

ABSTRACT

Diana Nur Fadhila (1910510094). 2023. Students Dialogue and Monologue Constraints in Basic Spoken English Class. Thesis. English Education Department, Tarbiyah Faculty, IAIN Kudus.

As new students of the English Education Department at IAIN Kudus, students have problems learning in class, especially in speaking classes. This research aims to reveal the constraints faced by first-semester students of English Education Department class B when conducting dialogues and monologues in the Basic Spoken English Class course and how students to overcome these constraints.

The method used in this research is a qualitative approach with a descriptive research type. In this research, data was obtained through questionnaires filled out by all first-semester students of English Education Department class B, interviews with three students, observation, and documentation in the Basic Spoken English class. Data analysis was carried out using Ahmad Rijali's analysis model, including data collection, data reduction, data display, and conclusions.

The results of this research show that students experience constraints in dialogue and monologue. (1) There are five types of dialogue students constrains in Basic Spoken Classes, namely: (a) lack of self-confidence; there were seven out of 38 students who experienced these constraints; (b) did not dare to speak English; there were four out of 38 students who experienced these obstacles; (c) fear of making mistakes; there were 13 out of 38 students who experienced these constraints; (d) lack of vocabulary; there were 14 out of 38 people who experienced these constraints; (e) a less supportive environment; there is one in 38 people who experience this constraints. (2) There are five types of monologue students constrains in Basic Spoken Classes, namely: (a) fear; there were nine out of 38 students who experienced these constraints; (b) shyness; there were six out of 38 students who experienced these constraints; (c) anxiety; there were nine out of 38 students who experienced these constraints; (d) lack of self-confidence; there were 10 out of 38 students who experienced these constraints; (e) lack of motivation; there is two out of 38 students who experience this constraints. (3) Students solve their dialogue and monologue constraints in Basic Spoken English class by expanding their vocabulary, practicing English dialogue and monologue, learning grammar, leraning correct pronunciation, joining campus organization STEC (Students English Club) and improving their self-confidence.

Keywords: *Speaking, Dialogue, Monologue, Constraints.*

ABSTRAK

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Sebagai mahasiswa baru program studi Tadris Bahasa Inggris IAIN Kudus, mahasiswa memiliki kendala saat melakukan pembelajaran di kelas, khususnya di kelas berbicara. Penelitian ini bertujuan untuk mengungkap kendala yang dihadapi mahasiswa semester 1 Tadris Bahasa Inggris kelas B saat melakukan dialog dan monolog di mata kuliah Basic Spoken English Class dan bagaimana cara mahasiswa mengatasi kendala tersebut.

Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan jenis penelitian deskriptif. Dalam penelitian ini, data diperoleh melalui kuisionare yang diisi oleh semua mahasiswa semester 1 kelas B Tadris Bahasa Inggris, wawancara kepada tiga mahasiswa, observasi dan dokumentasi di kelas Basic Spoken English Class. Analisis data dilakukan dengan menggunakan model analisis Ahmad Rijali, seperti pengumpulan data, data reduksi tampilan data dan kesimpulan.

Hasil penelitian ini menunjukkan bahwa siswa mengalami kendala dalam dialog dan monolog. (1) Terdapat lima kendala yang dihadapi oleh mahasiswa dalam dialog, yaitu: (a) kurang percaya diri; terdapat tujuh dari 38 siswa yang mengalami kendala tersebut, (b) tidak berani berbicara bahasa Inggris; terdapat empat dari 38 siswa yang mengalami kendala tersebut, (c) takut salah; terdapat 13 dari 38 siswa yang mengalami kendala tersebut, (d) kurangnya kosakata; terdapat 14 dari 38 orang yang mengalami kendala tersebut, (e) lingkungan yang kurang mendukung; terdapat satu dari 38 orang yang mengalami kendala tersebut. (2) Dalam monolog terdapat lima kendala, yaitu: (a) ketakutan; terdapat sembilan dari 38 siswa yang mengalami kendala tersebut, (b) rasa malu; terdapat 6 dari 38 siswa yang mengalami kendala tersebut, (c) kecemasan; terdapat sembilan dari 38 siswa yang mengalami kendala tersebut, (d) kurang percaya diri; terdapat 10 dari 38 siswa yang mengalami kendala tersebut, (e) kurangnya motivasi; terdapat dua dari 38 siswa yang mengalami kendala tersebut. (3) Siswa mengatasi kendala dialog dan monolog di kelas Bahasa Inggris Lisan Dasar dengan memperluas kosa kata mereka, berlatih dialog dan monolog bahasa Inggris, mempelajari tata bahasa, mempelajari pengucapan yang benar, bergabung di organisasi kampus STEC (Students English Club) dan meningkatkan kepercayaan diri mereka.

Kata Kunci: *Berbicara, Dialog, Monolog, Kendala.*