



**ENGLISH TEACHERS' PERSPECTIVE OF THE
PROBLEMS IN TEACHING SPEAKING IN A RURAL
SECONDARY SCHOOL**

**(A Case of MTs Al Hidayah Sadeng in the Academic Year of
2015/2016)**

a final project

submitted in partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by

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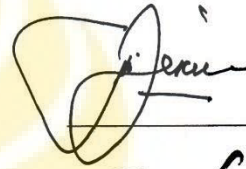
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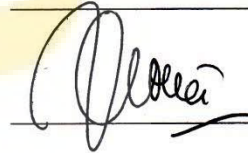
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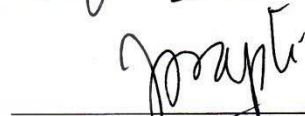
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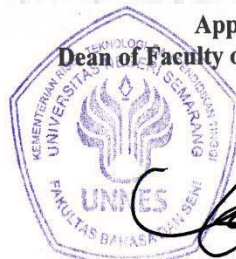
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ENGLISH TEACHERS' PERSPECTIVE OF THE PROBLEMS IN TEACHING SPEAKING IN A RURAL SECONDARY SCHOOL (A Case of MTs Al Hidayah Sadeng in the Academic Year of 2015/2016)

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau *final project* ini telah membubuhkan tanda tangan sebagai tanda keabsahan, seluruh karya ilmiah ini sepenuhnya menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang,

Yang membuat pernyataan,



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MOTTO AND DEDICATION

“The formulas of a success are hard work and never give up.” (Anonymous)



To:

UNNES

My beloved parents (Helena Jayanti & Nato)

My brothers, Doni Setiyadi & Aziz Kurnia R

My little sister, Natasha Kurnia Putri

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Hopefully, this final project can give contribution in educational aspect. Critics and suggestions from the readers expected in order to improve the research.

ABSTRACT

Ningsih, Setiati. 2016. . Final Project. English Department, Language and Art Faculty, Semarang State University. Advisor: Mr. Hendi Pratama, S.Pd, M.A, Mrs. Dra. Sri Suprpti, M.Pd. ,

Key words: problems, rural secondary school, , teaching speaking,

This study describes the teacher's perspective about problems happen in teaching speaking in a rural secondary school especially at MTs Al Hidayah Sadeng Gunungpati Semarang. The participants of this study are students and English teachers of MTs Al Hidayah Sadeng. The instruments for data collection are spoken tests, questionnaire and an interview. The data analyze statistically and descriptively.

The students' current speaking ability is still low. The spoken-test result shows that the students' mean score of VII-A is 56.56 and the mean score of VIII-A is 50.33. It can be concluded that class VII-A get better score than and VIII-A. The teacher's initial motivation in teaching speaking is still low, they teach English in general. They do not focus in teaching speaking because they have to make students pass the examination rather to make students fluent in speaking. The problems in teaching speaking related to the students are most students do not have enough time to practice speaking English on their own. They are insufficient knowledge and skills of English. Students transferred their first language into English. They feel unconfident in speaking because they are afraid of making mistake. The problems in teaching speaking related to curricula and textbooks are teachers use the student's work sheet and a handout book that do not really support students in speaking English. Teacher should gain much experience in teaching and trying many methods in teaching speaking. They have to encourage students to speak English and do not only teach students to pass the examination, teachers have to overcome the problems that appear at MTs Al Hidayah Sadeng Gunungpati and develop their fluency in speaking English.

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TABLE OF CONTENT

| | |
|---|-----|
| APPROVAL | ii |
| PERNYATAAN | iii |
| MOTTO AND DEDICATION..... | iv |
| ACKNOWLEDGEMENTS..... | v |
| ABSTRACT | vi |
| TABLE OF CONTENT | vii |
| LIST OF TABLES..... | x |
| LIST OF APPENDICES | xi |
| CHAPTER | |
| I INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Reasons for Choosing the Tittle | 3 |
| 1.3 Statements of the Problems | 4 |
| 1.4 Objectives of the Study | 5 |
| 1.5 Significance of the Study | 5 |
| 1.6 Limitation of the Study | 6 |
| 1.7 Outline of the Study | 6 |
| II REVIEW OF RELATED LITERATURE | 7 |
| 2.1 Review Of The Previous Study..... | 7 |
| 2.2 Teaching Speaking..... | 8 |
| 2.3 Reasons to Become a Teacher..... | 10 |
| 2.4 Guidance In Teaching Speaking..... | 11 |

