

ABSTRACT

Arum, Dhela Sekar. 2016. Study on Language Learning Faced by Students in Joining Speaking Class at Eleventh Grade of Al-Mawaddah in Academic Year 2015/2016, Thesis, English Education Department, Faculty of Education, State Islamic College of Ponorogo. Advisor: Andi Susilo, M.Pd

Key Words: language learning problems, interlingual, intralingual, English foreign language learning

Language as means of communication has a great significance for human being. People need language to fulfill their need in communicating and also to maintain social interaction in daily life. Besides as a means of communication, language is a media for human being to express their feeling, idea, thought, and knowledge. In the school, language learning is a process that carried out by students, with a syllabus that already exist to achieve the target language. While in language learning process, there are many problems which prevent students to achieve the target language.

This research was conducted in order to know: 1) the types of Language Learning Problems Faced by Eleventh Grade Students at Al-Mawaddah Coper, Jetis, Ponorogo, 2) the factors which cause Language Learning Problems Faced by Eleventh Grade Students at Al-Mawaddah Coper, Jetis, Ponorogo.

This research was qualitative study in form of phenomenology approach. The data collecting was done by applying observation, interview, and documentation. The researcher also analyzed data through data reduction, data display, and drawing conclusion.

The results of the research showed that there were two kinds of language learning problems made by eleventh grade students of Al-Mawaddah, they were interlingual consist of intonation, accent, and way of produce. While intralingual consist of simplification, overgeneration, and fossilization. Moreover there were three factors caused of language learning problems, such as, first, the students were weak of vocabularies, second, mixed Indonesian and English, and third, the students have good confidence.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language as a means of communication has a great significance for human being. People need language to fulfill their need in communicating and also to maintain social interaction in daily life. Besides, it means is a media to express their feeling, idea, thought, and knowledge. Moreover, communication is very important in each aspect of life because the main necessity of human life is a friendly social relationship which can only happen in a good social relationship with other people.¹

In the school, language learning is a process, that carried out by students with a syllabus that already exist to achieve the target language. During the learning process in classroom, students with their teachers are doing a lot of activities to support their language skill development, specially in the target language. Learning is “acquiring or getting of knowledge of a subject or a skill by study, experiences, or instruction.”² In each of the activities, teachers plan a series of activities that have been set as well with many tasks and questions for guiding

¹ Peter Trudgill, *Sociolinguistics an Introduction*, (USA: Penguin Books, 1974), 13

² H. Douglas Brown, *Principles of Language Learning and Teaching*, fifth edition, (USA: Pearson Education, 2007), 7

students to catch the target language. The example of materials that included in the target language such as vocabulary and grammar.

For most Indonesian students, using the foreign language only in the classroom. Special on language learning process support by English, that is only intensity was a few hours in a week, so it can be concluded that students use or learn the foreign language only in the classroom, and when the lessons were over of the classroom them back using the first language or their mother tongue.

Foreign language in learning process in the classroom, that is contrast with the first language acquisition process. When students acquire a second language, it is often said to be the language learning, while for the first language often use the term language acquisition. Learning the foreign language or target language, teachers as a guide and facilitator with the goal that students understand, and are able to use the target language correctly. In guiding students, teachers introduce vocabularies one by one to interpret it to the first language, otherwise known as a vocabulary lesson. After they become acquainted with some of the vocabulary, then they learn to string a sentence using a formula according to the true grammatical.

When learning process in the target language, students often encounter many problems. The problems or difficulties that faced by students, making students do a lot of mistakes in the use of the target language, such as errors in pronunciation, grammatical, and vocabulary. For example, students make mistakes

in production. When students false speak in the use of grammatical, or write a word in the target language with misspellings, and also when they read literature in the target language, there is an incorrect understanding or comprehension that they are not in accordance with the content of reading. So many mistakes made by students when learning process in the target language. According to Ellis, “learners make errors in both comprehension and production, the first being rather scantily investigated.”³

The various causes of language learning problems are interlingual and intralingual errors. Interlingual errors is mother tongue influence, these kinds of errors are influenced by native language which interfere with the target language learning. Moreover, Intralingual errors is types of errors are caused by the target language itself, such as: overgeneralization, fossilization, simplification, hypercorrection, and avoidance.⁴ Students commit errors of omission, for the examples error in learning process at classroom, students leave out the articles “a” and “the” and leave the –s off plural nouns. They also overgeneralize forms that they find easy to learn and process. The use of “eated” in place of “ate” is an example of an overgeneralization. Georges’ opinion that “interlanguage is there some in- between system used in the second language acquisition process that

³ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), 6

⁴ Pooneh Heydari & Mohammad S. Bagheri, *Error Analysis: Sources of L2 Learners’ Error*, *Theory and Practice in Language Studies*, Vol. 2, No. 8, pp. 1583-1589, August 2012 , ISSN Journal.

certainly contains aspects of the first language and second language, but which is an inherently variable system with rules of its own.”⁵

In other hand, there are several factors that affect in English learning when teaching process, one of them is classroom management. Classroom management is how the way the teacher manages the class in order to get the best achievement. It can say that, managing environment is the need of this discussion, planning classroom learning environment as good as possible.⁶ Whether the teacher wishes to maximize group interaction or individually, small group activities or lecture most of the time, single-sex classroom management or mixed class. The teacher has own expectation, goal and objectives with some considerations and reasons.

Single-sex classroom has only one gender attends the class, only male or female students. There has been a growing promotion of single-sex classes, in response to perceived underachievement by males or to the persistence of gendered patterns of subject take-up. This type of classroom also has strong and weakness to the students outcomes. A number of further studies conducted in Britain in the 1970s and 1980s indicated that females tended to have higher academic achievement levels in single-sex classes. Whereas, average academic achievement levels for males do not differ significantly between single-sex, and

⁵ George Yule, *The Study of Language*, Third Edition, (Cambridge: Cambridge University Press, 2006), 167.

⁶ Ronald R.Partin, *Classroom Teachers Survival Guide*, (A wiley Imprint: San Fransisco, 2009), 29.

coeducational settings, but there are some performance gains for lower-achieving males in single-sex classes.⁷

Base on preliminary study, language learning problems also happened in Al-Mawaddah Islamic Female Boarding School, the eleventh grade students also experienced problems of language learning. When speaking class, students still make mistakes in pronunciation and grammatical. Many students speak with their friends use the target language but regardless with the correct grammatical.

Based on the explanation above, it is interested in finding out the problems of language learning toward students' speaking class in MA Al-Mawaddah. This research focuses on language learning problems faced by students in Joining speaking class. This result is concluded under the title "Descriptive study to the eleventh grade students of MA Al-Mawaddah in academic year 2015/2016."

B. Limitation of the Study

To avoid a deviation of the discussion, this study focuses on some concerns identified as follows:

1. Kinds of language learning problems in joining speaking class.
2. Factors which cause language learning problems encounter by students in speaking class.

⁷ Spielhofer, T.et al. A study of the effects of school size and single-sex education in English schools. *Research Papers in Education*, 2004. 19. P.133-159.

C. Statement of the Problem

1. What types of language learning problems are faced by students in speaking of eleventh grade students of Al-Mawaddah Islamic Female Boarding School?
2. What factors that cause language learning problems in speaking class at eleventh grade students of Al-Mawaddah Islamic Female Boarding School?

D. Objectives of the Study

The objectives of this study are as follows:

1. To describe the kinds of language learning problems that occur in joining speaking class at eleventh grade students of Al-Mawaddah Islamic Female Boarding School.
2. To analyze the factor which cause language learning problems that occur in joining speaking class at eleventh grade students of Al-Mawaddah Islamic Female Boarding School.

E. Significance of the Study

The result of this study are expected to be helpful foe English teachers, students, and future researchers.

1. English Teacher

The English teachers get new knowledge the kinds and causes of language learning problems and help students improve the quality of the learning process.

2. Students

This research can be used as a reflection for students because they already know the error when language learning special in the speaking class.

3. Future Researchers

This research is able to give contribute to other researchers for doing re-investigation or further research related to the study of language learning with the same skill or different skills. Besides, it can also do research by similar or different research design to help students overcome the problems in language learning specially in speaking class.

F. Research Method

The existence of the research method has a goal of guiding the research as in order to work systematically. The research method covers a set of research activities conducted by researcher. It involves research design, researcher role, research location, data source, techniques of collecting data, and technique of data analysis, checking validity, research procedure.

1. Design of the Study

Research can be defined as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation.⁸ One of those is qualitative research, it is to develop concepts that enhance the understanding of social phenomena in natural setting, with due emphasis on the meaning, experiences and view of all participant.⁹ Qualitative research has some types. One of those is descriptive study. This study tried to describe systematically and carefully about the data.

While Seliger and Shohamy say that, descriptive research involves a collection of techniques used to specify, delineate, or describe naturally occurring phenomena without experimental manipulation.¹⁰ Descriptive research can be synthetic or analytic and heuristic or deductive in its approach. Descriptive research begins with a preconceived focus research question, it may also test a hypothesis and utilize already existing data from other studies.

In second language learning, descriptive research is use to provide descriptions of naturally occurring phenomena connected with language development and processing. This research aimed to describe language learning problems. It focuses in problems that faced by students in joining speaking class at

⁸ C.R Khotari, *Research Methodology: Method and Technique* (New Delhi: New Age Internasional (p) Ltd., Publishers, 2004), 31

⁹ Helle Neergaard and Jhon Parm Ulhoi, *Handbook of Qualitative Research Methods in Entrepreneurship* (USA: published by Edward Elga , 2007), 20

¹⁰ Seliger, H.W and Shohamy, E, *Second Language Research Methods*, (Oxford : Oxford University Press, 1989), 124

eleventh grade of Al Mawaddah boarding school. It means that the data in this research is related of problems when students and teacher in learning process. Because of that, this research apply descriptive qualitative design in gathering the data. The description will extract and conclude, the activities conduct, the material use, the media use, the assessment use and it is ground in deep and varied sources of information.

2. Researchers Role

Miles and Huberman stated that characteristic of qualitative research are the intense and prolonged researcher contact with a field or situation, its role or purpose to obtain a systematic and integrated overview of the data under study, its researcher function as the key research instrument and its analyses that are in from of words. In qualitative research, there are three types of researcher role.¹¹ They are complete observer, observer as participant and complete participant.¹²

In this research, the researcher becomes an observer and participant. The researcher interacts with the subject's activity in the research location while the researcher collects the data and organizes it specifically. The collecting and organizing data will be analyzed, interpreted and reported by the researcher as a result.

¹¹ Matthew B Miles and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis* (California: Sage Publication, 1994), 6

¹² Norman K. Denzini, *Handbook of Qualitative Research* (California: SAGE Publication, Inc, 1994), 248

3. Research Location

The data collection activities will take at Al- Mawaddah female boarding school, which was located at Mangga street, Coper, Jetis, Ponorogo, East Java. To support teaching and learning process, Al-Mawaddah female boarding school facilitates classes with technology which can develop quality of students and teachers, such as Liquid Crystal Display (LCD), CCTV, speaker, projector, and also for developing English skill, there is language laboratory and multimedia.

The researcher involved herself directly in learning process of the eleventh grade students in 2015/2016 academic year. The subject of research is the XI-B students of Al-Mawaddah female boarding school. There are 24 students, that all female in single sex classroom. The researcher chooses this place because the place is reachable, it enable for researcher to conduct to the research and the researcher wants to know what language learning problems that is happens in there.

