

CHAPTER IV

RESULT AND DISCUSSION

A. General Description of the Research Place

1. Brief History of SMPN 1 Jati Agung

SMPN 1 Jati Agung beginning named SMPN 3 Tanjung Bintang, located on Jl. Merapi, Jatimulyo, Jatiagung District of South Lampung regency. SMPN 1 Jati Agung built in 1994 on a land area of 10,000 M² which is an endowment from Mr. S.Ramlan (retired). At that time the new admissions have been conducted since 1993 that the learning process is located in SDN 5 Jatimulyo. After school building was completed in 1995, then the learning process of students moved into the new building SMPN 1 Jati Agung in July 1995. In 2001, SMPN 3 Tanjung Bintang changed its name to SMPN 1 Jatiagung due to the expansion of the districts. At that time SMPN 1 Jati Agung, and it is the only Junior High School in the District Jati Agung.

SMPN 1 Jati Agung has experienced a change of leadership as follows:

- (1994-1997) Nandar Lasono, B.A.
- (1997-1998) Drs. Sarwazi Mukhtar, SH
- (1998-1998) Dra. Hendra Sumiarsih Murti
- (1999-2006) Drs. Hardijono Hardjanto.
- (2006-2010) Subiantoro Heri Mulyadi, S.Pd.
- (2010-2013) Muji Raharjo, S.Pd.
- (2013-present) Dra. Rd. Emi Sulasmi, S.Pd

At this time SMPN 1 Jatiagung has 36 teachers (S1 Qualification) and Administration Staffs consist of 4 staffs and 1 Security and 1 cleaning service.

2. Facilities and Condition of SMPN 1 Jati Agung

For supporting the teaching learning process, SMPN 1 Jati Agung has some facilities.

The detail information about the number and the condition of teaching learning facilities of SMPN 1 Jati Agung can be described as follows:

Table 7
Facilities and Condition of SMPN 1 Jati Agung

No.	Room Name	Total	Condition
1.	Administration's Room	1	Good
2.	Headmaster's Room	1	Good
3.	Teachers' Room	1	Good
4.	Classrooms	18	Good
5.	Library	1	Good
6.	Computer Lab	1	Good
7.	Science Lab	1	Good
8.	Health Assistance Room	1	Good
9.	Counseling Room	1	Good
10.	OSIS's Room	1	Good
11.	Scoutboys' Room	1	Good
12.	Mushola	1	Good
13.	Multi Media Room	1	Good
14.	Basketball Field	1	Good
15.	Canteen	1	Good
16.	Students' Parking Lot	1	Good
17.	Teachers' Parking Lot	1	Good
18.	Teachers' Toilet	3	Good
19.	Students' Toilet	8	Good

Source: School Documentation of SMPN 1 Jati Agung

The research was conducted at SMPN 1 Jati Agung at the eighth grade from 25th July up to 2nd August 2016. In this research, the researcher included the date or planned schedules of work as follows:

No	Date	Description
1.	July 25 th 2016	The researcher gave the permission letter of the institution to the headmaster of SMPN 1 Jati Agung, after giving the permission letter and then the researcher met the English teacher to discuss the materials as well as the lesson plan.
2.	On July 26 th	The researcher came to class VIII A, she entered the class, then the researcher conducted the first observation. At this time, the researcher focused on the teaching and learning process of the implementation of three steps interview. It dealt with the whole activities done by the teacher and the students as well as their interaction during the on going process.
3.	On July 29 th	The researcher conducted the second observation. While observing, the researcher filled the observation sheet that she had provided before. The researcher observed and watched the teaching and learning process, the researcher observed every steps and activities that the teacher did. The researcher gave checklist to the observation sheet.

4.	On August 2 nd	The researcher gave questionnaire to the students and interviewed the English teacher.
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Before conducting the observation of the research, the researcher had pre-research, the researcher came to the school to see general condition of the school and then the researcher had opportunity to enter the class which was VIII A of SMPN 1 Jati Agung. The researcher wrote the field note to draw the general view of the class. The detail of the field note can be seen below;

Field Note

Date of Observation : April 27th, 2016

Observer : Mutiara Feberani

Class Teacher : Herumiyati, S.Pd

Time of Observation : 07.15-08.30 a.m

Place of Observation : Kelas VIII A SMPN 1 Jati Agung

I arrived at SMPN 1 Jati Agung at ten to seven. Then I went to the teacher office to meet the teacher. When I came to the office, she was preparing some books for her teaching. Soon after, the bell was ringing. Since she has known my intention to do observation in her class, she directly ask me to follow her entering the class. In the first time, I think that it would be difficult for me, the teacher made me a little afraid because she looks ignored me when I just came to her office because she was preparing the materials. But actually she was very kind person.

