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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

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IAMILAH NIM : DO5205040



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DECLARATION

Yang bertanda tangan di bawah ini:

- Nama : Jamilah
- NIM : D05205040
- Jurusan : Pendidikan Bahasa Inggris
- Program Studi : Pendidikan Bahasa Inggris
- Fakultas : Tarbiyah
- Judul Skripsi :CONTRIBUTING FACTORS TO THE INABILITY IN SPEAKING OF FIRST AND SECOND GRADERS OF SENIOR MA'ARIF SENIOR HIGH SCHOOL 4 DRIYOREJO DURING THE ENGLISH LESSON

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APPROVAL

THESIS BY :

- Name : JAMILAH
- NIM : D05205040
- Title : CONTRIBUTING FACTORS TO THE INABILITY IN SPEAKING OF FIRST AND SECOND GRADERS OF MA'ARIF SENIOR HIGH SCHOOL 4 DRIYOREJO DURING THE ENGLISH LESSON

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Surabaya, August 1st 2009

Dr.Zuliati Rohman,M P.d. NIP 150 303 044

EXAMINERS APPROVAL SHEET

This thesis by :

Nama : JAMILAH

NIM : D05205040

Has been approved by Board of Examiners as the requirement for degree of *Sarjana* in English Language Education.

Surabaya August 14th 2009



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Dr. Zuliati Rohmah. M. Pd NIP. 150 303 044

<u>Ana Nurul Laila, S.Pd</u> NIP. 198103232006042003

Examiner I,

Drs , Nur Kholis, M. Ed. Admin NIP. 196703111992031003

Examiner II,

Wahju Kusumajanti, M. Hum

ABSTRACT

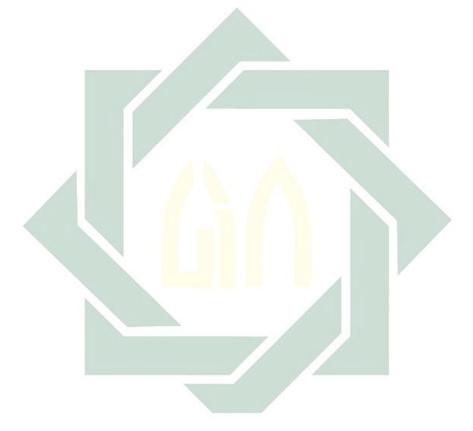
Name	: JAMILAH
NIM	: D05205040
Title	: CONTRIBUTING FACTORS TO THE INABILITY IN SPEAKING
	OF FIRST AND SECOND GRADERS OF SMA YPM 5 DRIYOREJO
	DURING THE ENGLISH LESSON
Advisor	: Dr. ZULIATI ROHMAH, M.P.d.
University	: STATE INSTITUTE FOR ISLAMIC STUDIES, TARBIYAH
	FACULTY, ENGLISH DEPARTMENT

English becomes a very important language in the world. Especially in Indonesia, it does not only become an international language, but also has been taught at schools, and included into national examination. Besides those two aspects, there are many job vacancies that necessity someone who is able to speak English, in addition, Indonesia has many beautiful tourisms resorts, which means, there are many tourists who come to Indonesia to visit those places. Finally, we can say that Indonesians do need to be able to speak English.

However, in fact, there are many Indonesians who cannot speak English, especially the students. They have learned English since primary until senior high school, or even until university level. Based on that problem, this study is conducted. There are two research problems: 1) What factors which cause the students unable to speak English during the English lesson? 2) What is the most dominant factor which causes the students' inability in speaking English during the English lesson?

This is a descriptive study. The subjects of the study are the first and second graders of Ma'arif Senior High School 4 Driyorejo. There were three instruments used for this study, namely, observation, questionnaire, and interview guide. The observation was conducted eight times in first and second class at 19th to 30th of May 2009. The students' questionnaires were distributed to ten students of each class of the first and second class at 23rd of June 2009. The interview was conducted with the student, after distributing the questionnaires. The raw data collected from the observation and all of instruments were analyzed qualitatively and they were presented in the form of description and tables.

The contributing factors to the inability in speaking of first and second graders during English lesson are: lack of motivation of students, lack of vocabulary, lack of confident, lack of knowledge of grammar, environment, lack of teacher's role, and teacher's technique. The most dominant factor which causes the students unable to speak English during English lesson is lack of teacher's role. As conclusion, students are unable to speak English during English lesson, since lack of teacher's role. Their English teacher does not give them many speaking activities during English class. He/she also does not give them opportunity to be active participating during the learning and teaching process. For instance, he/she does not ask the students to read, translate the text, or answering the questions. These make the students do not involve maximally during the learning and teaching process, this causes them unable to speak English during English class.



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CHAPTER I

INTRODUCTION

This chapter will discuss the background of this study. The purpose of the study will be explained in the objective of the study. The usefulness of the result is the content of the significance of the study. The scope and limitation of the study explains about where the data will be taken and what does the writer focus on. The last part of this chapter will present the definition of key terms to the readers in order to comprehend the content of the study.

A. BACKGROUND

Nowadays is globalization era which means that, almost there is no distance among the countries, except in political and security aspect. It also means that each country is able to have relation with other countries in science, technology, trade and etc. Language is a form of communication whether spoken, written, or signed, that is based on a system of symbols. It consists of the words used by a community and the rules for varying and combining them, we need language to speak with others, listen to others, read and write¹. When we talk about have relation or cooperate with other countries, we need a foreign language which is claimed and used in the whole of the world. I believe all of you are agree if English is the answer. It is used both in writing and speaking.

¹ Santrok, W John, *child development*, (University of MC Graw-Hill, Tenth Edition, 2004), p. 314

For example in writing, first, there are many books which are written in English, such as Psychology, Science, Chemistry and etc. as stated in step on English comprehension, English is not only an international language, but also a science one, it means we can find many science books which are written in English. Second, there are many public facilities which use written warning in English. For example, we can find many board warnings use English in international airline². Third, in our country the government has suggested for mastering English, it not only includes as a subject in the school, but also in the final examination.

Then in speaking, English is very important, these are the following reasons:

- First, English is an international language which means people from all over the world communicate with it³, for example: when you go abroad you speak with the foreigner by using English.
- Second, Indonesia has many tourism resorts such as Borobudur temple, tourism resorts in Bali, beautiful beaches, and so on. Many foreigners come to our country to see the beautiful places in Indonesia. So we must be able to communicate with them using English.

 $^{^2}$ Central for language, step on English comprehension, (Surabaya: state institute for Islamic studies,1994), page 1

³ it was taken from <u>Http://answers.yahoo.com</u> at fifth of April 2009

3. there are many foreigners who come to Indonesia for opening companies, then they need someone who can speak English to communicate with them.⁴

In fact, most of Indonesian can not speak English, most of them go abroad only becoming unskilled worker, they do not become a leader of company or have a high position in the company, it happens since they can not speak English, especially the students in Indonesia, they have learned English since they are in the kindergarten until senior high school, or even until university level, however, they can not speak English. According to the book of psychology, there are two critical periods of learning language:

- 1) First, at the age from birth until two years old.
- 2) Second, at the age from ten until sixteen years old^5 .

From the data we know that students in junior high school get critical period in learning language which means that they have got much vocabulary of English.

In fact many students who have graduated from junior high school are unable to speak English.

