



**STUDENTS' DIFFICULTIES IN USING ENGLISH ONLY
IN MICRO TEACHING CLASS**

*(A Study of the Sixth Semester Students of English Teaching Department of
IAIN Batusangkar Registered in 2018/2019 Academic Year)*

THESIS

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ABSTRAK

ASRIL, NIM. 15300400015, Judul Skripsi : **“STUDENTS’ DIFFICULTIES IN USING ENGLISH ONLY IN MICRO TEACHING CLASS”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Batusangkar.

Masalah dari penelitian ini adalah masih adanya mahasiswa yang menggabungkan bahasa Inggris dan bahasa Indonesia ketika melakukan praktek mengajar di kelas *micro teaching*, padahal dosen menyuruh mereka untuk menggunakan bahasa Inggris saja ketika tampil praktek mengajar. Sebagian dari mereka juga tampak ragu ragu dan bingung ketika menyampaikan materi hanya menggunakan bahasa Inggris saja di kelas *micro teaching*. Tujuan dari penelitian ini adalah untuk menemukan kesulitan kesulitan yang di alami mahasiswa ketika menggunakan bahasa Inggris saja ketika mengajar di kelas *micro teaching*.

Jenis penelitian ini adalah kualitatif. Informan dalam penelitian ini adalah 10 orang mahasiswa Bahasa Inggris yang mengalami kesulitan dalam menggunakan bahasa Inggris saja ketika melakukan praktek mengajar di kelas *micro teaching* dan di kelas itu dosen menginstruksikan untuk menggunakan bahasa Inggris saja untuk tampil mengajar. Informan dipilih dengan menggunakan teknik *purposive sampling*. Pada penelitian ini, peneliti berperan sebagai instrumen kunci. Teknik pengambilan data pada penelitian ini menggunakan teknik wawancara dan menggunakan alat pendukung lainnya seperti *interview guideline*, *tape recorder* dan *documentation*. Untuk menguji keabsahan data, peneliti melakukan perpanjangan waktu untuk menggali informasi lebih rinci terkait masalah yang diteliti. Selanjutnya, untuk menganalisis data, peneliti menggunakan teori Miles and Huberman (1994) yang meliputi reduksi data, penyajian data, serta verifikasi data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa kesulitan yang dialami mahasiswa ketika tampil praktek mengajar dalam menggunakan bahasa Inggris saja di kelas *micro teaching* ada 8, yaitu : 1) kesulitan dalam memilih kosa kata yang akan digunakan, 2) ragu dan tidak mengerti dalam penggunaan grammar, 3) merasa tidak percaya diri dalam menggunakan bahasa Inggris saja ketika tampil, 4) kesulitan dalam menyampaikan ide dalam bahasa Inggris, 5) keterbatasan kosa kata dalam berbicara bahasa Inggris, 6) merasa cemas berlebihan ketika menggunakan bahasa Inggris secara penuh, 7) ketika mengucapkan kata per kata nya mahasiswa mendapat kesulitan bagaimana cara mengucapkan kata dalam bahasa Inggris secara benar dan 8) mereka takut melakukan kesalahan ketika menggunakan bahasa Inggris saja ketika mengajar.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English becomes the most important international language for global communication. In this competitive world, English is used in many fields such as; science, technology, business and education. In order to survive in global society, the ability to speak in this language is really crucial. Many jobs and professions require to be qualified job applicants who are capable in English. Therefore, reasonable that English is taught to people all over the world in early age, especially in non speaking English countries to prepare qualified human resources in the future.

Indonesia is one of the countries in the world which adopts English as a foreign language. Considering the significance of English as the first foreign language spoken in the world, Indonesian's government include English as the compulsory subject learned in junior until university level. Therefore in this country is really needed a teacher who capable in teaching English

Teaching is formal action in transferring knowledge from the teacher to the students by helping them in learning activities to make them become educated people. According to Sudjana (1995 : 21) , teaching is an arrangement process of student's environment to take a teaching and learning process. Through teaching process, student's attitude and too behaviour will be changed. Their skill and knowledge will be increased too. It means that teaching is a structured process of giving the student knowledge by the teacher.

As a teacher, there are four competences that must have by a teacher. According to Permendiknas No.16 year 20017, they are professional competency, pedagogic competency, personal competency and social competency. Firstly , profesional competency is the ability of

mastering the learning material broadly and deeply. Secondly, pedagogic competency is the ability to manage the student's learning process. Thirdly, personal competency is the ability to have good personality, attitude, sensible, authority, and good model for students. Lastly, social competency is the ability to communicate and interact effectively and efficiently with students, teachers, student's parents and society.

English Department, as one of the departments in Tarbiyah and Teacher Training Faculty of IAIN Batusangkar, has responsibility to produce good teachers especially the English teacher. It is dealing with mission of English Department “ *Terciptanya Sarjana Pendidikan Bahasa Inggris yang profesional dalam bidang pendidikan Bahasa Inggris yang mengintegrasikan nilai – nilai keislaman dan kearifan lokal*”. To prepare the students be professional English teachers, it provides several compulsory subjects for the students, such as; Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Learning Strategy, English Curriculum and Material Development, Classroom Management, Method of Teaching, Language Testing, English Instructional Media, Micro Teaching and Pre-Service Teaching programs.

In this way, micro teaching is one of the subjects that gives contribution in preparing students to do real teaching in a school. Micro Teaching is as a tool for the student – teacher to practice in teaching. According to Anthonia (2014:185) micro teaching is an excellent way to build up skills and confidence, to experience a range of lecturing/tutoring styles, and to learn and practice giving constructive feedback. Micro teaching not only gives instructors an opportunity to safely put themselves “under the microscope” of a small group audience, but also to observe and comment on another people's performances.

According to Allen in Hasibuan and Moedjiono (2008) Micro teaching has purposes to give a real teaching experience to the students-teachers to develop their basic teaching skills before they come to the real situation in school, and to prepare them to practise the theory and make them know the manner about teaching, and give them chance to learn the good way to be a real teacher and apply the skills in the real teaching.

English Department also provides micro teaching program. This subject has three credit hours followed by all students in the sixth or the seventh semester. The students take this subject if they pass prerequisite subjects. Based on curriculum at IAIN Batusangkar, there are several prerequisite subjects for English Department. They are: Classroom Management, English Instructional Media, Curriculum and Material Development, Pronunciation, Vocabulary and five basic skills in English (Speaking, Writing, Reading, Listening and Grammar).

Students who take this subject are divided into several groups that have eight or nine students maximally in one class, and it is supervised by one lecturer. In the first meeting, the lecturer will explain the students about micro teaching subject. The lecturer will suggest the student-teacher for several things, such as: they must prepare their lesson plan, and they must ready to perform teaching performance every week. Next meeting, the lecturer will teach the students how to open the lesson, how to deliver the material, and how to close the lesson. The student-teacher will do teaching performance step by step. For instance: this week, the student will perform how to open the class, next meeting they will teach how to deliver the material, and next week they will perform how to close the class. As the final task, the student-teacher will do perform start from opening the class until closing the class, it is known by comprehensive examination.

As the candidate of English teacher, the students who take English major must have good capability in English. Richard in Cenih and Ranandya (2017:68) state there are several competences as English teacher proficiency, namely: 1) providing good language models, 2) maintaining use of English in the classroom, 3) giving explanations and instruction in English, 4) providing example of words and grammatical structures, 5) giving accurate explanations of meaning of English word and grammatical items, 6) using and adapting authentic English- language resources in teaching, 7) monitoring one's own speech and writing for accuracy, 8) giving corrected feedback on learner language use, 9) providing input at an appropriate level of difficulty, 10) engaging in improvisational teaching.

In addition, as stated previously by Richard (2017:68), one of the competences as English teacher proficiency is maintaining the use of English in the class. Being an English teacher needs to be a good model for the student. As the model, the teacher must give good example for the students. Especially in this country, English adopts as a foreign language. It means that the student will only learn English in formal context, and their environment does not support them to communicate with English, because in their environment automatically they use their mother tongue. Therefore, the teachers have responsibility for their student to motivate, to increase, and how give exposure in English.

During doing teaching performance in micro teaching class, lecturer ask the student-teachers to use English only as classroom instruction. Starting from opening the lesson until closing. They are asked to use English only. There is no reason to not using English during doing teaching performance, it is because they are prepared to be good English teachers. In addition, they have learned subject named Speaking. They learned Speaking I until speaking V. In Speaking class, they learned how to speak in English. The lecturer assumed that they have good enough to

use English during doing teaching performance and the lecturer believed that by instructing them to use English will help the student to practise them to be more communicative in English. On the other hand, they have passed several subjects such as; Speaking 1 until V, Literature Subject and Method of Teaching which were in previous subjects, the student were asked to use English as classroom language.

Based on the observation the video, in micro teaching class, each of the student-teachers doing teaching performance every week. As the matter of fact, the use of English only during teaching performance is not easy for the students. Most of the students could not do it as well. When doing teaching performance some of students got problems.

Their problems were: first, when the lecturer instructed to use English only and no more language, but they still combined with their native language (Bahasa Indonesia). Ur (1991:120) stated that the learner easily use their mother tongue, because it easier , and it feels unnatural to speak. For instance, when the student-teacher opened the class, he instructed his students to take the rubbish around them, and to set their chair neatly, and ask the students to move their chair to back of class

*Ok before we starting the class please take look around you, any rubbish ? please Ratih clean the board. Set your sit **rapikan** . and the student said” Mr ndak ado oenghapus papan do, and the student teacher said: **pakai se apo yang ado dulu**.*

(After that that he instructed the student to move their chair to back of class “ **geser kebelakang class**”.)

*Oke **selanjutnya** we discuss about the function of invitation card*
(And one of the student ask the student teacher : *Mr berarti lataknyo harus berurutan ?*)

And he answered

Kalau yang ini tidak harus berurutan, pokoknya yang pertama harus occasion.

Based on the observation of video above, some of the Student-teacher still combine English with their native language (Bahasa Indonesia) although the lecturer was asked them to use English only during doing teaching performnace .

