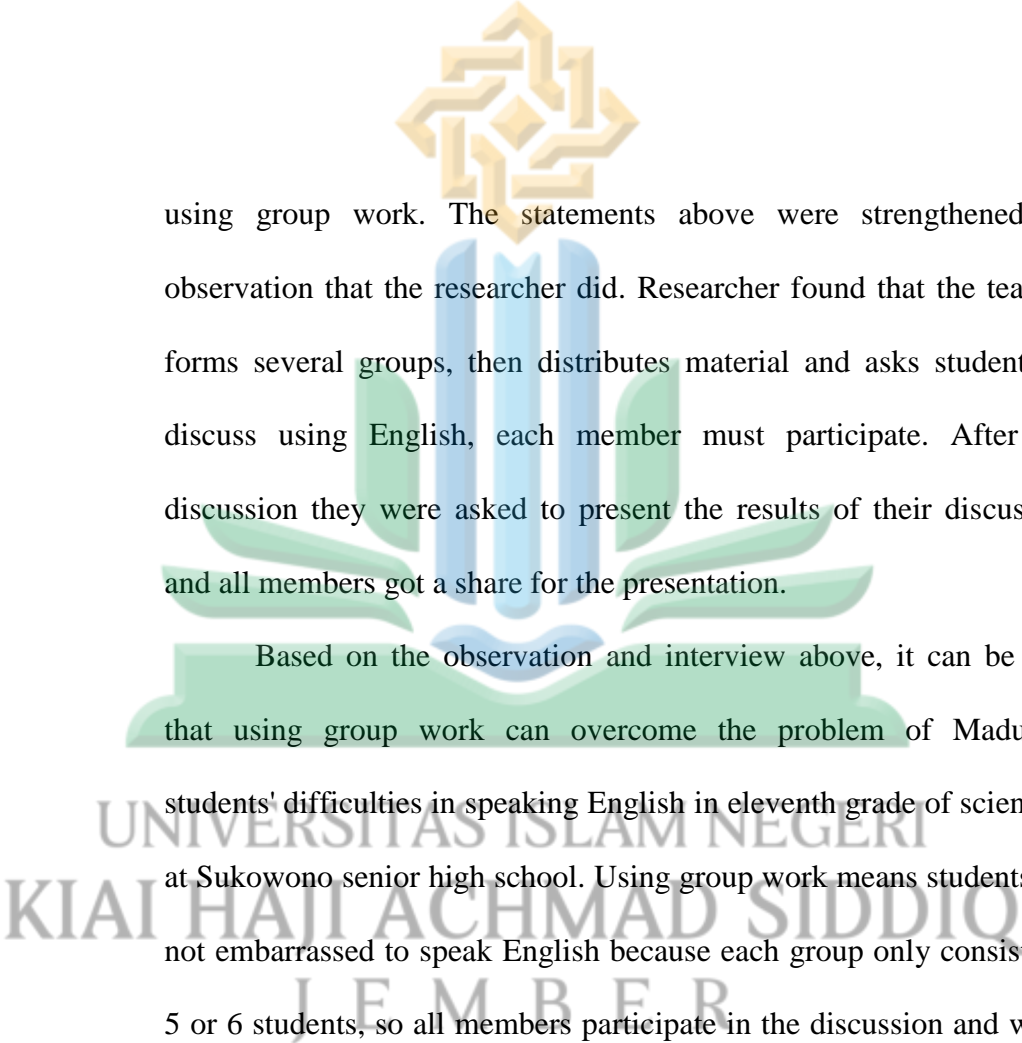
⁸² Teacher, interview, Sukowono, May 29th 2024.

⁸³ Student 1, interview, Sukowono, May 29th 2024.

⁸⁴ Student 2, interview, Sukowono, May 29th 2024.

⁸⁵ Student 3, interview, Sukowono, May 29th 2024.

⁸⁶ Student 4, interview, Sukowono, May 29th 2024.



using group work. The statements above were strengthened by observation that the researcher did. Researcher found that the teacher forms several groups, then distributes material and asks students to discuss using English, each member must participate. After the discussion they were asked to present the results of their discussion and all members got a share for the presentation.

Based on the observation and interview above, it can be said that using group work can overcome the problem of Madurese students' difficulties in speaking English in eleventh grade of science 2 at Sukowono senior high school. Using group work means students are not embarrassed to speak English because each group only consists of 5 or 6 students, so all members participate in the discussion and when they present, they already know what they will talk about.

d. Conversation Practice

Another strategy used by teacher and students to overcome Madurese students' difficulties in speaking English is conversation practice. Frequent conversational practice will make them understand how to arrange good sentences, making them less stiff when asked by the teacher to speak English again.

It was explained by the English teacher, as follows:

“I often (according to the material) tell them to make a conversation and then practice it in pairs. that way, they will learn how to arrange good sentences and will no longer be stiff when I ask them to speak English again.”⁸⁷

⁸⁷ Teacher, interview, Sukowono, May 29th 2024.

It was also explained by student 1, as follows:

“The teacher also asked us several times to create a conversation and then practice it. I learned how to arrange good sentences.”⁸⁸

It was also explained by student 2, as follows:

“we were told to create a conversation and practice it in pairs. My friend and I practiced first before practicing it so we wouldn't be stiff when speaking.”⁸⁹

It was also explained by student 3, as follows:

“we were told to make a conversation and practice it in pairs sis, of course I learned how to arrange good sentences.”⁹⁰

It was also explained by student 4, as follows:

“we were told to create a conversation and practice it in pairs. Before practicing in front of class, my partner and I will practice first so that we don't sound stiff when we speak.”⁹¹

Based on the explanation above, teacher have strategies to overcome Madurese students' difficulties in speaking English, namely conversation practice. The statements above were strengthened by observation that the researcher did. Researcher found that the teacher asks them to create a conversation and then practice it in pairs. Students sound less stiff when practicing conversations and they look confident.

