

**SPEAKING SKILLS PROBLEMS IN DAILY ENGLISH
CONVERSATION FACED BY STUDENTS OF
PONDOK PESANTREN FADHLUL FADHLAN
(PPFF) FROM THEIR OWN AND THEIR
MENTORS' PERSPECTIVES**

THESIS

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



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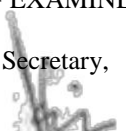
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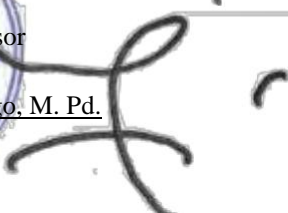
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The Dean of Education and Teacher Training Faculty

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Assalamualaikumwr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

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Wassalamualaikumwr.wb.

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ABSTRACT

Title : Speaking Skills Problems in Daily English Conversation Faced by Students of Pondok Pesantren Fadhlul Fadhlun (PPFF) From Their Own and Their Mentors' Perspectives
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The aimed of this research is to investigate the speaking skill problems in daily conversation faced by students of Pondok Pesantren Fadhlul Fadhlun (PPFF) from their own and their mentors' perspectives. The method used in this research was descriptive quantitative. The population of this study was the freshmen students, senior students and the mentors at PPFF. By using simple random sampling, the researcher recruited 110 freshmen, 84 senior as the sample and all the 16 mentors. The instrument used in this research was questionnaire as the primer data supported by a semi-structured interview. The results of this study revealed that there were some speaking problems faced by students in daily conversation based on students and mentors' perspectives. Those are not having sufficient grammar, insufficient time of speaking class, fear of making mistake, not having sufficient English knowledge, pronunciation, shyness and self-confidence. Furthermore, the independent sample t-test shows that there was no significant difference between the freshmen's and seniors' perspectives. The result of one-way ANOVA showed that overall there was no significant difference among the freshmen's, the seniors' and the mentors' perspectives in the students speaking skill problems. This research pedagogically contributes to English teacher in determining the method and material for teaching. Knowing the students perceptions will help the teacher to achieve the goals of learning. Besides, by creating an interesting method and suitable material the teacher also can engage the students' interest.

Key words: *Speaking skill problems, Perspective*

MOTTO

العلم عز لا ذل فيه لا يترك الا بذل لا غز فيه

“Ilmu itu mulya tidak ada kerendahan didalamnya, ilmu itu tidak akan diperoleh, kecuali dengan merendahkan diri yang kemuliaan itu tidak ada didalamnya”

(Ta’lim Muta’alim)

Be kind, in case of loss we still have a name to remember

”Jadilah baik, seandainya rugi kita masih punya nama untuk dikenang”

DEDICATION

I have the deepest excitement of dedicating this thesis to:

1. My beloved father and mother (Bapak Muhammad Syaikhudin and Ibu Maftukhah), who always charge my spirit, devote their affection, spread their prayer, love and give their advice till the writer finished arranging this thesis
2. Honorable, DR. KH. Fadlolan Musyaffa', Lc., MA., and Ibu Nyai Hj. Fenty Hidayah and the great family of Pondok Pesantren Fadhlul Fadhlun Mijen Semarang, who have become my guardian and family in Semarang. Thank you for the guidance and everything.
3. My beloved sister (Humayyah), the only one sister I have, who always support the writer to finish her thesis.
4. My beloved friends Jamilatul Fahmiyah, Putri Nuri Nadia, Nadhifatun Ni'mah, Siti Lum'atul Mawaaddah.

Thanks a bunch, there are no words can express my gratitude, but may Allah will always multiply the best things for all your kindness.

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All praises be to Allah *Azza wa Jalla*, Who has given me mercy and blessing until this research can be completely finished as the requirement for the Bachelor Degree of Education in English Language Education Department.

This researcher realized that she cannot complete this thesis without the support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give her sincere thanks to all of them, especially to:

1. Dr. Hj. Lift Anis Mas'sumah, as the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadlilah, M.Pd, the head of English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.
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The researcher realizes that this thesis is still far from perfection, so that the suggestion and criticism from all side for the perfection of this thesis are always expected.

Finally, the researcher expects that this thesis would be useful for the next study

Semarang, December 18th 2020

The writer



Nurul Hakimah

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CURRICULUM VITAE

CHAPTER 1

INTRODUCTION

This chapter discusses about research background, reasons choosing the topic, research questions, research objectives, research limitations, and research significances

A. Background of the Study

Speaking which measures someone capability in English may encounter several problems. First, learners have lack of vocabulary. Noprival found in his study that inadequate vocabulary knowledge becomes one of some speaking problems in English Day at One Senior High School in Jambi.¹ Second, learners feel anxious and fear of making mistakes. Sometimes, it happens when they are asked to speak up in front of people or to have conversation with their friend. In addition, there is a problem that pays high attention for mentors, teachers or instructor to their students that are many language learners do not want to practice their language knowledge even they have mastered the English materials. It is strengthened by the research finding from Banu and Nishanti stating that the biggest problem in

¹ Noprival, "Students' voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia", *Journal Ilmiah Universitas Batanghari Jambi*, Vol. 16(1), 2018

speaking is frequent of English speaking practice is less than mastering the English materials.²

Speaking problems become important to be discussed because speaking is the most language used in many countries as their lingua franca.³ Anne Burns explains that lingua franca is having conceptual relation with the situation and it is used by local contact language. In other words, English becomes the tool of communication. It also explains in the holy Qur'an Surah Al Baqoroh verse 31

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ
فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

“And he taught Adam the names – all of them. Then He showed them to the angels and said, “Inform Me of the names of there, if you are truthful”.⁴ This verse explains that giving information can be done by speaking.

In Indonesia, English is considered as a foreign language not a second language. Foreign language means that the language is learnt and taught in the school or institution but

²S. Rasheedha Banu and Rajathurai Nishanthi, “Difficulties Faced by College Student in Speaking English – A Sociological Reflection”, *International Journal of Trend in Research and development*, Vol. 4(3), 2017

³Rifqi Aziz Hidayat, dkk, “The Effect of Photovoice on Speaking Skills at the Secondary School Level”, *Vision: Journal for Language and Foreign Language Learner*, Vol. 8(2), 2019

⁴Quran.ksu.edu.sa

it is not widely used in daily language conversation.⁵ English is taught in many kinds of education such as formal education, non-formal education and informal education. Some of these educations also require English as the language used in their daily conversation. However, students sometimes face many problems in the way of producing sentence to have a communication in English. Students tend to use their mother tongue even they know how to arrange a sentence in English.

This study will take place in Pondok Pesantren Fadhlul Fadhlun (PPFF). As a non-formal education, PPFF requires English as the language use in the daily students' conversation. It is in accordance with the theme of PPFF which is "Pondok Bilingual Berbasis Karakter Salaf". The students are taught about English materials in the conversation class as provisions to speak English such as vocabularies, grammar knowledge, expressions, and others English language skills.

The rules of this boarding school also require the students to speak in English outside the dormitory. Unfortunately, although this program has been designed

⁵ Muriel Saville-Troike, 2012, *Introducing Second Language Acquisition*, New York: Cambridge University Press, p.4

well to make students become familiar with English and English practice, there are many students who do not take part of this program. This situation may become problem in students speaking development. For the example, some of students do not use English or Arabic when they are having conversation outside their dormitory or only use the sentence that is commonly used. Sometimes they only speak in English when they are having conversation with their mentors. Another problem is the students seem to keep themselves in their comfortable zone. When they want to convey their ideas or opinion, they prefer to ask their friend for coming to their room in order to be free to speak in Indonesia Language. Outside the room many students are keeping silence.

Several previous studies have been explained about speaking skill problems. Such as Aulia Nisa K. who examined about speaking anxiety in EFL students' presentation⁶, Noprival who discussed about students'

⁶Nur Lina Amalia Huda,2018, *Speaking Anxiety in the Presentation of EFL Students (A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year of 2017/2018)*, Walisongo State Islamic University Semarang

speaking problem in formal education⁷, Khadijah who investigated speaking problem in students of Islamic boarding school program at STAIN Samarinda⁸, Himmah. who examined the students' speaking problem in individual presentation⁹, Afshar & Asakereh who investigated speaking skills problems faced by Iranian EFL students from their own and their instructor perspectives¹⁰, Al-Roud who examined the speaking problems encountered by university students¹¹, Cepon who discussed the teachers' and students' perspectives on the speaking problems in

⁷ Noprival, "Students' voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia", *Journal Ilmiah Universitas Batanghari Jambi*, Vol. 16(1), 2018

⁸ Sitti Hadijah, Investigating the Problems of English Speaking of the Students of Islamic Boarding School Program at STAIN Samarinda, *Dinamika Ilmu*, Vol. 14(2), 2014

⁹ Nihayatul Himmah, 2018, "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)", Faculty of Education and Teacher Training, UIN Walisongo Semarang

¹⁰ Hasan S. Afshar & Ahmad Asakereh, Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives, *Electronic Journal of Foreign Language Teaching*, Vol. 13(1), 2016

¹¹ Atallah A. Al-Roud, Problems of English Speaking Skill that University Students Encounter from Their own Perspectives, *British Journal of Education, Society & Behavioral Science*, Vol. 18(3)

English for Specific Purposes¹². Even though these previous studies have addressed the speaking problem encounter by students as the focus of the study, but not much study specifically focusing on the speaking problems based on students' and teachers' perspective and in informal education setting. Only the study from Afshar & Asakereh which discussed the speaking problems based on students' and teachers' perspectives and the study from Khadijah which investigated students' speaking problems in informal education setting.

The differences between the focus of researcher study and the previous studies make the researcher sure that this study is important because it is investigating the students' and the mentors' perspectives in students' speaking skills problems and it is also conducted in an informal education setting which is Pondok Pesantren Fadhlul Fadhlun Mijen Semarang.

¹² Slavica Cepon, Teachers' and Students' Perspective on the Reasons for Speaking Anxiety in English for Specific Purposes, *Journal of English for Specific Purposes At Tertiary Level*, Vol. 4(2), 2016

B. Reasons for Choosing the Topic

Several reasons below are considered by the writer in choosing the topic of this study:

1. Speaking is one of four language skills that must be mastered by students
2. Speaking problems can be a barrier to students' language proficiency in PPF
3. Many students of PPF encounter speaking skills problems in their daily English conversation

C. Research Questions

Based on the background of the study above, the research questions for this study are:

1. What are the most frequently reported speaking skill problems in daily English conversation faced by students of PPF from their own perspective?
2. What are the most frequently reported speaking skill problems in daily English conversation from their mentor's perception?
3. Overall, is there any statistically significant difference between freshmen's and seniors' students perception of speaking skill problems in daily English conversation at PPF?

4. Overall, are there any significant differences among freshmen's students, seniors' students and mentors' perceptions of speaking skills problems in daily English conversation at PPF?

D. Research Objectives

Regarding to the research questions above, the aims of this study are:

1. To find out the most frequently reported speaking skill problems in daily English conversation faced by students of PPF on their own perspective.
2. To find out the most frequently reported speaking skill problems in daily English conversation faced by students of PPF on their mentors' perspective.
3. To find out whether any significant difference between freshmen's and seniors' students perceptions of speaking skill problems in daily English conversation at PPF.
4. To find out whether any significant difference between freshmen's students', seniors' students' and mentors' perceptions of speaking skills problems in daily English conversation at PPF.

E. Research Limitations

The research is limited in order to maintain the focus of the research itself. The limitations of this study are:

1. The research subject of this study is the students (freshmen and senior students) and the mentors of PPF
2. The speaking skill problems investigated are in daily English conversation based on students' and mentors' perspectives
3. The study will be carried out in informal education setting especially in daily English conversation program at PPF

F. Research Significances

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

1. For students of PPF

By reading this study, students will get information about their problem in speaking English language especially in their daily English conversation.

2. For the Mentors (Musyrifah)

By knowing the findings of this research, hopefully the mentors will pay attention more to students' speaking problems in daily English conversation at PPF.

3. For the writer

From the result of this research, hopefully the writer can give the benefits to many people who aim to conduct the study about the same problem.

4. For the next researcher

Hopefully, this study can give some valuable inputs and can be a reference for them or even make this study more perfect than before.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about previous research, literature review and hypothesis.

A. Previous Research

There are some studies that have conducted by some researcher about English speaking problems. The first study is conducted to investigate the speaking skill problems encountered by Iranian EFL freshmen and seniors from their own and their instructors' perspectives. This research used qualitative and quantitative method. The data collection technique used is questionnaire and interview. The result of this study revealed that some socially-related and instructor-related problems, the lack of teaching facilities, and the curricula of the education system were the major problem-creating factors for the Iranian EFL freshmen's and senior's speaking skills. This study also found that there was no significance different among freshmen, seniors' and instructors' perspective of speaking skills problems.¹³

¹³ Hasan S. Afshar & Ahmad Asakereh, *Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their*

The second study was conducted in the formal education that is some universities in Jordan. It revealed that students' speaking problems were related to social, psychological and the instructor domains. It also indicated that in social domain especially in the variable of gender, females students were mostly affected than male students in English language speaking. From these results, the researcher give some recommendations such as instructor must give more time to students to practice their speaking, teacher should do not use mother tongue in the English class and English course should be held not only in the school but also in the university.¹⁴

The third study was conducted using *cross-sectional questionnaire* to investigate the reason for speaking anxiety in ESP class on the students' and teachers' perspectives. The result of this study showed that ESP students and teachers hold different perceptions. The students emphasized a lack of the knowledge of the content, while the teacher emphasized an oral test and a concern about being looked down by

English Instructors' Perspectives, *Electronic Journal of Foreign Language Teaching*, Vol. 13(1), 2016

¹⁴ Atallah A. Al-Roud, Problems of English Speaking Skill that University Students Encounter from Their own Perspectives, *British Journal of Education, Society & Behavioral Science*, Vol. 18(3), 2016

their friends for making mistakes as the reason for speaking anxiety in ESP class. The recommendation for the result is teacher should provide support to anxious students.¹⁵

From these three previous studies, the similarity with researcher' study are 1) the data collection technique and 2) the focus of study that is speaking problem. It also has 2 differences those are 1) research method and 2) research setting.

B. Literature Review

Literature review contains of speaking, function of speaking, speaking skills problems, perspective and daily conversation

1. Speaking

Speaking is one of four skills in language. It is important to be learnt because it is one of communication tools for human. Leong & Seyedeh quoted in their journal article, Chaney (1998), Brown (1994), Burns and Joyce (1997) stated that speaking is process of sharing meaning consisting of producing,

¹⁵ Slavica Cepon, Teachers' and Students' Perspective on the Reasons for Speaking Anxiety in English for Specific Purposes, *Journal of English for Specific Purposes At Tertiary Level*, Vol. 4(2), 2016

receiving, and processing by using either verbal or non-verbal symbols in different context.¹⁶ Nazara defines that speaking has strong relation with daily interaction that is difficult to explain.¹⁷ From two definitions above, it can be concluded that speaking is communication or interaction done by the people to certain purposes such as exchange information, ideas, or thought.

2. Function of Speaking

Everything has its function. According to Brown and Yule's framework there are some functions of speaking: *talk as interaction*, *talk transaction*, and *talk of performance*.¹⁸

a. Talk as interaction

It has similar meaning with conversation. Interaction is done when people meet then they exchange greeting or make a small talk about something. The focus of talk as interaction is on the speakers. Some skills which involved in using talk as

¹⁶ Lai-Mei Leong & Seyedeh Masoumeh A, An Analysis of Factors Influencing Learners' English Speaking Skill, *International Journal of Research in English Education*, 2017, p.35

¹⁷ Situjuh Nazara, Students' Perception on EFL Speaking Skill Development, *Journal of English Teaching*, Vol. 1(1), 2011, p. 30

¹⁸ Richards, Jack C., *Teaching Listening and Speaking from Theory to Practice*, 2008, Cambridge: Cambridge University Press, p. 19-23

interaction are opening and closing conversation, choosing topics, joking, turn-taking, interrupting etc.

b. Talk as transaction

The focus of this second type is on the message. It is how the speakers and interlocutors are able to understand clearly what they talk about or what the information exchanged about. In the talk as transaction, accuracy is not too important as long as the information is successfully understood. Some skills that involve on it are asking question, asking for clarification, describing something, making suggestion, agreeing and disagreeing etc.

c. Talk as performance

It is similar with a public talk, where someone can share information to many people or audience. This type focuses on both message and also audience. Language used in the talk as performance is more like written language. That's why this type sometimes is monologue. Some skills involved are using appropriate vocabulary, opening and closing, then maintaining audience engagement, presenting information in appropriate ways etc.