| | | |
|---|--|----|
| 2.5 | The Characteristic Of English Speaking Classroom..... | 12 |
| 2.6 | Problems Found In The Speaking Class..... | 15 |
| 2.7 | General Problems Of Teaching Speaking As A Foreign Language..... | 18 |
| 2.8 | Suggestion for teachers in teaching speaking..... | 27 |
| 2.9 | School in rural area..... | 28 |
| III METHODS OF INVESTIGATION | | 23 |
| 3.1 | Research Design..... | 31 |
| 3.2 | Roles of the Researcher..... | 31 |
| 3.3 | Respondents of the Study..... | 32 |
| 3.4 | Instrument for Collecting the Data..... | 32 |
| 3.4.1 | Spoken test..... | 33 |
| 3.4.2 | In depth Interview..... | 33 |
| 3.4.3 | Questionnaires..... | 34 |
| 3.4.4 | Audio and Video Recording..... | 39 |
| 3.5 | Procedure of Investigation..... | 40 |
| 3.5.1 | Procedures of Collecting the Data..... | 40 |
| 3.5.2 | Procedures of Analyzing the Data..... | 40 |
| IV RESULTS OF THE STUDY AND DISCUSSION..... | | 45 |
| 4.1 | Introduction | 45 |
| 4.2 | Spoken Test Result..... | 45 |
| 4.3 | English teacher’s perspective of the problem in teaching speaking related to their motivation in teaching speaking at MTs Al Hidayah Sadeng..... | 52 |

| | |
|--|----|
| 4.4 Analysis of the questionnaire..... | 53 |
| 4.4.1 English language preference in the class..... | 60 |
| 4.4.2 The problems in teaching speaking related to the students..... | 63 |
| 4.4.3 The materials applied in teaching speaking | 65 |
| V CONCLUSIONS AND SUGGESTIONS..... | 67 |
| 5.1 Conclusions..... | 67 |
| 5.2 Suggestions..... | 70 |
| REFERENCES..... | 72 |
| APPENDICES | 75 |



LIST OF TABLES

| | Page |
|--|------|
| 1. Table 3.1 Guideline of Questionnaire..... | 34 |
| 2. Table 3.2 Students' Questionnaire..... | 35 |
| 3. Table 3.3 Guideline of Teachers' Questionnaire..... | 38 |
| 4. Table 3.4 Teachers' Questionnaire..... | 39 |
| 5. Table 3.5 Rubric of scoring spoken test..... | 41 |
| 6. Table 3.6 The measurement of the students' achievement..... | 44 |
| 7. Table 4.1 The Spoken test result..... | 46 |
| 8. Table 4.2 T-Test Result..... | 48 |
| 9. Table 4.3 Guideline of Questionnaire | 50 |
| 10. Table 4.4 Students' Questionnaire Result..... | 51 |
| 11. Table 4.5 Guideline of Teachers' Questionnaire..... | 53 |
| 12. Table 4.6 Teachers' Questionnaire Result..... | 59 |



LIST OF APPENDICES

Appendix

1. List of students
2. Lesson plan
3. Students' Test Result
4. T-Test Results
5. Teacher Questionnaire
6. Students' Questionnaire
7. Students' Questionnaire Result
8. Teachers' Questionnaire Result
9. Surat Keterangan Penelitian
10. Teachers Interview result
11. Picture



CHAPTER I

INTRODUCTION

This chapter explains background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

Teaching speaking English to Indonesian secondary students is difficult. Indonesian students do not commonly speak English. English has been teach as the first foreign language in Indonesian schools since Independence Day in 1945 (Ramelan, 1992:1) based on curriculum starting from junior high school up to high school in urban or in rural area schools, but until this time Indonesian students especially in rural secondary schools still cannot speak English fluently. Most of students are shy, passive and get cold feet to convey their idea in speaking. It is not easy to encourage students to speak English. Instead of having interaction or short conversation with their teacher, they think it is better to ignore the lesson and do not ask any questions during the teaching and learning process because they are sometimes stuck in the middle of conversation.

Rural secondary schools were small, lack of teacher, administrator, and support staff, offered few courses and extra-curricular activities. The rural students appear to be quite homogeneous; however the urban students seem to have a greater mix of race and cultures. The lack of opportunity of rural students to interact with persons of varying backgrounds may be a limiting factor in their

educational and sociological development. Students in urban area are more aware about English and deemed to be more active and more fluent in speaking English than students in rural area. The parents' educational level is higher in urban areas than in rural areas. Most parents in urban schools can help their children to speak English because they are well-off people which presumably have a high quality education which can motivate their child to speak English in their daily life. Urban parents are also more likely to expect their children to advance their education beyond high school.

Most of English teachers in rural area are difficult to develop their skill, find a new methods or techniques in teaching English especially speaking. They are seldom using English in their daily life. Most of them are inexperienced teachers whom have not taught before. The time allocation for English subject is two times a week in secondary schools make it harder in teaching English. The teachers usually teach about vocabulary, phrases, and sentences rather than speaking which makes students are difficult to be fluent in speaking English.

