

AN ANALYSIS OF STUDENTS DIFFICULTIES IN SPEAKING
(A descriptive study at second year students of SMPN 1 Baitussalam)

THESIS

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CHAPTER I

INTRODUCTION

This chapter presents important information regarding the conduct of the study including the research background, the problem of study, the purposes of study, scope of study, research significance and operational definitions.

1.1. Background of Study

English is the International language. It is used to communicate among people in the different country. English as an International language is very important. It has many relationship with various aspects of life, particularly in the wider world of work. In Indonesia English is considered as the first foreign language and taught in formal education. It is introduced into curriculum and a compulsory subject in kindergarten, elementary school, Junior high school, senior high school, and university. Susanto (2007:3) argues that " English becomes popular and the one of most important language in the whole aspects of life to understand literature. The students should know about language usage, but they will be unable to use it if they do not practice in daily communication " therefore, English is the important thing to be learned and practiced for speaking in daily communication. In learning English, there are four skills that should be mastered, they are listening, speaking, reading and writing. Speaking is considered as an important skill to be accomplished by students.

Speaking is an important skill that students have to master because it can help us to express an expression to other people, how to send idea, how to spell word well, and how to persuade other people to believe what we are talking about, and speaking also useful for showing our capability.

According Richard (2008:19) asserts that the mastery of speaking skill in English is priority for many language learners. It can be concluded that the function of speaking is to enable students to communication in real

Students at English major master English in both written and oral communication, because the aim of English language education is to provide students with the capabilities to understand the language and the ability to both write and speak it (Richard, 2008). If student are not able to speak English fluently and clearly, this aim is hard to achieve. So, it is important to study this issue in order to discover if students actually have problems with speaking English, and if they do then it can recognize the kinds or problem and the reason that make it happened. Somehow, since there are some students who have problem with speaking, they must be able to demonstrate their speaking skill in front of many people in the future. For example, the prerequisite of finishing their study is they have to write a thesis and after that they still have to defence their argumentation orally in oral examination. That is why speaking as oral communication plays an important role in student's academic life and their daily life.

With the advancement of Communicative Language Teaching in foreign language teaching the significance of speaking has been emphasized in ELT where the goal of teaching is defined as developing communicative competence of learners by acquiring the linguistic means to accomplish the language through several functions. Four dimension of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammar competence covers knowledge of grammar, vocabulary

and mechanics like sounds of letters and syllables, pronunciation, intonation, and stress. Discourse competence is related to the relationships beyond the sentence level, rules of cohesion and coherence that are carried out the conversation in a meaningful way (Coombe, et al, 2007). Sociolinguistic competence is concerned with the understanding of the social context in which communication takes place. Strategic competence deals with the strategies to cope with the communicators to take to the floor, to keep the conversation appropriately advancing. Combed et al., (2007) said” As in daily life, speaking is an important channel of communication in a general English program” which as productive skill standard some competence such as knowledge, aptitude, confidence, and appropriate context. Therefore, for as many EFL learners and teachers, speaking has been generally accepted as one of the most difficult to perform.

Moat (2016:88) says that speaking seem to be an important skill that a learner should acquire. Speaking one of skill very important the students learning and mastered, because it is the fundamental of learning a language. Speaking hold the important roles in learning English the purpose of speaking is students are able to use English well in oral communication. According to Nunan (2003) speaking is oral skill which consists of producing system verbal language to convey meaning. Healso adds speaking is someone’s ability to express idea feeling, thought and emotion and to respond the other speaker orally. Speaking is the productive skill verbal language when students speak. The produce of the text and it should be meaningful in the nature of communication, the students can find to speaker, the listener, the message and the feedback. Itis mean that speaking is an

activity to express feeling and idea orally, there are some examples of speaking activities, they are dialogue, interview, speech act and etc.

According to Hybel (2001: 45) speaking is the ability to produce words in language practice. Therefore, in teaching speaking English the teacher could recognize the students' ability to produce the target language or English. speaking is to think a loud, using the voice or talk. it means, when students interacts with other by using a language as a mean certainly, they want to convey something important, for example: they want to utter their feeling and thought. It is strongly impossible for students to make a communication with other without having any purpose. Because of that, a students should learn how to speak in order to be apprehended by other students and teacher.

Poerwadarminta (2007: 14) said that the classical meaning of speaking is the ability to talk, and to speaking. The main purpose of speaking is to send the message for the other or to be able to communicate about something in language and understood by someone who becomes a listener. It means that, students need to think before talking with the other students, because speaking has a lot of meaning.

Muskvale (1998, as cited in Abebi & Den eke, 2008) stated that interaction is a stimulus responsive situation with exchange the degrees verbal or non-verbal that would result in positive or negative feeling in the individual function as the agents of interaction. When the teachers and the students interact with each other, they can create conducive classroom environment. This type of classroom environment will stimulate learning and make both the instructor and students feel

satisfied, which eventually leads to the effective learning process (Abdullah et al., 2012).

Speaking is required by people to interact among them. In speaking activity, many things that should be paid attention, not only relate to what is being spoken, what the language is used, but also who is our interlocutor. In addition, a good speaker should pay attention what is the topic is being spoken by him, what the language that he/she uses in order to be understood easily by his listener, and to whom he/she speak. Hence, speaking is a tool to communicate ideas that are arranged and developed accordance with listener's need (taiga, 1987, cited in Masada, 2008). It means that the speaker must strive communicate his/her ideas clearly so that those ideas can be accepted well accordance with what is wanted by the listeners.

