AN ANALYSIS OF STUDENTS' MICRO AND MACRO LINGUISTICS PROBLEMS IN SPEAKING ENGLISH AT 8 GRADE STUDENTS OF MTS NURUL ALI LEDOKOMBO JEMBER

THESIS

Submitted to Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfilment of the requirements for bachelor degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

AFITA KHAIRUN NISA'

T20186025

**ISLAMIC UNIVERSITY OF
KIAI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
DEPARMENT OF ISLAMIC STUDIES AND LANGUAGE
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THESIS

Has been examinate and Approved as the requerement to Obtain A
bachelor degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program
Day: Wednesday

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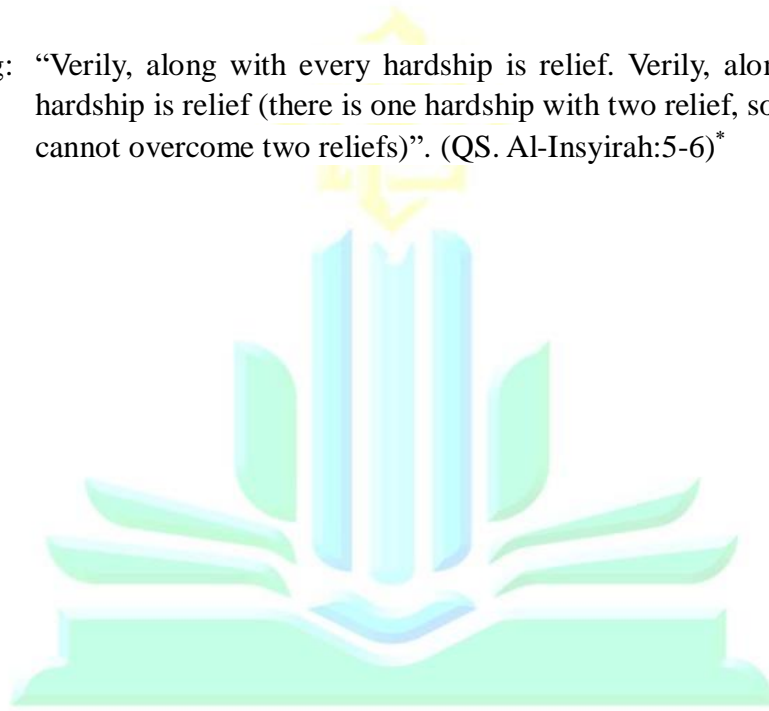Dean of Faculty of Tarbiyah and Teacher Training

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝

Meaning: "Verily, along with every hardship is relief. Verily, along with every hardship is relief (there is one hardship with two relief, so one hardship cannot overcome two reliefs)". (QS. Al-Insyirah:5-6)[*]

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[*] Muhammad Muhsin, The Holy Qur'an English Translation of The Meanings and Commentary King and Fand Holy Qur'an printing complex (Saudi Arabia: Ri'asat Idarat, 2000): 841

DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents and my big family, especially my mom Hosnatifah thank you for all the prayers that have accompanied my steps during my study, support, patience, sacrifice and out pouring of love that have been given so far. Thank you for everything and I love you so much.

2. My beloved brother, Firman Hidayatullah, who always supports everything what I do.

3. My sisters and all my cousin who always bring happiness to my life.

4. My niece and my nephew (Beryl Labib, Rifani Hilyah Kamilah, Hisyam Bayazid, Thariqul Haq, Farhan Muqorrabin, and Adiba Khanza).
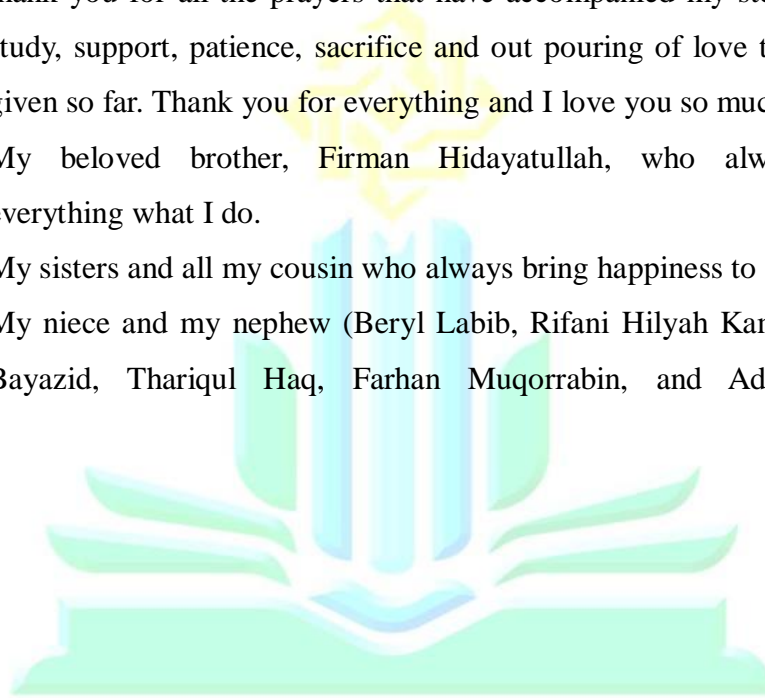
ACKNOWLEDGMENT

Alhamdulillaahi rabbil alamin, all praises are to Allah SWT the Most Gracious and Most Merciful who always blesses and helps the researcher, so the researcher can finish this undergraduate thesis as one of the requirements for Bachelor Degree (S.Pd.) in the English Education Program of Faculty of Tarbiyah and Teacher Training of State Islamic University of Kiai Haji Ahmad Siddiq.

Peace and salutation may always be given to Prophet Muhammad SAW who has guided us from the darkness to the brightness. However, this thesis not finish without support, advice, help, and encouragement from several people and institutions. Hence, the researcher would like to express special gratitude to:

1. Prof. Dr. H. Hepni Zein, S.Ag., M.M., as Rector of UIN Kiai Haji Achmad Siddiq.

2. Dr. H. Abdul Mu'is, S.Ag., M.Si as the Dean of Teacher Training and Education Faculty.

3. Nuruddin, M.Pd.I., as the Head of the Islamic Studies and Language Education Department.

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6. All lecturers of English and Education Department of UIN KH Ahmad Siddiq, who have given me knowledge and experiences throughout entire semester.

7. Kholisoh S.Pd as the English teachers at MTs Nurul Ali Ledokombo Jember who have helped me during the research.

All of you may Allah SWT grant you blessing. Hopefully this thesis will be useful for the readers and the next researchers who need this thesis as a reference.

However, I realize that there are still many shortcomings in this thesis. Hence, any criticism and suggestions of this thesis are kindly appreciated.

Jember, November 27th 2024

The Writer

AFITA KHAIRUN NISA'
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ABSTRACT

Afita Khairun Nisa', *2024: An Analysis of Students' Micro and Macro Linguistic Problems in Speaking English at 8 Grade of MTs Nurul Ali Ledokombo Jember.*
Keywords: Speaking English, micro linguistic, macro linguistic

Speaking is the ability of people to talk English fluently and with good pronunciation about the information, knowledge, or features of the language and deliver it by mouth. Most of students have difficulties in speaking English. This research was aimed to find the difficulties of micro and macro linguistics problems in speaking English experienced by students at 8 Grade of MTs Nurul Ali Jember. There are two main categories of difficulties in speaking English that are linguistics and psychological problems.

The research questions in this research were: 1) What are the micro linguistics problems experienced by students at 8 Grade of MTs Nurul Ali Ledokombo Jember? 2) What are the macro linguistics problems experienced by students at 8 Grade of MTs Nurul Ali Ledokombo Jember? 3) How are the strategies of students at 8 grade to overcome micro and macro linguistics problems in speaking English?. The goal of this research were find out the students' micro and macro linguistics problems in speaking English and the strategies of students to overcome micro and macro linguistics problems in speaking English.
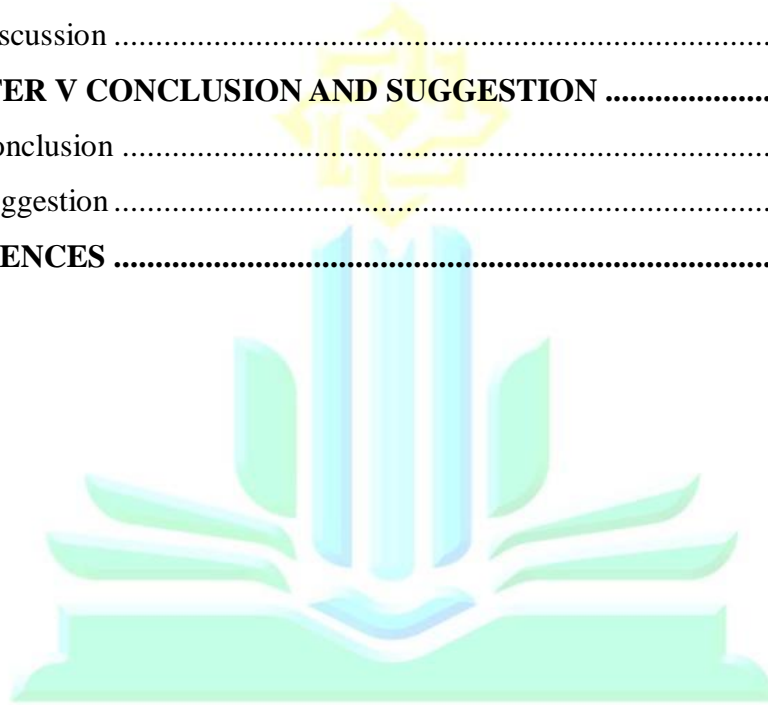
This research used qualitative descriptive. The data were gathered by observed the activities of the English teacher and the students in learning process, interviews, and document review. In analysing the data collection, the researcher used Miles and Huberman theory which includes: data condensation, data display, and drawing and verifying conclusion. This research was conducted at MTs Nurul Ali Ledokombo Jember. The participant in this research were 1 of English teacher and 16 students consist of 8 males and 8 females.

The result of this research was micro and macro linguistics problems. The micro linguistics refers to the performance aspect that belong to language skill. In this study the micro linguistics problem experienced by 4 students that have inability of pronounce and lack of vocabulary experienced by 4 students. And the macro linguistics experienced by 5 students the students' have lack of confidence, shyness experienced by 5 students, and fear of making mistake experienced by 7 students. Meanwhile, the strategies used by students of 8 grade at MTs Nurul Ali to overcome micro and macro linguistics problems in speaking English were using relaxation techniques by 4 students, gaining support from others by 4 students, and readiness for activity using by 4 students.

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CHAPTER I

INTRODUCTION

A. Research Background

In Indonesia, English was taught in elementary school, junior high school, senior high school, and also in college. English is the main subject education in Indonesian. Bimas et al said that English was an international language that was the most widespread medium of international communication.[1] English was widely used by many countries in the world as a second language can be could international language after national language. According to Brumfit in English learning there are divided in to four skills such as listening, speaking, reading and writing.[2]

To master the four skills, the learners had to have a lot of vocabularies in their memory. In listening, the teacher usually used a tape recorder in the class and the students had to understand what the speaker said. It means that they have to know about vocabulary. In writing, the students are expected to write properly. In reading, the students must practice reading so that they can read fluently. In speaking, the students must practice speaking so they can speak well.

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[1] Bimmas, Netty, Hajra. *"A Study on Student's Difficulties in Vocabulary Mastery at First Grade Students of SMPN Baula"*. (jurnal, State University Sembilanbelas November of Kolaka, 2020), 34

[2] Brumfit, Teaching English as a Foreign Language (London New York: Routledge Education Books, 2003), 16.

On another side in the holy Qur'an learning speaking English is an important skill that should be learned. Allah said in the holy Qur'an in Al-Hujurat verse 13:

$$يَٓاَيُّهَا النَّاسُ اِنَّا خَلَقْنٰكُمْ مِنْ ذَكَرٍ وَّاُنْثٰى وَجَعَلْنٰكُمْ شُعُوْبًا وَّقَبَاۤئِلَ لِتَعَارَفُوْا ۚ اِنَّ اَكْرَمَكُمْ عِنْدَ اللّٰهِ اَتْقٰىكُمْ ۗ اِنَّ اللّٰهَ عَلِيْمٌ خَبِيْرٌ$$

The meaning: Humanity! Indeed, we created you from a male and female, and made you into peoples and tribes so that you may "get to" know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly all knowing and all aware (QS. Al-Hujurat: 13).[3]

This surah is relevant with this research, from here we know that learning a foreign language is sunnahtullah, considering that humans are created differently and from various nations, tribes and language. In a history, the Prophet Muhammad once ordered his friends to learns another language to make it easier to preach. He ordered Zain bin Tsabit to study the language of the Jewish books. From Kharijah bin Zaid bin Tsabit, from his father, Zaid bin Tsabit, he said: "The messenger of Allah (peace and blessing of Allah be upon him) told me to study for him the language from the books (of his letters) of the Jews, he said" "By Allah, I don't feel safe from the Jews for my letter". I

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[3] Muhammad Muhsin, The Holy Qur'an English Tranlation of The Meanings and Commentary King and Fand Holy Qur'an, Printing complex (Saudi Arabia: Ri'asat Idirat, 2000): 824.

studied Jewish, and I less than half a month I had mastered the language. Then, I also wrote to the Prophet Muhammad if he wrote, and I read to him if something was written to him. (HR. At Tirmidhi no 2933).

It can be concluded that studying a foreign language (English) is useful because it can be used as a means to spread goodness, foster friendship or build social, business, political and economic networks between nations, maintain unity and oneness and to learn useful knowledge, the majority of the sources are in English.

Herni and Ayu said that English is difficult for Indonesian students because speaking English is not their mother tongue.[4] Bueno et al. stated that many students who have studied English for years but are not fluent in speaking English properly and correctly like learning English from school university, but still can't speak English well. Students may understand a little what people say in English.[5]

Speaking is one of the most challenging skills. Cameroon said speaking is an active use of language, but within the mental movement it includes the demands that make on learners of dialects in terms of finding and sharing meaning. Speaking with great choice isn't simple for Indonesia students[6]. They do not speak English can be caused by the social condition of students

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[4] Herni,T., & Ayu Liamita, A. *"Students' Difficulties in Speaking English at the Second Grade of MTsN 1 Bungo".*Vol 14. (journal ilmiah Bina Bahasa, 2021), 2.

[5] Bueno, A., Madrid, D., & McLaren, N. TEFL in Secondary Education (Granada: Editorial Universidad de Granada, 2006).

[6] Cameron, L. Teaching Language to Young Learner. (New York: Cambridge University Press, 2001).

who are accustomed to using their local language, so that a foreign language is difficult to accept and communicate in. "Speaking the foreign language in order to share understanding with other people requires consideration to express details of the language"[7]. A speaker has to discover the most appropriate word and the proper linguistics use to communicate meaning precisely and has to organize the talk so that an audience will get it. In conclusion, their ability to have good speaking is very difficult because of some obstacles that they faced. The researcher aims to study the difficulties faced by students learning English.

In Indonesia's educational context, speaking is additionally emphasized in learning. It has become one of students' weekly exercise. Most students face tension when speaking English for verbal communication purposes. They face difficulties when speaking English, such when creating words and seeming unable to think of anything to say. English is decidedly the main foreign language, which is given more significant than any other language that is instructed in Indonesia.

Students' micro and macro linguistics problems in speaking English at MTs Nurul Ali Ledokombo Jember that the main problems they face in learning speaking skill are a lack of vocabulary, the need for articulation, need to speak without hesitation, and anxiety of making mistakes when speaking. In addition, students feel embarrassed to speak English and express the right

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[7] Harmer, Jeremy. The Practice of English Language Teaching, 3rd Ed. (New York: Pearson education Limited., 2001).

assumptions and concepts because they are afraid of making mistake in pronouncing the words. In addition, students face various components that affect their speaking ability, as shown by several students, for example that poor student performance in speaking was influenced by a number of factors, including a lack of student inspiration, the use of the mother tongue in the learning process, the need for vocabulary, and interest during instructing exercise. There were a few negative components that influenced students' speaking skills. They were in line: The use of mother tongue in education influences students' proficiency, students using English before opening, less the use of English discussion exercise. Teacher do not provide support and time for students, and the speaking segment is smaller than the listening in educational programs.