The purpose of students in rural secondary schools studying English is because English is one of subjects in school and they have to pass the examination or to do a test. In fact, They only will spend their life in around rural area so they think that English is not really important in their daily life which make them less motivation in studying English especially speaking and it makes most students in rural areas presumptively cannot master English yet or cannot speak English fluently, although they have learnt English since in the elementary school and

most of rural teacher also still cannot speak English fluently because they seldom use it in school or in their daily life.

MTs Al Hidayah Sadeng Gunungpati Semarang is located in Desel village Sadeng Gunungpati Semarang. It is one of the schools in a rural area of Semarang. It is adjacent with Kalialang Village in east side, Bendosari Village in the west side, Jogoprono Village in north side and Sadeng Village in south side. It is located on an area of approximately 417 square meters and surrounded by many houses. The school consists of typical classrooms with some facilities that students and teachers use during their teaching-learning process. It is rather difficult to find this school because it is quite far from the street. This school is around 30 minutes from Sam Poo Kong or Ungaran. Public transportation like angkot or bus Manyaran-Gunungpati is available. This school includes a potential school which has a lot of disadvantages/weaknesses to meet the school's criteria in accordance with the national standard of education as mandated in 2003 UUSPN *pasal* 35 and in PP number 19 in 2005. Beside, the background of this school is Islamic school which tends to give more priority on Islamic background of the school religious subject and Arabic rather than English. The explanations above make me want to know the teachers' perspective about the problems that appear in rural area education.

1.2 Reasons for Choosing the Title

I chose the title because of some considerations. First, Rural secondary school was a school with a minimum facilities because of the insufficient funding. One major problem of rural secondary schools was the lack of qualified teachers. Most

teachers did not want to stay in rural areas, but some people still want to teach in rural area.

Second, Most students in rural secondary school spent their entire life around rural area and cannot get the higher education because of economic problem, so they did not have master English or fluent in English because English was not important in their life. They came to class with no willingness to study English which makes them never use English as teachers harder in teaching. It also makes students speak less when using English in the class. Students's think that English is important but difficult to learn.

Third, teachers in rural area schools have to make sure that their students can pass the test according to school standard but they also should make sure that students understand the material but the facility in rural area school is still minim. Therefore, it will be interesting to describe what are the teaching speaking's problems that faced by teacher in rural areas especially at MTs Al Hidayah Sadeng. Teachers can find a way to solve the problems and can improve student's speaking skills as the weapon to face the world.

1.3 Statement of the Problems

The problems of the research can be stated as follows:

- (1) What is the students' current speaking ability at MTs Al Hidayah Sadeng?
- (2) How is the English teacher's perspective of the problems related to their motivation in teaching speaking at MTs Al Hidayah Sadeng?
- (3) How is the English usage preference toward English speaking learning process in the class at MTs Al Hidayah Sadeng ?

- (4) What are the problems of teaching speaking related to the students at MTs Al Hidayah Sadeng?
- (5) How are the materials applied in teaching and learning of speaking English at MTs Al Hidayah Sadeng?

1.4 Objectives of the Study

The objectives of this study are:

- (1) To know the student's current speaking ability at MTs Al Hidayah Sadeng.
- (2) To find out teacher motivation in teaching speaking at MTs Al Hidayah Sadeng.
- (3) To describe English usage preference toward English speaking learning process in the class at MTs Al Hidayah Sadeng.
- (4) To describe the problems of teaching speaking related to the students at MTs Al Hidayah Sadeng.
- (5) To describe the materials applied in teaching and learning of speaking English at MTs Al Hidayah Sadeng.

1.5 Significance of the Study

The results of the study are expected to be able to give the following benefits:

- 1) Theoretically, I hope that the results of the study can be useful as a reference for who have the interest in the same topic. I also hope that this study enlarge the readers' knowledge about the problems in teaching speaking.

- 2) Practically, I hope that the results of the study can give motivation for the teacher to be more creative and innovative in teaching speaking especially, in rural areas.
- 3) Pedagogically, I hope that the results of the study can become a way to solve the problems teaching speaking in a rural area.

1.6 Limitation of the Study

As limitation, the results of this study may possibly be generalized so that local organizations and institutions can provide appropriate assistance and improve the English teaching quality in rural secondary school. This study describes the English teacher's perspective of the problems in teaching speaking in rural secondary school areas especially at MTs Al Hidayah Sadeng. It focuses on English teachers at MTs Al Hidayah Sadeng in academic year of 2015/2016.

