

**SPEAKING PROBLEMS FACED BY EFL  
LEARNERS IN INDIVIDUAL PRESENTATION  
(A Study at Fourth Semester English Department Students  
of UIN Walisongo Semarang in the Academic Year  
2017/2018)**

**THESIS**

Submitted as Partial Fulfillment of the Requirement for Gaining  
The Bachelor Degree of English Language Education



by:

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**2018**

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is definitely my own work. I am completely responsible for the content of this thesis.  
Other writer's opinions or findings included in the thesis are quoted or cited in  
accordance with the ethical standards.

Semarang, 30<sup>th</sup> July, 2018

The Writer,



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Title : **SPEAKING PROBLEMS FACED BY EFL LEARNERS IN  
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Department Students of UIN Walisongo Semarang in the Academic Year  
2017/2018)

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosah session.

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## ABSTRACT

**Title** : **SPEAKING PROBLEMS FACED BY EFL LEARNERS IN DIVIDUAL PRESENTATION** (A Study at Fourth Semester English Department Students of UIN Walisongo Semarang in the Academic Year 2017/2018)

**Name** : **Nihayatul Himmah**

**Student Number** : **1403046005**

Speaking problems commonly faced by EFL learners when they are presenting a learning material. This study was aimed to know speaking problems faced by EFL learners in individual presentation at 4<sup>th</sup> semester English department students of UIN Walisongo Semarang. The method used in this study was qualitative method with descriptive approach. The data was collected from all members of PBI-4C. The data were gathered through in-depth interview, observation and documentation. The results of the study were shown in three factors; they are linguistic knowledge point of view (vocabularies, pronunciation, and grammar), psychological point of view (lack of confidence, shyness, nervous, fear of mistake, and confuse) and non-linguistic knowledge (lack of preparation, lack of motivation and teaching vocabulary). The findings suggest that the teacher should pay attention more to students' awareness for speaking ability, moreover, it is in presentation skill which is clearly and understandable. Finally, English speaking problems in this university will decrease and students are able to speak up in front of public and also have better performance in speaking in the future.

Keywords: EFL Learners, English as foreign language, speaking problems.

## MOTTO

1. كَلَّمَا ارْتَدَادَ عِلْمِي ارْتَدَادَ جَهْلِي

*The more I know, the more I know I don't know.<sup>1</sup>*

2. *If God gives us a trouble, it means that He puts the tremendous power to us. (Niha)*

## DEDICATION

In the name of Allah *'Azza wa Jalla*, the Lord of this world, the beneficent and the merciful. No writing project is successful without patience and prayer of everyone whom actually it is not enough just writing their name on this thesis. Finally, this thesis is dedicated to them, but the foremost dedications are to:

- ❖ My beloved father and mother (Bapak Bashiron and Ibu Siti Fatimah), who always spread their affection, prayer, love and give their advices till the writer finished arranging this thesis. Thank you very much for giving the writer support.
- ❖ My beloved father and mother (Bapak KH. Amin Rosyidi Rosyad (Alm) and Ibu Nyai Hj. Juwairiyah), who has lighted the writer's soul.
- ❖ Honorable, DR. KH. Fadlolan Musyaffa', Lc., MA., and Ibu Nyai Hj. Fenty Hidayah and the great family of Ma'had Al Jami'ah Walisongo Semarang, who have become my guardian and family in Semarang. Thank you for the guidance and valuable support.
- ❖ My beloved sister and brother (Millatun Nashihah and Faiqun Najah) who always support each other to finish my thesis.

Thanks a lot, there is no words can express my gratitude but pray may Allah multiply the best rewards for all your kindness.

## ACKNOWLEDGEMENT

In the name of Allah, the most mercies, and the most merciful. All praises always be given to Him, the Lord of this world who has blessed the writer in completing this thesis. May peace and salutation always be delivered to our beloved prophet, Muhammad SAW, who has guided us from the darkness to the brightness and brought us to the truth way of life.

With all sincerities of the writer's deepest heart, she realized that if there were no supports and motivations from people around her, she could not complete this thesis perfectly. Therefore, she would like to express her gratitude and her appreciations to:

1. Dr. H. Raharjo, M.Ed., St. as the Dean of Education and Teacher Teaching Faculty
2. Dr. H. M. Ikrom, M.Ag. as the Head of English Education Department
3. Sayyidatul Fadlilah, M.Pd. as the Secretary of English Education Department
4. Daviq Rizal, M.Pd. and Lulut Widyaningrum, M.Pd. as my Advisors, who always give their valuable time, guidance, correction, and some suggestions during arranging and completing this thesis
5. The deepest gratitude for all lecturers and staffs of English Education Department at State Islamic University of Walisongo Semarang

6. The writer's parent, Bashiron and Siti Fatimah. This thesis is dedicated to them who have given her the big opportunity to experience the study from kindergarten until university and support throughout her life, their moral support, prayer and guidance to their beautiful daughter.
7. Kyai Misbahuddin, who has educated the writer with his love and patience when the writer was child.
8. The writer's family members, her beloved sister and brother, Millatun Nashihah and Faiuqun Najah who always support and love each other.
9. My beloved friends "Tsulatsi Mujarrod" (Mba Bintang Shofiarizqi and Umi Kulsum), my best PU Musyrifah (Miss Iyoh, Miss Roro, Miss Muthi', Miss Irfah, Miss Ilma, Miss Nuzulia, Miss Amiroh, Miss Zuliyana, Miss Umi Khabibah, Miss Hubbi, Miss Izki, Miss Arum, Miss Bening, and Miss Syifa), and my new family, all members of POSKO 27 (Pak Ramdhun, Ridwan, Nizar, Hiday, Mba Syifa, Mba Qiqi, Mba Wiwin, Mba Chilya, Mba Rif'ah, Mba Sabaraha, Mba Mba Rizqiyah, Mba Azizah) thank you for all your prayers and support.
10. My beloved Abuzz Army (All members of PBI A 2014)
11. All the members of PBI 4 C
12. My truly best friend "Beruang Coklat" who always keeps my name on his prayers and gives me motivations.

13. All of My Conversation and Muhadatsah class of Ma'had Al Jami'ah Walisongo
14. All my best girls Damascus and Cordova Branch of Ma'had Al Jami'ah Walisongo
15. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted.

Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, 26<sup>th</sup> July, 2018

The Writer

Nihayatul Himmah

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# CHAPTER I

## INTRODUCTION

This thesis aims to explain the English speaking problems faced by English department students in English as a foreign language learning process in individual presentation especially at 4<sup>th</sup> semester students of English department students in Walisongo state Islamic University of Semarang. This chapter discusses about research background, research question, research objectives and research significances.

### **A. Background of the Study**

The most complex skill in English is speaking because it involves the interaction of multiple psychologist as well as psychological process. Mercifully, the learners of second language speak fluently in their first language. The most targeted in traditional instruction is in sufficient knowledge of the first language systems, including vocabulary, and grammar, phonology. Actually, although the learners with advanced knowledge of the systems, they often still find some difficulties to practice this knowledge in true context, direct encounters. Lacking a measure of skilled control over the online assembly production of utterances, including the capacity to respond spontaneously to the often

unpredictable demands of interactive talk, the speaker's fluency will be at risk.<sup>1</sup>

The competence to speak frequently does not only about knowledge of language features, but also the competence to process language and information 'spontaneously'.<sup>2</sup> To build understanding in foreign language, the learners will use their existing language resources, built up from previous experience of language use. For speaking in the foreign language in order to share understandings with others requires attention to specific of the language. A speaker is required to know the most appropriate words and the correct grammar to deliver meaning accurately and precisely, and needs to organize the speech so that the listener and the speaker will understand both of them. In listening, the nuances of meaning carried by grammar or discourse organization can often be constructed from other clues, but speaking doesn't let for this so without difficulty.<sup>3</sup>

Most of people, understanding the skill of speaking is the single most important feature of learning a second or foreign

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<sup>1</sup>Scott Thornbury, *The Cambridge Guide to Pedagogy and Practice and Second Language Teaching*, (Singapore: Cambridge University Press, 2012) p. 198

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia:Longman, 2003) p. 269

<sup>3</sup>Lynne Cameron, *Teaching Languages to Young Learners*,(Cambridge University Press, 2002) p.40-41

language, and success is stated in terms of the ability to convey the conversation in the language.<sup>4</sup>

One of the most crucial skills to be developed and enhanced as means of effective communication is speaking skill. Speaking skill is measured as the most difficult part of language learning. Many language learners find the difficulties to express themselves in spoken language. They are usually facing problems to use the foreign language to express their thoughts efficiently. Sometimes, they stop talking because they face psychological difficulties or cannot find the suitable words or expression to be expressed.<sup>5</sup>

As we know the fact, that English language instruction today is one of the crucial aspects of preparing students for their future in highly competitive international professional environment. Teaching principles of oral communications at university level is an especially relevant curriculum segment and is done with the ultimate purpose of better communication professional knowledge to other professionals. Every professional is involved in some aspect of communication which usually involve gathering, analyzing, and distributing scientific and/or technical information effectively and accurately for specific audiences. That's important

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<sup>4</sup>David Nunan, *Language Teaching Methodology*, (Singapore: Phoenix ELT, 1995) p.39

<sup>5</sup>Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of research in English Education*, (year 2017), p. 45

to emphasize that oral presentation for academic and professional purposes need to occupy a significant part of language teaching classes.<sup>6</sup>

The oral presentation of students now are a common thing of many courses at universities and colleges as they are one of the ways to improve learning material. Despite the aspects of using presentations in the classroom, some students may show resistance to do extra work, have fear in public speaking, and display boredom while sitting through others' presentations if they are not engaged with the experience. So that, some students may have generally negative beliefs about giving classroom presentations.<sup>7</sup>

The fear of delivering speech or a presentation ranks as the number of one fear among some people, including students as well as adults from many diverse backgrounds. The inability to deliver oral presentations effectively may appear from a communication related to anxiety known as oral communication apprehension. The basic components of oral communication apprehension are learned helplessness and learned negative expectations, both of them may contribute to increase in anxiety and loss of self-confidence, whether the kind of communication is speaking face-to-face. In

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<sup>6</sup>Sladana Zivkovic, *The Impotence of Oral Presentation for university Students*, *Mediterranean Journal of Social Sciences* (Year 2014) p. 472

<sup>7</sup>Sladana Zivkovic, *The Impotence of Oral Presentation for university Students*, *Mediterranean Journal of Social Sciences* (Year 2014) p. 469-470

meeting, among several persons in a group discussion, or to an audience by delivering a speech or presentation.<sup>8</sup>

Indonesia, as well as many other countries, in is an important thing to learn at least three languages. They are mother tongue, national language, and foreign language. It has been pointed out that English as foreign language is being made compulsory subject in secondary schools throughout Indonesia in 1945 soon after the Indonesian Independence Day, August 17, 1945.<sup>9</sup>

Foreign language (FL) learning involves different interrelated factors and FL anxiety is considered as one of the effective variables that plays an important role in learning a new language. Learners who have difficulty with learning of foreign language are predominantly described as having lack in motivation.<sup>10</sup>

As we know that the target of English learning process is the students can communicate with others effectively. The major goal of all English language teaching should be to give learners the

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<sup>8</sup>Brenda Hayden Sheets and Lou Tillson, "Strategies to Improve Students' Presentation Skills", Article, p. 4

<sup>9</sup>Leni Marlina, "Learning English as Foreign Language in Indonesia through English Children' Literature", *International Journal of Literacies*, (Vol. 19, No. 4, 2013) p. 41

<sup>10</sup>Abdel Madjid Benraghda, *et al*, "Attitudes among International University Students in Delivering English Oral Presentation in Academic setting", *International Journal of English and Education*, (Vol. 4 , No.1 , 2015), p. 280

ability to use English effectively, and accurately in daily communication.<sup>11</sup> Al Qur'an commands us to speak effectively.<sup>12</sup>

It is one line with a rule that stated in Al Qur'an , surah an-Nisa' on verse 63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا

The meaning is:

Those men-Allah knows Allah is in their hearts; so keep clear of them, but admonish them, and speak to them a word to reach their very souls.<sup>13</sup>

English department students are demanded to be more mastered than other majors in all English skills moreover in speaking. Moreover, in English presentation, they must be able to present is well. Because, that skill will be very useful when they get job whether as a teacher or employer. But, in the facts, there are some English department students still have problems with English competences especially in speaking. Furthermore when they are in

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<sup>11</sup>Hayen Hoang Tuan & Tran Ngoe Mai, "Factors Affecting Students' Speaking Performance At Le Thanh Hien High School", *Asian Journal of Educational Research of Thu Dau Mot University*, (Vol.3, No.2, year 2015) p. 8

<sup>12</sup>Deddy Mulyana, *Kapita Selektu Komunikasi Pendekatan Budaya dan Agama*, (Bandung: Simbiosis Rekatama Media,2007), p.74

<sup>13</sup>Abdullah Yusuf Ali, *al Qur'an in Translation*, (Malaysia: Islamic Book Trust, 2005) p. 97

learning process. Sometimes students of English department still have miss understanding with the explanation from their teachers.

Based on that reasons, the writer need to conduct the research about English speaking skill problems in English individual presentation faced by English students department in English as a foreign language learning process.

## **B. Research Question**

Based on the background of the study, the research question is what are the speaking problems faced by EFL learners in learning process in individual presentation at fourth semester English department students of UIN Walisongo Semarang in the academic year 2017/2018?

## **C. Research Objectives and Research Significance**

### **1) Objective of the Study**

Regarding to the problem above, the aim of this is to explain the speaking problems faced by EFL learners in learning process in individual presentation at fourth semester English department students of UIN Walisongo Semarang in the academic year 2017/2018.

### **2) Significance of the Study**

The findings of the study are claimed to be significant to:

- a. For English department students

This study can be a reference for them in doing a research about English speaking problems faced by English department students and after knowing the result of this study the researcher hopes the problems of English in speaking will be decrease.

b. For the lecturers

By knowing the findings of the research, hopefully some lecturers will be more pay attention to the students especially in teaching of speaking in order to reach the learning goals especially speaking itself.

c. For the writer

From the result of this research the writer hopefully can take and give the benefits of this research to many people for conducting a study about English speaking problems in individual presentation. More than it, the writer hopes this study can be an evaluation of learning English speaking skill, so that all of components of English department can embody the learning goals effectively.

d. For the next researcher

Hopefully, this study will give some valuable inputs and benefits for the next researcher and make this study

more perfect than before. Hope it will be useful as a reference for the next researcher.

## CHAPTER II

### REVIEW of RELATED LITERATURE

This chapter, literature review, previous study and conceptual framework are presented.

#### A. Speaking Problems

##### 1. Linguistic Knowledge Point of View

English has four skills (listening, speaking, reading and writing), speaking knows intuitively the most important one. People who know a language are referred as a ‘speaker’ of that language, as if speaking included all kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak up.<sup>14</sup>

Speaking is the active use of language to express meanings, so that others other people can make sense of them.<sup>15</sup> Speaking skill mastery is a priority for many second language or foreign language learners.<sup>16</sup> Students may have English speaking problems on their linguistic knowledge, such as grammar, vocabulary, and phonology.

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<sup>14</sup>Penny Ur, *A Course in Language Teaching, A Practice and Theory*, (Cambridge: Cambridge University Press, 1991) p.120

<sup>15</sup>Lynne Cameron, *Teaching Languages to Young Learners*,(Cambridge University Press, 2002) p.40

<sup>16</sup>Jack c. Richards, *Teaching Listening and Speaking From Theory to Practice*, (Cambridge University Press, 2008) p.19

## 1.1. Grammar

Grammar can be defined as “the way words are put together to make a correct sentence”. Grammar does not only affect how some units of language are combined in order to ‘look right’, but also it affects their meaning.<sup>17</sup>The meaning of grammatical structure may be quite difficult to teach. For example, the most simple rule is, adding *s* morpheme on the third person of the simple present tense. We always add it with the pronouns *She, He, and it*. This is straightforward rule, but it needs qualifying directly. We can restate it by saying that we add *s* to all verbs the third person singular of the present simple tense, unless they’re modal verbs (*must, will, can, should, etc.*) thus ruling out (*he musts*). So the simple rule has become slightly complex.<sup>18</sup>

Kinds of grammar differ clearly, depending on whether they are formal grammar or functional grammar. Formal grammar means concerning with the

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<sup>17</sup>Penny Ur, *A Course in Language Teaching, A Practice and Theory*, (Cambridge: Cambridge University Press, 1991) p.75

<sup>18</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia:Longman, 2003) p. 15

form and how it operates within the overall system of grammar.<sup>19</sup>

The grammar of a language means a description of the ways in which some words can change their forms and can be combined into sentences in that language.<sup>20</sup> There are two kinds of grammars, written and spoken grammar. There are a number of features of spoken grammar that are the audible effects of real-time processing difficulties, or we can call it performance effects (hesitations, repeat, false starts, incompleteness, and syntactic blends).<sup>21</sup>

From some references above, the writer can conclude that grammar is the one aspect that can be a problem for the students who want to try to speak. They feel that grammar is one of the things that block them to express their idea. They stop to talk because they feel afraid if their sentences are wrong and finally they close their mouth and stop to talk.

## 1.2. Vocabulary

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<sup>19</sup>Jeanette DeCarrico and Diane Larsen-Freeman, *An Introduction to Applied Linguistics*, (Oxford University Press, 2002) p.21

<sup>20</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2003) p.12

<sup>21</sup>Scott Thornbury, *How to Teach Speaking*, (Longman, 2002) p.21

Talking about vocabulary, it talks about what is a word. A word can be called as the base form (e.g.: make) and its inflections derivatives (e.g.: makes, made, making, maker, and makers).<sup>22</sup>

Vocabulary can be defined as the words we teach in the foreign language. Sometimes, a new item of vocabulary may be more than one word, such as post office and mother-in-law, which are made up of two or three words but actually express an idea.<sup>23</sup>

There are some points that should be emphasized in using vocabulary. Those are word meaning, extending word use, and word combination. The first is word meaning. The least problematic issue of vocabulary, it would seem, is meaning. What a word means is often defined by its relationship to other words, and also some words have synonyms that mean exactly or nearly the same as each other. The second is extending word use. Words do not just have different meaning, but also they can be stretched and twisted to fit different contexts and different uses. Sometimes, words are extended so extremely that

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<sup>22</sup>Alant Hunt and David Beglar, *Methodology in Language Teaching*, (Cambridge Press University, 2003) p. 258

<sup>23</sup>Penny Ur, *A Course in Language Teaching, A Practice and Theory*, (Cambridge: Cambridge University Press, 1991) p.60

their meaning becomes completely impenetrable. The third one is word combination. Even though words can stand as a single item which is combined in a sentence. The mostly combine with another in ways which competent speakers of the language recognise instantly, but which others often find strange. We may also word combination as collocation.<sup>24</sup>

A problem also when using vocabulary is 'lemma'. A lemma is a set of related words consists of the stem and inflected forms that are all the same part of speech. Such as approach, approaches, approached, approaching may all be members of the same lemma because they all have the same stem, include only the stem and inflected forms, and all are verbs.<sup>25</sup>

Once, an important thing when we learn vocabulary is context. Honeyfield emphasized the importance of context in teaching of vocabulary. The problem confronting both teacher and learner is that no course can provide learners with anything like the vocabulary they will need to comprehend authentic

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<sup>24</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia:Longman, 2003) p.18-22

<sup>25</sup>Paul Nation and Paul Meara, *An Introduction to Applied Linguistics*, (Oxford University Press, 2002) p. 36

text. It is important to provide learners with some strategies for inferring the meaning of unknown word from the context in which it occurs.<sup>26</sup>

From the references above, the writer take a conclusion that vocabulary gives big influence to speaking ability. Sometimes, the students stop to talk because they don't know how to say it in English, how to say the verb in V<sub>1</sub>, V<sub>2</sub>, and V<sub>3</sub>. Maybe also they don't know how to match the vocabulary with the context that will be used for certain vocabularies. The last, they choose to be silent rather to say words which are incorrect.