Second problem was during teaching performance, they looked nervous standing in front of class, they didnt know what they will say, therefore they stuck at the time and suddenly the class was being noisy. In the same source Ur (1991:120) stated that the learner can not think of to say, they have no motive to express themself beyond the guilty felling that they should be speaking.

For example : *when entered the class he smile by himself. He looked uncertain to speak in front of class. When he was starting to open the lesson, he didnt know what he will say. It was about 15 seconds, he didnt speak any words. It happened from 03:58 – 04: 12 minutes.*

The last problem was, during explain the lesson in front of class they were not too fluent to use English only . They looked like confused and stiiil made some mistakes, such as : grammatical error. For example : when he would start the lesson, he informed the student by giving a picture. He said “ *I have a picture for yours.* Totally, it was wrong. The correct one is ” *I have one picture for you all*”

Based on the theories and phenomenon above the researcher is interested in conducting a research entitled “Students’ difficulties in using English only in Micro Teaching class of the sixth semester students of English Department of IAIN Batusangkar Registered in 2018/2019 Academic Year”.

B. Research Focus and Question

Based on the background of the problem above, the researcher focuses his research on students’ difficulties in using English only in Micro Teaching class.

Therefore, the question of this research is formulated as follows: “What are students’ difficulties in using English only in Micro Teaching class ?

C. Definition of the Key Terms

To avoid misunderstanding about the terms of this research, the researcher defines the key terms as follow:

1. Micro-teaching is one process for student-teacher to do teaching performance like a teacher and he or she will teach several student in one classroom, it will give experience and chance to student before they do pre service teaching.
2. English only is the use of English as classroom instruction during doing teaching performance in micro teaching class and prohibited to use other language.
3. Students's difficulties are the the sixth ofsemester student problems in using English only in micro teaching class.

D. Purpose of the Research

Based on the research question, the purpose of this research is to find out students' difficulties in using English only in Micro Teaching class of the sixth semester students of English Department of IAIN Batusangkar Registered in 2018/2019 Academic Year.

E. Significance of the Research

By doing this research, this research is expected to be useful in both theoretically and practically. Theoretically, the result of this research hopefully can give information about factors causing students' difficulties in use English only in Micro teaching class, and practically as follows:

1. English Students

The result of this research may give information to the students of English Department of IAIN Batusangkar about students' difficulties in uisng English only in Micro teaching class. English student as the candidate of English teacher will prepare themselves more. Because the result of this study will show them the difficulties in using English only in micro teaching.

2. The Researcher Himself

The result of this research give some informations for the researcher about the student difficulties in use English only as classroom language in Micro Teaching class. Also the researcher hopefully that the result of this research can give meaningful experience for the researcher someday in the future when the researcher acts in an English teacher. Beside, this research aim to obtain undergraduated (S 1 degree) at IAIN Batusangkar.

3. Micro-teaching lecturers

This research hopefully can give information to the lecturers who teach Micro-teaching class about student's difficulties when the lecturer are asking the student to use English only during doing teaching performance in Micro-teaching class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Micro Teaching

a. Definition of Micro Teaching

According to Anthonia (2014:185) microteaching is an excellent way to build up skills and confidence, to experience a range of lecturing/tutoring styles and to learn and practice giving constructive feedback. Microteaching not only gives instructors an opportunity to safely put themselves “under the microscope” of a small group audience, but also to observe and comment on other people's performances.

While, Karçkay and Sanlı (2009:151) state micro-teaching is a technique that can be used for various types of different professional development. Especially, it has become a successful and an interesting method for transferring theory into practice for a preservice teacher in a teacher education program. Every student who wants to be a teacher must take this subject before facing the real situation.

In addition, Sabri (2010:148) defines micro teaching as a practice teaching for a student-teacher in a small class and also small audience and will be implemented in their environment around their friends under the teacher/lecturer guidance. It means that micro teaching is a practice for students who will be a teacher in the future and teach several students in a small class.

Mahmud and Rawshon (2013:69) state that microteaching is a method for training teachers where explicit use is made of the principle of feedback and where the teacher-learning situation remains limited with respect to: the number of students to whom the lesson is given; the duration of the lesson; the extent of the lesson in terms of contents and didactic presentation.

Based on the theories above, it can be concluded that micro teaching is one process for student-teacher to do teaching performance like a teacher and he or she will teach several student in one classroom, it will give experience and chance to student before they do pre service teaching.

b. Purposes of Micro Teaching

There are some purposes of micro teaching by experts. According to Anthonia (2014:186) there are several objectives or purpose of micro teaching. First, to enable teacher trainees to learn and assimilate new teaching skills under controlled conditions. Second, to enable teacher trainees to master a number of teaching skills. Third, to enable teacher trainees to gain confidence in teaching. Fourth, understand the concept of Micro-teaching. Fifth, understand the principles underlying Micro-teaching. Sixth, analyze the complex process of teaching into essential Micro-teaching skills. The last, understand the procedure of micro-teaching for developing teaching skills.

According to Fauzi and Lugowi (2009:5) micro teaching has purpose to prepare the student-teachers to face the teaching world in the classroom in constructive, sportive and friendly situation. Microteaching helps students to prepare their mental, their skills in teaching. All of that makes the students being a professional teacher in the future.

According to Saban and Çoklar (2013:235) microteaching can provide the possibility of forming a trial situation for teaching activities. It means that micro teaching gives the students an experience to teach several students in classroom like a real teacher before they really come to the real situation of teaching process.

Then, Sabri (2010:148) argues that there are five purposes of micro teaching class for the student teacher. First, analyzing teaching behavior of their friends and themselves. It can be

interpreted that during the learning process in micro teaching, the student-teachers can analyze their behavior in teaching so that they can find out which behavior can be used.

Second, the student-teachers should be able to apply specific skills in teaching activity. In teaching process, there are some components of teaching skills that will be done by student teachers like opening skill, closure skill, and explaining skill. The students will be asked to open the class well, then explain the material to the students, and also the students can close the class nicely.

Third, the student-teachers should be able to practice teaching technique correctly and appropriately. By analyzing teaching activities that is done by lecturer and students, the student-teachers knows which one of the best teaching techniques which can be done in the class. The students can choose the best technique that will effective to use for the students.

Fourth, the student-teachers should be able to realize the effective, productive and efficient teaching learning situation. By following micro teaching, student teachers have ability in managing time to create good situations of teaching. The students can manage their time while teaching and make the class environment becoming good.

Fifth, the student-teachers should be able to be a professional teacher. Professional teachers are teachers who can use all components of teaching skills in class. Through micro teaching, the student teachers learn several components of teaching skill that should they apply and practice in the classroom.

Based on the explanation, it can be concluded that the purposes of micro teaching are to develop confidence of student-teachers, to analyze teaching behavior of their friends and themselves, to apply specific skill in teaching skill, to practice

teaching technique correctly and appropriately, should be able to be a professional teacher and others.

c. Basic Teaching Skill Learned in Micro Teaching

According to Fauzi and Lugowi (2009:13) there are eight basic teaching skills in micro teaching class. The first one is open and closure skills. this skill must be mastered by the student-teacher in teaching. Opening skill or set induction skill is an activity where the student-teachers try to create an interest environment in the first lesson. The student-teachers also try to led the students to know the goal of the lesson that should be achieved in the end of the lesson. For closure skill, it is not only about close the class with saying *hamdalah*, but the student-teachers try to conclude all of the lesson that have been learned before.

The second is explaining skill. From the student-teachers explanation, students can comprehend the lesson well. The students can get some knowledge and understand every word that the student-teachers already explained to them. From this skill, the students also can get valuable experience while listening the student-teachers explanation about the materials.

The third is variation skill. When the students feel bored in the class, the student-teachers must use their creativity to make the environment of the class become excited. Do not let the students feel sleepy or disturb the other students while learning. This condition make the class crowded and noisy. In this situation the variation skill of the student-teachers should be used. Example the student-teachers can get the students' attention in play some video to make the students back to the good condition to study.

The fourth is reinforcement skill. Reinforcement skill is all respond from the student-teachers that has purpose to increase the students attention toward the lesson. The reinforcement increase

the students motivation to learn harder. This skill also can make the students more participate in the classroom.

The fifth is questioning skill. This skill has purpose to get the answer from the students based on the lesson that they have learned before. In this skill, the student-teachers do an evaluation and assessment. If the student-teachers ask her/his students well, it can increase the students participation in the class.

The sixth is management class skill. Management class is the way the student-teachers manage the situation in the class. The student-teachers asked to create the comfortable, effective class while learning. That condition make the students learn comfortably.

The seventh is guide the active learning skill. This method ask the student-teachers to teach not only one direction, but try to teach in many direction. the student-teachers ask her/his students to explain the material related to the students' experience. It makes the students comprehend the lesson well.

The last one is making the lesson plan. Lesson plan describe procedure and learning management to achieve the goal or the purpose of the lesson in the end of the class. Making lesson plan must be innovative and creative. It helps the student-teachers to organize the lesson and explain the materials well.

It can be concluded that there are eight basic teaching skills in micro teaching class, namely : open and closure, explaining skill, variation skill, reinforcement skill, questioning skill, management class skill, guide the active learning skill and making the lesson plan.

In additon Uzer (2010:74) stated there are some basic teaching skills in micro teaching. First, questioning skill. It means teacher trainee should give a good question to their students in learning. Not only that, the students-teachers should now when

she/he will give question to the students. She/he also must pay attention to the types of question. Are the question is related to the materials or not.

Second, reinforcement skill. It means that when the teacher trainee teach several students about some materials, she/he must give a reinforcement toward his/her students. It'll help the students more understand. Reinforcement will show how much the students understand and can get the point of the materials.

Third, variation skill. To be a good teacher and make all of the students enjoy with our learning, teacher trainee should use a variation skill. It can makes students interested. The student-teacher can use creative idea to make the lesson more enjoy so students can understand easily and not bored while learning.

Fourth, explaining skill. It means when teacher trainee teach some students she/he must consider that she/he good to explain the material. So, students can understand about the material well. Students-teacher must avoid the useless word and just explain the point that related to the materials.