Speaking is imperative in students' ranges. Since that opportunity, the students have shown great competency in speaking aptitude. This could make it easy for students to communicate with others. Al-Roud stated that speaking is considered the foremost means of communication. Furthermore, speaking ability is the ability to use ethical language to communicate thoughts, intentions, contemplations, and sentiments to other people in order to ensure that the message is clearly conveyed and understood by the audience members.[8]

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[8] Al-Roud, A. A. Problems of English-Speaking Skill that Students University Encountered from Their Perspectives. (Journal of Education, Society and Behavioural Science, 1-9, 2016).

There, for foreign language learners, learning to speak has become their greatest interest. Besides, people learn a language in order to develop their proficiency in speaking the target language. The researchers selected MTs Nurul Ali Ledokombo Jember for the English lesson because in this school, English is very important. Even though some school the teacher emphasizes the students need to have good English skills, especially in speaking. Students realize that speaking is needed when students apply for a job, especially for students who do not continue their studies at collage. Finally, their ability to communicate effectively is severely limited due to a number of obstacles. The researcher aims to study the difficulties faced by students learning English.

Based on the pre-observation that was held on 08 January 2024 for 8 Grade students at MTs Nurul Ali Ledokombo Jember, the researcher found that the most students have a chance to talk when the teacher asks them to answer a question, but they feel shy about speaking English because they are afraid of making mistake. The teacher only used monotonous strategies in teaching speaking, such as giving the students' handbooks containing examples of dialogues or texts, then asking the students to return ahead and communicate in front of the class. This state of affairs makes the students work hard to build interest and motivation to study English, mainly in speaking English. It made the students passive at some stage in the learning English in elementary school does not make it a compulsory subject, so that when students enter junior high school, they just start learning English. English lesson using an independent curriculum.

The researcher is interested in conducting research about the analysis of students' linguistics and psychological problems in speaking English. The researcher wants to know what factors contribute to the students' difficulties in speaking English and the solution to solve the problem. Based on the background above, the researcher is interested in conducting research entitled *"An Analysis of Students' Micro and Macro Linguistics Problems in Speaking English at the 8 Grade of MTs Nurul Ali Ledokombo Jember in Academic Year 2023/2024".*

B. Research Focus

Based on the background above, the research question are as follows:

1. What are the micro linguistic problems experienced by students at 8 Grade of MTs Nurul Ali Ledokombo Jember?

2. What are the macro linguistic problems experienced by students at 8 Grade of MTs Nurul Ali Ledokombo Jember?

3. How are the strategies of students 8 grade to overcome micro and macro linguistic problems in Speaking English?

C. Research Objective

The goal in the research question above, the objective of this research is formulated as follow:

1. To describe aspect micro linguistics problems experienced by students at 8 Grade of MTs Nurul Ali Ledokombo Jember.

2. To describe aspect macro linguistics problems experienced by students at 8 Grade of MTs Nurul Ali Ledokombo Jember.

3. To describe the strategies of students at 8 grade to overcome micro and macro linguistics problems in speaking English.

D. Research Significance

The theoretical framework of the research was expected to give a benefit for education, society, and public.

1. Theoretically

This research was expected to a new expected to a new perspective on theoretical framework in the topics of difficulties in learning speaking English.

2. Practically

a) For the English Teacher

This research was expected to give benefits for English teachers to teach speaking English. Then, the teacher can analyse the students have difficulties in learning speaking English and to find the way how to overcome those kinds of problems. Finally, it can improve the students' ability in mastering speaking English.

b) For Other Researchers

It can be used as a source of information for other researcher who are interested in conducting advanced research or the relevant research especially about students' difficulties in

learning speaking English. So, the other researcher got new information about it from researcher.

E. Definition of Key Terms

The following definition was given to the readers in order to clarify the key terms used in this research. They are follows:

1. Micro Linguistics

Micro linguistics is a field of linguistics that studies language in a narrow manner.[9] It means language in its position as an independent natural phenomenon. Micro linguistics direct the study of a particular internal structure of language or internal structure of language in general. Micro linguistics is a field of linguistics that studies language from within in other words, studying the structure of the language itself or studying the language directly. Several of micro linguistics, namely: Phonology, morphology, semantics, syntax, and lexicology. In this research only focused on phonology (inability of pronounce) and morphology (vocabulary).

2. Macro Linguistics

Macro linguistics is a field of linguistics that studies language extensively.[10] While macro linguistics is a field of linguistics that studies language in relation to factors outside of language. Several of macro

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[9] Yule George. The study of language. Cambridge Press. 2022. 12.

[10] G. Gloser, and T. Deer. "A Comparison of Changes in Macro Linguistic and Micro Linguistic Aspects of Discourse Production in Normal Aging". Journal of Gerontology. Vol XL VII, Numb. IV. 266-272. 1992.

linguistics were: Sociolinguistics, psycholinguistics, antropolinguistics, stilistika, philology, philosophy, and dialectology. The researcher focused on issues problems faced by students at 8 grade MTs Nurul Ali Jember in speaking context psycholinguistics such as ack of confidence, shyness, and fear of making mistake.

3. Speaking

Speaking is the ability of people to talk English fluently and with good pronunciation about the information, knowledge, or features of the language and deliver it by mouth.[11] In this research researcher only focused on speaking material from the English teacher such as conversation and discussion.

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[11] Harmer, J. The Practice of English language Teaching. Harlow, Pearson education, Limited: 2017.

CHAPTER II

LITERATURE REVIEW

This chapter presented a review of related literature. It consisted of relevant previous researcher and theoretical framework.

A. **Previous Research**

There was some researcher who already conducted studies about students' difficulties in learning English speaking. So, it can help the researcher as an additional reference in the arrangement of the study. The researcher can analyze and find out the differences and similarities of thesis and journal from other researchers.

The first, a journal written by Ari Prasetyaningrum, Selamet Riadi Jaelani, Maman Asrobi and Hulmiya Isroini Rohmah from Hamzanwadi University Lombok entitled "A Study on Students' Psychological problems of Speaking".

The most difficult ability to learn is speaking. Thus, it is essential to understand speaking psychological problems during the teaching and learning process. The researchers used a descriptive quantitative method to conduct this present study. The goal of this research was to gain in a deeper understanding about the types and underlying causes of students' psychological speaking problems among eighth grade of MTs NW Sepit. There were twenty students taken as participants. Data then were collected through questionnaire and interview. The result of this research indicated that the students of MTs NW Sepit faced the psychological problems in

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learning speaking. From the data gained in questionnaire and interview, speaking difficulties were most frequently caused by a lack of confidence (50%) followed by a lack of motivation (38,46%) and nervousness (11,53%), which was the least common. It was hoped that by putting this study into practice, students would become more fluent in English and experience less psychological speaking problems.[12]

The second, a journal written by Imelda Tahalele, Felicia M. Lekatompessy, and Wensy S. Nussy from Pattimura University entitled "The Analysis of Students' Psychological Problems and its Solution in Speaking English at One of the Junior High Schools in Aru Islands".

The purpose of this study was to discover what are the students' psychological problems and their solutions in speaking English. The research design of this study was a mixed method with an explanatory sequential design approach. The population of this study was second-grade students, and its sample two classes consisting of 60 students and English teacher who taught them. The instrument used in this study were questionnaires and interviews. The qualitative data was analyzed using the formula from Sugiono (2005) f/n x 100%, while the qualitative data was analyzed using the technique by Miles and Huberman: data reduction, data display, and conclusion drawing/verifying. The result of this study indicate that students still have problems speaking English, especially psychological problems such as fear of making mistake, lack of self-

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[12] Prasetyaningrum, A., Jaelani, S. R., Asrobi, M., & Rohmah, H. I. *"A Study on Students' Psychological Problems of Speaking"*. (English Language in Focus ELIF, 2023), 6(1), 55–66

confidence, lack of motivation, and anxiety. Therefore, based on the problem above, the are several solutions provided by teachers and students to overcome these problems.[13]

The third, was a journal written by Yolla Syahdila and Edi Trisno from University Negri Padang entitled "An Analysis of Students' Problems of Speaking English in Grade VIII of SMPN 3 Sungai Limau".

The goal of this study to know the students' problems of speaking English and the dominant problems face by students at grade eight of SMPN 3 Sungai Limau. The design of this research is descriptive research. The data was collected by using questionnaire and interview. Total sample was the sampling method used by the researcher to choose the participant in this research. The participant of this research consists of 79 students at grade eight from class VIII 1, VII 2, and VII 3 of SMPN 3 Sungai Limau. The finding of this research show that the students have problem in linguistics problems and psychological problems. The linguistics problems consist incorrect pronunciation with a percentage 88.61% and followed by lack of vocabulary with, and mastering of grammar with same percentage 81.33%. The psychological linguistics consist of anxiety with a percentage 68.67%, mother tongue use with a percentage 72.15%, shyness with a percentage 70.25%, lack of confidence with a percentage 73.42%, and fear a mistake with a percentage 73.73%. The dominant problems face by the

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[13] Imelda Tahalele, Felcia M. L., Wensy S. Nussy. *"The Analysis of Students' Psychological Problem and its Solution in Speaking English at One of the Junior High Schools in Aru Islands".* (MATAI: International Journal of Language Education, 2023). Volume (3) No.2.

students in speaking in speaking English is linguistics problems with average 73.51%.[14]

The fourth, the thesis written by Yunika from Islamic University Riau entitled "An Analysis of Students' Problems in Speaking at the Ten Grade Students of SMAN 2 Siak Kecil, Bangkalis".

This study aims to analyze the speaking problems of ten grade at SMAN 2 Siak Kecil, Bengkalis. The problems such as linguistic problem namely lack of vocabulary needed to talk, poor in grammar, poor in pronunciation, and psychological problems namely lack of self-confidence and anxiety. Data is collected from questionnaire. The questionnaire consists of five indicators, namely vocabulary grammar, pronunciation, anxiety and lack of self-confidence. The research design of this research is qualitative research. Researcher analyzed the data in the form of percentage analysis. Then, the analysis of this study was based on the data obtained from the questionnaire. The result showed that most dominant speaking problem faced by ten grade students of SMAN 2 Siak Kecil, Bengkalis is grammar and pronunciation. On grammar problems, there are 69% of students are still confused in using future tenses. There are 4 parts of future tenses that have not been mastered by students, namely simple present tenses, future continuous tenses, future perfect and future perfect continuous tenses. Then, on pronunciation problems, there are 68% of

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[14] Yolla Syahdila, Edi Tresno. *"An Analysis of Students' Problems of Speaking English in Grade VIII of SMPN Sungai Limau".* (Journal of English Language Teaching, 2023). Vol:12 (1).

students still find it difficult in giving correct word stress towards English words.[15]

The last, the thesis written by Siti Khapsoh from State Institute Islamic Negeri Purwokerto entitled "Students' Psychological Speaking Problems at The Eleventh Grade of Linguistic Major of Senior High School 2 Purwokerto, Banyumas Regency".

This study aims to find out psychological speaking problems that mostly faced by students and the causes of the problems. Psychological speaking problems are the difficulties based on psychological factors that hinder students from practicing their speaking in English class. Some psychological speaking problems are anxiety, fear a mistake, lack of confidence, lack of motivation and shyness. Based on the preliminary observation was conducted by the researcher, psychological speaking problems were also experienced by students at the eleventh grade of linguistic major of junior high school 2 Purwokerto which they still have a big fear for expressing their English skill through speaking. It was interesting to be learned and ascertained further regarding psychological speaking problems faced by students in the linguistic major because students in this major should already have a better communication skill (Speaking) than the others and they have been studying English for a long time as well. This study was classified as qualitative and descriptive. Data were obtained through questionnaire, in-depth interview, observation and

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[15] Yunika. *"An Analysis of Students' Problems in Speaking at The Ten Grade Student of SMAN 2 Siak Kecil, Bengkalis".* (Riau: Islamic University Riau, 2021).

documentation. Questionnaire was designed by giving 5 questions to 34 students. Meanwhile, in-depth interview was addressed to 5 students for discussing students' psychological speaking problems further. Furthermore, the data were analysed through some steps among data reduction, data display and conclusion drawing. Regarding data verification testing, triangulation technique was applied in this study which the data were collected through questionnaire interview then checked by data obtained from in-depth interview and observation.

Two findings were required in this research. The first, most students revealed that they have psychological speaking problems which fear of mistakes took the first and become the most frequent problem (91%), lack of confidence was the second (76%), continued by anxiety (65%), shyness (47%), and lack of motivation (32%). The second, there were two causes of students' psychological speaking problems including linguistics and non-linguistics factors. The most frequent causes of linguistic factors involved lack of vocabulary, lack of grammar mastery, and low pronunciation ability, while non-linguistic factors included anxiety (nervousness), fear of mistakes, fear of negative evaluation, lack of interested and shyness. [16]

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[16] Siti Khapsoh. *"Students' Psychological Speaking Problems at The Eleventh Grade of Linguistic Major of Senior High School 2 Purwokerto".* (Purwokerto: IAIN Purwokerto).

Table 2.1
Similarities and differences
Previous research and this research

Tittle of research	Similarities	Differences
A journal written by Ari Prasetyningrum, Selamet Riadi, Maman Asrobi and Hulmiya Isroini Rohmah (2023) entitled "A Study on Students; Psychological Problems of Speaking"	1. Both of researchers focus on students' psychological problems in speaking English	1. The previous research used descriptive quantitative, while this research using descriptive qualitative 2. The previous research used questionnaire and interview and this research using interview, observation, and documents as data collection
A journal written by Imelda Tahalele, Felicia M. Lekatompessy, and Wensy S. Nussy (2023) entitled "The Analysis of Students' Psychological Problems and its Solutions in Speaking English at One of The Junior High School in Aru Islands"	1. Both researchers focus an analysis of students' psychological Problems in speaking English	1. The previous research used mix method with an explanatory sequential design approach, while this research using descriptive qualitative 2. The previous research used the qualitative data were questionnaire and interviews, the qualitative data using data reduction, data display, and conclusion drawing/verifying, while this research using

		interview, observation, and documents as data collection
A journal written by Yolla Syahdila and Edi Trisno (2023) entitled "An Analysis of Students' Problems of Speaking English in Grade VIII of SMPN 3 Sungai Limau".	1. Both researchers focus an analysis of students' Problems in speaking English	1. The previous research used descriptive research, while this research using descriptive qualitative 2. The previous research used questionnaire and interview as the data collection, while this research using interview, observation, and documents as data collection
A thesis written by Yunika (2021) entitled "An Analysis of Students' Problem in Speaking at The Ten Grade Students of SMAN 2 Siak Kecil, Bengkalis"	1. Both of researchers focus an analysis on students' Problems in speaking English	1. The previous research used qualitative method, while this research using descriptive qualitative 2. The previous research used questionnaire as the data collection, while this research using interview, observation, and documents as data collection

B. Theoretical Framework

This theoretical framework helped the researcher to answer the research question. Those are the teaching of speaking, definition of speaking, components of speaking, the problems in speaking, the factors of speaking problems, and strategies in speaking.

a. English Language Teaching

In general, teaching is not easy for everyone. It needs formal training to be professional teacher who can understand and adapt every dynamic changing which might become influences to the learning-teaching process. Teaching is a complex activity, and yet most of us have not received formal training in pedagogy. Furthermore, teaching is a highly contextualized activity because it is shaped by the students we have, advancements in our respective fields, changes in technology, and so on. Therefore, our teaching must constantly adapt to changing parameters.

Furthermore, teaching speaking is a process where a teacher helps the students to provide and to facilitate them to obtain the learning goal which is the needs to improve their performance in speaking skill. The teacher might encourage the students desire in learning speaking skill during the teaching and learning process to help them obtain their goal. In addition, to help the students learn particular things regarding their performance in speaking skill, the teacher could

make certain interventions such as making the students practice to speak English and giving them feedback on it.