This data is based on my own experience when I got PPL in MA Darul Hikmah Kedungmaling, Sooko Mojokerto at fourteenth of July until fourteenth of September 2008. I taught in the first class for about two months. When I taught them, I spoke both in English and Indonesia, however, when I spoke English, they

 ⁴ it was taken from <u>Http://NewsRSS2.0Trackback</u> at fifth April 2009
 ⁵ Psycholinguistic, (Ohio: Ohio University,2004), p.9

protested me. They said to me that they did not understand about my speech, although I translated it into Indonesia. The point was, they did not like when there was someone who spoke English. When I asked them to speak English, they also refused it.

I have motivated them by telling them that English is very important in this modern era, I also have given them opportunities by giving them dialogues, then I asked them to practice the dialogue, they did not want to do it. In addition, I asked them to use simple expression or simple sentences during English class, such as "May I borrow your pencil?" or "Miss, I want to go to toilet" however, they did want to use those little expressions.

Based on those realities above, I want to find out what factors cause the students unable to speak English.

B. PROBLEM OF THE STUDY

According to the reality which has explained above, my research will focus on these two problems:

- 1. What factors do cause the students' inability to speak English during the English lesson?
- 2. What is the most dominant factor of inability of students' speaking during the English lesson?

C. OBJECTIVE OF THE STUDY

- To identify the factors which cause the students' inability to speak English during the English lesson.
- 2. To identify the most dominant factor which causes the problem.

D. THE SIGNIFICANCE OF THE STUDY

The significance of the study is to analyze what factors cause the students unable to speak English in English class. I also hope this study, the reader, particularly teachers, will be able to find out the appropriate technique for the students, in order to students in our country are able to speak English, not only in the English class, but also outside of the class, or wherever they are.

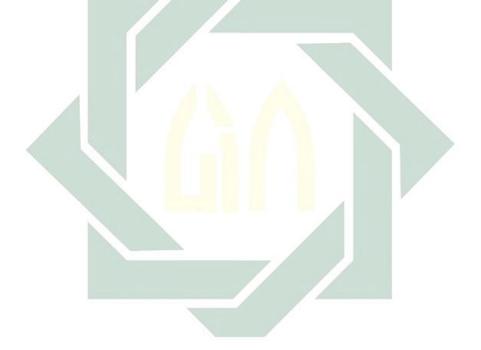
E. SCOPE AND LIMITATION

This study will focus on the factors which cause the students' inability to speak English during the English lesson. I will take the data from the first and second grade students of Ma'arif Senior High School 4 Driyorejo, this school also called as SMA YPM 4 Driyorejo. I do not include the third class, since they were having holiday, after doing the national final examination.

F. DEFINITION OF KEY TERMS

1. Contributing factors: The things which cause most of the students do not want to or unable to speak English during the English class.

- 2. Inability: Enable to speak, which means, the students can not answer the teacher's questions by using English, for instance, when their teacher asks them "what page is our lesson today?", or "have you finished your work?" they can not answer it in English, they speak Indonesia.
- 3. Speaking English: Students speak by using English to participate and interact with their friends and their teacher during the English class.



CHAPTER II

LITERATURE REVIEW

This chapter provides some basic and prominent theories of the study, those are: speaking skill, the importance of speaking skill, the teaching speaking, the factors in learning second language.

A. SPEAKING SKILL

There are four significant skills which have to be mastered in the learning a language, they are speaking, listening, writing and reading. According to Nunan, speaking and writing are productive skills, since the language is created by the learners. While listening and reading are receptive ones, since language is directed at the learners⁶.

As stated by Lindsay and Knight, speaking includes into productive skill, since 1). It involves putting two messages together. 2). communicating the message and 3). interacting with other people. It means that there are some elements in speaking which can not reduced when speaking activity is happening (messages, participants, and interacting)⁷.

⁶ David Nunan, *Practical English Language*, , (New York: Mc Graw-Hill, 2003), First Edition, p.48

⁷ Cora Lindsay, and Paul Knight, *Learning and Teaching English, (*New Jersey: Oxford University,2006), p.57

There are some definitions of speaking according to some writers. These following are the meaning of speaking:

- 1. Speaking means fundamental to human communication⁸
- Speaking is a productive skill, it is a complex task and the learners need many practicing to develop the speaking skill ⁹
- Speaking is a productive skill, like writing, it involves using speech to express meanings to other people¹⁰
- Speaking is mastering the art of the single most important aspect of learning a second or foreign language¹¹
- 5. Speaking is the hardest skill among the others (reading, writing and listening), since it is productive skill or oral skill which consists of producing systematic verbal utterances to convey meaning¹²
- Speaking involves a number of complex skill and strategies, but since spoken language leaves no visible trace, its complexity and organizational features are hard to track¹³

⁸ It was taken from <u>Http://answers.yahoo.com</u> at fifth of April 2009

⁹ Cora Lindsay, and Paul Knight, *Learning and Teaching English,* (New Jersey: Oxford University,2006), p.57

¹⁰ Mary Spratt, Alan Pulverness, and Melanie Williams, *The TKT (Teaching Knowledge Test)Course*, (Cambridge: Cambridge University Press, 2003), p.34

¹¹ Christopher N. Candlin, (*Language Teaching Methodology*, New Jersey: Prentice Hall, Inc, 1987), p.39

¹² David Nunan, *Practical English Language*, , (New York: Mc Graw-Hill, 2003), First Edition, p.48

¹³ Jeremy Harmer, *The Practice Of English Language Teaching*.(Edinburgh Gate:Longman,2001), p.108

 Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction.¹⁴

B. THE IMPORTANT OF SPEAKING SKILL

Speaking is more difficult to be mastered than the other skills (reading, writing and listening). Nunan confirmed that, many people feel that speaking is harder to be learned than reading, writing and listening. He stated these two reasons:

- 1. First, speaking happens in real time, unlike reading or writing. Real time here means, when your partner speak with you, he or she usually waits for your respond at that time.
- Second, you cannot type or correct what you say when you are speaking, unlike in writing, you can retype or revise your words¹⁵.

As also stated by Lindsay and knight, there are some elements which distinguish spoken language and written ones, these are the different elements¹⁶:

SPOKEN LANGUGE

Auditory

Temporary: Immediate reception

Permanent delayed reception

Visual

WRITTEN LANGUAGE

¹⁴ Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice*, (Cambridge: Cambridge University Press,2002), p. 210

¹⁵ David Nunan, *Practical English Language*, , (New York: Mc Graw-Hill, 2003), First Edition, p.48

¹⁶ Lindsay Cora, and Knight Paul, *Learning and Teaching English, (*New Jersey: Oxford University,2006), p.88

Prosody {rhythm, stress, intonation}	Punctuation
Immediate feedback	Delayed or no feedback
Planning and editing limited by channel	unlimited planning, editing, revision

From that information above, we know that speaking is more difficult than writing. Lindsay and Knight said that, in spoken language people usually do not say in complete sentence, for example "is it going to rain today?"-"could do". In written one people usually write in full or complete sentence, for instance, "how are you today?"-"I am fine, thank you, and you?" or in form of paragraph, and chapter, for example in book, magazine or article. Spoken language is often unplanned, and written one can be planned.¹⁷

C. THE TEACHING SPEAKING

1. Teaching Of Speaking In Senior High School

In this modern era, English is one of the most important language in Indonesia, since many job vacancies which necessity the worker with ability in speaking English.¹⁸

In schools, English becomes important lesson which should be mastered, both in orally and written. According to Harmer, the teacher should give speaking tasks to the students for these following reasons:

 ¹⁷ Ibid.,p.58
 ¹⁸ it was taken from <u>Http://answers.yahoo.com</u> at fifth of April 2009

- a. Rehearsal, the teacher gives a chance to the students to role as they are in the market bargaining fruits or vegetables. This exercise gives opportunities for them to practice and "get the feel" of using English in real-life event.
- b. Feedback, by giving the speaking tasks, the teacher is able to know how her/his class is doing the tasks and what problems which emerge in his/her class. The students can also see how easy they find a particular kind of speaking and what they need to do to improve speaking skill.
- c. Engagement, by giving many kinds of interesting speaking activities (roleplaying, discussion, problem solving, and etc). Students will be motivated if all the students are involving in the task, they will feel satisfy and the teacher will get the feedback from the students¹⁹.

