



**AN ANALYSIS OF STUDENTS SPEAKING ENGLISH DIFFICULTIES AT
SMAN 1 KUNIR**

SKRIPSI

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2024

ABSTRACT

Octavia, Hardina. 2024. *An Analysis of Students Speaking English Difficulties at SMAN 1 Kunir*. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dr. Alfian Zuhairi, M.Pd. ; Advisor II: Ika Hidayanti, S.Pd., M.Pd.

Keyword : Analysis, Students Speaking, Learning Speaking, and Difficulty.

Learning is a process of people alteration and ability to be changeable meanwhile speaking is an ability of someone that give positive effect to increase good speaking skill. So, Learning speaking is a process of how to speak fluently with good pronunciation and spelling without making mistakes. The purpose of this research is to find out the students difficulties in speaking English and to find out the most dominant factor causing the students difficulties in speaking English at SMAN 1 Kunir. The study aims to fill gaps in the literature by analysis the students speaking English difficulties.

The research design of this study is a quantitative approach with a descriptive research method. The subjects in this research were the students of class 12 MIPA 3. The instrument used is questionnaires which were distributed to the students. The researcher obtained the data from the questionnaire were analyzed using descriptive statics by paying attention to each of the aspects of the difficulties in speaking English (linguistic problems and psychological problems).

The findings of this research show that there are seven difficulties students faced that were lack of pronunciation, vocabulary, grammar, confidence, anxiety, shyness, and lack of motivation to speak English. Their willingness to not practice speaking English has the highest mean score. It is included in the category of psychological problems. However, there were variations in findings from other studies, suggesting the need for further research in this area.

CHAPTER I

INTRODUCTION

Some of the topics in this chapter are related to the study. They are the background of the study, research problems, the purpose of the study, the significance of the study, and the scope and limits of the study.

1.1 Background of the Study

English is one of the foreign languages studied in Indonesia. In studying English, it should be known that there are four skills studied such as reading, listening, writing, and speaking. Speaking is one of the skills that uses voice or speech in communicate to express purpose, thought, or explanation of an object, so as to convey the purpose of the speaker to the partner talk.

English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important because it is our primary source of communication. English is a crucial part in educational activities. Most of student giving their attention to get the knowledge from school or college, that English is a mean of a language. The position of English in many countries is as a foreign language, including in Indonesia.

English is used as an international language which makes it easier for many people to communicate at the international level. Through international language, more people can easily communicate with other people even though they have different countries. This thing very beneficial because each other can understand the meaning of what the other person is talking about.

English has become phenomenon as an essential language to be learnt to meet the communication needs in this globalization era. Nowadays, English has played important roles

as an international language in modern and global communication, including Indonesia. In this competitive world where English is used in many fields such as science, technology, business and education, as a global language English plays an important role in the world. Many jobs and professions look for qualified job applicants who are capable in English, both in the written and spoken form. Therefore, it is no wonder that English is taught to more and more people all over the world in early age especially in non-speaking English countries to prepare qualified human resources in the future.

There are four English skills that must be acquired, such as speaking, listening, reading, and writing. Speaking has recently emerged as a completely significant activity and is now frequently utilized as a second or foreign language interpreter. Speaking is one of the four abilities that students should master, according to O'Malley and Pierce (1996: 57), since it is one of the key duties of any teacher working with students who are learning English to enable students to communicate successfully through oral talks. Speaking may be active, passive, or based on meaningful information. Even though all four English skills are equally important, speaking is the primary means of communication. Speaking is an interactive process of creating meaning that involves producing, receiving, and digesting information, according to (Pérez, Carreiras, and Duabeitia 2017). Speaking is a process of creating and exchanging meaning through the use of a verbal and non-verbal sign in varied circumstances, according to Ting-Toomey and Dorjee (2018). To communicate effectively in a language environment and to encourage communication, to put it another way, is the goal of language. The pupils can interact immediately and in a comparable fashion with others by speaking fluently. The requirement that speakers possess certain information is a barrier to effective English communication. They are understanding, vocabulary, pronunciation, grammar, and fluency.

Unfortunately, in Indonesia mastering speaking skill is not easy. It was found that most of the students still have difficulties to speak English. It is because the students did not know

certain English vocabularies, they have poor pronunciation, they were afraid of making mistakes, and they were reluctant to speak English. Those problems are resulting in their difficulties to express or convey ideas through speaking.

Widyasworo (2019) stated that most of the students had difficulties in speaking English. The difficulties include linguistic aspects such as lack of vocabulary, pronunciation and grammar and non-linguistic aspects like inhibition, nothing to say, un even participant, mother tongue, anxiety, shyness, lack of self confident and low of motivation. In this case, the researcher wants to know about the students difficulties in speaking English, the factors causing students difficulties encountered by the students, and the strategies used by the teacher to overcome the speaking problems.

The previous study by Tuyen (2021) focused on the difficulties and solutions to improve students speaking skills with the subject were 80 students that came from different classes, faculties, and were randomly selected at HUFU. Handini et al. (2019) only focused on the students difficulties in speaking English and stated that every student had different difficulties in speaking. The subjects of this research was all the eight grade students in MTS NW Baremayung.