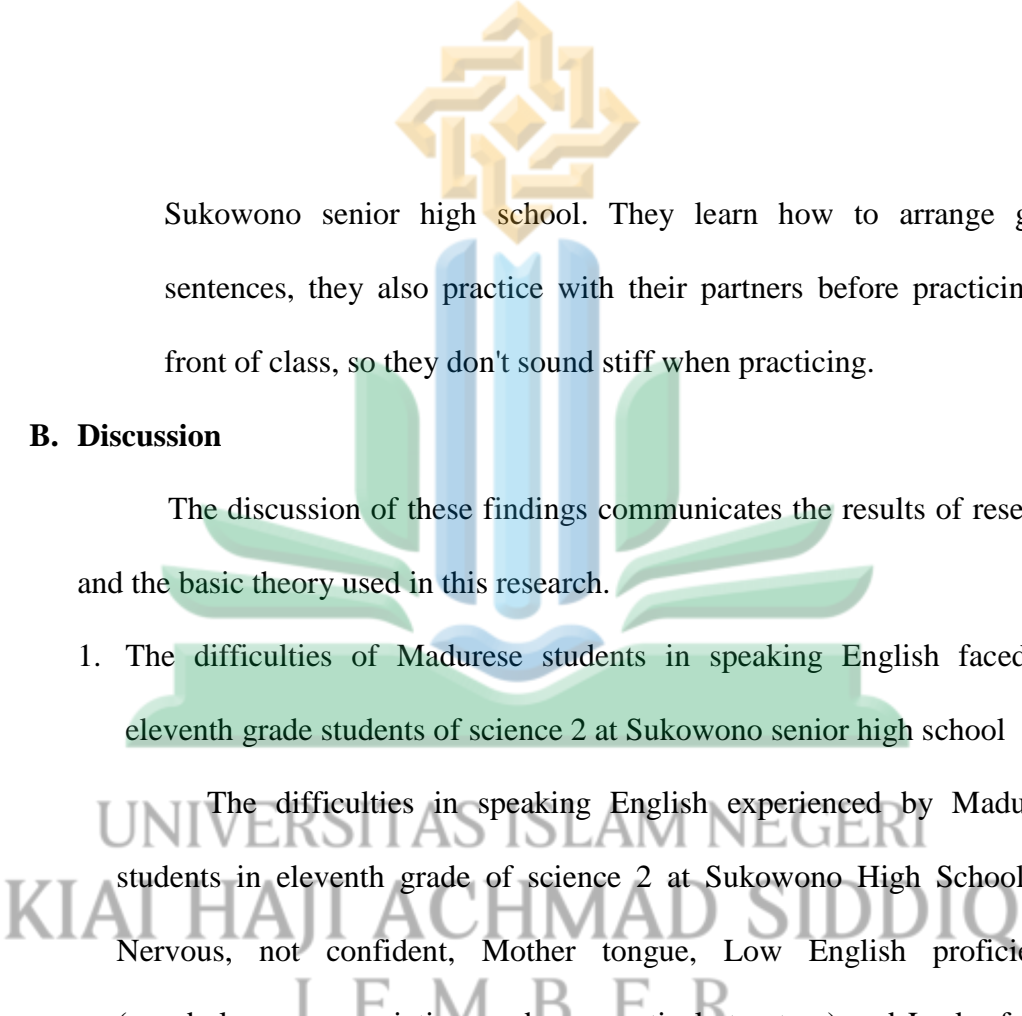
Based on the observation and interviews above, it can be said that conversation practice can overcome the problem of Madurese students' difficulties in speaking English in eleventh grade science 2 at

⁸⁸ Student 1, interview, Sukowono, May 29th 2024.

⁸⁹ Student 2, interview, Sukowono, May 29th 2024.

⁹⁰ Student 3, interview, Sukowono, May 29th 2024.

⁹¹ Student 4, interview, Sukowono, May 29th 2024.



Sukowono senior high school. They learn how to arrange good sentences, they also practice with their partners before practicing in front of class, so they don't sound stiff when practicing.

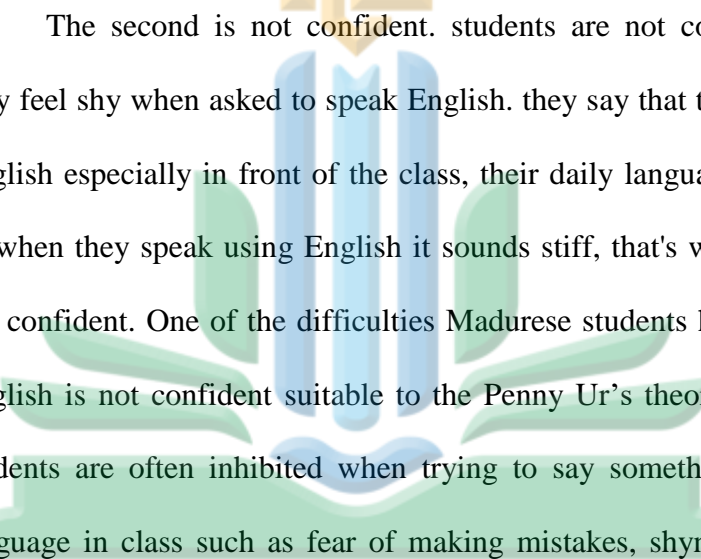
B. Discussion

The discussion of these findings communicates the results of research and the basic theory used in this research.

1. The difficulties of Madurese students in speaking English faced by eleventh grade students of science 2 at Sukowono senior high school

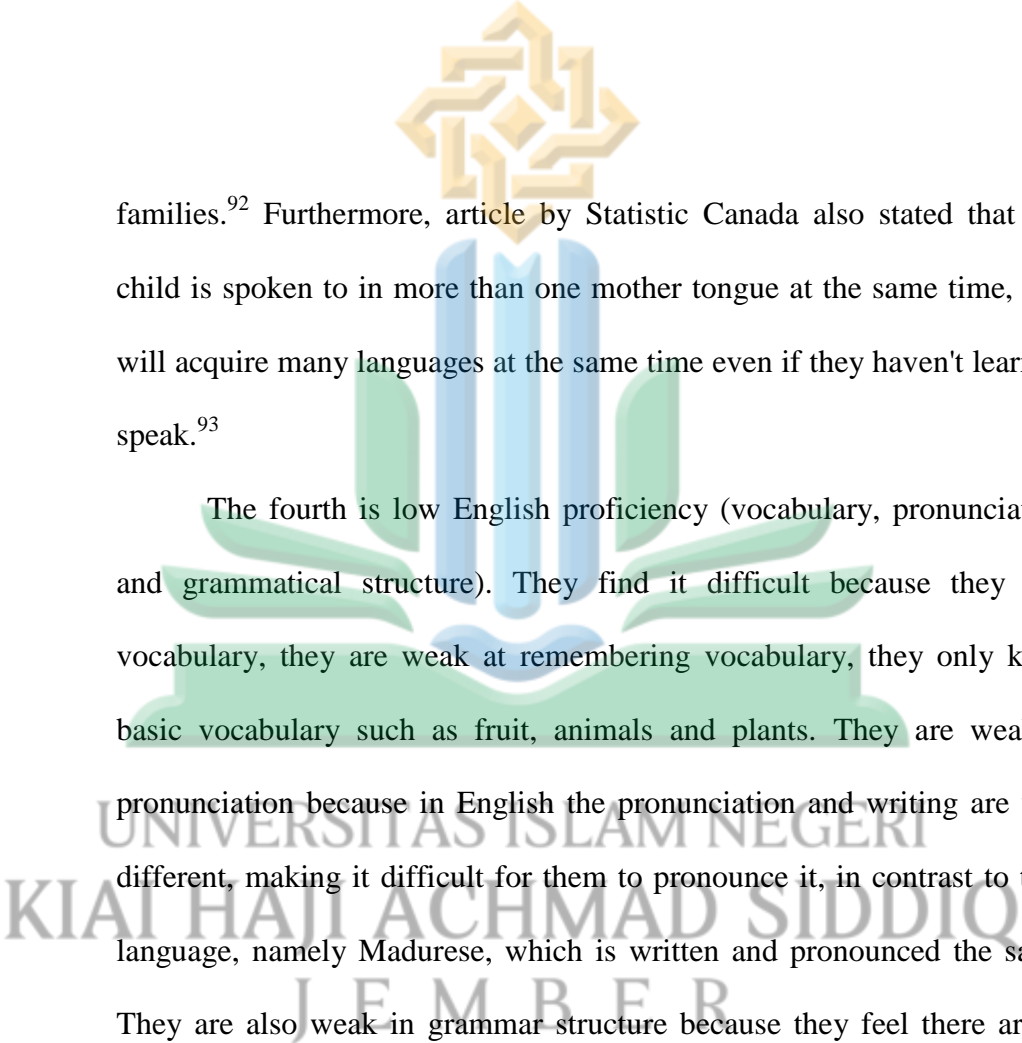
The difficulties in speaking English experienced by Madurese students in eleventh grade of science 2 at Sukowono High School are Nervous, not confident, Mother tongue, Low English proficiency (vocabulary, pronunciation, and grammatical structure) and Lack of time to talk or speak.

