

Student`s Difficulties in Learning Speaking Skills at Junior High School

Oleh:

Firman ariyadi

188820300071

Universitas Muhammadiyah Sidoarjo



Introduction

- Speaking is the ability to communicate to convey ideas, information, suggestions, feelings, and others.
- Speaking has three proficiencies: pronunciation, vocabulary, and grammar.

Research teory

Hamida et al., two factors make speaking difficult for students: linguistic and psychological factors.

Previous study

Rahmaniah 2019

- ❖ Internal factors include quiet students, difficulty memorizing vocabulary, difficulty identifying pronunciation, poor language pronunciation.
- ❖ External factors they prefer to speak Indonesian than English, and they rarely use English.

Zainurrahman 2019

- ❖ In the field of linguistics, students lack vocabulary and understanding of grammar.
- ❖ The field of Psychology, shows that students are hesitant and not confident, so students become bad at speaking.

Research Problems

- What are the students' difficulties in pronunciation, vocabulary, and grammar related to speaking skills?

Research Methodology

- This research is qualitative descriptive research. The writer tries to find out the student's learning problems and presented them in descriptive form.

Research Setting and Research Subject

- This research was conducted at MTS NU CANDI
- The subject of this research is 80 students. There are 40 students from class A and 40 students from class B.

The data collection Techniques

Observation and interview

Data Analysis techniques

Three-step of Haberman and Milles analysis methods:
data reduction, data display, and conclusion

Findings

1. Some of the students in classes VIII A and VIII B had difficulty speaking because of a lack of vocabulary.
2. Students feel insecure when they try to speak English in front of their classmates.
3. **Table 3.1 Student's difficulties in pronouncing the sound /v/.**

Words	IPA	Students' Pronounced
Food	/fu:d/	/pud/
Evil	/i:vəl/	/efil/
Verb	/vɛ: rb/	/beb/
Remove	/rɪ'mu:v/	/rɪmuf/
Value	/væ.lju/	/fælu/
Fast	/fæst/	/pas/
Above	/əbʌv/	/əbʌf/

Findings

- Table 3.2 Students' difficulties in pronouncing consonant (ð)

Words	IPA	Students' Pronunciation
These	/ ði:z/	/di:s/
Those	/ ðəuz/	/dəuz/
Them	/ðem/	/dem/
This	/ ðlz/	/dls
Father	/faðə/	/fadə-r/
Another	/ə' nəðər/	/ə-nadər/

- Table 3.3 Students' difficulties in pronouncing consonant /ʃ/ in English

Words	IPA	Students' Pronunciation
English	/ɪŋ.gllʃ/	/ɪŋ.glls/
Finish	/fɪn.ɪʃ/	/fɪnɪs/
Shine	/ʃaɪn/	/sain/
Wash	/wɑ:ʃ/	/was/
Fishing	/fi:ʃ in/	/fising/
Shore	/ʃɔ:ɹ/	/sɔr/
Fresh	/frefʃ/	/fres/

Findings

- Table 3.4 Students' difficulties in pronouncing English Consonant /dʒ/ and /tʃ/

Words	IPA	Students' Pronunciation
Watch	/wɒ tʃ/	/wɒ t/
Join	/dʒɔɪn/	/jɔɪn/
Page	/peɪdʒ/	/peɪg/
Catch	/kætʃ/	/kat/

Discussion

- The findings are in accordance with Hamida's opinion that there are two factors that cause students not to be able to speak English: linguistic and psychological factors.

Conclution

- According to this study, many students have difficulty speaking because they need more vocabulary mastery, have poor pronunciation, and are not confident.
- In addition, the authors found another factor is the need for environmental support that allows students to speak English.

