

**Speaking Difficulties Encountered By 12th Grade Students of
SMAN 2 Payakumbuh**

Thesis

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B, Ed) in English Language Teaching Program*



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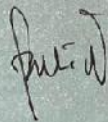
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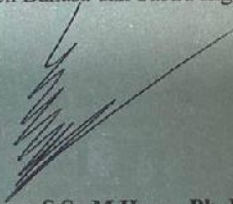
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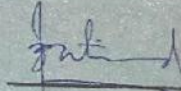
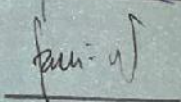
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ABSTRACT

Syahriffandra. (2022). Speaking Difficulties Encountered By 12th Grade Students of SMAN 2 Payakumbuh.

This study aimed to explore the factors that caused 12th-grade students of SMAN 2 Payakumbuh speaking difficulties. The researcher chose 12th-grade social science students as the sample of 30 students. In collecting the data, the researcher used speaking tests in the form of role-play and interview. From the data analysis, the researcher found some conclusions about students' speaking difficulties at SMAN 2 Payakumbuh as follows: first, in linguistic factors, the researcher found that the students' speaking ability was poor. They were lack of vocabulary, pronunciation, grammar, and fluency. Second, in non-linguistic factors the causes of the problem that students faced speaking were the students' inhibition in speaking, having nothing to say, low participation, and mother tongue influence. The findings for linguistic factor, to alleviate the linguistic factors, the teacher should teach and explain the speaking aspect such as grammar, vocabulary, and pronunciation to the students. For non-linguistic aspect teachers provide students with more encouragement in speaking and should be more creative when presenting a lesson. In addition, for the board of the school, it is hoped the school can provide appropriate English teaching facilities to improve the quality of English learning.

Keywords: high school students, speaking difficulties

ABSTRAK

Syahriffandra. (2022). Speaking Difficulties Encountered By 12th Grade Students of SMAN 2 Payakumbuh.

Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor yang menyebabkan siswa kelas 12 SMAN 2 Payakumbuh mengalami kesulitan berbicara. Peneliti memilih siswa IPS kelas 12 sebagai sampel dari 30 siswa. Dalam mengumpulkan data, peneliti menggunakan tes speaking berupa role play dan wawancara. Dari analisis data penelitian peneliti menemukan beberapa kesimpulan tentang kesulitan berbicara siswa di SMAN 2 Payakumbuh sebagai berikut: pertama, pada faktor linguistik, peneliti menemukan bahwa kemampuan berbicara siswa kurang baik. Mereka kekurangan kosakata, pengucapan, tata bahasa, dan kelancaran. Kedua, pada faktor non-linguistik penyebab masalah yang dihadapi siswa berbicara adalah terhambatnya siswa dalam berbicara, tidak ada yang dapat dikatakan, partisipasi yang rendah, dan pengaruh bahasa ibu. Temuan untuk faktor linguistik, untuk meringankan faktor linguistik, guru harus mengajarkan dan menjelaskan aspek berbicara seperti tata bahasa, kosa kata, dan pengucapan kepada siswa. Untuk aspek non-linguistik guru memberikan siswa lebih banyak dorongan dalam berbicara dan harus lebih kreatif ketika menyajikan pelajaran. Selain itu, bagi dewan sekolah, diharapkan sekolah dapat menyediakan fasilitas pengajaran bahasa Inggris yang sesuai untuk meningkatkan kualitas pembelajaran bahasa Inggris.

Kata kunci: siswa menengah atas, kendala berbicara.

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Padang, November 2022

The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the subjects taught at senior high school in Indonesia. In the learning process, students are taught both spoken and written language in order to have communicative competence. For spoken text, they learn some conversation for daily communication such as greetings, apologizing, thanking, do a favor, and so on. They learn some functional and short functional texts for written text, such as descriptive, procedure, narrative, recount, letters, greeting cards, announcements, and others.

In learning the spoken text, the goal of teaching is to provide learners with communicative competence and classroom activities that develop learners' ability to express themselves through speech (Richards, 2006). Students should, therefore, actively participate in the teaching and learning process. Through speaking, students will become familiar with the utterances used. Moreover, learning to speak fluently and accurately is always a grand task in learning English and offers advantages for students. It can increase vocabulary, especially when communicating with other people.

