



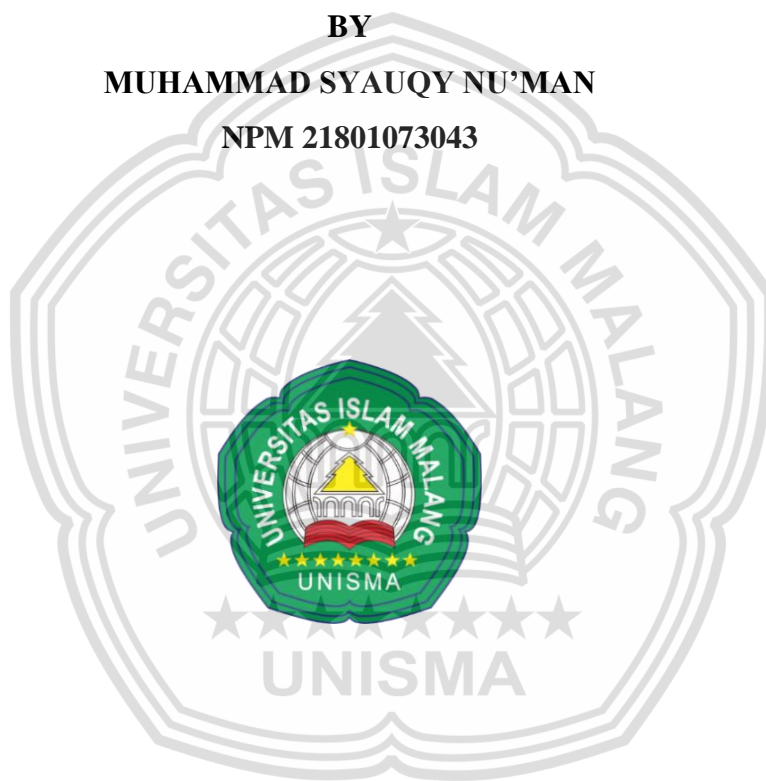
**THE STUDY OF LINGUISTIC PROBLEMS ON LEARNING SPEAKING
SKILL IN XI CLASS OF MA NU 03 SUNAN KATONG KALIWUNGU
KENDAL**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
JULY, 2022**



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Presented to

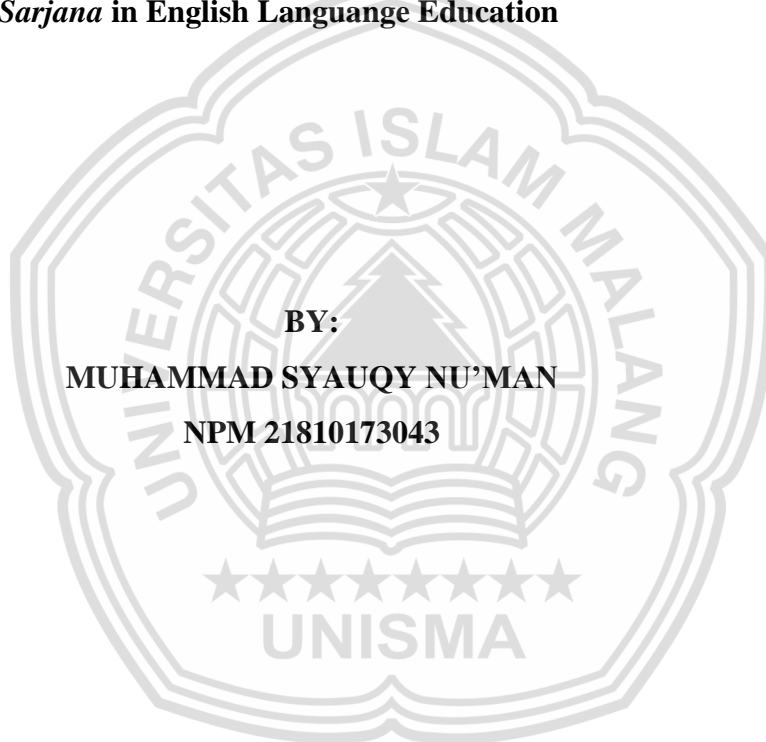
**Faculty of Teacher Training and Education
University of Islam Malang**

**in partial fulfillment of the requirements for the degree of
Sarjana in English Language Education**

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ABSTRACT

Nu'man, Muhammad Syauqy. 2022. *The Study of Linguistic Problems on Learning Speaking Skill in XI Class of MA NU 03 Sunan Katong Kaliwungu Kendal*. Skripsi, English Education Department Faculty of Teacher Training and Education University Of Islam Malang. Advisor I: Fitri Awaliyatush Sholihah, S.Pd., M. Pd.; Advisor II: Henny Rahmawati, S.Pd., S.S., M. Pd.