1.7 Outline of the Study

This final project is divided into 5 chapters which explain different aspects in line with the topic. They are organized in such a way to make the readers can easily understand the content. The organization of the final project is as follows:

Chapter one explains the introduction. In this chapter I explain the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, and outline of the report. Chapter two contains review of the related literature which discusses review of the previous studies, teaching speaking, teacher's role, reasons to become a teacher, characteristic of a good teacher and English in Indonesian rural

secondary school. Chapter three presents method of the investigation. It describes the research method, object of the study, method of collecting data, and method of analyzing data. Chapter four explains data analysis. It discusses the results of the research finding. The last, chapter five presents conclusions of the study and gives suggestions deal with the problems.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

In line with the topic of the study, this chapter explains the theory of the study. It talks about the literature used in this research. It talks about the review of the previous study, speaking, teaching speaking, general problems in teaching, guidance for teacher in teaching speaking, speaking assessment, and rural areas schools.

2.1. Review of the Previous Studies

There have been a number of researchers was conducted some studies related to teaching learning process. One of them was conducted by Passasung (2003). He wrote a descriptive study about the problem in teaching English of remote area students in Indonesia. The findings indicated that there are many aspects can be problems in teaching English of remote area Indonesia.

Other researcher is Arita (2008). She wrote a thesis. She found out that the students of SMA Pomosda Tanjunganom Nganjuk had many problems, such as the students' difficulty in creating a correct sentence, the students' mastery of the vocabulary and never practice speaking outside school. Then, Noom-ura (2013) studied about the English-teaching problems in Thailand and Thai teachers' professional development needs. This study surveyed problems with English language teaching and learning and the professional development (PD) needs of high-school teachers in three provinces of three Secondary Educational Service Areas in Thailand. The problems and PD needs were herein presented from

highest to lowest ranking. After that Enero-Junio (2016) studied about English language teaching in rural areas: A New Challenge for English Language Teachers in Colombia. Most English teachers in Colombia are reluctant to work in rural schools due to several challenges that they may encounter. The purpose of this article, which is based on the results of research studies conducted in Boyacá and Santander (Colombia) about English teaching in rural areas, is to show some of the reasons why teachers do not select a job in rural zones.

From those studies, it can be concluded that many problems were faced by teachers in teaching-learning process. Most of the studies describe about teacher problems but not in specific area. Hence, in this research, I chose to describe problems in teaching speaking in rural secondary school.

2.2. Teaching Speaking

According to Kayi (2006) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. Daily communication among Indonesian people is conducted in their mother tongue or in *Bahasa*. It is

the foreign language studied by Indonesian students at junior high schools, but Kartasmita (1997) states we cannot expect Indonesian students in general to be motivated to study English simply because it is mandatory. If English seldom use in students daily communication, they will not make significant efforts to study it.

Students consider that English is a difficult subject to be learnt since it is foreign language. However, they should improve their speaking skills in order to communicate in their daily life. According to Nunan (1989:77) teaching speaking is teach English language learner 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. In addition Hornby (1995: 37) state that teaching means giving the instruction to a person: give a person knowledge, skill and etc). Teaching speaking is like a real communication which needs practicing as often as possible. In teaching speaking, teachers usually use a repetition of drills or memorization of dialogues. A drills usually in form of question and answer, but the question and the answer are structured and predictable which make students speaking skills do not improve much.

The goal of teaching speaking skills is to make students communicate efficiently. Students should be able to make themselves understood with what people say and can communicate effectively using English. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Burnkart, 2007:7). So, teaching speaking means teacher should teach their students how to

produce sounds correctly in order to use words and sentence according to the context.

2.3. Reasons to Become a Teacher

Traditionally, reasons for choosing to teach divided into three broad categories. Kyriacou, Hultgren, and Stephens (1999, p. 374) describe these intrinsic, extrinsic, and altruistic reasons as follows:

- (1). Altruistic reasons. These reasons deal with seeing teaching as a socially worthwhile and important job, a desire to help society improve and making a difference
- (2). Intrinsic reasons. These reasons cover aspects of the job activity itself, such as the activity of teaching children, and an interest in using their subject matter knowledge and expertise. It means involved a joy and love of doing an activity as well as a personal interest and internal judgement of success. Someone chooses become an English teacher simply because they were interested in teaching and English. Perceived success in the field (self-perception) and love of teaching
- (3). Extrinsic reasons. These reasons cover aspects of the job which are not inherent in the work itself, such as long holidays, level of pay, and status. Reasons for selecting teaching as a profession have been subject to further vigorous theory building in relation to current theories of motivation. It includes an external force or reward as well as convenience and ease, a job opportunities, Suitability, Easy to do, Guidance received, High social status, Dislike of other subjects, Fallback career, University education.

2.4. Guidance in Teaching Speaking

In teaching and learning process, teachers need to pay more attention in pronouncing a word. Teachers should use clear and correct pronunciation, so the students can repeat it easily and correctly. In addition, teachers have to give the students as much speaking time as possible. According to Thornbury (2004:75) there is some guidance for English language teachers while teaching speaking.