From those explanations above, we can conclude that, teaching speaking in Senior High School has to make the students be able to communicate in spoken competence fluency and accurately.

2. Activities In Speaking

English becomes the first foreign language in Indonesia. English is also considered as one of difficult subjects in the school, since it is not used as daily language and only studied in school. There is much time which spends by the students only by learning grammar, reading passage and doing

¹⁹ Jeremy Harmer, How To Teach English. (Edinburgh Gate:Lomgman, 1998), p.87

the tasks, and visa versa, there is little time for learning speaking. The students should be given some speaking activities. The teacher usually dominates the classroom, we called it as "teacher's talk", which means the teacher talk muchly and only giving little opportunities to the students for practicing to speak.

According to Richards and Renandya, the effective interactive activities should be manipulative, meaningful, communicative and involving learners in using English:

- Be based on authentic to naturalistic source materials.
- Enable the learners to manipulate and practice specific features of language.
- Allow the learners to rehearse, in class, communicative skills they need in the real world.
- Actual psycholinguistic processes of learning.

In conclusion, the teacher should create the interactive activities of speaking in the classroom, such as role-play, communication games, discussion, debate, acting from a script, and etc. the activities should provide the learners with opportunity to learn all the skills, especially oral communicative one^{20} .

²⁰Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching: An Anthology Of Current Practice,* (Cambridge: Cambridge University Press, 2002), p. 209

D. THE FACTORS IN LEARNING SECOND LANGUAGE

There are some factors which support the successful of learning a second language. As stated by Chaer, these are the following factors which influence second language learning²¹:

1. Motivation

In the learning second language, the learner who has willingness or purpose to learn second language intend to be more successful compared with the learner who does not have willingness and purpose, on the other hand, we can say that motivation is thoughts and feelings of willingness which cause the learner learns a second language. This factor includes into affective factor which has to do with the emotional side of learning a second language as stated by William, Michael, and Francis, There are two functions of motivation. The first is instrumental motivation, which means willingness to learn a second language for specific or certain goal. For instance, someone learns a second language since he/ she wants to get job or graduate degree. The second one is integrative motivation which means someone wants to learn a second language in order to be able to speak with the native speaker or learn the particular culture where the second language comes. For example, someone learns Hindustani since he/she wants to speak with Hindustani

²¹ Abdul Chaer, *Psikolinguistik Kajian Teoritik*, (Jakarta: PT. Asdi Mahasatya,2003), p.251

people or even learns about the dancing which becomes specific feature of them²².

There are many researchers, which said that integrative motivation encourages the learner to learn a second language. Many people learn English in order to be able to speak with foreigner. However, other researches also said that instrumental one correlates with the successfulness in the learning a second language. Many people learn English in order to get a good job.

Finally, we can conclude that motivation has important role in a second language learning. Integrative or instrumental motivation correlates with the successfulness in learning a second language, both of them can motivated someone to learn a second language.

2. Age

The second factor which influences the success or failure in the second language learning is age. According to Dulay, Burt, and Krashen, the children are better at language acquisition than adults. Many researches has focused on the effect of age on the second language learning. These are the following evidence:

a. Children are more successful than adults in acquiring the phonological system of second language, even many of them speak like native speaker.

²² William O'Grady, Michael Dobrovosky, and Francis Katamba, *Contemporary Linguistic: An introduction*, Third Edition, (united kingdom:Longman,1996),p.23

- b. Children are more successful than adults but they are always not faster.
- c. Adults are more successful in the areas of syntax and morphology, at least in the beginning of learning²³.

There are four factors which distinguish between children and adults who learn a second language:

- a. **Biological factors**, as stated by Dulay, Burt, and Krashen, the language function is in both hemisphere in very young children, on the other hand, with increasing age, left hemisphere takes bigger role in language development, this statement based on these three following evidence:
 - 1) Right hemisphere damage occasionally causes speech deficits in children, while it rarely does in adults. This indicates a greater right hemisphere role for language in children as compared to adults.
 - 2) When the left hemisphere is removed in an adult, total aphasia (loss of language) results. In children, this does not occur. This also means that the right hemisphere in children is more active in the language function.
 - Children appear to recover from aphasia resulting from damage to one side of the brain, after language development has already begun, much better than adults do²⁴.

 ²³ Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University,1982), p.78
 ²⁴ Ibid., p. 67

- b. Cognitive factors, the difference between children and adult in learning a second language is in the "formal operations", which means the ability to formulate abstract hypotheses, formal operation relate to conscious language learning. Adults have more mature cognitive system, which means that they are able to do the complex task consciously than unconsciously in the second language leaning. It helps adults to learn complex structure of second language learning.
- c. Affective factors, from the explanation above, we know that adults are conscious learner than children. According to Dulay, Burt, and Krashen, it helps adults to imagine what other people are thinking about. This ability leads them to believe that others are thinking about the same thing with them. They most concern with their own appearance and behavior²⁵.
- d. Difference in language environment, as stated by Dulay, Burt, and Krashen, children receive much more "here and now" inputs, on the contrast, adults do not get it. For example, when we talk with children, we tend to make our sentence simpler and more understandable by them. While adults use "conversational management". They are better in keeping the conversation going and more proficient at changing the topic of conversation²⁶.

²⁵ Op. cit., p. 93 ²⁶ Op. cit., p. 32

3. Formal Presentation

There are two types of second language learning, naturalistic and formal type. Naturalistic means the learning of second language occurs naturally in family, or around the learners without teacher or consciousness. In the contrast, formal type occurs formally in school, which is supported by teacher, consciousness and other supporter factors such as syllabus, method, technique or material learning and etc.

In the formal learning second language, it has proved that lack of potential to create speakers who can use a second language like the native ones. As stated by Chaer, the formal learning has specific features which the learning process occurs consciously, therefore, there are some influences forward the successful of second language learning, these are the explanations²⁷:

a. Influence in competence

In the class, the students concern to master the structure of language consciously, for instance, they learn about the using of *any* and *some*, reading the passage then answer the questions and etc. however, the mastery in competence is influenced by the role of students in the process of learning. According to Dulay, Burt, and Krashen , there are three roles of students:

²⁷ Abdul Chaer, *Psikolinguistik Kajian Teoritik*, (Jakarta: PT. Asdi Mahasatya,2003), p.254

- a) One-way communication, this learning method does not give opportunity to the students to respond what the teacher's say.
- b) Restricted two-way communication, this learning method gives opportunity to the students to respond the teacher but not in language what they are learning.
- c) Full-two way communication, this learning method gives many opportunities to the students to use the target language in learning process.²⁸

b. Influence in quality of performance

According to Brown, performance means realization of competence, it is actual doing of something. The learning of language in school is able to guarantee the quality of input, which is received by students. It means that the input, which is received, has high quality, then the performance of students has high quality, and visa versa, if the students get low quality of input, then their performance will get low²⁹.

c. Influence in acquisition sequence

This means grammatical morpheme. Chaer said that according to some researchers, acquisition sequence of grammatical morpheme in formal learning and natural one is not quite different. However, the

²⁸Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University, 1982), p.20

²⁹ Douglas H. Brown, *Principle Of Language Learning and Teaching, (New Jersey: Prentice Hall,Inc,1987), p.24*

acquisition sequence in formal learning shows different conclusion. When the students speak spontaneously, the influence of formal learning does not emerge in acquisition sequence³⁰.

d. Influence in velocity of acquisition

As stated by Lindsay and knight, velocity of acquisition means, "Velocity in understanding input and make the input becomes comprehensiveness of his/her language". This velocity of acquisition is relative, which depends on many factors such as intelligent, personality, motivation and etc³¹.