Keywords: Linguistic Problem, Learning Speaking

English as international language had to be mastered by someone around the world. Speaking have been linguistics was an aspect related with language which consists of the study of language, word, and phonology. This study aims to describe the linguistic problem faced by student in MA NU 03 Sunan Katong Kaliwungu Kendal in learning speaking and the students' ways to resolve it.

The method in this study was qualitative descriptive. XI grade in MA NU 03 Sunan Katong Kaliwungu were the population in this study which is XI social 3 as the sample by doing lowest sampling from all the class in XI grade. The data used in this study were observation, questionnaire, interview, and documentation. The instrument of this research consist of the question of interview was adapted from Heriansyah (2012) and Robah (2021) and the questionnaire was adapted from Balqisa et al. (2020).

The findings of this study showed that the student's speaking performance was still low. The students have several linguistic problems in learning speaking. Poor of grammar was dominated linguistic problem faced by student continued with a lack of vocabulary. Moreover, the third dominated linguistic problem in speaking was a lack of pronunciation. To overcome the linguistic problem, the students had several strategies to solve their problem in speaking such as using handphone to increase vocabulary and pronunciation, reading some book, listening to music, and watching films to improve vocabulary, asking to friend and teacher to get more information, and practice with their own self or with their friends in the class.

Based on the findings, it gifts the information about the linguistic problem faced by student in English and their way to solve their problem in learning. In this case, the teacher was supposed to make new treatment for learning English in the future related in the student perspective. Moreover, the result of this study was the one source to determine on lesson study.

CHAPTER I

INTRODUCTION

This chapter presents about the background of the study, research problem, objective of research, significance of research, scope and limitation of the research, and definition of key terms.

1.1. Background of the Study

In current day, English is an important language used for daily communication around the world for example in education. English is one thing that related with us to communicate each other in good communication. Emmitt and Pollock (1991: 35) argued communication refers to the conveying and receiving of a message or meaning between two or more people. English has four concerns parts skills speaking, writing, listening, and reading. All skills in English have correlations with each other to support English understanding. Speaking is one decisive skill in the language as the present of mastery language. Basir et al. (2016) stated that the most important skill of four is speaking because we know when the people speaking of that language, they can master this language, many people are more interested in learning speaking.

As a productive skill, speaking must be mastered and concerned by someone in learning English. Using good speaking in good point to convey the use to represent our mastery of language. When we have a good speaking, we can send our message clearly and understandable. It means we can communicate and send our message within sentences. Speaking with other people can be successful when our mouth can produce the sentence orally and understandable to others. Emmitt

and Pollock (1991: 149) stated that our speaking generally is used in everyday social interaction. It means everyone who has interaction to pass their message and information generally uses speaking as a medium in their daily activities. Speaking is an active skill that must be practiced more and more. It means learning speaking is not only learning material without any practice, but we have to practice using it in the real situation for a long time.

It shows that speaking skill is a very important skill used as a tool in daily communications. With good speaking, we can decrease misunderstanding. If we have a good speaking, the information that we send to others can gain clearly and understandable. The advantages of having good speaking are we can send our minds clearly, reduce misunderstanding in the communication and make a good situation in the communication.

A car can run fast if the road is smooth and clear but when the road is stony, the car just runs slowly even it can break down. Similar like the speaker who has mastered component to support the speaking, they will have good speaking but when there are any obstacles to learning speaking, they will have problem in speaking skills.

Linguistic is an important component in speaking. If we master linguistic, we will know how to be a good speaker based on linguistic aspects. Linguistic as a medium in communication has the important thing how to send the message clearly and make understand the listeners catch what the speakers say. Heriansyah (2012) stated that “there are three difficulties related to the linguistic problem, lack of vocabulary, and poor pronunciation.” Moreover, these affect the speaking

performance massively because the speaker hasn't done with their problem in learning speaking.