Those are ;

- (1). Teacher should provide maximum opportunity to the students to speak in English as much as possible;
- (2). Teacher must involve each student in every speaking activity, such as in leading the class, in calling attendance, in question and answer session and in every activity in the class;
- (3). Teachers need to reduce teacher speaking time in class while increasing student speaking time, step back and observe students, encourage students to be more active in speaking English;
- (4). Teacher have to use positive signs when commenting on a student's response, do not ever use negative word in comment them;
- (5). Teacher sometimes needs to ask students an eliciting questions such as "What do you mean? Can you repeat please? Can you explain more about it?" in order to motivate the students to speak more;
- (6). When correcting students task, teacher must provide written feedback like "Good job";

- (7). It is important to correct students' pronunciation mistakes but do not do it very often while they are speaking;
- (8). Teacher can involve speaking activities not only in class but also out of class, but teacher need to ask help from parents and other people who could help;
- (9). In addition, do not forget to provide the vocabulary beforehand that students needed in speaking activities.

2.5. The Characteristics Of English Speaking Classroom

The classroom is sometimes called as an artificial environment for learning and using a foreign language but it is also a real social context in its own right, where learners and teacher enter into real social relationship with each other. The language teaching aim is to equip learners for different contexts and the usefulness of language learning does not depend only on what specific pieces of language the learners encounter but on whether they master the more general principles, which underline them. In the same way, the structures and skills that foreign language learners acquire during classroom interaction can later be transferred to other kinds of situation.

There are four approaches to exploiting the classroom environment as a social context for foreign language use, namely

- (1). Using the foreign language for classroom management.

Foreign language is used not only the planned activities, but also the classroom management that revolves around them. It is important to provide learners with the language needed for routine classroom affairs

such as giving instructions, discussing the materials, in order to establish the foreign language as the medium for organizing learning activities.

(2). Using the foreign language as a teaching medium.

There are differences between learning a language and learning *through* a language:

- a. There are bilingual schools in which all or most of the lesson are conducted in a non-native language. Students reach a high degree of proficiency in the second language without receiving formal instruction in it, and do not suffer in other aspects of their education.
- b. It is also bilingual schools in a modified form. Learners have a small number of formal language lessons. In addition, they study one or two of their school subjects (e.g. history and/or geography) through the medium of foreign language. They also gain a higher level of proficiency.
- c. An individual language teacher teaches another subject through foreign language but it is still related to the foreign country, e.g. its history, geography, literature or cultural background in a small proportion of classroom time (e.g. one lesson per week). The teaching then has a dual role: to provide learners with useful knowledge, and to engage them in purposeful communication in the foreign language.

(3). Using the foreign language for conversation or discussion sessions.

This approach can help students to develop communicative ability. For example:

- a. It opens up a rich stimulus for communicative interaction. The varied experienced, interests and opinions of the learners can motivate learners to talk in foreign language.
 - b. It provides a context for wider range of communicative functions and meanings. For example introducing a new topic, turn-taking or sustaining the conversation.
 - c. It provides learners with opportunities to express their own personality and experience through the foreign language. It gives them valuable experience in using the language for their own social relationships.
- (4). By dialogues and role-plays on school experience.
- a. It exploits the foreign language learners with the communicative needs they require stimulated by the environment in which learning takes place.
 - b. In exploring the problems of the learners' world, it introduces into the language classroom a nonlinguistic subject matter that motivates communication.
 - c. It uses discussion as an important means for simultaneously exploring this subject matter and developing learners' communicative competence (Littlewood, 1981:45).

2.6. Problems Found in the Speaking Class

(1). Students do not want to talk or say anything

One of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore „losing face“ in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Further is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.

Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas. They are afraid and anxious of saying something wrong or incomprehensible. One way to encourage students to speak in English is simply to speak in English as much as possible in classroom.

(2). Students keep using their own language.

One problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them. This problem also connected with students does not want

to talk or say anything in the foreign language but they keep using their own language. In this situation, teacher can create an English environment and keep reminding them always use English.

- (3). It is difficult to handle students in large classroom.

If the classroom is big, for example 30 or 40 students in a classroom, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions. But there are advantages of a large classroom: when there are many students in a classroom they can share many different ideas, interesting life experiences, learn to share responsibility and help each other during project work which can bring variety and speeds up the work.

- (4). Students are not discipline in classroom.

Some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts. The discipline of the students in the classroom is related also to the motivation of the students themselves. If they have low motivation, it means they have low enthusiasm in following the classroom which make them

indiscipline in the classroom. In this situation, the teacher can create activities that make students feel enjoy themselves in the class.

(5). The materials do not fulfill the need of students

Language teacher should attempt to associate the language they are teaching with the situation outside the classroom. Smith (1983) in Freeman (1999) has explained that people do not learn if they are confused or bored. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students' motivation.

