

**AN ANALYSIS OF STUDENTS' PROBLEMS IN SPEAKING ENGLISH  
AT SECOND GRADE OF SMP NEGERI 14 PADANG**

Thesis Proposal

*Submitted as a partial fulfillment of the requirement to obtain Bachelor of  
Education in English Education Program*



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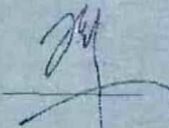
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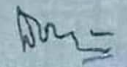
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## ABSTRAK

Rambe, Ismah Syifa A. 2020. *An Anlysis of Students' ProblemS in Speaking English at Second Grade of SMP Negeri 14 Padang*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini ialah penelitian deskriptif yang bertujuan untuk mendeskripsikan permasalahan siswa dalam berbicara menggunakan bahasa Inggris. Penelitian ini dilakukan di SMP Negeri 14 Padang. Populasi penelitian ini adalah siswa kelas II SMP Negeri 14 Padang. Populasi sebanyak 228 siswa dari 8 kelas. Sampel dipilih dengan cara Cluster sampling. Sampel penelitian berjumlah 28 siswa. Prosedur pemilihan sampel meniru sistem lotere. Instrumen yang digunakan adalah observasi dan angket (pernyataan tertutup). Berdasarkan temuan penelitian ditemukan masalah-masalah siswa dalam berbicara bahasa Inggris yaitu; pengucapan salah 31,4%, tata bahasa buruk 45,3%, kurangnya kosakata 4,1%, dan kefasihan 19%. Peneliti juga menemukan penyebab masalah siswa dalam berbicara yaitu; takut membuat kesalahan 84%, cemas 85,5%, malu 77%, kurang percaya diri 73%, kurangnya motivasi 67%. Hasil penelitian ini menunjukkan bahwa siswa kelas dua SMP Negeri 14 Padang menghadapi masalah dalam berbicara bahasa Inggris.

**Kata kunci:** berbicara, masalah berbicara, penyebab masalah berbicara.



## ABSTRACT

Rambe. Ismah Syifa A. 2020. *An Anlysis of Students' ProblemS in Speaking English at Second Grade of SMP Negeri 14 Padang*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This research is a descriptive research that is aimed to describe students' problems in speaking English. The research was done at SMP Negeri 14 Padang. The population of this research were the second grade students of SMP Negeri 14 Padang. The population was 228 students from 8 classes. The sample was chosen by Cluster sampling. There were 28 students as the sample of this research. The procedure of choosing the samples imitated the lottery system. The instruments used were the Observation and questionnaire (close-ended statements). Based on the findings of study it was found those students' problems in speaking English namely; incorrect pronunciation 31.4%, poor in grammar 45,3%, lack of vocabulary 4.1%, and fluency 19%. The researcher also found the causes of students' problems in speaking namely; fear of mistakes 84%, anxiety 85.5%, Shyness 77%, Lack of confidence 73%, Lack of motivation 67%. The results of this research indicate that the second grade students of SMP Negeri 14 Padang faced problems in speaking English.

**Keywords:** *Speaking, Speaking problems, Causes of the speaking problems*

## **ACKNOWLEDGEMENTS**

First of all, the researcher want to say Alhamdulillahirabbil ‘alamin and all praise be upon to Allah SWT, with his uncountable blessings, mercy, and great guidance, has given the researcher health and chance to finish this thesis as one of requirements for obtaining Strata One degree at English department of Universitas Negeri Padang. Shalawat and salam are also presented to the greatest leader of human beings, Prophet Muhammad SAW who has brought us from the darkness to the lightness from the stupidly era until cleverness like now.

