



**INVESTIGATING STUDENTS' DIFFICULTIES IN SPEAKING
ENCOUNTERED BY THIRD STUDENTS OF UNISMA**

SKRIPSI

BY

**HAMIMAH ISTIQOMAH
NPM 21701073036**



**ISLAMIC UNIVERSITY OF MALANG
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**BY
HAMIMAH ISTIQOMAH
NPM 21701073036**

**ISLAMIC UNIVERSITY OF MALANG
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ABSTRACT

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The aim of this study is to investigate students' difficulties, cause of difficulties, students' strategies, and students' perception in speaking learning. The data was gained by qualitative method using digital documentation and deep interview. The participant of this research are third semester of English Department of University of Islam Malang.

In this study, Qualitative case study is used in this research. Coring rubric and interviewed used to collect the data. Scoring rubric was using English that was adopted from (Brown & Abeywickrama, 2010). The language of open ended interview used was mix between English and Indonesia was conducted online.

The data was analyzed using (Creswell, 2013). From the data identification, Students found difficulties in speaking were on fluency, grammar mastery, and topic discussion. Furthermore, some factors influencing the difficulties found, there were lack of self-confidence, getting feedback, and memorization. Fortunately, there were five strategies used by the students to overcome their difficulty for instance listening extensively, reading extensively, looking for interesting topic, practicing speaking,

and making a small note. Also, it was found about students' perception on steps done in making video could improve their speaking skill by seeing the process in making video, as well as *Instagram* as the platform used in posted the video assignment considered the students to perform better and seek to upload their best video assignment.



CHAPTER 1

INTRODUCTION

This chapter presents some topics related to the introduction of the study. They are background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Currently, English becomes a very crucial language to be learned seeing from the growth and spread as a global lingua franca rapidly. More than 100 countries like China, Russia, Germany, Spain, Egypt, and Brazil make English as the main foreign language subject which is the most taught in the schools. English oftentimes replaced other languages in the learning process (Crystal, 2003). Indeed, Indonesian also prioritize English as subject to be taught in the school, from Junior High School till university level. Nowadays, English is very vital language to be mastered since we know it is used in almost all aspects of our life, for instance in academic field, business, and technology internationally.

English language always requires the ability to listen, to read, to write, and to speak, while speaking becomes the most prominent skill to be mastered. Having a good speaking skill gives us more opportunities than someone who cannot speak English. According to Baker (as cited by Leong & Ahmadi, 2017), students who are fluent in English have a greater chance of education, career, and promoted. As we understand that speaking is very essential, so it suggested to use

dominantly in learning process. However in Indonesia, Speaking English is rarely applied by the students in their English class.

Moreover in this outbreak of Covid-19, learning English becomes more difficult to get the students in speaking English. Since this pandemic era, the students must have online class every day. This has a huge impact in interacting with their friends and having no one to practice speaking with. According to *National Disaster Mitigation Agency (BNPB RI, 2020)* Number 13A of 2020, Straight off after the instruction of working and learning from home due to Covid-19 since 17 March 2020 in the affected area, The Minister of Education and Culture of Republic of Indonesia instructed to run online learning for students, teachers, as well as educational staffs to make them all stay healthy and safe during the process of learning (Mendikbud, 2020a) as a result, all educational institutions have to rethink about how the learning process will be.

All difficulties in this pandemic learning makes teachers turn the way of learning to adjust the situation. If the teachers are not familiar to use media or application in online learning, they would not be able to teach favorably even less the students would be bored soon in learning since they could not interact physically with the teacher as well as their friends. Subsequently, learning speaking would be more difficult to have class interaction, in the case of giving an opinion, having debate class, and many more. Online learning becomes a serious issue because sometimes bad signal happened in the middle of the learning process, this made both students and teacher had a hard time to practice speaking. This was one big challenge for the teacher to discover new learning models to

adjust the pandemic condition.

Despite, many students were still struggling in speaking English as they have many difficulties in saying the words. One of those challenges are the pronunciation and accent that make English more complicated to be learnt in Indonesia. According to Hewings (2004) insisted that students feel so much more difficult to learn English since there are specific characteristics in the pronunciation, and it is viewed with vital differences between English and other languages. Therefore, Teachers were trying to find out the media that could be used in speaking activity which encouraged students to be productive as well as enjoyable even though in the pandemic era.

Using social media could be such a great alternative to learn in a fun way and also it could be very beneficial to speak English for the students. Social media can be accessed easily every time and everywhere and it helps the students to keep update what happened around them or even all around the world easily. Today's, social media used by most of teenagers, it can be seen that they are following each other account with all friends virtually. *Instagram* as a media social used by millions of people can be utilized to upload a video of speaking in their learning. *Instagram* users can make their own video in their account that can be watched, commented on, and liked by many people. The video also can be shared on other web pages like *Twitter* or *Facebook* (Apriyanti et al., 2018). This was expected by the students to do their best video. In result, they would work harder in making the video of speaking then uploaded in their account.

