

**AN ANALYSIS OF STUDENTS' PROBLEMS OF SPEAKING ENGLISH IN
GRADE VIII OF SMPN 3 SUNGAI LIMAU**

Thesis

*Submitted as Partial Fulfillment of the requirements to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



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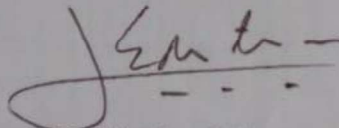
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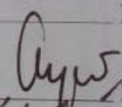
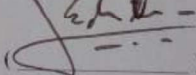
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ABSTRACT

Syahdila, Yolla. (2023). *An Analysis of Students' Problems of Speaking English in Grade VIII of SMPN 3 Sungai Limau*. Thesis. Padang: Prodi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang

This study aims to know the students' problems of speaking English and the dominant problems faced by students at grade eight of SMPN 3 Sungai Limau. The design of this research is descriptive research. The data were collected by using questionnaire and interviews guidelines. In this research, the researcher used total sample as a sampling technique for choosing the participants. The participants of this research consist of 79 students at grade eight from class VIII.1, VIII.2, and VIII.3 of SMPN 3 Sungai Limau. The result of this research find that the students have problems in linguistics problems and psychological problems. The linguistics problems consist of incorrect pronunciation with a percentage 88.61%, and followed by lack of vocabulary with, and mastering of grammar with same percentage 81.33%. The psychological problems consist of anxiety with a percentage 68.67%, mother tongue use with a percentage 72.15%, shyness with a percentage 70.25%, lack of confidence with a percentage 73.42%, and fear mistakes with a percentage 73.73%. The dominant problems faced by the students in speaking English is linguistics problems with average 73.51%.

Keywrods: Speaking problems, linguistics problems, psychological problems

ABSTRACT

Syahdila, Yolla. (2023). *An Analysis of Students' Problems of Speaking English in Grade VIII of SMPN 3 Sungai Limau*. Thesis. Padang: Prodi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui masalah berbicara bahasa Inggris siswa dan masalah dominan yang dihadapi siswa di kelas delapan SMPN 3 Sungai Limau. Desain penelitian ini adalah penelitian deskriptif. Pengumpulan data dilakukan dengan menggunakan kuesioner dan pedoman wawancara. Dalam penelitian ini, peneliti menggunakan total sample sebagai teknik pengambilan sampel untuk memilih partisipan. Partisipan penelitian ini terdiri dari 79 siswa kelas VIII dari kelas VIII.1, VIII.2, dan VIII.3 SMPN 3 Sungai Limau. Hasil penelitian ini menemukan bahwa siswa memiliki masalah dalam masalah linguistik dan masalah psikologis. Masalah linguistik terdiri dari pengucapan yang salah dengan persentase 88,61%, dan diikuti oleh kurangnya kosakata, dan penguasaan tata bahasa dengan persentase yang sama 81,33%. Masalah psikologis terdiri dari kecemasan dengan persentase 68,67%, penggunaan bahasa ibu dengan persentase 72,15%, rasa malu dengan persentase 70,25%, kurang percaya diri dengan persentase 73,42%, dan takut salah dengan persentase 73,73%. Masalah dominan yang dihadapi siswa dalam berbicara bahasa Inggris adalah masalah linguistik dengan rata-rata 73,51%.

Kata kunci: Masalah berbicara, masalah linguistik, masalah psikologis

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Therefore, on this occasion, the writer would like to express her sincere gratitude to the honorable advisor, Dr. Edi Trisno, M.A., who has given the best guidance, advice, valuable time to supervise, and motivation to the writer to accomplish this thesis. Then, the writer also owes sincere thanks to the examiners, Dr. Ratmanida, M.Ed. and Dra. Aryuliva Adnan, M.Pd. for the guidance, insightful comments, and valuable suggestion.

The writer would like to express her sincere gratitude to her great and beloved parents, Ibu Dini Danela, Ayah Muazzam Syah, and Mami Sri Nopialti, for their continuous and incomparable love, prayers and supports. Then, she wants to express her thanks to her beloved sisters, Yunisya Azzani, Khanza Rizaldan, and Raisha Aqeela Putri, and her brother M. Hito Sandinu, who always being a good brother and sisters. Thank you very much also to all my friends and people who closest to me who always encourage me, may Allah repay your kindness.

Padang, 29 January 2023

The writer

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CHAPTER I

INTRODUCTION

A. Background of Problem

Nowadays, English is one of the international languages that many countries throughout the world use English to communicate and share information, including Indonesia. Since it is the most used language, English plays a significant role in communication in many fields of society, including economics, technology, business, education, and so on. Considering the significance of English, it is critical to be able to communicate in English. Therefore, Indonesia's ministry of education requires that English be taught in schools as a compulsory subject. Consequently, educational institutions in Indonesia introduce English from the pre-elementary level to the university. Widyasworo (2019) states that in Indonesia English is already taught as a required subject in junior high school (SMP), senior high school (SMA/MA) or vocational high school (SMK) as stated in the 2013 curriculum. It means that students from all levels of education in Indonesia have to follow the English subject at school.

In learning English, there are several skills of language that must be mastered by the students. According to Brown (2001), research and practice in English language teaching have identified the four language skills that are reading, writing, speaking, and listening. Among these skills, speaking is one of the most

significant skills. It is supported by Ur (2012) says that all of the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of the language as if speaking included all other kinds of knowing. Therefore, most language learners are mainly not interested learning to speak.

Speaking is the activity between speaker and listener to convey ideas, opinion, or message to others by oral. According to Dionar (2018) speaking is the common ways of communication that people use to convey ideas, thoughts, feelings, sharing information, and building a social relationship. Torky (2006) states speaking is an interactive process or constructing meaning that involve producing, receiving, and processing information. In addition, Kayi (2006) states speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of the context. From the explanation above, it means that speaking is the ability to produce language that people use to express feelings, share information or ideas with other people through interactive process to develop a social relationship.