Harmer (2007) states, getting students to speak or to use the language they are learning is a vital part of a teacher's job. Because students are the people who need

the practice in order to get the communicative competence as the curriculum expects. However, it is undeniable that English teachers face challenges in teaching speaking, especially to EFL learners.

Based on the researcher's informal discussion with the English teachers at SMA 2 Payakumbuh, the students encountered speaking difficulties such as hesitation, having nothing to say, and using the mother tongue. As Brown (2004) said, it can be directly and empirically observed and reflects their ability to speak. In contrast, the researcher should not claim this condition as it is. There are also some linguistic components involved during their speaking, such as pronunciation, grammar, and vocabulary, which make them have a speaking problem. It is important to discuss these speaking problems because difficulties can arise in any learning process.

Actually, Harmer (2007) has reported that students are often unwilling to speak because they are shy and are not predisposed to express themselves in front of other people, especially when they are being asked to give personal information or opinions. Students often feel worried about speaking and thus losing face in front of their classmates. Moreover, Ur (1996) mentions some problems in speaking, such as inhibition – fear of making mistakes, losing face, criticism, shyness; nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments; low or uneven participation – often caused by the tendency of some learners to dominate in the group; mother-tongue use – particularly common in less disciplined or less motivated classes, where learners find it easier or more natural to express themselves in their native language.

Moreover, a study done by Lia Wiyana (2020) investigated Tegal EFL learners' difficulties of speaking, and it was reported they had a hard time speaking English because they did not have enough confidence. Lack of confidence makes students do not want to speak up or say what they think in front of their teacher or their classmates. While, Sartika Sri Rahayu (2020) investigated the students' of SMAN 1 Jatinom difficulties in English speaking and found out lack of vocabulary, lack of pronunciation, lack of motivation, nothing to say, fear of making mistakes, shyness, and mother tongue use are the main difficulties of the students. Then, another study conducted by Sutiya Rini (2021) found that students' of SMAN 7 Tungal Ulu problems in speaking were lack of vocabulary, lack of pronunciation, lack of grammar, fear of mistakes, and shyness. Both of the studies involved non-linguistic and linguistic factors of speaking difficulties, however, the studies were conducted through observing the learning process and recorded the speaking problems encountered by the students.

Several previous studies above have investigated the speaking difficulties in the EFL context, however, there is little research consider to utilize the speaking test to know deeply the linguistic factors the students had. Thus, the purpose of this study was first to investigate oral or speaking English ability of the students to know the linguistic factors that influence their speaking difficulties. A further investigation was to examine their speaking difficulties caused by the non-linguistic factor.

B. Focus of the Research

As mentioned above, the 2013 curriculum is used at senior high school of

Indonesia. In this curriculum, the spoken texts are conversation and the teachers usually use the communicative language teaching (CLT) method and involve role play in their teaching and learning process. Furthermore, this study will be focused on finding the students' speaking difficulties during making a conversation, not in a discussion or delivering a speech.

C. Formulation of the Problem

The formulation of the problem for this research is what are the 12th grade of Social Science students at *SMAN 2 Payakumbuh* speaking difficulties?

D. Purpose of the Research

The purpose of this research is to find out the speaking difficulties encountered by the 12th grade Social Science students at *SMAN 2 Payakumbuh*.

E. Significant of the Research

This study will provide benefits for both English teachers and board of school.

For teachers, it can help them to:

1. Know the difficulties of the students in learning speaking so that teachers can use appropriate strategies and method in teaching spoken text.
2. By knowing the speaking difficulties, researcher recommends that teacher can help students to reduce and eliminate their problem when learning English, especially in speaking.

For the board of school, the result of the research expected to be an information for school management, so they can provide appropriate English teaching facilities to

improve the quality of English learning.

F. Definition of key terms

1. Speaking difficulties is the difficulties encountered by students in their oral production of English that consist of linguistic factors and non-linguistic factors
2. Speaking ability is the ability to talk at any time and in any situation, involves the skills in oral production and interaction that enable a person to orally express idea accurately and coherently. It concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.