4. Data Source

Moleong state, that importance data source in this research are words and action, the other are input like document and other.¹³ In a scientific study, data plays an important role. Data are use to answer the research problems. Data can be collected from people and things that are called sourced of data. The data sources

¹³ LexyMoleong, Meodologi Penelitian Kualitatif (Bandung: PT Rosda Karya, 2000), 36

in this research are place, person and paper. Its breakdown into two, there are human and non human. Human include the teachers and the students, so non human include the documentation historical of Al-Mawaddah Islamic Girl Boarding School Coper Jetis Ponorogo, vision, mission, and goal. Geographical location, organization structure, condition of the teachers and students, facilities and infrastructure and photos about process Language Learning Problems in Joining Speaking Class by Eleventh Grade Students at Al-Mawaddah Islamic Girl Boarding School Coper Jetis Ponorogo.

5. Technique of Collecting Data

The most important step in research is collecting data in this activity, the researcher make effort to master theory in order to get suitable data. The data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the results of all activities by his research design and procedures.¹⁴ Some design decision are mainly conceptual, the conceptual framework and research question, sampling, case definition, instrumentation, and the nature of the data to be collected.¹⁵ In the behavioral science data are collected

¹⁴ Yogesh Kumar Singh, *Fundamental of research of methodology and statistic* (New Delhi: Published by New Age International, 2006), 221

¹⁵ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (USA: SAGE Publication, 1994), 30

by administering various types of research tools of the human sample subject's.¹⁶ The research uses a qualitative approach. So, technique of data collection consists of Interview, observation and documentation.

a. Observation

Observations are collecting data through watching or engaging in activities.¹⁷ Many qualitative researchers prefer observation data information that can be seen directly by the researcher or heard or felt to other kinds. The eye sees a lot (and misses a lot), simultaneously noting who, what, when, where, and why (as newspaper people are supposed to do) and particularly relating them to the story or the assertions forthcoming that is, to the research question.¹⁸

By doing observation in this research, the researcher will know language learning problem that faced by students. They are: the implementation of language learning problems when teaching learning process in the classroom. Knowing the types of language learning problems when teaching learning process in the classroom. The researcher observers all the activities from the first up o the end to find the data that need.

¹⁶ Yogesh Kumar Singh, Fundamental of research of methodology and statistic (New Delhi: Published by New Age International, 2006), 227

¹⁷ Loraine Blaxter, Christina Hughes and Malcolm Tight, How to Research (USA: Open University Press, 2006), 167

¹⁸ Robert E. Stake, Qualitative Research Studying How Things Work (New York: The Guilford Press, 2010), 103

b. Interview

Interview is a conversation, the art of asking questions and listening.¹⁹ Interviews are used for a number of purposes. For a qualitative researcher, the main purposes are: obtaining unique information or interpretation held by the person interviewed, collecting a numerical aggregation of information from many persons, finding out about a thing that the researchers were unable to observe themselves.²⁰ In this research the researcher does interview to know the opinion and reason from the teachers and the students of language learning problems. In this interview the researcher use list of question or interview guide to ask the informants for getting the data and during the interview will be record.

c. Documentation

Comprehensive and accurate documentation is essential for informed use of data. Key documentation describes how the data were created (e.g., sampling, fieldwork), prepared for analysis (e.g. transcribed, digitized), and subsequently collated and processed. The content of each file, such as an interview, should be clearly documented and should include information about who was being

¹⁹ Norman K. Denzin, and Yvonna S. Lincoln, *Handbook of Qualitative Research* (USA: by Sage Publication, 1994), 353

²⁰ Robert E. Stake, *Qualitative Research Studying How Things Work* (New York: The Guilford Press, 2010), 108

interviewed, when, where, and so on.²¹ Documentation of analysis operation, and also suggest more modest variation. Any documentation approach must be keyed to purposes.²² Document, on the other hand, are prepared for personal rather than official reasons and include diaries, memos, letters, and field notes.²³ In this research the documentation as secondary data like: photos, recording, and scripts. The researcher want to get the data about the vision, mission of school, teachers condition, administrator condition, students condition, the infrastructure, and organization structure of Al-Mawaddah female boarding school in academic year 2015-2016

6. Technique of Analyzing Data

The analysis of data in a general way involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research question.²⁴

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for

²¹ Lisa M. Given, *The Sage Encyclopedia Of Qualitative Research Methods* (USA: SAGE Publications, 2008), 194

²² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (USA: SAGE Publication, 1994), 296

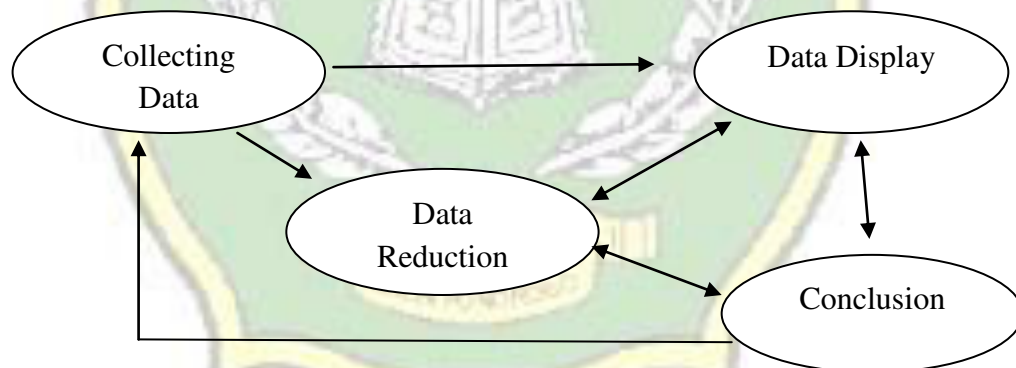
²³ Norman K. Denzin, and Yvonna S. Lincoln, *Handbook of Qualitative Research* (USA: by Sage Publication, 1994), 393

²⁴ C.R Kathori, *Research Methodology: Method and Technique*, 122

the purpose of interpretation.²⁵ Miles and Huberman, suggest that the activity in the analysis of qualitative data is conducted continuously until complete, so that data saturation. Activity in data analysis is data reduction, data display and conclusion and drawing/ verification.²⁶

Based on the statement above, data analysis in this research is conducted when the researcher was collecting data. The data analysis begin when the researcher observing the subject of research or conducts an interview with respondents. Besides, the data analysis can conduct when the researcher completes the process of collecting data.

The stages of interactive analysis applied in this research are presented in the following:



²⁵ Yogesh Kumar Singh, *Fundamental of research of methodology and statistic* (New Delhi: Published by New Age International, 2006), 232

²⁶ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, 1994. 10

a. Data Reduction

In qualitative research, data reduction does not necessarily refer to quantifying nominal data. Qualitative data needs to be reduced and transformed in order to make it more readily accessible, understandable, and to draw out various themes and patterns. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. The data reduction/ transforming process continues after fieldwork, until a final report is completed.²⁷

In this research, the obtained data through interview, observation, and questionnaire about language learning problems that faced by students will be reduced by selecting the primary data.

b. Data Display

Generically, a display is organized, compressed assembly of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, based on that understanding.²⁸ Displays may involve tables of data, tally sheets of themes, summaries or proportions of various statements, phrases, or terms, and similarly reduced and transformed groupings of data. These displays assist the

²⁷ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, 1994. 25

²⁸ *Ibid*, 25

researcher in understanding and observing certain patterns in the data, or determining what additional analysis or action that must be taken.

c. Conclusion and verification

In this implication, the researcher will discuss is conclusion and verification. Throughout the research process the investigator has been making various informed evaluations and decisions about the study and the data. Sometimes these have been made on the basis of material found in existing literature as the researcher spirals back and forth to the literature. Also sometimes these evaluations and decisions have arisen as a result of data as they are collected based on observations in the field, statements made during interview, observations of patterns in various documents. Eventually, after the data has been collected, reduced, and displayed, analytic conclusions may begin to emerge and define themselves more clearly and definitively.²⁹

7. Checking of Validity

Validity describes the extent to which we measure what we purpose to measure. An instrument is or is not intrinsically valid, as validity is a characteristic of the responses. Consequently, it is important to pretest the instrument to obtain

²⁹ Bruce L. Berg, *Qualitative Research Method for the Social Science* (London: Allyn & Bacon, 2001), 36

preliminary data that can be used to assess validity.³⁰ There are various ways in which to seek for the truth of research results in a way that is credible, that are: Extend the observation, Continuous observation, and Triangulation. Triangulation is to check the truth of certain data by comparing it with data obtained from other sources, in various phases of field research, at different times, and often using different methods. In this research is using triangulation that is suitable with the study, it means the researcher uses the way the comparison between result of the observation, interview, and documentation about language learning problems that faced by students in Al-Mawaddah female boarding school.

8. Research Procedure

In this research, there are some procedures of research which must be done. They are planning, application, the procedure of data analysis and reporting:

a. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research ethic. In this research, the researcher preparation such as: getting permission letter from institution, getting permission letter and approval from the school that will be

³⁰ David Colton and Robert W. Covert, *Designing and constructing instruments for social research and evaluation* (San Francisco: Published by Jossey-Bass, 2007), 65

researched, arranging the plan of research to get the data that need, and arranging the research instrument, for example make the interview guide to get the data about language learning problem faced by students in speaking.

b. Application

In this procedure involves understanding the researcher preparation, entering the field, and interact with the subject while collection data. The researcher will do all plan that in planning. After getting all the permission letter, researcher will begin for collecting the data, first is observation when learning process in the classroom, second interview with the informants, there are students and teacher ask use interview guide, and documentation that's all recorded.

c. The procedure of data analysis

It includes analyzing data, the researcher will analyses the data which get from doing observation, interview, and documentation about language learning problems faced by students in speaking at eleventh grade students of Al-Mawaddah female boarding school Coper Jetis Ponorogo.

d. Reporting

In this activity researcher writes a research report in from of thesis writing about Language Learning Problems Faced by Students in Joining Speaking Class

at Eleventh Grade Students of Al-Mawaddah Islamic Girl Boarding School Coper Jetis Ponorogo.

G. Organization of Research Report

The organizations of the research report are as follows: The first chapter is introduction. This chapter is to give general background of this present research. It includes background of the study, research focus, statement of problems, objectives of the study, significance of the study, research methodology, and organization of the thesis.

