

Analysis of Students Learning Difficulties in English Speaking

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ABSTRACT

The purpose of this research is to know the difficulty in english speaking. This research includes into qualittitative research. The population of the research was one of eight grade students at SMP Muhammadiyah Tanjungpinang. The total number 26. So, the sample of this research the researcher used propoitive sampling. In order to collect the data of this research, the researcher used a dialogue test about asking for help, to find out the difficult in speaking english, the researcher use a rubric assesments in the talks, there are: accuracy, grammar, vocabulary, fluency and pronunciation.

Based on the data analyzed, it is conclude that the students still a lot difficulties by students in english speaking wich involved the accuracy, grammar, vocabulary, fluency and pronunciation. The students still most difficult speaking skills were the vocabulary, pronunciation, and grammar, there fore, the category of the students , speaking skill was enough.

Keywords: Speaking skill , Difficulties in speaking.

INTRODUCTION

Language is a tool of human or any other living things to communicate with each other. Accroding Amberg and Vause (2012) state that Language is foremost a means of communication, and communication almost always takes place within some sort of social context and English is considered internationally as a means of communications. People complete stronglypid throughout the world to survive,

due to the rapid development of science and technology. To be globally competitive, the need of English mastery becomes highly important. In Indonesia, English is the first foreign language which is method and the students are expected to have a good mastery in four language skill, such as: listening, speaking, reading, and writing. Speaking is one the most important language skills to be mastered in order to be able to communicate effectively.

Hybel (2001) Speaking is an ability that also we can do with or without an involvement of two person or more. Because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by oral. English lesson has four skill there are: Reading, Listening, Speaking, and Writing. One of the obstacles of learning speaking is contradiction between class materials and courses, so that most of the teacher do not facilitate situations for real practice in speaking.

According to Ur (1996), there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low or uneven participation and mother tongue. Besaide, the teacher should take part in oral activities to exchange spontaneously their thought in second language speaking.

From the first research, when had teaching practice the school experience (PPL) at SMP Muhammadiyah Tanjungpinang. The four skill there are: Speaking, reading, listening and writing. Which one between four skill speaking is very difficult in the classroom at SMP Muhammadiyah Tanjungpinang.

Speaking is one of the language art of talk as communication interaction with someone and it is very difficult to master it in the classroom. In my research Analysis of Students Learning Difficulties in English Speaking SMP

Muhammadiyah Tanjungpinang. Students are not interesting learning English because they think that English is difficult, especially in speaking, where the research was taken, The student's low vocabulary mastery resulted from their limited knowledge of meaning and small vocabulary have led them to difficulties in understanding the conversation. In speaking English students need to master a lot of vocabulary, because by mastering a lot of vocabulary they would study speaking easily. The students have difficulties in pronouncing certain words because English words are different between pronunciation and writing.

They did not know how the way to pronounce some words. The students were still confused in arranging words. Then, there were still some mistakes in their grammar. The students were often afraid in speaking English because they were worried of making mistakes. They were unconfident and nervous when the teachers were asking them, The previous research only observation and interviews. Based on that problem, the writer is interested in observing and conducting a research entitled Analysis of students learning difficulties in English speaking at SMP Muhammadiyah Tanjungpinang.

The researcher will do a speaking research test for SMP Muhammadiyah Tanjungpinang. The researcher will ask the students to make the dialogue, and then the students practice the dialogue in front of the class. The researcher will examine by assessing six elements of speaking skill: accuracy, grammar, vocabulary, pronunciation and fluency, To find out the difficulties of students in English speaking skills. Focus for the 8 th grade students at SMP Muhammadiyah Tanjungpinang. he researcher also will identify some learning in English speaking. the problem of this study will limited to know the students

learning difficulties in english speaking of the eight grade students at SMP Muhammadiyah Tanjungpinang. The researcher question is What are the Students Learning Difficulties in English Speaking of the eight grade at SMP Muhammadiyah Tanjungpinang ?

METHODOLOGY

This study was descriptive qualitative. It was conducted to describe the current status of a phenomenon which existed at the time before and during the research process. Qualitative research was also described as an unfolding model that occurred in a natural setting (Cressweel 2012). It had enabled the researcher to develop a level of detail from high involvement in the actual experience. Thus, the researcher of this research used a kind of dialogue to conduct the research and gathered the data. In addition, Kvale (1996) said that a dialogue was aimed to gather descriptions of the life – world of the interviewee with respect to interrelation of the meanings of the described phenomena.