The VIII A class of second grade that was located in the second floor was clean and neat. When the teacher and I came to the class, the students of A class was reading holy Qur'an and prayed before they started the lesson. All of them looked at me with wondering who I was. The teacher introduced me to them and they were enthusiastic to know me. After giving an introduction with them, I went to the empty seat in the back row. The teacher started the lesson and I also started to observe her teaching. The students in VIIIA class of second grade were kind, however, it seemed that they were not very active in the classroom. She still continued the material from the module which hasn't finished. So, she asked her students to continued discussing some exercises in the book. The exercise was a home work for the students, it was time to discuss in the class together. she asked the students to read the task and translate it orally. It started from the back row than continued to in front. The teacher discussed the difficult words from the text.

There were some students who could not translate the words but the teacher helped them. Although it was speaking lesson, the students learnt some of vocabulary or new words from it because the teacher asked them to translate them. Sometimes she made ice breaking related to the new vocabulary that has been discussed before to motivate and check her students motivation. Two periods of English lesson is used to discuss the lesson from the module only until the time was up. Before the bell rang she reminded her students to study hard to get good mark in the exam. I thought the class was a little bit boring because the class was only dominated by discussing a text from

the book and translation. At the end, after students had finished interviewing, the teacher evaluated students' performance and their mistakes, then she reviewed the lesson that had been taught on that day.

B. Findings

1. The Result of Observation

This research, the implementation of three steps interview has been carried out to the eighth grade of SMPN 1 Jati Agung. It was carried out for about two weeks. The researcher was at first began the research by observing the teaching learning process in class VIIIA. The observation was conducted in two times. The researcher focused on the teaching learning process through three steps interview. It dealt with the whole activities done by the teacher and the students as well as their interaction during the teaching learning process.

While observing, the researcher filled the observation sheet that she provided before. The researcher entered the class; she observed the process of teaching learning speaking through three steps interview. While the teacher taught speaking through three steps interview to the students, the researcher observed every step and detail that the teacher did. On observation sheet, the researcher gave the checklist on every step and detail on the process of teaching learning speaking through three steps interview that the teacher had done. Below is the observation result of the implementation of three steps interview in teaching speaking of the eighth grade of SMPN 1 Jati Agung.

Having observed the process of teaching and learning speaking through three steps interview directly in the classroom, the researcher concluded that the condition of classroom atmosphere in teaching speaking through three steps interview was not conducive enough, because during the teaching and learning process, the students were crowded and noisy and seemed disturbed each other. They did not pay attention to the information which had been discussed by their group. Moreover, some of the students seemed afraid to express thoughts, they took some more time to think before interviewing their friends. Referring to the teaching learning process, it was clearly seen that by using this technique the students and the teacher found some difficulties. The result of observation can be seen in appendix 1.

2. The Result of Interview

To support the data of observation, the researcher also employed an interview. The interview was given to the teacher to know her opinions as well as her problems in teaching speaking through three steps interview. It was also aimed to find out how she maintained her class atmosphere. There were six questions that the researcher asked to the teacher about the process of teaching speaking by using three steps interview. After all questions have been given to the teacher then, the researcher analyzed those statements which had been stated by the English teacher. Below is the interview transcript between the researcher and the English teacher.