4. First language

According to some linguistics, first language or mother tongue (language that is required by the learner the first time) has influence in the process of students' language acquisition. As stated by Dulay, the first language is able to destroy in the process of second language learning. When the learner uses a second language he/she also uses the elements of his/her mother tongue into a target language consciously or not. As the result intervention, code switching or error occur in the process of second language

³⁰ Abdul Chaer, *Psikolinguistik Kajian Teoritik*, (Jakarta: PT. Asdi Mahasatya,2003), p.255 ³¹Lindsay Cora, and Knight Paul, *Learning and Teaching English*, (New Jersey: Oxford University,2006), p.90

using³². Chaer confirmed some theories which concerned to the influence of first language in second language learning:

- a) According to some behaviorists, language is the result of stimulus-respond behavior, which means, when the learner wants to use utterance in second language, he/she has to get much stimulus, which is influenced by his/her environment. They also confirmed that the process of language acquisition is habitualisation. From their opinion, we know that both stimulus and habitualisation are important factor in the second language learning. When the learner never gets stimulus in second language, he/she will use his/her mother tongue, which has been gotten by him/her, where error, code switching emerge when he/she is using language. In conclusion, the influence of first language in second one always occurs, if there are no stimuli, which are given to the learner. However, both habitualisation and giving stimulus continually in second language can decrease that influence.
- b) According to contrastive theory, the success or failure of second language learning depends on the competence of first language. The process of learning language is transference, when the structure of second language has similarity with the first one, it will make the learner easier in learning second language. By contrastive analysis, we will know the level of

³²Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University,1982), p.96

similarity and the difference between first language and second on. By knowing them, we can determine the learning strategy, which is appropriate to be used for the learner. In conclusion, mother tongue has important role in target language, since learning language focuses on transferring mother tongue³³.

5. Environment

The last factor that influences the development of second language is environment. As stated by Dulay, the quality of environment determines the success or failure of second language learning³⁴. They also confirmed that language environment involves situation in a restaurant or shop, talking with friends, in the process of teaching and learning in the class and many others. According to Krashen, there are two kinds of language environment³⁵:

a. Influence of formal environment

According to Krashen, there are three features of formal environments:

- Artificially.
- This is part of language learning in the school or class.

 ³³ Abdul Chaer, *Psikolinguistik Kajian Teoritik*, (Jakarta: PT. Asdi Mahasatya,2003), p.256
 ³⁴Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University,1982), p.14
 ³⁵ Ibid., p.40

- The teacher directs the students to do language activities that involves norms of language and gives correction forward students' mistakes³⁶.

From those explanations above, we know that language environment emphasizes in the mastery of language norms consciously. Formal environment influence two aspects:

- Acquisition sequence of second language in formal environment
 Some researchers said that acquisition sequence of second language in
 formal environment does not have any relation. Formal background
 does not give influence forward acquisition sequence of grammatical
 morpheme in second language learning.
- The success of second language learning in formal environment The influence of formal environment in the success of second language learning can be seen from two aspects, 1) Correction role, Chaer said that the research which was done by Hendrickson (1997:34) Robbins (1976:89) and Plann (1977:90), shown that there is no significance correlation between correction that is given systematically, and using of language norm which is used by the students.2) Expansion role, it is giving language norm to the students by using systematic example, both in the students' right utterance and in complete one. The students who are given the expansion have

³⁶ Op. cit., p.43

higher ability than students who are not given the expansion. However, it depends on the techniques of the teacher 37 .

b. Influence of informal environment

Chaer confirmed that informal environment occurs naturally. Language of informal environment involves language that is required by friends of the same age, parents, teachers, classmates, mass media and many others. Generally, this environment has big role in the success of second language acquisition³⁸.

According to some researchers, friends of the same age's language have the biggest influence to the students among the others. While the teacher only has little influence to them, the same thing with the parents, they only influence the students in the first language acquisition, not in the second one.

Native speaker influence the students as 1) communication developer, 2) spiritual relation formal, 3) and as a learning method. Chaer said that the mastery in competence of formal language manner is standard language, used for formal situation and necessary. While in informal one, the mastery of competence which is expected is informal language manner for informal situation and necessary³⁹.

 ³⁷ Abdul Chaer, *Psikolinguistik Kajian Teoritik*, (Jakarta: PT. Asdi Mahasatya,2003), p.257
 ³⁸ Ibid., p.260

³⁹ Op. cit., p.262

- Personality

Besides those five factors above which influence the development of second language learning, Brown and Dulay, confirmed that personality also influences on the second language acquisition⁴⁰. Dulay states that personality means an aggregate of traits characteristic of a particular individual. He indicates there are three factors which relate to the personality of the learner in second language acquisition⁴¹:

1) Self-Confidence

Dulay stated that self-confidence is very much related to second language development⁴². Brown said that anxiety has been studied in the psychological domain, plays an important affective role in second language acquisition. It is associated with feelings of uneasiness self doubt, apprehension or worry⁴³.

The self-confidence, secure person is more successful language learner. Two measures of self-confidence are anxiety level and extroversion. Some studies conducted to determine the personality characteristics associated with successful second

⁴⁰ Douglas H. Brown, *Principle Of Language Learning and Teaching, (New Jersey: Prentice Hall,Inc,1987), p.99*

⁴¹Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University, 1982), p.75

⁴² Ibid., p.76

⁴³ Douglas H. Brown, *Principle Of Language Learning and Teaching, (*New Jersey: Prentice Hall, Inc, 1987), p.105

language learning, researchers have conducted that lower anxiety levels and a tendency to be out going were connected with successful second language acquisition. The self-confidence learners are eager to try new and unpredictable experiences, and are willing to guess before knowing for sure, these people have been observed to use larger range of forms in the target language. In the contrast, the un-confidence ones tend to "wait and see" what is going to occurs next.

It is suggested that self-confidence people have the advantage of not fearing rejection as much as those with high anxiety levels and are therefore more likely to put themselves in learning situations and to do so repeatedly. In addition, self confidence people are not worried about how they appear.

2) Empathy

Dulay defines empathy as the capacity for participation in an other's feeling or ideas⁴⁴. Brown confirmed that empathy means the processes of putting yourself into someone else's shoes, which means reaching beyond the self understanding and feeling what another person is understanding or feeling. Empathy as usually

⁴⁴Heidi Dulay, Marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University,1982), p.76

described as the projection of one's own personality into the personality of another in order to understand him/her better⁴⁵.

Some researchers have observed to relate an individual's capacity for empathy to language learning success, but the results have been inconclusive. If empathy is indeed an important factor in second language success, it is more likely to be manifested in the development of communication skills, which enable participation in another's feelings and ideas far more than linguistic manipulation tasks do. Researchers might find that studies using communication tasks as indicators of second language success would yield a more systematic and positive relationship between characteristics such as empathy and second language acquisition.