Fifth, induction and closure. This skills is how the student-teacher introduce the lesson and get the students attention in the first teaching. Or we can called how the student-teachers open the class nicely. Not only that, the students-teacher also must close the lesson well.

Sixth, group discussion skill. A good tacher can bring their students to do a group discussion while learning. The students-teacher can make a group discussion for students. It will help the students can discuss what they learn together.

Seventh, classroom management skill. It means that the teacher trainne must manage their class well when taeching. This skill is related with group discussion skill. Because when students do a discussion they will sit in a group and sometimes they will

talking each other and make some noise. In this case, student-teachers must have skill to manage the class. Make the class comfortable and enjoyable.

Last, individual teaching skill. This skill is depend on the student-teacher itself. Individual teaching skill is skill to teach or to perform like a teacher. Are the student-teacher can teach well or not. This skill is really important to learn.

There are eight basic teaching skills. They are : questioning skill, reinforcement skill, variation skill, explaining skill, introduction and closure, group discussion skill, classroom management skill and individual teaching skill.

Futhermore, Hasibuan and Moedjiono (2008:58) state that there are some skills that use in micro teaching skill. The first is reinforcement skill. How to give the reinforcement to the students for performing better than before. Next, questioning skill. Ask the students about the materials and make sure the question is related with the lesson. Then, using a variation. How the students- teachers can get the students' attention in teaching while using some technique. Next, explaining skill. How to explain the material well to the students.

Next, open and closure skill. In this case, the students-teacher will ask to open and close the class nicely and interesting. Then, teaching individual skill. How the students-teacher can know well their students individually in the classroom. Next, classroom management skill. This is about how the student-teachers can manage the class well while learning. The last one is guide the students in discussion skill. Student-teachers will ask to have the skill how to bring the students want to join with small group of discussion in the classroom.

Based on the theory above, it can conclude there are some basic skills that must be mastered by a student who want to be a

teacher in the future. They are induction or how to open the class, explaining the lesson (skill to ask question, discussion, using a media properly, and how to manage the class well), skills to close the lesson well, and make the lesson plan skill.

d. Procedures of Micro Teaching

According to Ananthakrishnan in Saban and Çoklar (2013:236) there are nine procedures in micro teaching. First, lesson planning, in this steps the student-teacher should having clear cut objectives, and an appropriate planned sequence. Second, set induction, it means the process of gaining pupil attention at the beginning of the class. Third, presentation, how the student-teachers explaining, narrating, giving appropriate illustrations and examples, planned repetition where necessary. Fourth, stimulus variation, this is about avoidance of boredom amongst students by gestures, movements, focusing, silence, changing sensory channels etc. Fifth, proper use of audio like visual aids. Sixth, reinforcement, its about recognizing pupil difficulties, listening, encouraging pupil participation and response. Seventh, questioning, it is realted on fluency in asking questions, passing questions and adapting questions for the students. Eighth, silence and nonverbal cues (body language). The last, closure, the use of method to conclude a teaching session so as to bring out the relevance of what has beenlearnt, its connection with past learning and its application to future learning.

In addition Asril (2010:53) states there are some steps that should be done by student-teachers in micro teaching class. First is introducing about micro teaching. It means the lecturer gives knowledge to the student-teachers about the micro teaching and briefed the roles and guides the student-teachers about micro teaching. Second is teaching planning. It means, before teaching practice, student-teachers should prepare what skill that will be

taught and make the lesson plan. Third is teaching practice. It means, the student-teachers have ten to fifteen minute to practice their teaching in micro teaching class with small number of students. Fourth is discussing. In this steps student-teacher will do some discussion with the students like give some comments or feedback toward the student-teachers performance.

Moreover, Sabri (2010:161) states there are some procedures in micro teaching. The first is introducing about the concept of micro teaching. It means that the lecturer gives knowledge about the micro teaching and the information what should the student-teachers do for every meeting.

Second is preparing or teaching planning. The student-teachers will be aksed to prepare the lesson plan before they come to the class related to grade of class that they choose. Teaching planning will help the student-teachers teach in the right way. The students will not confuse when they start to teach.

Third is practicing teaching. Student-teachers will practice the teaching peformance every meeting in micro teaching class based on the lesson plan that they made or prepared. For every teaching performance, the students will be aksed to teach in different theme of learning lesson.

Fourth is discussing. It means, after the student-teachers finish doing a teaching performance, the other students will give comments, suggestion, or critics toward the students' teaching performance and then discuss it. In discussion session, all of the students must be active to give a comments.

The last is feedback. After the students give their friend comments, the lecturer will start to give several feedback toward the students teaching performance. The feedback will help the students to evaluate themselves about their teaching performance.

Its hopefully can motivates the students to perform better than before.

Meanwhile, Kumar (2010:54) states that there are nine steps in micro teaching. The first one is particular skill to be practiced is explained to the teacher trainess in terms of the purposes and components of the skill with suitable example. The second one is the teacher trainee gives the demontration of the skill in micro teaching in simulated condition. Next, the teacher trainee prepare a lesson plan realted to skill that want to his/her teach. Next, the teacher trainee teach a small of member stdents. Then, the supervisor or the lecturer give some feedback or comment toward teacher trainee performance. Then, in the light of the feedback given by supervisor, teacher trainee try to replant their lesson plan. then, the revised lesson is taught to another comparable group of pupils. And the last one is the supervisor observes the re-teach lesson and gives some re-feedback to the teacher trainee.

Based on explanation above, there some procedures of micro teaching that must be known by supervisor of micro teaching and student-teacher. They are introducing about the concept of micro teaching, prepare the lesson plan, practice teaching discussing and giving feedback.

e. Characteristics of Micro-teaching

Micro-teaching has characteristic according to Mahmud and Rawson in Frisca (2018: 26):

1) It is a real teaching situation.

In Micro-teaching class, the condition in the class is like real teaching situation. The students pretend as real teacher and teach infront of class. Then, other students pretend like real students in school. The process from begin until the end have to

be the same as real situation. Before teaching, teacher should prepare appropriate media, material, and method.

- 2) It reduces the complexity of the real classroom teaching situation in terms of number, the amount of time and amount of learning contents.

Number, the amount of time and amount of learning between in real situation with in Micro-teaching class is not same. There are significant differences between them. For example, in real class, the number of students are 30 students but in Micro-teaching class can be 10 students. Then, in real situation is about 90 minutes per subject, in Micro-teaching class it can be 15-20 minutes.

- 3) It emphasizes training for mastery of teaching activities such as skills, techniques, methods, and curriculum selection.

In Micro-teaching class, all of teaching activities that have been learned before have to be applied here. Teachers have to master what skills, technique, method, and curriculum selection. They have to be smart to create learning process that is appropriate toward the condition of the class. For example, the class is noisy, then the teacher have to find what method and technique that is suitable for the class.

- 4) It offers better control over practicing teaching activities because many easily can be manipulated to attain this greater degree of control in the training program.

In Micro-teaching class, controlling the class is easier than in real situation. Due to the class is manipulated, the learning process runs well. It is different with controlling in real situation that the class in natural.

- 5) The feedback dimension is expanded considerably because the students can receive meaningful feedback immediately after his

performance, and with the help of variety technological teaching media as well as observation and interaction-analysis instruments can take the opportunity to improve his performance in light of the feedback provided.

After performance, students will get variation of feedback to develop their skill and ability. The lecturer gives suggestion, comment and advice to correct students' performance. After they have been criticized, they will repeat the performance and be better than before. Next, student-teachers have to use variation of technological teaching media that is suitable for the students to support learning process to get the goal of the learning.

In conclusion, there are five characteristics of Micro-teaching. They are; it is a real teaching situation, it reduces the complexity of the real classroom teaching situation in terms of number, the amount of time and amount of learning contents, it emphasizes training for mastery of teaching activities, it offers better control over practicing teaching activities, the feedback dimension is expanded considerably.

f. Principles of Learning Micro-teaching

There are some principles of micro-teaching which as rules on implementation of learning Micro-teaching according to Sukirman in Frisca (2018: 28-29):

1) Focus on performance

Which be main target in Micro-teaching is performance of students. The performance is attitude of candidates of teachers in practicing all components of teaching skills. The performance is about all teaching activities, begin from opening to closing competence include technique, method and curriculum that are used.

2) Specific and concrete

Kind of skill which is practiced have to be centralized of every kind teaching skill. For example, there is skill of Micro-teaching, that is opening and closing competence. That skill has to be focused in one meeting. It is for making the students focus to practice that skill properly. Then, the advisor or lecturer will observe properly too.

3) Feedback

After every performance, student-teacher will get feedback from lecturer or advisor. Feedback is process of giving coment, suggestion, and solving problem, which is based on observation from performance. Then, next process is discussing between students and lecturer to reflect the performance and then students can repair the performance to be better.

4) Balance

Balance is related to previous principle like feeback. It means when supervisor conveys comment, suggestion, and critics, he/she does not only focus on weaknessess, but also strongness. After giving comment, lecturer or adviser should give benefits of the students" performance. The information should be clear, accountable and balance as their motivation.

5) Completeness

Completeness means the skill that has to be passed. This skill ha to be passed in one, two or more meetings. No limitation to limit how many meetings for one skill. It means that if in one meeting the students can master the skill, that one meeting is enough.

6) Continued advance

Continued advance means everyone who practice by using micro-teaching approach, he/she has to keep on or life long education. It means that him/her has to keep up the newest

of the learning. Him/her has to know what's new to develop their skill more and more for being professional.

In conclusion, there are six principles of learning Micro-teaching. They are; focus on performance, specific and concrete, feedback, balance, completeness, and continued advance.

g. The Benefits of Following Micro-Teaching

According to Asril (2010:53) there are some advantages of Micro-teaching, they are:

- 1) Teaching skills could be controlled and trained.
- 2) Develop certain skills in teaching prospective teachers.
- 3) Exercise better mastery of teaching skills.
- 4) When training takes place student-teachers can focus in teaching.
- 5) Demands the development observation pattern that systematic and objective.
- 6) Corrections as quickly as can be readily observed.