### 1.3. Phonology

The basic level of speaker's knowledge draws on is pronunciation. Words are stored along with their pronunciation and do not need to be reconstituted from stretch each time they are used.<sup>27</sup>

There are two particular problems in pronunciation. Those are what student can hear and intonation problem. The first is what student can hear. Some students have special hearing pronunciation

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<sup>26</sup>David Nunan, *Language Teaching Methodology*, (Phoenix ELT: London, 1995) p. 122

<sup>27</sup>Scott Thornburry, *How to Teach Speaking*, (Longman, 2002) p.24

features that we want to produce. The next is the intonation problem. The most problematic area of pronunciation is intonation for many teachers. Some students feel difficult to find ‘tune’ or to identify the different patterns of raising of rising and falling tones. Then, our project as the teacher is to give students opportunities to recognize such moods and intentions either on tape or through the way we model them by ourselves.<sup>28</sup> The rises and falls in tone that make the special ‘tune’ of an utterance, are an important aspect of English pronunciation. It makes a difference implication meaning.<sup>29</sup>

There are also two things why do learners make pronunciation errors. The first is a particular of sound may not popular in their mother tongue, so that the learner is not used to forming it and they tends to substitute the nearest equivalent he or she knows. The second is a sound does exist in their mother tongue, but not as a separate phoneme, the learner does not perceive it is a distinct sound that makes a difference meaning. For example, in Hebrew, both the /I/ and /i:/

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<sup>28</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia:Longman, 2003) p. 184-185

<sup>29</sup>Penny Ur, *A Course in Language Teaching, A Practice and Theory*, (Cambridge: Cambridge University Press, 1991) p.49

(ship/sheep) sounds occur, but which is used depends only on where the sounds comes in the word or phrase, not what by the word meaning. The result is that the Hebrew-speaking learner is not naturally aware of the difference in English.<sup>30</sup>

Many sources above have explained learners or students of English as a foreign language may find problems in pronunciation or phonology, because the students must pay attention to some points, such as intonation. So, from that references the writer conclude that phonology or pronunciation is one of important factor in learning English as a foreign language. Moreover, we are as English students department.

## **2. Social and Psychological Problems Point of View**

There some English speaking problems based on social point of view. The first is *inhibition*. Speaking is not like reading, writing, and listening activities. Speaking requires some degree of real time exposure to an audience. Some learners are sometimes inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of

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<sup>30</sup>Penny Ur, *A Course in Language Teaching, A Practice and Theory*, (Cambridge: Cambridge University Press, 1991) p.52

the attention their speech attracts. Number two is nothing to say nothing to say. Although they are not inhibited, you may hear learner complain that they cannot think of anything to speak. They don't have motivation to express themselves beyond the guilty feeling that they should be speaking. The third one is low or uneven participation. Only one student can speak at that time if he or she to be heard and in a large group this means that each student will have only very little talking time. This problem is compounded by the tendency of some students to dominate, while others speak very little or not at all. The last is mother tongue use. The last one is *mother tongue use*. In the class, some students share the same mother tongue. They may tend to use it. Because, it is easier. Because it feels unnatural to speak to one and another in foreign language and also they feel less 'exposed'. If they are speaking their mother tongue. If they are talking in the small groups it can be quite difficult to get some classes – particularly the less discipline or motivated ones- to keep to the target language.<sup>31</sup>

English speaking problems can be found also from psychological aspect. Such as fear of mistake, shyness, anxiety, lack of confidence, and lack of motivations. The first

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<sup>31</sup> Penny Ur, *A Course in Language Teaching, A Practice and Theory*, (Cambridge: Cambridge University Press, 1991) p.121

is fear of mistake. As explained by some theories, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. The signs of this is students' fear of being laughed by other students or will be criticized by the teachers. The second is shyness. Shyness is caused by students' nature that they are very quiet. The third is anxiety. Anxiety caused by communication apprehension, test anxiety and fear of negative evaluation. The fourth is lack of confidence. This case is caused by low ability in English speaking and also less of encouragement from the teacher. The last is lack of motivation. Lack of motivation can be caused by uninspired teaching, monotonous teaching, and their boredom in English teaching.<sup>32</sup>

Based on some references above, the writer takes a conclusion that English speaking problems can occur from their social or psychological aspect. For example, students' class environment. If the members of the class do not speak English, English environment will not appear in the class and the students will unfamiliar with English.

## **B. Individual Presentation**

### **1. The meaning of English presentation**

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<sup>32</sup>Ahmed Maher Mahmoud al Nakhalah, "Problems and Difficulties of Speaking Encounter English Language Students at Al Quds Open University", *A Journal, International Journal of social Science Invention*, (Vol. 5, No, 12, 2016) p. 101-103

Presentation is a mediation of new material (a text, a new word, how to perform a task) that students need to be first able to perceive and understand it. The term of presentation here is applied not only to the kind of limited and controlled modelling of a target item that we do when we introduce a new word or grammatical structure, but also the initial encounter with comprehensible input in the kind of spoken or written text, as well as various kinds of explanations, instructions, and discussions of new language items or task.<sup>33</sup>

Oral presentation is the common thing for college students as they are the one of ways to improve material learning course. There are important aspects of spoken presentations. Those are introduction, the main body (methods and result), and conclusion (discussion).<sup>34</sup>

Oral presentation skill is considered one of the most important proficiencies for higher education and future carriers. The main problem of Foreign Language instruction is to

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<sup>33</sup>Penny Ur, *A Course in Language Teaching, A Practice and Theory*, (Cambridge: Cambridge University Press, 1991) p.11

<sup>34</sup>Sladana Zivkovic, "The Importance of Oral Presentation for University Students", *Mediterranean Journal of Social Sciences* (Vol. 5, No. 9, 2014) p. 469-470

develop oral communication skill such as English presentation.<sup>35</sup>

Some references above explained that English presentation means here is one of the ways that used by university students in this era for delivering some learning materials and of course use English to deliver it.

## **2. The Importance of Presentation as EFL Learners**

Students who are studying English for academic purpose are probable to need preparation in giving academic conference paper or presentation. Using presentation in the class, it will help you to discuss the formal features of such genres as well as identifying specific language exponent associated with each stage. Students who want to present an oral academic presentation (OAP), they should pay attention to these some features: The OAP should contain a concise summary, a thoughtful and well balanced critique, and list of relevant implications, the presenter should engage and evoke interest of the audience, the presenter should have an effective delivery style, and the presenter should manage time well.<sup>36</sup>

Oral presentation can be looked at from three perspectives: presentation as a transmission of the ideas of others to a passive

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<sup>35</sup> Nowreya A. al-Nouh, *et al.* "EFL College Students' Perceptions of the Difficulties in Oral Presentation as a Form of Assessment", *International Journal of Higher Education*, (Vol. 4, No. 1, 2015) p. 136

<sup>36</sup> Scott Thornbury, *How to Teach Speaking*, (Longman, 2002) p.94

audience with anxiety at low level, presentation as an imparting of the material studied from which students seek to make their own meanings from the ideas to others, and the last, presentation as a position to be disputed and defended by persuading the audience. The major challenge of foreign language learner instruction is to develop students' oral communication skill, because the main goal of language teaching is the production of qualified teachers of target language.<sup>37</sup>

Oral presentation becomes more important part of language teaching, especially in the university environment. One of the purposes of this presentation is to prepare the students for business presentations that they will likely be expected to carry out after graduating from their university and getting a job.<sup>38</sup>

References above signs that oral presentation is important. Moreover with using English to deliver it. It will be beneficial for us if we are graduated from university. Although we will be a teacher, carrier woman, manager, or etc.

### **C. English as Foreign Language Learning process**

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<sup>37</sup> Nowreyah A. al-Nouh, *et al.* "EFL College Students' Preceptions of the Difficulties in Oral Presentation as a Form of Assessment", *International Journal of Higher Education*, (Vol. 4, No. 1, 2015) p. 136-137

<sup>38</sup> Richards Miles, "Oral Presentations for English Proficiency Purposes", An Article, *Reflections on English Language Teaching*, (Vol. 8, No. 2) p. 103

According to Kimble and Garmezy learning process is a changing of attitude which is relatively constant and a result of repeated practices. Rombepajung explained that learning is an acquisition of a special subject or an acquisition of skill by lesson, experience, or teaching. Learning process needs a process which tends to be permanent and change attitude. In learning process, occurring a remembering information which the next will be saved in memory and cognitive organization.<sup>39</sup>

Foreign language learning refers to learning of a normative language outside of the environment where it is commonly spoken. A language is measured as foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Foreign language education refers to the teaching of a modern language that is neither an official language nor the mother tongue of significant part of the population.<sup>40</sup>

Language learning is a procedure which is complicated that needs to be understood better.<sup>41</sup> Language learning is affected by the social, physical, and affective factors. The physical and social

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<sup>39</sup>M. Thobroni, *Belajar dan Pembelajaran Teori dan Praktik*, (Ar-Ruzz Media: Yogyakarta, 2016) p.17

<sup>40</sup>Aleidine J. Moller and Theresa Catalano, "Foreign Teaching and Learning", An Article, *International Encyclopedia for Social and Behavioral Science 2<sup>nd</sup> Edition*, (Vol. 9, No. 8, 2015) p. 327

<sup>41</sup>Fahritdin SANAL, "Foreign Language Teaching and Learning Theories/Approaches", A Journal, *Journal of Turkish Language Literature*, (Vol. 3, No. 2, 2017) p.220

factors are determined by space, but affective factors depend more on the learners. Affective factors mean here such as attitudes and motivations remain central in the entire process. They will influence the degree of willingness, initiative, and investment made by learner and affect learning outcomes at a short and measurable team.

According to Paul Christopherson explained that a foreign language is used for the purpose as absorbing the culture of another nation. In the other hand, Marckwardt explained that English is a foreign language if it is taught as a school subject or at an adult level for the purpose of giving the students a foreign language competence which he or she may use in one of several ways-to read literature, to read technical works, to use language for communication, etc.<sup>42</sup>

The term of English as foreign language (EFL) and English as second Language (ESL) sometimes can be used interchangeably. In the general contact of teaching English in most Indonesian schools, the term of EFL is more appropriate than ESL because the EFL learning refers to the situation where the students are learning English in context where English as a target language is common with the society in which the learners are living. Since there is

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<sup>42</sup>Ramesh Shrestha, "English as a Second Language/English as a Foreign Language Distinction: Its Pedagogy & The Nepalese Context", *A Journal, CNAS Journal*, (Vol. 11, No.1, 1983) p.46

increasing number of international schools in many cities in Indonesia recently and there are more learners are situated in a context where English has a communicative function in urban areas, the term of ESL is also probably appropriate for those learners. So that, EFL is the most appropriate term in Indonesian context until now.<sup>43</sup>

Some references above have clearly explained about what is learning process, what is language learning process and what is English as foreign language learning process. From explanation above, the writer notes that English as foreign language learning process means English that used in the classroom for delivering some materials of learning process and it doesn't used as second language but target language.

#### **D. Previous Study on English Speaking Problems**

There are some studies that have conducted by some researchers about English speaking problems. Emma Rosiana Febriyanti in his study found that students may have some problems when speaking is taught, such as students do not want to talk or say anything, students keep using their own language, it is difficult to handle the students in large class, students are not discipline, the material do not fulfill the need of students, students have low

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<sup>43</sup>Leni Marlina, "Learning English as Foreign Language in Indonesia through English Children' Literature", *International Journal of Literacies*, (Vol. 19, No. 4, 2013) p. 41-42

motivation to learn English. She concludes that teaching speaking is very important part of foreign language learning. Students must have some activities to encourage students to speak up, some principles that teacher must consider in designing speaking techniques, and some suggestions that students must do in teaching speaking.<sup>44</sup>

Lai-Meng Leong and Seyedeh Masoumeh Ahmadi conducted a study related to factors influencing learners' English speaking skill. They explained in their study that learners are worried about making mistakes and fearful of criticism. The next is lack of topical knowledge. Mother tongue use is as the third factor. They said that some learners will feel comfortable of sharing information by their first language in the class. The last factor is low participation. In class with a large number of students, every student will have very little time for talking, because just one student talks at a time and the other students try to hear her/him.<sup>45</sup>

The same study was conducted by Hafsa Riyas and Aban Parvas Mullick in India. By the way of three sections, namely the claimed of proficiency acquired as a result of exposure to English

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<sup>44</sup>Emma Rosiana Febriyanti, "Teaching Speaking of English as A Foreign Language, Problems and Solution", *An Article* (Banjarmasin: FKIP Universitas Lambung Mangkurat)

<sup>45</sup>Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill", *International Journal of research in English Education*, (year 2017)

language, paired T-test, and observation. In observation, they found some problems in speaking such as interference of mother tongue, vocabulary, grammar, pronunciation, and inadequate opportunities to speak English.<sup>46</sup>

Besides the studies above, Akram Inalnoo Khajloo also conducted a study about problems in teaching speaking and learning English for students. In this study he explained that there are some English speaking problems such as low hours of English language teaching, such as lack of interest and motivation for learning English, lack of concentration class, students who are ahead of others, most English teachers lack the proficiency in the English language, and lack of repetition and frequent practice of students.<sup>47</sup>

The relationship of the writer finding towards discourse knowledge about English speaking problems are by coding observation and interviewing the students. The writer knows about some things that can make students to have English speaking problems. This study indicates that teachers' awareness of English speaking is insufficient. As the students, they need to get more

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<sup>46</sup>Hafsa Riyaz and Aban Parvas Mullick, "Problems in Learning English Speaking Skill: A Study of Higher Secondary Students in Srinagar, India", *IJIMS* (year 2016)

<sup>47</sup>Akram Inalnoo Khajloo, "Problems in Teaching and Learning English for Students", *International Journal of Engineering Research and Development* (year 2013)

attention and encouragement to reduce English speaking problems in the classroom. Students must speak with English in the classroom, whether with their teacher or friends, so that they can make English environment in the class. So, investigations about certain approaches and or methods are very needed to help and reduce English speaking problems.

## CHAPTER III

### RESEARCH METHOD

This chapter explains the methodology of the study. The descriptions includes: research design, the setting and the time of the study, source of data, focus of the study, data collecting technique, and data analysis technique.

#### **A. Research Design**

The researcher uses descriptive-qualitative research design for conducting this study. Descriptive-qualitative research is a research method that based on post-positivism philosophy, and used for researching the condition of object naturally, where the researcher as the key of instrument, taking the sample of data source by purposive and snowball method. This research used triangulation method for collecting the data, and the result of qualitative research more emphasized in the meaning rather than generalization.<sup>48</sup> Descriptive means here a research is purposed to be described some phenomena, whether it is scientific or designed.<sup>49</sup>

This study is conducted in the 4<sup>th</sup> semester students especially PBI-4C of English Department at Walisongo State Islamic

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<sup>48</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Penerbit Alfabeta, 2015 ), p. 15

<sup>49</sup>Nana Syaodih sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT Remaja Rosdakarya Offset, 2016) p.72

University of Semarang. It used two types of data collection, those are classroom observations and interview.

**B. Setting and Time of Study**

The setting of the study was fourth Semester especially PBI-4C of English Department Students at Walisongo State Islamic University of Semarang. The time for conducting this study started from 9<sup>th</sup> April, 2018-21<sup>st</sup> May, 2018.

**C. Subject of Study**

In this study, the writer got some data from the learning process of fourth semester English Department Students especially PBI-4C of Walisongo State Islamic University of Walisongo. The total number of students is 44 students. The writer got other data also from their individual presentation videos, books and international journal related to English speaking problems.

**D. Focus of the Study**

The study was conducted in Walisongo State Islamic University of Walisongo at fourth semester English Department Students especially PBI-4C , which the total number of students was 44, in Education and Teacher Teaching faculty on English speaking problems faced by English Department Students in English as a foreign learning process in presentation.

**E. Collecting Data Technique**

In collecting data in this study, the writer used two instruments as the data collecting technique, those are field notes and interview.

## 1. Field notes

Field notes are created by the researcher to remember and record the behaviors, activities, events and other features of the setting being served when observing a culture, setting, or social situation. Field notes are meant to be read by the researcher to produce meaning and an understanding of the culture, social situation or phenomenon being studied. There are several important steps to consider when preparing field notes. The first is a regular time and place should be set aside for writing field notes. Secondly, all field notes should contain the date, time, and location and details of the main informants and this should be done in a consistent location. The next is the research question and study design should provide some theoretical criteria to decide what to record, and when, where and how to record field notes. After that, field notes should be prepared so that the order of them can be arranged and manipulated so that notes can be separated from any particular category in which the researcher has recorded observation. The last, during fieldwork, the researcher must work out his or her relationship to the field, to members of the setting being observed.<sup>50</sup>

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<sup>50</sup>Robert Wood Johnson, "*Qualitative Research Guidelines Project*", An Article

Field notes are widely recommended in qualitative research as a means of documenting needed contextual information. However, while widely regarded as essential, there is not a guide to field note collection within the literature to guide researchers. Using the qualitative literature and previous research experience, we provide a concise guide to collection, incorporation, and dissemination of field notes.<sup>51</sup>

The field notes has taken in the previous semester when they were at 3<sup>rd</sup> semester on 22<sup>nd</sup> December, 2017. The field notes pre-research was created in all classes of PBI 3A, PBI 3B and PBI 3C. It was conducted for knowing the condition of the class and the students. Then, the field notes will be continued when they are in fourth semester, especially PBI-4C in individual presentation as learning process.

## **2. Interview**

Interview is one of the data collection techniques that mostly used by the researcher for descriptive-qualitative study. This data collecting method based on the self-report, or knowledge or personal belief. An interview technique can be done as structured interview or unstructured interview.<sup>52</sup>

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<sup>51</sup>Julia Philippi, *et al*, "A Guide to Field Notes Qualitative Research: Context and Conversation", *A Journal*, P. 12

<sup>52</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung:Penerbit Alfabeta, 2015 ), p. 138

The kind of interview that was used in this study is structured interview or we called it *in-depth interview*. The researcher had listed some questions that had asked to the informants. The purpose of this interview is to find the problems fairer where the informants are asked their opinion and ideas. The researcher wrote and listen to the informant carefully what information that have explained by the informants.

The interview was done orally in face to face meeting based on individually. Before doing the interview, the researcher had prepared the interview instrument called by interview guide. Besides, the important one is the researcher make a report with the informants.