I would like to address the deepest gratitude to the honorable advisor Dr. Ratmanida, M.Ed, TEFL., for the valuable advices, endless support and motivation, as well as durable understanding during the whole process of completing this thesis. It is also a pleasure to express my sincere thanks to the reviewers of the thesis proposal in the seminar as well as the examiners of the thesis: Dr. Rusdi Noor Rossa, S.S, M.Hum. and Drs. Don Narius, M.Si. I am very thankful for the beneficial contribution of ideas, suggestions, positive criticism and correction for the betterment of this thesis. Also, thanks for my beloved parents and my beloved family members who always give their countless love, send their powerful prayers, and give both mentally and financially support. Lastly, for all of my friends (kiki, annisa, melia, nabila) that always giving me supports and spirit as well when I am bored and tired.

Padang, Agustus 2020

Ismah Syifa A. Rambe

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the problem**

Speaking is one of the most important skills in this Globalization era. It is used in many sectors of job like business, banking, education and tourism in Indonesia. Through speaking, people are able to express the ideas, and knowing others' ideas as well to other people. For example, In tourism, speaking skill is used as a tool to communicate with other people from different countries in many purposes and contexts such as giving direction and giving information. This is line with Richards and Renandya (2002) state that, speaking is the most important language skill. According to them, “A large percentage of world’s language learners study English in order to develop proficiency in speaking”. It is especially for Indonesian because most of Indonesian can not speak English like the students in Indonesia. Ur (1991:120) also states in her book named “A Course In Language Teaching: *Practice in Theory*”: 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 “speaker” of that language, as if speaking included all other kinds of knowing and most foreign language learners are primarily interested in learning to speak. According to her statement, speaking is the important one from the four skills.

Considering the importance of this skill, Indonesian Government decided English has become a compulsory subject in Indonesia curriculum, including the 2013 curriculum. Based on this curriculum, there are basic competencies of English subject known as Kompetensi Dasar (KD) that are divided into four skills, namely listening, reading, writing, and also speaking.

Speaking is an ability to produce the language and share the ideas. This skill becomes one of the English skills taught and learned at school in Indonesia, starting from junior high school until senior high school. At junior high school, it is taught from grade VII to grade IX. The purpose of the language teaching in junior high school especially English is to achieve functional literacy in the form of spoken and written as a standard competence (PERMENDIKNASNo.23). In addition, students in junior high school should able master some daily conversation in English such as greeting, thanking, asking for something, leave-taking, and asking for permission, etc., that are in line with its KD (basic competence). The successful of speaking English is the ability to carry out a conversation in English. Therefore, it is expected that the students have good ability in speaking so that they will be able to communicate especially around this topic. Similarly, based on the 2013 curriculum, it also states that second year of junior high school students are expected to be able to communicate to each other in their target language fluently by the end of the course. Unfortunately, there are many difficulties or problems that occur when students communicate with English.

The fact shows that even though English has been taught for so many hours especially in speaking English, it still becomes problem for the students. They usually find problems communicating in English such as poor in grammar, lack of vocabulary, incorrect pronunciation, and disfluency (Richard:2008:71). Because of that, there are many causes of speaking English problems. According to Ur (2009:121), many causes of speaking problems. They are inhibition, nothing to say, and the use of mother tongue. In addition, Juhana (2012:101) also pointed out some causes related to Anxiety, lack of confidence and lack of motivation.

In addition, based on the researcher experiences in educational practice program at second grade of SMP Negeri 14 Padang, it is found that many students have lack of speaking skill. There are many problems of speaking English which show in this school especially at second grade students. Firstly, the problem is proven by their final score. Most of them thought that English is a difficult subject, part of it is in speaking skill, consequently they rarely speak in English. They also feel ashamed and worried about making mistake when teacher asked them to speak English. Besides that, the researcher also found there is no English day in SMP Negeri 14 Padang that makes there is no speaking habit to encourage the students speak in English. Mostly they could not pronounce the word correctly. Actually, that was reasonable enough because generally, the teacher was used Indonesian dominantly. The researcher believed that the teacher just wanted to make the students understood what the material was delivered by her, so she used Indonesian as the best way to give the material to her students. So, it makes them lazy to speak English and keep using their own language or students



always used Indonesian. Moreover, sometimes some students may want to try speaking English but they have no idea or do not know the topic to be talk and also usually lose their word while communicating with others. Because of that, the researcher select SMP Negeri 14 Padang as subject of this research especially second grade students due to fact that the students have problems in terms of English subject especially in speaking because of many factors included.