The interventions that could be given by the teacher take the form of giving information, explaining the materials, listening activity, questioning and answering activity, demonstrating speaking skill or the process of it, and testing the students' understanding and capacity. In interventions, the teacher also could facilitate the students learning activity using note taking, discussion, debating, presenting, simulation and practice.

b. **Definition of Speaking**

Speaking is one of the four essential abilities that understudies must master. It has an imperative role in communication. Speaking is of incredible centrality for individual interaction, where people talk all over and each day. Speaking is the way people express ideas or communicate with other people orally. Speaking is a speech or utterance produced by the speaker with the aim of being recognized, and then the listener processes the speech to find out what the speaker means.

As can be concluded from the theory above, speaking is not how to deliver specific language skills such as grammar, pronunciation, or vocabulary. It appears how individuals get it, when, why, where, and in what ways to create voice as a speaking activity. In carrying out

speaking, students confront a few challenges. One of them is the dialect itself. In reality, even if they have a portion of their vocabulary and have well written sentences, most students have difficulty speaking. The problem is that students are anxious about making mistakes. Speaking is a beneficial aptitude. It seems not to be isolated from other people tuning in. When speak deliver the content, and it ought to be significant within the nature of communication. Then find the speaker, the listener, the message, and the feedback.

Speaking is not only a process activity of receiving information and creating meaning by analyze speech but also a complex situation because it is related to both the situation and the condition of speaking. Speaking should be practiced in daily activities, so it is an active skill. It says that English sentence structure should be considered in order to understand the conversation. Speaking requires severe steps of interaction. Speaking involves many skills. These skills include listening, vocabulary, grammar, and pronunciation. Barras says that speaking requires an action to get information between the speaker and listener. Speaking skills have several components. They are pronunciation, grammatical discourse, vocabulary knowledge, and oral fluency.

The lecturer believes that pronunciation is one of the students' speaking skills. If students can speak like native speakers, they can speak well. In EFL, need to learn to speak English more because very

few students actually speak it. It also includes how students apply English in situations and conditions so that listeners can more easily understand what the speakers are thinking.[17]

When someone speaks to others, they should think about using grammar. Grammar-based speech consists of terms and the context of sentences so that the speaker can convey information to the listener. Grammar consists of rules that can perfectly construct sentences in spoken language. In addition, grammar is used to guide students in forming sentences. Harmer says students should have a large vocabulary list for speaking because, without a large vocabulary list, the speaker not be able to use interactive communication.[18] In short, it can be said that the power to master words or the knowledge of words is the key to success in speaking.[19]

Based on the theories above, it can be concluded that when a student speaks to other students, they must be able to use their word choices and understand what words they use or what they are saying. This is what is called the key to success in speaking English. The definition of fluency is the ability to speak based on the circumstances and level of the speaker and listener. Good speaking requires several

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[17] Gilbert, J. B. *"Teaching Pronunciation Using the Prosody Pyramid (1st ed.)"*. (New York: Cambridge University Press, 2008).

[18] Harmer, J. *"The Practice of Language Teaching"*. (Essex: Longman Press, 2001).

[19] Hiebert, E. H., & Kamil, M. L. *"Teaching and Learning Vocabulary, Bringing Research to Practice"*. (Lawrence Erlbaum Associates Publisher, 2005).

factors to be considered, such as the fluidity and accuracy of communication. Fluency allows students to speak fluently.

In conversation classes, teachers must allow students to speak freely without interruption so that teachers can test their abilities.[20] If students can speak English without hesitation, without repetition, and with long self-control, they will be able to speak fluently, depending on several factors. Fluency is a measure to assess how far students or language learners are learning skills, especially speaking. Developing speaking fluency can be carried out by considering the students' speaking conditions.

From those, it could be concluded that speaking is associated with communication. Speaking is the ability to apply a language correctly to a specific person's ideas, opinions, or emotions so as to provide or get records and knowledge from other people to communicate.

1) The Purpose of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool for communicating or sharing ideas about what the speaker is saying with their society. That's why speaking is very important.[21] stated:

a) To inform

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[20] Pollard, L. *"Teaching English a Book to Help You Through Your First Two Years in Teaching"*, 2008.

[21] Tarigan, H.G. *"Membaca Sebagai Suatu Keterampilan Berbahasa"*. Bandung. (Angkasa, 2008).

It means that the speaker wants to inform and share ideas, information, feelings, opinions, and knowledge. In this case, the speaker just wants to inform you about a fact. Information owned by the teacher will be communicated to students. Finally, it can be concluded that the purpose of this goal is to provide knowledge and information for a specific purpose.

b) To provide entertainment

It means that the speaker wants to make the listener feels happier with the materials, which are selected primarily based on their entertainment value. For this purpose, storytelling is an appropriate medium. For example, when the teacher tells the story to the students, like in a narrative text, speaking be more interesting to the listeners.

c) To persuade

It means that the speaker tries to confirm that the hearer is doing something in a certain activity. Usually, this condition can be applied in the teaching and learning process. Teachers must provide good service to students by providing examples of how to convey the material. Teachers also have to set a time limit. For example, when the teacher wants to get students' scores from the oral test, the teacher may ask limited questions and students must answer them as soon as possible. Students

who want to answer questions have to raise their hands. It is used to persuade students to go first.

d) To discuss

It means that the speaker wants to discuss something because the purpose of speaking is to make decisions and plans. Deliberate speech is used to make some decisions and plans. Discussions are carried out carefully because students must ask for advice and learn the facts. The method used is simple and direct. By doing this activity, students learn the elements of speech: clarification, order, evidence, argument, and thinking straight.

c. **Components of Speaking**

Speaking is the most essential ability that ought to be mastered. It has the potential to carry on the conversation. Through conversation, humans can use spoken communication to use the characteristics of communication itself, whether or not it is transactional or interactional. Harmer argues that speaking is a complicated talent requiring the simultaneous use of some one of kind abilities.[22] They covered the components of speaking. There are a few professionals who explain the components of speaking. The components of speaking English are as follows:

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[22] Harmer, J. "The Practice of English Language Teaching". (Pearson Educational Limited, 2007).

a) Pronunciation

Pronunciation is one of the most difficult areas of the English language for many students. Many find English speech confusing. Pronunciation is basic to communicating. The student's pronunciation mastery be good for memorization. Pronunciation mastery is especially important when speaking English. Correct pronunciation is necessary to develop speaking skills. Pronunciation also has close connections to other fields, such as listening and even grammar.

b) Vocabulary

Vocabulary is one aspect of language that should be learned when learn a foreign language, because without vocabulary, we cannot master a language. Learning vocabulary doesn't mean that only memorize the words but also their meaning and how they are constructed and used in daily activities. For the researcher, vocabulary is the most important thing to mastering a language because, without vocabulary, it is impossible for us to master a language, especially speaking ability.

c) Grammar

Grammar study during comprehension focuses on revision and application of grammatical structure within the

assigned composition. English grammar is traditionally described in terms of eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, proportion, conjunctions, and interjections. In speaking, grammar is one of the components of English.

d) Fluency

The main goal of oral productive skills in the teaching and learning process of a student's performance is fluency. Students need to speak fluently if want to be measured as good speakers. Students just need to speak freely without hesitation to express their feelings with fluency.

e) Comprehension

The last components are comprehension and speaking ability. Comprehension in speaking ability means how far the students understand the conversation. Comprehension is important to avoid misunderstandings between a speaker and a listener.

d. **The Problems in Speaking**

English speaking is also not easy for students because they must study hard if they want fluency and good comprehension when speaking. Students are lacking in English skills, usually because they have low motivation to learn the language. There are three parts to the

difficulty in speaking English: cultural difficulties, English difficulties, and communication problems. Speaking is a complex skill because it is at least related to components of grammar, vocabulary, pronunciation, lack confident, have limited fluency, and have a limited vocabulary.

It can be concluded that speaking English is also not easy for students because they have to study hard if they want fluency and a good understanding of the language. Students mostly face some difficulties in speaking English, which are as follows: Vocabularies, Pronunciation, Grammar, and Lack of confidence.

The students' problems in speaking English above are caused by some factors. Tuan and Mai said that students usually have difficulties speaking because of some factors, such as confidence, the listener's support, the students' listening ability, and the pressure to perform well. These factors influence them to speak English, especially in front of the class.[23] In line with, Farah, it says that there are many factors that cause students to have problems in speaking English as a foreign language. Factors that are related to students are, for example, the students' lack of vocabularies, difficult to get meaning from or understand the conversation, and their inability to keep the interaction going.[24] Students find it difficult to learn English since they

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[23] Tuan, N. H, & Mai, T. N. "Factor Affecting Students' Speaking Performance at Le Thanh Hien High School. Asian Journal of Education Research. 3, 8-23. 2015.

[24] Farah Sukmawati. "Students' Speaking Problems and Factors Causing it". JURNAL LOGIKA, Vol XVI, No 1. 2016.

must study diligently in order to speak properly, memorize a large amount of vocabulary, and comprehend grammar and pronunciation.

One of the difficulties in speaking English. There are some problems in speaking English, the first mispronunciation. This often happens when students experience the release vocabulary correctly. This is based on mastery of vocabulary. If students speak without regard to pronunciation, of course, they will have difficulty conveying something. In this case, students must be able to memorize master vocabulary and pronunciation, apply it and keep repeating the vocabulary that has been understood. The second, poor vocabulary, is the main foundation in speaking. The more vocabulary that is known, the more comfortable and pleasant it is to express an opinion. The third, grammatical error in speaking is that students can experience errors, especially in composing sentences correctly. This is inseparable from the grammar material that has been learned.

Language problems actually serve as one of the important reasons behind poor academic performance. The reason why the students are having problems with their speaking is that they are poor in grammar, vocabulary, and pronunciation. Those problems belong to linguistic factors.[25] In an oral discussion, shyness, nervousness, feeling afraid of making mistakes, and not knowing how to pronounce certain

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[25] Doris, B. & Jessica, S. Psychological problems of middle-School students in English learning, 2007.

words are potential problems that can hinder the students' ability to speak.[26] Brown states that shyness and anxiety are considered the main causes of students' reluctance to speak. Those problem are due to psychological factors.[27]

The students recognize English very well, but they still have difficulties and feel uncomfortable while practicing speaking. Which several difficulties that students experience when getting to know English: inhibition, not having anything to say, low or choppy participation, and mother tongue. The elements that cause students' difficulties in speaking are linguistic obstacles, speech processing difficulties, instructional and conversational English skills, terrible impact, and getting entry into speaking performance.

Based on the statement above, speaking English is a complex skill related to components of grammar, pronunciation, and vocabulary, making it difficult for students to speak English well and fluently. There are several factors that influence the students' linguistics and psychological problem in speaking English.

e. **The Factors of Speaking Problems**

Speaking is considered a challenging skill to be mastered. Most English language learners remain that speaking is the highest difficult

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[26] Susilawati, Ai. The Effect of Learning Strategy Training: Socio Affective Strategy in Improving Speaking. University of Lampung (unpublished script) Bandar Lampung, 2007.
[27] Brown, H. D. Teaching by principles: An interactive approach to language pedagogy. New York: Pearson Longman, 2001.

skill to master. When people have a conversation, they have no time to prepare or think about what they have said. That is why many language learners said that speaking is the hardest one. There are two main categories of difficulties in speaking that are faced by language learners. The first is the linguistics problem. The linguistics problem refers to the performance aspects that belong to language skills.[28] The second is the psychological problem. Psychological problem brings a great effect on English foreign language learners to master the skills of speaking.[29]

Language problems actually serve as one of the important reasons behind poor academic performance. The reason why the students are having problems with their speaking is that they are poor in grammar, vocabulary and pronunciation. Those problems are due to linguistic factors[30]. Shyness and anxiety are considered the main causes of students' reluctance to speak. Those problems are due to psychological factors.[31]

The method used to establish the existence of such traces be primarily psychological, suggesting that linguistics is best thought of

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[28] Zhang, S. "The Role of Input, Interaction and Output in The Development of Oral Fluency. English Language Teaching", 2009.

[29] Haidara, Y. "Pschologycal Factor Affecting English Speaking Performance for The English Learners in Indonesia", 2016.

[30] Doris, B. & Jessica, S. *"Psychological problems of middle-School students in English learning",* 2007.
[31] Brown, H. Douglas. *"Teaching by Principle and Interactive Approach to language pedagogy".* 2001.

as a subfield of psychology. Other problems that contribute to the students' difficulty in speaking, based on Scott Soames divided into two categories: linguistic factors and non-linguistic psychological factors.[32]

1. **Micro Linguistics**

   Micro linguistics is a field of linguistics that studies language in a narrow manner.[33] It means language in its position as an independent natural phenomenon. Micro linguistics direct the study of a particular internal structure of language or internal structure of language in general. Micro linguistics is a field of linguistics that studies language from within in other words, studying the structure of the language itself or studying the language directly. Several of micro linguistics, namely: Phonology, morphology, semantics, syntax, and lexicology. In this research only use phonology and morphology. In phonology the researcher focused on inability to pronounce and morphology focused on low of vocabulary.

   a. Phonology

      Phonology is a field in linguistics that investigated language sounds according to their function. Other definition of phonology is a branch of linguistics studies, real phonology is a

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[32] Soames, S. "Linguistics and Psychology". Linguistics and Philosophy. 1984.

[33] Yule George. The study of language. Cambridge Press. 2022. 12.

sub discipline of linguistics that talks about language sounds produced by human speech tools.[34] Thus, phonology also talks about sequences of sounds language, how to analyze it and activities to learn language sounds ideally. It is not only limited to the recognition of the sound, but also must be accompanied by practice analyzing the sounds of the language from all aspect which one in inability to pronounce.

Inability to pronounce is often found by the students. The students cannot pronounce English very well. It is because the students do not know how to pronounce words. In learning English, if there are differences in pronunciation, different meaning of the word. Many students argue that success in learning and speaking English is observed through good pronunciation. Speaking skills are a difficult skill for students because they are very complicated. When learning a language, pronounce that must be mastered in speaking skills, because this showed the student's achievement in learning the language.[35]

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[34] Fromkin Victoria et all. "An Introduction to Language". Publiser: Thomson/Heinle. 184. 2017.

[35] Hinkel, E. "Current Perspectives on Teaching the Four Skills". TESOL Quarterly, 40, 109-131. 2006.

b. Morphology

Morphology is science that includes words, parts, and processes. Morphology as a part of the study is learning about the intricacies of words and everything about the word consisting of the formation or change, which include word and part word, or morphemes. The morphology discussed the ins and outs the word and changes in grammatical words and meanings, and unit in morphology are morpheme and words.[36]

Vocabulary is a difficulty often experienced by students. The students do not memorize the vocabulary in English, and often make them use Indonesian when speaking English. In fact, students are often not confident when speaking because they are afraid of making mistakes, especially choosing the wrong words. Students who lack vocabulary be unable to communicate effectively. They not be able to convey their message orally or in writing. Therefore, vocabulary is an important thing in learning English, especially speaking. If the students do not have enough vocabulary, it makes difficult for them to learn English at the next level. So, before starting to learn English, students should always add new vocabulary, even if it is only a few words a day.

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[36] Andrew Carstair Mc Carthy, "English Morphology: Word and Their Structure". Endinburgh: Endinburgh University Press, 143. 2002.

2. Macro Linguistics

Macro linguistics is a field of linguistics that studies language extensively.[37] While macro linguistics is a field of linguistics that studies language in relation to factors outside of language. Several of macro linguistics were: Sociolinguistics, psycholinguistics, antropolinguistics, stilistika, philology, philosophy, and dialectology. The researcher focused on issues problems faced by students at 8 grade MTs Nurul Ali Jember in speaking context psycholinguistics such as lack of confidence, shyness, and fear of making mistake.

a) Lack of Confidence

It is difficult for the students to speak English because they lack confidence. The main cause of students' lack of confidence is their low ability to speak English. In this case, many students think that their English is bad and feel that they cannot speak English well. Students who have a lack of confidence will find it difficult when they want to communicate. It shows that self-confidence is an important part that must be given attention by the teacher.[38]

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[37] G. Gloser, and T. Deer. "A Comparison of Changes in Macro Linguistic and Micro Linguistic Aspects of Discourse Production in Normal Aging". Journal of Gerontology. Vol XL VII, Numb. IV. 266-272. 1992.