### **3. Documentation**

Documentation is tended for collecting and analyzing data. The researcher had some documentations such as some videos, pictures of students' learning process and written documentation (the result of interview). The researcher got some documents from observation pre-research and interview (*in-depth interview*). This document will complete the observation and interview in this study. The kinds of document that will be used by the researcher are transcript of interview and some videos.

## **F. Data Analysis Technique**

The process of data analysis fell into three main steps following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing.

### 1. Data Reduction

Reducing the data means, summarizing, choosing the main data, focusing on the important thing, looking for the theme and the pattern and deleting unimportant data. So, the data that have reduced will give clear illustration, and make easier for collecting the next data.<sup>53</sup>

In this phase, the writer chose which aspects of data that appeared in the interview transcription and field notes, that should be minimized, emphasized or set aside completely for the purposes of the research. For further, the writer put code on each meaningful unit based on the list of codes (table 1.1). For the next, the writer examine all the relevant data sources for description and themes that will be used for explaining the research findings.

**Table 1.1**  
**List of Codes**

<b>Problems in Individual Presentation</b>	<b>Codes</b>
<b>LINGUISTIC KNOWLEDGE</b>	

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<sup>53</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Penerbit Alfabeta, 2015 ), p. 338

PP: Grammar	PP-G
PP: Vocabulary	PP-V
PP: Phonology	PP-P
<b>PSYCHOLOGICAL ASPECTS</b>	
PP: Fear of mistakes	PP-FM
PP: Shyness	PP-S
PP: Anxiety	PP-A
PP: Lack of confidence	PP-LC
PP: Lack of motivation	PP-LM
PP: Inhibition	PP-I
PP: Nothing to say	PP-NS
PP: Low participant	PP-LP
PP: Mother-tongue use	PP-MTU

## 2. Data Display

The second phase is data display. Mostly, in displaying data for qualitative research is narratively.<sup>54</sup> In this phase, the mass data had organized and somehow meaningfully reduced or reconfigured.

The writer displayed the data that have reduced in order to facilitate for data interpretation. It was displayed in the

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<sup>54</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Penerbit Alfabeta, 2015), p. 341

table with the basic categories such as some problems that found in individual presentation.

### **3. Conclusion Drawing**

The last step in data analysis technique of qualitative research according to Miles and Huberman is conclusion drawing and verification. Conclusion drawing in qualitative research means a research that the finding can answer the research question.<sup>55</sup>

The writer checked the validity of data by using triangulation strategy. According to Miles and Huberman, triangulation is tactic for verifying or confirming the findings by using multiple sources and evidence modes. The writer examined the multiple sources such as observation field notes and interview responses and observational data as much as necessary to find the valid findings.

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<sup>55</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Penerbit Alfabeta, 2015 ), p. 345

## **CHAPTER IV**

### **RESEARCH FINDINGS**

The data description, the field notes, the result of interview, and data analysis are presented in this chapter.

#### **A. Data Description**

The data were gathered through structured interview or in depth interview with the participants of all PBI-4C members. The data was displayed into some paragraphs to make clear understanding the research findings.

#### **1. The Result of Interview**

##### **1.1. Linguistic Point of View**

The interview had done with all members of PBI-4C. The writer got the depth data from that. The data from interview result will be supported by the field notes as the supporting data in this study. From interview, the writer can conclude that students found problems in linguistic point of view. There are three important things that should be underlined. Those are mastering of vocabularies, pronunciation, and grammar.

The first is vocabularies. The participants responded some questions with various answers. They expressed their idea during the interview. The first big problem is

vocabularies. Some students explained that they less of vocabularies, so that they cannot say or explain what is on their mind and finally they used their gestures to make some clues for making an understanding. Some participants also explained that some of them think about the meaning in the beginning before they start to talk. From this, they also stop talking because they do not know the appropriate meaning of each vocabulary. Finally they choose to be quiet.

Based on interview result, the writer concluded that pronunciation is the second problem after how to use vocabularies. Students explained that they have problem in their pronunciation. They are aware that their pronunciation is not good enough. In pronunciation they must pay attention to three important points, those are spelling, intonation, and accent. The first thing that they should think is about spelling. Some of them explained that they are able to pronounce but they do not know what the correct spelling of the vocabulary is. The second is intonation. Students think that how to make a good intonation like a native is a difficult thing, because the intonation in English and Bahasa is different. For example, making an intonation which is a asking, offering or answering. The last problem in pronunciation is accent. As

we know that the accent mostly used in our university is American or British. Students explained that they still have problem with this. Their English accent is still influenced by their accent such as Javanese, Sudanese accent. Moreover, when they are speaking with their lecturer that every lecturer has their accent. So, it makes confuse for the students.

Grammar is as the third problem that students face in individual presentation. Based on their mind, speaking should be grammatically correct. They also think that speaking should be suitable with some grammar rules that they have memorized. From that, students prefer to use Bahasa or gestures immediately when they are forget about the grammar rules like kinds of tenses.

The last point is accents. In our university, we use two accents, those are British and American accent. Some students explained that they still confuse how to differentiate between them, moreover when they are speaking with their teacher.

## **1.2. Psychological Point of View**

The second problem in English speaking problem in individual presentation is psychological point of view. While asked what they feel when they were presenting learning material in front of the class, most of them

responded that they feel nervous. Nervous caused by some factors, such as afraid with speaking in front of people, less vocabularies, or correct pronunciation. Sometimes, students also feel nervous when they are criticized by their teachers. They felt down after that.

When they are asked by the interviewer about speaking problems, they also explained that they were fear of mistakes. They wanted to speak but they were afraid if they will make a mistake whether in pronunciation, grammar or vocabularies. They prefer to be silent. From this they will not try to speak and finally students cannot speak fluently although they will be in next semester.

However, confidence affects students' ability to speak in front of the class. Some students responded that they also lack of confidence. This case caused by their view that their English is bad and their feeling that they cannot speak English well. Lack of confidence can be caused lack of encouragement from the teachers.

After fear of mistakes, students also sometimes shy to speak and express their idea when they are presenting a presentation in front of the class. They are also shy when they are laughed by their friends.

### **1.3. Non-linguistic point of view**

The last aspect which influenced speaking problems is non-linguistic point of view. The first problem is preparation. They responded with various reasons why they were lack of preparation. They explained that their assignments are so many. They have problem in managing their time for doing the assignment. Some of them also explained that they have problem in understanding the material that should be presented by them. They have not understood yet one material but they should present the new material. This case make them confuse. They also explained that they felt so hard for doing the assignment individually. They must look for and prepare the material by individually. All those reasons make them lack of preparation.

The second problem of this point of view is motivation. Motivation also influence students' speaking ability in presenting learning material. Based on interview result, motivation has important role in mastering speaking ability. Motivation can be from the teacher, class environment, and students themselves. Students explained that the class environment does not support to have English speaking atmosphere. Lack of motivation can be caused also from uninspired teaching. It can affect students' motivation to learn. For example, monotonous teaching,

reduces the students' motivation due to their feeling of boredom. After teachers' motivation and class environment, motivation comes from students also gives big influence in speaking ability. Some of students do not have any motivation from their selves.

Further participants also asked what their opinion about teaching vocabularies is in the previous semester. Most of them explained that their teacher did not give them appropriate learning method and material. So, they felt that they got nothing from teaching vocabulary. Meanwhile, vocabulary is an essential supply to speak.

To make clear understanding about three point of views in speaking problems, a table is presented in this data description.

**Table 1.2.**

Aspect	Point	Number	Description
Linguistic Knowledge Point of View	Vocabulary	26	Mastering of vocabularies is the main problem, including word combination, grammar of word and meaning of word. The last is pronunciation as
	Grammar	10	
	Pronunciation	5	

			the lowest problem which may encounter by some students.
Psychological Point of View	Nervous	16	From the number of each point in psychological aspect, we know that nervous is the main problem, the second one is fear of mistake (students are afraid to speak because they think that their speech is incorrect), low of confidence, shyness and they feel confuse.
	Fear of Mistake	11	
	Lack of Confidence	5	
	Shy	8	
	Confuse	9	
Non-Linguistic Knowledge	Lack of Preparation	22	From it data description, students had problem in their preparation before they must present their presentation. The second is motivation. Motivation here can come from class
	Lack of Motivation	16	
	Teaching vocabulary	20	

			environment, teachers and themselves. The last is teaching vocabulary in previous semester which they got. Some of them explained what have they got in that.
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## 2. The Field Notes

The field notes are presented in this phase. The field notes are taken while the participants or the students did the individual presentation. This data supports the interview result. The writer will explain the the field notes into some paragraphs.

There are some factors contributed to English speaking problems that found during the observation. The first is speaking activities, such as students present their presentation of learning material in front of the class, students present their English journal, and students speak up in front of the class for doing teaching demonstration. There are some avoidances that shown by the students such as low of eye contact, students are busy with seeing the slides and reading the book or some notes. They also shown their physical signs such as trembling, lowering the voice, speak too fast and sweating. The next is pointed by the teacher for answering

teacher's question. They showed physical sign such as nervous, stammering, unclear speech or answer.

Meanwhile, other problems also found in individual presentation based on linguistic point of view. The first is pronunciation. The physical sign was shown such as miss some pronunciations. The next is vocabulary. The physical sign was shown such as using inappropriate vocabularies. The last is grammar. They also shew the physical sign such as explaining or presenting the presentation with incorrect sentence or instruction.

Based on explanation above, students may have some English speaking problems at some situations. Students mostly found speaking problems when they speak in front of the class especially in individual presentation, being pointed or called by their teacher to answer some teacher's questions. They also found some English speaking problems in linguistic knowledge such as vocabulary, pronunciation, and grammar.

Other problems that had mentioned above, students may find some speaking problems when their teacher give the assignment or instruction with faster speech. Students sometimes miss understanding with the instruction or assignment because they were not brave to ask their teacher about the assignment or instruction clearly. This is the sign that students may face English speaking problem in psychological aspect too.

## **B. Data Analysis**

### **1. English Speaking Problems in Individual Presentation**

#### **Come from Linguistic Knowledge**

According to Scott Thornbury, there three things which included as linguistic knowledge. Those are vocabularies, pronunciation, and grammar.

#### **1.1. Vocabularies**

Most participants responded that they find difficulties in using vocabularies when speaking with their friends moreover when they have to present their presentation of learning material. They sometimes use their mother tongue when they had no English vocabulary on their mind.

In vocabulary, students also must think about what is the  $V_1$ ,  $V_2$ , and  $V_3$  of each word. They should think two twice. Firstly, they must deliver their idea, and the second is choose the appropriate vocabulary. This is also kind of a problem in using vocabularies.

*Interviewer* : “Have you spoken with appropriate vocabularies?”

*Interviewee* : “Kadang, ya masih bingung untuk  $V_1$  dan  $V_2$  nya”. (2<sup>nd</sup> interviewee)

There are some important points that must be known by students. Such as word meaning, extending word use, word combination, and grammar of word. Some students may have different problem. Sometimes students choose to be quiet because they do not know about the meaning of certain word. They also think that grammar of word is hard. Because, on their mind, speaking must grammatically correct. So that, they will not speak up if they do not know the correct rules of the sentence. Word combination or collocation is the way in which words co-occur-combination through custom and practice, so that can be acceptable. Extending word use has important role in mastering vocabularies. Sometimes, students can not recognize the word, because that words are combined with another vocabulary and it makes the new vocabulary and meaning.

*Interview* : “What part of vocabulary is the most difficult (*word meaning, extending word use, word combination, the grammar of words, or others*)? *Why?*”

- Interviewee* : “Untuk saat ini kombinasi kata, karena untuk mengkombinasikan masih susah gitu.” (29<sup>th</sup> interviewee)
- Interview* : “What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
- Interviewee* : “Grammar mbak.” (2<sup>nd</sup> interviewee)
- Interview* : “What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
- Interviewee* : “extending word use (susunan kata) yak arena susunan bahasa Inggris dengan bahasa Indonesia berbeda”. (24<sup>th</sup> interviewee)

There is a problem other problems above. It is teaching vocabulary. Some participants responded that they ever got teaching vocabulary in the first semester. They explained that they got nothing from that subject because teacher used inappropriate method in teaching vocabulary at that semester. Teaching vocabulary will give big impact to students for their capacity to express their idea with appropriate vocabularies. But

unfortunately, teaching vocabulary that they ever got did not give big benefit to some students as written in interview result above.

*Interviewer : "What is your opinion about teaching vocabularies in your class?"*

*Interviewer : "Actually, mostly most of students, we got nothing. Because we didn't know about the syllabus and the purpose of the subject, we just given a book then we should learn by ourselves" (3<sup>rd</sup> interviewee)*

## **1.2. Pronunciation**

Pronunciation is the second problem after vocabulary in speaking. In speaking they must pronounce the correct pronunciation of each word. So that, the listener will understand what the speaker said.

*Interviewer : "Do you find some things that block you when you speak with others?"*

*Interviewee : "Vocabulary and pronunciation" (24<sup>th</sup> interviewee)*

The participants responded what interviewer asked to them. There are some points that should be known by students, namely intonation, spelling and accent. Mostly they have problem in intonation. They

still feel difficult to differentiate between up or down intonation in communication. They also know that if their intonation is incorrect it will make miss understanding between the speaker and listener.

Interviewer : *“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”*

Interviewee : *“Intonation. Karena kita tahu sendiri bahwa Bahasa Inggris adalah bahasa asing kebanyakan dari kita jarang mempraktekan. Jadi, menurut saya itu adalah hambatan yang paling besar.”(1<sup>st</sup> interviewee)*

After intonation, the next problem in pronunciation is accent and spelling. Some participants explained that sometimes they do not know the correct spelling of the word. So that will produce the wrong pronunciation if the spelling is incorrect.

Interviewer : *“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”*

Interviewee : *“Accent and spelling. Sometimes, I’m forget how to pronounce it and the spelling”(3<sup>rd</sup> interviewee)*

Some students also explained that they have problem in accent, both British and American. They still confuse to differentiate between them. They express their idea when they speak with the lecturer. They feel confuse to differentiate between those accents.

*Interviewer : “What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”*

*Interviewee : “Accent. Because, I’m not good how to differentiate between British and American”. (6<sup>th</sup> interviewee)*

Jeremy harmer explained that the key of successful pronunciation teaching is not so much getting students to produce correct sound or intonation tunes, but to have them listen and notice how English is spoken. The more aware they are the greater the chance that their own intelligibility levels will rise.

### **1.3. Grammar**

Grammar in the third position in English speaking problems in individual presentation. From interview result, it can be concluded that some students may have problem in grammar because they think that if we talk about grammar. They must memorize all

kinds of tenses in English. They will stuck if they are forget the pattern of a kind of sentence. From that, students prefer quiet than wrong.

*Interviewer* : “Do you find some things that block you when you speak with others?”

*Interviewee* : “Yes. I think grammar”. (6<sup>th</sup> interviewee)

Grammar is one of difficult material that should be taught. It is suitable with Penny Ur, He explained that the meaning of grammatical structure may be quite difficult to teach.

## **2. English Speaking Problems in Individual Presentation Come from Psychological Aspect**

According to Dr. Ahmed Maher Mahmoud al Nakhalah (2016), in his International Journal of Humanities and Social Science Invention, there some things which included as psychological aspect in speaking problems. Those are lack of preparation, lack of confidence, motivation, shyness, and fear of mistake.

### **2.1. Lack of Confidence**

The second factor in English speaking problems in individual presentation is lack of

confidence. Some students explained that it is hard to have self-confidence for speaking in front of the class such as individual presentation.

*Interviewer* : “Do you find some things that block you when you speak with others?”

*Interviewee* : “Kalo di speaking yang paling menghambat itu percaya diri, Iya confidence, bagaimana kita berbicara di depan umum. Jadi, belum percaya diri.” (1<sup>st</sup> interviewee)

It is commonly known that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand each other. In this situation, students rather keep silent while others do talking showing that the students are lack of confidence to communicate.

Similar result was found by Tsui (1999) that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus attention.

## **2.2. Shyness**

Shyness is an emotional expression that many students suffer from at some times when they are required to speak English in front of the class like individual presentation. This implies that shyness could be a source of problem in students' learning activity in the classroom especially in speaking class.

*Interviewer* : "Do you feel shy to speak up in front of the class? Can you give a reason?"

*Interviewee* : "kadang-kadang malu, karena udah semester empat kok speaking nya masih jelek". (28<sup>th</sup> interviewee)

Shyness caused by some things, such as students' nature that certain student is a very quiet student. In this case, students may not unconfident tend to be shy because most of them find it very intimidating when speaking English in front of the class, their teacher and their friends. Maybe they are also shy because they are afraid being laughed by other students.

*Interviewer* : "Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"

*Interviewee* : "Iya, terkadang, karena kita terkadang ngomong bahasa Inggris

*terbatas dengn kemampuan kita”. (1<sup>st</sup> interviewee)*

This result in line with Saurik (2011) statement, he stated that most of English students feel shy when they speak the language because they will make mistakes when they try to speak up.

### **2.3. Fear of Mistake**

Some theories explained that fear of mistake becomes one of the main factor of students' reluctance to speak English in the classroom especially in individual presentation. The participants responded that shyness may come because they are aware that now they are in the fourth semester but their ability to speak is still low. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context like Indonesia.

Fear of mistake can also come from teachers' critics to the students. Some students will feel down and some of them will make that critics as the motivation to increase their ability.

*Interviewer : “Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”*

*Interviewee : "Sometimes, in presentation". (6<sup>th</sup> interviewee)*

Hieu (2011) and Zang (2006) explained that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluation from their friends if they make mistake in English. Students are fear of mistake because they are worry about how they will sound.

#### **2.4. Confuse**

Feeling confuse may appear when students have individual presentation in front of the class. Students explained that although they have prepared what sentences or material that will be explained, they confuse to deliver it well and it is difficult to make the audience understand what presenter explained.

*Interviewer : "Do you feel confuse when speaking in front of the class or with others? Can you give a reason?"*

*Interviewee : "Sometimes, when I got lecture with Bu Tar, my grammar is not good, but it motivated".*

Although a view student who feel confuse when they are presenting their presentation in front of the class, it must be solved as soon as possible before they face the next struggle in the semester.

### **3. Speaking Problems in Individual Presentation come from Non-Linguistic Point of View**

According to interview result, the writer found three points related to non-linguistic point of view, namely preparation, motivation and teaching grammar. The data analysis for each point will be analyzed into some paragraphs.

#### **3.1. Lack of preparation**

Lack of preparation is the first problem in English speaking problems in individual presentation. Mostly, students lack of preparation because of some things, such as too many assignments that should they do in a little time. In this case, teacher's explanation is important. Teacher should make students' awareness that now they are university students not senior high school students. So, too many assignments is not a big problem for having individual presentation in front of the class.

*Interview* : "Do you feel lack or not of perceived relevance of the

*materials? Can you give a reason?"*

*Interviewee : "Yes, I did the assignment near with the deadline." (3<sup>rd</sup> interviewee)*

They also explained that lack of preparation will influence their speaking in front of the class when they presenting an individual presentation. Some of them stated that they cannot prepare well because they do not understand well about the certain material that should be presented in front of the class individually.

*Interviewer : "Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"*

*Interviewee : " Pemahaman materi, kadang kita belum faham materinya tapi harus presentasi". (13<sup>th</sup> interviewee)*

Some participants explained that sometimes they cannot prepare well because they cannot manage well their time for doing each assignment and delaying the time for doing it assignment itself.