Hasibuan and Moedjiono (2008:51) stated that there are some benefits in Micro-teaching. They are as follows:

- 1) Essential skills can be trained.
- 2) Quick and precise feedback can be obtained.
- 3) The mastery of component skills will be better with do some exercise.
- 4) In practice situations, student-teachers or teachers can focus on attention to the components skills that objective.
- 5) Demands the development observation pattern that systematic and objective.

Brown and Amstrong in Marno (2014: 67) also stated that there are some benefits in Micro-teaching. They are as follows:

- 1) Correlation between Micro-teaching and teaching practice is high intensively. In other words, if the teachers have good

performance in Micro-teaching, they also have good performance in real teaching.

- 2) Student-teachers who had Micro-teaching are better than student-teacher who do not follow the Micro-teaching class.
- 3) Student-teachers who had Micro-teaching shows higher teaching result.
- 4) For the student-teachers who have more teaching skill, micro-teaching is not useful enough.
- 5) After following the Micro-teaching class, student-teachers have ability to get more interaction to the students.

From the definition above, it can be concluded that Micro-teaching have some benefit such as develop certain skills in teaching prospective teachers, demands the development observation pattern that systematic and objective, Student-teachers who had micro-teaching shows higher teaching result.

h. The Importances of Micro-Teaching

According to Hamalik (2002: 144), Micro-teaching is need to be learn by experts and teachers. The importances of Micro-teaching can be seen in many aspects.

- 1) Micro-teaching is the new technique and the part of renewall. The use of micro-teaching in developing teaching skill for pre-service teacher is a new way in teaching system. As a new way, it should be learn specifically.
- 2) For pre-service and in-service teachers, micro-teaching is useful in teaching practice and developing the good teaching skill. It means, this technique has big impact in order to be professional teacher. So in the future, the teachers have some criteria:
 - a) Teacher as coqnitve scale
 - b) Teacher as agen of moral
 - c) Teacher as inovator

- d) Teacher as cooperative agen
- e) Teacher as agen of social and education equality

It can be concluded that Micro-teaching has role in order to make the profesional teacher.

2. Teacher Use English only in the classroom

a. Definition of Teacher

Teachers in oxford dictionary is a person who teaches, especially in a school. Next, Cambridge International Dictionary of English in Harmer (2001:56) explains teaching is to give someone knowledge or to instruct or train someone, whereas Longman dictionary of contemporery English suggest that, it means to show somebody how to do something or changes somebody ideas. It is clear that teachers means a person that giving, instructing, training, changing, showing somebody ideas.

According to Decree in Ibnu (2017:10) teacher is a professional educator who has main function to educate, teach, guide, instruct, train, assess, also evaluate, students in formal education, elementary , junior, and senior high school level, furthermore Braindley in Ibnu (2017:11) stated that English teacher is teacher who have specialized in English and may have responsibility for curriculum leadership in that subject. Teacher not only explain the lesson and give assesment but also to many duties than they should be able to be good model for their students, as called as professional teacher. In addition, they should construct the planning and the application of English teaching.

Based on the experts exlanation above, teacher is someone who giving, instructing, training, changing, showing somebody ideas. English teacher is a professional person that can educate, teach,

guide, instruct, train, assess, also evaluate students in school about English language.

b. The competences of English Teacher Professional

According to Richard in Cenah and Ranandya (2017:68), there are several competences as English teacher professional. They are :

- 1) Providing good model language
- 2) Maintaining use of the English in the classroom
- 3) Giving explanation and instruction in English
- 4) Providing example of words and grammatical structures
- 5) Giving accurate explanations of meaning of English word and grammatical items
- 6) Using and adapting authentic English - language resources in teaching
- 7) Monitoring one's own speech and writing for accuracy
- 8) Giving correct feedback on learner language use

Madya in Mulyani (2017 : 139) stated several competences as English teacher professional. They are :

- 1) Command of English
- 2) Knowledge of relevant discipline (linguistics , knowledge from field of education , knowledge of the English speaking people's culture)
- 3) The ability to teach
- 4) Responsibility as a professional

c. English only in the classroom

Different experts have different terms about this term. Cao (2010) call it as Instruction English. Instruction English is what English teachers use to explain grammar, vocabulary, text and so on. "In language classroom, talk is one of the major ways that English teachers convey information to their students. Another expert call it by classroom language. Classroom language is the routine language that is used on a regular basis in classroom. In this way lecturer use English as classroom language during do a teaching.

While Auerbach (1993:10) States that the use of English only is to use English as the only language or the sole medium communication that is allowed in the class and is prohibited from using a native language. Then Huang in Wei (2013:3) explains that English only instruction improves student's listening proficiency and vocabulary. Also, students acquire more confidence when they are required to express themselves in spoken English. However, it is inevitable that student may confront tension and stress from peers in an English only class. In addition Ahn in Dash (2002:2) believe that one of the biggest drawbacks to successful communicative teaching of English in the schools is the lack of spoken English used by the teachers. He adds that despite students having spent a thousand hours learning English in the classroom, they are still unable to communicate in English, to solve this problem he recommended to use English only. Furthermore, professor in Lee (2001:2) mention that "No one can deny the importance of teaching English through English" and believe that English should be the medium of instruction.

Based on the explanation above, it has known that use English only is use English as medium instruction in the classroom and the English teacher must be pay attention about it. By

instructing use English in the classroom, hopefully it will help the student to more communicative in English.

d. Advantages and Disadvantages using English Only

By using English only in the classroom, there are some advantages that can we get. Jacqueline (2005:118) has established three broad goals for English language learners all age levels, which include personal, social, academic uses of English . Each goal is associated with three distinct standards that will be met as a result of the instruction that students receive. Those standards are as follows :

1) To use English to communicate in social settings

A primary goal of English second language instruction is to assist students in communicating effectively in English. This goal does not suggest, however, that students should lose their native language proficiency. In standards for goal 1, the students will :

- a) Use English to participate in social interaction
- b) Interact in, through , and with spoken and written English for personal expression and enjoyment
- c) Use learning strategies to extend communicative competence.

2) To Use English to Achieve Academically in All Content Areas

English are competence is critical for success in school settings. Students are understand content in English and to competence academically with native English speaking peers. This process requires that learners use spoken and written English in their school work. In standards for goal 2, the students will :

- a) Use English to interact in the classroom
- b) Use English to obtain, process, construct , and provide subject matter information in spoken and written form

c) Use appropriate learning strategies to construct and apply academic knowledge.

3) To Use English in Socially and Culturally Appropriate Ways

Students need to be able to understand appreciate people who are different, culturally and linguistically and who communicate effectively with them. Such communication includes the ability to interact in multiple social settings. In standards for goal 3, the students will:

- a) Use the appropriate language variety , register and genre according to audience, purpose and setting
- b) Use nonverbal communication appropriate to audience, purpose and setting
- c) English can be used to extend their sociolinguistics and socialcultural competence.

Then, according to Huang in Wei (2003) state that English only improves students's listening proficiency and vocabulary. Also, students acquire more confidence when they are required to nexpress themselves in spoken English. However, it is inevitable that students may confront tension and stres from peers in an English-only class. Specifically worth noticing in the implementation of English-only instruction is that students'proficiency levels, learninf enviroments and students interests may not be all well-observed and students feel disoriented in the class, when English only instruction is implemented. Huang in Wei (2013) has suggested that in order to implement English only instruction successfully, teachers' proficiency in rephrasing term and interperiting ideas using a simple way or concrete examples should be strongly required. With such proficiency , teachers will be able to help students in in the interaction between the teacher and students in the class taught in English only.

Based on theory above, it can be summarized that by using English only, there are several advantages and disadvantages obtained. One of the advantages of using English only is can improve students' proficiency and vocabulary. Then, one of disadvantages in using English only is students may confront tension and stress from peers in the class.

e. Difficulties in Using English as Foreign Learners

Sayuri (2016 : 54-59) argues several factors why speak in English as foreign learner is difficult. They are :

1) Pronunciation

Pronunciation is an important thing in the way how to pronounce a word correctly and how the interlocutor can understand what the speaker purposes.

2) Hesitations

Hesitations in speaking can not be avoided, it is really hard for foreign language learners, moreover beginner.

3) Grammar

Grammatical rules are often felt very confusing by some English learners when they are speaking. They sometimes get difficulty in arranging sentences, moreover related to the use of grammatical pattern correctly in those sentences.

4) Restrictiveness of vocabulary

Restrictiveness of vocabulary is very disturbing learners in speaking English. Without words they are impossible to speak and to convey something to others. Words are the bridge of communication. By words they can create utterances as much as they want. Lack of words. the learners sometimes get difficulty in making and forming an utterance. In terms of word, it can not be separated from its meaning and also how the speakers

pronounce that word. Both of them are very crucial in a communication.

5) Lack of confidence.

The first thing that English learners should overcome is a confidence. Someone who has made preparation completely and he/she has been ready to speak but he/she does not have a brave when he talks in front of the others, he will feel terrified and as result he will forget many things what he should say. That why, confident takes crucial factor how the English learners are able to have it. Actually, this problem happens is caused by lack of practice. Practice holds important rules in speaking English.

Then, a reserach by Sari (2017:81-82) found several difficulties in speaking English, namely :

1) Low vocabulary

The English learner do not know the vocabulary, then they use Indonesian language when speaking English. The students are lazy when speak English

2) Grammar

Grammar is very needed to make sentence correctly. The learners often get difficulty in using grammar when they speak English. They have not mastered about tenses formula and singular or plural forms yet. Realizing the learners have low grammar, then they feel embarrassed when they want to produce English sentences orally

3) Pronunciation

Other problem that is faced by the English learner when they speak up English is pronunciation. They are still difficult to pronounce words clearly. They are confused how to pronounce words correctly. It is because they do not frequently and regularly practice how to pronounce words clearly.