[38] He, Summer X and Chen, Amanda J.Y. "How to Improve Spoken English".2010.

It means that the teacher should learn more about how to build students' confidence. The students always feel that they do not have the skills to speak English, so they just keep silent while others talk, and it shows that the students lack confidence to communicate. Lack of confidence becomes a big problem for students. It is because a lack of confidence can affect students' speaking performances. It is difficult for the students to master their speaking English skills if they lack confidence in their abilities.

b) Shyness

Shyness is when someone feels awkward or anxious in a new place or in a new situation. When learning English, they feel embarrassed to practice speaking. That is because English is a new language for students, and they feel reluctant to practice speaking in class due to this factor. Munir claimed that shyness is an emotional condition that many students experience when they are forced to speak in English class. In this case, the students are unable to show their ability to speak in front of a crowd due to embarrassment.[39]

c) Fear of making Mistake

[39] Juhana. (2012). Psychological factors that hinder students from speaking in English class. Journal of Education and Pravtice. Vol. 3(12). p. 100-110.

Fear of making mistakes becomes one of the main factors contributing to students' unwillingness to speak English in the classroom.[40] The primary reason for the fear of making mistakes is that students are afraid of looking foolish in front of other people, and they are concerned about how others see them. Zang explain that students feel afraid of the idea of making mistakes because they are worried that their friends laugh at them and they receive negative evaluations from their peers if they make a mistake in speaking English.[41]

f. Strategies in Speaking Problems

a) The definition of strategy

Strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. The term strategy comes from the ancient Greek word strategy meaning generals ship or the art of war. The goal of teaching is to weave together a conversation that unites these disparate individuals around a common core of learning. Strategies

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[40] Nunan, D. "Teaching English to Speakers of Other Language: An Introduction". New York, NY: Routledge. 2020.

[41] Zhang, Y. Reading to Speak: Integrating Oral Communication Skills. English Teaching Forum, 47(1). p. 32-34. 2007.

are the different types or styles of plans teachers use to achieve this goal.

Strategies are not new to most educators. Then Silver et al states several reasons of strategies become an important part in education as follows:[42]

1. Strategies are tools for designing thoughtful lesson and units.

2. Strategies make the work of differentiating instruction manageable for teachers and motivating for students.

3. Strategies provide the tools needed to bring thoughtful programs alive in the classroom.

4. Strategies build the skills needed for success on state test.

5. Frequent use of strategies leads to consistent and significant gains in student achievement.

6. Strategies build different kinds of knowledge.

b) Types of strategies

1. Relaxation Techniques

Relaxation strategies are best used as a companion to exposure and cognitive skills, but not as a replacement to them. Relaxation strategies are used as way to get rid of anxiety when

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[42] Silver, H. F, et al. "The Strategic Teacher. US: Thoughtful Education Press. 2007

we are in distress, trying to get rid of something trains our brains to see it as "bad". So can teach the brain to set off the anxiety "alarm' even louder when the anxiety present itself. Relaxation can be useful in reducing general levels of anxiety and tension over time.[43]

The students in relaxed group actually have a strong motivation to participate well during classroom interaction. They tended to be active and showed their best to get best score too. The students in relaxed group expressed doubts and suspicions about themselves such as they were self-questioning about their English ability. The students became thinking about their own mistake too much and asked the teacher's explanation about their mistakes.[44]

2. Gaining Support from Other

In the world of education, especially when children are in school, children need to have a feeling of calm, enthusiast for learning, positive thinking, and of course an unyielding attitude. Students feels that is getting help and comfort from others is called social support. The aspect of social support is support from family, teacher, and peers. The relationship

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[43] Kondo, D.S. & Yang, Y.L. "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan". ELT Journal, 58 (3), 258-265. 2004.

[44] Ibid.

between the people also develops into a personal relationship with each other.

As the terms implies, peers support refers to how accommodating peers can be in times of need and how receptive they are to the person's problem at school. Peers can provide social support during stressful circumstances at school through peer support comprises more than information and help but also emotional and social support, such as empathy and care.[45]

3. Readiness for Activities

Readiness activities are mental exercise that help students relate what they are reading to their own experiences and lives. Readiness can also refer to state of preparedness to act or respond to a stimulus. To avoid feeling during joined in English classroom activity, the student had to be ready about the materials that would be discussed in English class.[46]

In order to ensure that student would face the activity smoothly, they sometimes just came up to English class and faced their anxiety bravely. The student said that by studying

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[45] Liang, Y.W. & Liou, Y.C. "Relationship between Social Support and Satisfaction-Moderating Role of Facilitation. Leisure Studies. 4 (2), 198-213. 2022.

[46] Liu, K. L. "College EFL Teacher Perspectives of Effects English Language Anxiety and Self-Perceived Teacher Roles in Managing College Students' Language Anxiety. Journal of National Formosa University 30 (3), 53-66. 2012.

and preparing the materials, they felt more confident even though the teacher gave feedback on their speaking performance. They had already known their own weakness and sometimes they participate better than if they did not prepare anything.
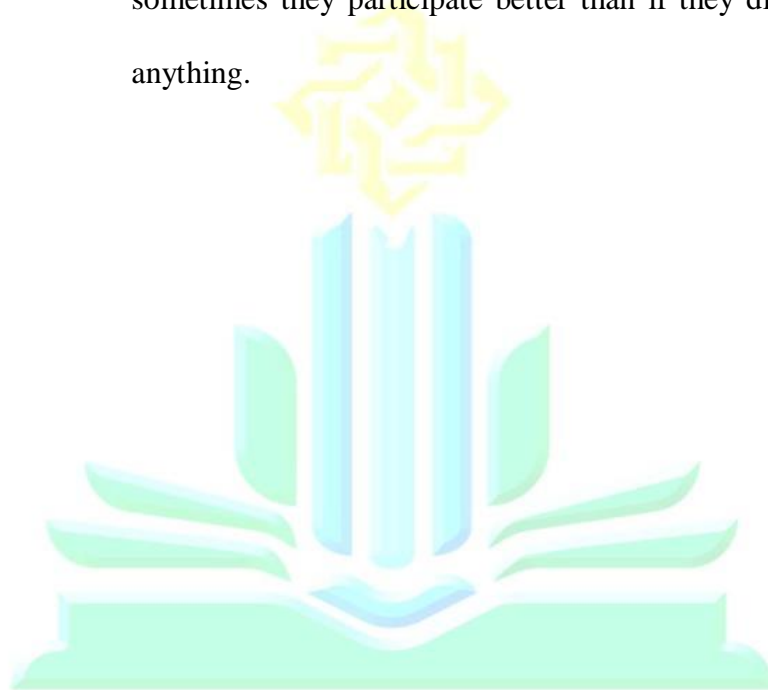
CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology, it consists of research design, research location, research subject, the technique of collecting data, the technique of data analysis, validity of data, and procedure of research.

A. Research Design

In this research, the researcher uses a descriptive qualitative method. A qualitative method describes and interprets events, conditions, or situations of the present. Qualitative research is also defined as an unfolding show that takes place in a natural setting, allowing the analysist to create a level of detail from the inclusion of rich experiences in the real world.[47] Qualitative research methodology is considered reasonable when the analysist or examiner either investigates modern fields of consideration or goes beyond the ordinary to discover and theorize conspicuous issues. The qualitative overview thinks about the differences between a theme and a given population, while the factual overview thinks about the numerical dissemination of the characteristics of a subject in a given population.

Furthermore, qualitative research is conducted in a naturalistic setting through intense and or prolonged contact with participants. Qualitative research, as a set of interpretive practices, privileges no single

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[47] Cresswell, John W. "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research". (London: Sage Publication Inc, 2012).

methodology over any other. As a site of discussion or discourse, qualitative research is difficult to define clearly.[48]

Qualitative research has the characteristics setting as the coordinate source of information and analysis as the key instrument. Furthermore, qualitative research is descriptive. In the rundown, a descriptive qualitative research method was chosen by the analysis since it deals with the wonder of the talking challenges in a genuine life circumstance that happened to the students while they were speaking English. The result of this research described descriptively. The data for the research was collected by utilizing students' documentation review, teachers' interviews, and observation.

This study used a qualitative approach because it generated the data through the use of instrument such as observation, interviews, and document review from students in the 8 Grade at MTs Nurul Ali Ledokombo Jember, in the academic year 2024/2025.

B. **Research Location**

This research was conducted in 8 Grade of MTs Nurul Ali Ledokombo, which located at Jl. Beringin No.12, Sumber Bulus I, Sumber Bulus, Kec. Ledokombo, Kabupaten Jember. The researcher chose the 8 Grade of MTs Nurul Ali Ledokombo because the researcher was curious about students' difficulties in speaking English. The student low

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[48] Miles, M.B, Huberman, A.M, & Saldana, J. *"Qualitative Data Analysis, A Methods Sourcebook, Edition 3"*. (USA: Sage Publications. UI-Press, 2014).

vocabulary mastery resulted from their limited knowledge of meaning vocabulary had led them difficulties in understanding the conversation. The students had difficulties in pronunciation and writing, the students were still confused about arranging words then there were still some mistakes, and the students were often afraid of speaking English because they were worried about making mistake.

C. Research Subject

In this study, the researcher used purposive sampling technique by selected of 16 students with 8 males and 8 females not gender specific. Criteria for choose the research subject that is low ability in speaking English, and focused on second grade of junior high school because research subject who have established rapport with the researcher.

D. Technique of Collecting Data

This research has several steps that are conducted with the intention of gaining data from the beginning until the end of the teaching and learning process. Consequently, in this research the researcher used interview, observation, and documentations to get the data for this research. The steps are as follows:

1. Interview

Interview is a conversation process in the form of question and answer and the process for collecting data in research.[49] Interview is a question-answer conversation or exchange of ideas between two people discussing a topic of mutual interest.[50] In this study, the researcher used semi-structured interview because it was flexible. Even though the researcher has prepared questions, the researcher can add other questions needed in the interview process. The purpose of the researcher is to used semi-structured to build a relaxed situation, so those informants are more comfortable and feel free to share information.

2. Observation

In the research, the researcher used participant observation. The researcher observed the activities of the English teacher and the students in the learning process to find students' linguistics and psychological problems in speaking English and strategies by English teacher to overcome students in difficulties speaking English.

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[49] Hardani dkk, "Metode Penelitian Kualitatif dan Kuantitatif". (Yogyakarta: CV, Pustaka Ilmu, 2020), 138.
[50] Sarah, J. Tracy, "Qualitative Research Methods, Collecting Evidence, Grafting, Analysis, Communicating Impact". (Blackwell Publishing Ltd, 2013), 131.

3. Document Review

Document analysis was one of method for collecting data in qualitative research. The collecting data in document analysis such as: students' presence list, the profile data in school which include the background of the school, RPP, the material and exercise about speaking English, and documentation of teaching and learning process in learning speaking English. This research used document analysis to find out students' linguistics and psychological problems in speaking English and how to overcome the strategies by English teacher in learning speaking English.

E. **Techniques of Analyzed data**

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that they can be easily understood and of course can be informed to others. The method used in determining the data analysis is an interactive model.

The researcher analyse data based to the instrument of Sugiono, Miles and Huberman:

1. Data Condensation

Data condensation refers the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes, interview transcript, documents, and other

empirical materials.[51] The data condensation or transforming process continues after fieldwork, until a final report is completed. After collecting and reduction the data, the researcher presented the data in a descriptive form.

At this stage, the researcher will select, focus, simplify from the data obtained about an analysis of students' difficulties in speaking English and the strategies used by English teacher to overcome students in difficulties speaking English and remove what is deemed unnecessary in the data collected. So that the data obtained provided a specific description of how analysis of students' difficulties in speaking English and strategies used by English teacher to overcome students in difficulties speaking English.

2. Data Display

After reduction of the data, next step is to display the data. The researcher should display the data was obtained. Displaying data is a collection of information that is organized and allows you to reach a conclusion and take action. The data will be organized and arranged by displaying it. Therefore, it will be easier to understand. In qualitative research, data can be displayed on a short description, draft, or flowchart. From the data display, we can understand what's happening and what we should do based on our understanding that we get from the display data

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[51] Miles and Huberman. "Qualitative Data Analysis", (America; SAGE Publication, 2014): 12-13.

In this step, the researcher displays the data about students' difficulties in speaking English at MTs Nurul Ali Ledokombo Jember. From the display of the data, the researcher can draw the conclusion necessary to answer all of the research questions in this research.

3. Drawing and Verifying Conclusion

After displaying the data, the next step is drawing and verifying conclusion process. The conclusions drawn from qualitative research are able to answer the formulation of problems and problem statements in qualitative research are still temporary and develop after field research.

The data be drawn by the researcher after it has been described and interpreted. The researcher interprets the collected data and then draws conclusion. After describing and interpreting the data, the researcher analyse it. The researcher interprets the data and then draws conclusions. Thus, the researcher got a conclusion about the students' difficulties in speaking English at MTs Nurul Ali Ledokombo Jember.

F. **Validity of Data**

The researcher used triangulation to test the validity of the data. Triangulation was technique for checking data from sharing source, sharing time and sharing method. There are some types of triangulations: those are technique triangulation, source triangulation, time triangulation. In this research, the researcher used source triangulation and technique

triangulation. Triangulation of sources to test the credibility of data was done by checking the data that has been obtained from several sources, while technique triangulation to test the credibility of data was done by checking the data to the same source with a different technique. The data was obtained by interviews and then checked by observation and document analysis. The researcher compared the information which was obtained from document analysis of lesson plan and exercise, observation and the one which was gathered from summary of the interview.

G. Procedure of Research

In this stage, it included the researcher's plan of the research. The research stage consists of pre-field, implementation stage, and reporting stage.

1. Pre-field stages

Pre-field stage was carried out before the research was carried out. The activities in pre-field research were:

a. Survey the research location to find out the condition to be studied.

b. The researcher asks for a permit to conduct research from state Islamic University of Kiai Haji Achmad Siddiq Jember to ask permit application submitted to MTs Nurul Ali Ledokombo Jember.

c. Preparation of research instruments, it included compiling a list of question for interview in making observation sheets.

2. Implementation stage

In implementation stage activities that carried out were:

a. Data collection was by using document analysis, observation, and interview.

b. Data processing from the result of data collection in research was intended to facilitate data analysis.

c. The data analysis used qualitative research, which has the aim of presenting an overview of the data obtained during the data collecting and the data described in the research findings.

3. Reporting stage

In this reporting stage mans the preparation of the research in the form of thesis in accordance with the applicate guidelines in state Islamic University of Kiai Haji Achmad Siddiq Jember. In this step, the researcher analyzed the whole data and described it in the form of the report. The researcher consulted with the supervisor. By consulting it the supervisor knows that the result of the research is ready to be tested.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented about findings, and the discussion on the result of the data analysis. In findings, the researcher analysed about students' micro and macro linguistics problems experienced and strategies of students to overcome micro and macro linguistics problems in speaking English after collecting the data from 8 grade of MTs Nurul Ali Jember. In the discussion section, the researcher discussed the findings of the study with the supporting theory result conducted by previous research.

A. Research Findings

Research finding presented and discussed the answer about the research question that were about the analysis of students' linguistics and psychological problems in speaking English at 8 Grade of MTs Nurul Ali Jember. The researcher elaborated research findings based on observation, interview, and document review as follows:

1. The micro linguistics problems experienced by students at 8 Grade of MTs Nurul Ali Ledokombo Jember

There are phonology and morphology that learners have when it comes to speaking, those are inability to pronounce and lack of vocabulary.