Interview Result

No.	Questions for the English Teacher	Answers from the English Teacher
1.	Apakah kesulitan anda dalam memonitoring kelas saat siswa belajar dalam grup dalam belajar speaking dengan menggunakan three steps interview ?	Ya, saya mearasa agak kesulitan karena dalam satu kelas kan lumayan banyak muridnya dan saya harus monitor tiap anak speakingnya mereka, jadi masing-masing anak harus saya monitor dalam aktivitas speakingnya apalagi kalo speaking, speaking kan anak-anak ngomong jadi rame banget dikelas.
2.	Apakah ada kesulitan saat anda meminta murid untuk mempraktikkan <i>speaking</i> dengan menggunakan <i>three steps interview</i> ?	<i>Ada sih kesulitannya, terutama anak-anak yang pendiam ya, saya agak kesulitan untuk meminta mereka berbicara, apalagi ini kan interview ya jadi percakapannya agak panjang. Nah tapi sebagian dari mereka itu susah gitu untuk berbicara dan mengungkapkan maksudnya mereka itu. Jadi ya gitu mereka malah diem aja setelah dikasih beberapa clue baru mereka mulai bicara. Sedangkan waktunya terbatas kan jadi suka kehabisan waktu kalo di kelas. Karena untukanak-anak yang pendiem itu saya harus ngarahkan lagi baru mereka bisa interview temen-temennya.</i>
3.	Apakah kesulitan anda saat memberikan bantuan dan timbal balik pada siswa saat belajar <i>speaking</i> dengan menggunakan <i>three steps interview</i> ?	<i>Jadi gini, karena muridnya banyak dan mereka ngomong secara bersamaan, jadi kadang-kadang kalo buat bantu anak anak mengungkapkan apa yang mereka mau tanya itu kadang terganggu karena agak rame, jadi antara suara saya dan suara murid itu ya beradu gitu. Suara anak-anak di kelas kan otomatis lebih kencang dari suara saya.jadi saya harus datang ke tiap anak untuk memberikan bantuan</i>

		<i>dan timbal balik pada anak.</i>
4.	Apakah kesulitan anda dalam mengontrol kelas saat belajar <i>speaking</i> dengan menggunakan <i>three steps interview</i> ?	<i>Kesulitannya itu ketika saya kontrol ke satu grup, grup yang lain jadi ribut mereka bukan cuma berbagi informasi tentangm hasil interview temennya tapi juga kadang-kadang malah ngobrol masing masing.</i>
5.	Apa kesulitan siswa saat memberikan respon tentang <i>speaking</i> dengan menggunakan <i>three steps interview</i> ?	<i>Sebagian dari mereka itu kurang banyak vocabulary dan grammar juga masih belum paham banget jadi ya gitu mereka banyak diemnya, agak terbata-bata kalo mau menyampaikan yang mereka maksud, jadi pas diminta untuk tanya jawab menggunakan bahasa inggris itu jadi mereka agak takut, takut salah ngomongnya atau salah grammarnya gitu.</i>
6.	Apakah kesulitan siswa saat praktek secara individu mengenai <i>speaking</i> dengan menggunakan <i>three steps interview</i> ?	<i>Umumnya mereka masih liat-liat ke saya kalo mau berbicara dalam bahasa inggris, jadi merekanya gugup terus jadi agak susah berbicara lebih sering bilang em, e, atau diem saja sampai saya kasih aba-aba untuk tetap fokus pada topik interview yang sudah ditentukan</i>

From the result of the interview, it can be seen that the teacher had difficulty to teaching speaking by using three steps interview. The teacher had difficulty in handling the class because the students were crowded and noisy. Moreover, the teacher had difficulty to manage the limited time in teaching learning process. She had difficulty to divide time of teaching learning process. She felt that she needed much time to do the activities using three steps interview

3. The Result of Questionnaire

After the teaching learning process, the researcher continued gathering the data by giving the students questionnaire sheets to be filled. The questionnaire consisted of nine questions. It was presented to the students after the teaching learning process had been finished. From the data of questionnaire, the researcher could describe that the students had problems in learning speaking, they are can be seen in table below.

No.	Question	Answer	Percentage
1.	Apakah dengan menggunakan tehnik Three-Step Interview dapat membantu anda menambah kosakata dalam berbicara bahasa Inggris?	A. Ya	25 %
		B. Tidak	43.75%
		C. Biasa saja	31.25%

The data showed that most of the students thought that three-step interview technique did not help them to enrich their vocabulary in speaking English. It showed that only 25% of the students who thought that three-step interview help them to enrich their vocabulary in speaking English.

No.	Question	Answer	Percentage
2.	Apakah dengan menggunakan tehnik Three-Step Interview dapat membantu anda berbicara bahasa Inggris dengan tepat?	A. Ya	18.75%
		B. Tidak	50%
		C. Biasa saja	31.25%

The data above showed that most of the students felt that three-step interview technique did not help them to speak English in appropriately. It showed that 50% of the students who tought that three-step interview technique did not help them to speak English in appropriately.