3. Speaking Skills Problem

According to Lorena, speaking skill is used to express the words read, ideas written and thoughts heard. Speaking will determine the expression of speaker.¹⁹ So, it is important for many foreign or second language learners to be mastered in speaking skills.²⁰

As the important of speaking, learners sometimes faced many kind of speaking problems. The problems can be arisen from social-related, Affective-related or learners itself, instructor-related and linguistically-related problems.²¹ Based on the research finding from Noprival, he stated that speaking problems consist of 1) lack of vocabulary knowledge, 2) grammar as a hindrance, 3) fear of making mistakes, negative response

¹⁹ Lorena Manaj S., The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour, *European Journal of Language and Literature Studies*, Vol. 1(1), 2015, p. 31

²⁰ Jack Richards, *Teaching Listening and Speaking From Theory to Practice*, 2009

²¹ Hasan S. Afshar & Ahmad Asakereh, Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives, *Electronic Journal of Foreign Language Teaching*, Vol. 13(1), 2016, p. 112

and being laugh by others, 4) low self-esteem in speaking English, 5) self anxiety.²²

From two opinions above, it can be conclude that speaking problems may arise from social-related problems, psychological-related problems and linguistic knowledge related problems.

a. Social-related problems

Language as communication tool means that language as a means of getting along with society.²³ It also means that communication is done by minimum 2 people. People are social creature so in their daily activity, speaking plays an important rule. The problems may encounter in social-related such as opportunities to speak, someone to talk with, etc.

b. Affective-Related Problems

Psychology is the science of behavior and mind. It includes the study of unconscious phenomena,

²² Noprival, "Students' voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia", *Jurnal Ilmiah Universitas Batanghari Jambi*, Vol. 16(1), 2018, p. 77

²³ Farid Noor Romadlon, Communication Strategies in The Conversations Between Indonesian University Students and A Native Speaker , *Vision: Journal for Language and Foreign Language Learners*, Vol. 5(1), 2016, p. 8

conscious phenomena, feeling and thought. The psychology related problems found in the speaking problem sometimes are fear of making mistakes, lack of motivation and anxiety, etc.

1. Fear of Making Mistakes

Fear of making mistakes in speaking English is one of the biggest speaking problems that must be solved. Banu and Nishanthi revealed that learners are scare about doing mistakes while they speak English.²⁴ Fear of making mistakes sometimes occur when learners are asked to speak in English language, they prefer to keep silent. This happened because they have personal reason that is fear of being laugh because of making mistakes for example.

2. Lack of Motivation

Motivation is important in study, as well as in speaking English. Himmah, quoted at her thesis, Maher stated that lack of motivation can be caused by the uninspired teaching,

²⁴ S. Rasheedha Banu & Rajathurai Nishanthi, Difficulties Faced by College Students in Speaking English – A Social Reflection, *International Journal of Trend in Research and Development*, Vol. 4(3), 2017, p. 436

monotonous teaching method, or boredom of learners.²⁵ Even the biggest motivation is coming from the learner itself, environment or surrounding situation also can be the factors to support learners' learning. It is strengthened by the journal article from Hadijah that is environment (dormitory) was being one of some speaking problem faced by Students of Islamic Boarding School Program at STAIN Samarinda. The students there found difficulties to speak because the environment did not support them to speak English.²⁶

3. Anxiety

Anxiety comes from the feeling of the learners. Mohtasham & Farnia quoted in their journal article Scovel explained that anxiety means an affective's states, feels powerless,

²⁵ Nihayatul Himmah, 2018, "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)", Faculty of Education and Teacher Training, UIN Walisongo Semarang

²⁶ Sitti Hadijah, Investigating the Problems of English Speaking of the Students of Islamic Boarding School Program at STAIN Samarinda, *Dinamika Ilmu*, Vol. 14(2), 2014, p. 246

uncomfortable emotion state, feel worry in the face of expected danger.²⁷ According to the research finding from Noprival's study, he stated that the students' anxiety happened because they felt that their pronunciation is not good, they also felt that their teacher have better English proficiency and the last they hesitated to speak English with their teacher.²⁸

c. Linguistic Knowledge Related Problems

Linguistics knowledge discussed is vocabulary, grammar and pronunciation.

1. Vocabulary

Vocabulary or word is one of speaking components. There are five aspects of speaking English. Those are pronunciation, grammar, vocabulary, fluency and comprehension. Vocabulary becomes the major reason why learners would rather keep silent than speaking.

²⁷ Laila Mohtasham & Maryam Farnia, "English Speaking Anxiety: A Study of The Effect of Gender Iranian EFL University Students' Perceptions", *International Journal of Research in English Education*, 2017

²⁸ Noprival, "Students' voice: EFL Speaking Problems on English Day Program at One Senior High School in Indonesia", *Jurnal Ilmiah Universitas Batanghari Jambi*, Vol. 16(1), 2018, p. 80

According to Mofareh vocabulary is an important tool in speaking because it can impact the successful communication.²⁹ The point from vocabulary that should be emphasized is word meaning, extending word use, and word combination. The importance of vocabulary based on David Wilkins in Scott Thornbury's book under the title *How to Teach Vocabulary* is without grammar people can convey what they want but without vocabulary it is impossible.³⁰ So, vocabulary deficiency can be the burden for students to be able to speak English well.

2. Grammar

Grammar is mostly used in the written English not in the spoken English. However, knowing about it also becomes important. Grammar can be defined as a structure of a language. It also means that putting some words together to make a correct sentence. Muh. Saeful

²⁹ Mofareh Alqatani, "the Importance of Vocabulary in Language Learning and How to be Taught", *International Journal of Teaching and Education*, Vol. 3(3), 2015, p. 22

³⁰ Scott Thornbury, 2007, *How to Teach Vocabulary*, UK: Blucstone Press, p.13

Effendi, at all quoted in their journal article, Brinton stated that grammar is a state of rules or principles in language its system or structure.³¹

3. Pronunciation

Pronunciation is act of producing the sounds of speech. Pronunciation becomes important in speaking because to communicate with others people not only need a good vocabulary but also a good pronunciation. To be able to pronounce words in English correctly, non-native English learners should change the way they think about the sound of those words.

The problem arisen from some non-native English learners is mispronunciation. Based on Cambridge dictionary, mispronunciation is the act of pronouncing words or sound wrongly. It sometimes becomes the serious burden in speaking proficiency. Learners do not want to speak English because they afraid of pronouncing

³¹ Muh. Saeful Effendi, dkk., "A Study on Grammar Teaching at an English Education Department in an EFL Context", *International Journal on Studies in English Language and Literature*, Vol. 5(1), 2017, p. 42

the word wrongly and they will be laughed by others.

4. Perspective

Every human has different perspective. Perspective is the way people score problem, phenomena or something. Perspective or perception according to Cambridge dictionary is a particular way of considering something. Another definition is coming from Mary. Perception is the ways of someone see the world or something which is colored by many socio cultural elements.³² It can be conclude that perspective is one's view or thoughts on something that is happening. In this study, the researcher will look for the students and mentors' perspective in speaking skill problems in daily English conversation faced by students of PPF.

5. Daily Conversation

Conversation is one of English language skills. Conversation is obviously more than words. Hartley quoted from Priyatmojo defines that conversation is a spoken activity meant to get mutual comprehension of

³² Susan Mary M, 2011, Perception: A Conceptual Analysis, The University of Texas at Tyler

the 2 persons.³³ It means that conversation is done by at least 2 persons. Another definition of conversation is conversation can be done by body language, and through prosodic features such as intonation, speed, stress and volume.

Conversation is a social interaction. So people must follow the rules of etiquette when they do a conversation. Beside this determinate, another thing must be paid attention more while speaking is the attitude of the speaker. They have to be polite not only their attitude but also in the way they choose the words.

C. Hypothesis

The hypotheses of this research are presented as follows:

1. H1 (Alternative Hypothesis)

- a. There is significant difference between freshmen's students' and seniors' students' perception of speaking skill problems in daily English conversation at PPF.
- b. There is significant difference among freshmen's students', seniors' students' and mentors'

³³ Arif S. Priyatmojo, Teaching Transactional and Interpersonal Conversation: A Classroom Action Research, *Language Circle journal of Language and Literature*, Vol. 9(1), 2014, p. 9

perceptions of speaking skills problems in daily English conversation at PPF.

2. H₀ (Null Hypothesis)

- a. There is no significant difference between students' and mentors' perspectives of speaking skill problems in daily English conversation at PPF.
- b. There is no significant difference among freshmen's students', seniors' students' and mentors' perceptions of speaking skills problems in daily English conversation at PPF.

CHAPTER III

RESEARCH METHODOLOGY

This Chapter discusses about place and time of the study, research method, population and sample, variable of the study, instrument of the study, procedure, technique of data collecting, and technique of data analysis.

1. Place and Time of the Study

This study conducted in an informal education setting that is Pondok Pesantren Fadhlul Fadhlun (PPFF) Mijen Semarang. PPFF is an Islamic boarding school that has bilingual program. There are two languages used those are Arabic and English. There also has a weekly language class which is *conversation* and *mukhadatsah class*. It is implemented every Monday until Thursday morning and it begins at 5.30 until at 6.30 am. The materials given in the class are vocabularies, speaking, and dictation.

Every Monday and Tuesday morning, students will have vocabularies section. The mentors give the vocabularies based on the certain theme then the students must memorize it. Sometimes they are asked to make sentences using some vocabularies given. Wednesday is

time for speaking. The students will practice a sort conversation in peer or discuss in group by the theme that given by the mentors. After having practiced, the students must report the result of their conversation or their discussion. The section for dictation is in the Thursday morning. The mentors or one of the students that is chosen by the mentors will read the text then the other students in that class will write it down.

The time for conducting this study spent almost a month began from 30th of March until 28th of April.

2. Research Method

The study used descriptive quantitative study using comparison research method. Comparison research is a research which compares two or more groups in one variable. In this study the researcher will compare the students' (freshman and seniors) and mentors' perceptions in speaking problem faced by students of PPF in their daily English conversation.

3. Variable of the Study

There are two variables used in this study. Those variables are: (1) Dependent variable or Y variable is students' (seniors and freshman) and Mentors'

perspectives, and (2) Independent variable or X variable is speaking skills problems.

4. Population and Sample

The population of this study was the santri of PPFM Mijen Semarang which divide into freshmen students, senior students and also mentors. There are approximately 290santri consisting of 112 seniors, 162 freshman, 16 mentors and the rest is male santri. Almost all the santri are students of UIN Walisongo begin from the first year students and also the graduated students.

For the students, the researcher would take a sample to determine the participant. The technique used by the researcher in taking sample from the number of students is *simple random sampling*. There were 84 seniors' students and 110 freshman students becoming research sample. It is in accordance with the determination of the number of sample in a certain population according to the table of Isaac and Michael. All the mentors were also being the respondent. The students' and mentors' age ranged from 18 to 22 and from 22 to 27, respectively. All the students who became the sample were female. 16 of the mentors were also female.

5. Instrument

The researcher used two kinds of instrument, those are

a. Questionnaire (structured questionnaire)

It will be the primary data. The form of questionnaire is on the Appendix A.

b. Interview (semi-structured interview)

It will be secondary data. The list of questions is on the Appendix B.

6. Data Collection Technique

In conducting this study researcher used questionnaire and interview as the data collection technique. The questionnaire is used to investigate the perspective of students and mentors on the speaking skill problems in daily English conversation at PPF. The form of questionnaire is the structure questionnaire that will be adopted from Irismet as cited in Asakerah and Afshar.³⁴ There are 35-item speaking skills problems questionnaire consisting of five parts, a) affective-related problems, b) social-related problems, c) instructor-

³⁴ Hasan S. Afshar & Ahmad Asakereh, Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors' Perspectives, *Electronic Journal of Foreign Language Teaching*, Vol. 13(1), 2016, p. 128-130

related problems, d) educational system and facility related problems, e) linguistically-related problems. However, the researcher will only take 20 questions from those 35 questions. All the questions were measured by Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To ensure the validity and reliability of the questionnaire, the following steps were taken:

- c. The researcher conducted an interview to some students and also an observation to the situation around for making sure that all speaking skills problems that faced by students of PPF were included in the questionnaire.
- d. The 20-item of questionnaire was piloted with 60 students of PPF. To ensure the validity, the researcher used *correlation product moment*. The result was there are 5-item that not significant at the level 0.01 (*2-tiled*) and 0.05 (*2-tiled*). Finally, the questionnaire used was only 15-item of speaking skills problem.
- e. The reliability of the questionnaire was also conducted using *Cronbach's Alpha*, which demonstrates that the questionnaire had an acceptable internal consistency ($\alpha = 0.675$).

The researcher also conducted the interview as the secondary data. It aimed to reveal what unstated or cannot be revealed by questionnaire. The type of interview is *semi-structured interview*. It is type of interview where the interviewer does not merely follow the list of question that already made before. *Semi-structured interview* or SSI use *open- and closed-ended question*. Sometimes, it is also accompanied by follow-up *how* and *why* questions.

In this study, the researcher was choosing the interviewee randomly. There were 6 freshmen, 5 seniors as the interviewee. Interview was done by online. The researcher sent the questions by using WhatsApp and the interviewee would replay the question one by one.

7. Procedure

Here are the steps of collecting the data:

- f. Constructing questionnaire by editing the questionnaire from Irismet which cited by Afshar and Asakereh
- g. Ask permission to the guardian of PPF
- h. Questionnaire distribution

110 freshman students and 84 seniors' students were chosen as the samples by using *simple random*

sampling. There were also 16 mentors became the respondent as well. The questionnaire (both mentors' and students' versions) was distributed to the respondent which already informed about the rules and the ways to fill the questionnaire.

The rules and the ways are,

1. All the question must be fulfill (it will be no right/wrong answer)
 2. There is no limitation in time to complete the questionnaire
 3. The questionnaire must be answered honestly by respondents
 4. No additional answer in the questionnaire
- i. After administrating all questionnaires, the researcher conducted the *semi-structured interview* to some of students and mentors already chosen.

8. Data Analysis Technique

The analyzing of the data is consisting of quantitative data that will be supported by additional data from interview. To answer the first and the second research questions, the researcher looked for **themean** and **thestandard deviations**. Here is the formula for mean and standard deviations:

$$\text{Mean: } \bar{X} = \frac{\sum X}{N}$$

$$\text{Standard Deviations: } s = \sqrt{\frac{N \sum X^2 - (\sum X)^2}{N(N-1)}}$$

Speaking problem with the higher mean was considered as the major problem from students of PPF.

To answer the third research question, the researcher used **independent sample t-test**. Here is the formula,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum y_1^2 + \sum y_2^2}{(n_1-1) + (n_2-1)} \times \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

To determine the acceptance or the rejection of the hypothesis from this research, the researcher specified the level of significance (α) was 5% ($\alpha=0,05$) and the dk (degrees of freedom) was $n - 1$.

To answer the last research question, a **one-way ANOVA** was employed. The researcher used SPSS '15 to determine the *sum of squares*, *df*, *Mean Square*, *F* and *Sig*.

The data result from interview would be described as the supporting data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher discuss about the research finding and the result of data analysis. Generally, this study is aimed to investigate the students' speaking problem is daily English conversation in PPF based on freshmen, seniors and mentors perspectives.

A. Research Finding

1. The most frequently reported speaking skill problems in daily English conversation faced by students of PPF from their perspectives.

The results of the first research question, which set out to know the most frequently reported speaking skills problems faced by freshman and seniors students of PPF from their own perspectives, are summarize in Tables 1 and 2 below.

Tables 1. Freshman students of PPF most frequently reported speaking skills problems from their own perspective

Rank	No. of item	Mean	SD	No. of Respondents
1	14	3.65	0.82	110
2	1	3.47	0.96	110
3	12	3.43	0.92	110
4	15	3.40	0.82	110
5	13	3.29	0.93	110
6	4	3.15	1.00	110

Tables 1 was the result from freshmen students. It showed that item number 14 which is grammar becomes the most frequently reported speaking problems from the freshmen perspective.