1) Inability to pronunce

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Based on observation and interview conducted by researcher to students that found problem faced by 8 Grade at MTs Nurul Ali when the students cannot pronounce English very well. Pronunciation was very important to communicate especially for non-native speaker because if the speaker was mispronounced, it made difficult in communicate. The students felt difficult in pronunciation when they learned speaking English. The students confused in pronounce the word because they did not understand how to spell correctly. This was strengthened by interview conducted by researcher to English teacher. The English teacher said that students' ability of pronunciation was still lack because the students did not have best way to produce the language when speaking English, it means that almost all the students did not have good pronunciation in speaking English.

Based on interview from English teacher said:

> "According to me, the problem of students at 8 A in learning pronunciation, because it is the most difficult thing in learning English. Some students did not understand English especially pronunciation. According to them, speaking was new experience that they felt difficult to understand it. The students sometimes felt confuse about the difference between writing and pronunciation. Like say words "Today" the students said "Tuday" and "Question" they said "Kuestion". That's the problem of students in learning speaking especially pronunciation.[52]

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[52] Kholisah, English teacher at MTs Nurul Ali, interview on 30 July 2024

From the observation class in learning speaking English. This is an example that the researcher finds. They had trouble pronouncing words correctly. According to students, writing and pronounced were not same. The students did not memorize the alphabet so they did not understand how to pronounce it. For the example said *"book"* the students said *"bok"* not *"bUk"* and *"teacher"* the students said *"techer"* not *"ti:tjer".*

Those errors have negative impact on students' pronunciation. Also, the students can make some mistakes in pronunciation because of their own mistakes.

In interview question that discussed the pronunciation of words. The students' opinions about pronunciation:

R: "May I know if you like English lessons or not?".

MA: "Not bad Miss because sometimes it's hard".[53]

SZ: "I do not like Miss because I do not know how to read and how to pronounce".
MAR: "Not bad Miss, I do not know how to read and I do not understand what the meaning".
FR: "I like English lesson Miss, but I do not know what the meaning and difficult".[54]

It was confirmed by the statement from students, students said they do not know how to read and pronounce some vocabulary. Learn English is not bad but many students do not

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[53] Students of MTs Nurul Ali Jember, interview on 25 July 2024

[54] Students of 8 A MTs Nurul Ali Jember, interview on 25 July 2024

know the meaning of vocabulary, so they feel difficult in speak

English. In the other hand, students said:

> R: "How difficult is it?".
> MA: "In my opinion, speaking English is difficult, the way to pronounce and write the words are different, sometimes it makes me difficult to speak English.55

In this interview the researcher found that the students

confused how to read and understand the meaning of English. It

makes students low enthusiasm in learning English.

The students explained were confused about pronounce the

words in English, because if they were wrong in their

pronunciation. They were afraid of being laughed by friends, so

they become sad and afraid when they were told to read or speak

English.

Based on all the result of this statement above, the

researcher can conclude that students have difficult pronunciation

in speaking English. The students have linguistics problem in

speaking English because writing and pronunciation are different,

and they are also afraid to pronounce the wrong word when

speaking.

2) Lack of vocabulary

Vocabulary is a difficult experienced for students. Students

often not confident when speaking because they are afraid for

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55 Students of 8 A MTs Nurul Ali Jember, interview on 25 July 2024

making mistake, especially choose the wrong words. When students lack of vocabulary be unable to communicate effectively. The researcher observed the process of students' activity in learning vocabulary. The researcher was observed at 8 Grade, the researcher found some problems students in learning vocabularies. The students feel vocabulary was very difficult because they do not know how to pronounce. It can be seen that the one of students received an assignment from his teacher, writing examples from our daily activity. Here the researcher saw several words that were written incorrectly, for example "different" became "difserent" then "homework" became "homeworlk" and "school" became "schosl".

Furthermore, the students did not know how to write the words in vocabulary. This strengthened by interview conducted by researcher to English teacher about difficulty in vocabulary. The English teacher said that ability to write the vocabulary students was still lack because the students did not understand about vocabulary.

Based on interview from English teacher said:

"According to me, the problem students in learning vocabulary were that they had difficulty spell and write words in English. They did not know how to read and spelling the alphabet. They did not memorize the alphabet in English. The students still had difficulty reading the alphabet. They did not understand it".[56]

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[56] Kholisah. English teacher of MTs Nurul Ali Jember, interview on 30 July 2024

This proven by the document from the result of lack vocabulary from students' assignment learning English.

In line with what the researcher found in student assignments. Students showed that their vocabulary was still low. They assignment still errors, such as errors in writing the vocabulary, the words were incomplete, and sometimes students wrote the vocabulary in Indonesian such as *live* become *leife*, *help* become *heip*, and *girl* become *ger*. Students did not have motivation to make their vocabulary be better, because they felt vocabulary is difficult to learn. This opinion was also strengthened by the researcher interview with the students in the classroom.

> R: "What makes you difficult to spell vocabulary correctly?".
> RE: "I felt difficulty spell and write the alphabet in English. I think learning to spelling was very hard. I did not know how to spell the alphabet correctly. I was spelled it wrong".[57]
> IF: "Spelling was very difficult for me. I do not understand how to write and spell the alphabet. And I still difficulty to memorize the alphabet one by one".[58]

In addition, explanation of students it can be concluded that spelling in vocabulary was difficult. They did not know how to spell correctly and students feel not easy to memorize the alphabet one by one. This opinion comes because students only

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[57] Students of MTs Nurul Ali, interview on 28 Juli 2024

[58] Students of MTs Nurul Ali, interview on 28 Juli 2024

have a short time to learn English, especially at school and only during English lesson.

In line with student statement confirmed through the following interview, said:

> MD: "I did not memorize the alphabet in English. I did not know how to spell letters in words. I felt confuse to spell it. I had difficulty in spelling. Spelling was very difficult part in learning vocabularies. I think the writing and spelling were not same. That's what makes it always wrong to spell".[59]
>
> ZS: "It was hard for me to say in English. I confused how to write vocabulary because I did not know spell letters in the alphabet".[60]

Meanwhile, the students were lacking vocabulary because they have not mastered many vocabularies and difficult in spelling vocabulary. Not know the meaning of words or sentences can make students feel anxiety to speak. And have limited vocabularies, students find it difficult to convey what they wanted to say.

From all the result of the observation in the classroom. The researcher found that there were some problems the students in learning vocabularies especially in spelling. They still had difficulty in spelling words. The students still wrong in spell the alphabet one by one. They did not know how to spell the alphabet correctly. They confused when the English teacher

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[59] Students of MTs Nurul Ali, interview on 28 July 2024

[60] Students of MTs Nurul Ali, interview on 28 July 2024

asked to spell words.[61] It can be concluded that students are still lack in vocabulary and are confused by so many vocabularies.

2. **The macro linguistics problems experienced by students at 8 Grade of MTs Nurul Ali Ledokombo Jember**

There are macro linguistic in speaking: lack of confidence, anxiety, shyness, and fear of making mistake.

1) Lack of confidence

Confidence is one of the most successful factors in improving social and communication skills. When students have low confidence, it affects they ability to perceive their environment and other people. Therefore, for students' confidence is an obstacle to improving their speaking both inside and outside the classroom during their studies. Students think that English is bad. The researcher found that the students have a lack of confidence and still nervous when they tried to speak. Some indication of students nervous were panic, confused and too much thinking. The researcher conducted to interview with the English teacher.

The English teacher said:

"The teacher asked one of the students to introduce herself in front of class. But most of the students lack the confidence to speak English. And then the students lost their confidence in speaking English in front of their friends because they thought they did not do well, afraid making mistakes and of being laughed at by friends when they were wrong".[62]

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[61] Observation on 23 July 2024

[62] Kholisoh, Teacher of MTs Nurul Ali Jember, interview on 30 July 2024

The result of lack confidence from students' assignment learning English. The students come forward to read some texts but she only focused on his book. She does not give eye contact to her friends because did not have confidence.

This opinion was also strengthened by the researcher interview with the students.

> R: "What makes you feel lack of your confidence?".
> IF: "Sometime I am confused about what to say and I though too long with the words that I want to use".[63]
> MA: "I often feel nervous when suddenly I am tried to speak, especially in speaking English, I am like I did not know anything. And I felt nervous, panic, and fear of making mistake".
> AA: "I never feel confident about myself when I speak in English".

In the other hand, the researcher found the nervous, panic and fear of making mistake of students. They confused about what should they say when they tried to speak English.

In line with student statement confirmed through the following interview, said:

> MD: "Yes Miss, I have lack of confidence because I am not fluent when speaking English".
> RE: "I'm embarrassed to speak English because my pronunciation is not good and it's makes me nervous".[64]

As well as statement by students, they are not confidence because they have some reasons. When the teacher instructs to come forward to

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[63] Students of 8 A MTs Nurul Ali Jember, interview on 28 July 2024

[64] Students of 8 A MTs Nurul Ali Jember, interview on 25 July 2024

tried speak English in a class, they feel nervous, and they think not good to speak. From the reasons, many students' opinions explain that they are afraid and panic when speaking English and make some mistakes in front of people.

Based on all of the interview with students 8A MTs Nurul Ali. The researcher knew that the students difficult to speak English because they were not confidence and can not speak fluently. The students are lack confident when they are conveying or sharing their opinion in front of the class or classmate.

2) Shyness

The researcher looked, that students felt shyness when they speak English in the classroom. Many students did not to practice when teachers gave assignment to read in front of the classmate. Shyness is when someone feels awkward or anxious in a new place or in a new situation. When students learning' English they feel embarrassed to practice speaking. Because English is a new language for students and they feel reluctant to practice speaking. The researcher conducted interview with the English teacher. English teacher said:

> "The students felt shy when they speak English with their friends or read some text in front of class. They prefer do assignment rather than tried to speak English, because their feel anxious and shy".[65]

This proven by the document from the result of shyness from students' assignment learning English

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[65] Kholisoh, Teacher of MTs Nurul Ali Jember, interview on 30 July 2024

This opinion was also strengthened by the researcher interview with the students in the classroom. Based on interview students said:

> R: "What makes you feel shy when you speak English?
> MAR: "I often feel nervous when I asked to speak, especially in speaking English, I am like do not know anything".[66]
> MD: "I always shy away when I have to speak English in front of class".
> AA: "I am not interested in speaking English because English is difficult to learn, and I am shy when try to speak because my pronunciation is bad".

In this step researcher asks to the students about the difficult things in speaking English. Students said they feel nervous and shy when they tried to speak English. And English is not interested, because they feel difficult to learn it. From the interviews the researcher concluded that's students have low motivation to learn English because their thinking.

> ZS: "I'm happy when learning English, even though I feel shy Miss. I was afraid to talk in front of many people, I'm nervous and I afraid I'm wrong".
> RE: "I'm not motivated to speak English because I feel pressure".[67]

In fact, many students feel not capable to speak English. They feel nervous to speak, afraid to talk in front of people. From the interview, document review and observation above, the researcher found that there were some problems the students in learning speaking English especially in shyness.[68]

The researcher found that students felt nervous and shy when they tried to speak English. They did not know how to confident when speak

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[66] Students of 8 A MTs Nurul Ali Jember, interview on 28 July 2024

[67] Students of 8 A MTs Nurul Ali Jember, interview on 25 July 2024

[68] Observation on 23 July 2024

English. The opinion from the researcher that students felt nervous, shy and afraid making mistake because they do not know how to pronunciation words correctly. That was the main problem for students in shyness.

3) Fear of making mistake

Fear of making mistake becomes one of the main factors contributing to students' unwillingness to speak English in the classroom. The researcher found the reason for the fear of making mistakes from students are afraid of looking foolish in front of other people, and they are concerned about how others see them. The students feel afraid of fear making mistake because they are worried that their friends laugh at them and receive negative evaluations from their peers if they make mistakes in speaking English. This was strengthened by interview conducted by researcher to English teacher. The English teacher said that students fear of making mistake because the students did not confident to speak in front of other people.

Based on interview with English teacher said:

> "According to me, the students afraid of making mistake when they speak English, and other students would be laughing at the students. Students feel nervous if done wrong. However, no one is perfect, even though fixed-native speakers make mistake all the time. The situation can have a negative effect on the students who are trying to show themselves in front of their friends. The students may never try to speak in front of other people again".[69]

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[69] Kholisoh, Teacher of MTs Nurul Ali Jember, interview on 30 July 2024

The answer from English teacher was interviewed gave answer that the students had difficulty in speaking English was also strengthened by the result of interviews with the students concerned in class. The researcher interviewed some students in the class. It was explained by the students as follow:

> R: "What makes you feel afraid of making mistake when you speak English?
> IF: "I am lack of confidence and when I tried to speak English, I always fear of mistake Miss".[70]
> FR: "I am not too fluent if I should speak English, I afraid to wrong".
> SZ: "Because of shame and I am easily to stammer when I am talking *(stuttering)*. Besides, I am also fear of making mistake".

Besides that, students voiced the difficult in speaking English. lack of confidence makes some student afraid to speak. Then students feel stammer when talking in English.

> MA: "I often feel nervous when I tried to speak, especially in speaking English. I am like I do not know anything. Anxiety is there automatically and it is followed by nervousness, panic, and fear of mistake".
> AA: "When I tried to speak English my friends laugh because I am wrong. It is makes me afraid to read or speak English in front of other people".
> RE: "I fear my English grammar and vocabulary may be incorrect when I tried to speak".
> SZ: "I started to panic when I have to speak English without any preparation".[71]

So, it can be seen that they are experiencing difficulties in speaking English, like feel stammer when talk, lack confidence, and their friends laugh when they make some wrong in front of class. And anxiety is there

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[70] Students of 8 A MTs Nurul Ali Jember, interview on 28 July 2024

[71] Students of 8 A MTs Nurul Ali Jember, interview on 25 July 2024

automatically followed by nervous, panic, and then fear of making mistakes. It can be concluded many difficulties of students when they tried to speak English.

From the interview, document review and observation above, the researcher knew that the students had difficult in speaking English. Therefore, students felt anxious, shy, shame, nervous and panic when speak English, and they cannot handle that's feeling. They had difficult to tried speak English and afraid fear a mistake. So, that was the main problem from students did not want to learn speak English.

3. **The strategies of students 8 grade to overcome micro and macro linguistics problems in Speaking English**

In the field, the researcher found that the strategies of students 8 grade to overcome the students' micro and macro linguistics problems in speaking English. Therefore, this section was comprised into three parts: relaxation technique, gaining support from others, and readiness for activities.

a) Relaxation technique

The students' felt shyness and anxious when they tried to speak English and also lowers the barriers for students who do not want to speak in front of the class. They felt fear of making mistake order to speak English. Conducted the interview with English teacher.

The English teacher said:

> "In the learning speaking English, many students have a same problem. Such as not confidence, anxiety, shyness, and fear of making mistakes. The student did

not want to speak or read in English because they think that is difficult to try".[72]

In this evaluation, the researcher look that the students felt difficulty when speak English in front of classmates. To overcome that's problems, they tried to relieve their emotional burdens by adjustment to their mental and physical states, positive thinking, positive self-talk, releasing psychophysical tension and leisure activities. To maintain self-motivation to participate or attend English class, the students tried to have positive thought and feeling during English classroom activity. They tended to control their own emotion to reduce their shyness and anxiety to speak English in front of classmates.

Based on the student interviews:

NS: "The solution for me having difficulty in speaking English is to join an English group at school, so I often speak English there".
AS: "The teacher asked students to practice pronouncing and spelling the words. And then, come forward in front of the classroom. If there were some mistakes, the teacher made a correction direction".[73]
DAF: "I want to try to enjoy the lesson by following each method provided by my teacher".
AA: "I just try to relaxed, calm and think that have a brave to do a mistake in learning is good, so I can feel better".[74]

The appropriate use of relaxation techniques in language classroom brings several benefits for the students.[75] Relaxation

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[72] Kholisoh, Teacher of MTs Nurul Ali Jember, interview on 30 July 2024

[73] Students of 8 A MTs Nurul Ali Jember, interview on 23 July 2024

[74] Students of 8 A MTs Nurul Ali Jember, interview 23 July 2024

techniques demonstrate the ability of students to communicate, discuss, and cooperate with other students and it is effective method.