No.	Question	Answer	Percentage
3.	Apakah kamu menggunakan bahasa Inggris selama aktifitas belajar bahasa Inggris berlangsung?	A. Ya	12.5%
		B. Tidak	0%
		C. Kadang-kadang	87.5%

The data above showed that only 12.5% of the students spoke English when they learnt English in the class. It can be inferred that students did not always speak English in teaching and learning process.

No.	Question	Answer	Percentage
4.	Apakah anda merasa gugup saat berbicara menggunakan bahasa Inggris di kelas ketika belajar <i>speaking</i> dengan menggunakan tehnik three-step interview?	A. Ya	56.25%
		B. Tidak	0%
		C. Biasa saja	43.75%

The data above showed that most of the students felt nervous when they spoke English using three-step interview technique. It was indicated that the students were uncomfortable to speak English using three-step interview technique.

No.	Question	Answer	Percentage
5.	Apakah anda kurang percaya diri saat berbicara di kelas ketika belajar <i>speaking</i> dengan menggunakan three-step interview?	A. Ya	62.5%
		B. Tidak	12.5%
		C. Biasa saja	25%

The data above showed that the students felt unconfident when they spoke English using three-step interview. It can be inferred that students got difficulty to speak English.

No.	Question	Answer	Percentage
6.	Apakah anda merasa malu saat berbicara di kelas ketika belajar <i>speaking</i> dengan menggunakan three-step interview?	A. Ya	59.37%
		B. Tidak	6.25%
		C. Biasa saja	34.38%

The data above showed that most of the students which felt ashamed when they spoke English, it can be seen from the percentage that 59.37% students stated that they felt ashamed when they spoke English.

No.	Question	Answer	Percentage
7.	Apakah anda tertarik dalam belajar <i>speaking</i> dengan menggunakan three-step interview?	A. Ya	43.75%
		B. Tidak	0%
		C. Biasa saja	56.25%

The data showed that only 43.75% of the students were interested to learn speaking by using three-step interview. It can be inferred that less than a half students were interested to learn speaking by using three-step interview.

No.	Question	Answer	Percentage
8.	Apakah anda merasa takut membuat kesalahan ketika berbicara bahasa Inggris menggunakan three-step interview?	A. Ya	68.75%
		B. Tidak	25%
		C. Biasa saja	6.25%

The data above showed that most of the students felt afraid of making mistakes when they spoke English. It was clearly seen that it was a problem for students to learn English.

No.	Question	Answer	Percentage
9.	Apakah anda menemui kesulitan dalam belajar <i>speaking</i> dengan menggunakan three-step interview?	A. Ya	87.5%
		B. Tidak	12.5%
		C. Biasa saja	0%

The data above showed that most of the students faced difficulty to speak English using three-step interview since 87.5% of the students sated that they had difficulty to speak English using three-step interview.

No.	Question	Answer
10.	Apa saja kesulitan yang anda hadapi dalam	There were various

	mengikuti pembelajaran <i>speaking</i> dengan menggunakan three-step interview?	answers for this questions. It can be seen in appendix 1
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After analyzing the questionnaires that students filled, the researcher found out that students had difficulty to speak English by using three step interview. Students problems are as follows:

1. The students felt unconfident and afraid when they were speaking.
2. Some students in class were worried to speak because they did not have much vocabulary

C. Discussion

1. Process of Teaching and Learning Speaking through Three Steps Interview

In this research, the teaching and learning speaking through three steps interview was conducted in two times or two meetings. In each meeting the teacher employed different topics. The topic was held to achieve the maximum result in teaching and learning process.

1. First Meeting

a. Pre - Activity

In pre - activity, before teaching in the class, the teacher had made lesson plan and had prepared the materials from various sources such as other book besides the textbook, e.g. English on Sky, Students' worksheet, and magazines. The teacher started class by greeting the students by saying Assalamu'alaikum then followed by

Good Morning then checking students' attendance. Then, the teacher made small talk to the students before started lesson, she also reviewed briefly the last lesson that that students had learned, built students' knowledge about the lesson and explained purpose of the learning.