In the previous study, Sabariyanto (2020) in his research conducted in SMPN 1 Colomadu, Karanganyar, Central Java with 217 students as participant founded that the problems of learning speaking are four problems inhibition, nothing to say, low or uneven participation, and mother-tongue use. Moreover, Maher (2016) in his research mentioned several causes of speaking difficulties like worried making mistakes, fear of criticism or simply shyness, less motivation, non-English tongue and lacked of vocabulary, lacked of motivation, and lack of a target language environment. Heriansyah (2012) found that some English speakers have difficulty with vocabulary, being afraid of making mistakes, and not having confidence in their ability to express words and sentences.

In this case, the researchers believed the issue is happening to the students in MA NU 03 Sunan Katong placed at Sawahjati Street, Pandean, Kaliwungu, Kendal, Central Java 51372. There are two majors comprised of two science classes and three social classes. The researcher took the population on XI grade. The researcher has curiosity for learning speaking in XI grade.

The several explanations above the researcher have a curious question about the learning speaking English in XI science grade. The question in his mind is "what is the student's linguistic problem when they learn English?".

The general reason why this study was conducted is regards to prepare Indonesia golden 2045 with good human resources, mastering technology and economy, the way to develop human resources to compete with mastering English as international language. Another reason is MA NU 03 Sunan Katong has vision

“Terwujudnya Generasi Muslim Yang Cerdas, Unggul, Kreatif, dan Mandiri” to help this vision become true, the researcher did this study. The researcher hoped the problem of learning language English will be solved and improve education in MA NU 03 Sunan Katong to become its vision comes true soon. The last reason is that, according to a previous study by Novita (2014) on the problem of students learning in speaking English in the second grade of SMP NEGERI 1 Talaga. She found the general problem in learning speaking like pronunciation, grammar, limited practice, opportunities, environmental factors, native language, low motivation. Therefore, this study is decided to research specific problems in linguistic which is different from the previous study. Hopefully, it is deeper and more specific to describe the linguistic problems of learning speaking.

1.2. Research Problem

Based on background that has been clearly discussed the research problem formulated as follows.

1. What are linguistic problems faced by XI student in MA NU 03 SUNAN KATONG KALIWUNGU KENDAL in learning speaking?
2. What are the strategies to resolve linguistic problem XI student in MA NU 03 SUNAN KATONG KALIWUNGU KENDAL in learning speaking?

1.3. Objective of Research

Based on this research background and research problems above, this study aims to describe.

1. The linguistic problems faced by XI student in MA NU 03 SUNAN KATONG KALIWUNGU KENDAL in learning speaking

2. The strategies to resolve linguistic problems faced by XI student in MA NU 03 SUNAN KATONG KALIWUNGU KENDAL in learning speaking

1.4. Significance of Research

This study was conducted to expect giving information and contribution for English senior high school teachers in general, and to inform about the learning speaking skill problem in XII class, and hopefully, with this mapping, teacher can choose and set the method learning to overcome the same problem.

For students, they can know what their problem in learning speaking skills. They can know how the best way for them is to overcome their problem in speaking, to choose the method for themselves to improve their speaking, to be aware about they limitedness in English and to motivate the student to more learning English.

For the researcher, this research can be additional source and information for the next research especially in the problem learning speaking. Hopefully, in order to develop research, future research can widen to describe not only three aspects of linguistic problem focused.

1.5. Scope and Limitation of the Research

This study has conducted in MA NU 03 Sunan Katong Kaliwungu Kendal. There is no speaking English in particular as the subject in the learning. Moreover, in this study the researcher has difficult to carry out the student specific skill especially in English. Additionally, this study has limitation which is short time to make observation. It has impact to the result of the study with no more chance to make observation. Limited time affects limited observation and interview for the student speaking performance.