The first is nervous, Madurese students who feel nervous there must be a reason. Students feel nervous when asked to speak English because they rarely speak English, they communicate every day using Madurese, they speak English only in class and only when asked by the teacher. therefore, when they speak English they sound stiff which makes them afraid of being laughed at. One of the difficulties Madurese students have in speaking English is that they are nervous suitable to Penny Ur's theory, she states that inhibition exists because they rarely read, write and listen to English, so they have difficulty in speaking. It means that even if they are lacking in writing, listening and reading in English.



The second is not confident. students are not confident because they feel shy when asked to speak English. they say that they rarely speak English especially in front of the class, their daily language is Madurese, so when they speak using English it sounds stiff, that's what makes them not confident. One of the difficulties Madurese students have in speaking English is not confident suitable to the Penny Ur's theory. She said that students are often inhibited when trying to say something in a foreign language in class such as fear of making mistakes, shyness, and fear of criticism.

The third is mother tongue, their mother tongue is Madurese. Madurese students communicate every day using Madurese both at home and at school, even with parents, friends and teachers. That's what makes it increasingly rare for them to speak English. If the teacher doesn't ask them to, they won't do it. One of the difficulties Madurese students have in speaking English is their mother tongue suitable to the Penny Ur's theory. She stated that many students speak their mother tongue, namely Madurese, they do that because it is comfortable and makes it easy for them to communicate with others. It means they rarely use English because they are not used to it and they also lack motivation. Also, it matches the Mar'at's theory, she stated that Providing formal schooling facilities for kids would let them communicate with more people, which will enhance their language skills. Children will interact with teachers in the school setting as people who they will see frequently, outside of their



families.⁹² Furthermore, article by Statistic Canada also stated that If a child is spoken to in more than one mother tongue at the same time, they will acquire many languages at the same time even if they haven't learnt to speak.⁹³

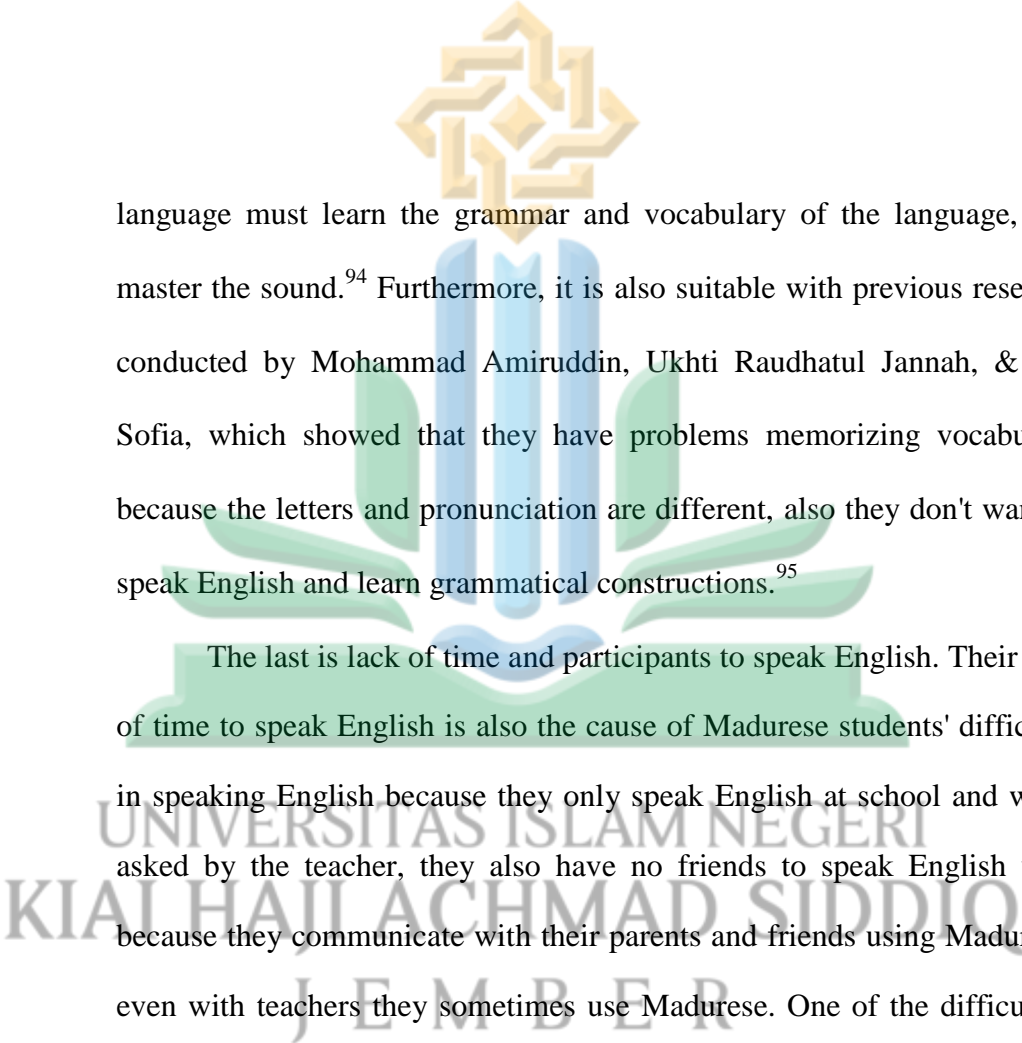
The fourth is low English proficiency (vocabulary, pronunciation, and grammatical structure). They find it difficult because they lack vocabulary, they are weak at remembering vocabulary, they only know basic vocabulary such as fruit, animals and plants. They are weak in

pronunciation because in English the pronunciation and writing are very different, making it difficult for them to pronounce it, in contrast to their language, namely Madurese, which is written and pronounced the same.