Students' problems in speaking English usually comes from the difficulties in speaking activity that faced by students. It was supported by Thornbury (2005:39) stated that the difficulties that student speaker faces break down into two main area such as knowledge factor and skill factor. In knowledge factor the students do not know the aspects of knowledge in speaking such as grammar, pronunciation and vocabulary. Besides that, in the skill factor the students are lack of confidence which might inhibit and fluency.

Since there are many problems in speaking English, some researchers have conducted studies related to this topic. For example, Hendriansyah (2012) investigated speaking problem faced by the English department students of Syiah Kuala University, the result showed that the problems that most students faced in speaking was having a lack of vocabulary, not being confident to speak, not being used to talking in class, and difficulty expressing words or sentences. Furthermore, a study conducted by Devi (2014) with the title "A Study of Students' Problems in Learning Speaking English at The Second Grade of SMPN 1 Telaga". The result of her research were factors that influence success and problems in learning speaking such as low in mastering vocabulary, limited

of grammar knowledge and pronunciation, shyness, fear of making mistakes, lack of confidence, mother tongue used dominantly and low of motivation. Next, Ayu(2018) investigated Students' Problem in Learning Speaking at the Second Semester of the Eleventh Grade Students of SMKN 6 Bandar Lampung in the Academic Year of 2018/2019'. The result showed that the students' problem and the cause of the problem in the process of learning speaking of SMKN 6 Bandar Lampung as follow: (1) The students' problem in learning speaking are students perception that they do not know the aspects of language that enable production in learning speaking, they are lack of vocabulary, limited of grammar knowledge, limited of pronunciation, never practice to speak English, minimum opportunities and nervousness (2) The cause of the problem in learning speaking are inhibition, nothing to say, environment factor and mostly mother tongue used. Last, Azra (2019) investigated speaking problem faced by nursing students of Poltekkes Kemenkes RI Padang. The result showed that the speaking problems are incorrect pronunciation, poor grammar, lack of vocabulary, disfluency, and lack of comprehension.

Based on previous research, it means that many problems faced when speaking English. So, this research has similarity and also difference with previous research. The similarity is those researchers discuss about speaking English problems. Devi (2014), Ayu (2018) and Azra (2019) discussed in same theory of speaking problems as researcher that is Richards theory (incorrect pronunciation, poor grammar, lack of vocabulary, disfluency, and lack of comprehension) but Devi (2014) adds shyness, fear of making mistakes, lack of

confidence as other speaking problems. However, it is also having the differences, such as in Hendriansyah (2012) talked about speaking problems in other theory. Hendriansyah (2012) used speaking problems from Harmer theory, but in this research will focus about speaking problems based on Richards theory. The other difference from the previous research is the subject or sample. The four researchers are different sample. Hendriansyah (2012) used the sample of university students. Devi (2014) used the sample of Junior high school students at first grade students. Ayu (2018) used the sample of Vocational high school students. Then, Azra(2019) used sample of nursing students. However, this research sample is different from previous research. The researcher uses the sample of Junior High school students especially at second grade students.

Looking at the fact in the second grade students of SMP Negeri 14 Padang, most of students have problems in speaking English. Because of that, the the researcher is curious about what problems faced of second grade students and also followed by finding the cause of speaking problems while they are speaking English. Then, the topic in this research is also rarely conducted. Therefore, it encourages the researcher to make research about it.

Hence, this research, the researcher is inspired to identify and analyze the problems of second grade junior high school students faced in speaking English at SMP Negeri 14 Padang.