1.6. Definition of Key Terms

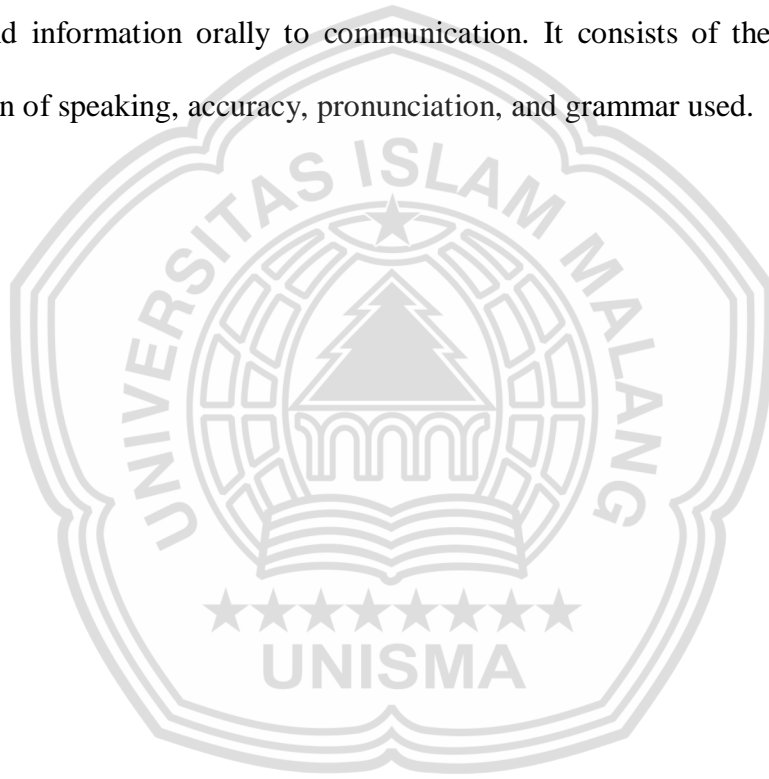
To avoid misunderstandings and ambiguous, this research following definitions are given. There are some terms identified.

1) *Linguistic Problem*

Refers to the problem in formation (lexicon), pronunciation (phonology) and sentence formation (syntax) faced by the student.

2) *Learning Speaking*

Refers to student's process to develop their speaking which is expressed their ideas and information orally to communication. It consists of the student comprehension of speaking, accuracy, pronunciation, and grammar used.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provided drawing the conclusion from the findings and discussion based on chapter. Moreover, the researcher suggested the next study related to this topic.

5.1. Conclusion

In the chapter 4, the study drew conclusions about the linguistic difficulties faced by student in speaking learning and what the strategies used by students to solve it. Based on the student's believe about their linguistic problems in learning speaking, it's concluded that the most of students felt that their speaking ability was still lack and poor. However, they had linguistic problems that affected their speaking performance low. The linguistic problems dominated faced by students were poor of grammar which confusing arrange the word. Lack of vocabulary was the second dominant linguistic problem faced by students which is the student didn't know what they would say in English and were still silent. And the last was pronunciation. The student was afraid to pronounce some words and didn't know how to pronounce the word. To overcome the linguistic problem, the students had several strategies to solve their problems in speaking such as using the handphone to increase vocabulary and pronunciation, reading some book, listening to music, and watching films to improve vocabulary, asking friends and teacher to get more information and practice with themselves or with their friends in the class.

5.2. Suggestions

The researcher gave some suggestions for this study. There are divided into 3 kinds, for the teacher, the student, and the next study.

5.2.1 For the Teacher

For the teacher, the researcher gave new information about the problem faced by students in learning speaking English. The hope, the teacher will give new treatment for learning English in the future. Moreover, the result of this study is the one source to determine on lesson study.

5.2.2 For the Students

For the student, this study hopefully give impact. Speaking is an active skill that must be practiced. To know their problem in speaking, they have to know their problem their selves to overcome appropriately in the learning. The strategies used in this study will applied other students to increase their speaking ability. The student must get more strategies to improve their learning in English.

5.2.3 For Next Researcher

For the future researcher, this research has limited time to conduct this study the limited instrument. The researcher only made one observation in this study that the subject cannot know the subject surely. Moreover, the linguistic problem in this study is only focused on pronunciation, grammar, and vocabulary. In addition, the next study hopefully can more describe the linguistic problem not only 3 parts and more observe to get more data and deeper with better instrument. Moreover, the next study can make the strategies from the teacher's perspective and non-linguistic strategies to make the general description and compare from the student's perspective.

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