3) Analytical Tendencies

According to the literature in experimental psychology, Brown, field independent persons are able to perceive individual items that may be relatively difficult to distinguish from their visual background. This ability is thought to be associated with a more analytical (left-brained) cognitive style. On the other hand,

⁴⁵ Douglas H. Brown, *Principle Of Language Learning and Teaching, (New Jersey: Prentice Hall, Inc,1987)*, p.107

the field dependent person perceives all parts of the organized field as total experience⁴⁶.

From that statement we know that field independent learner seems to be more independent, competitive, and self-confidence and relates to conscious learning, while field dependent learner seems to be more socialized, tend to brive their self –identity from persons around them, and are usually more emphatic and perceptive of the feelings and thoughts of other. This learner also relates to unconscious learning.

Intelligence

Brown added another factor in influencing the development of second language learning is intelligence, the ability to acquire and retain knowledge. Smart person is more successfully in a second language, since it relates with memory in the sense that if you could just remember everything you were taught, or you ever heard, you would be a very successful language learner. He described sevens different forms intelligence:

- 1) Linguistic.
- 2) Logical mathematical abilities.

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⁴⁶ Ibid., p. 87

- Spatial intelligence (the ability to find your way around an environment, to form mental images of reality, and to transform them readily).
- Musical intelligence (the ability to perceive and create pitch and rhythmic patterns).
- 5) Bodily-kinesthetic intelligence (fine motor movement, athletic prowess}.
- Interpersonal intelligence (the ability to understand others, how they feel, what motivates them, how they interact with one another).
- 7) Intrapersonal intelligence (the ability to see oneself, to develop a sense of self identity)⁴⁷.

From that explanation above, we can conclude that there is relationship between intelligences and second language learning. According to Gardner (1983), both low and high intelligence have proven to be successful in acquiring a second language learner. He attaches other important attributes is the notion of intelligence, attributes that could be crucial to second language success. Musical intelligence could explain the relative ease that some learners have in perceiving and producing the intonation patterns of a language. Bodily-kinesthetic modes have already been discussed in connection

⁴⁷ Op. cit., p. 72

with the learning of the phonology of language. Interpersonal intelligence is obvious importance in the communicative process.

Finally, we can say that every intelligence owner, both low and high, are able to be success language learner in the second language learning. Since, there are many factors which influence it. The important thing is, the teacher knows the intelligence of the learner, and uses appropriate techniques in the second language learning process.



CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH DESIGN

The research design of this study is descriptive, since it focuses on analyzing the factors which cause the students unable to speak English during English lesson. By this study, the teacher will be able to know their student's problem and might be able to find out the appropriate method for the students.

This study was conducted at Ma'arif Senior High School 4 Driyorejo, from nineteenth until thirtieth of May and fifteenth of June 2009. In this study, I take the data by using observation, questionnaire and interview. There are three steps of this study. First is the observation. I did observation about the teaching and learning process of English class. I did research for eight meetings. it was conducted at nineteenth until thirtieth of May 2009. The second step is giving questionnaire to the students, after knowing the teaching and learning process which occurred, I distributed the questionnaire to the first and second year students. The last step is interviewing the students. I interviewed some students to get much more information which related to the problems. It was conducted at fifteenth of June 2009.

I conducted my research there since I studied there, I want to compare the teaching method and the situation of the students at this time with my time. I

observed the learning and teaching process which occurred there, included the teacher's and the students' activities.

B. SUBJECT OF THE STUDY

The subject of this study is first and second graders of Ma'arif senior high school 4 Driyorejo. I chose those classes, since the third class were having holiday after doing the national final examination There are three classes in the first year, and there are four classes in the second year, they are first-social class, second-social class, first-science and second science class. Each class contains of forty to forty two students. I delivered the questionnaires to ten students as representation of each class, I chose them randomly. I only interviewed ten students as the representation of the first and second graders, since almost all of them did not want to be interviewed. I chose those ten students with the criteria:

- The five students paid attention to their teacher during the English class, they have translated the text, which means that they have preparation for the lesson, they also were active participating during the discussion session, such as translated the text and answered the questions.
- The other five students did not paid attention to their teacher, did not participated actively during discussion session. They did not translated the text and answered the questions. They also got kidding during the learning and teaching process.

C. SETTING

This research occurred at Ma'arif Senior High School 4 Driyorejo. It is located on jln.Sumput – Driyorejo. There are 578 students and three English Teachers. It has large building with eighteen classrooms, one headmaster's office and teacher's room, one student organization's room, three canteens, eight bathrooms, a mosque and a large field in the middle of school.

The situation of the school is cold since there are many trees and the colour of the school is green.

The students also have extracurricular such as scout, volleyball, and basketball.

D. DATA AND SOURCE OF DATA

I took the data of this study at Ma'arif Senior High School 4 Driyorejo. I observed the teaching and learning English process at the first and second year class for eight meetings. The data are the results of observation, questionnaire, and interview.

E. INSTRUMENT OF THE STUDY

Instrument of the study purposes to collect the data of study. it is important to choose and use the appropriate instrument to gain, gather and determine the intended data. The instruments of this study which were used were an observation guide, Questionnaire and interview guideline.

1. Observation

Observation table is used to collect some information connecting with were going on in the process of teaching and learning English (see appendix

1). The aspects being measured in observation guide are:

- Time, it describes time or duration of activities which occur at the beginning until at the end of English class.
- 2) Teacher's activities, it describes what kinds of activities being done by the teacher during the English class.
- Students' activities, it describes what kinds of activities being done by the students during the English class.
- 4) Comment, the last aspect describes my opinion about their activities whether occur smoothly or there are some problems which happen during the teaching and learning process.

2. Questionnaire

According to Subyantoro and Suwarto, questionnaire is list of questions which are distributed to the respondent to be filled and to be returned to the researcher. Generally, questionnaire asks for about respondent's opinion, attitude, or fact which is known by respondent⁴⁸.

The questionnaire guides are used to gather the real information relating with the factors which cause the students' inability to speak English. The aspect which being measured in the questionnaires were:

- a. The students' motivation in learning English.
- b. The students' opinion about the teacher's roles and activities in the teaching speaking.
- c. The students' opinion about the teaching of speaking techniques which are used by the teacher.

3. Interview

The interview uses to interview the students. It was used to support the data which was obtained from the observation and questionnaire. It concerned with the factors which cause the students' inability to speak English during the English class. The interview guideline in this research consisted:

- a. The students' opinion about English in this modern era.
- b. What difficulties which cause the students' inability to speak English during the English class.

⁴⁸ Subyantoro Arief, and FX Suwarto, Metode dan Teknik Penelitian Sosial, (Yogyakarta: C.V Andi Offset, 2007), p.128

c. The role of the teacher in supporting the students to speak English includes the teaching of speaking techniques which are used by the teacher.

F. DATA COLLECTION TECHNIQUES

1. Observation

As stated by Subyantoro and Suwarto, observation means monitoring and recording the data or information which emerges in the object of research systematically⁴⁹.

After knowing the teaching and learning process of English class, I made some appropriate questions for questionnaire and interview students. As stated by Faisal, when we arrange the question, it should be able to be understood by the respondent 50 .

For this study I did observation directly to describe the real situation and behavior as they occurred naturally during the English class. I did the observation for eight meetings. It was done at nineteenth until thirtieth of May 2009. I observed the English class at first and second year of Science and Social.

