THE STUDENTS’ DIFFICULTIES IN SPEAKING
AT THE TENTH GRADE OF SMA NEGERI 1 SINE
IN 2014/2015 ACADEMIC YEAR

PUBLICATION ARTICLE
Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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2015
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ABSTRACT

This study aims at describing the students’ difficulties in speaking English at SMA Negeri 1 Sine. Besides, the researcher also wants to know what the students’ difficulties in speaking English and what factors contribute to the difficulties in speaking English for the students. The type of the research is descriptive research. The subject of this research is the English teacher and the tenth grade students of SMA N 1 SINE. The object of this research is to describe the students’ difficulties in speaking English and to describe the factors that contribute the difficulties in speaking English by the students. The method of collecting data are observation, recording, and interview. The data are taken from the subject of the research in the form of teaching learning process, interview and recording. The research finding shows that the students difficulties in speaking English are: (a) the student’s low vocabulary mastery resulted from their limited knowledge of meaning vocabulary had led them difficulties in understanding the conversation. (b) the students had difficulties in pronouncing certain words because, English words are different between pronunciation and writing. (c) the students were still confused in arranging words. Then, there were still some mistakes in their grammar. (d) the students were often afraid of speaking English because they were worried of making mistakes. They were unconfident and nervous when the teachers were asking them. Second, factors that contribute to the difficulties in speaking English are: the quantity of the students in learning speaking English and student’s psychological factors.

Key words: speaking difficulties, direct practice.
A. Introduction

Language means of communication which is used by human to communicate and interact each other. From language, people could express their ideas and emotion. Without language, one cannot communicate effectively or express ideas in both oral and written form.

As a foreign language in Indonesia, English is learned seriously by many people to have a good prospect in the community of international world. Recently, English becomes important. Since it is important, English is taught widely at formal schools starting from elementary school up to universities; even at informal school i.e. courses. The use of English as a second language in oral communication is complex activities to be considered when teaching the English language (Al-Sibai, 2004:3). However, (Ur 1996:43) considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language.

Speaking is one of the four skills in English subject as a tool to communicate each other. According to Hornby (1985:21), speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication.

According to Ur (1996:117), there are many factors that cause difficulty in speaking, they are as follows: inhibition, nothing to say, low
or uneven participation and mother tongue. In addition, Raba’ah (2005:15) pointed out that there are many factors that cause difficulties in speaking English. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

From the phenomena above, the writer wants to do a research entitled *The Students’ Difficulties in Speaking at the Tenth Grade of SMA Negeri 1 Sine in 2014/2015 Academic Year.*

**B. Research Method**

In doing this research, the researcher uses descriptive qualitative research. Researcher takes descriptive research because she describes the students’ difficulties in speaking English at SMA Negeri 1 Sine. Besides, the researcher also want to know what is the students’ difficulties in speaking English and what factors contribute to the difficulties in speaking English by the students.

The type of the research is descriptive research. The subject of this research is the English teacher and the tenth grade students of SMA N 1 SINE. The object of this research is to describe the students’ difficulties in speaking English and to describe the factors that contribute the difficulties in speaking English by the students. The method of collecting data was
observation, recording, and interview. The data are taken from the subject of the research in the form of teaching learning process, interview and recording.

C. Finding and Discussion

1. The Result of Speaking Difficulties Faced by the Student

The students’ difficulties when speaking English were vocabulary. As a result, the students do not know the vocabulary, then they use Indonesian language when they have to speak English. It is too pity because they will use Indonesian language for several time. It is an evidence that conversation requires vocabulary mastery. A students have not confidence in speaking English because they are afraid if they choose the wrong word. The difficulties in speaking English in SMAN 1 Sine support by Hetrakul (1995:76) states that “Vocabulary is a component in speaking. In speaking English, students need to master a lot of vocabulary, because by mastering many words, they would study way of speaking easily. Sometimes, students felt difficult when they were learning because they had limited vocabulary”

Grammar is quite difficult to be understood by the students. The students will always get a difficulty using grammar in speaking English. They do not know when they should apply present time, past time, and future time. The difficulties in speaking English in SMAN 1 Sine support by Hetrakul (1995:76) states that “English always deals with reference of time while Indonesian does not have one. Moreover, there
are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Realizing that the grammar students have is very weak, so they feel embarrassed when they want to produce English sentences orally”.

Many students have difficulties in pronouncing words, such as when the students pronounced arrived, it should pronounce [ə’ralvd] but the students said [əraived]. The other cause is the articulation is not good enough, because they used their own dialects. The difficulties in speaking English in SMAN 1 Sine support by Hetrakul (1995:76) states that “The problem which is often faced by the students is about pronunciation. They felt difficult to pronounce certain words because in English, between pronunciation and writing are different. Therefore, they did not recognize yet”.

2. Factors that Contribute to the Difficulties in speaking English

Difficulties in speaking English are often faced by the teacher and students. Based on the observation, the writer finds that difficulties faced by the teachers are the quantity of the students in speaking English and the student’s mentality. Difficulties faced by the teacher it is not an easy case to be overcome. The teachers need to do some efforts to overcome their difficulties.
Based on the discussion above, the teachers need some strategies used to solve the difficulties faced by students in speaking English such as:

1. The teacher presents some new words, gives the students some practice and then helps them use and remember the words.
2. The teacher must apply ways how to pronounce the word correctly.
3. The teacher uses exercise books to make the students able to use the grammar
4. The teacher may use joke toward the students to lighten the mood.

The difficulties in speaking English in SMAN 1 Sine support by Samira (2014:5) states that “the factors that contribute to the existence of speaking difficulties are teachers’ perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations. The study shows that teachers believe in the importance of teaching speaking, yet they do not spend enough time for that because of the shortage of time because priority is given to the coverage of the textbook topics, which emphasize teaching reading and writing rather than speaking”.

3. **Conclusion**

Based on the research finding and discussion, the writer draws conclusions as follows:

1. **In relation to difficulties in speaking English faced by the students, there are four difficulties in speaking faced by students, namely:**
   
a. 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.

b. 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.

c. The students were still confused in arranging words. Then, there were still some mistakes in their grammar.

d. 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.
2. Factors that Contribute to the Difficulties in Speaking English

a. The Quantity of the Students in Learning Speaking English

It is also a difficulty faced by the teacher because the quantity of the students was too many. The teacher felt difficult to manage the learning speaking English. To solve the problems, the teacher always makes a group and gives pictures in every group when learning speaking English process. The students may be begining to speak from the easier word from the pictures.

b. Student’s Psychological Factors

It is related to the confidence. The teacher has an important role to the students in speaking English activities. The teacher has the responsibility to make the student active in teaching learning process. The teachers must grow the student’s courage and the teachers have responsibility to make more activity in learning speaking English.
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