## **B. Identification of the problem**

Based on the background of the problem above, it shows that speaking is one of the important skills in speaking English. Speaking will lead a successful conversation correctly. Furthermore, most of students have problems in speaking English. First, many students rarely speak English because of they think speaking English is difficult and also worry about making mistake when speak English. Second, they do not know what they want to talk. Sometimes, students feel lack of grammar and vocabulary so that they cannot speak English. Third, they do not try speaking English, they usually use their own language.

## **C. Limitation of the problem**

Based on identification of the problem, the researcher will be focused on investigating the speaking English problems faced by the second grade students in SMP Negeri 14 Padang. Then, the researcher also identifies the causes of speaking problem faced by second grade students in SMP Negeri 14 Padang.

## **D. Formulation of problem**

Related with the limitation of problem above, the formulation of problem as states: “how is students’ problems in speaking English at second grade of SMP Negeri 14 Padang?”

## **E. Research question**

Based on formulation of the problem above, the research formulated the problem as follow:

1. What are the students’ problems in speaking English at second grade of SMP Negeri 14 Padang?

2. What are the causes of problem in speaking English at second grade of SMP Negeri 14 Padang?

#### **F. Purpose of the research**

Based on the research questions mentioned, the purposes of this research are:

1. To find out the students' problems in speaking English.
2. To find out the causes of problem in speaking English at second grade of SMP Negeri 14 Padang.

#### **G. Significance of the research**

This study is expected to give significant in two ways:

1. Theoretical

Theoretically, this research is expected to give knowledge about students' problems in speaking English. The result of this research can be used as reference for who want to conduct a research in students' problem in speaking English.

2. Practical

- a. For student

The result of this research can give information to the students about speaking problems. From this research, students also can understand the kind of problems in speaking English so that they will determine the good way for mastering speaking.

b. For teacher

This research can give teacher knowledge about students' problem especially in speaking English. Then, this research also will be guidance to English teacher in teaching speaking.

c. For next researcher

The result of this research will be a reference and knowledge for doing another research in the same field.

#### **H. Definition of the key terms**

1. *Problems* are some difficulties or obstacles to achieve something.
2. *Speaking* is an oral expression to express idea, feelings, and thought orally by using words, sounds, and choice of words in the right pattern depends on the context in order to communicate with other people.
3. *Speaking problems* are the difficulties or obstacles that faced by students while they are speaking.

## **CHAPTER V**

### **CONCLUSION AND SUGGESION**

In this chapter, the researcher presents the conclusion of the research and suggestion of the research.

#### **A. Conclusion**

Based on the result of the research, it can be concluded that:

1. The students' problems inspeaking English were students' have less vocabulary, lack of grammar knowledge, incorrect pronunciation because they never practice to speak English, could not speak fluently and difficult to understand the speaker said.
2. The causes of students' problems in speaking English, it can be concluded that students had psychological factors such as fear of making mistake, shyness, anxiety, lack of motivation and lack of confident that students hinder from practicing their speaking in English. For example, fear of making mistake was commonly caused by their incorrect pronunciation so their friends laughed.

#### **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestions as follows:



## **1. For the students**

- a. The students should improve their vocabulary, pronunciation, and meaning by using dictionary that can be easily used in their speaking activity.
- b. The students should try to speak with a good grammar, even though there will be a mistake because it just lessons. Don't worry about making mistake.
- c. They students should have more time to practice to speak English so that they increase their fluency and minimize the use of Indonesian language.
- d. The students should try to confident when speaking English.
- e. Students should have motivation to practice their English in order to make the speaking ability well.
- f. The students should not feel shy and anxiety when teacher asked to speaking English. They should brave when the teacher asked to speaking English.

## **2. For other researchers**

The next researcher can conduct a study about speaking problems and its causes and also add solution of problems in speaking that can make the students gain the success in speaking English.

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