They are also weak in grammar structure because they feel there are so many tenses that they have to master to arrange good sentences. especially in English where the arrangement of words is reversed, unlike the language they use every day. They think that the people around them also use Madurese for communication, so why do they learn English. One of the difficulties Madurese students have in speaking English is low English proficiency. It is suitable to the Penny Ur's theory, she stated that one of the difficulties students experience is that they have nothing to say because they are weak in vocabulary and grammar. Also it is suitable to the Halliday's theory, he stated that anyone who wants to speak a second

⁹² Mar'at, Samsunuwiyati. 2005. Psikolinguistik, Suatu Pengantar. Bandung: PT Refika Aditama. 66.

⁹³ "Mother Tongue of Person," Statistic Canada, accessed February 25, 2024, <https://www23.statcan.gc.ca/imdb/p3Var.pl?Function=DEC&Id=34023>.



language must learn the grammar and vocabulary of the language, and master the sound.⁹⁴ Furthermore, it is also suitable with previous research conducted by Mohammad Amiruddin, Ukhti Raudhatul Jannah, & Siti Sofia, which showed that they have problems memorizing vocabulary because the letters and pronunciation are different, also they don't want to speak English and learn grammatical constructions.⁹⁵

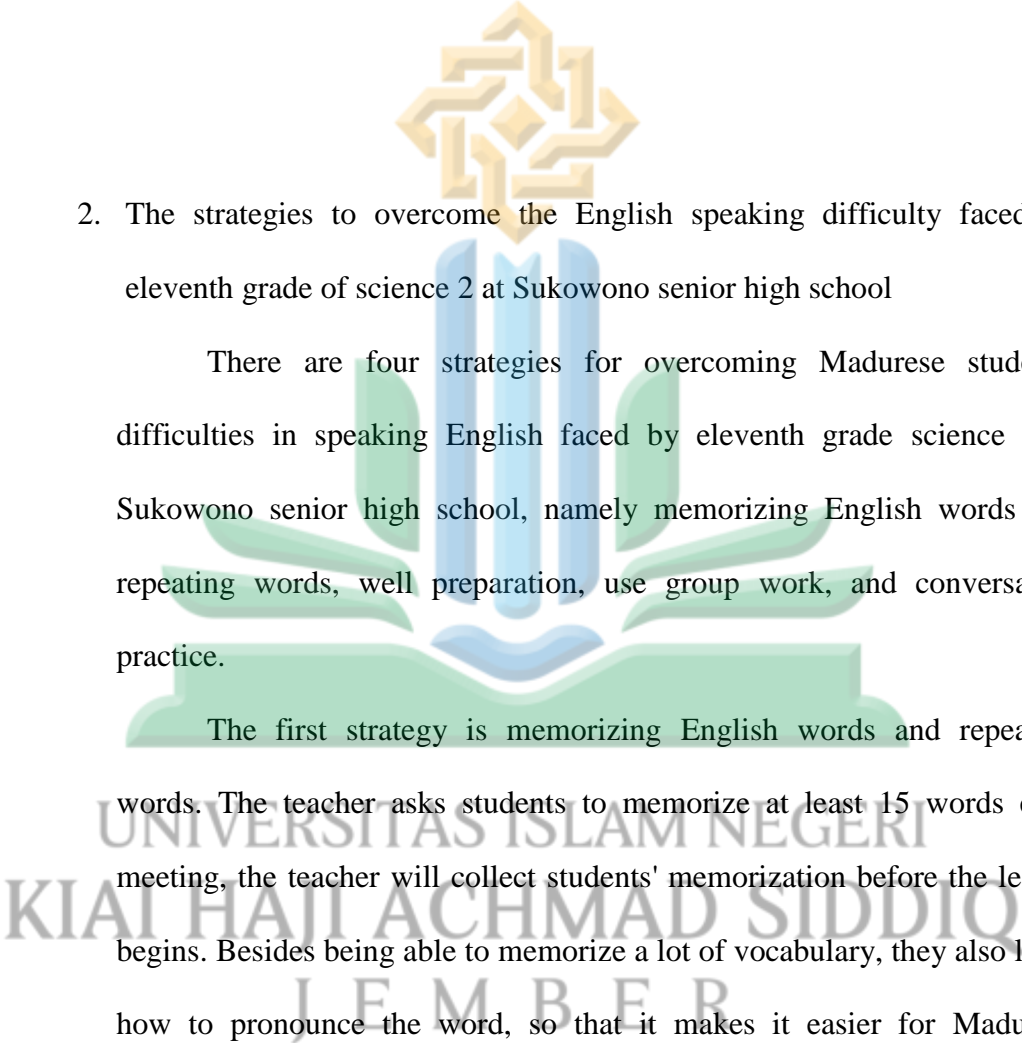
The last is lack of time and participants to speak English. Their lack of time to speak English is also the cause of Madurese students' difficulty in speaking English because they only speak English at school and when asked by the teacher, they also have no friends to speak English with because they communicate with their parents and friends using Madurese, even with teachers they sometimes use Madurese. One of the difficulties Madurese students have in speaking English is lack of time and participants to speak English suitable to the Penny Ur's theory, she stated that only one or two students have time to talk if they want to be heard, meaning that in a large group they only have a little time to talk, there must be some who dominate and others who have little or no time to talk.⁹⁶ Also it is suitable to the Cameron's theory, she stated that speaking is important to managing the conversation and ensuring that the other person understands what is being said.⁹⁷

⁹⁴ Halliday, M. A. K. (2003). "Spoken and written language". in Gleen, F. Testing Second Language Testing, New York: Routledge.

⁹⁵ Amiruddin, M., Jannah, U.R., Sofia, S. (2020). MADURESE TEACHERS' DIFFICULTIES IN SPEAKING. *Kabilah: Journal of Social Community*, 5(1), 60-73.