b. While - Activity

In while – activity, the teacher attracted the students' attention by asking some of the students about introduction (Inducing yourself and introducing someone). The teacher asked the students about their name, their hometown their house, their age, their favorite food, their favorite color, and their dream. Students answered the questions in turn. After that, teacher told the students that they learned about how to introduce ourselves. After that, teacher gave example about how to introduce ourselves. Teacher explained all the difficult words and the important information. For example; *May I Introduce myself?, Allow me to introduce myself., My name's , I'd like to introduce my self, I am, You can call me*". Another example is; *Good morning, everybody ! Let me introduce myself. My name is Ryan Mahardika. You can call me Ryan. I was born in Semarang, on 29 August 1997. I live at Diponegoro Street No 27. My hobbies are swimming and reading a book. I want to be a doctor someday. So, I have to study hard start from now to reach my dream. Nice to meet you al. Thank you.*

After that, the students made a group consists of 4 persons; Each person labelled as A, B, C, and D. Then, Teacher gave the topic to the students; the topics were about

introduction. The teacher asked the students to be in pairs, one was the interviewer and the other was the interviewee. Afterwards, student A interviewed student B. And then, student C interviewed student D. Then, students reversed roles. Finally, each student shared with team members the information they got during the interviews. Each student performed in front of the class to share their interview's result. The teacher strike 15 minuts to the students to make short conversation. Then they present the dialog in front of class. In this situation the reseacher observed and analyzed the students improvement then make reflection to be better next meeting.

In the first meeting few students looked spirit full to follow teaching learning process. This is because the using of three step interview tehnique, that lead students to be active in speaking,with play they role as interviewer, interviewee and reporter. but, there were more students who were not active because they are not interest yet. On the conveying the discussion's result in front of class, students still did not have high confidences so they were so shy and afraid if they did mistake on their pronunciations because they lack of vocabulary also the using of grammar. Some students asked the teacher about the meaning of several words which they did not known.

c. Post - Activity

In post – activity, the teacher recapped the main points and reviewed the lesson they had studied before, then she asked the students whether they had questions. For the next meeting, the teacher asked the students to learn and prepare about the next materials and gave homework from the textbook.

2. Second Meeting

a. Pre – Activity

In pre – activity of the second meeting, the teacher as usual before teaching in the class, the teacher had made lesson plan and had prepared the materials from various sources. The teacher started class by saying Assalamu'alaikum then followed by Good Morning then checking students' attendance. Then, the teacher made small talk to the students before started lesson, she also reviewed briefly the last lesson that that students had learned, built students' knowledge about the lesson and explained purpose of the learning.

b. While- Activity

In while - activity, the teacher increased the students' attention by giving question and answer drill. She asked the students how to describe people or thing. Teacher gave example of adjective words.such as, fat, thin, tall, short, beautiful, etc. Then, teacher gave example about how to describe people. For example; *“Andina is my bestfriend. She is a cute girl. Her body is small but she is very attractive and energetic. Her hair is short and she likes wearing a beautiful ribbon in her hair. She has a brown little eyes. Her eyes is always shining when she see an ice cream because it is her favorite food. Andina is a smart girl. She always gets rank 1 in my class but she is not arrogant. She always wants to help anyone who asks her about the lesson includes me. She is not stingy to share her knowledge That is why many people likes her. She is so lovable. Andina is my bestfriend ever.”*

While teaching the students, the teacher also explained all the difficult words and the important information. After that, the students made a group consists of 4 persons; Each person labelled as A, B, C, and D. Then, Teacher gave the topic to the students; the topics were about introduction and describing people. The teacher asked the students to be in pairs, one was the interviewer and the other was the interviewee. Afterwards, student A interviewed student B. And then, student C interviewed student D. Then, students reversed roles. Finally, each student shared with team members the information they got during the interviews. Each student performed in front of the class to share their interview's result.

In this second meeting, a few students in the class were interested to the lesson. They were more enthusiastic to follow the lesson using three steps interview. Students seemed enthusiast in teaching and learning activities. However, There were some students who seemed did not understand what to do then, they just kept silent during the teaching and learning process. After explaining the material, the teacher asked the students to join his group each as did on Saturday and gave same task like last week, students discussed the material Most of the students had difficulty to express they pure idea, without example from teacher they looked confused and felt unconfident to express thier ideas.

c. Post - Activity

In post – activity, the teacher recapped the main points and reviewed the lesson they had studied before, then she asked the students whether they had questions. For the next meeting, the teacher asked the students to learn and prepare about the next materials and gave homework from the textbook.