On the other hand, when students receive comprehensible input and when they can link school subjects with their life experiences, they learn (Krashen, 1982). Good teaching-texts for classroom use are not there simply in order to be read, they lead to comment and interpretation by learners, and illustrate typical pragmatic uses of lexis and structure. They have to be fairly short, so that other activities besides comprehension can occur. They have to be 'appropriately accessible'. This means 'not too difficult for learners to understand but difficult enough to encourage them to develop further in the language'.

There are four alternatives when the teacher decides the textbook is not appropriate. The teacher can omit the lesson, teacher can replace the textbook lesson with one of the teacher's own, teacher can add to what is

in the book, and the last is teacher to adapt what is in the book (Harmer, 1998:111).

(6). Students have low motivation to learn English

Nunan (1991) wrote in Lawtie (1999), „success is measured in terms of the ability to carry out a conversation in the (target) language“. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objective, and helps them to accomplish the success. The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them (Littlewood, 1981:93.). One key to increasing motivation is to use activities matched to the personalities, learning styles and characteristics of the learners as often as practically possible.

2.7. General Problems Of Teaching Speaking English As A Foreign Language

By the importance of speaking, the skill needs special method in teaching EFL. Some of method that support in teaching speaking are Direct Method, The Silent Way, Community Language Learning, Total Physical Response, and

Communicative Language Teaching. Direct Method receives its name from the fact that meaning is conveyed directly in the target language through use of demonstration and visual aids, with no recourse to the students' native language (Diller 1978). The Silent Way supposed that learning is a process which we initiate by ourselves by mobilizing our inner resources to meet the challenge at hand. Community Language Learning, by applying this method, students' confidence will appear and they will be communicative in saying something based on their idea because teachers very support them and consider their students as "whole persons". Total Physical Response, in this method after the learner internalizes an extensive map how the target language works, speaking will appear spontaneously. Communicative Language Teaching became clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context (Wilkins 1976). Although there are many approaches in teaching speaking, the learning process still faces many failures.

Problem in teaching speaking is complex. It is not only related with the students' factor but also about context outside. In the internal aspects, the problems occurred are related with native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. The points of those problems are related with condition of the students. In the external problem, teaching speaking has challenge to make suitable classroom hours, because usually in the junior or senior high school English lesson only four hour a week, so they do limited time and they do not maximize in

their ability in English, they do not have the maximal time to practice in the outside of classroom because the teacher should teach suitable with the syllabus from the government, remembering that there is final examination from the government. They do not have time to practice outside the classroom because they do not have suitable partner to speak in English and the fact, they speak in their native language.

(1). Internal Problem

There are several discussions about problems that come from body of the students their self. The problems are commonly become obstacles in teaching speaking. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking.

a. Native language

The native language is the most influential factor affecting a learner's speaking. Brown, (2000:284) states, "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part."

By the statement it can be concluded that mother language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language. In the condition, linguistically, the

difference of L1 and L2 is the fundamental factor that determines success of a speaking class.

b. Age.

Children under the age of puberty stand an excellent chance of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty year old can be as successful as an eighteen year old if all other factors are equal. Although, Brown, (2000:284) argues that remind the students are older, that “the younger, the better” is a myth. It is because, in fact, every step of age has its own characteristic that sometime has a potency to be a problem in teaching speaking.

Learners are often described as children, young learners, adolescents, young adults or adults, (Harmer, 2007:14). The term children are generally used for learners between the ages of about 2 to about 14. Students are generally described as young learners between the ages of 5 to 9 and very young learner are usually between 2 and 5. Adult are generally thought to be between 16 and 20.

Brown, (2000:87) gives clearer map of children characteristic that could be problem in language teaching. Children are still in an intellectual stage. Because of that, children centred on the here and now, on functional purposes of language. They have little appreciation

for our adult notions of “concreteness” and they certainly cannot grasp the Meta language used to describe and explain linguistics concepts.

Actually children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Moreover, their egoism is still being shaped, and therefore the slights of communication can be negatively interpreted. Children are also focused on what this new language can actually be used for here and now. They are less willing to put up with language that doesn't hold immediate that is neither authentic nor meaningful.

Adults have a wider range of life experiences to draw on, both as individual and as learners than younger students do. Adult comes with a lot of previous learning experiences which may hamper their progress, (Harmer, 2007:15). Brown, (2000:90) also says that adults usually have acquired a self-confidence not found in children. Unfortunately, adults have weakness that often brings a modicum of general self-confidence (global self-esteem) into classroom.

By the explanation above it can be concluded that teaching language is really related with the age of students that affect the characteristic of the students its self. In every age there is some uniqueness which can support the teaching processes on other hand the uniqueness can be hard obstacle in the teaching. It can be anticipated by make an observation about the age of students and find the formula in teaching each age.

c. Exposure.