Tables 2. Seniors' students of PPF most frequently reported speaking skills problems from their own perspective

Rank	No. of item	Mean	SD	No. of Respondents
1	12	3.67	0.98	84
2	14	3.46	0.88	84
3	13	3.44	0.89	84
4	1	3.36	0.96	84
5	15	3.36	0.984	84
6	5	3.29	1.147	84

As indicated in table 1 and 2, the following speaking skills problems were commonly shared by freshmen and seniors students of PPF:

1. Not having sufficient grammar knowledge;
2. Insufficient time of speaking class
3. Students' being afraid of making mistakes;
4. Not having sufficient English knowledge;
5. Poor Pronunciation;
6. Getting anxious when speaking in English;

7. Difficulty in finding the partner of speaking

The above-mentioned findings demonstrate some problems which are commonly shared by students of PPF.

a. Not having sufficient grammar knowledge

Grammar becomes one of speaking problems for students both freshmen and seniors. For the freshmen, grammar became the most frequently problem shared. For the seniors, it became the second position. One of the seniors was asked about her problems in speaking. She mentioned: “if I myself the problem might be grammar because of difficult mastery”.

b. Insufficient time of speaking class

Time of speaking class became the second frequently reported speaking problems by students of PPF. This problem became the third position for freshmen and first position for seniors’ students. PPF requires speaking class 10 days per month. It is done an hour every morning. So that, students admitted that

one hour English class is less enough for them.

c. Fear of making mistake

The questionnaire results showed that fear of making mistake was the second position for freshmen and the fourth position for senior. The interview results showed that fear of making mistake become one of the reasons of the internal speaking problem. The interviewee mentioned: “my internal problems are in fear ad self-confidence. That’s what makes me hampered while speaking in English”.

The researcher also got the information from the interview about how the students could overcome the problems. Some ofthem told many ways to overcome the problems. Some of them were listening to the English song, speaking while open the dictionary, asking friends, watching video about English learning on YouTube, and keeping practice with friends.

d. Not having sufficient English knowledge

It became the fifth position for freshmen and the third position for seniors. The interview results showed three major problems related to the English knowledge based on the senior and also freshman are grammar, vocabulary and pronunciation. Those three mentioned problems give the big impact to the way the students communicate in English.

One of the interviewee mentioned: “by mastering vocabulary and knowing how to pronounce the words, the conversation will be run smoothly and the information will be conveyed clearly”. The learning methods to overcome those three problems based on the interviewee are peer tutor learning, game, memorizing, reading, YouTube video, listening and watching movie. For the learning method in PPF, students admitted that some of the problems solutions for the students’ problems have provided by the tutor.

e. Pronunciation

The questionnaire and also the interview indicated that pronunciation became the speaking problems faced by students of PPF both freshmen and seniors students.

2. The most frequently reported speaking skill problems in daily English conversation faced by students of PPF from their mentors' perspective

The result of the second research questions, which looks for the mentors' perspectives on the most frequently reported speaking skills problems by students of PPF, are reproduced in Table 3.

Table 3. Students off PPFf most frequently reported speaking skills problems from mentors' perspectives

Rank	No. of item	Mean	SD	No. of Respondents
1	2	3.75	1.06	16
2	14	3.69	0.94	16
3	12	3.63	1.14	16
3	3	3.63	1.08	16
4	1	3.50	1.15	16
4	15	3.50	0.81	16

As can be seen from Table 3, there are 16 respondents. They are the mentors who teach English class at PPFf. From the Table 3, number of item 2 which is shyness became first rank of speaking skill problems faced by students at PPFf from the mentors' perspective with the mean 3.75. Then, the second rank is number of item 14 that is grammar knowledge with the mean 3.69. There were two problems in the third rank. Those are

number of item 12 (insufficient time of speaking class) and number of item 3 (self-confidence). Then, the number of item 1 (afraid of making mistake) and the number of 15 (pronunciation) became the fourth rank of speaking skill problems faced by students at PPF from the mentors' perspective.

a. Shyness;

Shyness became the first most frequently related students speaking problem based on the mentors' perception. The students also admitted that sometimes they feel shy to speak in English. Student mentioned in the interview: "Yes, embarrassed sis because sometimes here they are confused about what I say".

b. Not having sufficient grammar knowledge, insufficient time of conversation class, being afraid of making mistake and poor pronunciation

Among freshmen, seniors and mentors were share the same perception about those four problems. Not having sufficient grammar could be the problem of speaking in English.

Insufficient time of conversation class would impact the students learning. Afraid of making mistake and poor pronunciation were the students' internal problem.

c. Low self-confidence

Self-confidence came from the students. Having low self-confidence could impact to the students speaking skill especially in the students' performance. From the interview result, some of the students admitted that they still have low self-confidence. One of the interviewee mentioned: "lack of confidence due to wrong pronunciation or the use of wrong words".

The above-mentioned findings demonstrate that the freshman and seniors' students shared some of the same perceptions with their mentors (i.e. not having sufficient grammar knowledge, students' being afraid of making mistake, insufficient time of conversation class and poor pronunciation). That is, the mentors, the freshman and seniors' students agree that the speaking skills problems are dominantly caused by students.

3. Difference between freshmen and seniors students perceptions of speaking skill problems in daily English conversation at PPF

To answer the third research question, the researcher used an independent sample t-test to investigate whether is there any significant different between the senior and freshmen perception in the student speaking skill problems at PPF.

Table 4. Levene’s Test for Equality of Variance

		Levene’s Test for Equality of Variance	
		F	Sig.
Students’ speaking problem	Equal variance assumed	3.178	.076
	Equal variance not assumed		

The Table 4 showed that the sig value in the Levene's Test for Equality of Variances was 0.076 > 0.05. So the output of independent sample t-test is based on the result in the Equal Variance Assumed. The result is summarized in Table 5.

Table 5. T-test comparing PPF Freshmen's and seniors' perceptions of speaking skills problems in daily English conversation

<i>Students</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>T</i>	<i>df</i>	<i>Sd</i>	<i>Error difference</i>	<i>Sig (2-tiled)</i>
Freshman	44.56	5.6	110	-1.217	192	.887	.237	
Seniors	45.64	6.73	84					

According to the Table 5, the number of freshmen was 110 and the seniors were 84. To prove the significance of the difference, the

researcher use sig 2-tiled. From the table above, the sig 2-tiled in the Equal variance assumed got 0.237. It means that H_a is accepted because the value of sig 2-tiled is higher than 0.05. So, the result indicated that there was no significant different between freshmen's and seniors perceptions of speaking skills problems in daily English conversation at PPF.

4. Difference among freshmen students, seniors students and mentors perceptions of speaking skill problems in daily English conversation at PPF

To answer the fourth research question that is whether there were significant difference among the freshmen, the seniors and the mentors' perceptions in the PPF students' speaking skills problems in daily conversation, a one-way ANOVA was run.

- a. Descriptive statistic

Descriptive statistic is the guidance to look for the result of the next step of analysis. It described the number of the participant of three groups, the mean of each participant, the standard deviation and std. error.

Table 6. Descriptive statistics for the freshmen, seniors', and mentors' perspectives on PPF students' speaking skills problems in the daily conversation

<i>Subject</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Std. Error</i>
Freshmen	44.56	5.606	110	.534
Seniors	45.64	6.735	84	.735
Mentors	47.8	6.348	16	1.587

Table 6. showed that the number of freshmen students were 110 with the mean 44.56, seniors were 84 with the mean 45.64 and the mentors were 16 with the mean 47.8.

b. Test of Homogeneity of Variance

To measure the validity of using one-way ANOVA as the analysis technique, the researcher did **Test of Homogeneity of Variance** by using *SPSS for windows 15.0*. Besides, this test also was used to determine one of ANOVA assumption which is the similar variety from three groups.

The test results are summarized in Table 5.

Table 7. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.578	2	207	.209

From the table above, P-value (Sig.) is 0.209 so it was higher than 0.05. So, it concluded that the variety from those three groups were the same. So, one-way ANOVA is valid to be used in this research analysis.

c. One Way ANOVA

One-way ANOVA was used to look for whether there is difference among three groups. The researcher use *SPSS for windows 15.0* to determine the result. The result is summarized in Table 7.

Table 8. One-way ANOVA comparing the freshmen, seniors', and mentors' perspectives on PPF students' speaking skills problems in the daily conversation

	<i>Sum of squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	169.873	2	84.918	2.255	.107
Within Group	7794.778	207	37.656		

As showed in the Table 7, the data got $P = .107$. It means that p is higher than 0.05, so the result accepted H_0 and refused H_1 . It also could be concluded that there was no statistically significant different among three groups in terms of their perspectives of PPF students speaking skills problems in daily conversation.

B. Discussion

The results from the questionnaire and interview indicated that the seniors and also freshman shared the same speaking problems. This means that the senior

students keep hiding in the convert zone even after a year studying language in boarding school. The speaking problems shared are discussed below

The first speaking problem commonly shared by students was not having sufficient grammar knowledge. Students believed that grammar can help them to be fluent when speak in English. Both of grammar and speaking are inseparable, they cannot be separated.³⁵ In the interview, students admitted that by knowing grammar they will be confidence to speak in English but they still feel difficult to master the grammar knowledge. An interviewee mentioned: “I still confuse how to arrange sentences in accordance with the rules of English”.

In speaking English, grammar sometimes not becomes a priority. The importance of speaking is exchange the understood information. One of the interviewee mentioned: “when grammar comes to actual speaking, I think it does not matter too much”.

³⁵Siska Anisa Kusumawardani and Endah Mardiyani, ‘THE CORRELATION BETWEEN ENGLISH GRAMMAR COMPETENCE AND SPEAKING FLUENCY’, *PROJECT (Professional Journal of English Education)*, 1.6 (2018), 727

The second speaking skill problem shared by students is insufficient time of speaking class. The language program in PPF requires five hours conversation class per week and 10 hours per month. Instead of time, the students also have a problem in the learning technique used. The interview results showed that some of the students love to have interesting English learning such as watching YouTube video, sing a song, learning through games etc. Using video to teach speaking will help students to practice and imitate. It also can make students be more motivated and enjoyed to learn English.³⁶ The suggestion for the mentors is they must give more chance to students for practicing their speaking. The mentor also must use the interesting learning techniques to engage the students' intention.

The third speaking problem commonly shared by students is fear of making mistake. The result of the interview showed about the reasons of this problem. The first reason is how to pronounce correctly. Students feel embarrassed and afraid when they speak with the wrong pronunciation. It is because when they do that thing,

³⁶Umy Khoirunisya Masyhudianti, 'A Teacher ' s Beliefs and Practices of Using Video to Teach Speaking : A Case Study at SMA As-Salam Surakarta', 7.1 (2018), 15.

some of their friends are making face to them and also laughing to their mistakes. One of the interviewee mentioned: “the problem that I have been facing is fear of making mistakes. I am afraid if I say with wrong pronunciation”. The students also admitted that they afraid if their friend will not understand to what they said. The second reason is saying wrong words. The interviewee mentioned: “I feel afraid of saying wrong words and lack of vocabulary when I speak in English”.

Fear of making is an internal problem of students that can bring a big impact in their speaking capability. This finding stands in line with Afshar, who indicated that being afraid of making mistakes becomes the major problems which prevent the students to develop their speaking skill.³⁷ The mentors as the facilitator in the class must give the students more opportunities to practice their speaking in the class.

Leong and Ahmadi concluded in their research that the way teacher give students opportunities to speak is by giving them some tasks that made them must speak in

³⁷Hassan Soodmand Afshar and Ahmad Asakereh, ‘Speaking Skills Problems Encountered by Iranian EFL Freshmen and Seniors from Their Own and Their English Instructors’ Perspectives’, 13.1 (2016), 123.

English and take a part in the speaking activities.³⁸ The mentors may use some traditional methodologies. Richard in his research about teaching listening and speaking from theory to practice mentioned some traditional methodology in teaching speaking those are memorizing a dialogue, repeating after the teacher, responding to drill etc.³⁹

The fourth speaking problem shared by students of PPF is pronunciation. As a foreign language, pronunciation seems unfamiliar and sometimes difficult to be mastered. The degree of difficulty is based on the difference between two languages.⁴⁰ The result from the interview showed that pronunciation also becomes the reason of why students do not want to speak in English. They fear of making mistake because of saying a word with the wrong pronunciation.

The fifth speaking problem commonly shared by students is difficult in finding the partner to speak with in

³⁸Lai-mei Leong and Seyedeh Masoumeh Ahmadi, 'An Analysis of Factors Influencing Learners ' English Speaking Skill', 2017, 34–41.

³⁹Jack C Richards, 'Teaching Listening and Speaking From Theory to Practice Teaching Listening and Speaking : From Theory to Practice', January 2009, 2015.

⁴⁰Devi Mulatsih, 'Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon', *Academic Journal Perspective : Education, Language, and Literature*, 2018.

English. This finding has similarity with the result of Afshar research that is Iranian students also found difficulties to practice their speaking outside the classroom.⁴¹ The interview results showed that the students are easy to look for someone to talk with but difficult to find someone to talk in English. One of the interviewee mentioned: “the ability to speak English from different friends can affect my English with the friend I speak with. Sometimes when I feel enthusiasm to speak in English, the people I speak to cannot adjust so that it can be a problem in my English”. Another interviewee also mentioned: “when I speak English, my friends do not understand what I mean”. To overcome this problem, the punishments are applied. Students, who not speak in English or Arabic outside the dorm, will get punishment.

Those problems mentioned are related to the students. One problem found in interview that related to the mentors is language used of the mentors when teaching in the English class. Some of mentors use full English when deliver the English material but some of others use mix language. The majority of students are

⁴¹Afshar and Asakereh.

choosing mix language. They feel easier when the materials are explained in two languages those are Indonesia and English.

The second research question which looks for the students speaking problems based on the mentors perspective showed there are some of the problems in the students English speaking such as shyness, not having sufficient grammar knowledge, insufficient time of conversation class, low of self-confidence, fear of making mistake, poor pronunciation. Some of the problems mentioned also has mentioned by students.

Shyness becomes the first students speaking problems based on the mentors' perspectives. The students also admitted that they sometimes they feel ashamed to speak English because some reasons such as do not have sufficient vocabulary, do not master the grammar knowledge, do not know how to pronounce the word and feel difficult to choose the right word.

The third research question was aimed to look for if there was any significant difference between the seniors and the freshmen perspectives in English speaking problems. As the results indicated, there was no significant different in perspectives of speaking problems

by senior and freshmen students. The seniors and freshmen students were sharing approximately the same speaking problems. It means that the seniors' students were continuing to have the same speaking problems even after a year study English in PPF. The evaluation for the seniors' learning is needed to overcome this problem.

The fourth research question that is the last research question was concerned with whether there were significant differences among the freshmen, the seniors and thementors' perceptions on the PPF students' speaking skills problems in daily English conversation. As the result revealed that there were no significant differences among three groups in the perceptions of students speaking problems.

This research pedagogically contributes to English teacher in determining the method and material for teaching. Knowing the students perceptions also will help the teacher to achieve the goals of learning. Besides, by creating an interesting method and suitable material the teacher will engage the students' interest.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher wants to give the conclusion from the previous chapters have been discussed.

The first research question concluded that there are speaking skill problems faced by both freshmen and seniors students of PPF from their own perspective. Those problems are not having sufficient grammar, time of speaking class, fear of making mistake, not having sufficient English knowledge, pronunciation.

The second research question concluded that there are the speaking problems faced by students of PPF based on mentors' perspectives. Those are shyness, low self-confidence. There are also some problems that has mentioned by the students. Those are not having sufficient grammar knowledge, insufficient time of conversation, being afraid of making mistake and pronunciation. Those problems mentioned can prevent the students to develop their English speaking skill.

Moreover it also can affect the regulation of language program of PPF.

The third research question concluded that the result of *an independent sample t-test* showed the value of *sig. 2-tailed* was $0.237 > 0.05$. So, there was no significant difference between freshmen and senior in their perspective about speaking skill problems faced by students of PPF.

The fourth research question concluded that the result of *one-way ANOVA* test showed the *P-value (Sig.)* was $0.107 > 0.05$. It indicated that there was no significant difference among freshmen students, seniors' students and mentors perception in the students speaking skill problem at PPF.

B. Suggestion

The researcher realized that this study was conducted in small number of participant. Therefore, the findings of this study are difficult to generalize for student at large scope. But hopefully the research findings of this study will give useful information for the reader.

According to the conclusion, these are some suggestions as follows:

1. For mentors

From some of the problems mentioned, the mentor is suggested to be more aware to the students especially in students speaking skills. The interview result also revealed that the mentor must create an interesting learning in the conversation class to engage the students.

2. For students

Both freshmen and seniors are suggested to study more about English knowledge and also keep practicing to speak in English.

3. For the next researcher

For the next researcher who will conduct the same study, the researcher suggests to add the participant of the study and add the data collection method like an observation and documentation.