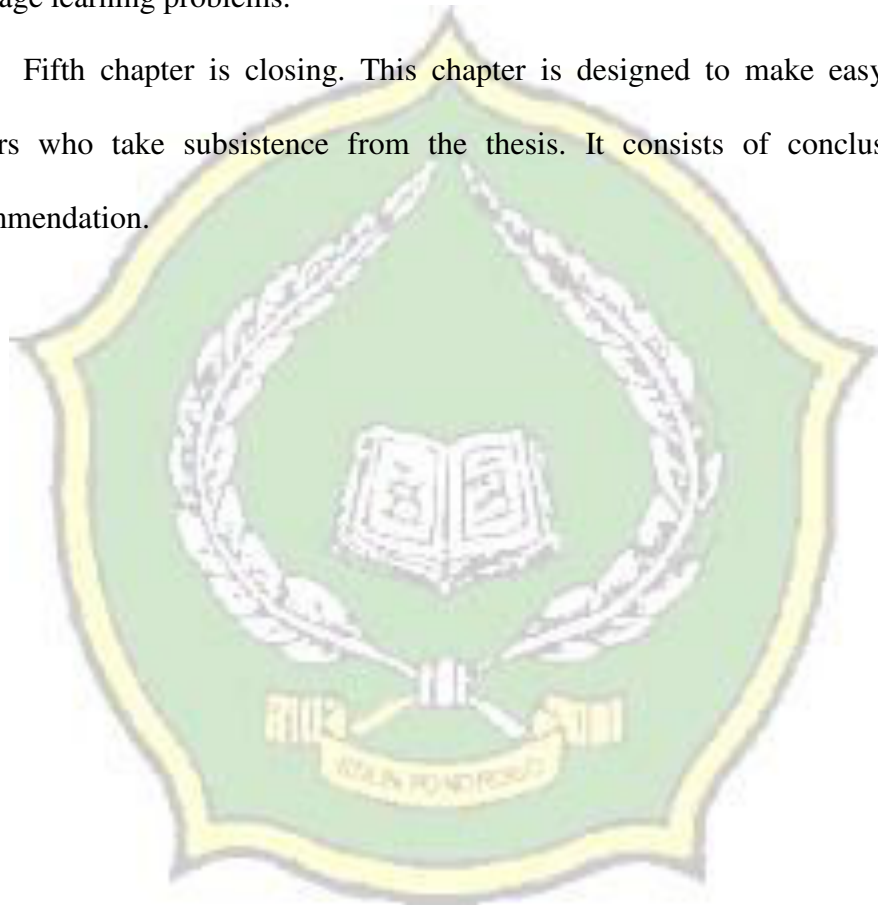
Second chapter is theoretical background. This chapter contains of theoretical analysis as the basic of the study. It gives the explanation about definition of language learning: theory of language learning, English learning as second language, problems of English learning as a second language, and teaching speaking: the definition of teaching, definition of speaking, definition of teaching speaking, aspect of speaking, single-sex classroom. This chapter is to make the readers getting understand the theory of the study first before the readers see the result.

Third chapter is research findings. This chapter contains with serving the data that includes general data that is connected with research location that consist of a profile of MA Al-Mawaddah, the establishing history geographical position,

organization structure, the kind of language learning problems, factors which cause of language learning problems.

Fourth chapter stands for discussion. This chapter contains with data analyzing the kind of language learning problems and factors which cause language learning problems.

Fifth chapter is closing. This chapter is designed to make easy for the readers who take subsistence from the thesis. It consists of conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

Theoretical background used in this study is promote references concerned with the research problems have been formulated. First it involves overview of language learning, English as second language learning, problems of English as second language learning, speaking, teaching speaking and speaking aspects, and single sex classroom. Furthermore, it is involve by previous study. Those specific are presented respectively in the following sub leadings

1. Language Learning

Language is something very complex, which everyone has. Acquired language because everyone is learn, and the important one because language is necessary for human survival. At the moment we are born, we have awarded language skill, one part of our brain is already available device ability along with duty to accept and learn every language taught or acquired. Pinker's said that Language is a complex. Specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction. Is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and

is distinct from more general abilities to process information or behave intelligently.³¹

Since childhood we have learned to speak, from babbling until we were able to use the language well and can communicate with other people. The language we acquire or learn from a baby, until we were able to use it even to the point we can use the more than one language, it's all we earn and learn according to our age and ability. Everyone has different ages and abilities. The different ages and abilities affects language acquisition itself, when we are studying the language. How to learn the language of his small children to adults will be different. Ron Scollon said that, “language is not something that comes in “nicely packaged units” and that it certainly is “a multiple, complex, and kaleidoscopic phenomenon.”³²

Someone can understand or knowing something because learns. Everyone compulsory to gain the knowledge. Then from the human knowledge could go on. Learning is a condition where someone understands something new or have never known. In any event, that is where learning occurs consciously or unconsciously. Someone can do an activity because they are learning. B.F Skinner opinion,

³¹H. Douglas Brown, Principle of language and teaching: fifth Edition (New York Wesley: Longman) 200, 6

³² Ibid, 7

“learning as a process of operant conditioning through a carefully paced program of reinforcement”³³

When learning process, a person gets information from what they seen and heard then they understood. There are two processes of learning, formal and informal. Formal learning occurs in the classroom, and informal learning processes occur out of class. When the learning process in the classroom, someone understands what is taught by the teacher and carry out the instructions given by the teacher. When learning process outside the classroom or non-academic, for example, one learns customs that exist in society. With find out lot of knowledge has been learned will affect the behavior of someone who possesses the appropriate knowledge. Like Slavin said that, “a change in an individual caused by experience.”³⁴

Relating to language and learning that both are equally important for human life, then comes the term language learning. Language learning is a process where students learn to understand the language which not a first language or mother tongue. The first language or mother tongue is not learned in school but was obtained from the nearest person or environment since of baby. Language learning can be defined as processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or

³³ Ibid, 8

³⁴ Ibid, 7

foreign language, through the storage, retention, recall, and application of information about the language.³⁵

When talking about language learning, usually directly focused with the second language and foreign languages. The second language and foreign language students will learn at school, and it's not the language that is used by students to communicate with the public or the environment. Because which language used to communicate with the surrounding community is, the first language or mother tongue.

It can be concluded that language and society are un-separated. People who live in society need system and tool to manage their relationship among them. Language is an important tool used in communication because it is impossible to conduct social relationship and communication without language. Language can make people understand each other when they are speaking.

2. English as Second Language Learning

There is as always a need to call attention to the issue of whether to refer to the language being learned as the second language, the foreign language, or the target language. Technically, learning a second language means the language being learned is that which is spoken in the community in which it is being learned, while a foreign language is not spoken in the local community. The term

³⁵ Andrew D. Cohen, *Strategies in Learning and Using a Second Language*, (Longman: Addison Wesley Longman Inc, 1999), 4

of target language simply refers to that language being learned, whether as a second language or foreign language.³⁶

The reality that's sometimes, language which is widely spoken in a given community is still learned as foreign language because the learners may have a little or no direct contact with it. While foreign language learning will be used to refer exclusively to a situation where the language is not considered to be spoken in the local community, second language learning will refer to the language spoken in the community and will also at times serve as the generic term used refer to both second and foreign language learning.³⁷ For the example, students who live in Java island, their mother tongue is the Java language because they use the Java language in community. When they are in school, they used Indonesian as second language to communicate with teachers and friends. Then they also learn a foreign language, namely English.

3. Problems of English as Second Language Learning

When students try to do something, or learn to understand something there must be a percentage of the possibility for making mistakes. So when students learn to use the language, there must be times, students make mistakes in its use. Because language is a complex, students tend to make a lot of mistakes in learning their second language or foreign language.

³⁶ Cohen, Andrew D, *Strategies in Learning and Using a Second Language*.(Longman: London and New York, 1999), 4

³⁷ *Ibid*, 5

When students make mistakes, a lot of factors that affect it. There were Interlingual and Intralingual. Interlingual factor is affected by the first language or mother tongue. While evidence of this sort suggests that there is some in-between system used in the L2 acquisition process that certainly contains aspects of the L1 and L2, but which is an inherently variable system with rules of its own. This system is called an interlanguage.³⁸ Interlingual errors (Mother-tongue influence): these kinds of errors are influenced by the native language which interfere with target language learning. The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language called interlingual errors.³⁹ There are mainly two major sources of errors in second language learning, a) source is interference (L1 Discourse Interference) from the native language while the second source can be attributed to intralingual and b) L1 Lexical Interference.⁴⁰

a. L1 Discourse Interference

As specific differences in rhetorical organization have been examined for many non-English languages, Kaplan (1966) also proposes the notion of contrastive rhetoric on written discourse influenced by oral, culture and social value. As influenced by L1 acquisition, studies of non-native English speaking

³⁸ Yule George, *The Study of Language*, Third Edition, (Cambridge: Cambridge University Press, 2006) 167

³⁹ Hanna Y. Touchie. *Second Language Learning Errors Their Types, Causes, and Treatment*, Vol.8 No. 1 (1986), JALT Journal

⁴⁰ Kaweera Chittima. *A Review of Interlingual and Intralingual Interference in EFL Context*, Vol. 6 No. 7 (2013), ISSN Journal

indicated that many students use writing conventions more differently than native-speakers do. Sometimes the writers don't build up a new paragraph for the additional idea created. It is generally accepted that the sources of speaking errors made by L2 learners are various. Based on overall patterns of errors found in Thai EFL students' spoken products (Thep-Ackraraphong,2006), it is proposed that these deviate forms of writing can be found in both the rhetorical and typological differences between the L1 learners and L2 learners. It is revealed that for rhetorical pattern, Asian writers seem to have a general topic which is "loosely" supported in their speaking.⁴¹

b. L1 Lexical Interference

According to Serebenjapol (2003), types and frequency of errors occurring in scientific theses are analyzed to examine the source of errors found in four categories, which are syntax, lexis, morphology and orthography, respectively. It is found that the most frequent local errors are the use of subordinators and conjunctions. The causes of each error vary reflecting on the students' carelessness, incomplete application of rules, and differences between English and Thai. Thep-Ackrapong (2006) also found L1 lexical interference in collocation. It is stated when Thai students write in English, they directly translate Thai words into English. Subsequently, they use Thai collocation in written form of English to convey their ideas. The examples of this error are the sentence "I

⁴¹ Ibid

*play a computer” which can be corrected to “I work on a computer”. The first language interference is also found in Sattayatham & Honsa (2007). It identifies the most frequent errors. A group of Thai students are required to translate from Thai into English at the sentence level and the paragraph level. The results reveal that the most frequent errors are at the syntactic and lexical levels which lead to overgeneralization, incomplete rule application, and building of false concepts. It is also stated that L1 interference was found as a major cause of the students’ errors.⁴²

Intralingual, this factor affected by the target language itself, or the language being learned. Intralingual errors: these types of errors are caused by the target language itself like: a) false analogy, b) misanalysis (learners form a wrong hypothesis), c) incomplete rule application (this is the converse of overgeneralization or one might call it undergeneralization as the learners do not use all the rules), d) exploiting redundancy (this error occurs by carrying considerable redundancy).⁴³

a. False Analogy

False analogy reflects errors committed by the writers’ not fully understanding a distinction in the target language. This strategy leading to errors coincides with cross-association (George, 1972 cited in James, 1998). The writers

⁴² Ibid

⁴³ Ibid

mistakenly assume the rules in L2 from their known information. The followings illustrate examples of this type of error found in student speaking. My father used to feed many geese in the back of the house. (≠ geese) Childs in the village like to play with me. (≠ children) It can be seen from the above examples that the writers have acquired knowledge of adding the noun ending 's' for plural nouns. Consequently, the words goose is pluralized by adding 's' (instead of geese) and the word child is pluralized by adding 's' (instead of children) because the writers may assume that these words were in plural form, so they need to be added the noun ending 's'.⁴⁴

b. Misanalysis

According to James (1998), this error type is caused from the wrong concept of a particular rule in the target language. For Thai student speaking, it is possible that they formed a hypothesis of a TL item and put it into their speaking. The examples of these errors are given below. Harry Potter is my favorite who has beautiful pictures and exciting scene. From this example it seems that the writer expresses his/her feeling of the movie by stating the pictures and the scene. The writer misanalyzes that the title of the novel is a boy, so the relative pronoun, 'who' is used to refer to that boy. I have two pets. Its is a dog and a cat. (≠ They are) This example is often found in Thai student speaking. The writer may

⁴⁴ Ibid

hypothesize that since the pronoun ‘it’ is used to refer to animals and things as a noun, subsequently, the noun ending ‘s’ is also added here to pluralize the pronoun.⁴⁵

c. Incomplete Rule Application

According to Richards (1971), this sort of error occurs when the deviant structure “represents the degree of the development of the rules required to produce acceptable utterances”. James (1998) also states that it is opposite to overgeneralization and exemplifies this deviancy of subject and verb ‘be’ found in the sentence, “Nobody knew where ⇐ was Barbie” (* Barbie was). This error results from the writer using incomplete rule of interrogative information. The writer applied a word, ‘where’, but failed to invert the subject ‘Barbie’ and the verb ‘was’ to form a complete declarative statement. This error type is also found in Thai student speaking as follows. I didn’t visit any place during summer, nor ⇐ I reviewed the lesson. (⇐ did I review) At that time I didn’t know what ⇐ should I say to him. (⇐ I should say).⁴⁶

Overgeneralization, this error type is found when the writer learns a rule or pattern in the target language, he or she then, assumes that the rule or pattern operates without exception (Scovel, 2001). In other words, this error can be made when the learner creates one deviant structure in place of two regular structures.

