

**INVESTIGATING THE ENGLISH SPEAKING PROBLEMS
FACED BY STUDENTS
AT SMA PANJURA MALANG**

A THESIS



**BY:
INDAH VITASARI
8212713029**

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL OF WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
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A THESIS

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BY:

INDAH VITA SARI

8212713029

**ENGLISH EDUCATION DEPARTMENT
GRADUATE SCHOOL OF WIDYA MANDALA CATHOLIC UNIVERSITY
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Advisor's Approval

This thesis entitled "INVESTIGATING THE ENGLISH SPEAKING PROBLEMS FACED BY STUDENTS AT SMA PANJURA MALANG" prepared and submitted by (Indah Vita Sari/8212713029) has been examined and approved by the Thesis Board of Examiners.



Dr. H.J. Hendra Tedjasukmana, M. Hum

Thesis Advisor

Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take any scholarly ideas or work from others dishonestly. That all cited works were quoted in accordance with the ethical code of academic writing.

I also declare that I agree to submit my thesis entitled **“INVESTIGATING THE ENGLISH SPEAKING PROBLEMS FACED BY STUDENTS AT SMA PANJURA MALANG”** to Widya Mandala Catholic University Library and fully understand that it will be made public via internet and other uses of online media.

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(Indah Vita Sari)

8212713029

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This thesis entitled "INVESTIGATING THE ENGLISH SPEAKING PROBLEMS FACED BY STUDENTS AT SMA PANJURA MALANG" prepared and submitted by Indah Vita Sari (8212713029) has been examined and approved by the thesis board of examiners.



Dr. Hendra Tedjasuksmana, M.Hum
Chair



Dr. Hendra Tedjasuksmana, M.Hum.
Secretary



Dr. Ignatius Harjanto
Member



Prof. Dr. J.S. Ami Soewandi
Director

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ABSTRACT

The study is aimed to find out the problems causing the students fail to learn English speaking in EFL classrooms at high school level in SMA Panjura Malang. The researcher used three data gathering instruments namely questionnaire, interview and classroom observation. 33 eleventh Grader students answered a 12-item questionnaire regarding factors that cause students fail in learning English speaking in the classroom. In addition to this, 1 EFL teacher was interviewed. Data gathered through these tools were analyzed using mixed approach data analysis method. The research findings indicated that a considerable number of students were reluctant and failed to respond to the teacher and remained silent in oral English language classrooms due to many causes as follows: (1) psychological factors such as shy and afraid influenced them to hesitate to speak, (2) limited vocabularies complicated them to deliver their ideas, (3) a little comprehension to grammar make them difficult for them to speak English in correct way, (4) a little knowledge of topics given make them burdened to speak English, (5) the time given for practicing speaking holds them up to develop their ability to speak. Another problem is pronunciation, because of the rarity of having listening lesson. Based on the findings also, the classroom activities, the use of media, and supplementary program somehow helped the learners to get involved actively in EFL classroom. In addition, teacher has an important role to facilitate, prepare, design good activities to improve students capability to speak. Conclusions and recommendations were drawn and made in relation with the aim of enhancing the learning of spoken English in foreign-language contexts.

keywords: *speaking problem in English, learning speaking.*