It is difficult to define exposure. One can actually live in a foreign country for sometime but not take advantage of being “with the people.” Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. Brown, (2000:285) says that if class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals.

The statement shows that in terms of exposure the discussion will be very fuzzy. Some students may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the teacher should know the condition of his or her students in order to be able to give suitable exposure.

d. Innate phonetic ability

Often referred to as having an “ear” for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not, (Brown, 2000:285). Others are simply more attuned to phonetic discriminations. Some people would have you believe that you either have such a knack, or you do not. Therefore, if speaking seems to be

naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence.

In other words, sometime speaking skill often placed as a talent from an individual. The perspective is not wrong because many researches, especially in education have proven that human has specific talent or inelegance. Here, speaking skill mastery includes verbal intelligence. So, the teacher should understand the fact by realizing that students have their own chance to be success in speaking class. It will a big problem if the teacher do not see his students in diverse talent.

e. Identity and language ego

Yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important, students need to become aware of - and not afraid of - the second identity that may be emerging within them, (Brown, 2000:285).

The perspective shows that students' attitude is very important in speaking class. Positive attitude will help the students to master speaking skill better. On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal. Good attitude is a power that helps the students to accept speaking material. It will be a

huge trouble if the teacher does not know the importance of Identity and language ego of his students.

f. Motivation and concern for good speaking

Some learners are not particularly concerned about their speaking, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown, (2000:285) says that that motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

The teacher does not have other choice expect try to wake students' motivation. The problem is that motivation is a very complex thing. Motivation means a cluster of factor that 'energizes' the behaviour and gives it 'direction' (Atkinson 2000: 13). In Atkinson point a view, motivation is term used to describe what energize a person and what directs his activity, and energy and direction is the centre of motivation. Furthermore, Motivation is divided into intrinsic and extrinsic motivation (Arnold, 2000:14). The problem here is that how to build both intrinsic and extrinsic motivation from the students. Moreover, each student has his own characteristic so it needs many strategies and approach to make up the motivation.

Teacher can help learners to perceive or develop hat motivation by showing, among other things, how clarity of speech is significant in

shaping their self image and ultimately in reaching some of their higher goals.

(2). External Problem

The effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factors. The completeness understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that puts English as second or foreign language in a nation. The context in which the language is learnt is still considerable relevance to kind of English a nation will want and need to study, and the skills they will need to acquire.

In teaching speaking English as second language the students are ready access to the target language both outside and inside language classroom. The students have a tremendous advantage. They have an instant “laboratory” available twenty-four hours a day. Because of that, it is easier to teach English as second language than as foreign language.

Language teaching in what might broadly categorize as an EFL context is clearly a greater challenge for students and teachers. Often, intrinsic motivation is a big issue, since students may have difficulty in seeing the relevance of learning English, (Brown, 2001:118). Their immediate use of language may seem far from removed from their own circumstances, and classroom hours may be the only part of the day when they are exposed to English.

Moreover, speaking is a skill that very needs many exercises. In EFL, the time to do exercise is limited in the classroom. When the students out from the

class they will use their mother language. From the fact, the teacher should choose the most suitable method in teaching speaking. Therefore, the language that teacher present, model, elicit, and treat takes on great importance.

2.8. Suggestion for teachers in teaching speaking

Here are some suggestions for English language teachers while teaching oral language according to Ryan (2001):

- (1). Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- (2). Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- (3). Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- (4). Indicate positive signs when commenting on a student's response.
- (5). Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- (6). Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- (7). Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- (8). Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- (9). Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- (10). Provide the vocabulary beforehand that students need in speaking activities.
- (11). Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

2.9. Schools in Rural Areas

Yulia (2014) in her thesis explains about rural area's school. The class size according to her thesis was normally 32 students in a class in rural and urban areas though in some schools in the city such as international it was over 35 students. Monk (2007) also argues that the technical definition of a rural school is characterized by geographic isolation and small population size. Rural schools located in or near towns with populations of 5,000 residents or less. For these schools, total enrolments in all grades seldom exceed 1,000 students, and graduating classes are usually under 100 students. The rural area classes are relative small, and teachers seems to be satisfied with their work environments and teacher turnover is often high, and hiring can be difficult. Monk observes that rural area schools have few highly trained teachers. The salary in rural area school tends to be low. The students in rural area need special treatment because they have limited English skills and only some students who can attend college. It makes rural area school difficult to recruit and retain high-quality teachers. The various problems make many teachers prefer to teach in urban area. Limited

access to education in rural areas has contributed to increased urbanization as families relocate to cities in order to acquire better education. Furthermore Yulia (2014) also states that regarding the national examination results, students in rural schools usually gained scores significantly under the government stipulation. Almost all rural schools, particularly the private ones, had low scores in the four subjects as compared to urban schools. Some teachers then did malpractice at school to ‘modify’ the students’ test score to provide them with enhanced educational opportunities.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, analyzing the data, and presenting the results, the last step is drawing the conclusions. This chapter presents conclusions of the study and suggestions which provide a statement about the findings.