⁴⁵ Ibid

⁴⁶ Ibid

Once the writer learns a set of rule, he/she overuses one form in the set and under uses the other. The following provides a clear picture of this strategy that leads to speaking errors. He speaks very \Leftarrow good and I understand him. (\Leftarrow well) I have so \Leftarrow much friends in the university. (\Leftarrow many) As mentioned above, the writer applies the word “good” instead of the word “well” and also uses the word “much” instead of the word “many”. These errors seem to result from their confusing of the two related words as well as their over-indulgence of one form in the set and rarely used the other. This error can be found in sets of words which are rather confusing: few, a few, none/neither, other/ another, etc. Certainly, errors may be caused differently and be complex in which it can be overlapped and sometimes doesn't belong to a clear-cut category.⁴⁷

d. Exploiting Redundancy

Redundancy refers to the way the learner employs words or phrases which add nothing to the overall meaning of the sentence. Those unnecessary repetitions should be eliminated because they do not improve speaking, but add nothing to what has already been expressed. As the concern in this paper aims to provide

⁴⁷ Ibid

some examples of the redundancy in EFL speaking, the following illustrates three sorts of redundancies.⁴⁸

4. Speaking

Speaking is very crucial part in people's daily life. We communicate and relate with others through speaking. Speaking is one of the skills that have to be mastered in students in teaching learning process. In learning English the mastery of speaking skill is priority, especially for foreign language learners. However, it is not easy for the students to communicate in English. They have to think more often and deeply when speaking in English. Many experts define speaking in many ways, represented as follows:

1. "Speaking is the ability that presupposes not only of languages features, but also the ability to process information and language" (Harmer, 2002: 269)
2. "Speaking is creating communication that has meaning that you choose and interpret language, a speaker must know the sound system of the language the arbitrary symbols of the language with agreed upon meanings" (Elizabeth, 2003:60)
3. "Speaking is the first form of communication between human beings, the most important way to communicating ideas and information" (Turk, 2003:58)

From some definitions above, it could be concluded that speaking is the process of producing utterances by using words or sounds loudly in order to make a

⁴⁸ Ibid

communication, communicating the ideas and conveys the information between human being.

Speaking is tool of communication. It is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but also process a transferring messages between speaker and listener. People do communication for some reasons. Harmer states the reason as follows:

1. They want to say something. When people want to say something whether it is important or not, they would look for the way to convey it. Speaking is the best way to communicate others.
2. They have communicative purpose. Speakers say thing because they want something result of what they say. In these cases, speaker is interested in how the influence of the message they conveyed and the effect of messages to listeners.
3. They select from their language store. Speakers have ability to create new sentences. In order to achieve this communication purposes they would select they language they think is appropriate from this purposes.

5. Teaching Speaking

Today in learning speaking, students not only must be able to speak English well but also they should improve students' communicative skills. Nunan argues:

“Teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns, use words and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting.”

From the argument above it can be concluded that in teaching speaking, teachers are demanded to teach the students how to produce English speech sounds and sounds pattern correctly, how to use words, phrases and sentence appropriately according the context, and also how to manage the meaningful ideas, logic sentences and use appropriate language to convey and express their ideas about something.

When teaching students, we have to keep in mind that we are in front of the mixed class with various abilities, expectations, motivation level, knowledge and different learning styles. We as teacher need to vary our teaching method and offer as much opportunity as possible to make the whole class enjoy with the teaching learning process.

According to Brown “Teaching is showing or helping someone to earn how to do something, giving instruction, guiding in his study of something providing with knowledge, causing to know or understand”.⁴⁹ The teacher of English, should be able to create interesting and enjoyable teaching learning activities. The purpose is to give students an active and joyful learning, so they will have a motivation so stay focus on the lesson.

⁴⁹ H. Douglas Brown, (1994). *Teaching By Principles: an interactive approach to language pedagogy*. USA. Prentice–Hall, Inc. 7.

Dictionaries also give a variety of messages about teaching according to the Cambridge International Dictionary of English, teaching means to give (someone), whereas the Longman dictionary contemporary English suggest that it means to show somebody how to do something or to change somebody's ideas.⁵⁰ Teaching descriptively defined by process of sending information or knowledge from teacher to the students in an ordinary voice.

6. Speaking Aspects

In learning speaking, the speakers have to decide how to pronounce correctly, how to say the sentence grammatically correct, what they want to say, to choose the pattern they are going to use, to select appropriate words, to use the correct accent, and to say it in appropriate situation so there are several things to be considered as formulated in the following descriptions.

1. Pronunciation

Pronunciation is how words or vocabularies are pronounced. The relationship between pronunciation and speaking has been long established in the English as a Foreign Language (EFL) tradition with reference to comfortable intelligibility the pronunciation which enables the interlocutors to communicate

⁵⁰Jeremy Harmer, the practice of English Language Teaching (UK: Longman), 56.

without major effort.⁵¹ In learning foreign language speaking, the speakers not only have to learn and enrich their vocabulary but also they have to aware about the correct pronunciation, in order to their speaking become understandable. In other words, the lack of pronunciation might cause misunderstanding and different meaning of the message which want to be delivered. Pronunciation includes vowels, consonants, stresses, and intonation patterns. The speaker must first decide what to say, be able to articulate the words, and create the physical sounds that carry meaning.

2. Accuracy and Fluency

Accuracy is the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical pattern of English. Fluency is the capacity to speak fluidly, confidently, and at rate consistent with the norms of the relevant native speech community.⁵²

Fluency means responding coherently within the turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing of this without undue hesitation.⁵³ Fluency is the simply ability to speak.

⁵¹ David Singleton, *Speaking and instructed foreign language acquisition*. (Nicholas House: UK,2011) 117

⁵² Kathleen M. Bailey & David Nunan, *Practical English Language Teaching Speaking* (New York: McGraw Hill Companies, 2005), 5

⁵³ Tricia B, *Teaching and Learning in the Classroom* (Oxford: Oxford University Press, 2000), 61

Fast significant factor in the perception of fluency is the length of run, i.e. the number of syllables between pauses.⁵⁴

3. Grammar

Grammatical correctness is a main point where speech is concerned. It is needed for students to arrange a correct sentence in convention. Students ability manipulates structure and distinguishes appropriate grammatical for main appropriate one. The expertise in a language are oral and written form. The rules about how words change their form and combine with other words to make sentences.⁵⁵ So its function as guide to arrange the words used to make a sentence in speaking. Considering the pattern in combining the words will influence either the partners or listeners understand the point of speaking or not.

4. Comprehension

Comprehension is an exercise aimed at improving or testing students' understanding of a language (written or spoken)⁵⁶ Comprehension is the ability to

⁵⁴ Scott T, How to Teach Speaking, (London: Longman, 2001), 6-7

⁵⁵ Jeremi Harmer, The Practice of English Language Teaching, (Longman 3rd Ed: England, 2002), 13

⁵⁶ Jack. C Richard. Willy A R. Methodology in Language Teaching an Anthology of Current Practice, 2005

understand completely what actually they speak. The objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.⁵⁷ Comprehension itself consists of two main aspects, they are cognitive knowledge which dealing with production and then, meaning comprehension which connected to the message in the oral production.⁵⁸

5. Vocabulary

Vocabulary means the appropriate diction which is used in communication without having a sufficient vocabulary someone cannot communicate effectively or express their ideas in both oral and written. Vocabulary is all the words known and used by a particular person. This thing is the basic need to have communication each other. The more rich of vocabularies, the more the speakers will make their speaking as clear as possible. Usually, vocabulary taught in the dialogue, conversation, or debate.

7. Single-Sex Classroom

Single-sex classroom is a classroom which only has one sex, male only or female students. Commonly schools are cooperative educational school (mixed sex school). On the other hand, Smithers and Robinson conduct a review of

⁵⁷ Hughes, Arthur, *Testing for language teacher*. (Cambridge University Press: UK, 2003), 113

⁵⁸ Thomas Scovel, *Psycholinguistics*, (Oxford University Press: New York, 2005), 27

studies that examine educating females and males together and separately, either in different schools or in different classes which is done in Australia, the US, Canada, New Zealand, Ireland, and the United Kingdom.⁵⁹ As a result, comes a discussion about whether teaching and learning should be single-sex or cooperative. It forces experts and educators to be able to know by analyzing the significance and consequences of integrated and segregated teaching. In other words, this kind of classroom is held by the teacher to have teaching-learning process either certain lesson or the entire lesson in the classroom.

Male and female students could possibly achieve more if these differences are recognized in the classroom. A way to address these differences could be to have a classroom with all females and a classroom with all males. The idea of a single-sex classroom is to allow for learning differences to be recognized and utilized, helping students achieve more in school as well as to eliminate the distraction of the opposite sex. The female students say they are more willing to speak in their single-sex class.⁶⁰ Means that, the key is female students inhibition which can be eliminated in the single-sex classroom and it will make them easier to speak English.

⁵⁹ Smithers, A., & Robinson, P. The paradox of single-sex and co-educational schooling, (University of Buckingham, Center for Education and Employment Research, 2006), 56

⁶⁰ Martino, M., Mills, M., & Lingard B, Interrogating single-sex classes as a strategy for addressing males' educational and social needs. Oxford Review of Education, 2005, 31 (2),237-254. Retrieved September 8, 2008

Single sex classrooms can also help to focus on what girls and boys both need to be successful. With the learning styles of males and females taken into consideration, schools that have employed single sex classrooms have seen an increase in student achievement on standardized tests.⁶¹ To sum up, the male and female students have their own style and need in learning so they need to be separated.