 ⁴⁹ Ibid, p. 74
 ⁵⁰ Faisal Sanapiah, Format-Format Penelitian Sosial: Dasar-Dasar Aplikasi, (Jakarta: PT. Raja Grafindo Persada,2007)., p.68

2. Questionnaire

In this research the questionnaires were used to collect the real information about what factors which cause the inability in speaking of the first and second year students during the English class. There are seven classes in the first and second year. I gave the questionnaires to ten students as representation of each class. The questionnaires were distributed to seventy students of first and second class in order to get more information about the factors which cause the students' inability to speak English during the English class. After collecting the data from questionnaires, I analyzed them by concluding the most answers which are chosen by the students. Those can help me to get much more information relate with my problem of the study.

3. Interview

As stated by Subyantoro and Suwarto, interview is data or information collecting method by giving questions to the respondent based on the subjects of the study. The function of interview in this study as completer method since interview is used to complete the data or information collecting method⁵¹.

The interviews were done with some students of first and second year. The questions were focused on the effort of collecting information related to

⁵¹ Subyantoro Arief, and FX Suwarto, Metode dan Teknik Penelitian Sosial, (Yogyakarta: C.V Andi Offset, 2007), p.98

the question in the research problems including the factors which cause the students' inability to speak English during the English class. I did not interview the teachers since limited time of them. They were preparing for the final test for the students.



CHAPTER IV

RESULTS AND DISCUSSION

A. RESULTS

This chapter presents and describes the result of this study. The data obtained from the observation, and the instruments will be analyzed and elaborated to answer the research problems mentioned in chapter I. The results are what factors cause the students unable to speak English during English class and is motivation as the most dominant factor of inability of students' speaking during English class.

1. Factors Which Cause The Students' Inability To Speak English During English Lesson

a. Lacking of motivation in speaking English

When I observed the students for eight meetings, I can conclude that most of the students do not like English. In the first meeting (see appendix 4), most of them do not have motivation in learning English, since they do not pay attention to the teacher and did not participate in the discussion. They were passive, since they only kept silent when their teacher asked them to answer the questions. On the other hand, only some students are interested in learning English. They participated and were 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! Kenapa kok berbicara menggunakan bahasa Inggris?, ngomong apa sih pak?" (See appendix 4). At the result of questionnaire, only forty four percent of students like when their teacher speak English, it means that fifty six percent of students do not like when their teacher who speaks English.

From those observations above, we can conclude that:

 Most of the students do not like English, as we can see at first, second, third, fifth, six, and seven meeting. They did not pay attention to their teacher, they even did not know what was the topic of the lesson.

Most of students do not have any motivation in learning English, they did not have any preparation, as we can see almost in every meeting, they just kept silent, did not participate in the discussion. When their teacher asked them to translate or answered the passage or text, they did not do it.

Beside the students do not like English, they do not like speaking English either. In the result of questionnaire, seventy percent of students (see appendix 13) answered that they only can speak English little. Half of them also answered that they do not only never speak English during English lesson, but also they do not want to be able to speak English. The same thing that we can see in the result of interview (see appendix14, question number 1), five students said that English is not really important in this modern era, since they do not need it in their life. Some students do not want to be able to speak English since after graduating from Senior High School, they will find out job in the companies as an employer, therefore to be able to speak English is not important for them. In their opinion, companies need energy, not ability in speaking English. They also do not like forward someone who is speaking English, since they do not understand what he/she is talking about.

b. Lacking of vocabulary

One of the factors which influence the inability of the students in speaking English is vocabulary. In the result of questionnaire, seventy percent of students know little about vocabulary of English, then sixty percent of them can not arrange some vocabulary become a sentence. For instance, when they want to say "saya ingin makan" in English, they can not arrange it into English. As we can see on the result of questionnaire below:

No	Items of question		answer				
				Very	Very	little	Very
				much	_		little
3	Do you	know	much	1 %	16%	74%	9%
	vocabulary i	n English?					
4	Can you vocabulary sentence?	arrange become	some e a	10%	40%	35%	15%

Table of result of questionnaire

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:

no	Items of question	answer			
		often	ever	sometimes	never
8.	Have you ever speak English during English lesson?	_	18%	31%	51%
	Items of question	Very confidence	confidence	Lack of confidence	Un- confidence
9.	Do you feel confidence when you speak English in your class?	3%	10%	71%	16%

Table of result of questionnaire

From that table above, we know that more than half of students never speak English during the English lesson, which means that they never practice to speak English during the English lesson. From question number 9, we can conclude that most of students do not feel confidence to speak English. As also we can see in the result of interview (see appendix 14, question number 5), they do not want to speak English since they are shy, they are afraid to make mistakes, they said that English is difficult in pronunciation.

d. Lacking of knowledge of grammar

Another factor which takes in the inability of the students in speaking English is grammar. When I interviewed the students (see appendix 14, question number 5) almost all of students said that there is much structure of English which has to be mastered, especially when they speak English. They not only do not understand about the English grammar, but also can not arrange words into a sentence.

e. Environment

As we can see in the result of interview (see appendix 14, question number 5), the school environment supports the inability of students in speaking English. All of students do not speak English, so that when there is a student who tries to learn to speak in English, the others insult them, since they are different and pretend to be the cleverest one. As conclude, there are no opportunities for them to practice speaking not only in the classroom, but also outside of the class.

f. Lacking of teacher's role

In the result of class observation (see appendix 4 to 11), we can conclude that most of the teachers did not give the students opportunities to speak English. It happens in the four meetings. In the first meeting, the interaction patterns occurred in the class was teacher to students where the teacher talked almost all the time. The teacher dominated the time by translating the paragraph without asking one or some students to translate it. When the second discussion happened, the interaction pattern was the same, she did not give chance for them

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 often asked them to speak English. As we can see on the result of questionnaire below:

No	Items of question	answer				
		often	ever	sometimes	never	
12	Has your English teacher ever	4%	46%	39%	11%	
	asked you to speak using					
	English?					
13.	Does your teacher give	11%	37%	39%	13%	
	opportunity to the students for speaking English during English lesson?					
14.	Does your English teacher	40%	27%	20%	13%	
	motivate the students to speak					
	English?					

Table of result of qu	iestionnaire
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From the data of questionnaire above, we can say that less of half of students said that their teachers do not really help them to be able to speak English. As also we can see in the result of interview (see appendix 14, question number 5), almost all of the students said that their teacher encouraged them to speak English, however, in fact, their teacher dominated the time during learning and teaching English process. Of course, they do not like their teacher's technique, it does not help them to make them able to speak English. So, the teacher's technique takes a role in causing the students' inability in speaking English.

g. The teacher's technique

From the class observation, we can conclude that most of the teachers do not give speaking activities during English lesson (see appendix 4 to 11), most of the teacher read and translate the passage by their self, then they answer the task by their self. They did not give opportunity for the students to be active participated during learning and teaching process, more over give them speaking activities.

As we can see in the result of questionnaire, only thirty two percent of students admit that their teacher often gives them speaking activities during English lesson. Forty four percent of students like with their English teacher' technique in speaking learning and sixty eight percent of them are not really able to comprehend the techniques that are used by their English teacher in speaking learning. As we can see at the result of questionnaire below:

no	Items of question	answer			
		often	ever	sometimes	never
15	Does your English teacher	32%	20%	38%	10%
16.	give you speaking activities during English lesson? Do you like the methods that are used by your English teacher in speaking learning?	8%	45%	37%	10%
17.	Do you able to comprehend the methods that are used by	1%	21%	68%	10%
	your English teacher in speaking learning?				