According to those previous studies, there is still a lack of information on students' speaking English difficulties. Besides, everyone can give a different explanation, so the researcher conducted research in different field. With a lack of information the factor caused on student's speaking English difficulties, the researcher conducts a study about an analysis of student's speaking English difficulties at SMAN 1 Kunir to know what are their difficulties when speaking English and to find out the most dominant factors that caused the student's difficulties in speaking English.

1.2 Research Problems

Based on the background that has been stated clearly, the research problems of this study can be stated as follows :

1. What type of difficulties in speaking English encountered by the students at SMAN 1 Kunir?
2. What are the most dominant factors causing students difficulties in speaking English at SMAN 1 Kunir?
3. Which one among the highest mean between Linguistic problems and Psychological problems?

1.3 Objectives of the Study

According to problem of the research, this study is purposed to :

1. To describe students difficulties in speaking English encountered by the students at SMAN 1 Kunir.
2. To find out the most dominant factor causing the students difficulties in speaking English at SMAN 1 Kunir .

1.4 Significance of the study

This study is not only focused on finding out the students difficulties in speaking English but also helping teachers or other teaching staff pay more attention to what makes students' difficulties in learning English. It can be seen together that many students have difficulties when speaking English. In addition, this study was also conducted to find out the difficulties experienced by the students in speaking English and the most dominant factor causing students difficulties in speaking English.

1.5 Scope and Limitation of the study

This Study was conducted to identify the students difficulties in speaking English and to find out the most dominant factors that causing students difficulties in speaking English. This study was conducted at the 12th-grade students at SMAN 1 Kunir. In learning at SMAN 1 Kunir, English is a subject that is still focused on following the curriculum for the learning process. The skills used are usually only reading comprehension and writing comprehension, while other skills are only as a companion. Speaking skills are less applied in the classroom if they exist but are very rarely practiced.

The limitation that may occur in filling out the questionnaire is that not up to 100% of the students can fill in because of technical problems, such as a weak data network. The researcher used questionnaire when collecting the data. The use of questionnaires may also be considered influential or related to student's academic scores, so some students lie with inaccurate answers to make themselves look better.

1.6 The Definitions of the Key Terms

There are some terms in this study that the researcher must explain in order to avoid ambiguity while reading it. They are :

- a. **Analysis** : an examination of something together with thought and judgement about it. It means that an examination of students speaking English difficulties.
- b. **Students Speaking** : a fundamental ability a person possesses and can be learned from an early age by expressing ideas, opinions, or other things verbally.
- c. **Learning speaking** : a process of how to speak fluently with good pronunciation and spelling. It means that student's learning or practice in speaking English.
- d. **Difficulty** : the quality of being hard to do or understand something. It means speaking difficulties refers to someone's obstacles to speaking fluently, pronunciation, and error



spelling. At this point, the difficulty refers to the problems or difficulties faced by the students when speaking English.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher provides the conclusion related to the study and also suggestion. The conclusion of the study drawn based on the results and the disucssion on the gained to answer the research problems. The suggestions are given to the students, English teacher and also the future researcher.

5.1 Conclusion

The objectives of the study are to describe the students difficulties in speaking English and to find out the most dominant factor causing the students speaking English difficulties. Based on the findings, the researcher would like to draw the following conclusion. In short, that there are seven difficulties that the students faced that were lack of pronunciation, vocabulary, grammar, confidence, anxiety, shyness, and lack of motivation to speaking English. There are out of a total 36 12 MIPA 3 students of SMAN 1 Kunir experienced difficulties. After using an adaption questionnaire that has been validated and has calculated each student's speaking English difficulties, it can be concluded that the level of willingness to not practice speaking English has the highest mean score. It shows that the highest mean score is 3.53 which is included in the category of psychological problems, then this has been clearly proven and also to answer the second research problem.

5.2 Suggestion

Based on the result of the data, the researcher would like to give suggestion dealing with the students, the English teacher, and next researchers.

1. For the Students

For the students, the researcher suggest to provide or increase motivation, increase self-confidence, and increase the willingness to practice speaking English. The students should be confidents with themselves and do more practice in speaking English to improve their speaking skill to be better. The students can practice doing speaking English through English song, read English book, and etc.

2. For the Teacher

The English teacher should give the students more motivation to be more interested in learning English, especially for practice speaking and experiences to speak English all the time in English lessons. The teacher must always take advantage of it various teaching strategies that engage students. In fact, the finding of the study found that the major difficulties faced by the students are caused by the speaking materials itself, such as vocabularies, pronunciation, grammar, confidence, and the motivation.

3. For Future Researcher

This study still has many shortcomings, such as the lack of conditionality of students who should have taken this study more seriously. In addition, this study only discusses some problems of difficulties in speaking English that lack of detail. In addition, there are also several theories discussed the same case about speaking English difficulties. However, the researcher hope that the next researcher can find the solution for helping and increasing students speaking English difficulties to be more effective.

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