B. Previous Study

Various researchers have been done to investigate or observed the cases of language learning problems, here there are many researchers that have been observed. Hanna Y. Touchie, have been observed by the title “Second Language Learning Errors, Their Types, Causes, and Treatment.” with the form descriptive study. To gain the aim of this study the researcher wants to discuss briefly the types of errors made by second language learners, the causes of these errors, and finally how teachers should correct them. This is followed by tracing the sources of second language learning errors to both interlingual and intralingual or developmental factors. Likes Silinker said that’s “Indicated, the significant in three respects: (1) errors are important for the language teacher because they indicate the learner’s progress in language learning, (2) errors are also important for the

⁶¹ Herr, K., & Arms, E. Accountability and single sex schooling: A collision of reform agendas. *American Educational Research Journal*, 2004. 41 (3),527-555. Retrieved September 8, 2008

language researcher as they provide insights into how language is learnt, (3) errors are significant to the language learner himself/herself as he/she gets involved in hypothesis testing. The result of this study is the researcher try to show that's factors of language learning errors are: interlingual errors are causes mainly by mother tongue interference, and intralingual or developmental errors originate in the following: simplification, overgeneralization, hypercorrection, faulty teaching, fossilization, avoidance, inadequate learning, false concepts hypothesized.⁶²

Besides that is Ali Akbar Khansir also examines in detail the three most influential error theories: contrastive analysis, error analysis, and interlanguage theory. Agree with Corder said, maintains that interlanguage can be seen as a restructuring or a recreating continuum and, therefore evaluates their role in second language acquisition. The researcher try to describe how learning occurs by examining the learner's output and this includes his/her correct and incorrect utterances. In conclusion, it is important to bear in mind that assesses the contribution of the concept each of these three theories to our understanding of the process of second language acquisition. It is clear that the theories relevant to the issue of linguistic competence of English learners.⁶³

After that in this case is by Ping Wang, with entitle "Exploring Errors in Target Language* Learning and Use" in order to answer the target question,

⁶² Hanna Y. Touchie. Second Language Learning Errors Their Types, Causes, and Treatment, Vol.8 No. 1 (1986), JALT Journal.

⁶³ Ali Akbar Khansir. Error Analysis and second Language Acquisition, Theory and Practice in Language Studies, Vol. 2, No. 5, pp, 1027-1032, May 2012, ISSN Journal.

necessary to examine a number of commonly used terms such as interlanguage, habit, transfer, interference, error analysis and contrastive analysis, which play an important role in the paper. So the result, analyses of errors are generated from two different theories: contrastive analysis is based on behaviorist learning theory and error analysis is on interlanguage.⁶⁴

Furthermore, one of many researchers are Pooneh Heydari and Mohammad S. Bagheri. They also discuss Error Analysis: Sources of L2 Learners' Errors and hope that the paper helps English foreign language teachers and educators to become familiar with the most frequent errors committed by English foreign language learners leading them to make more objective decisions about how to go about adopting appropriate teaching strategies to help English foreign language students learn better. In this paper Pooneh Heydari and Mohammad S. Bagheri try to discuss briefly the terms of error analysis, error taxonomies, interlingual error, and intralingual error. Use Corder opinion, for instance in his influential article, remarks that "they are significant in three different ways". First, to the teacher, in that they show how far toward the goal the learner has progressed. Second, they provide to the researcher evidence of how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they

⁶⁴ Ping Wang, Exploring Errors in Target language* Learning and Use, English Language Teaching Journal Vol. 1, No. 2, December 2008, CCSE Journal.

are indisputable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn.⁶⁵



CHAPTER III

RESEARCH FINDING

⁶⁵ Pooneh Heydari & Mohammad S. Bagheri, *Error Analysis: Sources of L2 Learners' Error*, *Theory and Practice in Language Studies*, Vol. 2, No. 8, pp. 1583-1589, August 2012, ISSN Journal.

A. General Data

1. History of Al-Mawaddah Islamic Female Boarding School

Al-Mawaddah Islamic Female Boarding School (Henceforth Al-Mawaddah) was standed on wakaf land in 9 of Dzul-Qa'dah 1409/ October 21 1989 as the realization from the idea and aspiration KH. Ahmad Sahal. Besides that, KH. Ahmad Sahal as the Founder of Darussalam Islamic Modern Boarding School (henceforth Gontor).

In 1926 was established Tarbiyatul Athfal, which consisted of male and female students that coming from around of Gontor village. In 1936 was founded Kuliyyatul Mu'allimin al-Islamiyah or Darussalam Islamic Modern Boarding School which known by Gontor as substituted from Tarbiyatul Athfal.

After Gontor known in public, the number of students increased and Gontor only accepted male students. Because Gontor only accepted male students, KH. Ahmad Sahal thought to build and created the education for female, the female boarding school might be held, and the location separate from Gontor.

After words, Hj. Soetichah Sahal the wife of KH. Ahmad Sahal with her two sons was realization the idea from KH. Ahmad Sahal to build the female boarding school. Initially Al-Mawaddah would built in Nglumpang Village, Mlarak, Ponorogo, moreover because of family reason, the condition of the land,

which was near from Gontor, finally the Al-Mawaddah was established in Coper, Jetis, Ponorogo.

The aspiration was testament and realization by Hj. Soeticah Sahal by founding Al-Mawaddah and develop by Al-Arham foundation based on act of notary No.12 year 1989. The name of Al-Mawaddah based on QS. Asy-Syura verse 23

قُلْ لَا أَسْأَلُكُمْ عَلَيْهِ أَجْرًا إِلَّا الْمَوَدَّةَ فِي الْقُرْبَىٰ

Clearly its meaning of Al Mawaddah was familial affection, which has become one of the boarding school's identity and as the reference for vision and mission.

2. Visions and Mission of Al -Mawaddah Islamic Female Boarding School

a. Vision of Al-Mawaddah

Become the leading educational institution for female that created the students alimah Sholihah, virtuous, knowledgeable, skilled, creative and innovative by principles of Islamic values.

b. Mission of Al-Mawaddah

1. Foster a love of the teaching of Islam and its practice with confidence, awareness and responsibility.
2. Student instill exemplary attitude in society.

3. Train female students to be able to communicate their ideas and religious knowledge to various parties.
4. Prepare female students to pursue higher education, both inside or outside the country.
5. Equip female students with skills and expertise that can be developed in a professional manner.
6. Create the graduates who have skills to fight the competitive.

3. Geographical Position

Geographical position was determining of situation. Situation of education institution in beneficial place was as one of supported for fluency of learning and education process. It all could be got from geography location of the school that beneficial.

Al-Mawaddah was located at Mangga Street Coper Village, Jetis, District Ponorogo. It was south east side from Ponorogo city (Treggalek direction in 15 Km) or 5 Km from Gontor south side. Communities around boarding were Moslem majority. They was always supported the programs in development of Al-Mawaddah.

Geographically Al-Mawaddah waws located in strategic area, because this not near with road. Environment in this school very support to study. Although did not near with road, the teachers and the students could get the transport easily.

4. Curriculum

Curriculum of Al-Mawaddah was unification from Gontor curriculum and Ministry of Education. The curriculum team had integrated and developed both of curriculum with the purpose looking for the efficiency and relevancy to achieve the aim of education in Al-Mawaddah in forming al-mar'atus shalihah which was moral being, physical being, intellectual being, social being, and religious being that hold on the nature of the character. In order to implement and achieved the target of curriculum of Gontor and Ministry of Education systematically, MA Al-Mawaddah arranged the curriculum that suit with its vision and mission. The curriculum was divided into three programs such as: general program, supporting program, special program.

a. General Program

General program in Al-Mawaddah was the basic courses that had mastered by all the students. The score of general program was determines of next class. The general program as follows: Al-Qur'an, Economy, Geography, Monotheism, Interpret lessons, Hadith, Science of ordinances to read the Quran, Education study, Science of inheritance law, The basis of Islamic law, Science Islamic law, Education divinity, Civic education, and Health physical education.

b. Supporting Program

Al-Mawaddah has supporting program which supported the learning process. Besides the general program that might be mastered, supporting program also might be increased by the students. The supporting program as follows: Arabic, Arabic Grammar, Arabic Science Poetry, Arabic Wise Word, Dictation, Arabic Composition, Science of Calligraphy, English, Sociology, Anthropology, Physics, Chemistry, Biology, Mathematic, Indonesian History, Grammar, Composition, and Art.

c. Special Program

Besides general program and supporting program, Al-Mawaddah has special program that differentiate with other. The special program as follow: Teaching Science, Learn Science, Woman Islamic Law, Civilization History, and memorizing Juz Amma.

5. Extracurricular

In this boarding school, there were many extracurricular such as drum band, memorizing the holy Qur'an, theatre, band, photography, making an Islamic calligraphy, dancing, speech, master of ceremony, and vocalizing. The students can choose the extracurricular which appropriate with their interest. Extracurricular was held once a week in every Monday afternoon.

6. Teacher and Staff

The teachers were figure to be good example for the students. The teachers had to act as an advisor for the students in developing creativity and self potential motivator that helped students for raising their goal and aspiration. Teacher of MA Al-Mawaddah consisted of asatidz (school master in married conditional) and ustadzah (female teacher) from many institute such as graded from Pondok Modern Gontor, Wali Songo Islamic Boarding School, ITB Bandung, IPB bogor, Brawijaya University Malang, Malang State University, Gadjah Mada University, UIN, ISID Gontor, STAIN, IAIN, LIPIA, IAIRM Ngabar, and staff dedication from graduate of Al-Mawaddah Islamic Girl Boarding School.

The staff of educator in Al-Mawaddah according to system grouping into two parts:

- For MTs level (from grade I to grade III) 42 teachers.
- For MA level (from grade IV to grade VI) 63 teachers.
- And 80 teachers living in the boarding school as advisor, educator, instructor, and student's reference solving their problems.

7. Student Number

Student was one of important components in teaching learning process. The number of the students in MA Al-Mawaddah Coper, Jetis, Ponorogo in the

academic year 2015/2016 are 391 students consist of 142 students class X, 143 students class XI, 106 student class XII.

8. Facilities and Basic Facilities

As for facilities and basic facilities in MA Al-Mawaddah Coper, Jetis, Ponorogo is presented in the form of table. It is conducted to make the effective data.

Table 3.1

**Medium and Infrastructure of MA Al-Mawaddah
Coper Jetis Ponorogo**

No.	Room's Name	Number
1.	Classroom	19
2.	Headmaster	1
3.	Teachers Room	1
4.	Administrator Office	1
5.	Library	1
6.	Computer Laboratory	1
7.	Science Laboratory	1
8.	Language Laboratory	1
9.	Canteen	1
10.	Guest Reception Office	1

Al-Mawaddah has 19 classrooms that provided by LCD and sound system for improving learning process. While support by three laboratories which able to used whenever.

9. The Structure of Organization

There was organization structure of MA Al-Mawaddah to carry out the school police. Al-Mawaddah was headed by H. Ustuchori, MA as director and helped by Mustofa, M.Pd.I as head master. While there was Binti Shofiyah, SE as head of administration and cooperated with four vices as follows: Umi Mas'amah, S.Ag as vice of curriculum, Siti Habibah M, S. Ag as vice of students affairs, Choirul Anam, S. Ag as vice of infrastructure, Agus Suwandi as vice of public relation. There are also Arif Adi Setiawan, M.Pd.I as study coordinator and Siti Panah, S.Pd.I as counseling. To build good corporation in running mission and vision and also the target of education MA Al-Mawaddah, it was required an organization structure which has each role and function. Based that, the school also would be easier to execute program, job mechanism, responsibility and also duty could walk easily.