Based on the background of this study, the researcher investigated students' difficulties in speaking English by students of third semester of the English Education Department of UNISMA in this outbreak of covid-19. So it could be clearly shown what the difficulties encountered and what caused the difficulties, strategies used, somehow this would give viewpoint to help the teacher in applying or deciding the use of media to practice speaking.

1.2 Research Problems

This research addressed three research problems as follows:

- 1.2.1 What are students' difficulties in learning speaking?
- 1.2.2 What are students' strategies in learning speaking?
- 1.2.3 What are students' perceptions in learning speaking?

1.3 Objective of the Study

The objectives of the study based on the background are as follows:

- 1.3.1 Exploring students' difficulties in Speaking English encountered by third students of English Department of UNISMA
- 1.3.2 Discovering students' strategies used in their speaking activities.
- 1.3.3 Finding out students' perceptions about learning speaking.

1.4 Significance of the Study

The novelty of this study is that the students' point of view was taken into consideration for more in-depth investigating in speaking difficulties and to deepen the research findings in new digital environment. It helps to give new perspective in learning speaking class.

1.4.1 Theoretically

The result of this study is expected to verify, confirm, or compare the literature of learning to speak English to the pervious relevant studies on speaking difficulties on a subject learned.

1.4.2 Practically

Firstly, for the teacher, this research is expected to provide more information about students' difficulties in speaking. As a result, English teachers could apply the instructional teaching procedure to the students' learning.

Secondly, for the students, this research is expected to provide some illustrations about the students' difficulties as regards motivating them to practice speaking better.

Finally, for the next researcher, the researcher expects that they can investigate more in another aspect which has not been explored in this study.

1.5 Scope and Limitation of the Study

1.5.1 Scope

The research investigates the difficulties in speaking English encountered by students of third semester of English Education Department of UNISMA. This research data collection was collected from their video assignment of speaking class posted on *Instagram*. Those videos sample were investigated to discover what students' difficulties in learning speaking were. To clarify the difficulties of speaking, researcher had an interview section to the students who got the lowest score in speaking.

1.5.2 Limitation

Due to the limitation of the time, the researcher just takes three persons as the representation in third semester of speaking class. For investigating whole class population would take a very long time as there was an interview section in this research. The interview section held online and the sample was limited, three persons selected in one class investigation by third semester of English Education Department of UNISMA.

1.6 Definition of Key Terms

1. **Difficulties in Speaking English** refers to students' problem or challenges faced by third semester of English Education Department of UNISMA in speaking English.
2. **Cause of speaking difficulties** concern to the factors influencing in their speaking activity

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestion of research based on the findings and the discussions. The suggestions are addressed to the students, English speaking lecturer, and the future researcher.

5.1 Conclusion

Based on the findings, this study were drawn according to the category of the main research questions. The difficulties in speaking faced by the students of UNISMA were in internal factors, language aspects and psychological aspect as well as external factors such as getting feedback and topic discussion that was not suitable with their interest, so they felt difficult in delivering topic being presented.

Fortunately, there were strategies in learning speaking, for instance repeating the recording, gaining more input (reading, listening), memorizing, practice speaking, and making small note. By doing these strategies, students' could handle their difficulties in speaking activity.

Finally, there were found students' perception in learning speaking. They pointed out that the steps done in making video could improve their speaking skill by seeing the process, looking for the topic, taking the video, and editing the video. Besides, the use of *Instagram* considered the students to perform better and seek to upload their best video assignment. One reason that students confessed was that the posted video was not only seen by the lecturer, but also it was viewed

virtually by huge number of people.

5.2 Suggestion

Based on the result, this suggestions are recommended for the students, the English speaking lecturer, and the future researcher.

5.2.1 For Students

There are several suggestions for the students. Firstly, the students need to practice English intensively so that they can speak fluently in front of classroom or talk to the camera. Secondly, read, listen, or watch English discussion as their interest as much as possible are recommended to enrich their vocabulary. Thirdly, students need to try applying grammar correctly in their speaking context so that they can speak properly as it should be spoken. Finally, be aware about the importance of being able to speak English, not only to get the score on the subject matter, but also for their life or work in the future.

5.2.2 For English Speaking Lecturer

The lecturer is suggested to pay more attention in choosing the topic that is suitable with the students' interest, giving feedback to their video assignments since it boosts their spirit and identify the mistakes, consequently, they will perform better in next oral activity, as well as select appropriate media that assists the students to practice their speaking better.

5.2.3 For Future Researcher

For the next researcher who wants to do the similar research, it is suggested to know personal information of the students' background information such as the ability of speaking and the account used to post students' video

assignment. At last, the next researcher needs to apply this research with wider participants to get more reliable result



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