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APENDIXS

Appendix I

Speaking Skills Problems Questionnaire (students and mentors versions)

No	Items	SD	D	N	A	SA
1	I/students am/are afraid of making mistakes					
2	Shyness prevents me/students from speaking					
3	I/students have low self-confidence to speak					
4	My/students' anxiety is too high. This prevents me/them from speaking well					
5	I/students have difficulty finding someone to practice my/their speaking outside the bedroom.					
6	I/students keep my/their self in the convertible zone (bedroom) neither go outside the room					
7	My instructors/I do not have a good command of English speaking skill.					
8	My instructors/I make too much use of our/students' mother tongue in the conversation class					
9	My mentors/I do not teach us/students how to express appropriate speech acts (e.g.,					

	greeting, complaint, refuse invitations or offers and so on)					
10	My mentors/I do not tell the students what to do when we/they cannot find the correct and appropriate word, structure and sentence during our/their speaking.					
11	My mentors/I do not present interesting topic for conversation					
12	The time of our/-conversation classes is too limit					
13	My poor/students' general English knowledge results in my/their difficulties to have a conversation					
14	I/they do not have enough grammar knowledge which leads to lack of accuracy in my/their speaking					
15	My/students' pronunciation is not good enough which causes difficulty in my/their communication					

Interview Questions

1. What are some of the psychological problems you/students encounter during speaking in English?
2. Are there any problems in the way of your/students' speaking caused by your/their friends?
3. What are your linguistic-related problems affecting your/students' speaking skills?
4. Do the punishments work to pursue you/students to speak English outside the bedroom? Give me an example please.
5. Are there any problems in the way of speaking skills related to your mentors and their methods of teaching?

Appendix II

The Result of the Questionnaire from the Mentors at PPF

Name	A	S	C	Ay	Pr	cz	gc	imt	E	WTD	TPc	T	ek	G	P	J
Respondent 1	4	4	4	4	5	3	4	4	2	3	2	5	4	4	4	56
Respondent 2	4	4	5	2	4	4	2	4	2	1	2	2	4	4	4	48
Respondent 3	4	4	4	4	4	4	4	3	2	2	2	4	4	3	4	52
Respondent 4	4	5	4	4	2	2	2	5	2	3	2	4	3	1	3	46
Respondent 5	4	4	4	4	2	4	2	2	2	2	3	4	3	4	4	48
Respondent 6	5	4	4	3	4	2	4	4	2	4	2	5	4	4	4	55
Respondent 7	4	5	4	4	5	3	3	2	3	2	2	4	4	2	4	51
Respondent 8	4	4	4	3	2	4	3	3	2	2	3	4	4	4	4	50
Respondent 9	4	4	4	4	4	4	2	2	2	2	3	4	3	4	4	50
Respondent 10	2	4	4	2	4	2	3	4	2	2	3	2	4	4	2	44
Respondent 11	3	2	2	3	2	2	3	4	2	2	3	3	4	4	2	41
Respondent 12	2	3	2	4	2	3	3	3	2	3	2	4	3	4	4	44
Respondent 13	5	5	5	5	3	2	1	1	1	1	1	3	2	4	2	41
Respondent 14	1	1	1	2	1	2	3	3	3	2	2	1	3	4	4	33
Respondent 15	4	4	4	2	4	4	2	3	2	2	2	5	3	4	3	48
Respondent 16	2	3	3	3	5	3	5	5	5	4	3	4	4	5	4	58

Appendix III

The Result of the Questionnaire from the Senior Students at PPFF

Name	A	S	C	Ay	Pr	CZ	GC	IMT	E	WT D	T P c	T	E K	G	P	J
Respondent 1	2	2	3	2	3	2	3	3	3	3	3	3	3	3	4	42
Respondent 2	2	2	3	2	2	2	3	3	2	2	2	4	4	4	4	41
Respondent 3	4	4	4	4	4	4	2	2	2	2	2	4	5	4	3	50
Respondent 4	5	5	1	1	1	1	1	1	1	1	1	5	1	1	1	27
Respondent 5	4	3	2	3	1	2	1	3	1	1	1	4	4	4	3	37
Respondent 6	2	2	2	2	4	2	3	4	2	4	4	5	2	2	2	42
Respondent 7	2	4	2	5	2	2	1	2	1	1	2	4	4	4	4	40
Respondent 8	4	4	4	3	4	4	2	4	2	2	2	4	4	5	4	52
Respondent 9	5	4	4	3	4	4	4	4	4	4	4	3	3	4	3	57
Respondent 10	4	5	3	2	5	2	2	3	5	5	3	2	3	4	3	51
Respondent 11	3	2	3	4	4	4	2	3	2	2	4	5	4	2	2	46
Respondent 12	3	3	4	3	3	3	2	2	2	2	2	4	3	3	3	42
Respondent 13	4	4	4	5	4	2	2	3	2	4	2	4	3	3	3	49
Respondent 14	3	3	3	2	4	3	2	3	3	2	3	2	4	4	4	45
Respondent 15	4	4	4	4	4	4	3	3	2	3	2	3	4	4	4	52
Respondent 16	3	4	4	4	3	2	2	2	2	2	2	3	3	4	3	43

Respondent 17	3	4	4	4	4	4	4	4	5	4	4	4	5	3	5	4	61
Respondent 18	5	1	1	1	5	2	1	2	1	1	2	4	3	4	4	4	37
Respondent 19	4	2	3	2	3	2	4	5	2	2	3	5	4	4	4	4	49
Respondent 20	2	4	3	3	3	3	2	2	2	2	2	3	2	2	2	2	37
Respondent 21	4	2	3	4	4	2	3	4	4	3	3	4	4	3	4	4	51
Respondent 22	2	4	4	4	5	4	3	2	3	2	3	4	4	3	4	4	51
Respondent 23	3	4	3	3	4	3	4	4	4	4	3	3	3	3	3	3	51
Respondent 24	4	2	2	3	2	5	3	3	3	3	3	3	4	3	2	4	45
Respondent 25	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	58
Respondent 26	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	45
Respondent 27	4	3	4	3	2	2	2	4	2	2	3	4	4	4	4	4	47
Respondent 28	2	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	59
Respondent 29	4	3	2	4	3	3	1	2	1	1	2	3	5	4	4	4	42
Respondent 30	3	4	5	4	3	3	2	2	2	3	3	4	2	3	3	3	46
Respondent 31	5	1	3	4	4	2	2	3	3	2	2	4	4	3	4	4	46
Respondent 32	4	3	3	3	1	3	1	3	1	1	2	3	5	4	4	4	41
Respondent 33	4	5	4	4	5	3	4	3	3	3	3	5	5	5	5	5	61
Respondent 34	2	2	3	2	4	3	1	3	1	2	2	4	4	4	3	4	40
Respondent 35	2	4	4	1	2	3	1	1	1	1	3	4	5	5	3	4	40
Respondent 36	2	2	4	4	2	4	2	4	2	2	2	4	4	4	4	4	46

Respondent 37	4	3	1	4	4	4	2	3	2	2	2	4	4	4	3	46
Respondent 38	4	4	5	4	5	4	3	3	3	3	2	2	4	4	4	54
Respondent 39	3	3	4	3	3	3	2	3	2	2	2	4	3	3	3	43
Respondent 40	3	4	5	3	4	4	2	3	3	3	4	5	4	4	4	55
Respondent 41	3	4	4	4	3	2	2	3	2	2	3	2	4	2	2	42
Respondent 42	4	5	5	5	4	4	4	4	2	2	2	3	3	4	4	55
Respondent 43	4	3	2	4	3	2	2	2	1	1	1	4	4	3	3	39
Respondent 44	4	4	2	4	3	3	3	2	2	2	2	4	3	2	4	44
Respondent 45	3	4	4	4	4	3	2	3	2	3	3	4	4	5	4	52
Respondent 46	4	4	5	3	4	4	1	2	1	4	1	4	5	4	4	50
Respondent 47	3	4	2	4	5	2	2	3	1	3	3	5	4	4	4	49
Respondent 48	3	2	4	3	3	2	1	2	2	2	2	4	2	2	3	37
Respondent 49	4	4	4	4	3	4	2	3	2	2	3	2	4	3	2	46
Respondent 50	2	2	4	4	2	2	2	2	2	2	2	2	3	2	3	36
Respondent 51	5	4	4	4	4	4	2	2	2	2	2	4	4	4	4	51
Respondent 52	3	3	3	2	2	3	2	3	2	2	2	2	3	2	4	38
Respondent 53	3	2	3	2	4	2	3	1	4	2	5	2	2	3	2	40
Respondent 54	2	2	4	4	4	4	2	3	3	3	2	4	4	3	2	46
Respondent 55	4	4	2	2	2	2	4	2	4	2	2	2	4	4	2	42
Respondent 56	2	2	2	2	4	2	3	2	2	2	3	2	2	4	2	36

Respondent 57	4	4	4	4	4	2	2	2	2	2	2	2	3	3	3	43
Respondent 58	4	5	5	4	4	2	2	2	2	2	2	4	4	4	3	49
Respondent 59	4	4	3	2	5	2	2	2	2	2	3	2	3	3	3	42
Respondent 60	5	3	3	2	4	3	2	4	4	2	3	5	3	5	3	51
Respondent 61	5	3	4	3	4	3	3	3	2	2	2	3	3	4	4	48
Respondent 62	2	2	3	3	5	1	2	2	1	1	1	3	2	2	3	33
Respondent 63	3	4	4	4	4	4	2	3	2	2	3	4	3	3	4	49
Respondent 64	4	3	5	4	4	4	3	3	4	2	2	5	3	5	5	56
Respondent 65	4	4	4	4	4	2	2	4	2	1	2	4	4	2	2	45
Respondent 66	4	4	2	2	4	4	2	2	2	2	2	4	2	4	2	42
Respondent 67	3	2	1	2	2	5	1	3	1	1	3	2	4	4	4	38
Respondent 68	3	3	3	4	3	4	3	2	3	4	4	2	1	4	3	46
Respondent 69	4	4	4	4	4	4	2	3	2	2	2	4	3	3	4	49
Respondent 70	2	2	2	2	4	2	2	2	2	2	2	3	2	3	3	35
Respondent 71	4	4	5	4	2	4	2	4	2	2	4	5	4	4	4	54
Respondent 72	4	3	4	4	2	3	2	2	2	2	2	4	3	4	4	45
Respondent 73	2	3	4	3	4	2	3	2	2	2	3	4	4	3	2	43
Respondent 74	4	5	4	3	5	2	2	3	1	2	3	5	4	4	4	51
Respondent 75	4	4	2	4	2	2	2	4	1	2	2	4	4	3	3	43
Respondent 76	3	2	2	3	4	3	1	2	2	2	2	3	3	3	4	39

Respondent 77	2	2	2	2	1	1	4	3	2	2	4	5	2	2	3	37
Respondent 78	3	4	4	4	2	5	3	2	3	3	2	5	4	4	4	52
Respondent 79	2	2	3	2	2	3	2	4	2	2	3	5	4	3	4	43
Respondent 80	1	2	2	2	1	2	4	3	2	3	2	4	2	3	2	35
Respondent 81	4	4	4	4	2	3	3	4	3	2	3	4	4	4	4	52
Respondent 82	4	4	3	3	1	4	3	4	2	2	3	5	4	4	4	50
Respondent 83	2	2	1	2	1	3	2	4	3	3	4	4	3	4	4	42
Respondent 84	4	4	4	4	3	5	2	3	2	3	1	4	4	4	5	52

Appendix IV

The Result of the Questionnaire from the Freshmen Students at PPF

Name	A	S	C	A y	P	C Z	G C	M T	E	WT D	TP c	T	E K	G	P	J
Respondent 1	2	2	2	4	3	2	3	2	2	2	2	2	3	4	4	39
Respondent 2	3	3	3	2	2	3	2	3	2	2	2	2	2	4	4	39
Respondent 3	4	2	3	3	4	2	1	4	2	2	2	3	4	4	3	43
Respondent 4	3	2	3	4	4	2	3	3	2	3	3	4	4	4	3	47
Respondent 5	4	3	3	2	2	3	3	4	2	2	2	2	3	4	4	43
Respondent 6	5	4	3	3	5	2	1	1	1	1	1	3	5	5	5	45
Respondent 7	5	2	2	2	3	3	2	3	2	3	2	3	2	3	3	40
Respondent 8	3	3	4	3	3	4	3	4	3	3	3	4	3	3	4	50
Respondent 9	4	4	4	2	4	4	2	4	1	2	2	4	4	4	2	47
Respondent 10	4	2	3	2	1	3	1	1	1	1	1	5	3	4	2	34
Respondent 11	2	2	2	2	2	4	2	4	2	2	2	2	3	4	3	38
Respondent 12	5	3	3	4	2	2	2	3	2	2	3	4	5	5	5	50
Respondent 13	3	4	3	4	4	3	2	3	2	2	2	3	4	5	4	48
Respondent 14	3	4	4	3	4	3	3	2	4	4	5	5	4	4	4	56
Respondent 15	3	2	2	4	4	2	2	2	3	2	1	3	3	4	4	41
Respondent 16	2	3	4	4	3	3	3	4	1	1	2	4	3	4	4	45
Respondent 17	4	4	4	4	4	4	2	2	2	2	2	2	4	4	4	48
Respondent 18	2	3	3	3	2	3	3	3	3	3	3	3	3	3	3	43
Respondent	4	4	2	2	2	4	3	4	2	2	2	4	4	4	4	47

19																
Respondent 20	3	4	3	3	3	3	2	3	2	2	2	4	2	2	3	41
Respondent 21	4	4	5	4	4	4	3	3	4	2	2	4	2	4	2	51
Respondent 22	4	3	3	4	2	4	4	3	2	2	3	2	5	4	4	49
Respondent 23	3	1	2	3	3	2	3	3	2	2	2	4	4	4	4	42
Respondent 24	2	2	2	4	4	3	2	4	2	2	2	2	2	4	4	41
Respondent 25	1	1	5	4	2	1	4	2	3	5	1	2	1	4	4	40
Respondent 26	3	2	1	4	4	2	3	4	4	2	3	3	4	5	4	48
Respondent 27	3	3	3	3	3	3	3	3	3	3	3	3	3	4	2	45
Respondent 28	2	1	2	3	4	3	4	2	2	2	5	3	4	4	3	44
Respondent 29	2	2	2	2	4	4	2	2	2	4	2	3	2	4	4	41
Respondent 30	4	4	4	4	2	2	2	2	2	1	1	2	3	2	3	38
Respondent 31	3	2	2	3	4	2	1	1	1	1	2	5	3	3	2	35
Respondent 32	3	2	2	1	3	4	1	2	1	1	1	2	2	2	2	29
Respondent 33	3	4	4	3	2	3	2	4	2	2	2	4	3	2	2	42
Respondent 34	3	3	3	4	3	2	3	3	3	2	3	3	3	3	3	44
Respondent 35	3	1	3	1	4	3	4	5	1	1	2	3	4	4	4	43
Respondent 36	4	3	3	4	2	3	2	3	2	2	2	4	4	4	4	46
Respondent 37	4	5	4	5	2	4	2	2	2	2	2	4	4	4	4	50
Respondent 38	3	4	4	4	4	4	4	4	3	3	3	3	3	4	4	54
Respondent 39	4	4	4	4	2	3	2	4	2	2	2	3	2	2	4	44
Respondent 40	4	4	3	1	4	5	1	3	2	2	2	4	4	2	2	43
Respondent 41	4	3	4	3	3	3	2	3	3	2	3	3	2	4	3	45