B. Specific Data

1. Learning Speaking Process in Al-Mawaddah.

Al-Mawaddah was female boarding school which applied two learning setting, there were learning in the classroom and outside the classroom. Learning in the classroom was learning the appropriate formal curriculum, meanwhile learning outside the classroom was informal learning. These two learning settings were required to use English to communicate.

In main activities in the classroom, the teacher was used active learning strategy. This strategy used was student center. In pre-activity the teacher asked the students to made simple speech. Here, the teacher helped the students to make the draft that would be presented in front of the class. The teacher gave some advices and correction for the students' work. The teacher was roles as advisor, corrector and consultant for her students.

In the main activity, the students already to present their task in telling the story, the teacher was monitored the students' task and analyze their grammar, pronunciation, gesture, mimic and intonation. In this stage, the teacher was not correct the students' mistakes directly. She allowed the students to speak. The teacher made some notes the students' mistakes on piece of the paper.

In the post activity, the teacher gave appreciation for the students' presentation. They praised the students' work. It has been done to keep and raised the students passion to learn for the next meeting. After the teacher gave the praise, the teacher gave some evaluation and feedback toward the students mistakes.

As supporting the rules of used language, Al-Mawaddah held a wide variety of programs to support it all. This programs was carried out on daily basis to increase the ability of the students to use the language. The programs were giving the vocabulary after evening prayers, morning conversation was held twice a week, giving some common expression every day at 6 o'clock, and at the end of the week would be held vocabulary test on Thursday afternoon.

Vocabulary enrichment was a program where students were given the appropriate vocabulary based on their grade levels. In this activity the students had to memorize the vocabularies that have been given, then the students were required to make a sentence used that vocabulary. The vocabulary that given to the students were two vocabularies. Morning conversation is a program that implemented in morning, where the students asked to made line with suit couples then did conversation about 15 minutes with a friend by the theme that has been specified.

Giving common expression was a program of giving and justification for a common expression that was often used by the students. This activity was done in morning as usually. Every weekend, Language Advisory Council as coordinator of language mover, held a vocabulary test that must be followed by all students appropriate class level. Vocabulary tested vocabularies that are given in the days before. The value of this exam would be announced who gets the highest score to lowest.

2. Language Learning Problems Faced by Students in Speaking

There was as always a need to call attention of the language being learned as the second language, the foreign language, or the target language. Technically, learning a second language means the language being learned was that which was spoken in the community in which it was being learned, while a foreign language was not spoken in the local community.

The language learning was a process where the students learned to understand the language which not a first language or mother tongue. When the students tried to do something, or learned to understand something there could be a percentage of the possibility for making mistakes. While when the students learned to use the language, there could be times, the students made mistakes in its used. Because language was a complex, students tend to make a lot of mistakes in learning their second language or foreign language. When students make mistakes, a lot of factors that affect it. There were Interlingual and Intralingual. Interlingual factor is affected by the first language or mother tongue.

1. Interlingual Errors

Based on the observation, it was found that the students were made mistakes in pronunciation. This can be exemplified in the excerpt:

Excerpt 1

SZ: Tom.__ Phew! It is very sultry. Did you sleep well last night?

- A: Will. __Hardly a wink all night with all those wretched mosquitoes; I was bitten all over.
- SZ: Tom. __I had the same experience. I tried to read after that, but the lamp attracted dozens of enormous moths. They are such stupid things __ they flap round and round, and then fall on one's book.
- A: Will. __ Well, those are the joys of summer in the country! I almost wish we had stayed in London __ my rucksack seems to weight a ton already!
- SZ: Tom. __Let us stroll along this lane, then cross that meadow over there where the cows are grazing.
- A: Will. __The buzzing of the flies seems to make the heat even worse. I don't particularly mind the humming of bees: that is a soothing sound.⁶⁶

From the excerpt above, it could be explained that there was two students who acted dialog in front of the class by the title summer. They made mistakes in pronouncing some words. It was miss pronounced such as wretched /wretched/, tried /trid/, buzzing /buzing/, flies /flis/, attracted /atrakted/, and enormous /enormous/ instead of /'reɪd/, /traɪd/, /bʌz/, flaɪz/, /ə'trækt/, and /i'nɔːməs/ respectively. These mistakes were frequency happened during the conversation.

In accordance to the problems in pronunciation, the students often complained that it was difficult to pronounce some words. As UF admitted that: "My pronunciation if I think that almost wrong. Because when I speak something I don't think how the true pronounce."⁶⁷

⁶⁶ Observation conducted by the researcher on May 03th, 2016 at 11.00 am. For detail looks appendix 7

⁶⁷ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 5

Besides, the vocabulary was the important component that they had to master, in order to communicate using the target language. In learning process, actually the teacher gave some vocabularies and the students must memorize it for increasing their language. In this case, the students were lazy to memorize and use it that causes their vocabulary was low. They just used common vocabularies for telling the story and their diction was standard. This could be exemplified in the excerpt:

Excerpt 2

NZ: “In some days, // Tom and Will are walking together // in the garden in //in// little country. So //so //so that they talk about last night. So they cannot sleep because very hot. In some days, they walk in garden. So they see wows. (she looked around the class and tried to get help from her friends) ”⁶⁸

From the excerpt above, it could be explained that there was one of the students when she told the story by the title Summer, she used same vocabulary in times. Have been told before that the students low in vocabularies. This was induced that the students used common vocabularies that they had. Their diction was standard or not suitable with their needed in speaking. From a story titled summer she could only retell five sentences.

Moreover, their expression looked so confused when they were speaking. The expression that was looked when someone speaking, that indicated in their comprehension. While, the researcher found the expression which appeared in the

⁶⁸ Observation conducted by the researcher on May 03th, 2016 at 11.00 am. For detail looks appendix 7

students face was confused when they speaking. This could be exemplified in the excerpt :

Excerpt 3

NZ: “One day, Tom and Will ehm... are walk together ehm.... in the garden. ehm... Last night they ... cannot sleep ... well because much ... mosquitoes. ehm.. In the morning ehm... they go to the emm... meadow and see the cows. In the meadow there are many flies, and the cows dislike with the flies. (she smiled and *divagated*)”⁶⁹

From the excerpt above, it could be explained that there was one of the students when she retold the story by the title summer, her expression was looked confused.

Beside that, they were not able to speak fluently. Because when the students were able to speak fluently means they able were to communicate with others. But in this case, there were many students that had unable to speak fluently which many factors influences. This could be exemplified in the excerpt:

Excerpt 4

AS: “Tom and Will // are walking through // the garden of the // little country inn // where they have // put up for the night. Last night they // cannot sleep well // because hardly a // wink all night // with all those // wretched // mosquitoes, they were // bitten all over. (the words that pronounced form her was looked *memorized*)”⁷⁰

⁶⁹ Observation conducted by the researcher on May 03th, 2016 at 11.00 am. For detail looks appendix 7

⁷⁰ Observation conducted by the researcher on May 03th, 2016 at 11.00 am. For detail looks appendix 7

From the excerpt above, it could be explained that there were one of students when she told the story by the title summer, she could not speak fluently.

2. Intralingual Errors

Furthermore, students used to make a pause when they spoke or told the stories. Every sentences that they produced, needed a between space about 5-8 seconds, because they still thought how arranged the sentences. When they produced one sentence, they need 5-8 seconds for thinking. It showed that students faced many problems that faced them in speaking, such as low in vocabularies, confused in grammar or they afraid in say anything. This could be exemplified in the excerpt:

Excerpt 5

EI: “Tom and Will are walking /space 5-8 second/ through the garden of the little country /space 5-8 second/ inn where they have put up for the night. Last night they cannot sleep well because /space 5-8 second/ hardly a wink all night with all those /space 5-8 second/ wretched mosquitoes, /space 5-8 second/ they were bitten all over.”⁷¹

Speaking ability was not only needed many materials that have to master it, but also need confidence to speak in public. The researcher found some phenomenon that the students were stayed confident in front of class room although they could not say anything or spoke without true grammar and pronunciation.

⁷¹ Observation conducted by the researcher on May 03th, 2016 at 11.00 am. For detail looks appendix 7

Excerpt 6

UF: “Tom and Will are // walking together // (her face looked confident) Tom and Will // are walking together // in the garden. (she was smiled) The... they...”⁷²

Although they could not say anything in front of the class, but they were in confident situation, that looked from her expression and gestures.

Moreover, many problems that have been found from observation, this still there were problem that they have not consistent in used the true grammatical. They used present tenses that actually they might use past tenses.

Excerpt 7

A: “Tom and Will are walking together in the garden. Last night they cannot sleep well. In the morning they are walk go to meadow and see the cows. (although her grammar was wrong but she spoke in *confident felt*)”⁷³

Seems the stated from R W, “I always use simple present when I communicated with other, although it actually in past.” And the stated from K S, “I always use simple present in daily conversation because I thought that is easier.” Teacher statements, “To correct them in wrong grammar by correcting their speaking, give much training in writing and speaking how use good grammatical. Explain deeply about the material.”

⁷² Observation conducted by the researcher on May 03th, 2016 at 11.00 am. For detail looks appendix 7

⁷³ Observation conducted by the researcher on May 03th, 2016 at 11.00 am. For detail looks appendix 7

From the data above, it shows that many problems faced by the students in speaking ability. The problems have many factors that influenced their speaking ability.

3. Factor which Caused of Language Learning Problems Faced by Students in Speaking

As described above, that English was a foreign language, while students got a lot of troubles or problems in that functioning. There were many causes that influenced or were factors in language learning problems. The results of interview found that the factors were the students limited vocabulary mastery, mixed Indonesian and English and they have good confidence.

Majority the students were happy to learn English, when seen from its enthusiastic and excited when followed English lessons. The process of learning on special skill in speaking, the students were asked to come forward by their teacher for storytelling with language skills that they have and with good a confidence.

In accordance to phenomenon in the enthusiasm in learning English same as IN admitted that: "I like study English, because English was easy to learn and I have been studying English from 12 years ago."⁷⁴ While this enthusiasm can be seen from NA stated that: "I like English, I have studied English from I was

⁷⁴ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 3

child.”⁷⁵ Based on the students statements, the teacher said that: “They have great enthusiasm in learning English. While their speaking ability also good.”⁷⁶

In this boarding school, the students were obligated to follow extracurricular speech of training. The speech of training used three languages they were Indonesian, Arabic, and English. This factor also help the students in speaking ability as well as in self confidence when public speaking. The training of speech held three times in a week.

Regardless of the students were able to speech and have good confidence, the students were also used English in their daily lives, but they also faced various problems in that application. The examples: Grammatical, Pronunciation, and Vocabularies.

In the use of English in everyday, the students encountered trouble on grammatical usage. The students always use the simple present whenever talked even though it was already past, because they thought simple present was the most easy to remember and used, and to organize that sentence structure ever they were still confused. In accordance in the problems of used simple present could be seen from RW statement that: “I always use simple present when I communicate with

⁷⁵ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 1

⁷⁶ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 1

other, although it actually in past.”⁷⁷ Same with RW statement, KS also did same with her and stated that: “I always use simple present in daily conversation because I thing that is easier.”⁷⁸

For clearing the students statement, the teacher stated that:

“To correct them in wrong grammar by correcting their speaking, give much training in writing and speaking how use good grammatical. Explain more deeply about the material.”⁷⁹

Furthermore, the students pronunciation still enemitered many errors and needed correcting. The student pronunciation according to what they known and what they hear from their friends, whereas their friends were wrong in pronounced some words. Although they had received from their teachers, but their corrections still used wrong pronunciation because they were accustomed to use the wrong pronunciation.

