

CONTRIBUTING FACTORS TO THE INABILITY IN SPEAKING OF FIRST AND SECOND GRADERS OF MA'ARIF SENIOR HIGH SCHOOL 4 DRIYOREJO DURING THE ENGLISH LESSON

THESIS

Presented to
State Institute for Islamic Studies
As Partial Fulfillment of the Requirements for the Attainment of the
Degree of English Department

PERPUSTAKAAN IAI SURABAYA	
No. KLASIFIKASI K-2009 028 PBI	NO. REG. : T-2009/PBI/008 ASLI BUKU TANGGAL :

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OF FIRST AND SECOND GRADERS OF MA'ARIF SENIOR
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Presented as Partial Fulfillment of the Requirements for the Attainment of the Degree
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Surabaya, August 1st 2009

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active during English class. As we can see in the second meeting (see appendix 5), many of them were the smart ones. However, they were not too active during the learning and teaching process. Actually, they were able to answer the questions, but they felt embarrassed to do it. Most of them depended on the teacher's translation only. They even could not translate the questions when the teacher asked them to translate the questions. In the third meeting (see appendix 6), only some of them who were active and others were not. They did not like learning English, since they did not care about the lesson.

The same thing happened at the fifth meeting (see appendix 8), although their teacher gave opportunity for them, most of them did not participate in the discussion. They had less motivation in studying English, they just kept silent when their teacher asked them to involve in the discussion. In the six meeting (see appendix 9), the teacher had given opportunity for the students, however, most of them did not pay attention to the teacher. They only kept silent, which means that they did not have any motivation in learning English. In the seventh meeting, many of them were the smart ones. However, they were not too active during the learning and teaching process. Since, their teacher did not give them opportunity to read or translate the text. During English class, they seemed that they do not like when their teacher speaks English, since they do not get the point of their teacher' speech, they also said "Ya Allah pak!

From those data above, we know that the students do not much vocabulary in English, and not many of them can arrange some vocabulary in English. As we can see in the result of interview (see appendix 14, question number 5), most of them said that they can not arrange some words into a sentence.

c. Lacking of confidence

The next factor which influences the students' inability to speak English during English class is confidence. When I observed them, most of them were embarrassed, did not feel confidence in being active in participating during the learning English process. In the first, second, third, and fifth meeting (see appendix 4, 5, 6, and 7) they kept silent. When their teacher asked them to read, translate, or answer the questions, they did not want to do it, although they knew the answer, they only kept silent. In the result of questionnaire, we can see that seventy percent of students feel less of confidence when they speak English in their class. When I interviewed them, they said that they feel un-confidence when they speak English, they are afraid to make mistakes, since pronouncing a word in English is difficult. As we can see in the result of questionnaire, forty three percent of students said that pronunciation makes English difficult. As we can see on the result of questionnaire below:

to read the question. In the second meeting, the teacher used bilingual, both English and Indonesia. He was good in involving students in the learning process. He explained the text clearly, so that they understood the topic. However, he did not give them opportunity to translate the text. He even translated the questions. This made them depended on him, so that they were passive. In the third meeting, the teacher used bilingual, both Indonesia and English. The teacher was too active in the class; we called as “teacher’s talk”. She read the text and translated it by herself, she did not give any opportunity for them to read it or even tried to translated it. The same thing happened in the seventh meeting, the teacher used bilingual, both English and Indonesia. He was good in involving students in the learning process. He explained the text clearly, so that they understood the topic. However, he did not give them opportunity to translate the text. He even translated the questions. This made them depended on him, so that they were passive.

As we can see at the result of questionnaire, only forty six percent of students said that their teacher often asked them to speak English, then only thirty one percent of students said that they their teachers do not give them opportunity to speak English during English lesson. Finally, only forty six percent of students said that their teacher

However, in fact, the teachers never provide the students with those criteria above of speaking activities, they only learn about the theory, not the practice. This causes the students' inability to speak English during English lesson. The teacher should be a motivation for his/her students, he/she should encourage them to speak English. However, he/she not only becomes a motivator, but also as a prompter, participant, and feedback provider. As stated by Harmer, the teacher has three roles during speaking class:

- a. Prompter: during speaking class, students sometimes get lost, they can not think of what to say next, or lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best opinion. However, we may able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively, without disrupting the discussion, or forcing students out of role, it will stop the sense of frustration that some students feel when they come to lose of language or ideas.
- b. Participant: teacher should be a good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teacher may want to participate in discussions or role- play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.