Respondent 42	2	2	2	2	1	2	1	2	1	2	2	4	2	2	2	29
Respondent 43	4	2	4	4	5	3	4	3	2	2	2	2	2	3	3	45
Respondent 44	4	2	4	2	4	3	2	4	2	4	2	3	2	3	3	44
Respondent 45	3	3	2	3	2	4	4	3	2	2	2	2	3	4	3	42
Respondent 46	5	4	3	4	2	2	1	1	1	1	1	4	3	4	3	39
Respondent 47	4	3	2	5	3	4	3	3	3	3	3	3	3	3	3	48
Respondent 48	3	3	2	2	3	3	2	3	4	3	3	4	2	2	2	41
Respondent 49	4	3	4	4	2	3	3	3	1	2	2	4	3	2	3	43
Respondent 50	5	4	2	1	3	4	1	3	2	2	2	4	4	4	4	45
Respondent 51	4	2	3	3	4	3	4	4	2	2	2	2	4	2	2	43
Respondent 52	4	2	2	2	1	4	3	3	2	2	3	4	2	1	4	39
Respondent 53	5	2	1	1	3	2	2	2	1	2	2	3	2	4	4	36
Respondent 54	2	3	4	3	2	2	3	4	3	3	3	3	4	4	4	47
Respondent 55	4	3	4	4	5	3	2	3	2	2	3	3	5	4	5	52
Respondent 56	5	4	2	3	1	5	2	4	2	2	2	3	4	4	4	47
Respondent 57	4	4	2	3	2	2	3	3	2	2	3	4	3	3	2	42
Respondent 58	3	2	2	3	2	5	3	4	3	3	4	4	4	4	4	50
Respondent 59	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	46
Respondent 60	4	4	4	4	3	3	1	2	2	1	2	3	4	4	4	45
Respondent 61	1	2	3	4	2	1	1	3	2	4	1	3	3	4	3	37
Respondent 62	4	4	4	5	4	4	1	4	2	2	2	2	4	2	4	48
Respondent 63	4	2	2	3	2	3	3	3	2	2	2	3	2	2	2	37
Respondent	5	4	5	4	4	3	2	3	1	1	1	3	5	4	4	49

64																
Respondent 65	4	4	2	3	2	3	1	3	2	1	1	4	4	4	4	42
Respondent 66	4	4	3	3	4	2	3	2	5	2	2	3	5	4	4	50
Respondent 67	5	4	2	1	4	1	5	2	1	3	2	2	1	3	2	38
Respondent 68	2	2	3	3	2	4	3	3	3	2	4	4	4	3	3	45
Respondent 69	4	5	2	3	3	3	2	3	1	2	2	3	3	2	3	41
Respondent 70	4	4	4	3	2	3	4	3	3	2	2	3	3	4	4	48
Respondent 71	4	4	3	3	2	3	2	4	2	2	3	3	4	4	3	46
Respondent 72	5	2	2	1	1	5	1	4	1	2	1	3	2	5	2	37
Respondent 73	4	3	2	4	4	2	2	2	2	2	2	3	3	4	3	42
Respondent 74	1	1	2	1	2	3	3	3	4	3	4	2	4	4	3	40
Respondent 75	4	3	2	3	4	2	2	3	2	2	2	2	5	4	4	44
Respondent 76	4	3	2	3	3	2	3	3	2	1	1	3	3	4	3	40
Respondent 77	3	3	3	4	3	3	3	3	3	2	3	4	2	4	4	47
Respondent 78	4	2	3	2	4	4	2	2	2	2	1	2	2	4	3	39
Respondent 79	4	2	2	3	2	2	2	2	2	2	2	3	4	4	3	39
Respondent 80	3	4	3	3	4	4	2	2	2	3	2	5	4	4	4	49
Respondent 81	4	3	4	4	4	4	2	2	1	2	1	4	4	4	4	47
Respondent 82	4	4	3	4	2	3	4	2	2	2	2	4	4	4	4	48
Respondent 83	4	5	5	5	3	2	2	3	2	2	2	3	5	4	4	51
Respondent 84	4	3	2	2	2	4	4	4	2	3	2	2	3	3	4	44
Respondent 85	4	3	4	3	4	4	1	3	2	2	3	4	3	5	4	49
Respondent 86	3	4	4	4	3	4	3	2	3	2	4	4	4	5	4	53

Respondent 87	5	5	3	4	3	3	2	2	2	2	3	4	3	4	4	49
Respondent 88	2	2	2	2	1	3	2	4	3	2	2	5	3	4	4	41
Respondent 89	2	2	2	4	2	2	3	2	2	3	1	4	2	2	2	35
Respondent 90	4	4	4	4	2	4	2	1	2	2	4	5	4	4	4	50
Respondent 91	2	2	3	2	2	3	1	1	2	2	3	3	4	3	3	36
Respondent 92	3	4	4	4	3	2	2	2	2	2	3	4	4	5	5	49
Respondent 93	4	4	4	4	2	1	2	2	3	3	2	3	3	4	4	45
Respondent 94	4	4	4	4	2	2	2	2	3	2	3	4	4	5	5	50
Respondent 95	4	3	3	3	3	2	2	3	3	2	3	5	3	4	4	47
Respondent 96	4	4	4	4	2	5	2	5	3	2	2	5	4	4	4	54
Respondent 97	4	4	4	4	4	5	3	4	2	3	4	3	3	4	3	54
Respondent 98	3	3	4	4	1	5	2	5	2	4	3	4	3	4	3	50
Respondent 99	2	2	4	3	2	3	4	2	3	3	4	4	3	4	3	46
Respondent 100	4	4	2	2	1	4	3	4	5	2	2	5	4	4	4	50
Respondent 101	4	4	3	4	2	4	3	4	4	2	3	5	4	4	4	54
Respondent 102	2	2	4	5	2	4	4	4	4	2	4	5	3	4	4	53
Respondent 103	4	4	4	3	2	4	4	4	4	2	2	4	4	4	3	52
Respondent 104	2	2	1	2	1	1	4	4	3	1	2	5	3	3	2	36
Respondent 105	3	2	5	3	2	3	3	2	3	2	3	5	4	4	2	46
Respondent 106	4	4	3	4	4	5	3	2	3	3	4	4	4	4	3	54
Respondent 107	2	2	2	2	1	2	2	4	2	1	1	5	2	3	2	33
Respondent 108	3	2	3	3	2	2	2	3	2	3	4	4	3	3	3	42
Respondent	4	3	4	4	3	4	3	4	3	2	4	4	4	4	4	54

109																
Respondent 110	4	3	4	4	3	4	3	3	2	3	3	3	4	4	4	51

Appendix V

(Interview result of senior)

A = Researcher

B = Interviewee 1

A : 1. Apakah ada permasalahan pada cara anda berbicara bahasa Inggris yang disebabkan oleh teman anda?

B : Banyak

A : Tolong ceritakan seperti apa?(contoh)

B : Jadi gini mbak..

Menurutku kalo di ppff jarang bgt nemuin temen yang kalo diajak speak english bales english juga, kebanyakan mereka menggunakan bahasa atau dengan bahasa tubuh gitu..jadi kayak isyarat gitu..

Makanya aku cari partner yang bersedia buat komitmen "oke kita ngomong inggris". itu sama beberapa anak aja, jadi tidak semua anak ppff nanggapi ucapan inggris dengan inggris pula

Kalo dulu aku dari smp ada les yang mengharuskan muridnya speak english..dan komitmennya kuat juga jadi aku rasa malah di sini kok kayak bukan ada kemajuan ya malah kayak kemunduran

A : Oke. Lanjut ke pertanyaan no 2

2. Apa saja masalah" yang berkaitan dengan perasaan anda atau masalah internal yang anda alami selama berbicara bahasa Inggris?

Seperti misalnya anda merasa malu, takut, tidak percaya diri, atau khawatir?

B : Iya malu mbak karena kadang disini mereka bingung apa yang aku ucapkan, jadi mungkin aku belum bisa memahami. Akhirnya saya merasa kurang percaya diri.

- A : Solusi apa yg anda buat untuk mengatasi masalah tersebut?
- B : Aku biasanya tanya sama temen, mbak kalo gini, apa salah ya?? Harusnya gimana aku ngomongnya? " seperti itu lah..
- A : Baik. Pertanyaan selanjutnya
3. Apa saja permasalahan yang berkaitan dengan linguistik yang berdampak pada kemampuan berbicara anda? Semisal, kurangnya pengetahuan tentang bahasa Inggris, grammar yang lemah, penguasaan kosa kata dan pelafalan.
- B : Mungkin penguasaan kosa kata sih kayaknya aku masih kurang grammar juga hehe jadi kalo lagi ngomong inggris kadang ngga mikirin grammar makanya butuh temen yang bener bener mau buat saling koreksi gitu
- A : Model pembelajaran seperti apa yang bisa membantu anda untuk menguasai grammar dan kosa kata?
- B : Pembelajaran yang lebih menekankan pada practice mbak..kayaknya itu lebih masuk menurutku
- A : Bagaimana dengan pembelajaran yang ada di PPF. Apakah menurut anda sudah memenuhi?
- B : Kalo yang sebelum corona itu masih kurang. Tapi kalo yang sekarang better lah soalnya banyak praktek bicaranya.
- A : Baik. Pertanyaan selanjutnya
4. Adakah permasalahan dalam kemampuan berbahasa Inggris anda yang berhubungan dengan mentor anda dan metode mereka dalam menyampaikan materi pembelajaran?
- B : Sejauh ini kalo sama mentor sih ngga terlalu bermasalah..soalnya mentor juga menuntun buat praktek ngomong bahasa inggris gitu..
- A : Metode pembelajaran seperti apa yang disukai oleh anda dan teman" anda pada umumnya saat belajar dikelas?

- B : Pembelajaran yang enjoy misalnya game tapi game yang menambah pengetahuan tentang bahasa inggris, terus nyanyi bahasa inggris, terus nonton film..
Ya gitu pembelajaran yang ngga terlalu banyak materinya tapi tetep menambah pengetahuan dan mendorong kita buat bisa bahasa inggris..
- A : Baik. Berdasarkan pengalaman pribadi anda, selama pembelajaran berlangsung apakah mentor anda sering menggunakan bahasa Indonesia/bahasa daerah? Bagaimana tanggapan anda?
- B : Campuran sih biasanya, tapi lebih sering bahasa inggrisnya..
Menurut aku itu udah bagus sih soalnya aku dan teman teman jadi lebih memperhatikan pas mentornya ngomong bahasa inggris soalnya mikir artinya.
- A : Oke. Pertanyaan selanjutnya
5. Apakah hukuman yang ada bagi para santri yang tidak menjalankan aturan berbahasa di PPF sudah dapat memberikan efek jera?
- B : Enggak terlalu memberikan efek jera menurutku, kadang malah yang melanggar ada yang ngga kena hukuman jadi yang biasanya melanggar terus ngga kena hukuman ya bakal melanggar terus..

A = Researcher

C = Interviewee 2

- A : 1. Apakah ada permasalahan pada cara anda berbicara bahasa Inggris yang disebabkan oleh teman anda?
- C : Ada
- A : Tolong ceritakan seperti apa?(contoh)
- C : Kemampuan berbicara bahasa Inggris teman yang berbeda bisa mempengaruhi bahasa Inggris saya terhadap teman yang saya ajak bicara

Terkadang, ketika saya sudah merasa semangat untuk berbicara bahasa Inggris, namun orang yang saya ajak bicara kurang bisa menyesuaikan, bisa menjadi masalah berbahasa Inggris saya

Mungkin bahasa Inggris saya yang masih sangat rendah, sehingga saya masih susah untuk menyampaikan pendapat saya dalam bahasa Inggris kepada teman ngobrol saya

A : 2. Apa saja masalah" yang berkaitan dengan perasaan anda atau masalah internal yang anda alami selama berbicara bahasa Inggris?

Seperti misalnya anda merasa malu, takut, tidak percaya diri, atau khawatir?

C : Malu, khawatir

Malu karena saya belum lihai dalam berbahasa Inggris, malu jika aksen dan pronounciation nya keliru

Khawatir dengan lawan bicara, khawatir lawan bicara tidak paham maksud yang saya katakan karena tidak clear nya saya berbahasa Inggris

A : Solusi apa yg anda buat untuk mengatasi masalah" tersebut?

C : Lebih memaksakan diri untuk bisa selalu berbahasa Inggris meskipun masih banyak koreksian diri, dari segi aksen, pemahaman grammar

Yang jelas, harus lebih bisa menguasai vocabularies, karna masih banyak sekali kata2 bahasa Inggris yang sering lupa ketika ingin diucapkan, bahkan tidak tahu arti dari kata tersebut

A : Baik. Pertanyaan selanjutnya

3. Apa saja permasalahan yang berkaitan dengan linguistik yang berdampak pada kemampuan berbicara anda?

Semisal, kurangnya pengetahuan tentang bahasa Inggris, grammar yang lemah, penguasaan kosa kata dan pelafalan.

C : Menurut saya yang paling berpengaruh pada kemampuan berbicara bahasa Inggris untuk saya pribadi adalah kosa kata dan pronunciation

A : Mohon berikan alasan! □□

C : Kosa kata mempengaruhi kita dalam memahami maksud kalimat yang diucapkan, begitu juga dengan pronunciation

Kosa kata, jika kita lemah dalam kosa kata, misal ada satu kata yang tidak ketahui di satu kalimat yang kita ucapkan, itu akan membingungkan kita untuk berucap, dan akhirnya malah memilih memakai bahasa Indonesia
Pronunciation juga seperti itu, pronunciation yang tidak clear bisa membuat orang yang mendengar bingung akan arti, dan salah paham dalam memahami kalimat yang diucapkan

A : Apakah ada pembelajaran yang bisa membantu anda untuk menguasai kosa kata bahasa Inggris ataupun pelafalannya?

C : Menurut saya sistem kelas conversation yang diterapkan di PPF sudah cukup efektif, hanya tinggal kesadaran individu nya saja untuk berbahasa Inggris dalam percakapan sehari-hari, di kamar maupun di luar kamar

Dan jika membandingkan dengan kemampuan berbahasa Inggris saya di pondok yang saat ini saya tempati, dan yang dulu saya tempati, saya lebih merasa tertantang ketika di pondok Bumiayu dulu

Karena memang sistem wajib berbahasa tidak hanya di luar kamar saja, dimanapun kita berada, 24 jam wajib berbahasa

Tidak berbahasa hanya saat tidur saja

Jika program yang fokus pada kosa kata saya rasa kelas conversation sudah cukup efektif

Dan untuk latihan pronunciation menurut saya sistem berbahasa 24 jam cukup efektif□

- A : 4. Adakah permasalahan dalam kemampuan berbahasa Inggris anda yang berhubungan dengan mentor anda dan metode mereka dalam menyampaikan materi pembelajaran?
- C : Kalo saya pribadi, tidak ada, karena insyaAllah kelas saya sendiri sudah diampu oleh mentor yang mumpuni, untuk metode juga sesuai dengan pribadi saya
- A : Metode pembelajaran apa yang disukai oleh anda dan teman" anda pada umumnya?
- C : Saya pribadi lebih nyaman ketika mentor memberikan vocabulary secara tidak langsung, disitu ada tantangan sendiri untuk saya mencari arti dari kata yang dimaksud Seumpama, memberikan vocabulary inti melalui bacaan, selain mendapatkan vocabulary inti, juga saya dapat vocabulary lainnya
Untuk teman saya, saya kurang paham, karena jika melihat selama pembelajaran di kelas conversation, tidak ada kecondongan pada metode tertentu
- A : Baik. Berdasarkan pengalaman pribadi anda, selama pembelajaran berlangsung apakah mentor anda sering menggunakan bahasa Indonesia/bahasa daerah? Bagaimana tanggapan anda? Apakah hal tersebut memudahkan anda atau membuat kemampuan berbahasa Inggris anda menjadi lambat?
- C : Saya pribadi lebih senang jika mentor berbicara dalam bahasa juga
Meskipun mungkin niat mereka dengan berbahasa Indonesia lebih mudah untuk menyampaikan materi kepada teman teman, tapi justru menurut saya seharusnya mentor tetap memakai bahasa Inggris dalam pembelajaran, saya yakin meskipun tidak semua anak paham, namun disitu Kita akan merasa tertantang memahami kalimat, dan ada usaha untuk membuka kamus

Mentor itu panutan untuk anak-anaknya, jadi menurut saya akan lebih baik dan lebih mendukung anak-anak dalam berbahasa Inggris jika mentornya juga berbahasa Inggris

- A : Oke. Pertanyaan selanjutnya.
Apakah hukuman yang ada bagi para santri yang tidak menjalankan aturan berbahasa di PPF dapat memberikan efek jera?
- C : Hukuman, menurut saya untuk pelanggaran pertama, mencari dan menghafalkan vocabulary
Pelanggaran sedang menerjemahkan bacaan dan analisis dari segi grammar. Pelanggaran berat menurut saya pidato dihadapan semua santri
Saya rasa itu bisa membantu santri yang melanggar untuk tidak lagi melanggar peraturan berbahasa
- A : Jadi menurut anda, hukuman yang diterapkan di PPF bisa memberikan efek jera kepada santri yang melanggar ya?
- C : Udah InsyaAllah

A = Researcher

D = Interviewee 3

- A : 1. Apakah ada permasalahan pada cara anda berbicara bahasa Inggris yang disebabkan oleh teman anda?
- D : Ada
- A : Tolong ceritakan seperti apa?(contoh)
- D : Misalnya saya sedang antri di kamar mandi.
Lalu ada teman yang bertanya kepada saya, tetapi saya tidak mengerti apa yang dikatakannya.
- A : Baik. Apakah teman anda mendukung anda (bisa dijadikan partner) untuk berkomunikasi dalam bahasa Inggris?
- D : Mendukung mba.