### 3.2. Motivation

The next problem is motivation. Motivation is a word that difficult to be defined. Motivated learner is the one who is willing or even eager to invest effort in learning in learning activities and to progress. Motivation can come from students themselves, teacher, and class environment.

*Interviewer* : “What is your opinion about your class environment? Is that motivate you to speak English?”

*Interviewee* : “No. Mostly we speak in Indonesia and Javanese”

The first motivation comes from students themselves. This motivation can be gotten when they speak with their friends who have good speaking ability than them. Sometimes, this can motivate them or make them unconfident too.

*Interviewer* : “How do you feel when you’re speaking with your friend that has more good pronunciation than you?”

*Interviewee* : “I feel very happy. Seneng sih, kita kan jadi termotvasi

*gitu lho, kita harus bisa lebih bagus dari dia, paling tidak sama lah dengan dia.” (4<sup>th</sup> interviewee)*

The second motivation come from teacher. Teacher can motivate students especially in their learning method. Unfortunately, the interview result shows that some of them got uninspired teaching and bored with English teaching. Some teachers used and old and monotonous method in teaching. So that they do not get inspired teaching and prefer to be passive students in the class.

*Interviewer : “Do you get English inspired or uninspired teaching? Can you give a reason?”*

*Interviewee : “There is no inspiration, I don't know why”. (6<sup>th</sup> interviewee)*

The last motivation comes from class environment. Class environment supply the big motivation to have good speaking ability. But, based on interview result, their class environment has low motivation to speak up. They prefer to use their mother tongue because it is easy to understand.

*Interviewer* : “What is your opinion about your class environment? Is that motivate you to speak English?”

*Interviewee* : “So far not, because my friends in the class same with me, they are afraid to apply it” (6<sup>th</sup> interviewee)

The same result of this study also stated by Babu (2010), lack of motivation in learning causes students’ hesitation to speak in the class room. This case causes students are not motivated by the teachers towards communication in English. This case also explained by Penny Ur that motivation is very strongly related to achievement in language learning. We cannot blame the teachers, the curriculum or learning method, but what must should be pay attention here is students’ motivation itself. Students must be more aware what they have deal with English department. It means that students must grow up their awareness and motivation to learn English well as what they had chosen in English department.

### **3.3. Teaching vocabulary**

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive teaching vocabularies and strategy for acquiring new vocabulary, learner often achieve less than their potential and also may be discouraged for making use of language learning opportunities around them.

According to Penny Ur (2009), there are some points what need to be taught by the teacher. Those are form (pronunciation and spelling), grammar, collocation, aspect of meaning 1 (denotation, connotation, and appropriateness), aspect of meaning 2 (meaning relationship), and word formation.

Based on interview result students had not get important thing yet from teaching vocabulary in the first semester. Students complain with teaching method or the way the teacher taught them was inappropriate.

*Interviewer* : “What is your opinion about teaching vocabularies in your class?”

*Interviewee* : “Actually, mostly most of students, we got nothing.

*Because we didn't know about the syllabus and the purpose of the subject, we just given a book then we should learn by ourselves". (3<sup>rd</sup> interviewee)*

From the interview above, we can analyze that teaching vocabulary is very important, because it can supply students' vocabularies for the next semester. This case should get special treatment for the special teacher, because students got teaching vocabulary when they were in the first semester which it a transition period from senior high school to university students.

### **C. Limitation of the Study**

The problem which is investigated only speaking skill not in other skills. The result maybe different when the study is conducted in other skills such as writing, reading and listening.

The writer also limited this study only fourth semester students of English department in Walisongo State Islamic University Semarang in the academic year 2017/2018. It means that the writer cannot generalize the speaking problems in other semesters and universities.

Again the writer limited this study only in individual presentation. It means that the writer focused on speaking problems that may be found in individual presentation. The speaking problem may be different in other skills such as speech, debate or telling story.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The conclusions, implications and some recommendations of this study are presented. These conclusions of the study are built up based on the data analysis that was discussed in Chapter IV of this research report. The implications give some suggestions or recommendations for the teachers and the students. Some recommendations are provided in order to give information as well as guidance to conduct further research concerning on the same issue. Finally, these recommendations are addressed especially to those, who are interested in exploring students' English speaking problems in individual presentation in EFL context.

#### **A. Conclusion**

English as a foreign language in learning process has some challenges and problems, especially in speaking ability for presenting learning material in front of the class. From interview transcript and data analysis, it was concluded that English speaking problems especially in individual presentation are caused by three point of views. There are three point of views that influence English speaking problems in individual presentation. Those are linguistic knowledge, psychological aspect and non-linguistic knowledge. Linguistic knowledge can be described such as vocabularies, pronunciation, and grammar. Psychological can be described such as lack of confidence, nervous, fear of mistake and confuse. The last problem is non-linguistic point of view such as preparation, motivation and teaching vocabulary.

Facing speaking problem in EFL learners' context is a big problem in colleges students thus are in the fourth semester. In this grade, actually students must be able to speak which is understandable and accurate. But, the fact is not. They still found some problems such as vocabulary and confidence. Those should be solved both by teacher and students. They are nervous if they were speaking in front of the class because they have less practice in speaking. Here, some practices in speaking are needed. Without doubt, if they have many practices in speaking, they will create English atmosphere both inside the class and outside. Students also can be a professional English teacher in the future.

## **B. Suggestion**

The writer realized that this study was conducted in small number of participants with a short time period. But hopefully the research findings of this study will give useful information that can be used both teachers and students to improve the quality and competence of English teaching and learning especially in speaking.

Built up from the result of this study, there are some suggestions that can be made to reduce speaking problems in individual presentation. Firstly, the teacher must aware of speaking problem in individual presentation or mostly students found problems when they are speaking in front of the class. This study indicated that students found speaking problems when they are delivering their presentation in

front of the class. Therefore, it needs to be fixed so that the problems will decrease. It can be solved by the teacher by giving the good teaching vocabulary method, pronunciation, and grammar. On the other hand, the teacher also must pay attention in giving the time for them to do their assignment well and they will have good preparation in their presentation. Teachers also must measure students motivation and confidence to speak up and express their idea.

As for the students, they need to reduce their speaking problems especially in individual presentation. Students should do more practices and exercises so that they will have many vocabularies to speak. If they speak English frequently, their pronunciation and grammar will be more understandable and they will create English atmosphere in their class.

Finally, based on the limitation of the study, further investigation is needed to explore students' speaking problems especially in individual presentation to be more detail, focused and hopefully can find more than three aspects related to speaking problems. Next similar studies with the larger participants will be useful to give a better understanding of issue about speaking problem in individual presentation. In addition, this study also specified that environment and teaching method influence in speaking problems. This issue actually is not specifically addressed in this present study. So that, further investigation about speaking problems another individual

presentation with appropriate teaching method can reduce speaking problems.

In line with the issue under discussion, there were two recommendations for the next researchers to enhance the richness of data related to speaking problems in individual presentation with more detail problems and more than three aspects as what have found by the writer of this study. Firstly, the number of participants was limited only one class, for the next researcher would be better conduct the research in the scale. The second, this study is limited in individual presentation skill. The future researcher would be better to conduct the research in other skill in English. So that, the study will get so many data and more perspective in English speaking problems.

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## APPENDIX

### A. Interview Guide

**Name** : .....  
**Student Number** : .....  
**Class** : .....

No.	Aspect	Questions
1.	Speaking problems (Speaking problems are problems that speaker could have when dealing with speaking skill. Speaking skill means the ability to speak well, accurately and proficiently or understandable).	<ul style="list-style-type: none"> <li>• Do you find some things that block you when you speak with others?</li> </ul>
2.	Phonology/pronunciation (Pronunciation is the lowest level of knowledge a speaker draws on. The most significant area of pronunciation is intonation )	<ul style="list-style-type: none"> <li>• What part of pronunciation is the most difficult one (<i>spelling, accent, intonation, or others</i>)? Why?</li> <li>• How do you feel you are speaking with your lecturer or native speaker?</li> <li>• How do you feel when you're speaking with your friend that has more good pronunciation than you?</li> </ul>
3.	English Environment (English environment is an environment that it component uses English language to communicate with the members of that environment)	<ol style="list-style-type: none"> <li>1. What is your opinion about your class environment? Is that motivate you to speak English?</li> <li>2. Do you apply English</li> </ol>

		speaking in other places (outside the classroom)? Can you give a reason?
3.	Vocabulary in use (vocabularies that used by speaker to convey their message)	<ol style="list-style-type: none"> <li>1. Have you spoken with appropriate vocabularies?</li> <li>2. What is your opinion about teaching vocabularies in your class?</li> <li>3. What part of vocabulary is the most difficult (<i>word meaning, extending word use, word combination, the grammar of words, or others</i>)? Why?</li> </ol>
4.	<p>Psychology aspects :</p> <ol style="list-style-type: none"> <li>1. Fear of mistake <ol style="list-style-type: none"> <li>a. <i>Students are afraid laughed by other students or will be criticized by the teachers</i></li> <li>b. <i>Students looked so confuse when speaking in front of the class or with others</i></li> </ol> </li> <li>2. Shyness <ol style="list-style-type: none"> <li>a. <i>Students have phobia to speak in front of others</i></li> <li>b. <i>They feel shy to speak up in front of the class</i></li> </ol> </li> <li>3. Anxiety <ol style="list-style-type: none"> <li>a. <i>Students are</i></li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. (a) Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason? (b) Do you feel confuse when speaking in front of the class or with others? Can you give a reason?</li> <li>2. (a) Do you have phobia to speak in front of others? Can you give a reason? (b) Do you feel shy to speak up in front of the class? Can you give a reason?</li> <li>3. (a) Are you afraid being evaluated by your</li> </ol>

	<p><i>afraid being evaluated by their teachers</i></p> <p><i>b. Students feel afraid when they will be tested</i></p> <p>4. Lack of confidence</p> <p><i>a. Students have low ability in speaking ability</i></p> <p><i>b. Students lack of encouragement from the speak English is important</i></p> <p>5. Lack of Motivation</p> <p><i>a. Students got uninspired teaching</i></p> <p><i>b. Students got their boredom in teaching</i></p> <p><i>c. Students have lack of perceived relevance of materials</i></p>	<p>teachers? Can you give a reason?</p> <p>(b) Are you afraid when you will be tested by your teacher? Can you give a reason?</p> <p>4. (a) Do you feel that your speaking ability is good enough? Why?</p> <p>(b) What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?</p> <p>5. (a) Do you get English inspired or uninspired teaching? Can you give a reason?</p> <p>(b) Do you feel bore when English teaching? Can you give a reason?</p> <p>(c) Do you feel lack or not of perceived relevance of the materials? Can you give a reason?</p>
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*Adapted from: The Practice of English Language Teaching by Jeremy Harmer, Asian Journal of Educational Research “Factors Affecting Students’ Speaking Performance at Le Thanh Hien High School” by Nguyen Hong Tuan and Tran Ngoc Mai in Vietnam.*

## B. Transcript of Interview

### 1. Transcript I

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 08.45

Participant : Ahmad Nafi'ul Umam/ PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	" <i>Kalau di speaking yang paling menghambat itu percaya diri, Iya confidence, bagaimana kita berbicara di depan umum. Jadi, belum percaya diri.</i> "
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Intonation. <i>Karena kita tahu sendiri bahwa Bahasa Inggris adalah bahasa asing kebanyakan dari kita jarang mempraktekan. Jadi, menurut saya itu adalah hambatan yang paling besar.</i> "
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	" <i>Tergantung dosennya</i> ".
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	" <i>Biasa aja, just so so.</i> "
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	" <i>Oh iya, motivasi banyak sekali karena di lingkungan saya banyak orang pintar.</i> "

		<i>Saya jadi termotivasi”</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Oh no. <i>Terkadang kalau dikelas itu termotivasi untuk ngomong bahasa Inggris, tapi kalau di luar itu enggak tahu, atmosfernya beda.</i> ”
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Oh, belum.</i> ”
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Belum terlalu jelas sih, karena Pak Nafi’ kebanyakan cerita tentang pengalaman pribadinya. Jadi, kebanyakan murid belum faham tentang pelajarannya</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Kombinasi kata, karena kata kan mempunyai banyak arti kata dalam kombinasi, jadi untuk belajar kombinasi kata susah.</i> ”
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Iya, terkadang, karena kita terkadang ngomong bahasa Inggris terbatas dengan kemampuan kita</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Iya, kadang, karena kurang persiapan</i>

		<i>saja mungkin.</i> ”
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Oh no., karena kita merasa grogi diawalnya saja</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Enggak terlalu sih, biasa aja.</i> ”
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Enggak, karena evaluasi demi kebaikan kita</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Enggak sih, tinggal jawab aja</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“Not good enough”
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Sangat penting</i> ”
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Lebih terinspirasi, karena menurut saya kita kan akan menjadi guru bahasa Inggris</i> ”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“ <i>Kadang bosan kadang enggak, karena tidak semua pembelajaran kan perfect</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”

40	B	<i>“Ya kadang tugas kan borongan ya, kadang 4 makul, 6 makul, itu yang membuat kita kurang persiapan.”</i>
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## 2. Transcript 2

Place : Nyamuk Park  
Date : 9<sup>th</sup> April, 2018  
Time : 08.55  
Participant : Alfiyatun Najah/ PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	<i>“Kadang tuh lupa vocabnya.”</i>
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	<i>“Intonation. Belum bisa mbak.”</i>
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	<i>“Deg-degan.”</i>
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	<i>“Minder sih, karena dia lebih pintar dari kita”.</i>
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	<i>“Iya.”</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Yes, in my boarding house. Because,

		there is my friend likes to speak English <i>juga.</i> ”
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Kadang, ya masih bingung untuk V1 dan V2 nya.</i> ”
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Cuman bentar doang yha mbak,</i> ”
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Grammar <i>mbak.</i> ”
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Udah biasa diketawain mbak, suara saya cempreng.</i> ”
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Iya sih, Iya gitu mbak kalau diketawain mba, suka nge blank.</i> ”
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“No. <i>PD aja.</i> ”
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Malu sih enggak mbak....</i> ”
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Enggak, itu kan buat kebaikan kita.</i> ”
29	A	“Are you afraid when you will be tested

		by your teacher? Can you give a reason?"
30	B	" <i>Takut, kalau enggak bisa jawab gitu</i> ".
31	A	"Do you feel that your speaking ability is good enough? Why? "
32	B	"No. <i>Grammarnya masih belum...</i> "
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	" <i>Penting aja gitu mbak..</i> "
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	" <i>Kadang menginspirasi, nanti kalau menjadi guru bahasa Inggris aku pingin seperti ini, seperti ini...</i> "
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	"Sometimes, <i>kalau kayak Bu Tar gitu, kadang bosan gitu ..</i> "
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	" <i>Sering sih, sedih semester ini presentasi diawal terus.</i> "

### 3. Transcript 3

Place : Nyamuk Park  
Date : 9<sup>th</sup> April, 2018  
Time : 09.10  
Participant : Qani' Qanita/ PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you

		when you speak with others?"
2	B	"Sometimes, first is vocabulary, then topic, maybe."
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Accent and spelling. Sometimes, I'm forget how to pronounce it and the spelling"
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	"Nervous, I lack of my time to practice, so that is why I feel nervous."
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	"First is my confidence is low".
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	"No. Mostly we speak in Indonesia and Javanese"
11	A	"Do you apply English speaking in other places (outside the classroom)? Can you give a reason?"
12	B	"No, I'm not join WEC and lived in al Hikmah, I cannot practice my English."
13	A	"Have you spoken with appropriate vocabularies?"
14	B	"No, Haven't. Sometimes, I say what I think. "
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	"Actually, mostly most of students, we

		got nothing. Because we didn't know about the syllabus and the purpose of the subject, we just given a book then we should learn by ourselves"
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	"Word combination. Sometimes, for combining it's difficult."
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	"No, If they criticize the will give good effect for me".
21	A	"Do you feel confuse when speaking in front of the class or with others? Can you give a reason?"
22	B	"Sometimes, I feel it but mostly no. because I felt comfort in the class, so just flow."
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	"No. If I should speak, just speak".
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	"Actually not shy but .. <i>sadar diri</i> ..."
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	"No, because it good for me why should we are afraid?".
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	"No, because we will get more chance".

31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“No. <i>Sadar diri...</i> ”
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“It is very important, actually we are English department. People see us as English department for our speaking ability, so English speaking ability is very important.”
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“Mostly, uninspired. Because, sometimes teacher just teach the method, like usual”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“Sometimes, monotonous method is used in learning process .”
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“Yes, I did the assignment near with the deadline.”

#### 4. Transcript 4

Place : Nyamuk Park  
Date : 9<sup>th</sup> April, 2018  
Time : 09.20  
Participant : Khrisna Erlangga/ PBI-4C

Turn	Speakers	Expression
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1	A	“Do you find some things that block you when you speak with others?”
2	B	“Yes. Delivering my idea”
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Intonation. Sometimes, the intonation is too fast or slowly. It is difficult to pronounce it.”
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“I feel nervous. Because my speaking ability is still low.”
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“I feel very happy. <i>Seneng sih, kita kan jadi termotvasi gitu lho, kita harus bisa lebih bagus dari dia, paling tidak sama lah dengan dia.</i> ”
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“Sometimes, make me motivated sometimes no. <i>Kadang kita berbicara dengan bahasa Inggris, kanag bahasa Indonesia. Sesuai kebutuhan.</i> ”
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Just in the class. <i>Karena sudah terbiasa dengan bahasa Indonesia.</i> ”
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“Sometimes, my pronunciation is

		unclear, so I should open the dictionary first.”
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“I think teaching vocabulary can improve and master the new word ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Word combination. <i>Susah mengartikan maknanya.</i> ”
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“No, Beause of critics we can increase our skill”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“Sometimes, based on the situation”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“No. <i>sudah terbiasa</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Karena udah biasa ngomong</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Nggak, jadi merasa lebih tertantang.</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Takut, karena sadar kemampuan kita</i> ”.

		<i>masih low.</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“No. sometimes, I still make wrong pronunciation and grammar...”
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“It is very important, <i>setiap tahun kan studi bahasa Inggris kan semakin bertambah... jadi mau gak mau kita harus bisa berbahasa Inggris</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Terinspirasi. Karena kia bisa tahu bagaimana kita menjadi guru kedepannya</i> ”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“Sometimes, dizzy with many assignment.”
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Sadarlah, kemampuan kita masih kurang</i> ”.