Table of result of questionnaire

From those data, we can conclude that their teachers do not use appropriate technique for the students. It is one of the factors which roles in the inability of students in speaking English during the English class. When I interview the students (see appendix 14, question number 5), they said that their teacher's techniques in teaching English, especially in speaking, do not help them to be able to speak English.

2. Lacking Of Teacher's Role As The Most Dominant Factor Of Students' Inability In Speaking English During The English Lesson

From the explanation above, we can conclude that there are many factors which influence the inability of the students in speaking English such as lacking of motivation of the student, lacking of vocabulary, lacking of confidence, lacking of knowledge of grammar, environment, lacking of teacher's role, and the teacher's technique. However, the most dominant factor which causes the students unable to speak English during English lesson is lack of teacher's role. The teacher's does not give the students speaking activities. He/she seldom asks the students to speak English. During the observation class for eight meetings, from the first until eighth meeting, the interaction pattern was teacher's talk. The teacher dominated the time by reading and translating the text, he/she also answering the questions by her/himself. In the result of questionnaire (see appendix 13), only less of half of students like their teacher and their teacher's technique. In the result of interview (see appendix 14), eight of ten students said that they do not like their teacher's technique in teaching English, since the teacher dominated the time during the learning and teaching process. She/he does not help the students to be able to speak English.

B. DISCUSSION

From the data analysis, it can be found that there are some factors which influence the students' inability to speak English.

1. Lacking of Motivation

Most of the students do not have motivation in learning speaking. Motivation has big role in determining the successness or the failure of learning a second language. As stated by William, Michael, and Francis, In the learning second language, the learner who has willingness or purpose to learn second language intend to be more successful compared with the learner who does not have willingness and purpose, on the other hand, we can say that motivation is thoughts and feelings of willingness which cause the learner learns a second language⁵². This factor includes into affective factor which has to do with the emotional side of learning a second language.

Motivation of the students in learning speaking is the biggest factor which influence in learning a second language. Most of the students of first and second students of Ma'arif Senior High School have learned English since elementary, junior, until senior level, they also have known much or some vocabulary of English, however, they are unable to speak English, the answer is less of motivation of them. They do not have desire, willingness to learn it. This has to be come out from their own self. As said by Williams, motivation is the thoughts and feelings that we have, which make us want to do something. Motivation influences these three following aspect:

a. Why people decide to do something

Some of the students have reasons to learn speaking English. As I got the data from interview (see appendix 14, question number 3), they want to be able to speak English since:

- They want to go to abroad, that is why they want to be able to speak English in order that they are able to speak with foreigner.

⁵² William O'Grady, Dobrovolsky Michael, and Katamba Francis, *Contemporary Liguistic: An Introduction*, Third Edition, (United Kingdom: Longman,1996),p.525

 They want to get much more knowledge about physics, Bahasa Indonesia, Biology, Geography, Religion, and so on. They want to add their knowledge in English, not only theoretically, but also practically, by speaking English.

However, in the fact those reasons do not encourage the students to learn speaking. They refused when their teacher asked them to participate in the learning process, so that the teachers dominated the time.

b. How long they want to do it

Since they do not have motivation in learning English, it does not take long time to keep on trying speaking English.

c. How hard they are prepared to work to achieve it

Most of the students do not have any preparation in learning English, more over learning speaking⁵³. When the learning and teaching process occurred, they did not know what the topic was, they did not care about the lesson (see appendix 4, 5, 6, 7, 9, and 10).

From those discussions above, finally we can say that lacking of motivation of the students cause them unable to speak English during English lesson. They should motivate their own self to learn to speak English, although their teacher has motivated and encouraged them to speak English, then there is no motivation that comes from their own self, this is useless. English is a very important language in this modern era, everything uses

⁵³ Ibid., p.38

English. For instance, Internet uses English, there are many job vacancies that need ability in speaking English, and so on.

2. Lacking of vocabulary

Ability of mastering vocabulary has to do with the intelligence of the students. Brown, added another factor in influencing the development of second language learning is intelligence, the ability to acquire and retain knowledge. From this statement, we can say that the students who are able to memorize one vocabulary of English that they were taught or they ever heard, they could be successful in learning a second language⁵⁴. After observing the students during English class, we can conclude that the students have less vocabulary, since their teachers always dominate the time, they read and translate the text by their self. Most of them also answer the task by their own self. This technique make the students know little about vocabulary. The teachers should give many opportunities to the students to read and translate the passage by their own self. So that they do not depend on their teachers' explanation. It makes them know more vocabulary, since they try to find out the meaning of the passage. The teachers also have to give opportunity for them to translate the questions and answer by their own self, if there is a

⁵⁴ Douglas H Brown, *Teaching By Principles: An Interactive Approach to Language Pedology*, (Second Edition: San Francisco State University.Longman,2000), p.72

mistake, the teachers can correct it. This technique can make them be active participating during the English.

3. Lacking of confidence

As has discussed in chapter 2, self confidence is one of influencing factor in learning a second language. Dulay stated that self-confidence is very much related to second language development.

During observation, delivering questionnaire and interviewing the students, I notice that they feel un-confidence to speak English. They were embarrassed, and kept silent when their teachers asked them to read the text, more over speak in another language, English, which the words are difficult to be pronounced. Monarth, believed that shyness is a form of social anxiety. Shy people are often more likely feel anxious about speaking than their less shy peers. They often have less experience with telling stories at parties, giving presentations, and speaking up. They tend to be observers rather than participators, they also tend to be audience than players⁵⁵. They should be active participating and involving during the learning and teaching process. They had better read and translate the text, translate and answer the questions by their own self, it can make them decrease their shyness in being active

⁵⁵ Harrison Monarth, and Larina Kase, *The Confident Speaker*, (New York: Mc Graw-Hill,2007), p.12.

during the English class. If they can do it, they will be able to try to learn speaking English.

4. Lacking of knowledge of grammar

Most of the students in the first and second year of Ma'arif Senior High School 4 Driyorejo are afraid to speak English, since they do not comprehend with the grammar. According to them, before speak English, they have to understand the grammar early, since they are afraid to make mistake. Brow, said that in learning language usually occurs mistakes, it is like any other human learning, they learn to swim, ride a bike or play tennis, however, they make mistake by falling down from a bike, having broke-arm or leg. It is also happens in language learning. Children make mistake in the process of first language learning, the same thing occurs in the second one. The mistakes are ordinary thing in learning a second language, the significant thing is by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts which successfully more closely approximate goals.⁵⁶

Finally, we can say that the students should not be afraid to make mistake in learning a second language, since it can make them able to speak English.

⁵⁶ Douglas H Brown, *Principle Of Language Learning and Teaching, (*New Jersey: Prentice Hall,Inc,1987), p.170

5. Environment

Dulay confirmed that the quality of environment determines the success or failure of second language learning. There are two kinds of language environment, formal and informal environment. School where the students learn a second language involves in formal environment. The success of second language learning in formal environment does not give significance development in a second language learning. Dulay said that it depends on the teacher's technique. He confirmed that language environment involves situation in a restaurant or shop, talking with friends, in the process of teaching and learning in the class and many others. The students interact with their friends who speak Indonesian in daily life⁵⁷. When their teachers asked them to speak, they did not do it. When some of students try to speak using English, the others insult them. This environment does not support the students tom learn speaking English. They do not have opportunity to learn speaking English, not with their family, more over in the school, where becomes the main place for learning process of English.