- A : 2. Apa saja masalah" yang berkaitan dengan perasaan anda atau masalah internal yang anda alami selama berbicara bahasa Inggris?
Seperti misalnya anda merasa malu, takut salah, tidak percaya diri, atau khawatir?
- D : Saya merasa tidak percaya diri dan takut salah ketika berbicara bahasa Inggris mba.
Apalagi jika lawan bicaranya expert dalam berbahasa Inggris
- A : Solusi apa yg anda buat untuk mengatasi masalah" tersebut?
- D : Memperbanyak kosakata dan belajar tentang grammar dalam bahasa Inggris. Atau mendengarkan lagu lagu bahasa Inggris
- A : 3. Apa saja permasalahan yang berkaitan dengan linguistik yang berdampak pada kemampuan berbicara anda? Semisal, kurangnya pengetahuan tentang bahasa Inggris, grammar yang lemah, penguasaan kosa kata dan pelafalan.
- D : Kosa kata yang masih sedikit, grammar yang sampai saat ini belum paham. Paham hanya ketika dijelaskan, setelah itu saya lupa mba.
- A : Pembelajaran seperti apa yang menurut anda bisa membantu untuk penguasaan grammar dan kosa kata?
- D : Menurut saya sih seperti diberikan materi lalu kita diberikan latihan untuk dikerjakan.
Untuk kosakata bisa melalui games atau bacaan.
Mungkin seperti itu
- A : Bagaimana dengan pembelajaran yang ada di PPF. Apakah menurut anda sudah sesuai dengan harapan anda?
- D : Iya mba. Tapi kedepan bisa tambah lagi untuk listening atau menonton video
- A : Baik. Pertanyaan selanjutnya

4. Adakah permasalahan dalam kemampuan berbahasa Inggris anda yang berhubungan dengan mentor anda dan metode mereka dalam menyampaikan materi pembelajaran?

D : Tidak mba.

Mentor dan metode sudah baik dalam menyampaikan materi, semua masalah karena dari diri saya sendiri

A : Metode pembelajaran apa yang disukai oleh anda dan teman" anda pada umumnya?

D : Games mba.

Apapun itu, karena lebih menyenangkan dan tidak membosankan

A : Baik. Berdasarkan pengalaman pribadi anda, selama pembelajaran berlangsung apakah mentor anda sering menggunakan bahasa Indonesia/bahasa daerah? Bagaimana tanggapan anda? Apakah hal tersebut memudahkan anda atau membuat kemampuan berbahasa Inggris anda menjadi lambat?

D : Ketika menjelaskan lebih banyak memakai bahasa indonesia/daerah. Dan itu mempermudah saya untuk memahami materi yang disampaikan.

Karena bila menggunakan bahasa inggris, itu akan membuat semakin bingung.

A : 5. Apakah hukuman yang ada bagi para santri yang tidak menjalankan aturan berbahasa di PPF dapat memberikan efek jera?

D : Menurut saya tidak mba, karena masih saja banyak santri yang tidak berbahasa Inggris.

A = Researcher

E = Interviewee 4

A : 1. Apakah ada masalah dengan cara Anda berbicara bahasa Inggris yang disebabkan oleh teman Anda?

E : Ya

- A : Katakan padaku seperti apa? (Contoh)
- E : Seringkali ketika saya berbicara bahasa Inggris, teman-teman saya tidak mengerti maksud saya
- A : 2. Apa masalah "yang berhubungan dengan perasaan atau masalah internal yang Anda alami saat berbicara bahasa Inggris?
Misalnya, apakah Anda merasa malu, takut, tidak aman, atau khawatir?
- E : Saya merasa malu kalau kata-kata yang saya ucapkan salah ..
- A : Solusi apa yang Anda buat untuk mengatasi masalah tersebut "?
- E : Pertama saya akan melihat bagaimana teman saya "berbicara dengan bahasa Inggris yang baik dan benar, kemudian saya menerapkan kata tersebut pada orang yang saya ajak bicara ...
- A : Baik. Lanjutkan ke pertanyaan ke-3
3. Masalah apa yang berkaitan dengan linguistik yang mempengaruhi kemampuan berbicara Anda?
Misalnya, pengetahuan bahasa Inggris yang kurang, tata bahasa yang lemah, penguasaan kosakata dan pengucapan.
- E : Ya buat saya grammar itu susah banget kak, saya sudah coba belajar berkali-kali. Saya masih tidak memahaminya, tetapi ketika berbicara tentang berbicara sebenarnya, saya pikir itu tidak terlalu penting, masalah utamanya adalah kurangnya penguasaan kosakata.
- A : Model pembelajaran seperti apa yang bisa membantu Anda menguasai tata bahasa dan kosakata?
- E : Belajar dengan tutor sebaya, karena kalau saya pribadi lebih suka belajar yang santai tapi pengertian ... Dan akan lebih mudah saat diterima
- A : Bagaimana dengan pembelajaran di PPF. Apakah menurut Anda itu memenuhi dan memenuhi harapan Anda?

- E : Menurut saya memuaskan, santai tapi bisa dimengerti
- A : Baik. Pertanyaan selanjutnya
4. Apakah ada masalah dalam kemahiran bahasa Inggris Anda yang berhubungan dengan mentor Anda dan metode mereka dalam menyampaikan materi pembelajaran?
- E : Ada
- A : Tolong jelaskan
- E : Menurut saya metode itu sangat penting dalam pembelajaran, jadi kadang dari pembimbing saya hanya membaca materi saja, tapi penjelasannya kurang atau bahkan tidak sama, atau malah sekedar penjelasan tapi misal tidak ada
- A : Apakah masalah terkait mentor ini berdampak pada kemampuan bahasa Inggris Anda?
- E : Ya berpengaruh, karena ketika belajar ada kendala, saya malas berbahasa Inggris
- A : Metode belajar apa yang Anda dan "teman-teman Anda sukai secara umum?"
- E : Cara yang saya sukai adalah cara praktis, jadi kita dituntut untuk praktek berusaha, tidak hanya teori, tapi praktek juga.
- A : Baik. Berdasarkan pengalaman pribadi Anda, selama proses pembelajaran apakah pembimbing Anda sering menggunakan bahasa Indonesia / daerah? Apa pendapat Anda?
- A : Apakah itu mempermudah atau memperlambat kemampuan bahasa Inggris Anda?
- E : Ya saya punya,
Saya rasa ini sebenarnya membantu kita yang kurang paham bahasa Inggris, dan mentor hanya berbicara dalam bahasa daerah saja, ketika kita tidak ada tanggapan, jadi ya penggunaan bahasa daerah akan membantu.
- A : Pertanyaan 5

Apakah hukuman yang diterapkan pada siswa yang tidak mengikuti aturan bahasa di PPF memiliki efek jera?

E : Menurut saya kalau efek jera kurang, karena hukumannya hanya disuruh menghafal kosakata, dan dianggap mudah

A= Researcher

F = Interviewee 5

A : 1. Apakah ada masalah dengan cara Anda berbicara bahasa Inggris yang disebabkan oleh teman Anda?

F : Ya ada MBA

A : Katakan padaku seperti apa? (Contoh)

F : Karena kemampuan bahasa Inggris kami berbeda ", sekarang biasanya kami berbicara secara spontan dan juga menggunakan kata-kata yang kami tahu, jika kami ingin berbicara, tetapi kami tidak tahu bahasa Inggrisnya, biasanya kami menggunakan bahasa isyarat dengan tangan

A : Baik. Apakah teman Anda mendukung Anda (dapat menjadi mitra) untuk berkomunikasi dalam bahasa Inggris?

F : Ya karena jika salah satu dari kami kesulitan berbahasa Inggris maka kami bisa saling membantu agar komunikasi kami lancar

A : 2. Apa masalah "yang berhubungan dengan perasaan atau masalah internal yang Anda alami saat berbicara bahasa Inggris?

Seperti Anda merasa malu, takut, tidak percaya diri, atau khawatir.

F : Biasanya saya merasa kurang percaya diri karena sepanjang waktu saya jarang menggunakan bahasa Inggris, saya masih harus mencampurnya dengan bahasa Indonesia / daerah, jadi kalau berbahasa Inggris gimana rasanya ketemu orang lain kalau berbahasa Inggris ,

biasanya kayak jadi kaya gak gitu kalo gak dianggap aneh dan juga takut kalo ngomong bahasa Inggris takut kosa kata atau salah ucap

A : Solusi apa yang Anda buat untuk menghilangkan masalah "?

F : Dengan menambah perbendaharaan kata, meningkatkan latihan berbicara bahasa Inggris dengan teman-teman kita, dan juga kemungkinan bisa melihat film berbahasa Inggris atau membaca cerita berbahasa Inggris

A : Baik. Pertanyaan selanjutnya

3. Apa masalah yang berkaitan dengan linguistik yang mempengaruhi kemampuan berbicara Anda? Misalnya, pengetahuan bahasa Inggris yang kurang, tata bahasa yang lemah, penguasaan kosakata dan pengucapan.

F : Kalau saya sendiri masalahnya mungkin grammar karena penguasaannya susah

A : Apakah ada pelajaran yang bisa membantumu menguasai tata bahasa?

F : Mungkin dengan memanfaatkan hp melalui apk yang menarik bisa dijadikan alternatif untuk membantu penguasaan grammar

A : Bagaimana dengan pembelajaran di PPF. Apakah menurut Anda itu telah terpenuhi?

F : Separuh "Menurut saya masalahnya kadang ada tutor yang tidak menguasai bahasa Inggris dengan baik. Ada yang melakukannya. Jadi kalau belajar dengan tutor yang sudah basic lancar saja, tapi kalau tutornya mungkin kurang bahasa Inggris kaya, bahkan waktu terbuang percuma

A : Perayaan selanjutnya

4. Apakah ada masalah dalam kemahiran bahasa Inggris Anda yang berhubungan dengan mentor Anda dan metode mereka dalam menyampaikan materi pembelajaran?

- F : Awalnya ada kesempatan karena awalnya memang mentornya bukan dari basic english jadi dia dalam bahasa inggris juga sama "belajar jadi kalau ditanya apa jadi kadang mentor gak tau
- A : Apakah masalah terkait mentor ini berdampak pada kemampuan bahasa Inggris Anda?
- F : Ya dikit karena sebagian besar materi yang disampaikan oleh pembina ditanggung oleh pesantren / hari "jadi sepertinya belum berkembang kemampuannya kadang diulang"
- A : Metode belajar apa yang Anda dan "teman-teman Anda sukai secara umum?"
- F : Kalau saya sendiri suka, saat belajar diselingi dengan cerita / menyimak
- A : Baik. Berdasarkan pengalaman pribadi Anda, selama proses pembelajaran apakah pembimbing Anda sering menggunakan bahasa Indonesia / daerah? Apa pendapat Anda?
- A : Apakah itu mempermudah atau memperlambat kemampuan bahasa Inggris Anda?
- F : Iya sih tetap karena kalau pakai bahasa Inggris terus jadi anak kecil "kadang ada yang kurang ngerti Sepertinya begitu, tapi kemampuan literasi saya juga kurang
- A : Baik. Pertanyaan selanjutnya Apakah sanksi yang diberikan kepada siswa yang tidak mengikuti aturan bahasa di PPF dapat memberikan efek jera?
- F : Ya, karena kalimat itu biasanya untuk membuat kalimat atau menambah kosa kata atau paling parah disuruh membuat esai bahasa Inggris

Appendix VI

Interview result of freshmen

A = Researcher

B = Interviewee 1

A : Pertanyaan pertama

1. Apakah ada masalah dengan cara Anda berbicara bahasa Inggris yang disebabkan oleh teman Anda?

B : Karena disini ada pesantren dwibahasa yang artinya setiap santri wajib berbicara sehingga tidak ada masalah yang diakibatkan teman-teman kita belajar berbicara dalam bahasa inggris padahal tidak jarang kita menggunakan bahasa rusak

A : Lanjut ke pertanyaan 2

2. Apa masalah "yang berhubungan dengan perasaan Anda atau masalah internal yang Anda alami saat berbicara bahasa Inggris?

Misalnya, apakah Anda merasa malu, takut, tidak aman, atau khawatir?

B : Nah, masalah internal saya dalam berbicara bahasa Inggris mungkin adalah perasaan malu, takut, tidak aman, dan khawatir itu saja yang saya alami di awal bahasa, tetapi waktu berlalu saat belajar dengan masalah dan kesulitan yang lain dan karena Dari lingkungan yang mendukung, perasaan malu, takut, tidak aman dan khawatir akan berkurang bahkan hilang dengan sendirinya karena kita diminta untuk selalu berusaha dan tidak malu.

A : Solusi apa yang Anda buat untuk menyelesaikan masalah di awal bahasa Anda?

B : Ya, sebenarnya tidak ada solusi khusus yang saya gunakan untuk mengatasi masalah tersebut, hanya perlu berasumsi dalam diri saya bahwa jangan malu-malu dan

coba, jika tidak ingin bisa berbahasa Inggris, karena kunci dari bahasa adalah berbicara, dan juga karena dukungan program pembelajaran di penginapan yang mendorong kemampuan bahasa Inggris

- A : Bagus. Lanjutkan ke pertanyaan 3
3. Apa masalah yang berkaitan dengan linguistik yang mempengaruhi kemampuan berbicara Anda?
Misalnya, pengetahuan bahasa Inggris yang kurang, tata bahasa yang lemah, penguasaan kosakata dan pengucapan.
- B : Masalah yang berhubungan dengan linguistik dan mempengaruhi kemampuan berbicara, itu lebih pada pengucapan karena terkadang saya masih malu dan takut ketika saya salah dan tidak tahu cara melafalkannya, dan juga karena banyaknya tata bahasa yang membuat sulit untuk saya untuk menyusun kalimat untuk pengucapan.
- A : Metode pembelajaran apa yang bisa membantu kamu mengatasi masalah ini?
- B : Metode pembelajaran seperti menirukan vocab yang disebutkan oleh miss2 disini dan juga mengulang vocab setiap hari sebelum pembelajaran dimulai, dan juga kami mendapat tugas untuk melakukan baik membuat drama, atau meneruskan pidato, bercerita, yang membuat saya mau tidak mau harus mencari tahu tentang bagaimana pengucapan dan tata bahasanya, agar tidak malu saat tampil
- A : Bagaimana dengan pembelajaran di PPF. Apakah menurut Anda itu telah terpenuhi?
- B : Ya menurut saya sangat memuaskan karena disini kita belajar bersama mulai dari hal-hal yang sangat sederhana seperti vocab2 pada setiap tema dan juga disertai dengan tata bahasa yang memudahkan kita untuk belajar berbicara bahasa inggris.
- A : Pertanyaan selanjutnya

4. Apakah ada masalah dalam kemahiran bahasa Inggris Anda yang berhubungan dengan mentor Anda dan metode mereka dalam menyampaikan materi pembelajaran?

B : Nah menurut saya sendiri tidak ada masalah kemampuan berbahasa Inggris saya dengan seorang mentor karena lagi-lagi metode yang digunakan oleh para mentor ini dimulai dari yang sangat sederhana yaitu vocab pada setiap tema dan grammar yang membantu untuk percakapan dalam kegiatan sehari-hari

A : Metode pembelajaran seperti apa yang paling kamu dan "teman-teman sukai saat belajar di kelas?"

B : Metode pembelajaran dengan permainan edukatif seperti permainan "tebak siapa saya", maka kita diminta untuk mendeskripsikan kata benda atau verba yang berkaitan dengan tema materi hari itu, dan permainan lain yang berhubungan dengan materi pembelajaran.

A : Bagus. Berdasarkan pengalaman pribadi Anda, selama proses pembelajaran apakah pembimbing Anda sering menggunakan bahasa Indonesia / daerah? Apa pendapat Anda?

B : Selama proses pembelajaran mentor saya jarang menggunakan bahasa Indonesia / lokal, mentor saya berusaha untuk selalu berbahasa Inggris dan kemudian menerjemahkan ke dalam bahasa Indonesia jika siswa kesulitan memahami arti dari mentor tersebut.

A : Pertanyaan nomor 5.

5. Apakah sanksi yang berlaku bagi siswa yang tidak mengikuti aturan bahasa di PPF dapat memberikan efek jera?

B : Menurut saya pribadi ya, karena hukuman yang diberikan kepada siswa akan bertambah jika dilanggar untuk kesekian kalinya, dari awal mungkin hanya mencari vocab dan membuat kalimat bertambah untuk diterjemahkan ke dalam jurnal berbahasa Inggris.