Basen on the result of observation, interview, and documentation, the researcher found that most of the students from NS, AS, DAF, and AA had positive thought to face English activities. Before they performed, they convinced themselves that they could do what the teacher want. They have ability to show their best and try to motivate themselves by enjoying the whole activity. They believed that through put positive thinking by saying "English is fun and just attempt to enjoy the classroom activity can help them to overcome English speaking.

From the observation and interview, the researcher can conclude that relaxation techniques can make students less afraid when speaking English because they do it not only alone but with their friends.[76] The researcher knew that relaxation techniques strategies was very important to overcome students' linguistics and psychological problems in speaking English.

b) Gaining support from others

Student have their own ways to adapt with their new environment, and new friends. They also have capability to detect which friend belong to them or have matched both physically and

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[75] Douglas. 2006. *Important to Improve Communication Speaking*. Cambridge University Press

[76] Observation on 23 July 2024

mentally. Therefore, the student to socialize with other friends who have the same background knowledge, same idea or vision especially in a group discussion. The researcher conducted interview with English teacher.

The English teacher said:

> "I give support to all students to make them shall speak in front of class. This process made it easier for students to understand in learning speaking".[77]
>
> It was supported by interview with students:
>
> PAK: "According to me, giving examples can help me to understand in learning speaking English. The English teacher gives examples about how to read and speak English well. Then we try to speak in front of class".
> MIT: "My friends also enjoy English activity, and ask me to do not panic".[78]

Meanwhile, the researcher found that the students easily to learn English. They can find many new vocabularies, and easy to remember it. To overcome the student attempted to again support from peers and teacher. These kinds of strategy often used by the student especially from MIT and AI groups to gain positive feedback and support from others. They expected the help from other friends to give support and suggestion to solve their negative feeling. As the result, they felt much better, when their friends and teacher motivated them that they can do it. They claimed, when they felt anxious in answering the question or preparing to do the task, they just asked their friends helped to solve their problem and prepared speaking English. the

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[77] Kholisoh, Teacher of MTs Nurul Ali Jember, interview on 30 July 2024

[78] Students of 8 A MTs Nurul Ali Jember, interview on 23 July 2024

excerpts below presented their response, how peers and teacher helped them to prepare English course.

> AI: "I start the lesson by praying first, try to be relaxed and calm. Sometimes, I also ask to other friends who is smarter than me if I do not know".[79]
> EW: "When I want to try speak English, I do not think about my anxiety or my shyness, when I false my teacher gave me spirit to try again".[80]

Then, in the observation, the researcher found the students needed gaining support from others to make them easy in learning speaking English. Furthermore, most of students from low English proficiency need the figure of teacher who can make them happy and change their own negative mindset about learning English. Besides, many impact for the students, the students find new vocabulary they recorded in book and write the meaning, then try to memorize it. The students understood vocabulary, pronunciation and spelling with easily.

From all the interview and observation at classroom, the researcher knew that gaining support from others is important strategies to overcome students' linguistics and psychological problem in speaking English. It is the easy way to make students learn easily and enjoy.[81]

c) Readiness for activities

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[79] Students of 8 A MTs Nurul Ali Jember, interview on 26 July 2024

[80] Students of 8 A MTs Nurul Ali Jember, interview on 26 July 2024

[81] Observation on 23 July 2024

The used of readiness for activities to overcome the students'
linguistics and psychological problem in speaking English. The teacher
used this strategy in learning process because this strategy can force
the students to speak event they do not want to speak.

Based on interview with English teacher:

> "I gave a topic to students encouraged to work on it and
> ensure that everyone. I gave a topic about vocabulary
> around there. I practice for students how to pronounce
> and spell correctly. I asked the students to come forward
> to present the memorize vocabulary. After that, I revised
> students' mistakes in pronouncing and spelling
> vocabulary. Therefore, the students can improve their
> speaking ability".[82]

To avoid feeling during joined in English classroom activity,
the student had to be ready about the materials that would be discussed
in English class. In order to ensure that student would face the activity
smoothly, they sometimes just came up to English class and faced their
anxiety bravely. The student said that by studying and preparing the
materials, they felt more confident even though the teacher gave
feedback on their speaking performance. They had already known their
own weakness and sometimes they participate better than if they did
not prepare anything. Some of student responded.

Based on the student interviews:

> AA: "I just study what I need before entering class. So,
> I attend English class not with empty hands and erase

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[82] Kholisoh, Teacher of MTs Nurul Ali Jember, interview on 30 July 2024

my anxious to asking because it becomes the beginning of ignorance".[83]

RE: "The English teacher explained the meaning first. Then, the teacher told us how to memorize vocabulary and practice in front of the teacher. After that, the English teacher revised vocabulary if something wrong. I felt easy to know meaning of vocabulary and tried speak English".[84]

The student who had well prepared could compete and more active during join the course. They looked so relaxed and happy even though they made many mistakes in their utterance. Moreover, the student from R group just attempted to come up and face their feeling anxious when they spoke English in front of class. They needed to confront it bravely without escape from their anxiety. When the teacher gave feedback, the student claimed they just faced their negative feeling that made them anxious. On other words, to overcome linguistics and psychological problem by keeping in mind everything would be okay if they just did what the teacher wanted. Their response was as follow.

FR: "I try to enjoy the course happily. If I feel nervous, I just face it and attempt to calm down".
MA: "I just try to confront my anxious feeling because I sure that by practicing make me more fluent in speaking English".[85]

Based on all observation, interview and discussion the researcher found that the strategies readiness for activities to overcome students' linguistics and psychological problems in speaking English.

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[83] Students of 8 A MTs Nurul Ali Jember, interview on 25 July 2024

[84] Students of 8 A MTs Nurul Ali Jember, interview on 25 July 2024

[85] Students of 8 A MTs Nurul Ali Jember, interview on 25 July 2024

The English teacher presented a new vocabulary to students. The students practiced vocabulary and tried to speak in front of class. The teacher revised students' mistakes in pronounce, and of vocabulary.

A. Discussion

Based on the result of the research, the researcher conducted that in MTS Nurul Ali Ledokombo Jember, the students faced difficulty in learning speaking English. In this research, the researcher tried to identify the 8 grade students' micro and macro linguistics problems in speaking English and the strategies used by English teacher to overcome students' micro and macro linguistics problems in speaking English through the mistake from the result of the interview from students and teacher, and observation in field.[86] The detail of discussion explained as follows:

1. Students' micro linguistics problems in speaking English at 8 Grade of MTs Nurul Ali Ledokombo Jember

In the result, the researcher found the students problem in speaking English such as micro linguistics problems. In micro linguistics problems based on Scott Soames theory in linguistics problem, the students had problem in pronunciation and vocabulary. Another study conducted from Yunika in this study aims to analyze the speaking problems such as linguistics problems namely lack of

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[86] Observation on 23 July 2024

vocabulary needed to talk, poor in grammar, and poor in pronunciation.[87]

It was difficult for many students to respond when the teacher asked them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, how to pronounce it, and how to use the grammar correctly.[88] The students admitted that the lack of pronunciation, the student felt pronunciation was very difficult.[89] From lack of vocabulary, the result of the interview, almost all of the students said that the vocabulary in English language is very difficult.[90] It is because their knowledge of vocabulary is low. In this study the micro linguistics experienced by 4 students that have inability to pronounce and 4 students in lack of vocabulary.

2. **Students' macro linguistics problems in speaking English at 8 Grade of MTs Nurul Ali Ledokombo Jember**

Furthermore, in macro linguistics problems the problems that derives from the outside of the language. Based on Scott Soames theory the student's speaking difficulty were: lack of confidence, shyness, and fear of making mistakes.[91] The statement above was

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[87] Yunika. "An Analysis of Students' Problems in Speaking at Ten Grade of SMAN 2 Siak, Kecil, Bengkalis". (Riau: Islamic University Riau). 2021.

[88] Soames, S. "Linguistics and Psychology". Linguistics and Philosophy. 1984.

[89] Gower. Philip. and Walter, *Teaching Practice: A Handbook for Teachers in Training*, 153. 1995

[90] Lynne Cameron, *Teaching Languages to Young Learners*, 34.

[91] Soames, S. "Linguistics and Psychology". Linguistics and Philosophy. 1984.

supported by Siti Khapsoh.[92] In line with her result psychological factors that hinder students from practicing their speaking in English.

In lack of confidence. Most of students felt not confident if they were not fluent in speaking English. Then is shyness, actually, just a little of students that were appeared shyness obtaining several symptoms either when students were not fluent, nervous, they cannot establish eye contact of their friends and appeared uncomfortable when they speak. And fear of making mistakes, students assumed that fear of making mistakes made students felt shy in speaking English. The macro linguistics experienced by 5 students have lack of confidence, in shyness experienced by 5 students, and fear of making mistake experienced by 7 students.

3. **The strategies of students 8 Grade to overcome micro and macro linguistics problems in speaking English**

In this research, the researcher tried to identify factors that the solve in learning speaking English through the interview with the students and English teacher. It was three factors to overcome students' micro and macro linguistics problems in speaking English such as relaxation techniques, gaining support from others, and readiness for activities. In students at 8 Grade of MTs Nurul Ali Ledokombo Jember.

In relaxation techniques. It was supported by the observation in classroom.[93] The researcher found that the easiest way is by relaxation the

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[92] Siti Khapsoh. "Students' Psychological Speaking Problems at The Eleventh Grade of linguistic Major of Senior High School2". PURWOKERTO: IAIN PURWOKERTO.2020

body and thought. Most of students from very anxious until relaxed group claimed that by relaxing their body and thought very help to reduce their negative feeling. This finding also has been revealed by Kondo and Yang that relaxation technique is the most popular and easy strategy to overcome students' language and psychological problems.[94] The statement above was supported by Imelda Tahalele.[95] In line with her result mention that the students' opinion indicated that relaxation strategies that they used were effective to understand.

And then gaining support from others. The researcher finds in a group discussion, they sometimes gain motivation from other peers. This statement is also indicated supported by Marwan.[96] In this strategy the students may become accustomed to relying on their friends' ability to answer a difficult question or become a volunteer. This result was supported by Imelda Tahalele. [97] Her result is support from classmate very important in learning, in the classroom this method significantly enhances students learning. That peers' attitude can be as the major of linguistics and psychological problems to overcome their fear.

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[93] Observation on 23 July 2024

[94] Kondo. D.S & Yang. Y.Y. "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan". ELT. Journal 58 (3), 258-265.2004.

[95] Imelda Tahalele, Felcia M. L. Wensy S. Nussy. "The Analysis of Student' Psychological Problem and its Solution in Speaking English at One of Junior High School in Aru Island". (MATAI: International Journal og Language Education). 202 Vol (3) No2.

[96] Marwan, A. "Investigating Students Foreign Language Anxiety". ELT Research 3, 37-55.2007

[97] Imelda Tahalele, Felcia M. L. Wensy S. Nussy. "The Analysis of Student' Psychological Problem and its Solution in Speaking English at One of Junior High School in Aru Island". (MATAI: International Journal of Language Education). 202 Vol (3) No2.

Moreover, readiness for activities. In order face English classroom activities well, the students need more preparation to make them more comfort and enthusiast in joining English activity. Kondo and Yang said preparation is a the most popular strategy to cope language Anxiety used by the students, the students should prepare themselves by doing some activities proper to their necessity in English learning.[98] The students who attend English class without any preparation looked more nervous after the teacher provided correction.

In another study by Siti Khapsoh, she said it would be beneficial if students read or even glance over the lessons to be learning the next week before visit the classroom to learn English.[99] Besides preparation, the students especially from relaxed sometimes just confronted the unhappy situation and kept in accepting the teacher's offering. The strategies used by students at 8 grade of MTs Nurul Ali Jember to overcome student' micro and macro linguistics problems were using relaxation techniques by 4 students, gaining support from other by 4 students, and readiness for activity using by 4 students.

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[98] Kondo. D.S & Yang. Y.Y. "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan". ELT. Journal 58 (3), 258-265.2004.

[99] Siti Khapsoh. "Students' Psychological Speaking Problems at The Eleventh Grade of linguistic Major of Senior High School2". PURWOKERTO: IAIN PURWOKERTO.2020

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the researcher presented the conclusion of the research and suggestion for English teacher, and further researchers who were interested in the similar research.

A. Conclusion

Based on the finding of data analysis and discussion in this previous chapter, there were two conclusions as follow:

1. The students' micro and macro linguistics problems in speaking English

Based on the data analysis, it can be concluded that the researcher found students' micro and macro linguistics problems in speaking English at the 8 Grade of MTs Nurul Ali Ledokombo Jember, come from the students themselves. The difficulties that students experienced included linguistics problems and psychological problems. In micro linguistics problems, there are several aspects, such as lack of pronunciation. They confused how to pronounce correctly. While in vocabulary, the students have difficulty in write and spell words in the English language. They did not know the alphabet in English. Besides, most of them was lack of vocabulary. The students said that the vocabulary in the English learning very difficult. It is because their knowledge of vocabulary is low. They also said that the vocabulary in English is difficult to memorize.

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In macro linguistics problems, there are tree aspects, which include lack of confidence, anxiety, shyness, and fear of making mistake. First, lack of confidence. Most of students that the problems often felt not confident if they were speaking English. The students also admitted that they did not have the ability to speak English well and their knowledge of English was limited. Second, shyness. The students felt shy and nervous when they tried to speak English. They did not know how to be confidents when speak English. Last, fear of making mistake. Fear of making mistake becomes one of the main factors contributing to students' unwillingness to speak English. The students feel afraid in speaking English because they are worried that their friends laugh at them and receive negative evaluations from their peers.

2. The strategies used by English teacher to overcome micro and macro linguistics problems in speaking English

From the result of the data analysis of interview and observation, the researcher found three factors that overcome students' micro and macro linguistics problems in speaking English. The students' strategies to overcome micro and macro problems in speaking English by relaxation techniques, gaining support from others, and readiness for activities. Most of students from all level preferred to choose relaxation technique when they felt anxious, shyness, lack of confidence, and fear of making mistakes in speaking performance, while some of them applied to gain positive feedback from both peers and teacher. Moreover. They also prepared to

study the material first before attended in English class. This strategy helped students to practice speaking English easily.

B. Suggestion

After concluding, the researcher would like to deliver some suggestion to English teacher and other researchers interested in conducting the same researcher.

For the teacher, it was expected to be able analysed the students' micro and macro linguistics problems in speaking English. The English teacher knew the factors affecting them and to find the appropriate solution. It made it the students easy to understand and memorized the vocabulary, also easily to practice speaking English.

For the further researcher, it was expected to be able to conduct research about analysed of problems at the other skills of English especially in speaking skill. So, the further researcher knew problems of students in learning speaking English. The further researcher was analysed and solved. This research also could be used as reference in doing related research in another object.

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Appendix 1 Letter of Plagiarism

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama   : AFITA KHAIRUN NISA'

NIM   : T20186025

Program Studi   : TADRIS BAHASA INGGRIS

Judul Karya Ilmiah : An Analysis of Students' Linguistics and Psychological Problems in Speaking English at 8 Grade of MTs Nurul Ali Ledokombo Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (7,2 %)

1. BAB I   : 17 %
2. BAB II : 11 %
3. BAB III :   6 %
4. BAB IV :   2 %
5. BAB V   :   0 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 29 November 2024
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.Sos.I., M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
    2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 2 Declaration of Authenticity

DECCLARATION OF AUNTHENTICITY

The undersigned bellow:

Name : Afita Khairun Nisa'

NIM : T20186025

Faculty : Tarbiyah and Teacher Training

Program Study: English Education Program

Institution : UIN KH. Achmad Siddiq Jember

State that this thesis entitled "An Analysis of Students' Linguistics and Psychological Problems in Speaking English at 8 Grade of MTs Nurul Ali Ledokombo Jember" is truly my original work from the result of conducting research at MTs Nurul Ali, except all information contained in this thesis which are accepted from references mentioned.