While, Ceoin Snorraddóttir (2014:24) reveals several factors why use English as foreign language in the classroom is difficult. There are five factors, they are :

1) Negative attitude

Gajalaksmi (2013:1) states that Attitude is determined by the individual's belief about outcomes or attribute of performing the behavior, weighted by evaluations of those outcomes or attributes. Thus , a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude

2) High anxiety

Ghufron (2010:141) states that anxiety is an unpleasant subjective experience of the worries or tensions in the form of feelings of anxiety, tension, and emotions experienced by someone. Anxiety could be defined as the uncomfortable feeling of nervousness or worry about something that happen or might be happened in the future. Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision

3) Frustration

Frustration is a common emotional response to opposition , related to anger, annoyance and disappointment, frustration arises from the perceived resistance to the fulfillment of an individual's will or goal and is likely to increase when a will or goal is denied blocked.

4) Lack of Motivation

Lack of motivation is absence or deficiency in interest, desire, and driving force. Some of reasons for lack of vocabulary are lack of faith in one's abilities, low self - esteem, fear or failure, laziness, procrastination, nervous , lack of time and lack of incentives.

5) Low Attention Span

Attention span is the amount concentrated time a person can spend on a task without becoming distracted. The element of distractibility occurs when the individuals is uncontrollably drawn to some other activity or sensation.

In addition, Nakhlah (2016 : 101-104) stated several difficulties in speaking English as foreign learner. They are :

1) Fear of Mistake

Fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. As the result the student stop to participating in the class.

2) Anxiety

Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language.

3) Shyness

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. Shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher.

4) Lack of Confidence

Tsui cited Nunan (1999) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. He and Chen (2010) state the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well

5) Lack of Motivation

Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom.

Table 1:
Comparative table of difficulties using English only

Sayuri (2016)	Sari (2017: 81-82)	Ceoin Snorodattir (2014:24)	Nakhlah (2016: 101-104)	Conclusion
a.Pronouncition b.Hesitations c. Grammar d.Restrictive of vocabulary e.Lack of confidence	a.Low vocabulary b.Grammar c.Pronounciation	a.Negative attitude b.High anxiety c.Frustation d.Lack of Motivation e.Low attention span	a.Fear of mistake b.Anxiety c.Shynes d.Lack of confidence e.Lack of motivation	Based on comparative table, researcher used the theory of Sayuri (2016) and Nahklah (2016:101-104) which have similarity with research finding.

Based on theory above, it can be concluded that several factors why use English is difficulties for foreign learners. The difficulties are linguistic difficulties and psychological difficulties. Psychological difficulties are: lack of motivation, negative attitude toward English, high anxiety. Then, the linguistic difficulties are : lack of grammar, lack of vocabulary and pronunciation.

B. Review Related Studies

There are some researches that have been conducted related to this research. First, Asmirawati (2018) had conducted a research about “Reasons for not using English only as a medium of instruction in Teaching English for Young Learner by of the seventh semester students of English Teaching department of IAIN Batusangkar in 2017/2018 academic year. In this research she found the reason why Student- teacher not use English only when teach young learners. The reasons are : 1) students not really understand or confused when students – teacher used English fully, 2) in order to student pay attention in teaching learning process, 3) in order students more understand with the material, 4) in order to communication between students running well, 5) there are some unfamiliar words that cannot be represented by using gesture. This research have similarity with this study. Previewed research with the use English only for young learner and this with focus on use English only in Micro teaching class. The difference theme is that preview research discuss about reason not use English Only in teaching young learner but in this study researcher focus on Student’ difficulties of the use English only in Micro teaching class.

Next, Arna Borg Snorradóttir(2014) had conducted a research about “Language use in the English classroom”. (A study in grades 9 and 10 in English classrooms in Iceland). He found that using English as the language of instruction in the upper grades of compulsory school is most beneficial, but that students’ first language serves an important role.

Teachers and students should be able to use the L1 and the L2 interchangeably in the classroom. It should become natural for them to switch between both languages whenever necessary. This research has similarity with this study. Previous research and this study focus on language use in the classroom. The difference is, he focused on language use in the English classroom at senior high school student and this research focus on student' difficulties in using English only in Micro Teaching class.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research was qualitative research. According to Sugiyono (2018: 9), qualitative research is a research which is used to do research in natural condition, the researcher as the key instrument, triangulation as the technique of data collection, the data analysis is inductive and the result of the research focused in meaning. In addition, Gay (2000: 16) states that qualitative research seeks to probe deeply into the research setting in order to obtain understanding about the way things are, why they are that way, and how the participants in the context perceive them.

Dealing with the theories, the researcher described about students' difficulties in using English only in micro teaching class in the Sixth Semester Students at English Department of IAIN Batusangkar Registered in 2018/2019 Academic Year.

B. Research Setting

The research setting refers to the place where the data were collected. This research was conducted in micro teaching class of the sixth semester students registered in 2018/2019 at English Department in IAIN Batusangkar. These classes were instructed to use English only during doing teaching performance in micro teaching class and prohibited to use other language. The interview started from May 23 until July 19, 2019 in the several places.

C. Research Informant

The informants of this research were the students who have followed Micro-teaching class in the Sixth Semester Students at English Department of IAIN Batusangkar Registered in 2018/2019 Academic Year. Gay (2000: 139) informant is chosen based on who have information, perspective, and experience related to the topic of the

research. Research informant should have some criteria. According to Moleong (2000: 90), there are five criteria in choosing informant: (1) honest, (2) reliable, (3) speaking up, (4) subject is not involved at certain group, and (5) subjects have views about certain case that happening.

In order to find the informant, the researcher used purposive sampling. According to Gay (2000: 138), purposive sampling is a judgment sampling, when the researcher selects a sample based on his or her experience or knowledge of the group to be sampling. Purposive sampling is technique of sample to get source of data with certain consideration, such as the informants are supposed know more about what the researcher want to know is (Sugiyono: 52-52). The characteristics of the informants: 1) students who have followed Micro-teaching class, 2) based on video observation, 3) students who indicated difficulty in using English only, and 4) recommendation from the micro teaching lecturer. There were eigh classes of micro teaching, for this reseach the only used two classes. The informants of this research were 10 students. Then, the researcher used mobile phone to record the information when interviewed running.

D. Research Instrument

The key instrument of this research was the researcher himself. As the key instrument of this research, the researcher used interview guide to help him in order to find the students's difficulties in using English only in micro teaching class. Then, the researcher tried to do interview.. The reseracher used unstructured question to the informants. The researcher used Indonesian language in order to make communication run effectively and smoothly. Then , there are some additional instruments that was used in this research; they are recorder and documentation.

E. Technique of Data Collection

The data were collected by doing interview. To find the data the researcher did the depth interview. It is to make sure the data is valid and to find the information about students' difficulties in using English only in micro teaching class. In this research, the researcher focused on the students who indicated got difficulty in using English only in micro teaching class. Then the researcher did first interview with ten students in several places in campus area. It was start in May 23 – May 29, 2019. Then, to get clear information, the researcher did second interview with six students in different places. Three out of the six students were interviewed at the location of KKN and the rest of students interviewed by phone. It was start in July 18 – July 20, 2019.

F. Research Procedures

This research consisted by applying several steps. They are; pre-research, whilst-research, and post-research. In pre-research, the researcher applied several steps. They are; finding the problem, doing preliminary observation, finding related theories of research proposal, preparing proposal of the research, consulting the proposal with the advisors, having proposal seminar, and revising the proposal. In whilst-research, the researcher also applied several steps. They are; getting the letters of research permission, doing observation, analyzing the data, and giving the interview to the students. In post-research, the researcher also applied several steps. They are; analyzing the data of interview, checking the result, making conclusion, and writing the research report.

G. Checking the Data Trustworthiness

In analyzing the data, the researcher used prolonged engagement of the data to find the clear information. Moleong (2006: 327) defines that prolonged engagement means the researcher stayed on the field until he got the saturation of data truthworthiness. It means that prolonged

engagement is technique to probing the data deeply until the researcher got the idea from the informant.

In this research, the researcher used technique of prolonged engagement to check the data trustworthiness. After collecting the data from all informants by using interview, the researcher checked the data from some informants by using interview again, the researcher check the data trustworthiness by using prolonged engagement. It is used to get data in different time and to confirm and probing the first data from interview result.

H. Technique of Data Analysis

The data were analyzed by using three activities: reduction of the data, data display, conclusion and verification. According to Miles and Huberman (1994: 10-11), in analyzing the qualitative data needs three activities, they are:

1. Data reduction

The reduction of the data is refers to the process of selection, focusing, simplifying, abstracting and transforming the data that happended in writen notes in field. The reduction of the data occured during the interviewed, when the data collected. The phase of interview of continuing of reduction is occur. Such as make conclusion, codification, investigation of theme, grouping and write a note.

In reduction of the data, the researcher did some steps. First, the researcher make transcription of interview result (*see appendix 3*). Second, he codes the transcriptions for each item relate to the student difficulties in using English only in micro teaching class. The researcher codes the data as follows: R means researcher, I.1 means first informant, I.2 for the second informant and so forth. The researcher bold and give code for each

difficulties. The bold words with code D (1) is the first difficulties, D (2) for the second difficulties and so forth. (*see appendix 6*)

2. Data display

The second step of analysis data is data display. Data display is the set of information that is arranged possible to give possibility to take a conclusion and a treatment. In this step, the researcher used table of students' difficulties in using English only in micro teaching class. Looking at table has helped the researcher to analyze the students' difficulties in using English only in micro teaching class. Then, the researcher made a table that has clear information about the data that has already gave by the informants. (*see appendix 7*)

3. Conclusion Drawing/verification

After reducing and displaying the data, the researcher was drew conclusion and verification of the data. The step was aimed to conclude students' difficulties in using English only in micor teaching class. The conclusion was taken based on the data which has been reduced and displayed. (*see appendix 8 in the form of table*)

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses description of the data of students' difficulties in using English only in Micro-Teaching at sixth semester students of English Teaching Department of IAIN Batusangkar registered in 2018/2019 academic year. In collecting the data, the researcher did interview to the students.

After collecting all of the data, the researcher analyzed them by reducing the data of the interview for the first related to students' difficulties in using English only in Micro-Teaching. Then, the researcher displayed the data based on their each group.