⁹⁶ Ur, Penny. (1996). A Course in Language Teaching: Practice and Theory. New York: Cambridge University Press.

⁹⁷ Cameron, Lynne. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press. p.41

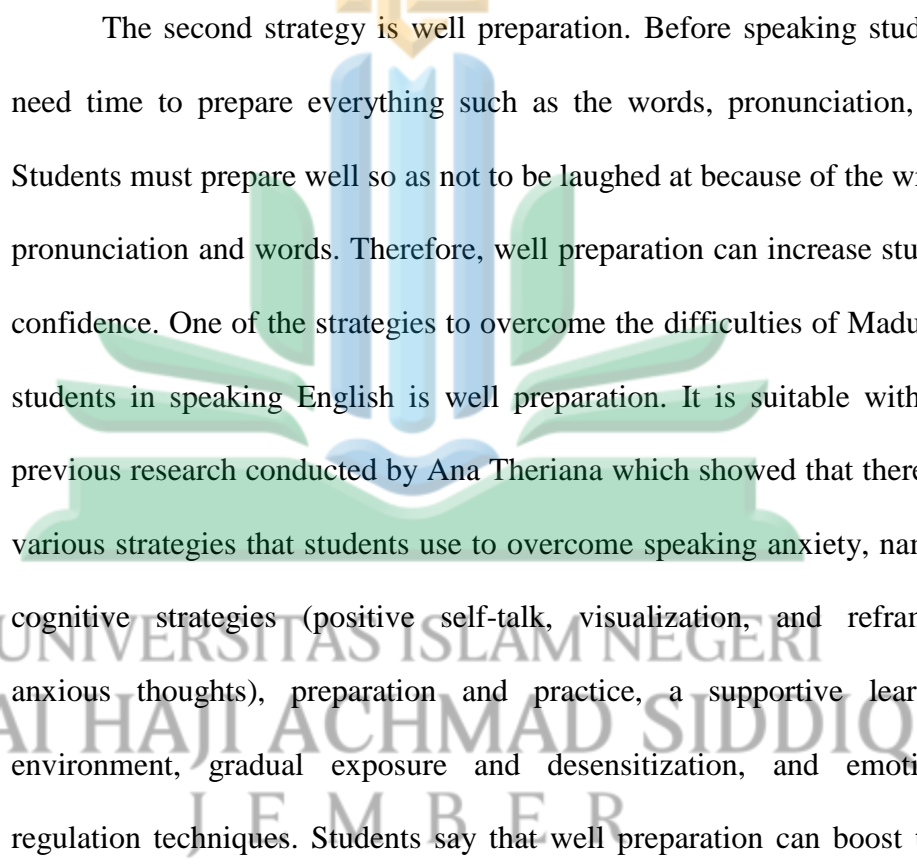
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2. The strategies to overcome the English speaking difficulty faced by eleventh grade of science 2 at Sukowono senior high school

There are four strategies for overcoming Madurese students' difficulties in speaking English faced by eleventh grade science 2 at Sukowono senior high school, namely memorizing English words and repeating words, well preparation, use group work, and conversation practice.

The first strategy is memorizing English words and repeating words. The teacher asks students to memorize at least 15 words each meeting, the teacher will collect students' memorization before the lesson begins. Besides being able to memorize a lot of vocabulary, they also learn how to pronounce the word, so that it makes it easier for Madurese students when speaking English. One of the strategies to overcome the difficulties of Madurese students in speaking English is memorizing English words and repeating words. It is suitable with the previous research conducted by Fitriani Devinna which showed that there are three strategies used by students to overcome their difficulties when speaking English, namely using dictionary, asking teacher and memorizing vocabulary.⁹⁸ Also, it is suitable to the Jeremy Harmer's theory, he said that Focusing on the speech content to communicate as effectively as possible is the goal of fluency.⁹⁹

⁹⁸ Fitriani, Devinna. "Students' Strategies to Overcome Speaking Difficulties at Vocational High School 2 Tebo." Thesis Proposal, Universitas Jambi, 2023.

⁹⁹ Jeremy Harmer, *The Practice of English Language Teaching: Fifth Edition*, (Harlow, UK: Pearson, 2015).

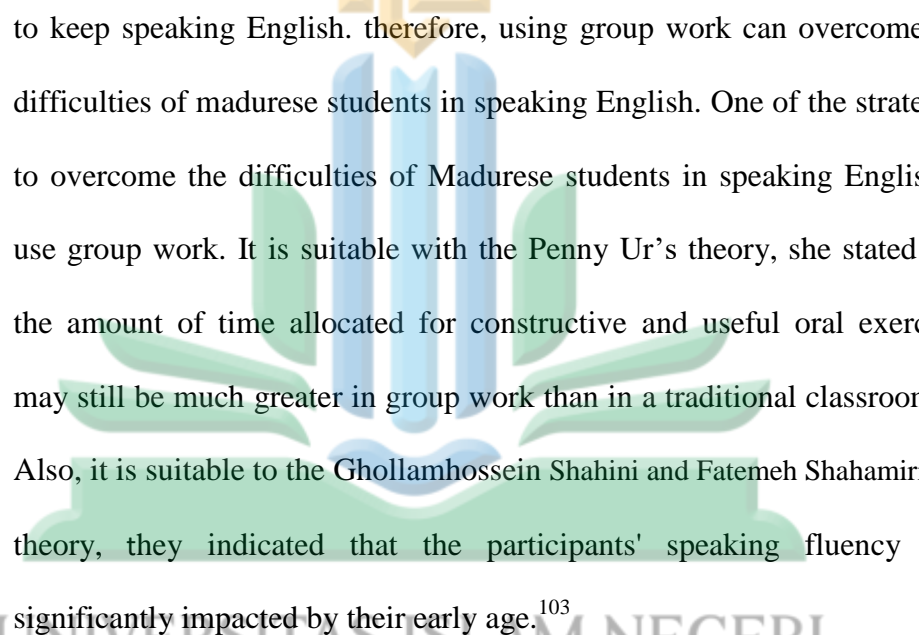


The second strategy is well preparation. Before speaking students need time to prepare everything such as the words, pronunciation, etc. Students must prepare well so as not to be laughed at because of the wrong pronunciation and words. Therefore, well preparation can increase student confidence. One of the strategies to overcome the difficulties of Madurese students in speaking English is well preparation. It is suitable with the previous research conducted by Ana Theriana which showed that there are various strategies that students use to overcome speaking anxiety, namely cognitive strategies (positive self-talk, visualization, and reframing anxious thoughts), preparation and practice, a supportive learning environment, gradual exposure and desensitization, and emotional regulation techniques. Students say that well preparation can boost their confidence and reduce their anxiety.¹⁰⁰ Also, it is suitable to the Kondo and Young's theory (in Nurul Khoiriyah), identified that there are five strategies for dealing with student anxiety, namely preparation, relaxation, positive thinking, peer seeking, and resignation.¹⁰¹

The third strategy is use group work. The teacher forms several groups in the class, then gives them material to discuss. Then the teacher appoints one of the students in the group to be the leader. The teacher requires all members to participate and requires them to speak English or at least mixed indo-english, then asks the leader to supervise all members

¹⁰⁰ Ana Theriana, "Understanding the Strategies Employed by EFL Learners to Overcome Speaking Anxiety in the Classroom," *NextGen Education Review Journal*. No. 2 (2023): 33.