Based on the result of observation that had been conducted in class VIII A, the researcher concluded that the condition of classroom atmosphere in teaching and learning speaking through three steps interview was not conducive. It is because during the teaching and learning process, the students were crowded and noisy. The noise was coming from students' activities in the classroom, because the students were active. Another problem was the motivation of the students in learning speaking skill through three steps interview technique. There were some students did not follow the direction to interview the other student in their group. The teacher seemed too fast in explaining the lesson to her students. It made her students confused and did not get clear explanation about what they needed to do. However, after the teacher repeated the explanation for one more time, the students seemed understand and they were enthusiast and active for the whole teaching learning process.

In dividing the class into group, actually there was an important point that the teacher forgot, it was the characteristic of the students. The teacher divided the class into groups randomly, she gave the students opportunity to choose their own member.

There are two types of students' characteristic in group discussion, they are talkative students and shy students. A talkative students has a possibility to dominate the whole discussion, so as a teacher he or she should tell them privately to give an opportunity for the other students to speak. The teacher should divide the group according the characteristic of the students. If a shy student is in a group with three talkative students, he or she has no chance to express his or her arguments. It shows in the teacher's implementation, the researcher found that there are some students who dominate the whole discussion. The teacher should know the characteristic of her student. In this case, each group consist of 4-5 students, the teacher should add at most 2 or 3 talkative students in each group. By doing this, it will decrease their chance in dominating the whole discussion.

The topic that used in the discussion is quite boring, even though the topic is important for the student, but it is not effective to encourage them to speak. For this technique, the teacher should use more interesting topic, for example global warming, idol's gossip, nuclear energy and etc. In the teacher's implementation, the students was more active, but the researcher believe that if the teacher used more interesting topic, the students would be more active than that time.

Referring to the teaching learning process that had been observed by the researcher in class VIIIA, it was clearly seen that by using this technique the students and the teacher found some difficulties.

2. Problems Faced by the Teacher and the Students in Teaching Learning Speaking through Three Steps Interview

a. Problems Faced by the Teacher in Teaching Speaking through Three Steps Interview

The researcher also employed an interview to support the data of the observation. The interview was given to the English teacher to know her opinion about the process of using three steps interview in teaching speaking, her problems in teaching speaking using three steps interview and her students' problem in learning speaking using three steps interview.

Based on the interview result, the researcher concluded that, the English teacher believed that three steps interview is a good technique to be implemented in teaching speaking skill. The teacher said that three steps interview was good approach to be implemented in teaching and learning process because three steps interview gave a chance to master speaking, and the learners were given opportunities to practice speaking more often with other students or with the teacher. The teacher also expressed some problems in teaching speaking through three steps interview, they are as follows:

- 1) The teacher had difficulty in handling the class because the students were crowded and noisy. This happened because the students were enthusiastic and active during the teaching learning process.

- 2) The teacher had difficulty to manage the limited time in teaching learning process. She had difficulty to divide time in the teaching learning process because there were many activities that can be used in teaching learning process by using three steps interview. Because of that, she took more time to make preparation. She felt that she needed much time to do the all activities in three steps interview.
- 3) The teacher also had a problem, since students' ability in speaking were different between one student to another. There was a gap between active and pasive students in the class. The slow students needed more time that others to understand and absorb the information. Smart students also dominated since not everyone had equal voice in a group. Some of the students did not trust the abilities of others in the groupwhich caused refusal to cooperate.

These findings are supported by Slavin, according to him; one of the disadvantages of using three steps interview is that the students became impatient, bored, or resentful of the slower students.¹ Moreover because their ability to catch the information are so quick, some students tend to be among the most easily bored if the activities are moving too slowly for them. The students are scattered around the classroom and they make such a noisy athmosphere.

¹ E. Slavin, *Learning to Cooperate, Cooperating to Learn*, New York: Plenum Press, 1987, p.17s

b. Problems Faced by the Students in Learning Speaking through Three Steps Interview

After analyzing the data of speaking that has been done by the students, the researcher concluded that the students of class VIIIA had problem in learning speaking. As one of the skills in a language, speaking has a problem which is faced by the students. Learning foreign language which is not always used in daily activity. Students problems in learning speaking are as follows:

- 1) Some students in class were afraid to say something because they were shy or they did not know how to say it correctly.
- 2) Beside that, they also worried to say because they did not have much vocabulary in their brain for expressing their idea.

Furthermore, the researcher also employed a questionnaire to collect the data. Based on the questionnaire filled by the students, the researcher could describe that the students' responses were varied. Here is the detail description.