Jember, 27th November 2024

Afita Khairun Nisa'
T20186025

Appendix 3 Matrix

RESEARCH MATRIX

TITLE	VARIABELS	SUB-VARIABELS	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION

An Analysis of Students' Linguistics and Psychological Problems in Speaking English at 8 Grade Students of MTs Nurul Ali Ledokombo Jember	- Students' difficulties	a) Factors of difficulties in speaking English	a. Linguistics Problem:
			 a) Lack of Pronunciation
			 b) Lack of Vocabulary
			 c) Lack of Grammar
			 b. Psychological Problem:
			 a) Lack of Confidence
			 b) Anxiety
			 c) Shyness
			 d) Fear of Making a Mistake
				Research Participant:
				 1. The students at 8 Grade of MTs Nurul Ali Ledokombo Jember
				 2. The English teacher of MTs Nurul Ali Ledokombo Jember
					1. Research Approach: Qualitative
					 2. Type of Research: Descriptive
					 3. Technique of data:
					   a. Interview
					   b. Observation
					   c. Document Review
					 4. Data analysis:
					   a. Data condensation
					   b. Data display
					   c. Conclusion /Verification
					 5. Validity of Data
					   a. Source triangulation
					   b. Technique triangulation
					 6. Procedure of Data
					   a. Pre-field Stage
					   b. Implementation Stage
					   c. Reporting Stage
						1. What are the linguistics and psychological problems experienced by student at 8 Grade of MTs Nurul Ali Ledokombo Jember?
						 2. How are the strategies of students 8 grade to overcome linguistics and psychological problems in English speaking of MTs Nurul Ali Ledokombo Jember?

		b) Strategies to overcome the students' difficultie	a. Relaxation techniques b. Gaining support from			

	- Speaking English	s in speaking English	others c. Readiness for activity		
		c) Component of speaking English	a. Pronunciation b. Vocabulary c. Grammar d. Fluency e. Comprehension		

Appendix 4 Lesson Plan
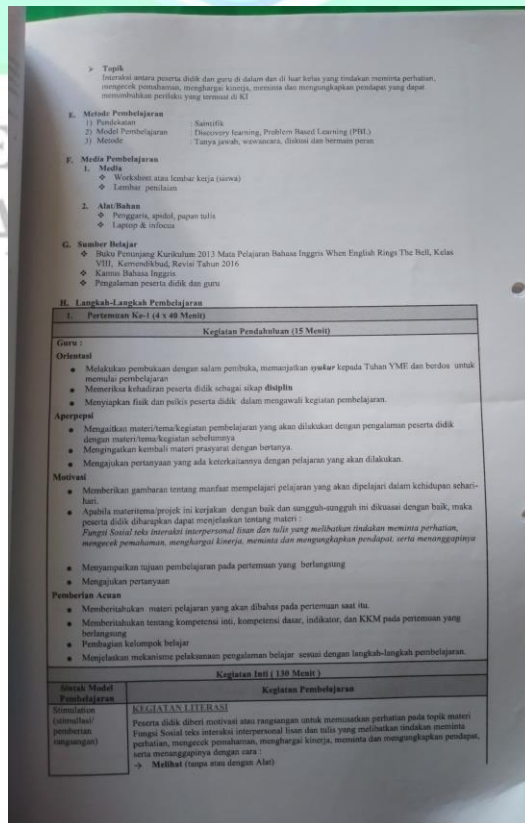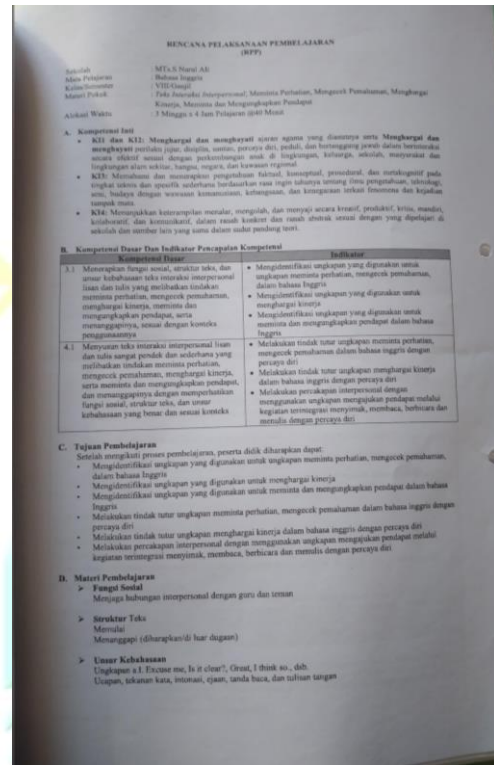
Menayangkan gambar/foto/video yang relevan.

→ Mengamati

- Lembar kerja materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya.
- Pemberian contoh-contoh materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb

→ Membaca

Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya

→ Menulis

Menulis resume dari hasil pengamatan dan bacaan terkait Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya

→ Mendengar

Pemberian materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya oleh guru.

→ Menyimak

Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :

Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya

untuk melatih rasa *syukur*, kesungguhan dan *kedisiplinan*, ketelitian, mencari informasi.

Problem statement (pertanyaan/ identifikasi masalah)	**CRITICAL THINKING (BERPIKIR KRITIS)**
	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :
	→ Mengajukan pertanyaan tentang materi :
	Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya
	yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	**KEGIATAN LITERASI**
	Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan:
	→ Mengamati obyek/kejadian
	Mengamati dengan seksama materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya.
	→ Membaca sumber lain selain buku teks
	Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang sedang dipelajari.
	→ Aktivitas

Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang sedang dipelajari.

→ Wawancara/tanya jawab dengan nara sumber

Mengajukan pertanyaan berkaitan dengan materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang telah disusun dalam daftar pertanyaan kepada guru.

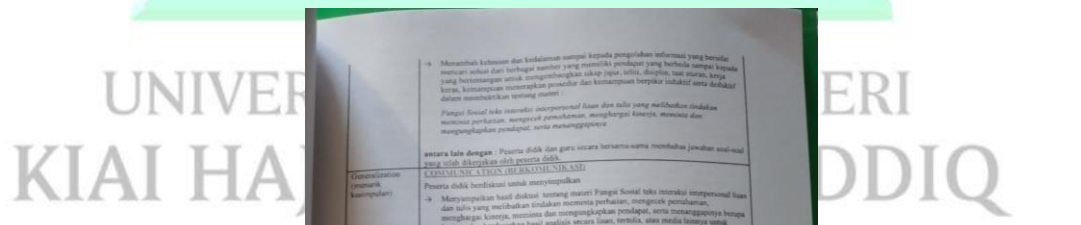|	**COLLABORATION (KERJASAMA)**
	Peserta didik dibentuk dalam beberapa kelompok untuk:
	→ Mendiskusikan
	Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya
	→ Mengumpulkan informasi
	Mencatat semua informasi tentang materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
	→ Mempresentasikan ulang
	Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya sesuai dengan pemahamannya.
	→ Saling tukar informasi tentang materi :
	Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya
	dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.
Data processing (pengolahan Data)	**COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIS)**
	Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :
	→ Berdiskusi tentang data dari Materi :
	Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya
	→ Mengolah informasi dari materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.
	→ Peserta didik mengerjakan beberapa soal mengenai materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya
Verification (pembuktian)	**CRITICAL THINKING (BERPIKIR KRITIS)**
	Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :

→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :

Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya

antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.

Generalization (menarik kesimpulan)	**COMMUNICATION (BERKOMUNIKASI)**
	Peserta didik berdiskusi untuk menyimpulkan
	→ Menyampaikan hasil diskusi tentang materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.
	→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :
	Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya
	→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya dan ditanggapi oleh kelompok yang mempresentasikan.
	→ Bertanya atas presentasi tentang materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya dan peserta didik lain diberi kesempatan untuk menjawabnya.
	CREATIVITY (KREATIVITAS)
	→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa :
	Laporan hasil pengamatan secara *tertulis* tentang materi :
	Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya
	→ Menjawab pertanyaan tentang materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.
	→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang akan selesai dipelajari
	→ Menyelesaikan uji kompetensi untuk materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

Kegiatan Penutup (15 Menit)

Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Fungsi Sosial teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan

Appendix 5 Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor:B-7549/In.20/3.a/PP.009/05/2024
Sifat   :Biasa
Perihal: **Permohonan Ijin Penelitian**

Yth. Kepala Mts Nurul Ali Ledokombo Jember
Jl. Beringin No. 12, Sumber Bulus I, Sumber Bulus, Kecamatan Ledokombo, Kabupaten Jembe

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

NIM	:	T20186025
Nama	:	AFITA KHAIRUN NISA'
Semester	:	Semester dua belas
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai An Analysis of Students' Linguistics and Psychological Problems in Speaking English at 8 Grade of MtsNurul Ali Ledokombo Jember selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Halim Firdausi S.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Juli 2024
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 6 Interview Transcript

Interview with the students about students' linguistics and psychological problems in speaking English at 8 grade students of MTs Nurul Ali Ledokombo Jember.

❖ Lack of pronunciation

P: "Baik di sini saya ingin berbicara tentang pengalaman kamu dalam belajar Bahasa Inggris. Bisa ceritakan seberapa sering berbicara Bahasa Inggris?"

MA: "Saya jarang berlatih Miss, saya belajar Bahasa Inggris ketika di sekolah saja"

P: "Oh begitu, lalu kesulitan apa yang kamu rasakan saat belajar Bahasa Inggris? Apakah kau merasa sulit belajar mengucapkan kata-kata Bahasa Inngris?"

MA: "Tidak Miss, tetapi kadang terdapat kata yang sulit di ucapkan"

P: "Lalu bagaimana denganmu (peneliti menunjuk siswa lainnya)"

SZ: "Saya tidak suka Miss karena tidak tahu bagaimana cara membaca dan mengucapkan kalimat Bahasa Inggris Miss"

P: "Lalu kamu, apakah kamu sering berlatih?"

MAR: "Tidak Miss, saya tidak tau cara membacanya dan saya tidak paham dengan artinya"

FR: Saya suka Pelajaran Bahasa Inggris Miss, tetapi saya merasa sulit dalam mengartikannya Miss"

P: "Seberapa sulit Bahasa inggris menurutmu?"

MA: "Saya pikir, berbicara Bahasa Inggris itu sangat sulit, pengucapan dengan tulisannya berbeda, kadang hal tersebut yang membuat saya takut untuk berbicara Bahasa Inggris"

❖ Lack of vocabulary

P: "Miss Nisa ingin bertanya, apa yang membuat kamu merasa kesulitan dalam pengucapan kata Bahasa Inggris?"

RE: "Saya merasa sulit dalam mengeja kata di dalam Bahasa Inggris. Saya rasa belajar mengeja sangatlah sulit. Saya tidak tau cara mengeja dengan benar. Saya sering salah dalam mengeja Bahasa Inggris"

P: "Bagaimana dengamu, apakah kamu kesulitan juga?"

IF: "Mengeja sangatlah sulit. Saya tidak mengerti bagaimana cara mengeja kata. Dan saya kesulitan mengingat kata-kata satu-persatu"

MD: "Saya tidak bisa mengingat kata Bahasa Inggris. Saya tidak tau mengeja kata-kata dalam Bahasa Inggris. Saya merasa bingung dan kesulitan mengejanya. Penulisan dan pengejaannya berbeda, itu yang membuat saya selalu salah dalam mengeja"

P: "Lalu bagaimana pendapatmu, apakah kamu juga mengalami kesulitan dalam pengucapan Bahasa Inggris?"

ZS: "Ini tidak mudah bagi saya untuk mengucapkan Bahasa Inggris. Saya bingung bagaimana cara mengeja kosa kata karena saya tidak tau membedakan kosa katanya"

❖ Lack of grammar

P: "Kendala apa yang kamu hadapi dalam belajar tata Bahasa atau gramma?"

AA: "Saya rasa grammar sangat sulit. Saya tidak bisa membedakan bagian-bagian tensis. Itu sangat sulit dimengerti"

MAR: "Saya tidak tau grammar. Saya tetap merasa bingung membedakan noun dan verb, terutama ketika membuat kalimat"

SZ: "Saya tidak tau tentang grammar. Saya rasa grammar sangat sulit untuk saya. Saya tidak tau susunan grammar bagaimana"

P: "Bagaimana dengamu?"

FR: "Saya tidak tau arti dari setiap grammar tersebut. Saya rasa grammar sangat sulit. Saya tidak bisa memahami grammar.

❖ Lack of confidence

P: "Apa yang membuatmu merasa tidak percaya diri dalam berbicara Bahasa Inggris?"

IF: "Kadang-kadang saya bingung harus berbicara apa, dan saya terlalu banyak mikir dalam merangkai kata-kata yang ingin sya gunakan"

MA: 'Saya sering merasa gugup ketika saya mencoba berbicara, apalagi berbicara Bahasa Inggris. Saya seperti tidak tau apa-apa. Dan saya gugup, panik, dan takut salah"

P: "Baik, selain itu apa ada alasan lain kalian takut untuk berbicara Bahasa Inggris?"

AA: "Saya merasa tidak percaya diri dengan diri saya ketika berbicara Bahasa inggris"

MD: "Iya Miss. Saya malu berbicara Bahasa Inggris karena saya tidak fasih ketika berbicara"

RE: "Saya malu untuk berbicara Bahasa Inggris karena pengucapan saya tidak bagus dan itu yang membuat saya gelisah"

❖ Anxiety

P: "Dari banyak jawaban yang saya dengar, saya ingin bertanya lagi. Apakah ketika kalian berbicara Bahasa Inggris kalian merasa cemas?"

MAR: "Saya tidak tertarik berbicara Bahasa Inggris karean Bahasa Inggris sulit untu dipelajari"

IF: "Saya tidak termotivasi untuk berbicara Bahasa Inggris karena saya merasa tertekan"

FR: "Saya tidak termotivasi untuk berbicara Bahasa Inggris karena Bahasa Inggris sulit dan membosankan, juga karena saya tidak mengethaui artinya"

RE: "Saya tidak tertarik di dalam berbicara Inggris karena Bahasa Inggris sulit dipelajari. Saya tidak bisa mengingat kata-katanya dan membuat saya takut untuk berbicara dengan orang lain"

P: "Itu hal yang wajar ketika kita belajar Bahasa yang bukan Bahasa keseharian kita. Lalu kecemasan seperti apa lagi yang kalian rasakan?"

ZS: "Saya tidak termotivasi untuk belajar Bahasa Inggris, tetapi saya suka ketika melihat guru saya berbicara Bahasa Inggris"

AA: "Saya khawatir karena saya tidak tau bagaimana berbicara dengan benar. Selain itu saya takut membuat kesalahan, gelisah, tidak tenang, sulit dan gagap ketika berbicara Bahasa Inggris"

MA: "Saya juga kurang dalam penguasaan kosa kata, struktur Bahasa, dan kesulitan dalam menghafal pengucapan kosa kata yang benar, karena saya hanya belajar ketika di sekolah dasar. Jadi karena itu saya gelisah ketika menoca berbicara Bahasa Inggris lagi"

❖ Shyness

P: "Selain itu, apakah kamu merasa malu ketika berbicara Bahasa Inggris di depan orang lain?"

MAR: "Saya sring merasa gugup ketika saya mencoba untuk berbicara Bahasa, terutama Bahasa Inggris, saya seperti tidak tau apa-apa"

MD: "Saya selalu malu ketika saya berbicara Bahasa Inggris di depan kelas"

AA: "Saya tidak tertarik berbahasa inggris karean Bahasa Inggris sangat sulit untuk dipelajari, dan saya malu ketika mencoba berbicara Bahasa Inggris karena pengucapan Bahasa inggris saya jelek"

ZS: "Saya senang ketika belajar Bahasa Inggris, tetspi saya malu Miss. Saya selalu takut berbicara di depan banyak orang, saya gugup dan takut salah"

RE: "Saya tidak punya motivasi untuk berbicara Bahasa Inggris karena merasa tertekan"

❖ Fear of making mistake

P: "Dari banyaknya alasan yang saya dengar, banyak siswa yang merasa malu, gelisah bahkan tidak percaya diri, untuk pertanyaan terakhir mengapa kamu bisa merasa takut membuat kesalahan ketika berbicara Bahasa Inggris?"