To improve the students ability in speaking English, the teacher has to create conducive environment for ELT, these are the ways:

a. Exposure (linguistic input), there are three points of this input. First, the teacher's talk, which means, the teacher explain or presents what is the

⁵⁷ Heidi Dulay, marina Burt and Stephen Krashen, *Language Two*, (New York: Oxford University,1982), p.74 and 43.

topic of the learning and teaching process. Second, materials, which means, there must be materials tat are going to taught and learned by the teacher and the students in the learning and teaching process. Beside the teacher's talk and materials, the students have to show their work display. It could be in competence of oral production, such as presentation or written one, such as an article.

- b. Classroom management, it involves seat arrangement, intensive interaction, and fair distribution of questions. In the learning and teaching process, the appropriate of seat arrangement is needed to support the succesness in creating conducive environment of learning and teaching. not only seat arrangement, seat arrangement is also needed in creating conducive environment of learning and teaching. since, intensive interaction makes the students become active participating in learning and teaching process, which can support the successness of them. The last thing is fair distribution of questions. The teacher has to distribute the questions in the leaning and teaching process to all level of the students, both high and low level.
- c. Facilities, to create conducive environment for ELT, there should be good facilities which involve language laboratory, book corner, and teaching media⁵⁸.

⁵⁸ It was taken from Mrs. Zuliati Rohmah M.P.d as my advisor.

6. Lacking of teacher's role

According to class for eight meetings, we can say that most of the teachers dominated the talk during learning and teaching process. They not only read and translate the passage, but also answer the task by their own self. Nunan explained that teacher-dominated classroom talk is one type of unequal power discourse, which means the teacher has the power to determine the topics, distributes the turns, give feedback, and ask most of the questions among other things⁵⁹.

From this statement we know that there is no balancing interaction between the teacher and the students.

The teachers were active, play the main during learning and teaching process, and visa versa, the students only kept silent, became audience, where they should become the main participants in the classroom.

Finally, we can conclude that the teacher gave them less motivation, to encourage and support them for learning speaking English.

7. The teacher's technique

Harmer confirmed that the effective speaking involves a good deal of listening, an understanding of how the other participants are feeling, and

⁵⁹ David Nunan, *Practical English Language*, , (New York: Mc Graw-Hill, 2003), First Edition, p.58

knowledge of how linguistically to take turns or allows others to do so^{60} . From that statement we know that speaking activities that are given by the teacher should provide the students with opportunity to learn all the skills, especially oral communicative one, since as stated that by Lindsay and Knight, we speak for many reasons, to be sociable, because we want something, because we want other people to do something for someone else, to respond to someone else, to express our feelings or opinion about something to exchange information, to refer an action or even in the past, or future, the possibility of something happening and so on⁶¹. The same thing which is said by Richards and Renandya, the effective interactive activities should be manipulative, meaningful, and communicative⁶². Manipulative means, the activities have to make the students willing to speak, to persuade them in order to speak up, for instance, the topic is about the things that relate with their teenager life, such as, about love, friendship, and so on. Meaningful means, the activities have the clear purpose of the speaking. For instance, if the purpose of the speaking is about greeting, then the activities that are created have to relate with greeting. The lat aspect is communicative, which means, the activities have to make the students interact with their friends.

⁶⁰ Jeremy Harmer, *The Practice of English Language Teaching*. (Edinburgh Gate:Longman,2001), p.271

⁶¹ Cora Lindsay, and Paul Knight, *Learning and Teaching English, (*New Jersey: Oxford University,2006), p.57

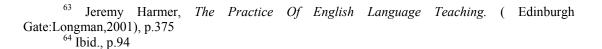
⁶² Jack C. Richards and Renandya A. Willy, *Methodology In Language Teaching: An Anthology Of Current Practice*, (Cambridge: Cambridge University Press, 2002), p. 209

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.

c. Feedback provider: when the students are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may gets students out of difficult⁶³.

Harmer also said, it is very important for teachers to correct mistakes made during speaking activities in different way from the mistakes made during a study exercise. When the mistakes of students occur, the teacher should let them, since, if the teacher interrupts it in the middle of speaking activities, the teacher will destroy the purpose of the speaking activity, to make them speak up. So, the teacher has to wait until the speaking activity over⁶⁴.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion presents the results of the study, in addition, the suggestion presents the advices for the teachers, students, and the other writers.

A. CONCLUSION

From the data analysis of contributing factors to the students' inability in 'speaking of first and second graders of Ma'arif Senior High School 4 Driyorejo during the English lesson, the writer draws conclusion as follows:

1. The factors which cause the students' inability to speak English during English lesson are:

- a. Lacking of Motivation, some of the students do not like English and think that there is no interesting thing during the English lesson. They also do not like speak English, most of them can only speak English a little.
- Lacking of vocabulary, more than half of students said that they know little about English vocabulary, and they also can not arrange a sentence in English.

- c. Lacking of confidence, most of them feel un-confidence when they speak English, they are afraid to make mistake, then their friends laugh at them.A half of them also never speak English during English lesson.
- d. Grammar, some of them are afraid to speak English, since they do not comprehend with the grammar, and according to them, speak English means understanding the grammar first, then speaking.
- e. Environment, their environment does not support them to learn speaking English. All of their friends do not speak English, so that when some students try to speak English, they insult them, since they are different.
- f. Lacking of teacher's role, most of them do not like when their teacher speaks English, since they do not understand what the teacher's speech is.
 Almost all of them said that their teachers do not only give them opportunities to speak English, but also do not motivate them to speak English.
- g. The teacher's technique, some of the teachers do not give speaking activities during English lesson, the students also do not understand with the teacher's technique.

2. The Most Dominant Factor Which Cause The Students' Inability To Speak English During The English Lesson

After observing, delivering questionnaire, and interviewing the students, I can conclude that the most dominant factor which causes the

students unable to speak English during English class is, lack of teacher's role. These are the following reasons of lack of teacher's role in teaching speaking:

- a. The students said that they do not like their teacher's technique, since their teacher dominated the time by reading and translating the text by her/himself. He/she answered the questions by her/himself either.
- b. The teacher does not give speaking activities during the English lesson, so he/she does not help the students to be able to speak English.

Finally, we can conclude that lack of teacher's role make the students unable to speak English.

B. SUGGESTIONS

After doing observation, delivering questionnaire and interviewing the students, the writer would like to give some suggestions which may be useful in creating the better techniques in learning and teaching of speaking English.

1. For the Teacher

The teachers have done many things for their students during learning and teaching of speaking English. However, there are some weaknesses that have to be repaired to make the students able to speak English. The teacher would be better give more motivation, encourage them, give them more speaking activities and more activities in speaking English in order to be able to speak English.

2. For the students

I do hope the students learn English more intensively, especially in speaking skill, since English is very important in this modern era, they might be do not need it for now. However, at least they can speak English, although little, they will need it in their life, or at least, it can increase the list of Indonesian people who are able to speak English. They have learnt English for long time, they have to prove to the world, that they not only can learn the theory, but also be able to speak English.

3. For the others writers

The writer does realize that this study is still far from being perfect. In her research result, she does not really sure that motivation is the most dominant factor which cause the students unable to speak English, she con vices that the teacher's role influence this problem. She does want to do research intensively, however, because of limit of time, she can not do it. Therefore, she really hope, that there will be other writers who will do the same research, about the factors which cause the students unable to speak English during the English lesson, but more specific, it might about the teacher's role as the most dominant factor in causing the students' inability in speaking English during English lesson, since she does not quite sure about the result of her study. So, she does really hope that the other writers do the study intensively with the more accurate data.



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