¹⁰¹ Khoiriyah, N. "Students' strategies to overcome the level of language anxiety in speaking performance at UPT SMP Negeri 13 Gresik". (Undergraduated Thesis, UINKHAS Jember, 2022), 27.

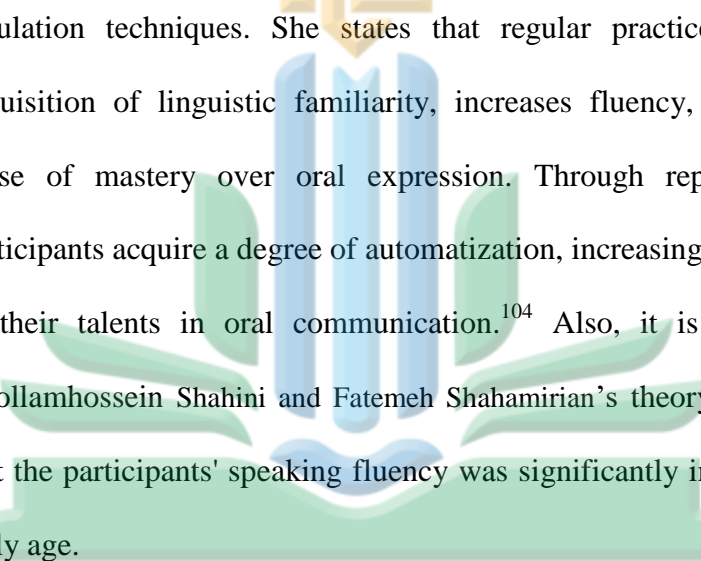


to keep speaking English. therefore, using group work can overcome the difficulties of madurese students in speaking English. One of the strategies to overcome the difficulties of Madurese students in speaking English is use group work. It is suitable with the Penny Ur's theory, she stated that the amount of time allocated for constructive and useful oral exercises may still be much greater in group work than in a traditional classroom.¹⁰² Also, it is suitable to the Ghollamhossein Shahini and Fatemeh Shahamirian's theory, they indicated that the participants' speaking fluency was significantly impacted by their early age.¹⁰³

The last strategy is conversation practice. The teacher asks the students to create a conversation in pairs, then asks them to practice it in front of the class. They will also learn how to construct good sentences and how to pronounce sentences correctly. Practicing conversation as often as possible will make it easier for them when speaking English. One of the strategies to overcome the difficulties of Madurese students in speaking English is conversation practice. It is suitable with the previous research conducted by Ana Theriana which showed that there are various strategies that students use to overcome speaking anxiety, namely cognitive strategies (positive self-talk, visualization, and reframing anxious thoughts), preparation and practice, a supportive learning environment, gradual exposure and desensitization, and emotional

¹⁰² Ur, Penny. (1996). *A Course in Language Teaching: Practice and Theory*. New York: Cambridge University Press.

¹⁰³ Ghollamhossein Shahini and Fatemeh Shahamirian, *Improving English Speaking Fluency: The Role of Six Factors*, *Advances in Language and Literature Studies*, Vol:8 issue:6, 2017, ISSN :2203-4714, 103. www.all.s.aiac.org.au.



regulation techniques. She states that regular practice facilitates the acquisition of linguistic familiarity, increases fluency, and provides a sense of mastery over oral expression. Through repetitive practice, participants acquire a degree of automatization, increasing their confidence in their talents in oral communication.¹⁰⁴ Also, it is suitable to the Ghollamhossein Shahini and Fatemeh Shahamirian's theory, they indicated that the participants' speaking fluency was significantly impacted by their early age.

From the statements above, the English teacher used many strategies from many theories and previous studies that were applied to overcome the difficulties of Madurese students in speaking English.

¹⁰⁴ Ana Theriana, "Understanding the Strategies Employed by EFL Learners to Overcome Speaking Anxiety in the Classroom," *NextGen Education Review Journal*. No. 2 (2023): 33.



CHAPTER V

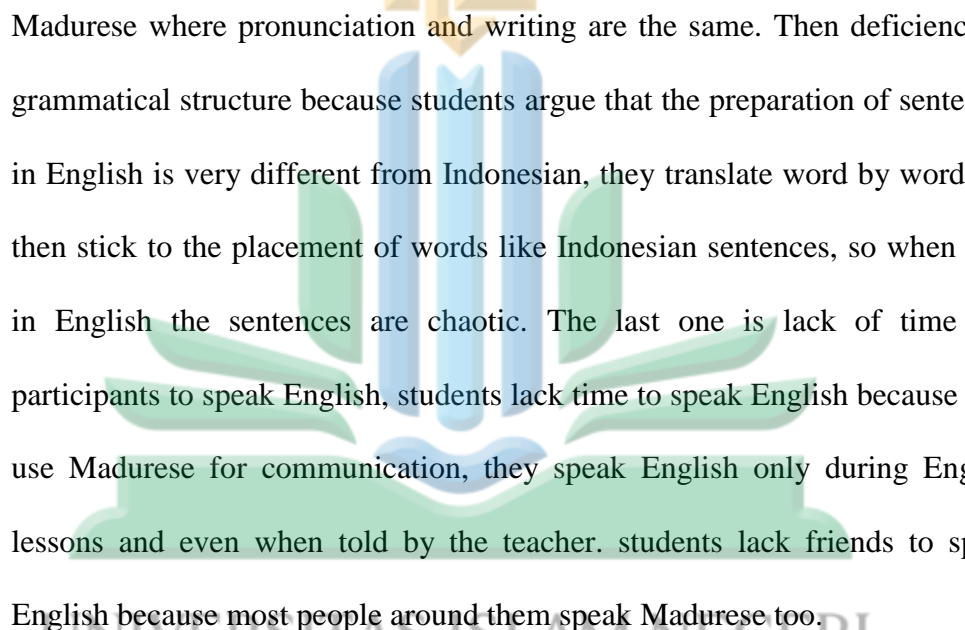
CONCLUSION AND SUGGESTION

There are two sections to this chapter. The conclusion is covered in the first section and the second section is suggestion for English teacher and researchers interested in similar research.