A = Researcher

C = Interviewee 2

A : Baik. Pertanyaan pertama

1. Apakah ada permasalahan pada cara anda berbicara bahasa Inggris yang disebabkan oleh teman anda?

C : Ada

A : Tolong ceritakan seperti apa?(contoh)

C : Pronunciation, terkadang masih kebawa logat kedaerahan. □

A : Baik. Apakah teman teman anda mendukung anda (bisa dijadikan partner) untuk berkomunikasi dalam bahasa Inggris diluar kamar?

C : Iya, mereka bisa membantu saya

A : Oke. Pertanyaan selanjutnya

2. Apa saja masalah" yang berkaitan dengan perasaan anda atau masalah internal yang anda alami selama berbicara bahasa Inggris?

Seperti misalnya anda merasa malu, takut, tidak percaya diri, atau khawatir?

C : Saya tidak percaya diri, karena masih kesulitan dalam pronunciation, serta masih salah dalam diksi kata yang similar.

A : Solusi seperti apa yg anda buat untuk menghilangkan masalah" tersebut?

C : Biasanya saya buka kamus, lalu saya tanya ke teman atau tutor saya.

A : Baik. Pertanyaan selanjutnya

3. Apa saja permasalahan yang berkaitan dengan linguistik yang berdampak pada kemampuan berbicara anda? Semisal, kurangnya pengetahuan tentang bahasa Inggris, grammar yang lemah, penguasaan kosa kata dan pelafalan.

C : Kayak nya itu semua deh mbak... □

- A : Baik.
Metode pembelajaran seperti apakah yang bisa membantu anda untuk mengatasi masalah masalah tersebut?
- C : Dengan menonton video, karena selain bisa mendengar langsung pronunciation yang benar, juga bisa belajar gaya bicara dalam berbahasa inggris.
- A : Bagaimana dengan pembelajaran yang ada di PFFF. Apakah menurut anda sudah memenuhi?
- C : Menurut saya untuk beberapa bulan ini sudah memenuhi, karena jam belajar yang dipadatkan, dan juga lebih sering ke praktik speaking, yang bagus untuk melatih skill berbahasa inggris □
- A : Pertanyaan selanjutnya
4. Adakah permasalahan dalam kemampuan berbahasa Inggris anda yang berhubungan dengan mentor anda dan metode mereka dalam menyampaikan materi pembelajaran?
- C : Iya, terutama volume suara, karena mentor saya suaranya kecil kalo mengajar, jadi kadang kurang jelas.
- A : Apakah permasalahan yang berhubungan dengan mentor ini berdampak pada kemampuan berbahasa Inggris anda?
- C : Hm... tidak begitu berpengaruh sih, karena saya biasanya menggunakan kamu trus mendengarkan voice nya, jadi bisa membantu saya
- A : Baik.
Metode pembelajaran seperti apa yang disukai oleh anda dan teman" anda pada umumnya saat pembelajaran didalam kelas?
- C : Saya suka metode hafalan vocab dengan teman, misalnya dengan tebak tebak arti. Itu bisa membuat cepet hafal dengan vocab baru
- A : Baik. Berdasarkan pengalaman pribadi anda, selama pembelajaran berlangsung apakah mentor anda sering

menggunakan bahasa Indonesia/bahasa daerah?
Bagaimana tanggapan anda?

C : Menurut saya baik asal untuk memahamkan, misalnya ketika menjelaskan grammar, namun saat tertentu seperti saat pembukaan dan penutupan lebih baik dengan bahasa inggris

A : Apakah hal tersebut memudahkan anda atau membuat kemampuan berbahasa Inggris anda menjadi lambat?

C : Memudahkan menurut saya, karena selain kita diajari untuk memahami grammar, setelah itu kita juga diberi contoh contoh nya sehingga menurut saya itu memudahkan

A : Pertanyaan nomor 5.

5. Apakah hukuman yang ada bagi para santri yang tidak menjalankan aturan berbahasa di PFFF dapat memberikan efek jera?

C : Sepertinya iya mbak... karena beberapa teman saya ada yang mengeluhkan begitu, dan dia tidak mau mengulangnya lagi.

A = Researcher

D = Interviewee 3

A : Pertanyaan pertama

1. Apakah ada permasalahan pada cara anda berbicara bahasa Inggris yang disebabkan oleh teman anda?

D : Iya terkadang ada mis komunikasi ketika berbicara

A : Tolong ceritakan seperti apa miskomunikasi antara anda dan teman anda? (contoh)

D : Penguasaan kosakata masing" berbeda, jadi ketika berbicara terjadi miskomunikasi. Contohnya "Did you get anything else?" lawan bicara masih kurang menguasai tentang expression tersebut jadi jawabannya yg saya dapat tidak sesuai.

A : Baik. Pertanyaan selanjutnya

2. Apa saja masalah" yang berkaitan dengan perasaan anda atau masalah internal yang anda alami selama berbicara bahasa Inggris?

Seperti misalnya anda merasa malu, takut, tidak percaya diri, atau khawatir?

D : Permasalahan internal saya ada di takut sama ketidakpercayaan diri. Itu yang membuat saya terhambat selama berbicara bahasa Inggris

A : Solusi apa yg anda buat untuk mengatasi masalah tersebut?

D : Memperbanyak kosakata sekaligus belajar bagaimana cara melafalkan setiap kata/kalimat dengan benar

A : Good. Pertanyaan no more 3

3. Apa saja permasalahan yang berkaitan dengan linguistik yang berdampak pada kemampuan berbicara anda? Semisal, kurangnya pengetahuan tentang bahasa Inggris, grammar yang lemah, penguasaan kosa kata dan pelafalan.

D : Permasalahan tentang grammar yang lemah sama penguasaan kosakata dan pelafalan. Disitu saya masih bingung cara menyusun kalimat yang sesuai dengan kaidah bahasa Inggris

A : Metode pembelajaran seperti apa yang bisa membantu anda untuk menyelesaikan masalah masalah tersebut?

D : Metode yg dimana lebih mempraktekkan cara pelafalan sekaligus membuat contoh" expression daily activity yang sesuai dengan grammar.

A : Bagaimana dengan pembelajaran yang ada di PPF. Apakah menurut anda sudah memenuhi?

D : Sudah cukup memenuhi, menurut saya karena salah satu kelemahan saya di grammar dalam pembelajaran yang ada di PPF kurang menekankan pada hal itu

A : Pertanyaan selanjutnya

4. Adakah permasalahan dalam kemampuan berbahasa Inggris anda yang berhubungan dengan mentor anda dan

metode mereka dalam menyampaikan materi pembelajaran?

D : Tidak, mentor saya dan cara metodenya cukup membantu saya dalam permasalahan kemampuan berbahasa Inggris saya

A : Metode pembelajaran apa yang disukai oleh anda dan teman" anda pada umumnya saat pembelajaran dikelas?

D : Speak dan listen story tentang pengalaman" yang pernah dialami

A : Baik. Berdasarkan pengalaman pribadi anda, selama pembelajaran berlangsung apakah mentor anda sering menggunakan bahasa Indonesia/bahasa daerah? Bagaimana tanggapan anda?

D : Tidak, mentor saya lebih sering menggunakan bahasa Inggris, guna memberi contoh bagaimana cara melafalkan dan itu sangat membantu bagi kami

A : Pertanyaan no more 5

5. Apakah hukuman yang ada bagi para santri yang tidak menjalankan aturan berbahasa di PPF dapat memberikan efek jera?

D : Menurut saya iya, hukuman tersebut dapat memberikan efek jera bagi para santri.

A = Researcher

E = Interviewee 4

A : Pertanyaan pertama

1. Apakah ada permasalahan pada cara anda berbicara bahasa Inggris yang disebabkan oleh teman anda?

E : Ya,

A : Tolong ceritakan seperti apa?(contoh)

E : Ya, karena teman saya tidak paham, cara ngomongnya yang berbeda dan sering ada tambahan kata yang bukan bahasa inggris sehingga kurang dalam meningkatkan bicara bahasa

Contohnya you si, yes kan?

A : 2. Apa saja masalah" yang berkaitan dengan perasaan anda atau masalah internal yang anda alami selama berbicara bahasa Inggris?

Seperti misalnya anda merasa malu, takut, tidak percaya diri, atau khawatir?

E : Kurang percaya diri, karena salah pengucapan ataupun penggunaan susunan kata yang salah

A : Solusi apa yg anda buat untuk menghilangkan masalah" tersebut?

E : selain belajar dikelas, saya mendengarkan lagu Inggris. Praktik dengan teman, mencoba untuk tidak malu meskipun masih salah dan terus mencoba

A : Baik. Pertanyaan selanjutnya

3. Apa saja permasalahan yang berkaitan dengan linguistik yang berdampak pada kemampuan berbicara anda? Semisal, kurangnya pengetahuan tentang bahasa Inggris, grammar yang lemah, penguasaan kosa kata dan pelafalan.

E : grammarnya yang lemah

A : Pembelajaran apa yang bisa membantu anda untuk menguasai grammar?

E : Penggunaan media video gambar dan mendengarkan

A : Bagaimana dengan pembelajaran yang ada di PPF. Apakah menurut anda sudah memenuhi?

E : sudah

A : Pertanyaan selanjutnya

4. Adakah permasalahan dalam kemampuan berbahasa Inggris anda yang berhubungan dengan mentor anda dan metode mereka dalam menyampaikan materi pembelajaran?

E : Sejauh ini tidak

A : Metode pembelajaran apa yang disukai oleh anda dan teman" anda pada umumnya selama pembelajaran dikelas?

- E : penggunaan media gambar dan suara, langsung praktik dikelas dengan teman kelas
- A : Baik. Berdasarkan pengalaman pribadi anda, selama pembelajaran berlangsung apakah mentor anda sering menggunakan bahasa Indonesia/bahasa daerah? Bagaimana tanggapan anda?
- E : iya kadang menggunakan bahasa indonesia, penggunaan bahasa daerah seharusnya diminimalisir karena untuk memaksimalkan penggunaan bahasa Inggris
- A : Apakah hal tersebut memudahkan anda atau membuat kemampuan berbahasa Inggris anda menjadi lambat?
- E : memudahkan karena bahasa yang digunakan tidak banyak hanya disaat tertentu
- A : Pertanyaan ke 5
5. Apakah hukuman yang ada bagi para santri yang tidak menjalankan aturan berbahasa di PPF dapat memberikan efek jera?
- E : tidak jera

A = Researcher

F = Interviewee 5

- A : Pertanyaan pertama
1. Apakah ada permasalahan pada cara anda berbicara bahasa Inggris yang disebabkan oleh teman anda?
- F : Iya
- A : Tolong ceritakan seperti apa?(contoh)
- F : Terkadang orang yg saya ajak bicara itu tidak paham apa yg saya maksud, begitu juga sebaliknya. Dan dengan itu juga kadang terdapat miskomunikasi antara saya dan teman saya.
- A : 2. Apa saja masalah" yang berkaitan dengan perasaan anda atau masalah internal yang anda alami selama berbicara bahasa Inggris?

Seperti misalnya anda merasa malu, takut, tidak percaya diri, atau khawatir?

F : Masalah yg selama ini saya hadapi mungkin rasa takut. Takut apabila saya salah dalam mengucapkan pronouncenya, dan juga takut apabila ada kesalahan dalam grammar.

A : Solusi apa yg anda buat untuk menghilangkan masalah tersebut?

F : Solusi yg bisa saya lakukan adalah memberanikan diri untuk berbicara dengan bahasa Inggris. Apabila ada kesalahan nanti juga pasti akan diingatkan oleh si pendengar.

A : Baik. Pertanyaan selanjutnya
3. Apa saja permasalahan yang berkaitan dengan linguistik yang berdampak pada kemampuan berbicara anda? Semisal, kurangnya pengetahuan tentang bahasa Inggris, grammar yang lemah, penguasaan kosa kata dan pelafalan.

F : Penguasaan kosa kata dan pelafalan.

A : Pembelajaran apa yang bisa membantu anda untuk menguasai kosa kata dan pelafalan?

F : Pembelajaran yg melalui media, seperti contohnya film, video, dan lainnya.

A : Bagaimana dengan pembelajaran yang ada di PPF. Apakah menurut anda sudah memenuhi?

F : Menurut saya sudah.

A : Perayaan selanjutnya
4. Adakah permasalahan dalam kemampuan berbahasa Inggris anda yang berhubungan dengan mentor anda dan metode mereka dalam menyampaikan materi pembelajaran?

F : Kalau di mentor sih tidak ada masalah sejauh ini. Permasalahannya mungkin di metodenya. Kadang metodenya itu kurang menarik.

- A : Metode pembelajaran apa yang disukai oleh anda dan teman" anda pada umumnya saat pembelajaran dikelas?
- F : Pembelajaran yg menggunakan media. Seperti contohnya saat pembelajaran bisa di beri sebuah permainan. Permainan yang berhubungan dengan materi yg diberikan.
- A : Baik. Berdasarkan pengalaman pribadi anda, selama pembelajaran berlangsung apakah mentor anda sering menggunakan bahasa Indonesia/bahasa daerah? Bagaimana tanggapan anda?
- F : Bahasa Indonesia. Menurut saya sih itu tidak masalah. Terkadang juga menggunakan bahasa daerah. Bahasa daerah digunakan untuk memperjelas materi.
- A : Apakah hal tersebut memudahkan anda atau membuat kemampuan berbahasa Inggris anda menjadi lambat?
- F : Hal tersebut dapat memudahkan bagi saya. Karena itu dapat membuat saya lebih paham dengan materinya
- A : Pertanyaan ke 5
5. Apakah hukuman yang ada bagi para santri yang tidak menjalankan aturan berbahasa di PFFF dapat memberikan efek jera?
- F : Iyaa

A = Researcher

G = Interviewee 6

- A : 1. Apakah ada permasalahan pada cara anda berbicara bahasa Inggris yang disebabkan oleh teman anda?
- G Izul: Tidak ada
- A : Baik. Berarti teman anda mendukung anda (bisa dijadikan partner) untuk berkomunikasi dalam bahasa Inggris?
- G : Iya

- A : 2. Apa saja masalah" yang berkaitan dengan perasaan anda atau masalah internal yang anda alami selama berbicara bahasa Inggris?
Seperti misalnya anda merasa malu, takut, tidak percaya diri, atau khawatir?
- G : Kalau saya lebih ke tidak percaya diri dan malu dengan cara saya berbicara bahasa inggris yang masih berantakan
- A : Solusi apa yg anda buat untuk menghilangkan masalah" tersebut?
- G : Saya mencoba untuk melatih bahasa inggris saya dengan melihat video video tentang pembelajaran bahasa inggris agar kemampuan bahasa inggris saya meningkat, selain itu juga saya praktikkan di kehidupan sehari sehari di pondok pesantren yang saya tinggali agar saya lebih percaya diri dan tidak malu
- A : Baik. Pertanyaan selanjutnya
3. Apa saja permasalahan yang berkaitan dengan linguistik yang berdampak pada kemampuan berbicara anda?
Semisal, kurangnya pengetahuan tentang bahasa Inggris, grammar yang lemah, penguasaan kosa kata dan pelafalan.
- G : Grammar yang lemah
- A : Model pembelajaran seperti apakah yang bisa membantu anda untuk menguasai grammar?
- G : Belajar lewat video video yg ada di YouTube, selain itu belajar face to face dengan guru
- A : Bagaimana dengan pembelajaran yang ada di PPF. Apakah menurut anda sudah memenuhi?
- G : Menurut saya sudah
- A : Baik. Pertanyaan selanjutnya
4. Adakah permasalahan dalam kemampuan berbahasa Inggris anda yang berhubungan dengan mentor anda dan

metode mereka dalam menyampaikan materi pembelajaran?

G : Tidak

A : Metode pembelajaran apa yang disukai oleh anda dan teman" anda pada umumnya?

G : Saya dan teman saya biasanya suka metode pembelajaran dengan cara guru memberikan penjelasan dan kami menyimak serta menulis

A : Baik. Berdasarkan pengalaman pribadi anda, selama pembelajaran berlangsung apakah mentor anda sering menggunakan bahasa Indonesia/bahasa daerah? Bagaimana tanggapan anda?Apakah hal tersebut memudahkan anda atau membuat kemampuan berbahasa Inggris anda menjadi lambat?