### 5. Transcript 5

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 09.30

Participant : Ahmad Sahal Mubarak/ PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Actually I do not like to speaking, I like grammar. Sometimes, I still think what will I say”
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Spelling. Sometimes, <i>tahu pengucapannya tapi nggak tahu tulisannya.</i> ”
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“I feel comfortable. When I speak to them, I will find many mistakes, If I speak with my friends will be just so so. For example, with Bu Tar, She will correct me directly”.
7	A	“How d/o you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“I feel <i>biasa</i> . Because, I do not like in speaking”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“No. <i>Kebanyakan mereka speak pakai bahasa mereka sendiri. Kalaupun kita diwajibkan ngomong bahasa Inggris, kita bakal ngerasa, ngapain sih? Nggak penting banget</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”

12	B	“No. <i>Kita itu ngomong ngga tiba-tiba ngomong kan, ada topic lah.</i> ”
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Mungkin diksinya masih kurang benar, and still many mistakes .</i> ”
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Saya belum merasa mendapatkan sesuatu dari vocabulary in use pada semester lalu”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Word combination. <i>Kita pingin ngomong tapi bingung mau ngomng</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“I will say thanks. If they laugh they will also correct my pronunciation”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“No, <i>memulai topiknya yang susah</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“No. <i>Kalau saya kadang lebih sering membawa pulpen untuk dimainkan agar tidak bingung</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Engga lah mbak</i> ”.
27	A	“Are you afraid being evaluated by your

		teachers? Can you give a reason?"
28	B	<i>"Lebih terimakasih aja, karena sudah dievaluasi".</i>
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	<i>"Enggak lah mbak, biar ada peningkatan."</i>
31	A	"Do you feel that your speaking ability is good enough? Why? "
32	B	"No. When I think my speaking is good, that's wrong".
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	<i>"Sangat perlu sekali, tapi berdasarkan tujuannya juga ya mbak.."</i>
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	"Inspiring. Based on the subject".
37	A	"Do you feel bore when English teaching? Can you give a reason?"
38	B	"Based on the lecturer".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	<i>"Yha, kadang kurang persiapan gara-gara sudden assignment"</i>

## 6. Transcript 6

Place : Nyamuk Park  
Date : 9<sup>th</sup> April, 2018  
Time : 09.40

Participant : Ida Kholifatur Rohmah/ PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Yes. I think grammar”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Accent. Because, I’m not good how to differ it”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“If in daily conversation I feel enjoy, but in formal conversation I feel nervous, and I feel afraid sometimes”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“Interested enough, because I can ask many vocabularies, and also ask more information”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“So far not, because my friends in the class same with me, they are afraid to apply it”
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Sometimes, with my friends”.
13	A	“Have you spoken with appropriate vocabularies?”

14	B	“When I speak with my friends, just speak”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“I didn’t remember anything. We got the book, we try to understand it but the fact is not suitable with what Pak Nafi’ wants”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“The unusual words”
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“Sometimes, in presentation”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“Sometimes, depends on others”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“Sometimes, depends on with whom, If the lecturer really pay attention to the grammar I will very afraid”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“I just want to learn from the presentation”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“It will develop my knowledge”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a

		reason?"
30	B	"I prefer face to face correction".
31	A	"Do you feel that your speaking ability is good enough? Why? "
32	B	"No. I must speak and practice more "
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	"It is very important, we should be able to speak in English because it will be tested in the future".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	"There is no inspiration, I don't know why".
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	"Sometimes, because when I want to develop my skill I still feel, <i>belum bisa mengembangkan diri</i> "
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	"Most of us delay the time. I think just management of time".

## 7. Transcript 7

Place : Nyamuk Park  
Date : 9<sup>th</sup> April, 2018  
Time : 09.50  
Participant : Alif Nur Ilhami/ PBI-4C

Turn	Speakers	Expression
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1	A	“Do you find some things that block you when you speak with others?”
2	B	“Sometimes, such as speaking from the teacher. Vocabulary, sometimes the teacher used certain vocabulary which I do not know”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Intonation. Because, pronunciation we can learn from the dictionary, but intonation we just learn imitating from native”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“I feel confident, because I have my own style”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“I am still learning right now.. Maybe, some of them are good, but I am still confident. I have my own style”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“Actually, my class is very passive, just some of them practice in speaking”
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Just practice in conversation”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“Sometimes, ”.

15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“He was amazing teacher. I did not get anything.Mr. Nafi’ just gave us a book to develop our vocabulary. ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Extending word use. Sometimes, we must use certain vocabulary which is unusual”
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“Yes. Actually teacher has their own understanding in the class”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“If we have prepared before we can do the best”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“No. I am only phobia with attractive girl, with teacher just so so, with friend also”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“Just be confident”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“Sometimes afraid, I sometimes make mistake”.
29	A	“Are you afraid when you will be tested

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		by your teacher? Can you give a reason?"
30	B	"If you want to be good teacher in the future, just do what you want to do".
31	A	"Do you feel that your speaking ability is good enough? Why? "
32	B	"No. Just be confident. "
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	"It is very important, we should be able to speak in English because it will be tested in the future".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	"Inspired teaching. Mrs Tarwiyah for example, She always corrects all mistakes directly, but I like".
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	"Sometimes"
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	"Sometimes, I did not really understand the material".

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Date : 9<sup>th</sup> April, 2018

Time : 10.00

Participant : Angga Dedi Argonawan/ PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you

		when you speak with others?”
2	B	“Vocabulary. I less vocabulary and my grammar is not good”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Intonation. Because, when we want to speak in English, we have use good English intonation”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“I like to speak with others, but some of them interesting and some of them are not”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“I will be quit”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“Yes, this is the first time to speak English”
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Yes, in my additional courses”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“No, because I just study in the class”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Ya, masih belum full ngajarnya ”.

17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Grammar of word, grammar is the most difficult”
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“No, <i>saya terima apa saja buat saya</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“Sometimes, when I got lecture with Bu Tar, my grammar is not good, but it motivated”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“No, but directly be quit”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“No, because we are as English teacher. Speaking is the most important in language”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Nggak, itu membuat kita lebih baik</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Enggak masalah</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“No, because I need to develop my speaking more and more“.
33	A	“What is your opinion about English

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		speaking encouragement? Is that important or not? Can you give a reason?"
34	B	"It is very important, because <i>kita perlu dorongan untuk ngomong, meski kepepet</i> ".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason? Why?"
36	B	"Inspired teaching. I love English".
37	A	"Do you feel bore when English teaching? Can you give a reason?"
38	B	"Sometimes, when teacher just explain the material"
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	"Iya, ".

Place: Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 10.12

Participant : Angga Dewa Saputra/ PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	" <i>Malu mbak, diketawain teman-teman</i> ".
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Intonation. Because, <i>harus ada</i> linking sound <i>nya</i> ".
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	" <i>Jujur saya kecewa mba, Pak Nafi' itu</i>

		pronunciation <i>nya ngga bagus</i> ".
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	" <i>Yha ngga apa-apa mbak, masih belajar</i> ".
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	" <i>Kadang mendukung kadang nggak, ruang N5 tidak mendukung, karena banyak yang main Hp</i> "
11	A	"Do you apply English speaking in other places (outside the classroom)? Can you give a reason?"
12	B	" <i>Enggak</i> ".
13	A	"Have you spoken with appropriate vocabularies?"
14	B	" <i>Belum</i> ".
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	" <i>Kecewa, karena malah cerita masa mudanya</i> ".
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	"Grammar of word, <i>saya benci grammar mbak</i> "
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	"Takut mbak, apa mungkin ada omongan saya yang salah".
21	A	"Do you feel confused when speaking in

		front of the class or with others? Can you give a reason?"
22	B	Iyha mbak".
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	"belum ada mbak".
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	" <i>PD aja mbak</i> ".
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	" <i>Bagus mbak, dievaluasi itu</i> ".
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	" <i>tergantung dosennya, kalau bu Tar yha takut</i> ".
31	A	"Do you feel that your speaking ability is good enough? Why? "
32	B	" <i>Belum mba</i> ".
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	" <i>Penting mbak</i> ".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason? Why?"
36	B	"Inspired <i>sih mbak</i> ".
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	" <i>Iya jelas, apalagi Bu Tar Jam 7 Lesson Plan, ngantuk mbak</i> "
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"

40	B	<i>“Iya, tapi kalau presentasi individu lebih bisa banyak persiapan sih mbak sebenarnya”.</i>
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**10. T**

**ranscript 10**

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 10.23

Participant : Aulia Rochaini/ PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Yes, sometimes, I feel nervous with someone who has good speaking than me”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Accent, My friends sometimes did not understand what I speak”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“If with native speaker maybe they will understand that we still learning, but I feel nervous when speak with teacher”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“I can learn from him/her”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“No, some of them speak in Indonesia and Javanese”

11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Yes, sometimes when I have a chat with my close friend”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“No, because usually I use broken English”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“I think, It did not appropriate in my class”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Meaning of word, sometimes I do not know the meaning some idioms”
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“Yah, my partner do not understand with my speaking, so that I confuse what must I do”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Iya mbak</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Belum ada mbak</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>PD aja mbak</i> ”.

	27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
	28	B	“Sometimes”.
	29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
	30	B	“ <i>Iya</i> , because it determines my score”.
	31	A	“Do you feel that your speaking ability is good enough? Why? “
	32	B	“No, I do not. My vocabularies are less“.
	33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
	34	B	“ <i>Penting mbak</i> ”.
	35	A	“Do you get English inspired or uninspired teaching? Can you give a reason? Why?”
	36	B	“Inspired, because the teacher compares with another major. It really motivate us”.
	37	A	"Do you feel bored when English teaching? Can you give a reason?"
11.	38	B	“When the teaching of grammar for example, I confuse to demonstrate. It makes me bored.
T	39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
r	40	B	“Yes, because of some materials that should I master”.
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**pt 11**

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 10.33

Participant : Eka Sri Mundhafi/ PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Vocabulary and grammar”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Spelling, <i>karena harus tahu tulisannya</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Kadang agak takut, missal kita dalam pengucapan, dalam grammar misalnya</i> ”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Termotivasi ingin seperti dia</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Kalau kita ngomongong didepan mendukung, karena sama-sama fokus</i> ”
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Yes, sometimes when I have a chat with my close friend”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“No, because usually I use broken English”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word

		use, word combination, the grammar of words, or others)? Why?”
18	B	“Grammar of word, <i>karena grammar itu penting</i> ”
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Takut, misalnya saya itu sukanya dipresentasi itu kelompok pertama terus, banyakan ndadak. Banyak kritikan sih</i> ”.
21	A	“Do you feel confuse when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Kadang, bingungnya itu kadang saya ngomong bahasa Inggris tai teman saya nggak</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“Sometimes, <i>kalau presentasi</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Kandang mbak</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Enggak, karena kalau dievaluasi berarti haus lebih baik lagi</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Iya, takut salah grammarnya, vocabnya</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“No, I do not. My vocabularies are less“.
33	A	“What is your opinion about English speaking encouragement? Is that

		important or not? Can you give a reason?"
34	B	" <i>Penting mbak</i> ".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason? Why?"
36	B	"Inspired, <i>kan dosen-dosen sering memakai bahasa Inggris. Kita jadi terinspirasi</i> ".
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	"No, <i>jangan sampai, karena jurusan kita</i> ".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	" <i>Pernah sih, karena persiapannya sedikit dan menjelaskannya itu susah</i> ".

## 12. Transcript 12

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 10.44

Participant : Endang Puji Lestari/ PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Vocabulary and grammar".
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Spelling, <i>karena harus tahu tulisannya</i> ".
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"

6	B	<i>“Kadang agak takut, missal kita dalam pengucapan, dalam grammar misalnya”.</i>
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	<i>“Termotivasi ingin seperti dia”.</i>
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	<i>“Kalau kita ngomongong didepan mendukung, karena sama-sama fokus”</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Yes, sometimes when I have a chat with my close friend”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“No, because usually I use broken English”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	<i>“Grammar of word, karena grammar itu penting ”</i>
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	<i>“Takut, misalnya saya itu sukanya dipresentasi itu kelompok pertama terus, banyakan ndadak. Banyak kritikan sih”.</i>

21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Kadang, bingungnya itu kadang saya ngomong bahasa Inggris tai teman saya nggak</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“Sometimes, <i>kalau presentasi</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Kandang mbak</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Enggak, karena kalau dievaluasi berarti haus lebih baik lagi</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Iyah, takut salah grammarnya, vocabnya</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“No, I do not. My vocabularies are less“.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Penting mbak</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason? Why?”
36	B	“ <i>Inspired, kan dosen-dosen sering memakai bahasa Inggris. Kita jadi terinspirasi</i> ”.
37	A	“Do you feel bored when English

		teaching? Can you give a reason?"
38	B	"No, <i>jangan sampai, karena jurusan kita</i> ".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	" <i>Pernah sih, karena persiapannya sedikit dan menjelaskannya itu susah</i> ".

### 13. Transcript 13

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 10.53

Participant : Isnaeni Azi Surotun/ PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Yes. Maybe because my vocabulary is less."
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Accent. Because I don't know, I can't how to use accent".
5	A	"How do you feel you are speaking with your lecturer or native speaker?"

6	B	“I feel nervous, maybe because I am afraid when I speak if I am wrong or not”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“I feel afraid. I must choose which the good grammar or vocabulary that I will use to speak with my friend that she has good pronunciation or good speaking”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“I think if in my class is no. Because there so many students not practice their English language in the class”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Yea, but I think, I speak so many with Arabic language with my friends”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“I think no. Because there are many synonyms but I only use the vocabulary that I know”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Vocabulary subject in my class motivates me to study again about vocabulary”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Grammar of words. Actually I have known about the grammar but when I practice it I

		forget, is it right or not”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“Yes, but I try to speak in front of the class”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“Of course, Yes. When I speak in front of the class I am still afraid what I said is wrong or not”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“If phobia is no. Because I am a confident person”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“If shy is no. But I just afraid what I speak in front of class is right or not”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“No, because it’s make me be better to study again”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“Maybe because I always sit in front of class. So I am not afraid to be tested by the teacher when the students sit in front of class so the teacher will not test the students”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, maybe because I less vocabulary and my pronunciation is bad, not fluently”.

33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“It is so important actually for our English department. Karena dengan belajar dengan bahasa Inggris kita bisa meraih cita-cita sesuai jurusan kita yakni bahas Inggris”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“Yes, there are so many lesson that have inspired me, one of teacher that I loved is Bu Tarwiyah because she always give us inspiration and motivation in the end of lesson”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“Yes, because we just listen who are they presentation in front of the class”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“Actually I have announcement to my group that this week I have presentation, but how to cooperate with others, that is so difficult”.

#### 14. Transcript 14

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 11.07

Participant : Laili Ashfiah/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”

2	B	“Memikirkan vocabulary yang mau diucapkan. It is about vocabulary”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Spelling. Because, <i>kita masih sulit mempelajari dan mempraktekkan bahasa asing dan kita sudah terbiasa menggunakan bahasa asli kita</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Rasanya deg-degan dan agak takut terutama takut salah grammarnya</i> ”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Minder, namun itu menjadi tolak ukur bagi saya</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>No, karena hanya beberapa teman-teman yang sering ngomong bahasa Inggris, dan belum ada improvement</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>No, karena saya masih merasa kurang speakingnya</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Yes, tapi giliran mau ngomongin yang lainya dengan vocabulary yang baru itu</i> ”.

		<i>masih berpikir”.</i>
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Pembelajarannya masih kurang pas karena kurang praktek dan hanya berfokus pada materi”.</i>
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Grammar. <i>Karena grammar itu kita harus berpikir lagi apa yang sesuai dan benar”.</i>
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Iya, karena pronounciationnya salah”.</i>
21	A	“Do you feel confuse when speaking in front of the class or with others? Can you give a reason?”
22	B	“Yes, <i>karena kemampuan saya masih kurang dan teman-teman saya masih banyak kemampuannya diatas saya”.</i>
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Nggak. Karena dikegiatan lain saya sering berbicara didepan namun bedanya menggunakan bahasa Indonesia tidak bahasa Inggris”.</i>
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“No, <i>karena kalau saya malu tidak akan ada improvement, jadi sebisa mungkin saya latih speaking saya walaupun salah”.</i>

27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Takut, tapi evaluasi dari guru itu bagus karena kita bisa lebih tahu dan banyak pengetahuan</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Ya siap saja karena itu sudah menjadi ketentuan dan itu sudah menjadi proses bagi perkuliahan kita, jadi diikuti saja</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, karena saya merasa kemampuan saya masih seperti ini saja”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Penting, karena kita sebagai mahasiswa bahasa Inggris, jadi kita harus menguasai 4 skill bahasa Inggris</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Biasa saja, namun diperkuliahan ini saya jadi lebih tahu kalau bahasa Inggris itu luas cabangnya</i> ”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“ <i>Tidak, namun tergantung mood saya saja</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”

40	B	<i>“Pernah, karena kegiatan lain seperti organisasi sehingga waktunya jadi terbagi dan sering kurang persiapan”.</i>
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### 15. Transcript 15

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 11.16

Participant : Lisa Nur Ifani C./PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Vocabulary”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Intonation and spelling. Because, <i>logatnya masih sama, jawa</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“Just so so. <i>Jika saya tidak kenal dengan orang itu biasa saja. Ngobrol dengan dosen yang akrab biasa saja</i> ”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“Biasa saja, itu lebih memotivasi”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Biasa saja</i> . There is no who speak English in class”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you

		give a reason?"
12	B	"Yes, with my roommates".
13	A	"Have you spoken with appropriate vocabularies?"
14	B	" <i>Belum, masih jelek aja</i> ".
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	"Biasa saja, kurang cara pengajarannya".
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	"Word combination, still confuse".
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	"No, it's make me motivated more".
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	"Yes, I don't know, I got stage fright".
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	"Of course, I don't know why, <i> mungkin sudah bawanannya</i> ".
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	"Kalau pertama maju iya, tapi lanjutannya biasa saja".
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	"No, it's make me motivated"
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	" <i>Iya, takutnya jawabannya tidak sesuai</i> "

		<i>dengan dosennya</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, still low vocabularies”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Penting</i> , for my future”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Ada yang menginspirasi ada yang nggak</i> , based on lecture”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“Sometimes yes, because of the method”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Selalu, kalau individu dipersiapkan matang, kalau kelompok itu nunggu anggota kelompoknya</i> ”.