In accordance in the problems of pronunciation, the students pronounced based on their wanted or their based knowledge. The statement from UF that: “My pronunciation if I think that almost wrong. Because when I speak something I don’t thi nk how the true pronounce.”⁸⁰ The teacher said that, many ways had to

⁷⁷ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 2

⁷⁸ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 4

⁷⁹ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 5

⁸⁰ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 5

do for correcting the problems that faced by the students. Based on interview the teacher statements:

“To correct them in wrong pronunciation by showing them how to speak correctly and fluently in conversation continually, give them training much in speaking and listening, the important is correcting and reminding when they making mistakes directly.”⁸¹

Besides that, vocabulary that the students were used was the basic vocabulary. The vocabulary that they had more was noun, and verb that was often they used in daily communication. Sometimes when they were enjoyed to chat with friends and got the word that they did not understand its meaning, they used Indonesian.

Almost the problems when speaking English that faced by students was vocabulary. This problems same as with AS expression based on the interview: “My big problem in English is vocabulary. When I don’t know what the mean of the word, finally I cannot speak anything.”⁸² Although their face looked there were many problems in the used of English, they continued to use English in daily communication. They were aware when made a mistakes in the used of grammar, pronunciation and vocabulary. After further asked, what made them kept in the used of English despite faced many problems in its used turns. Using English in

⁸¹ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 7

⁸² Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 4

this boarding school is an obligation and if violated, will be punished. While they always use English, although with wrong grammar or wrong pronounce.

Not only in matters of grammar, pronunciation, vocabulary, but the problems that faced by the students in used English follows: Intonation, Accent, and Way of Produce.

The problem was intonation, when they used English the intonation that sounds same as when they used in Indonesian.

In accordance to problems in intonation, the students never used intonation same as with intonation in English, like statements from RW: "I aware when I use English my intonation as same as Indonesian. I feel only the vocabulary that was different."⁸³ Furthermore, In this case also when they used English the accent that sound same as when they used in Indonesian. There were some students that used Indonesian accent in English.

In accordance to the problems of accent, many students said that they aware that their accent when speaking English, were still effect by Indonesian. As the statement from KS that: "Yes, I feel my accent still effect by Indonesian. Moreover I come from Sumatra and while my accent is Indonesian accent specially Sumatra accent."⁸⁴

⁸³Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 2

⁸⁴Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 4

Moreover, the way that they used to produce English were same as when they made in Indonesia. When KS stated that, her accent was effected by Indonesia, IZ stated also that her ways in using English was effect by Indonesian. She said that: “My way of using English is to replace Indonesian with English vocabulary without thinking how to use English in right rules.”⁸⁵ In additions, when they were used English, there were many students who mix Indonesian and English. That because not all of vocabulary them mastered. The vocabulary they often encounter in daily activities but they was not familiar in the English example of "I am kepleset in the bathroom" word of “kepleset” for those not familiar in English.

Not in the mixed of Indonesian and English only, but there were a strange phenomenon that occurs when the students used English, namely the addition of the word "sih, dong, kek" at the end of the sentence. Most of the students were added words in their daily conversation. For example "what the mean sih", in Indonesia they wanted to say "artinya apa sih?." Whereas their teachers had been corrected and reprimanded when they made a mistake. The second instance they were often said "don't like that kek" in Indonesian which they wanted to say "jangan gitu kek" when they were joked with their friends. An example of the latter "how about dong" in Indonesian they were wanted to say "gimana dong?." This more clearly when one of students answered the question in interview guide.

⁸⁵ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 3

IZ stated that: “Sometime I add the words “sih, dong, kek” when I speak with my friends. I know that’s wrong but it habitual. Because all my friends also do it.” Same with her friends, NA also gave information that: “I also add the word “sih, dong, kek” in the end of sentences because I follow my friends.”⁸⁶

For handling this problems, many ways have been done by the teacher. Based on interview the teacher stated that:

“This problem has been long time rising in this boarding school, we as the teacher have many times to decrease this problems with many ways. We always correct it and give the punishment to the students who use it in the class room.”⁸⁷

In other hand, there was one factor that affects their speaking ability. Because in this boarding school was female boarding school, so in each class contains all female. This factor were also affected the students' speaking ability. When investigated further, when one class contains all the female students was more likely to have high confidence because of their female friends all. While when they made a mistake they were not felt shy in speaking class proved that they did. Many students stated that, they enjoyed with their classroom, because all their friend were female. While that gave effect with their speaking ability, as NA stated:

“I think my speaking ability also effect by all my friends, because all my friends are female in classroom, not only in my class room but in my

⁸⁶ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 1

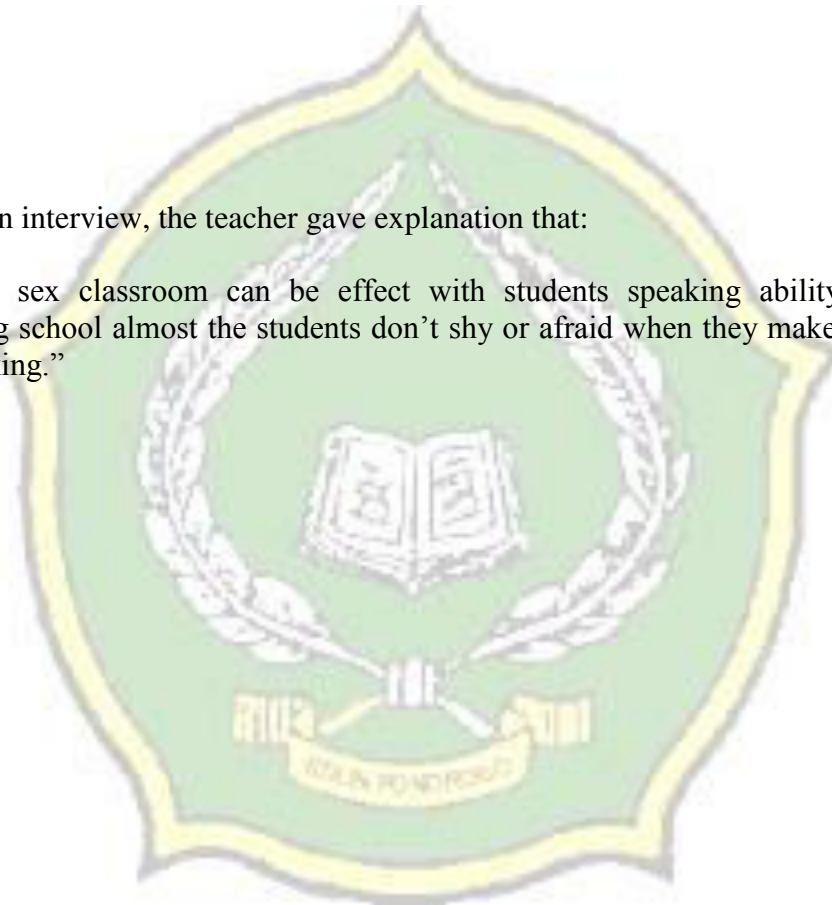
⁸⁷ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 8

around boarding school. Because I don't feel shy in make a mistakes in speaking.”

While same with NA stated, NZ were stated also her classroom was gave effect in her speaking ability. “My class is female class, that effect in my speaking ability. Because when I say something that wrong, I don't feel shy.”⁸⁸

Based on interview, the teacher gave explanation that:

“Single sex classroom can be effect with students speaking ability. In this boarding school almost the students don't shy or afraid when they make mistakes in speaking.”



⁸⁸ Interview conducted by the researcher on May 05th, 2016 at 11.00 am. For detail looks appendix 6



CHAPTER IV

DISCUSSION

This chapter the researcher discusses the result of the research conducted at eleventh grade students of Al-Mawaddah, Coper, Jetis, Ponorogo. The discussion gives the explanation for the research problem which has been stated in chapter I. Here it will be present two points for answering the problem of statements. The first point is the process of classified the data to find out the kinds of language learning problems faced by students in joining speaking class at eleventh grade student of Al-Mawaddah. The whole data that have been obtained before would be analyzed and classified into two kinds, those was interlingual problems and intralingual problems. The data were all the mistakes created by eleventh grade

students at Al-Mawaddah. After finding those kinds, the second point is discusses the factors which causes of the students from eleventh grade in make mistakes those two kinds, interlingual and intralingual when they was in joining speaking class. For the further explanation, it will be discussed more below:

A. The kind of Language Learning Problems Faced by Students in Joining Speaking Class

When students try to do something or learn to understand something, there must be a percentage of the possibility for making mistakes. While, when students learn to use the language, there must be times students make mistakes in its use. Because language is a complex, students tend to make a lot of mistakes in learning their second language or foreign language.

1. Interlingual Problems

Some errors that will be first discusses is interlingual problems. While the students make mistakes for example in intonation, accent, and way of produce. The intonation that used by the students when speaking English is Indonesian intonation. The interviews of some students, they said that intonation they used when speaking to use English is Indonesian intonation. The same as the used of intonation, accent used by the students was also affected by Indonesia. The students recognize that, the mistakes affected by the Indonesian. While they also have gotten the corrections from the teacher but they still used Indonesian accent

when using English. Besides that, can be ensured if the intonation and accent that the students used was still be affected by the mother tongue, then the way of produced also still be affected by Indonesian, as it stated by Choroleave. Evident from the interviews that the way they produce words that are used to communicate with the English was the same as when they used Indonesian.

This problem occurs because less of the students in listening. They less listening intonation and accent as same as in English moreover. Beside that, the students make a mistake in the way of produce. The way that they produce in English was same like in Indonesia because of less understanding in grammar. The effect of these errors was English that they used in daily communication was not accordance with its rules. While they realize this problems and attempt to correct the mistakes, ask when they are in trouble and study harder.

The various forms in interlingual mistakes were made by the students, it can be seen that the interlingual errors become a problem of the student in the use of English. When students make mistakes, the mistakes or errors can be classified to two kinds. Same with Learner errors can be categorized in terms of various criteria. Larsen-Freeman and M. Long said that “Interlingual errors are said to

occur due to first interference, whereas intralingual errors are committed regardless of first language.”⁸⁹

2. Intralingual Problems

Furthermore, some errors that will be discussed is intralingual. In this case, the students make mistakes for example in grammar and pronunciation. If discusses students' mistakes in the used of grammar can be said, this issue was included in intralingual errors. This error there was two kinds of grammar that was about issues Simplification, Inadequate learning and Overgeneralization.⁹⁰

Sometimes the students did not know what the past form from the words, while they always use verb one or present though they should use past form or present perfect. This mistake can be called by simplification. Simplification is learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.

Based on the interview, there are many students aware that they did not use grammatical truly and they aware that immediately ejected words without thinking of the personal pronoun or a third person who should be added ‘s’. this mistake can be called by Inadequate learning is mainly caused by ignorance of rule

⁸⁹ Kornelia Choroleeva, Language transfer: Types of Linguistic Errors Committed by Francophones Learning English as a Second Foreign Language, Bulgaria: DOAJ Journal, 1755-9715.