G : Selama pembelajaran mentor saya lebih banyak menggunakan bahasa indonesia, dan hal itu memudahkan saya dalam belajar, karena saya paham apa apa yang disampaikan oleh mentor saya, tentunya mentor juga menjelaskan dengan bahasa inggris. Sehingga membuat kemampuan bahasa inggris saya meningkat

A : Oke. Pertanyaan ke 5

5. Apakah hukuman yang ada bagi para santri yang tidak menjalankan aturan berbahasa di PPF dapat memberikan efek jera?

G : santri diberi hukuman berupa membuat kosa kata, atau disuruh untuk melakukan pidato sesuai dengan bahasa yang dilanggar, dan santri biasanya akan dijadikan mata mata atau menjadi pengawas bagi santri lain yang melanggar selama 1 minggu. Dan saya rasa itu bisa memberi efek jera karena tentunya santri tidak ingin terbebani dengan hukuman seperti itu, jadi dapat meminimalisir santri untuk tidak mengulangi lagi kesalahan yang sama untuk kedepannya

Appendix VII

Freshmen Perception

Descriptive Statistics

No		N	Mean	Std. Deviation	Rank
1	Afraid	110	3.47	.965	2
2	Shyness	110	3.02	.995	
3	confidence	110	3.03	.962	
4	Anxiety	110	3.15	1.006	6
5	Partner	110	2.77	1.037	
6	Convertible zone	110	3.07	1.002	
7	Good command	110	2.47	.936	
8	Mentors' mother tongue	110	2.95	.937	
9	expression	110	2.29	.871	
10	What to do	110	2.19	.748	
11	Topic	110	2.37	.917	
12	Time	110	3.43	.923	3
13	English Knowledge	110	3.29	.932	5
14	Grammar	110	3.65	.829	1
15	Pronunciation	110	3.40	.826	4
	Valid N (listwise)	110			

Seniors' Perception

Descriptive Statistics

No		N	Mean	Std. Deviation	Rank
1	Afraid	84	3.36	.965	4
2	Shyness	84	3.27	1.010	
3	Confidence	84	3.27	1.079	

4	Anxiety	84	3.23	.986	
5	Partner	84	3.29	1.147	6
6	Convertible zone	84	2.96	.999	
7	Good command	84	2.35	.885	
8	Mentors' mother tongue	84	2.86	.880	
9	Expression	84	2.26	.933	
10	What to do	84	2.31	.878	
11	Topic	84	2.55	.856	
12	Time	84	3.67	.986	1
13	English knowledge	84	3.44	.896	3
14	Grammar	84	3.46	.884	2
15	Pronunciation	84	3.36	.845	5
	Valid N (listwise)	84			

Mentors' Perception

Descriptive Statistics

No		N	Mean	Std. Deviation	Rank
1	Afraid	16	3.50	1.155	5
2	Shyness	16	3.75	1.065	1
3	confidence	16	3.63	1.088	3
4	Anxiety	16	3.31	.946	
5	Partner	16	3.31	1.302	
6	Convertible zone	16	3.00	.894	
7	Good command	16	2.88	1.025	
8	Mentors' mother tongue	16	3.25	1.125	
9	expression	16	2.25	.856	
10	What to do	16	2.31	.873	

11	Topic	16	2.31	.602	
12	Time	16	3.63	1.147	4
13	English knowledge	16	3.50	.632	
14	Grammar	16	3.69	.946	2
15	pronunciation	16	3.50	.816	6
	Valid N (listwise)	16			

Appendix VIII

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
J m l h	Equal variances assumed	3.178	0.76	-1.217	192	.225	-1.079	.887	-2.828	.670
	Equal variances not assumed			-1.188	159.950	.237	-1.079	.909	-2.874	.715

Appendix IX

Result of one-way ANOVA

a. Descriptive

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
kelompok A	110	44.56	5.606	.534	43.50	45.62	29	56
kelompok B	84	45.64	6.735	.735	44.18	47.10	27	61
kelompok C	16	47.81	6.348	1.587	44.43	51.20	33	58
Total	210	45.24	6.173	.426	44.40	46.08	27	61

b. Test of Homogeneity of Variances

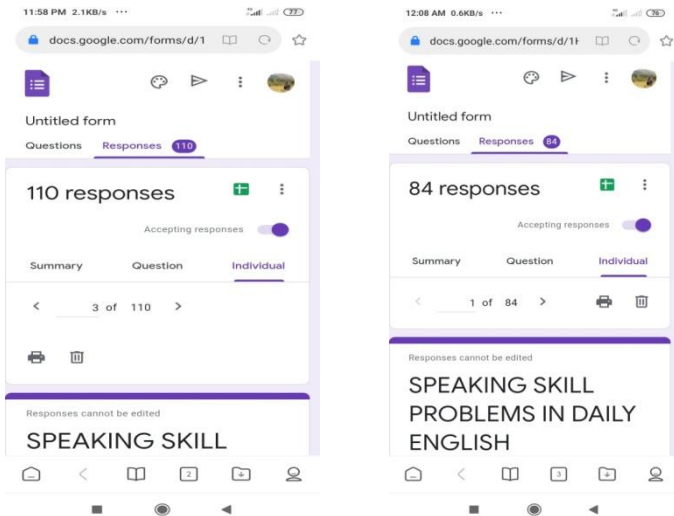
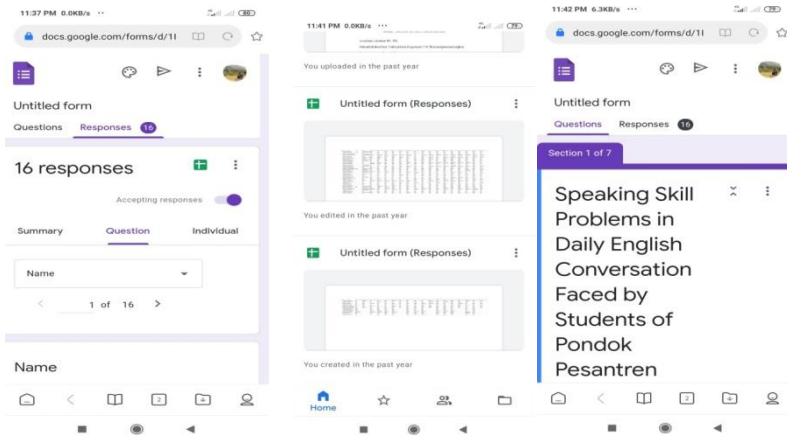
Levene Statistic	df1	df2	Sig.
1.578	2	207	.209

c. ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	169.837	2	84.918	2.255	.107
Within Groups	7794.778	207	37.656		
Total	7964.614	209			

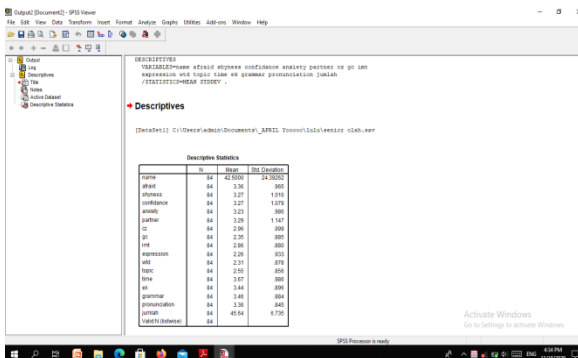
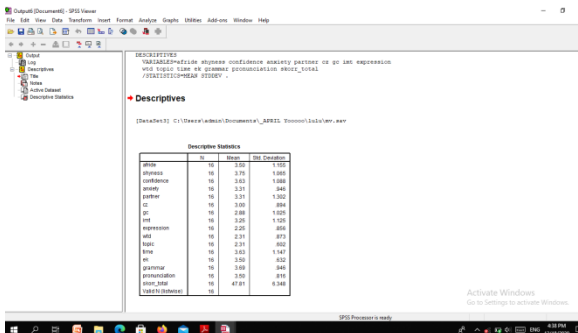
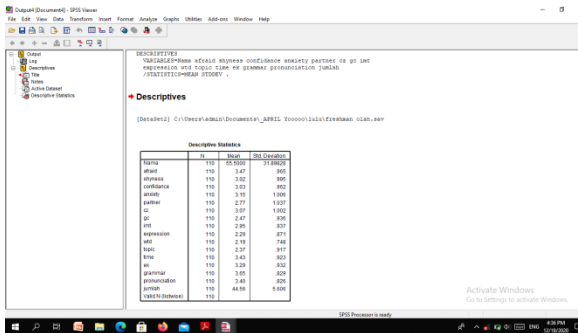
Appendix X

Questionnaire (Google Form)



Appendix XI

Hitungan SPSS for windows 15.0



SPSS Data Editor - SPSS Data Editor

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SPSS

Variable: 17 of 17 Variables

T	age	sex	physes	confidence	anxiety	partner	cz	gr	int	expression	att	topc	time	st	grammar	pronunciation	ststr	judg
1	1.00	1	2	2	4	1	2	3	2	1	2	1	4	2	3	4	1	30
2	1.00	3	3	3	2	2	3	2	2	2	2	2	2	2	2	4	4	30
3	1.00	4	2	3	3	4	2	3	4	2	2	3	3	4	4	4	3	40
4	1.00	3	2	3	4	4	2	3	3	2	3	3	4	4	4	4	3	47
5	1.00	4	3	3	3	4	2	3	4	3	3	3	3	3	3	3	3	46
6	1.00	6	4	3	3	3	5	2	1	1	1	1	1	1	3	5	5	46
7	1.00	6	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	46
8	1.00	3	3	4	3	3	4	2	3	4	2	3	3	4	3	3	4	50
9	1.00	4	2	3	2	4	4	2	4	2	4	2	4	2	3	4	2	47
10	1.00	4	2	3	2	4	3	2	3	1	1	1	1	1	6	3	4	57
11	1.00	2	2	2	2	2	4	2	4	2	2	2	2	2	3	3	3	50
12	1.00	3	3	3	3	4	3	2	3	2	3	2	3	3	4	4	4	49
13	1.00	3	4	3	4	4	3	2	3	2	2	2	2	3	4	5	4	48
14	1.00	3	4	4	3	4	2	3	2	4	2	4	2	3	4	4	4	49
15	1.00	3	2	2	4	4	2	2	2	2	3	2	1	3	3	4	4	43
16	1.00	2	4	4	4	3	3	3	4	1	1	1	2	4	4	4	4	43
17	1.00	4	4	4	4	4	4	2	2	2	2	2	2	4	4	4	4	48
18	1.00	2	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	45
19	1.00	4	4	2	2	2	4	3	4	2	2	2	2	4	4	4	4	47
20	1.00	3	4	3	3	3	3	2	3	2	2	2	4	2	2	2	4	47
21	1.00	4	4	5	4	4	4	3	3	4	2	2	4	2	4	2	3	53
22	1.00	4	3	3	4	4	4	4	3	2	2	2	3	2	5	4	4	49
23	1.00	3	1	2	3	3	2	3	3	2	2	2	2	4	4	4	4	42
24	1.00	4	1	1	4	2	1	4	2	3	1	1	1	2	1	1	4	46
25	1.00	1	1	5	4	2	1	4	2	3	5	1	2	1	1	4	4	46
26	1.00	3	2	1	4	4	2	3	4	4	2	3	3	4	4	4	4	46
27	1.00	3	3	3	3	4	3	3	3	3	3	3	3	3	4	4	4	43
28	1.00	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
29	1.00	2	2	2	3	4	2	2	2	2	2	2	2	2	2	2	2	41
30	1.00	4	4	4	4	2	2	2	2	2	2	2	2	2	2	2	2	38

SPSS Processor is ready

SPSS Data Editor - SPSS Data Editor

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SPSS

Variable: 17 of 17 Variables

T	age	sex	physes	confidence	anxiety	partner	cz	gr	int	expression	att	topc	time	st	grammar	pronunciation	ststr	judg
1	1.00	4	4	5	3	4	4	3	2	3	5	4	4	4	4	4	4	48
2	1.00	4	4	5	2	4	4	2	4	2	1	2	2	4	4	4	4	48
3	1.00	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	52
4	1.00	4	5	4	4	2	2	5	2	3	2	4	3	5	3	4	4	48
5	1.00	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	47
6	1.00	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	50
7	1.00	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	50
8	1.00	4	4	4	4	3	2	4	3	3	2	2	3	4	4	4	4	50
9	1.00	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	50
10	1.00	2	4	4	4	4	2	3	4	2	2	2	4	4	2	4	4	44
11	1.00	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	44
12	1.00	2	3	2	4	2	3	3	3	3	2	4	3	4	4	4	4	44
13	1.00	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
14	1.00	1	1	1	1	1	2	3	3	3	2	3	3	4	4	4	4	35
15	1.00	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	48
16	1.00	2	3	3	3	3	6	3	5	5	4	3	4	4	4	4	4	58

SPSS Processor is ready

SPSS Data Editor - SPSS Data Editor

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SPSS

Variable: 22 of 22 Variables

T	age	sex	A	D	S	C	AN	P	MF	CE	GC	MF	TH	EXP	WYS	SPC	OC	OC	OC	OC	
1	1.0	2	4	2	3	2	3	3	4	2	3	3	3	3	3	3	3	3	3	3	3
2	1.0	2	2	2	2	4	3	4	3	4	2	3	2	2	2	2	2	2	2	2	2
3	1.0	2	2	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	1.0	5	5	1	5	1	1	1	4	1	1	1	1	1	1	1	1	1	1	1	1
6	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
7	1.0	2	2	2	2	2	4	4	4	2	3	4	2	2	4	4	4	4	4	4	4
8	1.0	2	3	4	2	3	3	4	2	2	1	2	1	1	1	2	3	4	4	4	4
9	1.0	3	2	3	3	2	3	2	3	3	2	3	2	2	2	2	2	2	2	2	2
10	1.0	4	3	3	3	4	4	4	4	2	2	4	2	4	2	2	2	2	2	2	2
11	1.0	3	3	2	3	4	4	4	3	2	3	3	2	2	2	2	2	2	2	2	2
12	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
13	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
14	1.0	5	5	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
15	1.0	3	3	3	3	4	3	3	3	4	3	4	3	3	3	3	3	3	3	3	3
16	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
17	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
18	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
19	1.0	2	4	2	2	2	2	2	4	4	4	2	2	2	2	2	2	2	2	2	2
20	1.0	5	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
21	1.0	3	3	3	4	3	4	4	4	3	3	2	3	3	3	3	3	3	3	3	3
22	1.0	3	2	2	2	2	4	4	4	4	2	2	2	2	2	2	2	2	2	2	2
23	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
24	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
25	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
26	1.0	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
27	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
28	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
29	1.0	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
30	1.0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

SPSS Processor is ready

Appendix XII

Activities in PPF





CERTIFICATE



MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp/Fax. (024) 7614453 Semarang 50185
email : ppbi@walisongo.ac.id

Certificate

Nomor : B-2288/Un.10.0/P3/PP.00.9/07/2019

This is to certify that

NURUL HAKIMAH

Date of Birth: November 05, 1997

Student Reg. Number: 1603046020

the TOEFL Preparation Test

Conducted by
Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang
On June 26th, 2019
and achieved the following scores:

Listening Comprehension	: 54
Structure and Written Expression	: 51
Reading Comprehension	: 53
TOTAL SCORE	: 527

Semarang, July 1st, 2019



Dr. H. Muhammad Saifullah, M.Ag.
P. 19700321 199603 1 003

Certificate
® TOEFL is registered trademark by Educational Testing Service.
This program or test is not approved or endorsed by ETS.

CURRICULUM VITAE

A. Personal Identity

1. Complete Name : Nurul Hakimah
2. Place & time of birth : Kebumen, Nov 05th1997
3. Address : Bulurejo, Ayah, Kebumen
- Phone Number : 085869489228
- Email : nuha5721@gmail.com

B. Education Background

1. Formal Education
 - a. 2004-2010 SDN Bulurejo
 - b. 2010-2013 MTs N 4 Kebumen
 - c. 2013-2016 SMA Ma'arif NU 1 Kemranjen
 - d. 2016-Present UIN Walisongo
2. Nonformal Education
 - a. Pondok Pesantren Roudlotul Qur'an Sirau Kemranjen Banyumas
 - b. Ma'had Al Jami'ah Walisongo Semarang
 - c. Pondok Pesantren Fadhlul Fadhlun Mijen Semarang

C. Academic Achievement

1. The fourth winner of OSN (Physics) in Kebumen (2012)
2. The representative of OSN (Physics) in Kudus (2012)

Semarang, December 19th 2020



Nurul Hakimah
Student Number: 1603046020