In doing analysis, firstly, the researcher did interview, secondly transcript the recording, thirdly, the researcher reduce the data, and the researcher coded the data as follow: I.1 the first informant, I.2 the second informant and so forth. Then, the researcher coded the difficulties as follows: D.1 as the difficulties 1, D.2 as the difficulties 2 and so forth. The researcher used unstructured interview and did interview one on one interview and time triangulation to get the data, it useful to check validity of data.

Based on data analysis, it was found that eight difficulties faced by the students in using English only in Micro-Teaching. There are: 1) Choosing Vocabulary, 2) using grammar, 3) Having lack of confidence, 4 delivering idea, 5) Having Lack of Vocabulary, 6) Having high anxiety 7) Pronouncing Word and 8) Fear of Making Mistake

1. Choosing Vocabulary

When the researcher did interview with some informants, the difficulties faced by students in using English only were still got difficulty in choosing vocabulary. First, when doing an

interview with 10 informants in different place. The students who faced this difficulty were I.1, I-8 and I-10.

The researcher did interview with informant 1 on Thursday, May 23, 2019 at 11.39 a.m in second floor of K building. The informant said:

I.1.1 “oo pemilihan kosa kata bang”

(oo choosing of vocabulary bro)

Then, to get clear information the researcher did interview with informant 1 by using phone , it because the informant followed KKN program. The result was :

I.1.1 “Ooo kesulitan kosa kata tu kayak gini bang ha... kita kan sebagai guru otomatis kita harus memiliki banyak kosakata untu merangkai kata-kata. Sedangkan kita sendiri... kosa kata itu sendiri yang sangat minim bang. Aaa makanya sangat sulit untuk full English tu bang “

(I mean like this, we are as a teacher automatically must have vocabulary to arrange words, meanwhile we still have lack of vocabulary, therefore so hard to full English)

From the information of first informat, she mentioned the she got difficult in choosing vocabulary. She was afraid if he used the wrong words when ddi teaching. Therefore it's make her difficult in using English only in the class.

Next researcher did interview with informant 2 on Saturday , May 25, 2019 at 12.05 p.m in first floor of L Building. The informant said :

I.2.1 “kesulitan yang lain itu seperti pemilihan kosa gitu R ha, kurang nya kosa gitu kan jadi sehingganya berpengaruh kesemua”

(other difficult is in choosing vocabulary bro,because lack of of vocabulary therefore it's influential for all)

Informant 2 said that his difficulty was when choosing the vocabulary, therefore it make him not fluent to speak in fornt class.

Next, the researcher did interview with informant 8 on Tuesday, May 28, 2019 at 11.48 p.m in Labor Peradilan. The informant answered :

I.8.1 *pmeilihan kosakata, karena ketika kita memberikan materi di tingkat SMP tentu saja kosakatnya beda,*”

(choosing vocabulary, when we teach the material of SMP automatically used different vocabulary)

From the 8th informant, her difficulty was in choosing vocabulary, she said that when teaching different level of school so different vocabulary she used, because of that she got difficulty explain the material in English.

The last , the researcher did interview with informant 10 on Wednesday, May 29. 2019 at 11.12 a.m infront of computer. room. the informant stated:

I.10.1 “*Yang I-10 rasakan ooo diantaranya itu kesulitan dalam kosa kata , pemilihan kosa kata ooo kalau kan didalam micro teaching tu diwajibkan untuk full English jadi disini dalam penyampaian tu oo ada kata kata yang tidak tau artinya, jadi ooo disitu jadi kadang sulit untuk full English*”

(which one of them is difficult in choosing vocabulary, in micro teaching we must full English. in delivering material there is word unknow what meaning is, so sometime it's difficult to full English)

The last informant mentioned that she got difficult in choosing vocabulary therefore it's make her difficult to use English only in micro teaching class.

Based on information above it can be concluded that the students' difficulty in using English only in Micro-teaching is choosing vocabulary. choosing vocabulary is one big difficulty for the students even they have many vocabularies. They got difficult in choosing vocabulary. Therefore they still confused when present their material in front of class and it make them not fluent in using English only during doing teaching performance.

2. Using Grammar

Besides the students got difficult in choosing vocabulary, they also confused in using grammar. As we know in using grammar there are so many rules that must be understood by the students in using grammar. This is supported by Sari (2017: 81) stated that Grammar is very needed to make sentence correctly. The learners often get difficulty in using grammar when they speak English. They have not mastered about tenses formula and singular or plural forms yet. Realizing the learners have low grammar, then they feel embarrassed when they want to produce English sentences orally.

Based on the result on interview with all the informants, they still got difficulties in using grammar when they use English only in micro teaching.

The researcher did interview with informant 1 on Thursday, May 23, 2019 in second floor of K building. The informant said:

I.1.2 “selanjutnya bisa dikatakan kayak grammarnya R, kan gitu sebagai guru ni harus bisa memberikan contoh yang baik, masa iya kita ngomong pakai bahasa Inggris tapi grammarnya berantakan”

(next, it can say like grammar. as a teacher we must be good model, we can't imagine when we speak in English but we still do grammar mistakes)

Then to get clear information, the researcher did second interview by using phone. The result was:

I.1.2 “Ooo kalau di Grammar itu kan bang kita sebagai calon guru itu kita sebagai contoh ataupun model nak. Kalau jadi guru tu setidaknya kita ketika full english tu harus memiliki Grammar yang baik nak bang. Sedangkan Grammar kita sendiri aja kacau. Sering kebalik-balik. Nah karena hal itu lah sulit untuk full english tu bang”

(as a teacher we must give good example, when full English we must have good grammar, whereas our grammar is bad, therefore it's why full English is difficult)

The first informant said, as a teacher we must give good example for the students, because of that we must good in grammar. But she has bad grammar therefore he got difficult in using English only.

Next researcher did interview with informant 2 on Saturday, May 25, 2019 at 12.05 p.m in first floor of L Building. The informant said :

I.2.2 “yang kedua itu adalah dalam grammar. terkadang mana rumusnya itu sudah terbalik balik gitu”

(the second one is in grammar, sometime the rules is still confused)

The second informant still confused about the rules in grammar, when speak English he often doing grammar mistake

Next researcher did interview with informant 3 on Saturday, May 25, 2019 at 12.38 p.m in front of KOPMA office. The informant said :

I.3.2 “*dari penguasaan grammar kita juga ya*”
(and also from the understanding in using grammar)

The researcher did second interview with informant 3 beacause the researcher want to get clear inforamtion. The interviewed in her KKN house in Jorong Sabu Nagari Suliki. The result was :

I.3.2 “*Dalam full english itu sendirikan aaa eeh dalam kita berbahasa dulu ia bang..kan ada rule. Rule kita berbahasa nya kan. Jadi aaa termasuk dalam Grammar itu. Ketika grammar kita bagus gitu kan full english kita pun lancar. Jadi kalau I-3 sendiri ee grammar masih kurang gitukan jadi sulit untuk full english. Jadi itu menjadi sebuah kesulitan juga bang*”

(in speaking English there has rules where it include in grammar, When the grammar is good so our full English also good, but for me, still lack of grammar therefore difficult to full English)

The informant mentioned that he still not undertanding in using grammar in the correct form and she also mentoned when she lack of grammar it would make her to full English in the class

Next researcher did interview with infromant 4 on Thursday, May 25, 2019 at 13.28 p.m in KOPMA MART. The informant answered:

I.4.2 “seperti ooo grammar . ooo kadang kita mau menyampaikan kalimat past tense tapi ooo diucapkan dalam kalimat bentuk present,”

(like oo grammar, oo sometime we want sid the sentence in past tense form but we said in present form)

From the fourth infotmant we can know that he still got confused in using tenses in grammar, he did not undesrtand when he must used past tense form and when he must use present tense form

Then , the researcher did interview with informant 6 on Tuesday, May 28, 2019 at 11.29 a.m in Labor Peradilan. The informant said :

I.6.2 “Kalau kesulitan lain mungkin dalam grammar ya R, jadi ketika kita bicara didepan kalau kita mikirin grammar”

(other difficult maybe grammar bro. so when we speak in front of class if we think about grammar)

The researcher did second interview to get more detail information. The researcher did interviewed by using phone. The result was :

I.6.2 “Iya lo bang, kan kalau dalam berbicara bahasa Inggris itu ada aturan aturanya , ada aturan aturan grammarnya, kayak ada past tense, prsent, future ada itu o continue kan banyak tu bang. jadi ketika berbicara bahasa Inggris kita tidak paham dengan grammarnya kita tau dengan grammarnya jadi kita ragu ragu. kalau ragu ragu ketika berbicara itu kita jadi tidak lancar begitu, tidak lancar dalam berbahasa Inggris gitu”

(in English has rules to speak, we called it as grammar. Such as : past tense ,present tense, future tense and continue. When speaking we did not understand in using grammar therefore we confused in using tense)

The sixth informat said when speak English in front of class, she thought too much about grammar and also confuse in

using tenses therefore it make her difficult use English only in micro teaching class.

Next, the researcher did interview with informant 8 on Tuesday, May 28, 2019 at 11.48 a.m in Labor Peradilan. The informant answered :

I.8.2 “*grammar nya tidak paham* ”
(did not understand with grammar)

and also the eighth informant said that she did not undertand in using grammar during perform. as we know grammar has many rules.

Then, the researcher did interview with informant 9 on Tuesday, May 28, 2019 at 11. 57 a.m. in behind GH Buliding. The informant stated :

I.9.2 “*menentukan grammarnya itu sulit*”
(determining the grammar is difficult)

The researcher did second interview with informant 9. The interviewed in her KKN House in Malalo, Batipuh Selatan. The result was :

I.9.2 “*Karena grammar masih kurang dek bang nak, sementara full English tu wak harus bagus grammar wak tu sementara I-9 itu bana nan kurang, jadi sulit bagi I-9 untuk full English bang*”
(because we still have lack of grammar, meanwhile in English only we must goo in grammar, nut for me it was my weakneses so difficult to full English)

The ninth informat did not understand in determing the right grammar and also she not goo in grammar then it make her difficult in speaking English.