⁹⁰ Touchie, Hanna Y. Second Language Learning Errors Their Types, Causes, and treatment, Texas: JALT Journal, Vol 8, No. 1. 1986.

restrictions or underdifferentiation and incomplete learning. An examples omission of the third person singular 's' as in : He want.

The students did not understand fully in the use of the past tense and not memorized the change of from verb, the present into the past. This error is similar to simplification. Overgeneralization is the use of one form or construction in one context and extending its application to other contexts where it should not apply.

Furthermore the students' mistakes in pronunciation. Based on the observation, it was found that students have made mistakes in pronunciation. There are two students when reading the conversation by the title summer, they wrong in pronouncing some words. From this mistake, can be called by fossilization. In intralingual errors in pronunciation is often referred to Fossilization. Fossilization was specially errors in pronunciation, persist for long periods and become quite difficult to get rid of.

Based on this, James stated that there are four causes of errors, one of them is "intralingual errors: these types of errors are caused by the target language itself like: false analogy, misanalysis learners form a wrong hypothesis, incomplete rule application, this is the converse of overgeneralization or one might call it undergeneralization as the learners do not use all the rules, exploiting redundancy, this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling), overlooking co-occurrence restrictions (this errors is caused by overlooking the

exceptional rules), hypercorrection or monitor overuse (this results from the learners' over cautions and strict observance of the rules), overgeneralization or system-simplification (this error is caused by the misuse of words or grammatical rules).⁹¹

3. Factor which Causes of Language Learning Problems Faced by Students in Joining Speaking Class.

a. Limited Vocabulary mastery

When someone speaks use English language to communicate, the most important thing was to memorize and understand vocabulary. The vocabulary has to memorize, in order to be able to speak English fluently. When the vocabulary was understood and memorized that would be easier to communicate with others.

Giving the vocabulary to the students have been done by the teachers in the process of learning English, as the core for learning a foreign language was to understand the vocabulary. The teacher give the new vocabulary that must be memorize by the students and then the students try to use it to communicate with others or understand English lesson itself.

In Al-Mawaddah, giving the vocabulary carried out in classroom setting or outside classroom setting. The students are given some vocabularies that must be memorized and used to communicate with their friends and teachers. But, the

⁹¹ Heydari, Pooneh and Begheri, Mohammad S. Error Analysis: Sources of L2 Learners' Errors, ISSN Journal, Vol. 2, No. 8, pp.1583-1589, August 2012

reality almost the students lazy to memorize the vocabulary, that makes their vocabulary was low. While it make they are difficult to communicate with others. Based on the observations that have been done, verily they like to learn English more, but sometimes they was lazy to memorize the vocabulary. As for the cause they memorize and use English in the classroom and outside the classroom are the rules that apply. While the rules that cause for the students to use English with the ability of their improvised vocabulary.

b. Always mix Indonesia and English

Due to the students' vocabulary was low, the students often mix two languages when they communicate. They often mix the Indonesian and English. When in search for more, they admitted unconscious cause of their problems in the use of English to communicate, because they are rare and lazy to memorize vocabulary. That is cause of their difficulty in communicating. In other hand they are obliged to use English when communicating both in the classroom and outside the classroom with their friends. Because it is rules, if they break they will be punished. Those as already described in the chapter before.

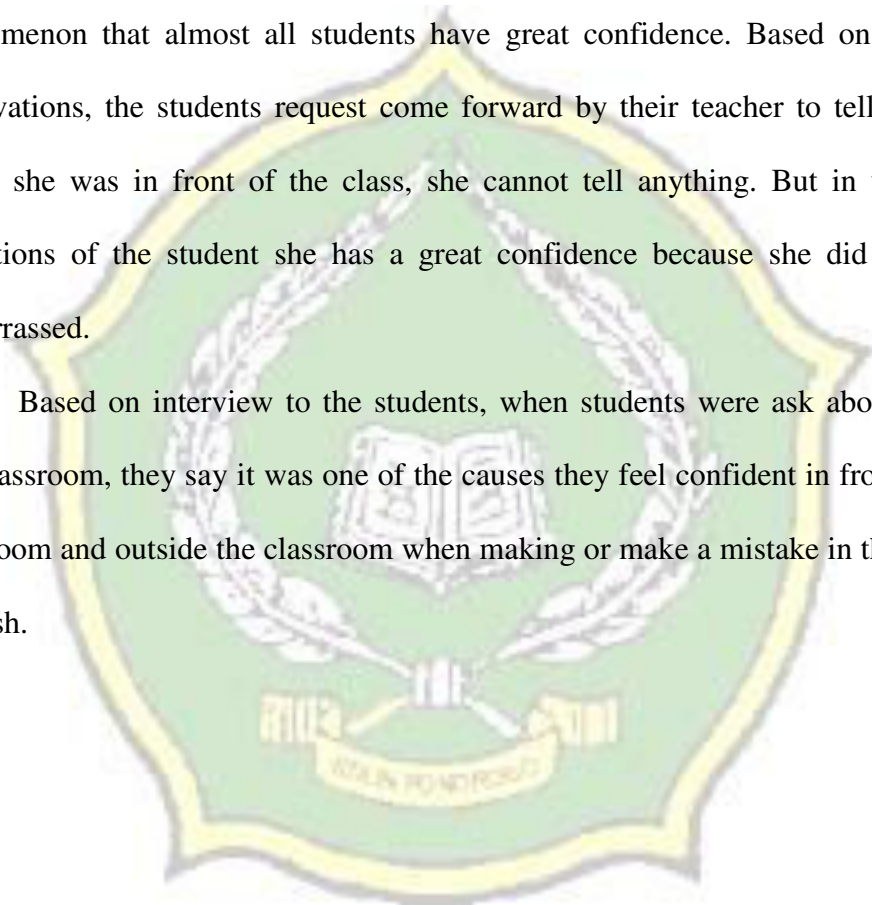
After doing the interview more deeply, there was a phenomenon that is done by the students. The phenomenon is the addition of the word "sih, dong, kek" at the end of the sentence they utter. The example of "what is the meaning sih". They consciously commit the error, and the reason that they make some mistakes

because they are familiar and their friends did the same one, though in early they feel weird.

c. They have good confidents because single sex class room.

After discussing many of the problems faced by students, there is the phenomenon that almost all students have great confidence. Based on field of observations, the students request come forward by their teacher to tell a story. When she was in front of the class, she cannot tell anything. But in view the conditions of the student she has a great confidence because she did not feel embarrassed.

Based on interview to the students, when students were ask about single sex classroom, they say it was one of the causes they feel confident in front of the classroom and outside the classroom when making or make a mistake in the use of English.



CHAPTER V

CLOSING

A. Conclusion

After holding the research and discussion of language learning problems, the researcher concludes that:

1. There are two kinds of language learning problems done by eleventh grade students of Al-Mawaddah, there are interlingual problems and intralingual problems. Interlingual problems were done by the students when they use English to communicate with others. The mistakes was made by the students concludes many errors that affected by their mother tongue. The examples are intonation, accents, and the way of produce. Seems like interlingual problems, intralingual problems also was done by the students in use English in daily conversation. The mistakes was made by the students concludes many errors that affected by the target language. The examples are grammatical, vocabulary, and pronunciation.

2. There are three factors caused of language learning problems, these are: first, the students don't master the vocabularies at all. Second, the students always mix Indonesia and English, and they have good confidents because their class is single sex classroom. The first is limited vocabulary mastery. The vocabulary that the students have is limited. It makes them difficult in speaking English. Because

vocabulary is the important one of communication. The second is mix Indonesian and English. Based on first factor, the students do not mastering the vocabulary while effect them in mixing Indonesia and English. Furthermore there is one phenomenon. There are some additions words when they use English in the end of sentences. The third is good confident. Almost students have good confident. It makes them doing some mistakes. They feel not shy when make some mistakes, actually in mix languages. The factor is their class was single sex classroom.

B. Recommendations

Based on the result of the study from this research, some recommendations enclosed as follows:

1. Students

The students have to master in grammar, vocabulary, and pronunciation by study more. The students have to try to use English well, speaking English use true grammatical, and true in pronouncing. The students have to memorize the vocabularies more. The students have to try to use intonation and accent as in English more.

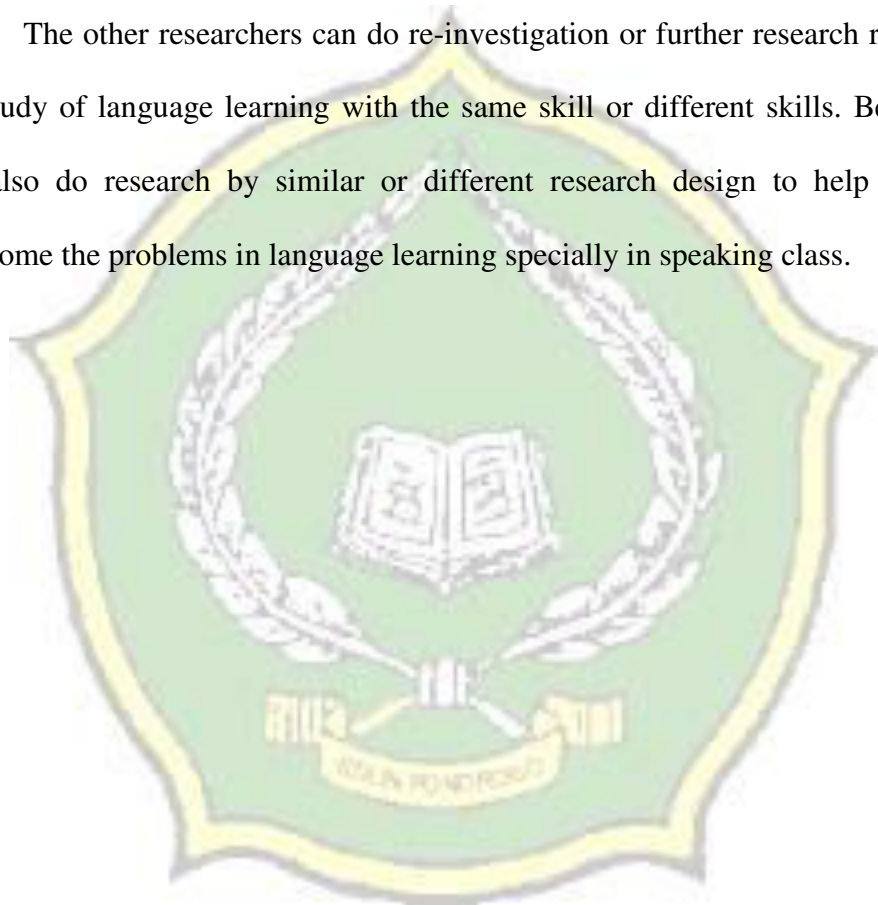
2. English Teachers

The teachers have to explain the material more deeply. Always guide and monitoring the students when they use English. Corrects the mistakes that made

by the students. The teachers give the punishment to the students who made mistakes in more and give the reward to the students who use English well. Always give feedback in and of activities.

3. Future researchers

The other researchers can do re-investigation or further research related to the study of language learning with the same skill or different skills. Besides, it can also do research by similar or different research design to help students overcome the problems in language learning specially in speaking class.



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