## 16. Transcript 16

Place : Nyamuk Park  
Date : 9<sup>th</sup> April, 2018  
Time : 11.25  
Participant : Rifka Anisah/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“ <i>Iya, kurang pede dan takut grammarnya salah</i> ”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or

		others)? Why?”
4	B	“Intonation, if I say <i>lambat, saya kurang dalam merasakan intonasi lambat dan cepat masih susah terlebih ketika presentasi, kurang mengatur intonasi yang baik</i> ”.
5	A	“How do you when feel when you are speaking with your lecturer or native speaker?”
6	B	“I am afraid, when I speak with my lecturer, because my grammar is not good, I think I must learn grammar and the rule of grammar”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“I think just so so, because my speaking just so so and my friends speaking also just so so”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“I think just so so, because there is no rule must speak English around the class. Just random speak English and speak Javanese”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“No, because in my environment there is no speak English, if I speak English <i>dikira sombong</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“I think less of vocabularies, then I will learn vocabularies and then memorize vocabularies, because if there are many

		vocabularies I can speak fluently and confident”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“I think just so so, I can’t get more benefit”.
17	A	“What part of vocabulary is the most difficult ( <i>word meaning, extending word use, word combination, the grammar of words, or others</i> )? Why?”
18	B	“Combination of word. <i>Karena dibali-balik antara noun, adjective, berbeda dengan bahasa Indonesia</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“I think yes, because my grammar is not good”.
21	A	“Do you feel confuse when speaking in front of the class or with others? Can you give a reason?”
22	B	“Of course, because I am not confident and I am shy speaking in front of the class because there are many audiences”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“No, just so so, because if I will speak in front of the class, I think it is the manner I drill my speaking and I try my speaking to be good than before”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”

26	B	“Still shy”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“No, I think evaluation is good manner. <i>Menjadikan saya lebih baik dari sebelumnya, dan bisa memotivasi saya”</i> .”
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Ngga, misalkan kalau salah ya dibenerin kalau benar ya ditambahain motivasi biar speaking or grammarnya bagus</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, I think just so so, my speaking not fluently, and my grammar is just so so, I will learn more and more”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“I think sangat penting, lulusan bahasa Inggris yang terpenting adalah speakingnya, maksudnya dilihat dari speakingnya”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Menginspirasi, jadi tambah pengetahuan tentang bahasa Inggris</i> ”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"

38	B	<i>“Bosen karena itu-itu aja”.</i>
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	<i>“Of course, because if I will present my material, saya akan persiapkan satu malam sebelum hari presentasi, karena kalau tidak mendadak tidak enak”.</i>

### 17. Transcript 17

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 11.35

Participant : Novi Mutia Zulfa/PBi-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	<i>“Kalau sesuatu yang menghambat pas presentasi ada audience yang tidak memperhatikan, dan juga pronunciation”.</i>
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	<i>“Intonation, karena kalau intonationnya itu tidak tahu diawal atau diakhir, dan masih harus buka kamus lagi”.</i>
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	<i>“Kalau sama native agak grogi takut ada yang salah dan takut tidak mengerti apa yang kita sampaikan. Kalau dengan lecturer sama saja”.</i>

7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Agak minder</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“No, <i>karena gak biasa pakai bahasa Inggris</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“No, <i>karena semuanya nggak mendukung</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Kadang-kadang</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Dapat, <i>cuman tidak maksimal</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Combination of word, <i>karena kalau combination of word kalau kata ini digabung kata ini maka akan menghasilkan arti kata yang baru</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Tidak apa-apa, karena kalau dapat kritik akan lebih membangun dan akan ada perbaikan</i> ”.

21	A	“Do you feel confuse when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Kadang kalau maju agak grogi dan nervous</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“No”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Kalau shy tidak, cuman nervous aja</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“No”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Tidak apa-apa, hal itu akan menguji sejauh mana pemahaman kita</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“Not good enough, but <i>biasa aja</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“Very important, <i>untuk meningkatkan fluency in pronunciation</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Menginspirasi, karena kita di PBI kita di didik jadi guru bahasa Inggris, jadi kita bisa belajar tentang metode-metode yang digunakan untuk mengajar</i> ”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“Sometimes, depend on the lecturer”.

39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“Sometimes, <i>kadang kurang persiapan the material</i> ”.

### 18. Transcript 18

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 11.45

Participant : Nur Jannah/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Vocabulary <i>nya kurang</i> ”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Spelling <i>dan</i> intonation, <i>kurang banyak belajar aja</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Tergantung dosennya, kalau dosennya enak ya biasa aja</i> ”.
7	A	“How do you feel when you are speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Agak minder, tapi ya memotivasi juga</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Iya, kita harus menyesuaikan seperti mereka</i> ”.
11	A	“Do you apply English speaking in other

		places (outside the classroom)? Can you give a reason?"
12	B	"No, <i>soalnya gak ada temennya ngomong</i> ".
13	A	"Have you spoken with appropriate vocabularies?"
14	B	" <i>Belum, kurang banyak buka dictionary</i> ".
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	" <i>Bagus mata kuliahnya, namun cara pengajarannya kurang sesuai</i> ".
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	"Word combination, <i>karena banyak kombinaasi jadi bingung</i> ".
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	" <i>Iya, kurang bisa ngomong didepan</i> ".
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	" <i>Demam panggung, karena kurang persiapan</i> ".
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	" <i>Iya, soalnya dari dulu jarang ngomong pakai bahasa Inggris</i> ".
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	" <i>Nggak sih, nggak pede aja ngomong apa gitu</i> ".
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"

28	B	<i>"Nggak, karena kalau dievaluasi kita malah dibenerin".</i>
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	<i>"Iya, takut aja."</i>
31	A	"Do you feel that your speaking ability is good enough? Why?"
32	B	<i>"Iya, good enough, karena kurang practice".</i>
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	<i>"Penting, karena saya jurusan bahasa Inggris harusnya saya pandai dalam berbahasa Inggris".</i>
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	<i>"Ada yang menginspirasi, tergantung cara pembelajaran dosennya".</i>
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	<i>"Kadang, based on the lecturer".</i>
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	<i>"Iya, soalnya tugasnya nggak itu aja".</i>

### 19. Transcript 19

Place : Nyamuk Park

Date : 11<sup>th</sup> April, 2018

Time : 08.50

Participant : Nur Kholis/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"

2	B	“Yeah, shy to speak”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Intonation, because English word has different intonation with my vocab in Indonesia”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	<i>“Rasanya itu takut, tapi ga takut karena sering ketemu, jadi ga takut”.</i>
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“No, <i>kita sama-sama belajar</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	<i>“Iya, tapi dikelas terkadang cuma satu dua orang yang ngomong bahasa Inggris, so kita harus menyesuaikan seperti mereka”.</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Sometimes, with my bestfriend, he supports to apply English conversation and me too”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“No, <i>biasa aja, karena kurang buka kamus, dan kurangnya mendengarkan pelafalan kosakata yang benar</i> ”.

15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Menarik, tapi dosennya kurang sesuai</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Word combination, <i>karena terkadang kita kebalik, kita sudah biasa ngomong terstruktur</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Ngga, karena sudah akrab</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“No, just so so”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Kalau takut, ngga tapi kalau diperhatiin dosen takut</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“No, because be confident”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”

28	B	“No, that’s better for me”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	<i>“Nggak, karena kalau dosen yang sudah biasa ketemu ya biasa aja”.</i>
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, kurang baik, masih belajar”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	<i>“Penting banget, karena kalau ada event-event, speakingnya itu diperlukan”.</i>
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	<i>“Sangat menginspirasi, terutama disini ada TOEFL, itu sangat mensupport program bahasa Inggris”.</i>
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	<i>“Sometimes, tergantung dosennya, kalau dosennya asik ngga bikin bosan”.</i>
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”

40	B	<i>“Sering, karena tugasnya numpuk, ketika tugas satu belum selesai sedangkan tugas yang lain juga deadline”.</i>
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## 20. Transcript 20

Place : Nyamuk Park  
Date : 11<sup>th</sup> April, 2018  
Time : 08.55  
Participant : Ratih Rahmawati

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	<i>“Iya, vocabulary, my vocabulary is low”.</i>
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	<i>“Spelling, pengejaannya susah, kadang kalau nyusun kata-kata ngga tahu sudah benar atau belum”.</i>
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	<i>“Kalau sama dosen menggunakan bahasa Inggris, tapi kebanyakan bahasa Indonesia. Kadang juga masih bingung, tapi kadang masih dasar”.</i>
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“When I speak with my friends in a good English, <i>terkadang termotivasi dari teman sendiri”.</i>
9	A	“What is your opinion about your class environment? Is that motivate you to

		“speak English?”
10	B	“Yes, <i>biasa sehari-hari bahasa Inggris, jadi sudah terbiasa</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“No, <i>saya lebih terbiasa ngomong bahasa Indonesia</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Belum</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Sudah lumayan banyak vocabulary yang didapat”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Grammar of word, because <i>kita perlu memperhatikan grammarnya terlebih dahulu</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Eenggak, tapi kalau sama guru takut</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“Yes, <i>kadang bingung mau ngomong apa didepan</i> ”.

23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“Kalau itu tergantung sama mata kuliah dan dosennya”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“Kadang iya, masih suka malu-malu ngomong didepan”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“Ngga, karena kalau dievaluasi itu bisa untuk membangun diri kita sendiri”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“Kalau di test iya, karena kalau kita belum bisa, namun ada untungnya kita bisa lebih baik lagi”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“Yes, good enough”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“Penting, karena kita di jurusan bahasa Inggris, intinya jurusan sudah mendukung kita untuk ngomong bahasa Inggris, jadinya harus belajar lebih”.

35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“Iya, karena kita punya mata kuliah berbeda dengan pembelajaran yang berbeda pula”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“Kadang, tapi ngga juga”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“Kadang waktunya kurang, atau kita kurang memanfaatkan waktu, kadang mikir nanti dulu, karena malas”.

## 21. Transcript 21

Place : Nyamuk Park

Date : 11<sup>th</sup> April, 2018

Time : 09.00

Participant : Riska Rahayuni/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Yes, my vocabulary is less, and then I still loading when I want to make structure about my speaking”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”

4	B	“Intonation, because if we speak with native speaker we do not to understand about the intonation especially in listening lesson”.
5	A	“How do you feel you are speaking with your lecturer or native speaker?”
6	B	“I feel confuse, because I don’t know if I speak with my lecturer pikiran saya hilang semua”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	<i>“Rasanya ya malu, kenapa mereka bisa aku ngga bisa, jadi saya akan belajar lagi”.</i>
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“No, because my friends seldom to speak English, <i>mereka seringnya memakai bahasa Inggris dan ketika saya mencoba untuk mengajak mereka ngomong pakai bahasa Inggris ada yang ngga paham, dan kadang ada yang ngga respon”.</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Yes, sometimes, depend with whom I want to make relation”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	<i>“Belum miss, karena bahasa Inggris banyak vocab nya seperti kata mencari bisa menggunakan kata look for atau search, based on the context, dan ada yang</i>

		<i>formal dan nonformal</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Yes, <i>kurang mendapatkan ilmu miss, karena kurang diterangkan, dan beliau lebih banyak cerita</i> ”.
17	A	What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Grammar of words, <i>saat kita membuat kalimat dan saat berbicara harus menggunakan grammar, saya sering dikoreksi sama Bu Tarwiyah mengenai penggunaan grammar</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Tidak takut sih miss, tapi kita harus paham dulu apa yang dimaksud mereka, cuma kalau kita dikritik kita jadi bikin malu</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“Yes, because I nervous”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“No, I just nervous ngga phobia”.

25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“Yes, maybe I am shy, because to practice English in front of class <i>baru dilakukan disemester empat, biasanya kalau disemester lalu presentasi banyak menggunakan bahasa Indonesia, ya mungkin disemester empat ini kita dapat meningkatkan bahasa Inggris kita, walaupun diawalnya susah, namun sedikit demi sedikit bisa diperbaiki</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Tidak miss, karena evaluasi itu menilai kita miss, dari situlah kita tahu letak kesalahan kita dan apa saja yang harus kita perbaiki</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Takutnya karena enggak bisa</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“Yes, because my grammar is very messy”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“That’s very important, because especially my major is English and I must expert”.

35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Menginspirasi miss, karena pelajaran bahasa Inggris sangat penting digunakan apalagi di zaman sekarang semuanya menggunakan bahasa Inggris dan kalau ingin melanjutkan studi kejenjang yang lebih tinggi, misal lanjut S2 so harus menggunakan bahasa Inggris</i> ”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“ <i>Sometimes, tergantung presentatornya miss, kalau presentasinya asik bisa mengkoordinasi kelas, namun ketika seperti saya presentasi hanya baca slide saja, dan jelasinnya konstan hanya di text saja</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Mungkin banyak faktornya miss, diantaranya ketika mendapat tugas banyak, sayangnya saya tidak dapat memprioritaskan tugas mana dulu yang harus dikerjakan</i> ”.

## 22. Transcript 22

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 09.14

Participant : Silmi Fitria Sulfi/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”

2	B	“Yes, my vocabulary is less”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Accent, because when new vocabulary kadang ada yang kita ngga tahu dan spelling nya susah”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“I usually with bahasa, if with native speaker I never”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“I must study hard, so I feel saya harus seperti dia”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“No”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“No, because in the class there is no people want speak English with me”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“Sedikit”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“When Mr. Nafi’s class, I am not active, so the teacher tidak mendukung”.

17	A	What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	"Grammar of words, because grammar is difficult, part study English, I feel I must study hard about grammar".
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	"If with friend not, but if with teacher yes".
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	"If with bahasa not, if with English yes, because my vocabulary is less".
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	"Yes, because less confident".
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	"Yes, less confident and I feel unusual".
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	"If the teacher biasa ya saya biasa aja, if the teacher anger, I am afraid".
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"

30	B	“ <i>Nggak sih</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, <i>kekurangannya</i> in grammar, <i>vocab</i> , and pronunciation”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“Yes, study English very important, because with English we can speak with people in other country, English as second language”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“Inspiring, because I study in English department there is inspiration for me to study English lebih dalam”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“Yes, biasanya di mata kuliahnya”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“Mungkin preparationnya mendadak”.

### 23. Transcript 23

Place : Nyamuk Park  
Date : 11<sup>th</sup> April, 2018  
Time : 09.25

Participant : Hananda Friscania Dewi/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“ <i>Sesuatu yang menghambat, grammar</i> ”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“ <i>Engga ada, kalau menurut aku biasa aja</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Kalau aku uda biasa, tapi kalau sama Bu Tar aku lebih baik diam</i> ”.
7	A	“How do you feel when you are speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Biasa aja</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Enggak, speaking dikelas jarang banget</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Jarang, mungkin kalau dirumah sama Babe</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Alhamdulillah belum</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”

16	B	<i>"Kalau menurut saya.. ngga gitu pembelajarannya, sering ditinggal".</i>
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	<i>"Kombinasi kata, kadang kita pinginnya ngombinasikan..".</i>
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	"Dikeritik ya terserah".
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	<i>"Enggak., tapi kalau Bu Tar... takut salah..".</i>
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	<i>"Enggak".</i>
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	<i>"Enggak biasa aja".</i>
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	<i>"Enggak, kecuali yang ngevaluasi Bu Tar".</i>
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	<i>"Enggak sih mbak".</i>
31	A	"Do you feel that your speaking ability is good enough? Why?"
32	B	<i>"No, grammar nya masih kurang mbak".</i>
33	A	"What is your opinion about English

		speaking encouragement? Is that important or not? Can you give a reason?"
34	B	" <i>Penting</i> ".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	"Menginspirasi sih sebenarnya".
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	" <i>Kadang bosan, kalau dosennya gitu gitu aja</i> ".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	" <i>Masalahku di bu Tar mbak. Kita tuh punya pendapat, tapi tuh enggak bisa tersampaikan harus gini, gini</i> ".

#### 24. Transcript 24

Place : Nyamuk Park  
Date : 16<sup>th</sup> April, 2018  
Time : 10.30  
Participant : Amalia Nabilah/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Vocab and pronunciation".
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Spelling, <i>karena tuliannya ngga sesuai dg pelafalannya</i> ".
5	A	"How do you feel when you are speaking

		with your lecturer or native speaker?”
6	B	“Kurang PD aja sih mbak”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“Termotivasi sih mbak. Berarti saya harus belajar dari dia”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“Kurang mendukung, karena kita semua dari berbagai daerah ya mbak”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Enggak”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“Alhamdulillah belum”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Kalau vocab bisa dipelajari sendiri”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Susunan kata, susunan kata Bahasa Inggris dengan Bahasa Indonesia berbeda”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”

20	B	<i>“Enggak sih mbak”.</i>
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	<i>“Kalau belum ada persiapan bingung”.</i>
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	<i>“Enggak”.</i>
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	<i>“Iya, kadang kalo kurang persiapan”.</i>
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	<i>“Enggak takut cuman bingung aja mbak”.</i>
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	<i>“Takut”.</i>
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, grammar, pronunciation and vocabulary <i>nya masih kurang mbak</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	<i>“Penting lah mbak karena kita anak bahasa Inggris”.</i>
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	<i>“Tergantung sih mbak”.</i>
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	<i>“Kadang membosankan, tergantung materi dan dosennya”.</i>
39	A	“Do you feel lack or not of perceived

		relevance of the materials? Can you give a reason?"
40	B	<i>"Karena tugas gak Cuma dari 1 dosen, ngga cukup waktunya untuk ngerjain semua tugas".</i>

## 25. Transcript 25

Place : Nyamuk Park

Date : 16<sup>th</sup> April, 2018

Time : 10.43

Participant : Lu'lu'ul Jannah/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Grammar and vocabulary".
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	<i>"Spelling, karena iya tuliannya ngga sesuai dg pelafalannya".</i>
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	<i>"Tergantung dosennya aja sih mbak".</i>
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	<i>"Kadang minder, tapi termotivasi juga".</i>
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	<i>"Belum mendukung, kurang PD aja kitanya mbak".</i>
11	A	"Do you apply English speaking in other

		places (outside the classroom)? Can you give a reason?"
12	B	"Sometimes, in my home".
13	A	"Have you spoken with appropriate vocabularies?"
14	B	" <i>Alhamdulillah belum</i> ".
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	" <i>Kalau vocab bisa dipelajari sendiri</i> ".
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	" <i>Kombinasi kata</i> ".
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	" <i>Enggak sih mbak</i> ".
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	" <i>Kalau belum ada persiapan bingung</i> ".
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	" <i>Kadang-kadang, merasa kurang grammar, vocab</i> ".
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	" <i>Kadang-kadang</i> ".
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	" <i>Tergantung dosennya</i> ".

29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Tergantung dosen</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, grammar and vocabulary <i>nya masih kurang mbak</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Penting, karena bahasa Inggris kan banyak digunakaan</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“Tergantung sih mbak”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“ <i>Kadang membosankan, tergantung materi dan dosennya</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Pemahaman materi itu juga susah, makanya kurang persiapan</i> ”.

## 26. Transcript 26

Place : Nyamuk Park

Date : 16<sup>th</sup> April, 2018

Time : 10.52

Participant : Lina Karlina/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Grammar <i>mbak</i> ”.

3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Accent, <i>Indonesianya masih kelihatan banget</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Tergantung dosennya aja sih mbak</i> ”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Termotivasi juga</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Sama sekali tidak mendukung, malu untuk berbahasa inggris</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Enggak mbak</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Alhamdulillah belum</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Pembelajarannya enggak efektif, dan nggak faham dengan materinya</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Susunan kata, susunannya beda.. Inggris</i> ”

		<i>harus dibalik</i> ".
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	<i>"Enggak sih mbak"</i> .
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	<i>"Kurang persiapan kalau kurang mateng konsepnya"</i> .
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	<i>"Enggak sih mbak"</i> .
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	<i>"Enggak sih mbak"</i> .
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	<i>"Tergantung dosennya"</i> .
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	<i>"Takut, masih belum siap"</i> .
31	A	"Do you feel that your speaking ability is good enough? Why?"
32	B	<i>"No, grammar and vocabulary nya masih kurang mbak"</i> .
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	<i>"Very important, selain kita anak PBI dorongan itu sangat penting"</i> .
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"

36	B	<i>"Tergantung sih mbak".</i>
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	"Kadang membosankan, tergantung materi dan dosennya".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	<i>"Kadang instruksi dari dosen kadang blum jelas, itu jua bisa menyebabkan kurang persiapan "</i> .