The last the researcher did interview with informant 10 On Thursday, June 1, 2019 at 11.39 a.m infront of computer. room. the informant stated:

I.10.2 “ *mungkin dibagian grammarnya . Karena terlalu memikirkan grammar jadi ooo untuk tampil full English tu sedikit ragu*”

(maybe in part of grammar. Because too much think about grammar so to present full English a litle bit confused)

The last informant mentioned, she thought too much about grammar, therefore she got confused when using English only in micro teaching

Based on the result of the interview with several informants above, it can be summarized that using grammar is one of their difficulty in using English only in micro-teaching. Each of them have different parts difficulty in using grammar. Some of them did not understand about the rules of using grammar and also they did not undestand how to use tenses correctly, most of them confused about that. As we know grammar has many rules and as foreginer, some of students still not understand how to use grammar in the correct form.

3. Having Lack of Confidence

Sayuri (2016 : 57) stated the first thing that English learners should overcome is a confidence. Someone who has made preparation completely and he/she has been ready to speak but he/she does not have a brave when he talks in front of the others, he will feel terrified and as result he will forget many things what he should say. That why, confident takes crucial factor how the English learners are able to have it.

There were some students stated that one of their difficulties in using English only in micro-teaching is not confidence. It because they have not good preparation therefore it make them not confident expalin the materil in English only.

There were some informants stated that their difficulties is lack of confidence. There were I.1, I.3, I.5, and I.8

The researcher did interview with infromant 1 on Thursday , May 23, 2019 in second floor of K building. The informant said:

I.1.3 “yang terakhir PD (percaya diri) . gak PD (percaya diri) R soalnya mungkin karena keterbatasan tadi kan, keterbatasan kota kata, garammar”

(And the last one is confidence, not confidence bro, becauase have limited of vocabulary and about grammar)

The information from the first informant was one of her difficulties is about confidence. She was not confidence use English only during micro teaching. It because she had lack of vocabullary, did not undertand in using grammar therefore it make she was not confidence speak English infront of class.

Next researcher did interview with informant 3 on Saturday, May 25 , 2019 at 12.38 p.m in front of KOPMA office. The informant said :

I.3.3 “kita tidak PD (percaya diri) R, oo jadi oo gak tau kan dan itu kadang lebih bayak hanya point point tertentu yang disebutkan kepada siswa nya itu saat ngajar itu R”

(we are not confidence bro, sometime just some point that we explain to our students)

Then, to get clear information, the researcher did second interview in her KKN's house in Jorong Sabu Nagari Subang. The result was :

I.3.3 “*Iya dalam full english aaa itu sendiri kita kan harus percaya diri bang. Jadi ketika rasa percaya diri kita itu kurang. Jadi kita sulit untuk full english itu bang. ”*

(in full English we must be confidence, so when we had lack of confidence we difficult to full English)

The third informant mentioned she was not confident to use English only in micro teaching, therefore all the materials it was not working out he delivered to her student. she just explained some of point from his material.

Next researcher did interview with informant 5 on Saturday, May 25 , 2019 at 14.08 p.m p.m in beside computer room. The informant said:

I.5.3 “*Kurang percaya diri R*”
(lack of confidence bro)

The fifth informant stated that he was not confidence, it because he felt did not perform as well as.

Based on the result of the interview between the researcher and informants above , it can be sume up lack of confidence is one of their difficulty in using English only in micro-teaching. It because he had lack of preparation and it was not working out. Lack of vocabury and also did not understand in using grammar are two factors why they was not confident in using English only during micro teaching. It was supported by Nunan in Nakhlah (2016 : 103) says that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that

building students' confidence is an important part of teacher's focus of attention.

4. Delivering Idea in English

There was one informant said that he got difficult in delivering idea when using English only in micro-teaching. The students who faced this difficulty was I-2.

Researcher did interview with informant 2 on Saturday, May 25, 2019 at 12.05 p.m in first floor of L buliding The informant said :

I.2.4 “*penyampaian ide dalam bahasa Inggris itu agak susah*”
(delivering idea in English is difficult)

This was supported by informant statement in the second interview, he answered as follow :

I.2.4 “*penyampaikan ide*”
(delivering idea)

Based on the result of the interview between the researcher and informant above , it can conclude another difficulty that faced by student in using English only in micro-teaching is in delivering idea in English. It because he had lack of preparation and it was not working out.

5. Having Lack of Vocabulary

Sayuri (2016 : 57) state that Restrictiveness of vocabulary is very disturbing learners in speaking English. Without words they are impossible to speak and to convey something to others. Words are the bridge of communication. By words they can create utterances as much as they want. The learners sometimes get difficulty in making and forming an utterance.

There were some students who had lack of vocabulary in using English only. They were : I.3,I.4,I.6 and I.9. The interviewed result as follows:

The researcher did interview with informant 3 on saturday, May 25, 2019 at 12.38 p.m in front of KOPMA office. The informant said :

I.3.5 “*penggunaan kosa katanya, kalau kosa kata kita masih kurang gitukan otomatis gak tau apa yang mau diucapkan*”

(using vocabulary, if we still have lack of vocabulary automatically we don't know what will say)

Then, the researcher did second interview with informant 3 to get information. The researcher did interview on Thursday July 18, 2019 in her KKN house. The interview result was :

I.3.5 “*Eee seperti ini bang. Ketika kosakata kita kurang gitukan jadi kita sulit mengucapkan aaa apa yang harus kita ucapkan sedangkan di full english kan kita eee harus memahami banyak kosa kata seperti itu*”

(like this bro, when we have lack of vocabulary, so we get difficult about what we should say, meanwhile in full English we must understand many words)

From third informant, lack vocabulary was her difficulty in using English only. When she had lack of vocabulary, it will make her difficult to speak in front of the class.

Next researcher did interview with informant 4 on Thursday, May 25, 2019 at 13.28 p.m in KOPMA MART. The informant answered:

I.4.1 “*ketika menyampaikan apa yang kita maksud itu tidak tersampai kepada siswa karena kekurangan vocabulary*”

(when inform what we mean it cannot inform to the students because lack of vocabulary)

The researcher did second interview with informant 4, it because the information from first interview was not clear. The interviewed by using phone, because the informant following KKN program in Solok Regency. The result was :

I.4.5 “Eehhm , maksudnyo giko bang ha , kan awak dimicro teaching tu dituntut dek dosen untuk ooo menyampaikan materi pembelajaran dengan menggunakan bahasa Inggris yang full kan bang, jadi katiko wak pengen menyampaikan , ingin secara maksimal bang tapi awak memiliki kekurangan kosa kata jadi awak susah untuk menyampaikan apo yang sabananyo bang, kayak gitu bang ha .”

(I mean like this bro, in micro teaching the lecturer asked to delivered material in using full English, we want perform maximal, but we have lack of vocabulary therefore I got difficult to delivering what I mean)

Fourth informant mentioned that when he delivering what he mean, it was not working out. It because he had lack of vocabulary therefor he could not perform maximal

Then , the researcher did interview with informant 6 on Tuesday, May 28, 2019 at 11.29 a.m in Labor Peradilan. The informant said :

I.6.5 “kurang nya vocab membuat kita tidak lancar berbahasa Inggris”

(lack of vocabulary, make us not fluent in speak English)

To get more detail information, the researcher did second interview with informant 6 by using phone. The informant 6 also following KKN program. The result interview was :

1.6.5” Hhh gitu , oke bang kan kalau kita dalam berbicara itu kita butuh kata kata, nah kalau dalam bahasa Inggris kata kata itu kan vocabulary harus ada vocabnya. kalau ketika kita berbicara tetapi kita tidak tau kata kata, tidak tau vocabnya jadikan kita gak lancar dalam bahasa Inggris jadi kita juga gak full dalam bahasa Inggris , mungkin bisa jadi oo separoh kita menggunakan ooo Inggris separo lagi karena gak tau vocab , jadi kita gunakan bahasa Indonesia jadi kan gak lancar gak full Inggris gitu jadinya bang”

(when we speak, we need words. in English words are vocabulary, if we speak, but we don't know the vocabulary therofe we were not fluent in English. Because we dont know the vocabulary so we use Indonesian in speaking, so we were not fluent in full English)

From the sixth informant, she stated that lack of vocabulary make her not fluent to speak English and also she use Indonesian in speaking.

Next , the researcher did interview with informant 7 on Tuesday, May 28, 2019 at 11.41 a.m in Labor Peradilan. The informant said:

1.7.5 “vocab yang kurang ,jadi karna vocabnya kurang jadi tidak bisa lancar berbahasa inggris)
(lack of vocabulary, so because lack of vocabulary it's not fluent to speak English)

The same of informations from the sixth and seventh informant. they mentioned that lack of vocabulary make them not fluent in speaking English.

Then, the researcher did interview with informant 9 on Tuesday, May 28, 2019 at 11. 57 a.m. in behind GH Buliding. The informant stated :

1.9.5 “Oo karena ooo karena kurangnya vocab keetika menyampaikan didepan”
(because lack of vocabulary when inform infront of class)

The researcher did second interview to get more clear information. The researcher did interview in her KKN house. The result was :

I.9.5 “*Jadi karena wak harus ngecek full English dikelas micro teaching ndak bulih bahasa Indonesia do bang, sementara I-9 masih keterbatasan kosa kata dalam full English tu bang, kadang ado jo tapakai bahaso Indoensia dek I-9 makonyo keterbatan kosa kata tu sulit untuk I-9 full English bang*”

(because we must speak full English in micro teaching class and did not allow to use Indonesian, while I-9 still have limit vocabulary in full English, sometime still combine with Indonesian. Thereof lack of vocabulary make I-9 difficult to full English)

The ninth informant also stated , lack of vocabulary was one difficulties when explained the material in front of class and sometime she still combine with Indonesian

6. Having High Anxiety

Next students' difficulties in using English only in micro-teaching is high anxiety. Some of informants stated that they worry too much if they can explain the material as well. Ghufon (2010:141) states that anxiety is an unpleasant subjective experience of the worries or tensions in the form of feelings of anxiety, tension, and emotions experienced by someone. Anxiety could be defined as the uncomfortable feeling of nervousness or worry about something that happen or might be happened in the future. Anxiety is a normal human emotion that everyone experiences at times. Many people feel anxious, or nervous, when faced with a problem at work, before taking a test, or making an important decision.