In Indonesia, speaking is one the most important skill for English language learners to develop since it encompasses a wide range of skills and helps them to interact with people. Based on curriculum 2013, the goal of language learning is to enable the students to use English. The main purpose of learning is aimed at developing the students’ skill in communicating in English well. In addition, the curriculum emphasizes that the students have to mastered the components of

speaking. According to Brown (2001), there are five components of speaking that are vocabulary, pronunciation, fluency, grammar, and comprehension.

For students in Indonesia, English is a foreign language and they find difficulty in speaking English. There are several factors that make speaking English is difficult. According to Nggeabak (2021), factor that make students feel difficult in speaking is they lack of vocabulary mastery and poor pronunciation. The students also lack of confidence to speak in English, they feel anxious and shy when they ask to speak, and they have no motivation to speak in English. In addition, Clarita dan Nurhidayat (2020) find that the aspect that affects the students' difficulty in speaking English are the students usually use the first language, they have no idea when they ask to speak, and they lack of grammar.

In the school, speaking English is a problem for the students. According Zhang (2009), speaking remains the most difficult skill to master for the majority of English learners, because the students have to master several difficult micro skills, including the pronunciation of unfamiliar phonemes, grammar, and vocabulary. Ur (1996) states that there are some speaking problem that teachers can come across in getting students to talk in the classroom. They are inhibition, nothing to say, low or uneven participant and mother-tongue. In addition, Floriasti (2013) states that there were mistakes in grammar, punctuation, stress, rhythm intonation, and accuracy. In addition, the majority of students said speaking was a challenging skill. When speaking English, they face some problems, including how to start a discussion, anxiety, nervousness, and worry about making mistakes.

Moreover, according to Juhana (2012) there are two problems of speaking that face by the students; linguistics problems and psychological problems. The linguistics problems contain with lack of vocabulary, lack of understanding grammatical pattern, and incorrect pronunciation. For the psychological problems contain with fear of mistakes, shyness, anxiety, lack of confidence, and lack of motivation.

Based on the preliminary research, the researcher got the speaking score from English teacher and found that the Eight grade of SMPN 3 Sungai Limau still got under average score (KKM) in learning speaking for grade 8 KKM practice speaking is 68, class VIII.1 has an average score of 66, class VIII.2 has an average score of 64, and class VIII.3 has an average score of 64 and most all students have problem in learning English especially speaking. Based on the interview with the English teacher, Arfina Umar, S,Pd, she said that several problems are faced by the students in speaking. First, the students could not pronounce English words and they felt embarrassed when they could not pronounce the word correctly. Second, they use their first language or mother tongue than English in class. Then, they were unable to answer simple questions posed by the teacher due to their limited vocabulary. They also have low motivation for learning English because they think it is difficult.

There were previous studies have been conducted about the students' problems in speaking English. The first study is by Anggaraeni et al (2020) entitled Analyzing Speaking Problems Faced by EFL Colleges Learner. The second study conducted by Rahayu (2015) entitled An Analysis of Students' Problems in

Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School. Then, the study from Goktepe (2014) entitled Speaking Problems of 9th High School Turkish Learners of L2 English and Possible Reasons for those Problems: Exploring the Teachers and Students Perspectives. The last study by Alfaki and Ali (2021) entitled Difficulties of Speaking English that Encountered Students (Case Study En-Nuhud Secondary School).

Based on the previous studies above, the first focus on examine problems are faced by EFL colleges learner in speaking English. Then, the second study find out the students' problems, the factors, and the strategies to overcome with the problems in speaking English. The third study is to investigate the speaking problems encountered by Turkish EFL learner in ninth-grade high school as well as any potential causes of these problems through the perspectives of students and teacher. The last study exploring the students' difficulties and revealing the extant and degree of speaking difficulties and the reason. Moreover, this research was analyzed what are the problems faced by the students in speaking and find the dominant problems face by the students, because there is not research that explores the problems in speaking encountered by the students at SMPN 3 Sungai Limau. Thus, the researcher intends to conduct research about An Analysis of Students' Problem in Speaking at VIII grade of SMPN 3 Sungai Limau.

B. Focus of the Research

According to the background above, the focus of this research is to find out the students' problems in speaking based on linguistics problems and psychological problems.

C. Research Question

The research problem from this study

1. What are the students' problems in speaking English at Eight Grade of SMPN 3 Sungai Liamu?
2. What is the dominant problem in speaking face by the students at Grade Eight of SMPN 3 Sungai Limau?

D. Purpose of the Research

The purposes of the research are as follow:

1. To know the students' problem in speaking English
2. To know what the dominant problem in speaking face by the students

E. Significance of the Research

The results of this study are expected to provide benefits to the students, teachers, and other researcher, as well as make a proper contribution to science in the process of teaching and learning English.

1. Students

The researcher hopes that this study can help them to improve their speaking skills once they are aware of their problems in speaking English.

2. Teacher

Hopefully, this study can be useful for the teacher to know their students' problems in speaking English so that the teacher can find out the best solution for their students' problems in speaking English and increase their students' speaking skill

3. Researcher

Hopefully, the finding of this study can provide some information about the students' problems in speaking as a reference for the other researcher in the future

F. Definition of the Key Terms

1. Speaking

Speaking is productive skills that used to convey ideas or information to other by orally in order to inform the other or the listener and oral transmission of ideas and information in a variety of situations.

2. Speaking Problem

Speaking problems are some problems that make someone lack of speaking ability. There are two problems in speaking, those are linguistics problems and psychological problems.