To sum up, the researcher concluded that the purpose of this research was to describe the phenomenon of the speaking difficulties in a real life situation that happened to the students, especially the eight-grade students at SMP Muhammadiyah Tanjungpinang as the participants of this research. The phenomenon happened during the speaking of the students. Therefore, the research was entitled “**Analysis of students’ learning difficulties in English speaking**”.

The subject of this research consisted of one class. It was the eight-grade students at SMP Muhammadiyah Tanjungpinang where there were 26 students who had been the member of this class. This research was conducted in a

secondary school named SMP Muhammadiyah Tanjungpinang. It was located at JL.Haji Fisabilillah. The researcher had had teaching practice in this school. Thus, the researcher chose this school.

Instrument was the general term of the tool which the researcher used to know the students difficulties in speaking. The kind of the instrument in this research was a test. It was conducted to assess the students' speaking in the field of accuracy, grammar, vocabulary, pronunciation, and fluency. Therefore, test as the instrument of this research was important. The test was done to get the results of students' learning difficulties in English speaking faced by the students. The researcher asked the students to make a dialogue and practice it in front of the class. Then, the researcher determined the students' difficulties based on the accuracy, grammar, vocabulary, pronunciation and fluency during the dialogue.

In collecting the data, The technique of the data collection was the technique which the researcher used to collect the data from the participants. The researcher used the document analysis as the technique of the data collection. Thus, the dialogue which the students had written were collected and analyzed by the researcher. There were several steps the researcher had to pass before and during the research. First of all, the researcher prepared the instrument of the test that had been given to the eight-grade students of SMP Muhammadiyah Tanjungpinang. Second, asking for permission to the headmaster of SMP Muhammadiyah Tanjungpinang to conduct the research at the school. Third, the researcher entered the classroom and explained the material of speaking. Finally, in pairs, the students were asked to make a dialogue of asking for help, practice it

in front of the class, and the researcher collected the paper of the students' dialogue.

FINDING AND DISCUSSION

To know the students learning difficulties in English speaking especially in speaking using dialogue test, the researcher asked the students to create a dialogue about asking for help. The students made the dialogue in groups which consisted of two students for each groups with 30 minutes available time. After the dialogues had been complete, the dialogues were practiced in front of the class in 15 minutes. The researcher assessed the dialogues compliance based on the assessment rubric of speaking in the field of accuracy, fluency, pronunciation, grammar, and vocabulary.

The researcher had collected the result of the students' learning English speaking, especially the students in SMP Muhammadiyah Tanjungpinang. The result was gathered by the test named dialogue. The point of the researcher was to assess the students' accuracy, grammar, pronunciation, fluency, and vocabulary as the parts of speaking.

The other aspect of speaking is pronunciation. Good pronunciation had been the basis for the students to master English. However, it was very difficult for the students to have appropriate pronunciation. For example, the pronunciation of the words course, patient, and homework. Thus, the students' pronunciation in this research was enough.

Beside of the pronunciation, there was grammar which had been known as a system and structure of language. The researcher had found that the students got difficulties in their grammar. It was because the words which the students arranged were difficult to be understood and did not follow the rules of grammar. Therefore, the students' grammar was categorized enough.

The following part of speaking was the vocabulary. It was called the number of words from all languages and had been the basic knowledge to arrange a sentence. In this research, the students were found in trouble to build their sentences using the appropriate and various vocabularies. Thus, the students' speaking skill based on the vocabulary was determined categorized enough.

The last part of speaking was the fluency. In this research, fluency was known as the fluency to understand the language. The researcher got the data of the students' fluency and found that there were some students did not fluent in speaking the English language. On the other hand, there were some other students who were fluent in speaking but had been nervous to practice it in front of the class. Therefore, the students' fluency was well.

To sum up, the students were in difficult to master the speaking skill which involved the accuracy, grammar, pronunciation, fluency, and vocabulary. To solve this problem, the students had to learn more about the parts of speaking. Therefore, the similar students' problem of speaking was never happened anymore.

CONCLUSION

Concerning with the result of the test which had been given to the students at the eight-grade of SMP Muhammadiyah Tanjungpinang in academic year 2018/2019, the researcher concluded that the students still had learning difficulties in English speaking which involved the accuracy, grammar, vocabulary, pronunciation, and fluency. The most difficult speaking skills were the vocabulary, grammar, and pronunciation. Therefore, the category of the students' speaking skill was enough.

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