## 27. Transcript 27

Place : Nyamuk Park

Date : 23<sup>rd</sup> April, 2018

Time : 10.30

Participant : Lulu Maulida/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Grammar and Vocabulary <i>mbak</i> ".
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Accent, <i>masih ada logat jawa-jawanya gitu lah</i> ".
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	<i>"Tergantung dosennya aja sih mbak"</i> .
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"

8	B	<i>"Termotivasi juga"</i> .
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	<i>"Kurang mendukung, soalnya enggak ada yang ngajak ngomong bahasa Inggris"</i> .
11	A	"Do you apply English speaking in other places (outside the classroom)? Can you give a reason?"
12	B	<i>"Enggak mbak"</i> .
13	A	"Have you spoken with appropriate vocabularies?"
14	B	<i>"Alhamdulillah belum"</i> .
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	<i>"Ya gitu kurang faham dengan materinya kita mbak"</i> .
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	<i>"Susunan kata"</i> .
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	<i>"Enggak sih mbak"</i> .
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	<i>"Kurang persiapan kalau kurang mateng konsepnya"</i> .

23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Eenggak sih mbak</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Kadang-kadang malu kalau vocabnya enggak ngerti</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Tergantung dosennya</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Takut, masih belum siap</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“No, grammar and vocabulary <i>nya masih kurang mbak</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“Very important, <i>selain kita anak PBI bahasa Inggris kan juga bahasa Inggris juga second language</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Menginspirasi, Pak Agus misalnya dan Bu Tar, grammar item,, menginspirasi kita untuk bagaimana menjadi guru bahasa Inggris dimasa depan</i> ”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”

38	B	“Kadang membosankan, tergantung materi dan dosennya”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Kita belum sempat memahami materi</i> ”.

## 28. Transcript 28

Place : Nyamuk Park

Date : 23<sup>th</sup> April, 2018

Time : 10.43

Participant : Ella Restika Putri/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“ <i>Kurangnya vocab, udah takut salah</i> ”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“ <i>Intonasi, karena kita harus menyesuaikan arti kata dengan intonasinya</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Kalau ngomong sama dosen, takut salah, kalau native pd aja, kan belum kenal</i> ”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Agak minder sih, kita coba aja dulu</i> ”.

9		“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Sama, kalau dikelas sendiri sepertinya belum lebih banyak speak Indonesia</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Kalau nerapin hari jumat dipondok</i> ”
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Belum</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Sama, cuman diajarin vocab2, kalau saya nangkapnya monoton</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Grammar kata, takut salah</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>....., udah semester 4 kok masih belepotan</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Manusiawi , kadang kita dibelakang kita udah nyiapin, tapi ketika pas</i>

		<i>didepan lupa</i> ”
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Nervous</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Sungkan aja</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Hmmm..</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Takut</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“ <i>Kurang bagus</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Sama, ada yang memotivasi dan ada juga yang masih jadal</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Bosan, kalau monoton</i> ”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“ <i>Kadang-kadang</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Kalau saya, tetap dipersiapkan sebaik</i>

		<i> mungkin ”.</i>
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## 29. Transcript 29

Place : Nyamuk Park

Date : 23<sup>th</sup> April, 2018

Time : 10.55

Participant : Badrus Salam/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“ <i>Kurangnya Vocab</i> ”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“ <i>Intonasi, kalau spelling udah biasa. Kalau intonasi belum terbiasa</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Kalau dosen sendiri agak takut-takut kalau salah, karna grammar kita ada yang lebih salah</i> ”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Ngomong aja, kalau salah dibenarkan</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Kalau dikelas sendiri sepertinya belum lebih banyak speak Indonesia</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Kalau nerapin hari jumat dipondok</i> ”.

13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Belum</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Cuman diajarin vocab2, kalau saya nangkapnya monoton</i> ”
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Kombinasi kata, untuk mengkombinasikan itu masih sulit</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Kalau ditertawakan biasa, tapi kalau dikritik itu kita merasa sungkan</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Manusiawi , kadang kita dibelakang kita udah nyiapin, tapi ketika pas didepan lupa</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Enggak</i> ”
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Sungkan aja</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Enggak takut sih mbak, malah lebih bagus kalau dievaluasi</i> ”.

29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Takut karena ngga ada persiapan</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“ <i>Kurang bagus</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Ada beberapa yg memotivasi, ada yang masih jadul juga</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Bosen, kalau monoton</i> ”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“ <i>Sometimes</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Manajemen waktunya, kita nggak hanya mengurus kuliah aja</i> ”.

### 30. Transcript 30

Place : Nyamuk Park

Date : 3<sup>rd</sup> May, 2018

Time : 09.00

Participant : Muhammad Aniq/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“ <i>Pastinya ada, pronunciation and vocab</i> ”.
3	A	“What part of pronunciation is the most difficult one ( <i>spelling, accent,</i>

		<i>intonation, or others)? Why?"</i>
4	B	"Accent, <i>belum terbiasa</i> "
5	A	"How do you feel you are speaking with your lecturer or native speaker?"
6	B	"Agak nervous".
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	" <i>Biasa aja</i> "
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	" <i>Tidak mendukung , karena masing-masing teman-teman tidak ada keinginan untuk ngomong b.inggris</i> ".
11	A	"Do you apply English speaking in other places (outside the classroom)? Can you give a reason?"
12	B	" <i>Enggak</i> ".
13	A	"Have you spoken with appropriate vocabularies?"
14	B	" <i>Sedikit</i> ".
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	" <i>Udah lupa saya mbak</i> ".
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	" <i>Kombinasi kata, masih susah mbak</i> ".
19	A	"Do you feel afraid laughed by other students or will be criticized by the

		teachers? Can you give a reason?"
20	B	" <i>Dikritik dosen, berrati kita blm bisa memaksimalkan kemampuan kita</i> ".
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	"Sometimes <i>mbak</i> ".
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	" <i>Enggak sih, cuman kadang gak PD</i> ".
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	" <i>Kadang-kadang</i> ".
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	" <i>Enggak</i> ".
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	" <i>Enggak sih</i> ".
31	A	"Do you feel that your speaking ability is good enough? Why? "
32	B	"Not yet, vocab <i>nya kurang</i> ".
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	" <i>Cukup penting, karena bahasa inggris juga sebagai bahasa internasional, setidaknya kita harus bisa</i> ".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	" <i>Menginspirasi</i> "
37	A	"Do you feel bored when English

		teaching? Can you give a reason?"
38	B	" <i>Bosen, didosen</i> ".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	" <i>Saya susah di pemahaman materi</i> ".

### 31. Transcript 31

Place : Nyamuk Park

Date : 3<sup>rd</sup> May, 2018

Time : 09.15

Participant : Fina Amalia/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Grammar and vocabulary"
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Spelling".
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	" <i>Tergantung dosennya</i> ".
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	" <i>Sama, biasa aja sih mbak</i> ".
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	" <i>Kurang mbak</i> ".
11	A	"Do you apply English speaking in other

		places (outside the classroom)? Can you give a reason?"
12	B	" <i>Enggak</i> ".
13	A	"Have you spoken with appropriate vocabularies?"
14	B	" <i>Belum</i> ".
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	" <i>Menurut saya, pemaparannya kurang jelas jadi belum masuk</i> "
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	" <i>Susunan kata</i> ".
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	" <i>Karena dengan adanya kritik aku merasa, kok aku belum bisa ya</i> ".
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	"Sometimes".
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	" <i>Deg-degan mbak</i> ".
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	" <i>Iya, kalau kita ngga menguasai materi</i> ".
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	" <i>Enggak</i> ".

29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Lumayan sih</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“ <i>Belum, di vocab nya yang kurang</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Sangat penting, lebih-lebih dari diri diri sendiri</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Iya, menginspirasi, tambah ilm pengetahuannya</i> ”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“Sometimes <i>mbak, didosen dan materi</i> ”
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Iya, cara mengkomunikasikannya itu yag susah</i> ”.

### 32. Transcript 32

Place : Nyamuk Park

Date : 9<sup>th</sup> April, 2018

Time : 08.45

Participant : Puput Noor Fatimah/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”

2	B	“Pronunciation and Vocabulary <i>mbak</i> ”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Accent, <i>dari diri saya sendiri masih belum terbiasa</i> ”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Tergantung dosennya aja sih mbak</i> ”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Biasa aja sih mbak</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Kurang mendukung, soalnya enggak ada yang ngajak ngomong bahasa Inggris</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Kadang-kadang dipondok</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Kurang mbak</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Ya gitu kurang faham denggan dengan apa yang dijelaskan mbak</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word

		use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Susunan kata</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Dikritik dosen, kalau dikritik itu saya kadang merasa down</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Mikir dulu bagaimana kita nyusun kalimatnya benar</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Deg-degan aja sih mbak</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Kalau sudah kenal lama dengan audiencnya ya enggak mbak</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Enggak sih mbak</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Tergantung dosennya</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“ <i>Belum mbak, grammar and vocabulary nya masih kurang mbak</i> ”.
33	A	“What is your opinion about English

		speaking encouragement? Is that important or not? Can you give a reason?"
34	B	"Very important, <i>selain kita anak PBI bahasa Inggris kan juga bahasa Inggris juga bahasa asing yang harus kita ketahui</i> ".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	" <i>Menginspirasi, Dari materi kita tahu letak kesalahan, banyak lah</i> ".
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	" <i>Kadang membosankan, tergantung materi dan dosennya</i> ".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	" <i>Kita belum bisa membagi waktu dengan baik mungkin</i> ".

### 33. Transcript 33

Place : Nyamuk Park

Date : 9<sup>th</sup> May, 2018

Time : 09.00

Participant : Selma Khuffata Al Ulya/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Grammar, <i>takut salah aja gitu mbak</i> ".
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"

4	B	<i>"Accent, masih terbawa logat Jawa".</i>
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	<i>"Tergantung dosennya aja sih mbak".</i>
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	<i>"Minder, tetapi memotivasi juga sih mbak".</i>
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	<i>"Tidak, karena satu kelas, kompak takut untuk ngomong bahasa Inggris".</i>
11	A	"Do you apply English speaking in other places (outside the classroom)? Can you give a reason?"
12	B	<i>"Kalau pingin aja sih mbak".</i>
13	A	"Have you spoken with appropriate vocabularies?"
14	B	<i>"Belum mbak".</i>
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	<i>"Aslinya sangat membantu, tapi dr dosen nya belum memahami".</i>
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	<i>"Susunan kata".</i>
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"

20	B	<i>"Dikritik dosen, Karenan nanti dosennya mengira kita tidak memperhatikan dosennya".</i>
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	<i>"Bingung, saat kita mau ngomong itu takut grammarnya salah".</i>
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	<i>"Deg-degan, nervous, dingin , mules sih mbak".</i>
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	<i>"Iya malu, speaking, pronunciation kita salah, terus dibenerin sama temen kita".</i>
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	<i>"Enggak sih mbak".</i>
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	<i>"Kalau tes lisan takut aku mbak".</i>
31	A	"Do you feel that your speaking ability is good enough? Why?"
32	B	"Belum mbak, Enggak bisa langsung full bahasa Inggris. Enggak tahu terhambat vocabulary/grammar".
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	<i>"Very important. Sangat penting lebih-lebih jurusan kita".</i>
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	<i>"Menginspirasi, para dosen-dosen kita".</i>

37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	" <i>Kadang membosankan, kadang perlu game</i> ".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	" <i>Kita kurang persiapan karena mencari konsep dan materi</i> ".

### 34. Transcript 34

Place : Nyamuk Park

Date : 9<sup>th</sup> May, 2018

Time : 09.15

Participant : Rifqi Afifatul Sholihah/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Grammar and pronunciation"
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	" <i>Sama, Accent dan spelling</i> ".
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	" <i>Tergantung dosennya ada dosen yang bikin deg-degan dan nervous</i> ".
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	" <i>Minder juga, tapi pingin bljar untuk ngomong lebih baik</i> ".
9	A	"What is your opinion about your class environment? Does it motivate you to

		“speak English?”
10	B	“ <i>Tidak, lingkungan tidak mendukung</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Sama, kalau pengen</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Belum</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Dari vocabulary in use kita juga belajar phonetic symbol</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Susunan kata, karena susunan kata sama halnya kita membuat SPOK</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Dikritik dosen, karena kritikan dosen itu ada yang pedas, bener sih untuk motivasi</i> ”
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Bingung, kalau sbkm maju harus dikonsep dulu</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“Nervous”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”

26	B	“Speaking, pronunciation <i>kita salah, terus dibenerin sama temen kita</i> ”
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Enggak, karena kalau kita dievaluasi berarti kita masih banyak salahnya</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Bisa jadi takut bisa jadi enggak, tergantung dosennya juga</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why? “
32	B	“Belum. Enggak bisa langsung full bahasa Inggris. Enggak tahu, terhambat vocabulary or grammar nya mbak”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Sangat penting, bahasa Inggris digunakan sebagai international communication</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Iya, menginspirasi Bu Tar, salah satu dosen yg professional</i> ”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“Sometimes, <i>tergantung dosennya</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Dari waktu atau jadwal, saat itu ada tugas dr Pak Muslih ngasih UTS dikumpulannya jumat, pada hari itu juga aku ada presentasi, aku enggak tidur</i> ”

		<i>semaleman</i> ".
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### 35. Transcript 35

Place : Nyamuk Park

Date : 14<sup>th</sup> May, 2018

Time : 10.30

Participant : Syahla Sakila Rifa'i/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	<i>"Kadang mikir dulu apa yang mau diomongin."</i>
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Accent".
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	"Biasa aja, tergantung dosennya".
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	<i>"Biasa aja"</i> .
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	<i>"Enggak, karena yang enggak practice English"</i> .
11	A	"Do you apply English speaking in other places (outside the classroom)? Can you give a reason?"
12	B	<i>"Enggak, engga ada yang bisa diajak ngomong bahasa Inggris"</i> .

13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Belum</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Nothing</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Kombinasi kata, enggak tau cara mengkombinasikan</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Takut salah</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Bingung nyusunnya , bener apa enggak grammar nya</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Enggak lah kalau phobia</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Malu kalau misalnya salah</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Enggak, karena evaluasi itu bagus</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Enggak</i> ”.
31	A	“Do you feel that your speaking ability is

		good enough? Why?"
32	B	"Kurang, pronunciation saya masih belum bagus".
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	"Penting, karena jurusan bahasa inggris, lebih lebih kita jurusan bahasa Inggris".
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	"Ada yang menginspirasi ada yang tidak,".
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	"Bosen, kalo monoton metodenya".
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	"Soalnya persiapannya mepet".

### 36. Transcript 36

Place : Nyamuk Park

Date : 14<sup>th</sup> May, 2018

Time : 10.45

Participant : Aisy Puspa Livia/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Vocab saya kurang."
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Spelling".

5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“ <i>Biasa aja, tergantung dosennya</i> ”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Minder sih mbak</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Enggak, Karena kalau aku ngomong pake bahasa Inggris mereka jawabnya pakai bahasa Indonesia</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Di rumah, sometimes</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Belum</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Nothing <i>Mbak</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Kombinasi kata, Kurang familiar aja dg kombinasi kata</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”

20	B	<i>"Biasa aja"</i> .
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	<i>"Bingung nyusunnya, karena untuk memahami audience itu susah"</i> .
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	<i>"Enggak lah kalau phobia"</i> .
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	<i>"Malu kalau belum tau audience nya"</i> .
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	<i>"Enggak, karena evaluasi itu bagus"</i> .
29	A	"Are you afraid when you will be tested by your teacher? Can you give a reason?"
30	B	<i>"Enggak"</i> .
31	A	"Do you feel that your speaking ability is good enough? Why?"
32	B	<i>"Kurang, pronunciation di bagian intonation saya masih belum bagus"</i> .
33	A	"What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?"
34	B	<i>"Penting, non PBI juga"</i> .
35	A	"Do you get English inspired or uninspired teaching? Can you give a reason?"
36	B	<i>"Menginspirasi ada, biasa aja,"</i> .
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	<i>"Bosen, kalau full kuliah seharian penuh"</i> .
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a

		reason?"
40	B	" <i>Iya, karena presentasi enggak cumn satu aja</i> ".

### 37. Transcript 37

Place : Nyamuk Park

Date : 16<sup>th</sup> May, 2018

Time : 09.00

Participant : Rima Dian Pramesti/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	"Vocab <i>saya kurang</i> ."
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	"Accent, <i>yha masih susah membedakan British sama American</i> ".
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	" <i>Mikir-mikir, takut salah soalnya</i> ".
7	A	"How do you feel when you're speaking with your friend that has more good pronunciation than you?"
8	B	" <i>Banyak diem dulu</i> ".
9	A	"What is your opinion about your class environment? Does it motivate you to speak English?"
10	B	" <i>Enggak , karena kurang kesadaran untuk ngomong bahasa Inggris</i> ".
11	A	"Do you apply English speaking in other places (outside the classroom)? Can you give a reason?"

12	B	<i>"Jarang banget mbak"</i> .
13	A	"Have you spoken with appropriate vocabularies?"
14	B	<i>"Belum mbak"</i> .
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	<i>"Nothing Mbak"</i> .
17	A	"What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	<i>"Grammar kata, karena grammar itu berkaitan structure, saya ngga hafal"</i> .
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	<i>"Takut salah aja kalau mau ngomong mbak"</i> .
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	<i>"Masih takut salah, memeahamkan audience nya"</i> .
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	<i>"Enggak lah kalau phobia"</i> .
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	<i>"Tergantung kontek, kalau aku tau konteknya ya aku enggak malu mbak"</i> .
27	A	"Are you afraid being evaluated by your teachers? Can you give a reason?"
28	B	<i>"Takut dievaluasi sih enggak, tapi takut kalo dikomen dosen"</i> .

29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Enggak</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“ <i>Belum, kurang latihan ngomong bahasa Inggris</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Penting karena bahasa inggris bhs inter, mau gamau harus bisa</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Tergantung dosennya mbak,</i> ”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“ <i>Bosen, maksain pemahaman yang materinya gitu-gitu aja kan mbak</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Kurang persiapan, kurang latihan aja mbak</i> ”.

### 38. Transcript 38

Place : Nyamuk Park

Date : 16<sup>th</sup> May, 2018

Time : 09.14

Participant : Vina Uctuvia/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you

		when you speak with others?”
2	B	<i>“Ada, kita ngga tahu vocab bahasa Inggrisnya apa, dan ngga pede”.</i>
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	<i>“Intonasi dan aksen, karena kalau aksen kita ngga tahu perbedaan antara aksen British dan Amerika. Terus intonasi penekanannya ada dimana, kadang ngomong bahasa Inggris juga ngomongnya masih pakai logat bahasa Indonesia”.</i>
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“Kalau dosen dan native speaker itu jujur saya kurang pede, mereka otomatis gradingnya A, diatas kita banget, jadi kitanya merasa ngga pede, belum bisa memenuhi standar yang sama seperti native speaker”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	<i>“Seneng sih, soalnya kita bisa mengambil pelajaran cara speaking mereka bagaimana”.</i>
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	<i>“Ngga, soalnya kita juga sungkan memulai ngomong bahasa Inggris, paling responnya juga bahasa</i>

		<i>Indonesia</i> ".
11	A	"Do you apply English speaking in other places (outside the classroom)? Can you give a reason?"
12	B	<i>"Eggaak mbak"</i> .
13	A	"Have you spoken with appropriate vocabularies?"
14	B	<i>"Belum sih, masih harus banyak belajar"</i> .
15	A	"What is your opinion about teaching vocabularies in your class?"
16	B	<i>"Belum dapat mata kuliah tersebut"</i> .
17	A	What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	<i>"Grammar, kadang kita kalau ngomong mikir structure nya"</i> .
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	<i>"Kalau ditertawakan teman itu tidak karena sudah bareng-bareng selama empat semester. Yang rentan itu komenannya dosen, sudah semester empat kok masih gitu-gitu aja speakingnya"</i> .
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	<i>"Bingung, kalau aku sendiri yang menjadi kendala utama itu nervous"</i> .