The informants who had high anxiety in using English only in micro-teaching were I.5 and I.10.

The researcher did interview with informant 3 on Saturday, May 25, 2019 at 12.38 p.m in front of KOPMA office. The informant said :

I.3.6 “iya satu lagi bang. rasa cemas yang berlebihan”
(another one is high anxiety)

This was supported by informant statement in the second interview. The interviewed in her KKN's house. She answered as follow :

I.3.6. “Tingkat kecemasan ia bang. Itu dikarenakan karena eee kosakata itu yang pertama, rasa percaya diri juga, tambah lagi dengan grammar yang bisa dikatakan belum sempurna. Itu menyebabkan rasa percaya diri kurang dan tingkat kecemasan nambah gitu. Seperti itu bang. Jadi itu menjadi kesulitan buat I-3 ”

(The high anxiety, it was because of vocabulary, did not understand in grammar it make our confidence and high anxiety increase, so it becomes difficult for me)

The last the researcher did interview with informant 10 On Thursday, June 1, 2019 at 11.39 a.m in front of computer. room. the informant stated:

I.10.6 “untuk tampil full English tu agak grogi untuk tampil di depan gitu”

(in using full English in front of class a little bit nervous)

High anxiety is one of student difficulties when using English only during micro teaching. she were was fear of make mistakes and she was afraid if her presentation was not working out.

Based on the result of the interview between the researcher and informant above, it can be concluded that high anxiety is one of their difficulty in using English only in micro-teaching. They were afraid to do a mistake and thinking too much, therefore they not fluent using English when explain the material. and also they felt nervous in front of class.

7. Pronouncing Words

Sari (2016:82) Other problem that is faced by the English learner when they speak up English is pronunciation. They are still difficult to pronounce words clearly. They are confused how to pronounce words correctly. It is because they do not frequently and regularly practice how to pronounce words clearly.

There was one informant said that he got difficult in pronouncing word by word when using English only in micro-teaching. The students who faced this difficulty was I-4.

The researcher did interview with informant 4 on Thursday, May 25, 2019 at 13.28 p.m in KOPMA MART. The informant answered:

1.4.7 “pronunciation R, kadang kadang R ooo ketika I-4 menyampaikan seperti contohnya kata advantage saya mengucapkan advantages aaa jadi kadang kadang murid tu misunderstanding”

(Pronunciation bro, sometime when said the word ‘advantage’ I said ‘ advantages, therefore the students miss understanding)

To get more clear information what pronunciation becomes his difficulties in using English only, the researcher did second interview by using phone. The result was :

1.4.7 “ Aaa giko bang ha, kalau untuk full English jadi kan awak tu yo harus ooo mengecekkan seluruhnya dengan fasih bang, kadang ado pengucapan berapa kalimat go ndak

fasih do bang jadi oo siswa ko jadi missunderstandingnyo bang, jadi susah nyo bang, kadang filler lo kan, ha kayak gitu bang ha”

(aa like this bro, in full English it means we pronounce all the words fluently. Sometime in some words we still not pronounce correctly. I afraid the student will missunderstanding about the meaning)

Pronunciation also one of students’ difficulties in using English only in micro teaching. the student still confused how to pronpounce a word correctly. as we know in English word , the letter have differend sound. becauase of that the student get difficult in pronunciation.

Based on the result of the interview between the researcher and informant above , it can be concluded that pronunciation could be difficult for the student when using English only in micro-teaching. They were confused how to pronounce word by word correctly.

8. Fear of Making Mistake

Nakhlah (2016 : 101) stated that fear of mistake becomes one of the main factors of students’ reluctance to speak in English in the classroom. As the result the student stop to participating in the class.

The next students’s difficulties in using English only is they were fear of making mistake. As they mentioned before, they had lack of vocabulary, did not understamd how to use grammar correctly. The students who faced this difficulty were I.4 and I.5

Next researcher did interview with infromant 4 on Thursday, May 25, 2019 at 13.28 p.m in KOPMA MART. The informant answered:

I.4.8 *“kadang pernah merasa takut R ketika materi itu tidak kita pahami secara detail”*

(sometime afraid when the material did not understand detailed)

This was supported by informant 4. The researcher did second interview by using phone. The result was :

I.4.7 “*Jadi giko bang, awak sudah banyak kurangnyo, contoh di vocab lah kurang lo, grammar kurang lo jadi otomatis secara langsung tu wak takuik lo untuk membuat kelasahan yang lebih dari itu bang. sudah vocab lah kurang , grammar lah kurang, tu tambah takuk buek kesalahan bang, nah kayak gitu bang ha*”

(like this bro, we have limited vocabulary, lack of grammar automatically we were afraid make a mistake more)

Then researcher did interview with informant 5 on Wednesday, May 29 , 2019 at 14.47 p.m in beside computer room. The informant said:

I.5.7 “*Mode nerves, takut melakukan kesalahan*”
(like nervous, and afraid to do a mistake)

When the student have good preparation at home, and when enter micro teaching class before doing presentation they were afraid if their material would not understand by their student, it because he had limited vocabulary and also alck of grammar. So he difficult in using English only beacuse too anxiety while performance.

B. Discussion

Based on the findings above, the researcher found several students difficulties in using English only in micro-teaching, it was showed that there were eight the difficulties faced by students in using English only in micro-teaching. They were 1) choosing vocabulary, 2) using grammar, 3) having lack of confidence, 4) delivering idea in English, 5) having lack of vocabulary ,6) high anxiety, 7) pronouncing word and 8) fear of making mistake.

A research by Sayuri (2016), she found five student difficulties in using English only . They were : 1) pronunciation, 2) hesitations, 3) using grammar, 4) lack of vocabulary and 5) lack of confidence. In this research, the researcher found eight students' difficulties in using English. Four out of them were have similarities with previous research. They were : lack of vocabulary in using English , difficulty in using grammar, difficulty in pronouncing words and having lack of confidence in using English only. Howefer, the result of this research did not find hesitations as one of students' difficulties using English only in micro teaching class. The result of this study showed the most of student difficulties were lack of vocabulary and using grammar. In additon , there are four students difficulties did not support by previous research. They are : having high anxiety, fear of making mistkake, choosing vocabulary and also difficulty in deliviring idea im English. Previous reserach did not find fear of making mistake and also having high anxiety as the difficulties faced by the student when using English only. For this research the researcher found it. Most of student got anxiety when delivering idea in English, they are also afraid in making mistake, therefore they perform as well.

Next, a research by Nakhlah (2016). In his research he found five students' difficulties in using English. They were : 1) Fear of making mistake, 2) anxiety, 3) shyness, 4) lack of confidence and lack of motivation. This result have several similarites with the study that had

finished by the researcher. The similarities previous research with this study were: Students having high anxiety in using English only, fear of making mistake and also they were not confident to use English. In this study the researcher did not find shyness and also lack of motivation as their difficulties in using English. When doing interviewed there was no one informant mentioned shyness and lack of motivation as their difficulties. It is known that previous research just found students' difficulties in non linguistic aspect. Previous research more showed psychology aspect. However, in this study the researcher found students' difficulties in using English only in two aspects. They were linguistics and psychology aspects. Linguistics aspect were : lack of vocabulary, choosing vocabulary, using grammar and pronunciation. Psychology aspect were :lack of confidence, having high anxiety and fear of making mistake.

The last, a study by Sari (2017). She found three students' difficulties in speaking English. They were : low vocabulary, grammar and pronunciation. The result from previous research have the similarities with this study. Previous research also showed that low vocabulary was the most students' difficulties in speaking English. As foreigner, vocabulary is very important in speaking English, therefore when the students having lack of vocabulary, they got difficulty in using English. Previous research did not find non linguistics aspect as student's difficulties in using English.

Then, there were two students' difficulties in using English only did not find in the theory. They are : delivering idea in English and choosing vocabulary. The student got difficulty when delivering idea in English. Even have good preparation but the student still got difficulty. Choosing vocabulary also students' difficulty. Even the student have many vocabulary, but they got difficulty to choose the correct vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding, the researcher found that there were 6 difficulties in using English only in micro-teaching from the sixth semester students of English Teaching Department of IAIN Batusangkar registered in 2018/2019 academic year. They are: 1) Chossing Vocabulary, 2) Using grammar, 3) Having Lack of Confidence, 4) Delivering Idea in English, 5) Having Lack of Vocabulary ,6) Having High anxiety, 7) Pronouncing words , and 8) Fear of Making Mistake.

B. Suggestion

Based on the result of this research, the researcher would like to give some suggestions for:

1. English Students

From the result of this research, the researcher gives some suggestion the students who will follow micro-teaching class. It is necessary for the students to consider facing difficulties in using English only in micro-teaching such as lack of vocabulary, using grammar, delivering idea in English, lack of confidence, high anxiety and pronunciation. Because of that the students must prefer themself as well, having many vocabularies, understand about grammar and confidence with theirself, it will make them easy to use English only in micro teaching class.

2. English Lecturer

Based on the result of this research, hopefully give information to the English lecturers about students' difficulties in using English only in Micro-teaching. Most of students' diffulties are they have lack of vocabulary, confused in using grammar and lack of confidence. Hopefuully for the lecturer who teach vocabulary can find the strategis how the

student more richer with vocabulary, it will help them if in the classroom the lecturer instruct them to use English only. Next, for the lecturer who teach grammar, make sure the student understand how to use grammar in the correct form. Therefore they will not get difficulty more when using English in correct form.

. The researcher hoped the English lecturers can motivated their students to more practice their English in the classroom or in outdoor.

3. The Next Researcher

Based on the result of this research, the researcher would like to give a suggestion to the further researchers to use this research to add their knowledge on students's difficulties in using English only in micro-teaching. The researcher suggests conduct a research about students' opinion toward use English only in micro teaching class.

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