IF: "Saya lemah soal percaya diri Miss ketika mencoba berbicara Bahasa Inggris, saya selalu takut membuat kesalahan".

FR: "Saya tidak lancar ketika berbicara Bahasa Inggris, saya takut salah"

SZ: "Saya juga malu dan saya mudah terbata-bata ketika berbicara Bahasa Inggris. Selain itu saya juga takut membuat kesalahan"

MA: "Saya sering merasa gugup ketika mencoba berbicara, terutama dalam berbicara Bahasa Inggris. Saya seperti tidak tahu apa-apa. Kecemasan itu dating otomatis dengan rasa gugup, panik dan juga takut salah"

AA: "Ketika saya mencoba berbicara Bahasa Inggris, teman-teman saya tertawa karena salah. Hal ini membuat saya takut untuk membaca ataupun berbicara Bahasa Inggris di depan orang-orang"

"Ketika saya mencoba berbicara bahasa Inggris, teman-teman saya tertawa karena saya salah. Hal ini membuat saya takut untuk membaca atau berbicara bahasa Inggris di depan orang lain".

RE: "Saya khawatir tata bahasa dan kosa kata bahasa Inggris saya salah ketika saya mencoba berbicara".

SZ: "Saya mulai panik ketika harus berbicara bahasa Inggris tanpa persiapan apa pun".

Interview with students' linguistic and psychological problem and the strategies by students to overcome students' speaking English at 8 grade students of MTs Nurul Ali Ledokombo Jember.

❖ Strategies by students

P: "Bagaimana strategimu untuk mengatasi permaslahan-permaslahan linguistic dan psikologis dalam berbicara Bahasa Inggris?"

NS: "Solusi bagi saya yang kesulitan berbicara bahasa Inggris adalah dengan mengikuti kelompok bahasa Inggris di sekolah, sehingga saya sering berbicara bahasa Inggris di sana".

AS: "Guru meminta siswa berlatih mengucapkan dan mengeja kata. Dan kemudian, maju ke depan kelas. Jika ada kesalahan, guru memberikan arahan koreksi".

DAF: "Saya ingin mencoba menikmati pembelajaran dengan mengikuti setiap metode yang diberikan oleh guru saya".

AA: "Saya hanya mencoba untuk santai, tenang dan berpikir bahwa berani melakukan kesalahan dalam belajar itu baik, sehingga saya bisa merasa lebih baik.

PAK: "Menurut saya, memberi contoh bisa membantu saya untuk memahami dalam belajar berbicara bahasa Inggris. Guru bahasa Inggris memberikan contoh tentang cara membaca dan berbicara bahasa Inggris dengan baik. Kemudian kami mencoba berbicara di depan kelas".

MIT: "Teman-teman saya juga menikmati aktivitas bahasa Inggris, dan meminta saya untuk tidak panik".

AI: "Saya mengawali pembelajaran dengan berdoa terlebih dahulu, usahakan santai dan tenang. Kadang-kadang saya juga bertanya kepada teman lain yang lebih pintar dari saya jika saya tidak tahu".

EW: "Ketika saya ingin mencoba berbicara bahasa Inggris, saya tidak memikirkan rasa cemas dan malu saya, ketika saya salah, guru saya memberi saya semangat untuk mencoba lagi".

AA: "Saya hanya mempelajari apa yang saya perlukan sebelum masuk kelas. Jadi, saya mengikuti kelas bahasa Inggris bukan dengan tangan kosong dan menghapus rasa cemas saya untuk bertanya karena itu menjadi awal dari ketidaktahuan".

RE: "Guru bahasa Inggris menjelaskan maksudnya terlebih dahulu. Kemudian guru memberitahukan cara menghafal kosakata dan berlatih di depan guru. Setelah itu, guru bahasa Inggris merevisi kosakata jika ada yang salah. Saya merasa mudah untuk mengetahui arti kosa kata dan mencoba berbicara bahasa Inggris".

FR: "Saya mencoba menikmati kursus dengan gembira. Jika saya merasa gugup, saya hadapi saja dan berusaha menenangkan diri".

MA: "Saya hanya mencoba untuk menahan rasa cemas saya karena saya yakin dengan berlatih membuat saya lebih fasih berbicara bahasa Inggris"

Interview with the teacher about students' linguistics and psychological problems in speaking English at 8 grade students of MTs Nurul Ali Ledokombo Jember.

P: "Baik Bu, saya di sini ingin bertanya apakah banyak siswa yang suka ketika ada Pelajaran Bahasa Inggris?"

G: "Yang saya lihat ngeh mbak, banyak siswa laki-laki ataupun Perempuan yang menyukai pembelajaran Bahasa Inggris, hanya saja mereka tidak begitu fasih dalam pengucapannya, juga karean tidak memahami artinya mereka bahkan ada yang berucap pelajaran Bahasa Inggris membosankan"

P: "Iya Bu, jadi sebenarnya banyak yang berminat ngeh Bu hanya saja karena kurang begitu tau bagaimana pengucapan dan artinya mereka sering merasa bosan, lalu bagaimana ketika mereka Ibu tugaskan untuk membaca ataupun tugas lainnya, apakah pengucapan-pengucapannya sudah bagus?"

G: "Karena pengucapan adalah hal yang paling sulit dalam belajar bahasa Inggris, saya percaya bahwa siswa di kelas 8 A menghadapi kesulitan terbesar. Beberapa siswa tidak memiliki pemahaman yang baik tentang bahasa Inggris, terutama dalam hal pengucapan. Berbicara bagi mereka adalah pengalaman baru yang sulit dipahami. Terkadang, siswa bingung tentang perbedaan antara menulis dan mengucapkan. Siswa mengucapkan kata "Today" sebagai "Today" dan "Question" sebagai "Kuestion". Itu adalah masalah yang dihadapi siswa saat belajar berbicara, terutama pengucapan"

P: "Baik, Bu bisa saya pahami lalu penguasaan vocabulary siswa apakah sudah baik menurut Ibu?"

G: "Menurut pendapat saya, masalah yang dihadapi oleh siswa saat belajar vocabulary adalah bahwa mereka menghadapi kesulitan menyusun kata-kata dalam bahasa Inggris. Mereka tidak memiliki pengetahuan tentang cara membaca dan menyatakan huruf-huruf dalam bahasa Inggris. Mereka terus menghadapi kesulitan dalam memahami kata-kata tersebut"

P: "Artinya belum cukup mumpuni ngeh Bu, kemudian untuk kemampuan dalam menggunakan grammar? Apa sudah banyak siswa yang bisa membedakan setiap tensis Bu?"

G: "Menurut pendapat saya, masalah yang dihadapi oleh siswa saat belajar vocabulary adalah bahwa mereka menghadapi kesulitan menyusun kata-kata dalam bahasa Inggris. Mereka tidak memiliki pengetahuan tentang cara membaca dan menyatakan huruf-huruf dalam bahasa Inggris. Mereka terus menghadapi kesulitan dalam memahami kata-kata tersebut"

P: "Enggeh bisa dipahami Bu, selanjutnya saya ingin menanyakan soal apakah ketika dalam pembelajaran Bahasa Inggris siswa merasa, tidak percaya diri dan juga malu?"

G: "Guru meminta salah satu siswa untuk memperkenalkan dirinya di depan kelas. Tapi sebagian besar siswa kurang percaya diri untuk berbicara bahasa Inggris. Dan kemudian para siswa kehilangan kepercayaan diri mereka dalam berbicara bahasa Inggris di depan teman-teman mereka karena mereka merasa tidak melakukannya dengan baik, takut membuat kesalahan dan ditertawakan oleh teman-teman mereka ketika mereka salah, dan untuk rasa malu yang di hadapi siswa merasa cemas dan malu ketika mereka berbicara bahasa Inggris dengan teman-teman mereka atau membaca teks di depan kelas. Akibatnya, mereka lebih suka mengerjakan tugas dari pada mencoba berbicara bahasa Inggris"

P: "Lalu bagaimana dengan siswa yang merasa gelisah, ataupun takut untuk maju karena takut salah?"

G: "Siswa merasa cemas dan malu ketika mereka berbicara bahasa Inggris dengan teman-teman mereka atau membaca teks di depan kelas. Akibatnya, mereka lebih suka mengerjakan tugas daripada mencoba berbicara bahasa Inggris, kemudian untuk takut salah menurut saya, para siswa takut membuat kesalahan ketika mereka berbicara bahasa Inggris, dan siswa lainnya akan tertawa pada siswa tersebut. Siswa merasa gugup jika melakukan kesalahan. Namun, tidak ada yang sempurna, meskipun penutur asli yang sudah berpengalaman sering melakukan kesalahan. Situasi tersebut dapat berdampak negatif pada siswa yang mencoba menunjukkan diri di depan teman-

teman mereka. Para siswa mungkin tidak akan pernah mencoba berbicara di depan orang lain lagi"

Appendix 7 Letter of Finishing Research

YAYASAN SOSIAL DAN PENDIDKAN ISLAM
MADRASAH TSANAWIYAH NURUL ALI
SUMBERBULUS – LEDOKOMBO – JEMBER
STATUS : TERAKREDITASI
NSM : 121235090073   NPSN : 20581510

JL. Beringin No. 12 Sumberbulus-Ledokombo-Jember 68196 Tlp. (0331)7812013/081357005020, Email : mtsnurulali@yahoo.com

SURAT KETERANGAN
Nomor : 007/A.2/B/PP.A2/V/2023

Yang bertandatangan dibawah ini, Kepala Sekolah MTs Nurul Ali Jember:

Nama   : Halim Firdausi S.Pd.I

Jabatan   : Kepala Sekolah MTs Nurul Ali Jember

Dengan ini kami menerangkan bahwa mahasiswi berikut :

Nama   : Afita Khairun Nisa'

NIM   : T20186025

Prodi/Jurusan   : TBI (Tadris Bahasa Inggris)

Fakultas   : Tarbiyah dan Ilmu Keguruan

Universitas   : UIN KH. ACHMAD SHIDDIQ JEMBER

Yang bersangkutan telah selesai mengadakan penelitian di MTs Nurul Ali Jember pada tanggal 20 Juli – 08 Agustus 2024, dengan judul : **"An Analysis of Students' Linguistics and Psychological Problems in Speaking English at 8 Grade of MTs Nurul Ali Ledokombo Jember"** di lingkungan lembaga kami MT's Nurul Ali Jember.
Demikian, atas pemberitahuan dan kerjasamanya di sampaikan terima kasih.

Kepala Madrasah,
MTs Nurul Ali Jember

Halim Firdausi, S.Pd.I.

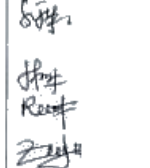**Appendix 8 Journal of Research**

Journal of Research Activity

Name : Afita Khairun Nisa'

NIM : T20186025

Title : An Analysis of Students' Linguistics and Psychological Problems in Speaking English at 8 Grade

Location: MTs Nurul Ali Ledokombo Jember

No	Time	Activity	Informant	Signature
1	On Saturday, July 20th 2024	The researcher goes to school and asks the headmaster for permission to conduct research at MTs Nurul Ali Ledokombo Jember by bringing a research permit from the campus.	Halim Firdausi S.Pd.I	
2	On Sunday, July 20th 2024	The researcher met with the English teacher to discuss about timing of the research.	Kholisah S.Pd.	
3	On Tuesday, July 23rd 2024	Researcher conducted observations of class 8A in learning English	Students	
4	On Wednesday, July 24th 2024	Researcher conducted observations of class 8B and 8C in learning English	Students	
5	On Thursday, July 25th 2024	Interview with the students	1. Muhammadah Assyifa 2. Sulistia Zahrani 3. Rifka Efita 4. Zahiratul	

			Salsabila	
			5. Aisyah Afqorina	
6	On Sunday, Juli 28th 2024	Interview with the students	1. Farel Raka Nanda 2. Imam Faqih R 3. Moh. Ardimsyah 4. Moh. Dwi Rendra	
7	On Tuesday, Juli 30th 2024	Interview with the English teacher	Kholisah S.Pd.	
8	On Thursday, August 08th 2024	The researcher ask permission to leaving from the school by bringing of journal of research activity	Halim Firdausi S.Pd.I	
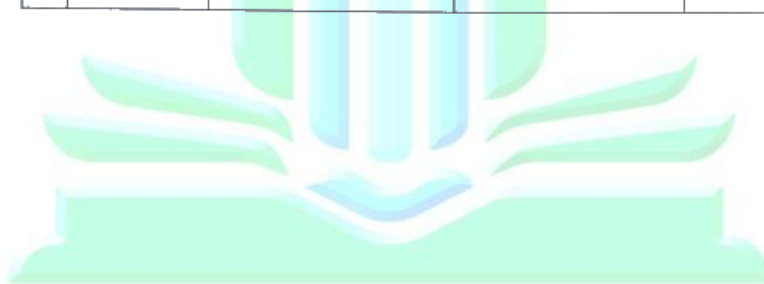
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J E M B E R

Appendix 9 Research Documentation

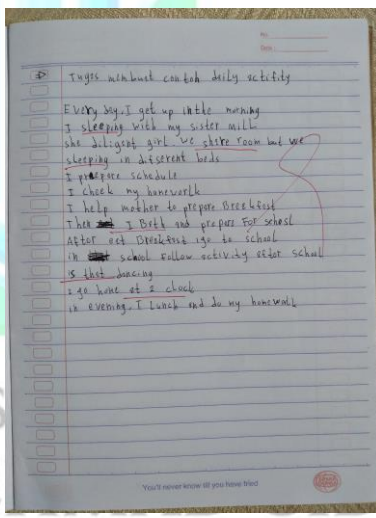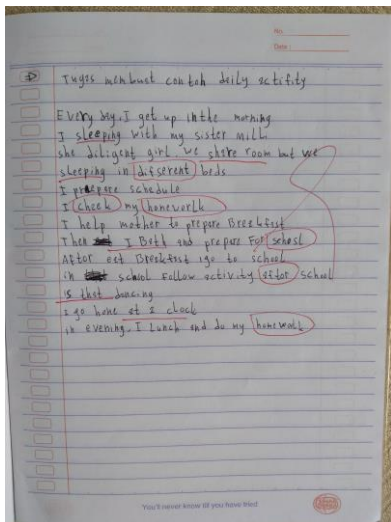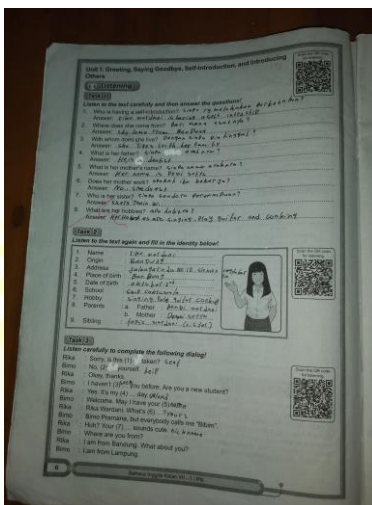**Appendix 10 Research of Documentation**

Appendix 11 Students' Worksheet
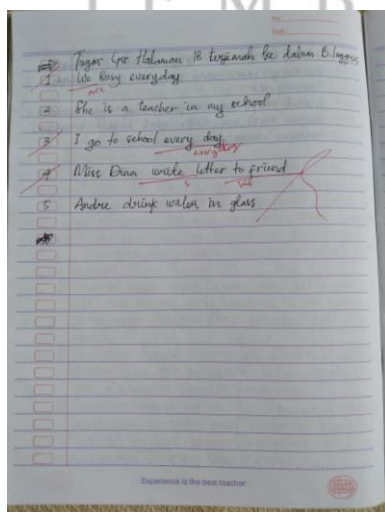
CURRICULUM VITAE

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MA Miftahul Ulum Kalisat : 2015 – 2018