5.1 Conclusion

From the analysis in chapter IV, I conclude that:

- (1). The students' current speaking ability was still low. Most of students got difficulties in each scoring category. In the score of VII-A can be seen that students got score more than 50 only one students who got 50. In the score table of VIII-A shows that students got score less than 50 and 11 students got score more 50. In the spoken-test, the students' mean score of VII-A was 56.56 and the mean score of VIII-A was 50.33. From that score can be concluded that class VII-A got better score than and VIII-A.

The final result of the test dealt with the total score the students gained after test. According the results of t-test showed that there was a significant current speaking ability between grades at MTs Al Hidayah Sadeng because the results of t-test. The number of subjects in this study for the class VII and VIII were 60 with the degree of freedom (df) = 60. That was $N_x + N_y - 2 = df$, so $30 + 30 - 2 = 58$. At the 5% level of significance, t value obtained was 3.73 and the t-table was 2.0021, so that t-value was higher than t-table. It

meant that there was a significant difference between different grades. It shows that the average test of class VII is better than class VIII.

- (2). The teachers' initial motivation in teaching speaking was still low. The teacher said there was no specific language skill which was taught in the secondary school. They taught English as a subject and did not focus on teaching speaking. They just followed the curriculum that was given by the school. They only had few times to teach speaking so they used most of their time to teach about grammar, vocabulary rather than speaking to make students pass/examination. They rarely taught speaking because they only have to make sure that their students can pass the test, so they were not focusing themselves in teaching speaking because speaking test did not appear in the results test.
- (3). English usage preference toward English speaking learning process in the class at MTs Al Hidayah Sadeng ; teachers used both English and Bahasa to help them in teaching speaking in the class, English was important and interesting subject for students. The students like their English teachers whom make them like an English subject but they thought that teaching speaking activity was unpleasant things for students because they felt afraid of making mistake because they cannot memorizing a vocabulary, they had a problems in describing something in English. The worst thing were they never practice speaking at home and did not taking an English courses which made them cannot increase their speaking ability. The students' purpose of getting education was just to pass the examination.

(4). The problems of teaching speaking related the students are ;

The problems teaching speaking related to students were most students did not have enough time to practice speaking English on their own. If they want to be fluent in speaking English, they should practice more and more. Many factors can make students were lacking opportunity to learning English outside class, students' insufficient knowledge and skills of English. Students transferred their first language into English. It made them rather confused when want to say something. Besides, some students had problems with speaking such as having problems with listening and pronunciation. They felt unconfident in speaking because they were afraid of making mistake. According to the teachers, the purposes of students study English were because English was part of subject and they had to pass the examination rather than to improve their speaking skills.

i. The material applied in teaching speaking at MTs Al Hidayah Sadeng

The problems in teaching speaking related to curricula and textbooks were teachers used the student's work sheet and a handout book which did not really support students in speaking English. There was no curricula for local conditions, the curricula is generally for all they students in urban and rural area, but the condition of students in urban and rural area was different. The school did not have any regulation that can increase students speaking skills.

5.2 Suggestions

Based on the findings, I try to give some suggestions dealing with problems in teaching speaking in a rural area especially at MTs Al Hidayah Sadeng. Here were the suggestions:

- (1) English teacher have to increase their motivation in teaching speaking, they have to make students be fluent in speaking English and do not only teach about grammar or focuses to make students pass the examination. Teachers should more encourage students to speak in English, help students in speaking, gave more exercise about speaking and create multi media that can motivate and interest them in learning speaking. Although without a dictionary teacher should create a media that can help students in learning and speaking, for example teacher can create wall magazine or play a teaching game that do not need much facility from school. Teachers do not only teach students in a tutorial manner for school examinations but also teach for communication.
- (2) Students have to practice English outside the class and they have to increase their motivation in learning speaking. They should aware about the important of English in their life so that they can have strong willingness to study English especially speaking.
- (3) Teacher's problem in teaching speaking come from many factors, teachers have to be more creative so they can overcome the problems itself. The school or headmaster should add computer and language laboratory with the full facilities, it will be better if school give a speaker in every class,

beside that school also need to increase their school standard, create English speaking extracurricular, and increase funds that available for teacher professional development.

Finally, I hope that the result of this study will be useful for the reader. I hope that there is a solution which can help teacher in overcoming their teaching speaking problem in a rural area especially at MTs Al Hidayah Sadeng Gunungpati Semarang.



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