

**AN ANALYSIS ON STUDENTS'S SPEAKING SKILL AT ENGLISH AT
SEVENTH GRADE OF MTS ATTHAHIRIYAH**

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**NAHDLATUL ULAMA UNIVERSITY OF KALIMANTAN SELATAN
FACULTY OF THEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARMENT**

2024



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SEVENTH GRADE OF MTS ATTHAHIRIYAH**

AN UNDERGRADUATE THESIS

**Presented to
Nahdlatul Ulama University South of Kalimantan
In partial fulfillment of the requirements For the Degree of Program**

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**ENGLISH EDUCATION DEPARMENT
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VALIDATION

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The thesis has been examined by the board of thesis examiners of English department of Faculty of Teacher Training and Education of Nahdatul Ulama University South of Kalimantan on

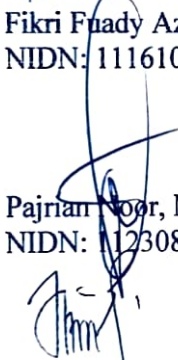
14 Agustus 2024

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STATEMENT OF AUTHENTICITY

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declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjar, 20 Agustus 2024

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ABSTRAK

NISWATUL FALIAH, 2024, *"An Analysis On Students's Speaking Skill At English At Seventh Grade Of Mts Attahiriyah, Thesis English Education Department, Faculty Of Teacher Training and Education. Nahdlatul Ulama University, South Of Kalimantan, Advisor (|) Fikri Fuadi Azmy, M. pd, (||) Pajrian Noor, M. pd*

Keywords: *An Analysis On Students's Speaking Skill At English At Seventh Grade Of Mts Attahiriyah*

Based on the results of initial observations at MTs Attahiriyah, English speaking skills require a lot of vocabulary to carry out conversations or communicate with other people. In this case the teacher has his own initiative and strategy in implementing it, the method used is also the same Different from most teachers' methods. However, with the same goal, namely increasing students' vocabulary in learning English. This research was conducted on an English teacher and students. The object of the research is analyzing students' speaking skills in English in seventh grade at PT MTS Attahiriyah. The results of the research show that the teacher has his own strategy and method in teaching, the teacher also does not require his students to memorize or recognize vocabulary in English because the students he teaches have a lower comprehension ability than students or students from other schools. The students themselves are also less able to understand what the teacher teaches. In the teaching process, they also face obstacles such as students who are bored while teaching, not understanding what is being said or explained and lacking enthusiasm and activity during the learning process, so they have their own busy schedules. The way to deal with this, the teacher carries out strategies or methods that he has designed by implementing or getting closer to the students with the aim that the strategy is successful and students can improve their vocabulary skills.

ABSTRAK

NISWATUL FALIHAH, 2024, "*Analisis Keterampilan Berbicara Siswa Dalam Bahasa Inggris Di Kelas Tujuh Pada Pt Mts Atthahiriyah*", Skripsi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Nahdlatul Ulama Kalimantan Selatan, pembimbing (|) Fikri Fuadi Azmy, M. pd, (||) Pajrian Noor, M. pd

Kata Kunci: *Analisis Kemampuan Berbicara Siswa Kelas VII MTs Atthahiriyah Pada Mata Pelajaran Bahasa Inggris*

Berdasarkan hasil observasi awal di MTs Attahahiriyah, keterampilan berbicara bahasa Inggris membutuhkan banyak kosakata untuk melakukan percakapan atau berkomunikasi dengan orang lain. Dalam hal ini guru memiliki inisiatif dan strategi tersendiri dalam melaksanakannya, metode yang digunakan juga sama berbeda dengan metode guru kebanyakan. Namun, dengan tujuan yang sama, yaitu menambah kosakata siswa dalam pembelajaran bahasa Inggris. Penelitian ini dilakukan terhadap guru bahasa Inggris dan siswa. Objek penelitian adalah menganalisis keterampilan berbicara siswa dalam bahasa Inggris kelas VII di PT MTS Atthahiriyah. Hasil penelitian menunjukkan bahwa guru memiliki strategi dan metode tersendiri dalam mengajar, guru juga tidak menuntut siswanya untuk menghafal atau mengenali kosakata dalam bahasa Inggris karena siswa yang diajarnya memiliki kemampuan pemahaman yang lebih rendah dibandingkan siswa atau siswa dari sekolah lain. Siswa sendiri juga kurang mampu memahami apa yang diajarkan guru. Dalam proses mengajar, mereka juga menghadapi kendala seperti siswa yang bosan saat mengajar, tidak memahami apa yang dikatakan atau dijelaskan dan kurang bersemangat serta aktif selama proses pembelajaran, sehingga mereka memiliki kesibukan tersendiri. Cara mengatasinya yaitu guru menjalankan strategi atau metode yang telah dirancangnya dengan cara melaksanakan atau mendekatkan diri kepada siswa dengan tujuan agar strategi tersebut berhasil dan siswa dapat meningkatkan kemampuan kosakatanya.