A. Conclusion

The objective of this study is to find out what are the difficulties Madurese students experience when speaking English and Which techniques are appropriate for overcoming the difficulties of speaking English experienced by Madurese students in eleventh grade science 2 at Sukowono High School.

This research found five difficulties that Madurese students faced when speaking English, they are: nervousness, students feel nervous when speaking English because they are afraid of making mistakes and ending up being laughed at by their friends. The second is not confident, students feel insecure because they rarely speak English and when speaking English it sounds stiff. The third is the mother tongue, Madurese students certainly use Madurese to communicate daily and when speaking English they still carry their Madurese accent. The fourth is low English proficiency (vocabulary, pronunciation, and grammatical structure), they experience Deficiency of vocabulary since they argue English to be unimportant. So, what they know is only basic vocabulary such as animals, fruits, and objects. Students experience a lack of pronunciation because the writing and pronunciation are different, unlike



Madurese where pronunciation and writing are the same. Then deficiency of grammatical structure because students argue that the preparation of sentences in English is very different from Indonesian, they translate word by word and then stick to the placement of words like Indonesian sentences, so when read in English the sentences are chaotic. The last one is lack of time and participants to speak English, students lack time to speak English because they use Madurese for communication, they speak English only during English lessons and even when told by the teacher. students lack friends to speak English because most people around them speak Madurese too.

In addition, there are four strategies used by the educator to overcome the difficulties of Madurese students in speaking English, they are memorizing English words and repeating words, well preparation, use group work, and conversation practice. Firstly, is memorizing and repeating words by the educator asking that all learners commit at least 15 words to memorization. Secondly, is well preparation by giving students time to prepare everything such as words, pronunciation and others before speaking. Thirdly is using group work by the teacher forming students into groups then giving them material and asking each group member to participate. Lastly is conversation practice by the educator asking learners to create conversations in pairs then practice.

B. Suggestion

The results of this study have the potential to be beneficial to future researchers: It is planned that research on students' difficulties with other abilities would be conducted, such as listening, writing, and reading, so that all difficulties in other skills can be overcome. Also, future researchers can examine other mother tongues such as Javanese, Sundanese, Balinese, and others.



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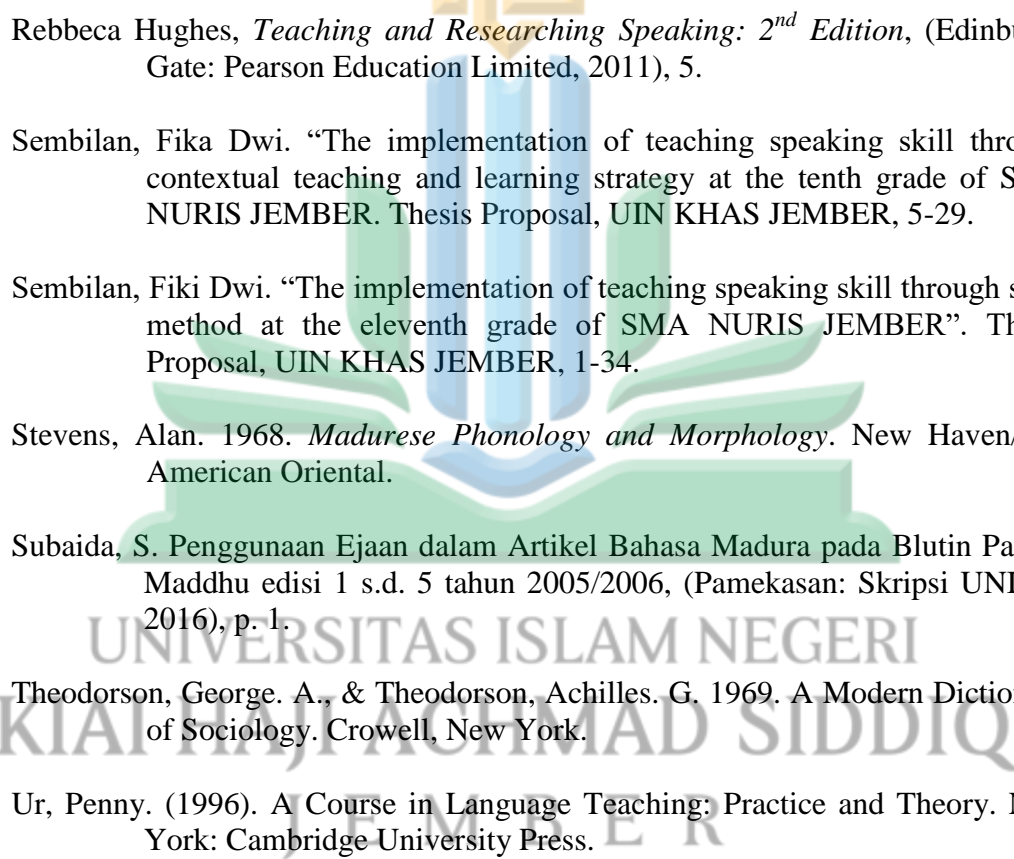
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 Study Program/Major : English Education Department
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Here by declares that the content of the thesis entitled “**Analyzing English Speaking Difficulty for Students with Madurese Mother Tongue: A Study at Sukowono Senior High School**”. Is the result of my research/work, except in part referred by the source.

Jember, November 18, 2024
 Stated by



Siti Maysaroh
204101060015

Appendix I

MATRIX

Title	Variables	Indicators	Data Resources	Research Method	Research Problem
Analyzing English Speaking Difficulty for Students with Madurese mother tongue: A Study at Sukowono senior high school	<ul style="list-style-type: none"> • English Speaking Difficulty • Madurese Mother Tongue 	<ul style="list-style-type: none"> • Definition of speaking • Function of speaking • Elements of speaking • The difficulties in speaking • The strategies to overcome the English speaking difficulties • Definition of mother tongue • Types of mother tongue in Indonesia 	<ul style="list-style-type: none"> • Students • English Teacher 	<p>1. Approach and Design of research</p> <p>a. Qualitative b. Descriptive</p> <p>2. Data Collection Method</p> <p>a. Observation b. Interview c. Document review/study document</p> <p>3. Data analysis technique</p> <p>a. Data reduction b. Display c. Conclusion</p> <p>4. Validation of data: Triangulation of sources and technique.</p>	<p>1. What are the difficulties of students with Madurese mother tongue in speak English at Sukowono senior high school?</p> <p>2. How to overcome the problem of Madurese students' difficulties in speaking English at Sukowono senior high school?</p>



SURAT PERNYATAAN

Yang bertanda tangan di bawah ini,

Nama : Fitria Citra Dewi, S.Pd.