23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Kalau phobia enggak sih, soalnya kalau kita mau ngomong didepan kelas mau ngga mau harus ngomong</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Malu mungkin ada, kalau sama teman kelas malunya mungkin karena kurang persiapan, jadinya kurang lancar</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Kalau dievaluasi sama dosen senang, cuma balik lagi ke penilaian dosen ke kita bagaimana</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Takut kalau belum ada persiapan sama sekali</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“Not good enough, <i>kurangnya yang pertama vocab, terus kalau ngomong kelamaan mikir</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”

34	B	<i>“Penting, kalau tidak ada motivasi dari dalam diri kita atau dari luar lingkungan kita ngga bakal ada progress buat speaking”.</i>
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	<i>“Setengah-setengah, ketika dosen hanya memberikan informasi dan kita diminta untuk belajar sendiri itu yang bikin gga semangat”.</i>
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	<i>“Bosen, soalnya pembelajarannya itu-itu saja”.</i>
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	<i>“Iya, kurang persiapan dan pendalaman materi”.</i>

### 39. Transcript 39

Place : Nyamuk Park

Date : 17<sup>th</sup> May, 2018

Time : 09.00

Participant : Zimam Farid Hadi Jaza/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	<i>“Sama seperti mereka, bahwa kurangnya vocab mempengaruhi”.</i>
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation,

		or others)? Why?”
4	B	<i>“Apa ya, sama sih, intonasi dan stressing nya, penekanan dalam kalimat masih membingungkan, terus kok berbeda dengan pengucapan native speaker nya gitu”.</i>
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	<i>“Kalau saya sih kebanyakan pakai bahasa Indonesia dan bahasa jawa, kalau bahasa Inggris bingung sendiri, gerogi juga”.</i>
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	<i>“Biasa aja, kalau punya temen pintar speaking, kita bisa minta bantuan”.</i>
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	<i>“Ya sangat kurang, mau ngomong bahasa Inggris sama temen itu rikuh”.</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	<i>“Engga, ngga pernah, ya sudah terlanjur suka bahasa jawa, ya walaupun jurusan saya bahasa Inggris”.</i>
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“Belum, vocab aja baru sedikit kok”.
15	A	“What is your opinion about teaching vocabularies in your class?”

16	B	<i>"Belum dapat mata kuliah tersebut".</i>
17	A	What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?"
18	B	<i>"Saya sama seperti mereka, grammar terutama, terus kombinasi kata juga susah".</i>
19	A	"Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?"
20	B	<i>"Ya itu kritik dosen itulah mba".</i>
21	A	"Do you feel confused when speaking in front of the class or with others? Can you give a reason?"
22	B	<i>"Bingung ya pasti mba, nervous juga iya, kan umpama saya sendiri preparenya kurang pasti bingung mau ngomong apa didepan".</i>
23	A	"Do you have phobia to speak in front of others? Can you give a reason?"
24	B	<i>"Phobia, tergantung penempatan sih mba, terkadang kalau dikelas gurunya tegas, ya phobia lah, kita mau ngomong apa didepan takut salah, jadi mikir ulang lah".</i>
25	A	"Do you feel shy to speak up in front of the class? Can you give a reason?"
26	B	<i>"Enggak malu mba, biasa aja".</i>

27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Ya itu saya sependapat sama Shofiya sih, jadi kalau evaluasi itu perlu, cuman kadang jangan terlalu pedes kata-katanya, ebagian orang ada yang bisa menerima ada yang ngga</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Iya, deg-degan aja kalau di test langsung tanpa persiapan</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“ <i>Sama mba, yaitu penggunaan vocab sama grammar nya kurang, juga belum terlalu paham</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Sangat penting mba, misalnya lingkungan kita mendukung otomatis kita akan ikut termotivasi untuk meningkatkan kemampuan speaking kita</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Tidak ada yang menginspirasi, dan dari pembelajarannya tidak ada yang tak bisa dambil barokahnya</i> ”.

37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	<i>"Sangat bosan, walaupun jurusannya bahasa Inggris, kadang kalau kebanyakan tugas tak tinggal istirahat"</i> .
39	A	"Do you feel lack or not of perceived relevance of the materials? Can you give a reason?"
40	B	<i>"Kalau individu saya persiapkan sebisa saya, intinya kalau persiapan membantu kita saat presentasi kelompok"</i> .

#### 40. Transcript 40

Place : Nyamuk Park

Date : 17<sup>th</sup> May, 2018

Time : 11.00

Participant : Shofiya Laila Al Ghofariyah/PBI-4C

Turn	Speakers	Expression
1	A	"Do you find some things that block you when you speak with others?"
2	B	<i>"Penguasaan terhadap vocab masih kurang"</i> .
3	A	"What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?"
4	B	<i>"Kalau saya kurang di stresing, kemudian terkadang bahasa Inggris tapi masih menggunakan nada-nada jawa, medoknya masih ketara"</i> .
5	A	"How do you feel when you are speaking with your lecturer or native speaker?"
6	B	<i>"Tergantung dosennya siapa"</i> .

7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	“ <i>Seneng aja sih</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Sangat kurang mendukung, mungkin sungkan antara satu sama lain</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Kalau saya menerapkan di asrama, karena kalau diasrama wajib bahasa Arab dan bahasa Inggris</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“ <i>Masih perlu banyak belajar</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“ <i>Belum dapat mata kuliah tersebut</i> ”.
17	A	What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“Grammar, <i>sebelum berbicara pasti mikir dulu, ini grammar nya gimana ya, sudah benar apa belum</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Lebih takut dikritik dosen daripada teman-teman</i> ”.

21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Saya tergantung preparation, kalau prepare well ya bisa confident, kalau belum prepare pasti nervous dan salah-salah</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Tidak ada rasa phobia</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Kalau malu enggak, cuma takut salah aja</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Saya senang kalau dievaluasi oleh dosen, karena kan nanti bisa unuk perbaikan kedepannya, tapi cara penyampain dosen harus tepat dan baik caranya</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Takut kalau test nya dadakan</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“ I think not good enough, <i>kurangnya penguasaan vocab dan grammar</i> ”.

33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Penting, motivasi dari dalam diri terutama</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“ <i>Kalau saya belum merasa belum terinspirasi, metodenya kurang menarik dan cara dosen menyampaikan itu kurang menarik</i> ”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“ <i>Iya bosan karena lebih banyak tugas portofolio dibanding practice</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Kurang persiapan dalam hal pendalaman materi</i> ”.

#### 41. Transcript 41

Place : Nyamuk Park  
Date : 17<sup>th</sup> May, 2018  
Time : 11.15  
Participant : Wildan Azizi/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”

2	B	<i>“Sama seperti mereka, bahwa kurangnya vocab mempengaruhi”.</i>
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	<i>“Apa ya, sama sih, intonasi dan stressingnya, penekanan dalam kalimat masih membingungkan, terus kok berbeda dengan pengucapan native speaker nya gitu”.</i>
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	<i>“Kalau saya sih kebanyakan pakai bahasa Indonesia dan bahasa jawa, kalau bahasa Inggris bingung sendiri, grogi juga”.</i>
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	<i>“Biasa aja, kalau punya temen pintar speaking, kita bisa minta bantuan”.</i>
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	<i>“Ya sangat kurang, mau ngomong bahasa Inggris sama temen itu rikuh”.</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	<i>“Enggak, enggak pernah, ya sudah terlanjur suka bahasa Jawa, ya walaupun jurusan saya bahasa Inggris”.</i>
13	A	“Have you spoken with appropriate vocabularies?”

14	B	<i>“Belum, vocab aja baru sedikit kok”.</i>
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	<i>“Belum dapat mata kuliah tersebut”.</i>
17	A	What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	<i>“Saya sama seperti mereka, grammar terutama, terus kombinasi kata juga susah”.</i>
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	<i>“Ya itu kritik dosen itulah mba”.</i>
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	<i>“Bingung ya pasti mba, nervous juga iya, kan umpama saya sendiri preparenya kurang pasti bingung mau ngomong apa didepan”.</i>
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	<i>“Phobia, tergantung penempatan sih mba, terkadang kalau dikelas gurunya tegas, ya phobia lah, kita mau ngomong apa didepan takut salah, jadi mikir ulang lah”.</i>

25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Eenggak malu mba, biasa aja</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Ya itu saya sependapat sama Shofiya sih, jadi kalau evaluasi itu perlu, cuman kadang jangan terlalu pedes kata-katanya, ebagian orang ada yang bisa meneriman ada yang ngga</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Iya, deg-degan aja kalau di test langsung tanpa persiapan</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“ <i>Sama mba, yaitu penguasaan vocab sama grammar nya kurang, juga belum terlalu paham</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Sangat penting mba, misalnya lingkungan kita mendukung otomatis kita akan ikut termotivasi untuk meningkatkan kemampuan speaking kita</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”

36	B	<i>“Tidak ada yang menginspirasi, dan dari pembelajarannya tidak ada yang tak bisa dambil barokahnya”.</i>
37	A	<i>“Do you feel bored when English teaching? Can you give a reason?”</i>
38	B	<i>“Sangat bosan, walaupun jurusannya bahasa Inggris, kadang kalau kebanyakan tugas tak tinggal istirahat”.</i>
39	A	<i>“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”</i>
40	B	<i>“Kalau individu saya persiapkan sebisa saya, intinya kalau persiapan membantu kita saat presentasi kelompok”.</i>

#### 42. Transcript 42

Place : Nyamuk Park

Date : 21<sup>st</sup> May, 2018

Time : 10.35

Participant : Sakiron Li’anumih/PBI-4C

Turn	Speakers	Expression
1	A	<i>“Do you find some things that block you when you speak with others?”</i>
2	B	<i>“Maybe in vocabularies and grammar.”</i>
3	A	<i>“What part of pronunciation is the most difficult one (<i>spelling, accent, intonation, or others</i>)? Why?”</i>
4	B	<i>“Spelling”.</i>
5	A	<i>“How do you feel when you are speaking with your lecturer or native speaker?”</i>
6	B	<i>“Depend on the lecturer”.</i>
7	A	<i>“How do you feel when you’re speaking</i>

		with your friend that has more good pronunciation than you?”
8	B	“ <i>Salut aja sih ,mbak</i> ”.
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	“ <i>Kadang iya, kadang enggak, tergantung dosennya ngasih tugas apa</i> ”.
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“ <i>Jarang banget mbak</i> ”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“Not yet <i>mbak</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Foget .. <i>Mbak</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Kombinasi kata, grammar kata ... karena kalo kombinasi kata berbeda, artinya beda</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Ngga sih, kalo dibenerin yha alhamdulillah</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“Yes, of course. Nervous.. <i>mau bilang</i> ”

		<i>gini,, tapi gabisa menugkapkan”.</i>
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“ <i>Enggak,</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“ <i>Enggak, Alhamdulillah kalo dievaluasi</i> ”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Sedikit takut sih mbak</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Enggak sih mbak</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“Grammar, not yet,, <i>Kombinasi kata</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“Important, because we’re English department”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“First, from miss Kharisma... She can motivate me”.
37	A	“Do you feel bored when English teaching? Can you give a reason?”
38	B	“ <i>Ngantuk mbak</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”

40	B	<i>“Suka molor-molor waktu aja sih mbak”.</i>
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### 43. Transcript 43

Place : Nyamuk Park

Date : 21<sup>st</sup> May, 2018

Time : 10.45

Participant : Afridatun Najah/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”
2	B	“Some vocabs and some pronunciations”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Spelling”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“Depend on the lecturer”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	<i>“Kadang merasa minder, kadang termotivasi”.</i>
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	<i>“Masih kurang mendukung”.</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Sometimes with my friends”.
13	A	“Have you spoken with appropriate

		vocabularies?”
14	B	“Not yet <i>mbak</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“Foget, <i>mbak</i> ”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of words, or others)? Why?”
18	B	“ <i>Kombinasi kata, mengurutkan kata nya itu lho mbak yang susah</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Ngga sih, kalo dibenerin yha alhamdulillah</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“Nervous, <i>nge blank, kalo udah ngelihat semuanya</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“Sometimes.. <i>Malu kalo sama bu Tar</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“Depend on the lecturer”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Sedikit takut sih mbak</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Enggak sih mbak</i> ”.

31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“ <i>Belum mbak, karena Grammar and pronunciation saya masih belum bagus</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Penting, karena salah satunya sebagai anak PBI.. dan bahasa yg wajib dipelajari</i> ”.
35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“First, from Pak Agus ... He can motivate me”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“ <i>Iya bosan, kalo materinya susah</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Iya Kurang persiapan, Kalau individu kan materinya harus memahami sendiri, cari materi sendiri</i> ”.

#### 44. Transcript 44

Place : Nyamuk Park

Date : 21<sup>st</sup> May, 2018

Time : 10.56

Participant : Endah Catur Pratiwi/PBI-4C

Turn	Speakers	Expression
1	A	“Do you find some things that block you when you speak with others?”

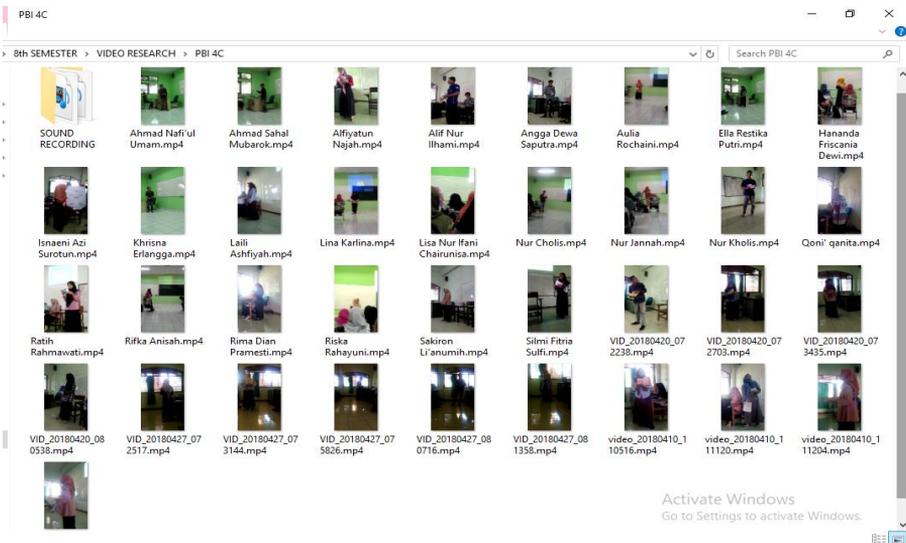
2	B	“Grammatical correctly and fluency”.
3	A	“What part of pronunciation is the most difficult one (spelling, accent, intonation, or others)? Why?”
4	B	“Accent, because I want to be native speaker”.
5	A	“How do you feel when you are speaking with your lecturer or native speaker?”
6	B	“Depend on the lecturer”.
7	A	“How do you feel when you’re speaking with your friend that has more good pronunciation than you?”
8	B	<i>“Kadang merasa minder, kadang termotivasi”.</i>
9	A	“What is your opinion about your class environment? Does it motivate you to speak English?”
10	B	<i>“Masing kurang mendukung, like lab without computer”.</i>
11	A	“Do you apply English speaking in other places (outside the classroom)? Can you give a reason?”
12	B	“Sometimes with my friends”.
13	A	“Have you spoken with appropriate vocabularies?”
14	B	“Not yet <i>mbak</i> ”.
15	A	“What is your opinion about teaching vocabularies in your class?”
16	B	“I don’t understand and I forget”.
17	A	“What part of vocabulary is the most difficult (word meaning, extending word use, word combination, the grammar of

		words, or others)? Why?”
18	B	“Grammar <i>kata mbak</i> ”.
19	A	“Do you feel afraid laughed by other students or will be criticized by the teachers? Can you give a reason?”
20	B	“ <i>Enggak sih, kalo dibenerin yha alhamdulillah</i> ”.
21	A	“Do you feel confused when speaking in front of the class or with others? Can you give a reason?”
22	B	“ <i>Lidahnya keselip-selip mungkin ya mbak</i> ”.
23	A	“Do you have phobia to speak in front of others? Can you give a reason?”
24	B	“Sometimes, <i>malu kalo sama bu Tar</i> ”.
25	A	“Do you feel shy to speak up in front of the class? Can you give a reason?”
26	B	“Depend on the lecturer”.
27	A	“Are you afraid being evaluated by your teachers? Can you give a reason?”
28	B	“ <i>Sedikit takut sih mbak</i> ”.
29	A	“Are you afraid when you will be tested by your teacher? Can you give a reason?”
30	B	“ <i>Enggak sih mbak</i> ”.
31	A	“Do you feel that your speaking ability is good enough? Why?”
32	B	“ <i>Accent mbak, karena Accent saya masih belum bagus</i> ”.
33	A	“What is your opinion about English speaking encouragement? Is that important or not? Can you give a reason?”
34	B	“ <i>Penting, karena Karena kita calon guru bahasa Inggris lebih-lebih</i> ”.

35	A	“Do you get English inspired or uninspired teaching? Can you give a reason?”
36	B	“Kadang memotivasi kadang enggak juga”.
37	A	"Do you feel bored when English teaching? Can you give a reason?"
38	B	“ <i>Iya bosan, kalau monotonous method</i> ”.
39	A	“Do you feel lack or not of perceived relevance of the materials? Can you give a reason?”
40	B	“ <i>Iya Kurang persiapan, Karena individu kan sendiri ya mbak, kurang PD</i> ”.

### C. Documentation





- Ahmad Nafi'ul Umam.ogg
- Ahmad Sahal Mubarak.ogg
- alfiyatun Najah.ogg
- Aiif Nur Ilhami.ogg
- Angga Dedi Argenawan.ogg
- Angga Dewa Saputra.ogg
- Aulia Rochaini.ogg
- badrus, ella.ogg
- Eka Sri Mundhafi.ogg
- Endang Puji Lestari.ogg
- Hananda, Amalia nabilah, Jannah, Maulida, Lina Karlina.ogg
- Ida Kholifatun Rohmah.ogg
- Isnaeni Azi Surotun.ogg
- Khriana Erlangga.ogg
- Laili Ashfiah.ogg
- Lisa Nur Ifani C.ogg
- Muhammad Aniq, Fina Amalia, Selma, .ogg
- Muhammad aniq, Il.ogg
- Novi Mutia Zuffa.ogg
- Nur Jannah.ogg
- Nur kholis.ogg
- Qani' Qanita.ogg
- Ratih Rahmawati.ogg
- Rifka Anisah.ogg
- Riska Rahayuni.ogg
- Sahla, Aisy, rima.ogg
- Sakiron, Endah Catur, Afridatur.ogg
- Silmi Fitria Suffi.ogg
- Vina Uctuvia, Zimam, Shofiya L, Wildan.ogg

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- 3. SMP/MTs** : MTs Negeri Pamotan
- 4. SMA/MA** : MA Riyadlotut Thalabah Sedan
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