In teaching and learning process commonly the students have problem from actually in learning language, every student must speak up. It's started from trying it the practice continuously without feeling afraid. Every mistake can be corrected and the students can learn from those mistakes to develop their speaking ability, because the purpose of learning to speak English is the students have to be able to express their idea, to practice dialogue, to tell the story, and especially to communication with the friends at school or in their daily conversation. Therefore the students need to interactive and creative in speaking in order that can producing receiving and processing the information. They cannot quiet. They have to communicate with other people for getting producing skill. Speaking is productive skill because we produce the language when we speak and the students have to construct the meaning.

Speaking is an activity to express emotions, explore the language, and reaction. Someone who speaks is called as speaker which able express their language to the listener to communication, people can interact to the others spontaneously. Brow (2004:140) defines Speaking as a productive skill that can be directly and empirically observed, those observations are invariably collared by the accuracy and effectiveness of a test- takers listening skill, which necessarily compromises the reliability and validity of an oral production test. From those statements above the writer can conclude that speaking is an activity involving 2 or more people in which the participants are both the listeners and the speakers having to action what they listen and make their contribution at high speed. Speaking and listening are closely interview in the communication; effective communication cannot if that skill does not function well.

According to Rivers in Rwanda (2004:7), what the students needs in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. In other words, learning to speak a foreign language will be facilitated when students are active to communicate, because there is a proverb which says that we learn to read by reading and we learn to speak by speaking. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.

Mastered a foreign language is not easy. It is can threaten a person's sense of self because speakers know they cannot represent themselves fully in a new language or understand others readily. Edam taves (2015:587) states that there are

three main categories of students while speaking English. The first lack vocabulary, the students might be anxious about not being able to use already acquired vocabulary. The second is concerns about pronunciation, the students did not have confidence in pronouncing the words and they are afraid of mispronunciation. The last grammatical concerns, the students feel hesitant about speaking English since they want to make grammatically accurate sentences and then afraid of making mistakes. It's there are four categories the students influence English learning. The first lack vocabulary, the students anxious when want long speak, because vocabulary they mastered so few and they hesitant use vocabulary, vocabulary use not standards. The second students less of confidence when utterance pronouncing the words and they are afraid mispronunciation. The last grammatical concerns, the students afraid sentence they make less precise.

Speaking ability is oral practice have meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking is a difficult ability more than other skill in communication. Resonatedi (2001:56-57) state that Speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers. Thus, speaking ability is a complex skill, because the students have to choose a good word to make good phrase and the students must have a good grammar.

Dealing with the theories above, speaking ability in expressing their ideas orally fluently with precise vocabulary and good or acceptable pronunciation

which is represented by the scores of speaking. It will do by students with a good speech; the students make a good speech with a good word, pronunciation, grammar and others. The students can express their ideas because they can choose a good word and use that word more efficient.

Learning to speak considered more difficult by the students than learning to understand the spoken language. This simply that in learning to speak the students not only listen to speakers but also practice their speaking ability in real communication. There are two main reasons for getting students to speak in classroom. The first is speaking activities provide rehearsal opportunities, chance to practice real – life speaking in the safety of the classroom. Second, speaking tasks in which students try to use any orally of the language they know provide feedback for both teacher and students (Harmer, 2007: 123).

Speaking ability is important in the process of language learning people communication through speaking to again much more information. Therefore, both teachers and students should realize the rule of speaking ability for their success in language learning.

Based on the result of the observation that has been done in august 2018 at SMPN1 Baitussalam. There were some reason about the students speaking problr: Student's failed to reach the goal of the learning speaking. They can not speak English well and the student's motivation to learn speaking is low. They less master the speaking English the students more passive and reluctant in speaking. When the teacher ask questionnaire they cannot answer. Learning speaking skill seems to be for the goals that have been targeted by the teacher. The students

sometimes face many difficulties in learning speaking because many factors influence them.

Based on the background above the researcher formulated some problem factors that cause students difficult in speaking .Therefore the researcher would like to conduct the research under the title: An analysis of students' difficulties in speaking at SMPN I Baitussalam.

1.2. The problems of study

As stated on the background of the study, the researcher formulated the problem in this study as follow: What are the students difficulties in speaking at SMPN I Baitussalam.

1.3. The purpose of the study

The purpose of the research is to know about the students speaking ability and to know the students difficulties in learning speaking at SMPN I Baitussalam.

1.4. The Scope of the study

The research investigated analysis of student's speaking ability at junior high school.

1.5. Research Significance

The result of this research is expected to be useful for English students, teacher and researcher:

1. For students, the result of this research is hoped that the information to the student's about their ability in speaking English at junior high school.
2. For teacher, the result of this research can be useful for English teacher in order to identify analysis of students speaking ability, therefore the teacher will be easy in teaching learning process for speaking subject.
3. For research, the result of this research is to recognize the student's ability in speaking English at junior high school. Therefore the researcher will get more knowledge from her paper.
- 4.

1.6. Definition of key terms

The research describe the definition of the following key term to clarify the purpose of this research.

1.6.1 Speaking

Susanto (2007:4) stated that speaking is someone expressing opinion or idea to other stated In other word, speaking is share some idea or practicing to speak up their opinion in order to conduct communication. In this research, the researcher wanted to know about student's difficulties in speaking

1.6.2 Students difficulties

Students' difficulties are something that quite understand or difficult thing to do by the students. There are students with behavioural or emotional disorder, or specific difficulties in learning. The education need is considered to a rise primarily from problems in the interaction between the students and the education context (Paris: 2004).