Jabatan : Guru SMAN Plus Sukowono

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Siti Maysaroh dalam penelitian yang berjudul “*Analyzing English Speaking Difficulty for Students with Madurese Mother Tongue: A Study at Sukowono Senior High School*”.

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 20 November 2024
Validator,



Fitria Citra Dewi, S.Pd.



SURAT PERNYATAAN

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Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

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Yth. Kepala SMA NEGERI PLUS SUKOWONO

JL. Sumberkalong, Sumberwaru, Kec. Sukowono, Kab. Jember Prov. Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 204101060015

Nama : SITI MAYSAROH

Semester : Semester delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Analyzing English Speaking Difficulty For Students With Madurese Mother Tongue At Sukowono Senior High School" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dra. Titin Swastinah, M.M.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Mei 2024


Dekan,

Yogyakarta, Dekan Bidang Akademik,



HOTIBUL UMAM




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Nama : **SITI MAYSAROH**
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 Program Studi : Tarbiyah Ilmu Keguruan/ Tadris Bahasa Inggris
 Perguruan Tinggi : Uin KHAS Jember

Mahasiswa tersebut telah selesai melaksanakan observasi dan penelitian skripsi di SMA Negeri Plus Sukowono dengan judul ***Analizing English Speaking Difficulty for Students With Madurese Mother Tongue: A Study at Sukowono Senior High*** selama 14 (empat belas) Hari .

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Sukowono, 21 November 2024
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Appendix II



Research Journal

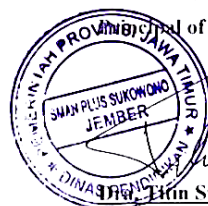
Name : Siti Maysaroh
 NIM : 204101060015
 Title : Analyzing English Speaking Difficulty for Students with Madurese Mother Tongue: A Study at Sukowono Senior High School
 Location : Sukowono Senior High School

No.	Day/Date	Activity	Signature
1.	Friday, May 17 th 2024	The researcher provided a letter of permission for observation and research.	
2.	Tuesday, May 21 st 2024	The researcher joined the eleventh grade science 2 class to observe their speaking, especially the students' difficulty in speaking.	
3.	Wednesday, May 22 nd 2024	The researcher interviewed the subjects (four students) related to their difficulties in speaking English.	
4.	Tuesday, May 28 th 2024	The researcher made observations related to students' speaking and the strategies they use to overcome English speaking difficulties.	
5.	Wednesday, May 29 th 2024	<ul style="list-style-type: none"> The researcher interviewed students regarding the strategies they used to overcome English speaking difficulties. The researcher also interviewed teacher related students' difficulties in speaking English and the strategies used to overcome students' difficulties. 	
6.	Thursday, May 30 th 2024	The researcher asked for a finishing letter of research.	

Sukowono, May 30, 2024

Researcher,

Siti Maysaroh



Head of Sukowono Senior High School,

Titin Swastinah, M.Si., M.M.
 NIP. 196809211999032005



Appendix III

NO.	NIS	NAMA SISWA	PENILAIAN HARIAN		
			TULIS	LISAN	TUGAS
1	3304	ADITYA ANANDA P.	90	90	80
2	3405	AHMAD FAHTIAN	60	77	79
3	3556	AHMAD QODRI T.	70	80	85
4	3441	AHMAD ROKI	50	55	75
5	3554	AL FARISI	65	78	80
6	3409	ALIATUL HASANAH	90	90	80
7	3514	ANITA ARDININGRUM	90	90	80
8	3305	ARI DARMAWAN	90	87	75
9	3341	CYNDI MAULINA A.	85	90	80
10	3343	DEWI MAULITA R.	90	90	80
11	3445	DIMAS HENGKI P.	90	90	80
12	3482	DWI ADITYA S.	80	85	80
13	3439	FERY DWI F.	50	50	75
14	3521	IMAM SYARONI	90	85	85
15	3346	JALILAH	90	90	90
16	3491	MITA RISKI A.	90	90	80
17	3389	M. FIRMANSYAH	78	80	80
18	3492	M. NABILUL KHOIR	85	85	80
19	3352	M. KUTSI	90	88	75
20	3462	M. FAREL SEPTIAN S.	90	88	80
21	3495	M. FIKRI ALHABSI	88	88	80
22	3497	M. HOLID ALBUHORI	88	80	85
23	3529	M. IQBAL	90	88	85
24	3361	M.SIROJUDDIN	85	90	80
25	3531	NADILA PUTRI AGUSTIN	85	86	80
26	3431	PUTRA EGY VENDRI A.	75	80	80
27	3464	PUTRA TEGAR P.	50	50	75
28	3432	PUTRI AYU R.	90	70	80
29	3500	RAHMATULLAH	90	90	80
30	3503	RENDRA RAMADHAN S.	90	85	75
31	3401	SITI ALFIA L.	90	87	80
32	3510	ZELVIATUS ZULVA	83	78	80
33	3404	ZOLFI ZOLIATUR R.	90	90	80

Appendix IV



Thesis research interview draft questions

Questions:**1. Students**

- Are you interested in learning English ?
- In your opinion, how is your learning English so far, especially in speaking ?
- Does the learning environment in the class fully support you in speaking English ?
- How often do you and your classmates speak English ?
- As a Madurese, do you have any difficulties in speaking English ? like inhibition, low or uneven participation, nothing to say, mother tongue?
- How did you overcome that difficulties? like use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, keep student speaking on the target language?

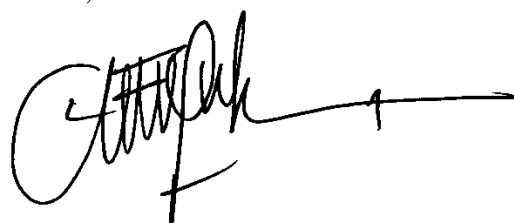
2. Teacher

- How often do students speak English in class ?
- Do students have difficulty in speaking English ? like inhibition, low or uneven participation, nothing to say, mother tongue?
- What is your strategy to overcome the difficulties ? like use group work, base the activity on easy language, make a careful choice of topic and task to stimulate interest, give some instruction or training in discussion skills, keep student speaking on the target language?

Taken from previous research conducted by David Andrian, Moh. Kurdi Wijaya, and Mariyatul Kiptiyah with the title “The Factors of Speaking Difficulties in New Students’ of English Education Department.”

Jember, May 15, 2024

Validator,



Zahratul Maujudatul Mufidah, M.Pd.
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Appendix V: Bibliography of Research

Researcher's Bibliography



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3. 2017 – 2020: SMAN Plus Sukowono